

Application: Capital Preparatory Bronx Charter School

Kashani Stokley - kashani.stokley@wearecapitalprep.org
2020-2021 Annual Report

Entry 1 School Info and Cover Page

Completed Aug 24 2021

[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 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 2020-2021 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, 2021)** or you may not be assigned the correct tasks.

BASIC INFORMATION

a. SCHOOL NAME

(Select name from the drop down menu)

CAPITAL PREPARATORY BRONX CHARTER SCHOOL 321200861163

a1. Popular School Name

(No response)

b. CHARTER AUTHORIZER (As of June 30th, 2021)

Please select the correct authorizer as of June 30, 2021 or you may not be assigned the correct tasks.

SUNY BOARD OF TRUSTEES

c. DISTRICT / CSD OF LOCATION

CSD #11 - BRONX

d. DATE OF INITIAL CHARTER

1/2019

e. DATE FIRST OPENED FOR INSTRUCTION

9/2020

h. SCHOOL WEB ADDRESS (URL)

<https://www.capitalprepbronx.org/>

i. TOTAL MAX APPROVED ENROLLMENT FOR THE 2020-2021 SCHOOL YEAR (exclude Pre-K program enrollment)

192

j. TOTAL STUDENT ENROLLMENT ON JUNE 30, 2021 (exclude Pre-K program enrollment)

171

k. GRADES SERVED IN SCHOOL YEAR 2020-2021 (exclude Pre-K program students)

Check all that apply

Grades Served	6, 7
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l1. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?

Yes

12. NAME OF CMO/EMO AND ADDRESS

NAME OF CMO/EMO	Capital Preparatory Schools
PHYSICAL STREET ADDRESS	7 Middle St
CITY	Bridgeport
STATE	CTCT
ZIP CODE	06604
EMAIL ADDRESS	kashani.stokley@wearecapitalprep.org
CONTACT PERSON NAME	Kashani Stokley

FACILITIES INFORMATION

m. FACILITIES

Will the school maintain or operate multiple sites in 2021-2022?

	No, just one site.
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School Site 1 (Primary)

m1. SCHOOL SITES

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

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for coming year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 1	755 Co-Op City Blvd, Bronx, NY 10475	9294362728	NYC CSD 11	6-8	6-8

m1a. Please provide the contact information for Site 1.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Isaiah Brown			
Operational Leader	Katherine Martinez			
Compliance Contact	Kashani Stokley			
Complaint Contact	Katherine Martinez			
DASA Coordinator	Jermaine Ottey			
Phone Contact for After Hours Emergencies	Kashani Stokley			

m1b. Is site 1 in public (co-located) space or in private space?

Private Space

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

m1d. 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, 2021.

Site 1 Certificate of Occupancy (COO)

[CofO - 755 Co-op City Blvd 9.19.2013 \(00045615xD42E2\) \(1\).PDF](#)

Filename: CofO - 755 Co-op City Blvd 9.19.2013 (00045615xD42E2) (1).PDF **Size:** 30.9 kB

Site 1 Fire Inspection Report

CHARTER REVISIONS DURING THE 2020-2021 SCHOOL YEAR

n1. Were there any revisions to the school's charter during the 2020-2021 school year? (Please include approved or pending material and non-material charter revisions).

No

o. Has your school's Board of Trustee's approved a budget for the 2020-2021 FY?

Yes

ATTESTATIONS

p. Individual Primarily Responsible for Submitting the Annual Report.

Name	Kashani Stokley
Position	Director of Network Operations
Phone/Extension	917-838-3684
Email	kashani.stokley@wearecapitalprep.org

p. Our 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 10 and found in the [NYSED CSO Fingerprint Clearance Oct 2019 Memo](#). Click **YES to agree.**

Responses Selected:

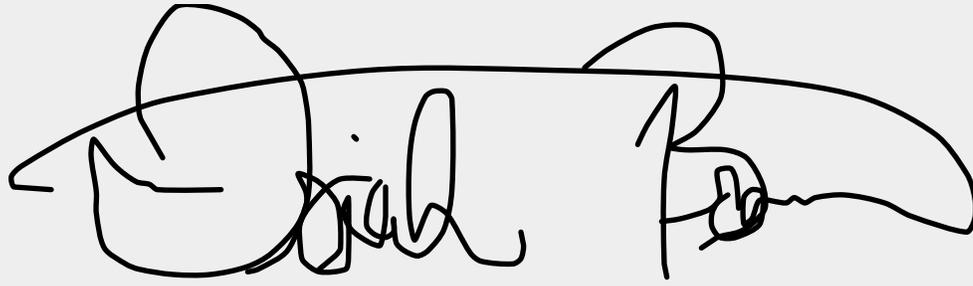
Yes

q. 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, that 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

Signature, Head of Charter School



Signature, President of the Board of Trustees



Date

Aug 23 2021

Thank you.



Entry 3 Accountability Plan Progress Reports

Completed Aug 24 2021

Instructions

SUNY-Authorized Charter Schools ONLY

SUNY-authorized charter schools must download an Accountability Plan Progress Report template at [Accountability Plan Progress Report template](#). After completing, schools must upload the document into the SUNY Epicenter system by **August 16, 2021**.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

Bronx k-8_2020-21-Accountability-Stripped for KashaniReport-Template-K-8

Filename: Bronx k 8 2020 21 Accountability G6KjHSb.docx Size: 577.0 kB

Entry 4 - Audited Financial Statements

Incomplete

Required of ALL Charter Schools

ALL SUNY-authorized charter schools must upload the financial statements in .pdf format into the SUNY Epicenter system no later than **November 1, 2021**. SUNY CSI will forward to NYSED CSO.

ALL Regents, NYCDOE, and Buffalo BOE authorized charter schools must upload final, audited financial statements to the [Annual Report Portal](#) no later than **November 1, 2021**. Upload the independent auditor's report, any advisory and/or management letter, and the internal controls report as one submission, combined into a .PDF file, ensuring that security features such as password protection are turned off.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

Entry 4a - Audited Financial Report Template (SUNY)

Incomplete

Instructions - SUNY-Authorized Charter Schools ONLY

SUNY-authorized schools must download the Excel spreadsheet entitled "Audited Financial Report Template" at <http://www.newyorkcharters.org/fiscal/>. After completing, schools must upload the document into the SUNY Epicenter system by **November 1**.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

Entry 4c - Additional Financial Documents

Incomplete Hidden from applicant

Instructions - Regents, NYCDOE and Buffalo BOE authorized schools must upload financial documents in this section **by November 1, 2021**. The items listed below should be uploaded, with an explanation if not applicable or available. For example, a "federal Single Audit was not required because the school did not expend federal funds of more than the \$750,000 Threshold."

1. Advisory and/or Management letter
2. Federal Single Audit
3. CSP Agreed-Upon Procedure Report
4. Evidence of Required Escrow Account for each school^[1]
5. Corrective Action Plan for Audit Findings and Management Letter Recommendations

^[1] Note: For BOR schools chartered or renewed after the 2017-2018 school year, the escrow account per school is \$100,000.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

Entry 4d - Financial Services Contact Information

Incomplete Hidden from applicant

Instructions: Please enter the contact information for school staff, firms or other entities providing financial services to the education corporation **by November 1, 2021.**

Form for "Financial Services Contact Information"

1. School Based Fiscal Contact Information

	School Based Fiscal Contact Name	School Based Fiscal Contact Email	School Based Fiscal Contact Phone

2. Audit Firm Contact Information

	School Audit Contact Name	School Audit Contact Email	School Audit Contact Phone	Years Working With This Audit Firm

3. If applicable, please provide contact information for the school's outsourced financial services firm.

	Firm Name	Contact Person	Mailing Address	Email	Phone	Years With Firm

Entry 5 - Fiscal Year 2021-2022 Budget

Incomplete

Instructions - Regents, NYCDOE, and Buffalo BOE authorized charter schools should upload a copy of the school's FY21 Budget using the 2021-2022 [Projected Annual Budget template](#) in the portal or from the Annual Report website **by November 1, 2021.**

The assumptions column should be completed for all revenue and expense items unless the item is self-explanatory. Where applicable, reference the page number or section in the application narrative that indicates the assumption being made. For instance, student enrollment would reference the applicable

page number in Section I, C of the application narrative.

Instructions - SUNY authorized charter schools should download the [2021-2022 Budget and Quarterly Report Template](#) on the SUNY website or Epicenter and upload the completed template into the portal **by November 1, 2021**.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

Entry 6 - Board of Trustees Disclosure of Financial Interest Form

Completed Aug 24 2021

Required of ALL Charter Schools by August 2

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 2020-2021 school year must complete a signed:

- Regents, NYCDOE, and Buffalo BOE Authorized Schools: [Disclosure of Financial Interest Form](#)
- SUNY- Authorized Charter Schools: [SUNY Trustee Financial Disclosure Form](#)

All completed forms must be collected and uploaded in .PDF format for each individual member. **If a trustee is not able or available to complete the form by the deadline, the education corporation is responsible for doing so on behalf of the trustee.** (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 Disclosure of Financial Interest Form, trustees must disclose information relevant to any of the schools served by the governing education corporation. Note: Docusign is accepted.

Derek Ferguson 2021-SUNY-Financial-Disclosure-Form-1

Filename: Derek Ferguson 2021 SUNY Financial T8bgnkp.pdf **Size:** 294.2 kB

Dr

Filename: Dr. Steve Perry 2021 SUNY Financial gErRxCE.pdf **Size:** 268.0 kB

Danique Day Loving 2021-SUNY-Financial-Disclosure-Form-1

Filename: Danique Day Loving 2021 SUNY Financ xXmA11G.pdf **Size:** 285.6 kB

Ramik Williams 2021-SUNY-Financial-Disclosure-Form-1

Filename: Ramik Williams 2021 SUNY Financial I8CHg50.pdf **Size:** 273.2 kB

Maurice L

Filename: Maurice L. Coleman 2021 SUNY Financ wRBfCxU.pdf **Size:** 283.7 kB

James K

Filename: James K. Stovall 2021 SUNY Financia RF1BoPm.pdf **Size:** 310.0 kB

[Asuncion Hostin 2021-SUNY-Financial-Disclosure-Form-1](#)

Filename: Asuncion Hostin 2021 SUNY Financial p4Lfloi.pdf **Size:** 292.0 kB

[Dia Simms 2021-SUNY-Financial-Disclosure-Form-1](#)

Filename: Dia Simms 2021 SUNY Financial Discl tbxyreY.pdf **Size:** 273.0 kB

[Tarik Brooks 2021-SUNY-Financial-Disclosure-Form-1](#)

Filename: Tarik Brooks 2021 SUNY Financial Di bKRYhKH.pdf **Size:** 296.6 kB

Entry 7 BOT Membership Table

Completed Aug 24 2021

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 7 BOT 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.

1. 2020-2021 Board Member Information (Enter info for each BOT member)

Trustee Name	Trustee Email Address	Position on the Board	Committee Affiliations	Voting Member Per By-Laws (Y/N)	Number of Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2020-2021

1	Derek Ferguson		Chair	Real Estate, Finance and Audit	Yes	5	07/01/2021	06/30/2022	12
2	Maurice Coleman		Treasurer	Real Estate, Finance and Audit	Yes	5	07/01/2021	06/30/2022	6
3	Stephen Perry		Secretary	Real Estate	Yes	5	07/01/2021	06/30/2022	12
4	D'Angela Simms		Trustee/Member	Marketing and Recruiting	Yes	2	07/01/2021	06/30/2022	10
5	Ramik Williams		Trustee/Member	Fundraising and Development	Yes	2	07/01/2021	06/30/2022	12
6	Georgiette Morgan-Thomas		Trustee/Member	Parent Outreach	Yes	5	07/01/2021	06/30/2022	5 or less
7	Sunny Hostin		Trustee/Member		Yes	1	07/01/2021	06/30/2022	5 or less
8	Tarik Brooks		Trustee/Member	Finance and Audit	Yes	2	07/01/2021	06/30/2022	10

9	James Stovall		Trustee/Member	Finance and Audit	Yes	2	07/01/2021	06/30/2022	10

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

Yes

1b. Current Board Member Information

	Trustee Name	Trustee Email Address	Position on the Board	Committee Affiliations	Voting Member Per By-Laws (Y/N)	Number of Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2020-2021
10	Danique Day Loving		Trustee/Member	Curriculum & Academics	Yes	1	07/01/2021	06/30/2022	10
11									
12									
13									
14									
15									

1c. Are there more than 15 members of the Board of Trustees?

No

2. INFORMATION ABOUT MEMBERS OF THE BOARD OF TRUSTEES

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

a. Total Number of BOT Members on June 30, 2021	10
b.Total Number of Members Added During 2020-2021	5
c. Total Number of Members who Departed during 2020-2021	0
d.Total Number of members, as set in Bylaws, Resolution or Minutes	10

3. Number of Board meetings held during 2020-2021

12

4. Number of Board meetings scheduled for 2021-2022

12

Thank you.

Entry 8 Board Meeting Minutes

Incomplete Hidden from applicant

Instructions - Required of Regents, NYCDOE, and Buffalo BOE Authorized Schools ONLY

Schools must upload a complete set of monthly board meeting minutes (July 2020-June 2021), which should match the number of meetings held during the 2020-2021 school year, as indicated in the above table. The minutes provided must be the final version approved by the school's Board of Trustees and may be uploaded individually or as one single combined file. Board meeting minutes must be submitted by August 2, 2021.

Entry 9 Enrollment & Retention

Completed Aug 24 2021

[Instructions for submitting Enrollment and Retention Efforts](#)

ALL charter schools must complete this section. Describe the good faith efforts the charter school has made in 2020-2021 toward meeting targets to attract and retain the enrollment of Students with Disabilities (SWDs), English Language Learners (ELLs), and students who are economically disadvantaged. In addition, describe the school's plans for meeting or making progress toward meeting its enrollment and retention targets in 2021-2022.

Entry 9 Enrollment and Retention of Special Populations

[Instructions for Reporting Enrollment and Retention Strategies](#)

Describe the efforts the charter school has made in 2020-2021 toward meeting targets to attract and retain enrollment of students with disabilities, English language learners, and students who are economically disadvantaged. In addition, describe the school's plans for meeting or making progress toward meeting its enrollment and retention targets in 2021-2022.

Recruitment/Attraction Efforts Toward Meeting Targets

	Describe Recruitment Efforts in 2020-2021	Describe Recruitment Plans in 2021-2022
Economically Disadvantaged	The Capital Prep Bronx Team held several open houses/informational sessions virtually and reached out to local housing centers, community organizations, and cornerstones. The team continued their discussions with neighborhood schools and organizations about the schools programming and enrollment opportunities.	The Capital Prep Bronx team will continue to host parent meetings/informational sessions at the school and at local housing centers, community organizations, and cornerstones. The team will continue their discussion with neighborhood schools and organizations about the school programming and enrollment opportunities.
English Language Learners	Through connections with current ELL families and targeted mailers the Capital Prep team were able to reach families to inform them of its inclusive programming.	Continued outreach to our current ELL families as well as targeted mailers and social media campaigns informing families about our initiatives and inclusive programming.
Students with Disabilities	The special education support team attends all open houses, informational meetings, and potential parent events. Parents and families have continuous opportunities to discuss programming and have their questions answered.	The special education support team will continue to attend all open houses, informational sessions, and potential parent events. Parents will have the opportunity to ask their questions and have the answers.

Retention Efforts Toward Meeting Targets

	Describe Retention Efforts in 2020-2021	Describe Retention Plans in 2021-2022
Economically Disadvantaged	At Capital Prep Bronx the student government plays a key role in improving the school culture and empowering students. They lead initiatives that lead to growth and development of the economically disadvantaged students. Families are engaged through parent groups.	Capital Prep Bronx will continue to develop and improve the school's culture through the school's parent group and five parent meetings throughout the school year regarding students and the school's progress.
English Language Learners	Staff diversity was key and Capital Prep Bronx continued to increase the number of bilingual staff. Translation was available to families and information was provided in a variety of languages.	Capital Prep Bronx will continue to promote staff diversity by continuing to increase the number of bilingual staff members. Translation will be available for parents and information will continue to be provided in a variety of languages.
Students with Disabilities	Capital Prep Bronx offers an ICT model to support students' needs as required by their Individualized Education Plan. In addition, the school's model offered support through the Student Advisory Program so that students have access to special education teachers to monitor their progress. Students are offered small group and social emotional learning opportunities to ensure that they are succeeding and surpassing their goals and targets.	Capital Prep will continue to offer an ICT model to support student needs as required by their individualized education plan. In addition, the school will model offered support through the advisory program so that students have access to an advisor and special education teacher monitoring their progress and communicating with families. Students were offered small group learning and social emotional opportunities to ensure that they are succeeding and surpassing their goals and targets.

Entry 10 - Teacher and Administrator Attrition

Completed Aug 24 2021

Form for "Entry 10 - Teacher and Administrator Attrition" Revised to Employee Fingerprint Requirements Attestation

A. TEACH System - Employee Clearance

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 that 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. For the safety of all students, charter schools must take immediate steps to terminate the employment of individuals who have been denied clearance. Once the employees have been terminated, the school must terminate the request for clearance in the TEACH system.

In the Annual Report, charter schools are asked to confirm that all employees have been cleared through the NYSED TEACH system; and, if denied clearance, confirm that the individual or employee has been removed from the TEACH system, and is not employed by the school.

^[1] Employees that 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 <http://www.p12.nysed.gov/psc/aboutcharterschools/lawsandregs/EmployeeFingerprintOct19.pdf> or visit the NYSED website at: <http://www.highered.nysed.gov/tsei/ospra/fingerprintingcharts.html> 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 simultaneously 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

<http://www.p12.nysed.gov/psc/aboutcharterschools/lawsandregs/EmployeeFingerprintOct19.pdf>.

Attestation

Responses Selected:

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

Entry 11 Percent of Uncertified Teachers

Incomplete Hidden from applicant

Instructions

Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY

The table below reflects the information collected through the online portal for compliance with New York State Education Law 2854(3)(a-1) for teaching staff qualifications. Uncertified teachers are those not certified pursuant to the State Certification Requirements established by the NYSED Commissioner of Education.

Enter the relevant full-time equivalent (FTE) count of teachers in each column. For example, a school with 20 full-time teachers and 5 half-time teachers would have an FTE count of 22.5.

Entry 11 Uncertified Teachers

School Name:

Instructions for Reporting Percent of Uncertified Teachers

Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools

The table below reflects the information collected through the online portal for compliance with New York State Education Law 2854(3)(a-1) for teaching staff qualifications. Uncertified teachers are those not certified pursuant to the State Certification Requirements established by the NYSED Commissioner of Education. Enter the relevant full-time equivalent (FTE) count of teachers in each column. For example, a school with 20 full-time teachers and 5 half-time teachers would have an FTE count of 22.5.

If more than one line applies to a teacher, please include in only one FTE uncertified category. Please do not include paraprofessionals, such as teacher aides.

CATEGORY A. 30% OR 5 UNCERTIFIED TEACHERS WHICHEVER IS LESS

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2021)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2021)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2021)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2021)	
Total Category A: 5 or 30% whichever is less	0

CATEGORY B. PLUS FIVE UNCERTIFIED TEACHERS IN MATHEMATICS, SCIENCE, COMPUTER SCIENCE, TECHNOLOGY OR CAREER AND TECHNICAL EDUCATION.

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2021)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2021)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2021)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2021)	
Total Category B: not to exceed 5	0

CATEGORY C: PLUS 5 ADDITIONAL UNCERTIFIED TEACHERS

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2021)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2021)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2021)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2021)	
Total Category C: not to exceed 5	0

CATEGORY D: TOTAL FTE COUNT OF UNCATEGORIZED, UNCERTIFIED TEACHERS

(Include teachers who do not fit in one of these categories or if did fit would exceed the numerical limits for that category)

	FTE Count
Total Category D	

CATEGORY E: TOTAL FTE COUNT OF CERTIFIED TEACHERS

	FTE Count
Total Category E	

CATEGORY F: TOTAL FTE COUNT OF ALL TEACHERS

Please do not include paraprofessionals, such as teacher aides.

	FTE Count
Total Category F	



Thank you.

Entry 12 Organization Chart

Incomplete Hidden from applicant

[Instructions](#)

Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY

Upload the 2020-2021 **Organization Chart**. The organization chart should include position titles and reporting relationships. Employee names should not appear on the chart

Entry 13 School Calendar

Completed Aug 24 2021

[Instructions for submitting School Calendar](#)

Required of ALL Charter Schools

Given these uncertain and changing times, charter schools may or may not have a school calendar ready to upload by the submission deadline this year of August 2, 2021. If the charter school has a tentative calendar based on available information and guidance at the time, please submit with the August 2nd submission. Charter schools will be able to upload an updated school calendar into the portal at any time but no later than **September 15, 2021**.

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 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.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

[2021-2022 Bronx School Calendar v07_01_21_pdf](#)

Filename: 2021 2022 Bronx School Calendar v07 vMiB1b7.pdf **Size:** 129.0 kB

Entry 14 Links to Critical Documents on School Website

Completed Aug 24 2021

Instructions

Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY

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:

1. Most recently filed Annual Report (i.e., 2019-2020 Annual Report);
2. Most recent board meeting notice, documents to be discussed at the meeting (if any), and webcast of Board meetings (if held virtually per Governor's Executive Order);
3. Link to New York State School Report Card;
4. Lottery Notice announcing date of lottery;
5. Authorizer-approved DASA Policy;
6. District-wide safety plan and Authorizer-approved Discipline Policy (as per August 29, 2019 [Emergency Response Plan Memo](#));
7. Authorizer-approved FOIL Policy; and
8. Subject matter list of FOIL records.
9. Link to School Reopening Plan

Form for Entry 14 Links to Critical Documents on School Website

School Name: **Capital Preparatory Bronx Charter School**

Required of ALL Charter Schools noting that SUNY-authorized charter schools are not required to submit item 5: Authorizer-approved DASA 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:

	Link to Documents
1. Most Recent Annual Report (i.e., 2019-20)	https://www.capitalprepbronx.org/annualreport/
2. Most recent board meeting notice, documents to be discussed at the meeting (if any)	https://www.capitalprepbronx.org/apps/pages/index.jsp?uREC_ID=385167&type=d&termREC_ID=&pREC_ID=948245
2a. Webcast of Board Meetings (per Governor's Executive Order)	https://www.capitalprepbronx.org/apps/pages/index.jsp?uREC_ID=385167&type=d&termREC_ID=&pREC_ID=948245
	https://data.nysed.gov/profile.php?

3. Link to NYS School Report Card	instid=800000090780
4. Lottery Notice announcing date of lottery	https://www.capitalprepbronx.org/applicationoverview/
5. Authorizer-approved DASA Policy (For Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY);	
6. District-wide Safety Plan	https://www.capitalprepbronx.org/apps/pages/index.jsp?uREC_ID=336327&type=d&termREC_ID=&pREC_ID=952948
6a. Authorizer-Approved Discipline Policy (as per August 29, 2019 Emergency Response Plan Memo)	https://www.capitalprepbronx.org/apps/pages/index.jsp?uREC_ID=428203&type=d&termREC_ID=&pREC_ID=944803
7. Authorizer-Approved FOIL Policy	https://www.capitalprepbronx.org/apps/pages/index.jsp?uREC_ID=336327&type=d&termREC_ID=&pREC_ID=875093
8. Subject matter list of FOIL records	https://www.capitalprepbronx.org/ourpages/auto/2020/8/18/49537254/FOIL%20Policy-%20Capital%20Prep%20Charter%20Schools%20NY%20Board%20Approved%204_13_2020.pdf?rnd=1627952408000

Thank you.



Entry 15 Staff Roster

Incomplete Hidden from applicant

INSTRUCTIONS

Required of Regents-Authorized Charter Schools ONLY

Please click on [the MS Excel Staff Roster Template](#) and provide the following information for ANY and ALL instructional and non-instructional employees.

- Full name for any and all employees
- TEACH IDs for any and all employees

- Using the drop down menu, select a role/position (or the best fit) for each employee in the charter school. (Please provide additional information to the Notes Section of the Staff Roster Template as necessary)
- Date of hire and employment start dates
- Number of years each employee has had in their respective professions
- Number of years each employee has had in their current role in the charter school
- Using the drop down menu, select the correct explanation as to why a teacher is teaching outside of their certification area.

REFERENCE GUIDE TO TEMPLATE SECTIONS

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The Accountability Plan Progress Report Template Is Below. Delete all information above before submitting.

**Capital Preparatory Bronx
Charter School**

**2020-21 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

August 16, 2021

By Richard C. Beganski Jr.

755 Co Op City Blvd
Bronx, NY 10475

929-436-2728



**CAPITAL PREPARATORY
BRONX
CHARTER SCHOOL**

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Richard Beganski (Regional Superintendent) and Isaiah Brown (Principal) prepared this 2020-2021 Accountability Progress Report on behalf of the school’s board of trustees:

Trustee’s Name	Board Position	
	Office (e.g. chair, treasurer, secretary)	committees (e.g. finance, executive)
Derek Ferguson	Chair	Real Estate, Finance and Audit
Maurice Coleman	Treasurer	Real Estate, Finance and Audit
Stephen Perry	Secretary	Real Estate
D'Angela Simms	Member	Marketing and Recruiting
Ramik Williams	Member	Fundraising and Development
Rev. Georgiette Morgan-Thomas	Member	Parent Outreach
Sunny Hostin	Member	None
Tarik Brooks	Member	Finance and Audit
James Stovall	Member	None
Danique Day Loving	Member	Curriculum & Academics

Isaiah Brown has served as the Principal since 2019.

SCHOOL OVERVIEW

Capital Preparatory Bronx Charter School (CP Bronx) is the second school in the portfolio of the Capital Preparatory Schools (CPS) network to open its doors in New York City. CPS has developed a life-changing educational model providing scholars with a college prep, social justice, and an academic experience that prepares them to be agents of change equipped with critical college and career readiness skills.

CP Bronx began its mission to provide college preparatory educational experiences for all scholars in District 11 during a pandemic for the 2020-2021 school year. Capital Prep opened its doors to 194 sixth and seventh grade scholars this first year and is fully enrolled for grades six to eight for the 2021-2022 school year, with currently five hundred scholars on the waitlist.

These scholars will strive for excellence as they work to continue the tradition established in 2005, the first year of the flagship school, where each year 100 percent of graduates are accepted into four-year colleges. CP Bronx, like all CPS schools, offers scholars support through two “houses,” one focused on academics and the other focused on social and emotional support. The model combines college prep classes and an early college high school experience with a strong advisory program designed to strengthen the relationship between the scholars and their learning environment. Many scholars grow from being significantly behind grade level when they first enroll to taking at least one college course by the end of their Junior year. This transformative academic progress is facilitated by a caring Scholar Assistance Team (SAT) focused on identifying each scholar’s challenges and helping to develop a support plan to address each one. The CPREP learner expectations (Collaborator, Problem Solver, Researcher, Empathetic Citizen, and Pillar of Knowledge) are utilized in both the academic and affective setting to help both Illuminators (our title for our teachers) and scholars meet their goals.

Due to the pandemic our inaugural school year started off remotely. During the distance learning experience it was a priority for the school to establish clear communications and expectations regarding scholar attendance and engagement. The focus established that everyone is expected to attend school every day and even while distance learning from home, they were expected to be on Zoom calls with at least their uniform shirts on. Our message was also reinforced by the staff. Scholar advisors called home bi-weekly making the message uniformed and aligned with expectations. In order to support scholars achieve this expectation they were provided laptops, emails, and IT support to access instruction. Families were contacted frequently by the main office and advisors to keep them updated in the unprecedented way in which we were forced to educate. Families appreciated the full day (8:00 am-2:30pm) synchronous learning opportunities provided and grew into active partners in ensuring their scholars attended school virtually. Families and scholars who experienced poor internet access communicated to us in real time to problem solve and get their scholars back in the Zoom classes. In March of 2021 we moved to a hybrid instructional model offering instruction both in person and online. CPBronx saw 45% of the scholars return to in-person learning. Scholars demonstrated growth and improvement both academically and affectively amongst the scholars who opted into coming into the building.

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2016-17														
2017-18														
2018-19														
2019-20														
2020-21							140	54						

GOAL 1: ENGLISH LANGUAGE ARTS

ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

Capital Prep Bronx’s ELA goal: 75% of our sixth thru eighth grade scholars will be proficient on the NYS ELA Assessment in addition to meeting all requirements for Regents pass rates for graduation.

BACKGROUND

In the Fall of the 2020-2021 school year, CPBronx began its implementation of the Engage NY curriculum with the support of five network designed, benchmark tests administered at the end of each quint (one of five marking periods at CPBronx). The curriculum model includes a year-long scope and sequence, module framing, lesson plans and supporting materials to include homework, classwork and resources to scaffold instruction. The modules include authentic, emotionally charged reading material to include published works that are typically encountered by scholars in daily life, such as in magazines, books or newspapers. The skill strands address both reading and writing with a linear focus on the high leverage standards for NY state testing.

The Director of ELA Curriculum (DC) managed the ELA department by observing classroom instruction, writing state test aligned benchmark assessments, monitoring assessment data, and providing professional development to instructors on a weekly basis. Along with the Engage curriculum resources, Illuminators were supported with additional curriculum resources, professional development, and coaching from Cadence and their Master Teachers. We also integrated the use of adaptive software, Lumos and Reading Plus, to support scholar learning.

METHOD

In the 2020-2021 school year, scholars were assessed using the following assessments: MAP, internal benchmarks, and NYS ELA Exams. Our NWEA MAP data indicated that the majority of scholars assessed demonstrated growth that was consistent with the average growth scholars

would have attained under traditional learning environments. Our MAP scores showed growth in ELA for sixth grade and seventh grade.

RESULTS AND EVALUATION

The academic achievement goals for CPBronx was to be 75% proficient on all state assessments and grow our scholars 1.5 years as measured by MAP growth rates. MAP data showed that the average sixth grade MAP proficiency rate from Fall to Spring decreased one percentage point (38% to 37%) while the seventh grade remained the same at 43%. The MAP growth percentile rate from winter to spring for scholars in sixth grade ELA was 13 points. The seventh grade improved their growth percentile rate by one point.

The median growth of scholars with disabilities, English Language Learners, and/or other disadvantaged scholar groups compared unfavorably to the median score of the school's general education scholars in Reading. The seventeen scholars scored at the 45th percentile while their non-identified peers were at the 50th percentile.

The median growth of scholars with low initial absolute achievement compared favorably to typical growth of all scholars. Sixty-three scholars did not score at the proficient level in the fall but scored at the 60th percentile in the spring.

All scholars were in their first year at Capital Prep Bronx last year.

ADDITIONAL CONTEXT AND EVIDENCE

Schools in the Capital Prep network typically assess scholars using MAP in August. Last year, questions and concerns about taking MAP tests virtually delayed our first assessment until late fall. Challenges with the on-line platform raised questions about the validity of the scores and pushed us to use the interim assessment given each marking period as a means to check our progress in mastering the curriculum and to check the validity of our MAP scores. The creation and implementation of benchmark exams each marking period helped Illuminators and school leaders identify areas of the curriculum that had not been mastered. Benchmark exams were also given virtually, however the Edulastic testing platform provided instructors with real time data that helped identify scholars who were "rapidly answering" or time spent on individual questions impacting earned scores which provided insight to scholar testing stamina. For example, if a scholar had to read a long passage and answer two questions and spent only ten seconds on each, the scholar most likely did not spend enough time reading the passage before answering the questions. CPBronx leaders used this data to train our staff on how to review the testing results in "real time" which helped improve the test taking culture and verify that the growth we saw in the MAP assessments was mostly consistent with growth on benchmark assessments. The percentage of scholars meeting the proficiency goal in sixth grade ELA improved by twenty-nine percentage points from the first marking period to the fifth. The seventh grade ELA improvement was seven percentage points during this same timeframe.

SUMMARY OF THE MIDDLE ENGLISH LANGUAGE ARTS GOAL

The goal for our scholars in Capital Prep Bronx is for each grade to achieve 75% student proficiency in the English Language Arts state assessments.

CPBronx did not meet this goal. CPBronx began the year instructing in a remote learning model through Zoom that shifted to a hybrid model when restrictions were eased. The challenges of starting remotely as a new school were numerous including that some structures and systems such as a strong testing culture and environment did not exist and took some time to build. Our initial goals for the first benchmark exam was to have 60% of our scholars score at or above proficient. Both the sixth and seventh grades scored at 24%.

Students did not take a Quint 4 benchmark assessment due to state testing that took place during this marking period.

Sixth grade increased to 53% and seventh grade increased to 31%. Leadership reviewed the data and the test questions in post and pretest meetings to identify challenges and ways scholars could be supported. Adjustments to our testing protocols were made (creating a network wide critical path) and training and professional development for staff was provided to help them improve as proctors and in analyzing the testing results and data. The skills staff acquired in these areas will strengthen next year as CPBronx adds targeted intervention and reading blocks to next year's schedule.

ACTION PLAN

CPBronx will adjust the previous year's approach to instruction to "get back to basics" and a laser focus on the use of our data. Illuminators will utilize data collected from MAP, Benchmark, and F&P assessments to analyze and create instructional groupings based on the standards scholars are assessed by throughout the year. Zoom instruction limited our ability to target and monitor instruction in meaningful ways. While we worked to include aspects of Zoom like breakout rooms and polling, our success was limited and typically created more challenges instead of solutions, especially for struggling scholars. Heterogeneous grouping of scholars instructionally provides illuminators opportunities to differentiate instruction for everyone. Targeting instruction based on collected data, our scholar reading, intervention, and class time instructional practices will support the progress towards proficiency.

As we emerge from the pandemic and are thoughtful about its impact and the mitigation of learning loss, CPBronx plans to adjust its schedule for the 2021-2022 school year to include instructional blocks of time dedicated solely to reading and intervention. These groups will be organized and structured around the collected data from the assessments that CPBronx scholars take throughout the year. Our scholar groupings in the two new dedicated blocks of time will be static for six to eight weeks and change based on the achievement data of scholars during that time. Administrators and team leaders will meet regularly during the timeframe to review scholar progress and assist staff and scholars where appropriate. While classroom groups will change based on the standard and achievement, the same analysis of data will take place on the team level during common planning time to assist Illuminators in targeted academic planning for their classes.

Scholars will take the MAP Assessment three times throughout the school year, Fall, Winter, and Spring. This year will mark the first time administering the F&P assessments to our scholars. We will assess scholars three times throughout the school year to track reading level growth. Scholars will also take five benchmark assessments content based throughout the year to assess their academic performance on the standards focused on by the curriculum. Daily exit tickets and do-nows will be collected from students and graded so that illuminators can provide immediate data/feedback to scholars. Illuminators will meet weekly in content and grade level teams to analyze, reflect and identify trends that will support the problems of practice that have inhibited scholars from reaching proficiency. Illuminators will adjust to improve scholar performance and begin the action plan again. The ongoing cycle process will ensure consistency, fidelity, and transparency.

GOAL 2: MATHEMATICS

ELEMENTARY AND MIDDLE MATHEMATICS

Goal 2: Mathematics

CAPITAL PREP BRONX'S MATH GOAL IS TO HAVE 75% OF OUR SIXTH THRU EIGHTH GRADE SCHOLARS BE PROFICIENT ON THE NYS MATH ASSESSMENT IN ADDITION TO MEETING ALL REQUIREMENTS FOR REGENTS PASS RATES FOR GRADUATION.

BACKGROUND

Greatminds Eureka curriculum was employed for math instruction in grades six and seven at Capital Preparatory Bronx School. This curriculum is aligned with the grade level skills outlined in both the CCSS and NYSTP, and is one-to-one with the EngageNY program. Scope and sequence, along with assessments, provided in the curriculum are typically used during the school year.

Due to remote instruction, it was deemed necessary to immerse scholars in a more interactive curriculum as they strengthen their understanding of grade level concepts. As a result, the CGI-based Cadence curriculum was adopted as the primary curriculum for sixth grade and as a supplemental problem solving class in seventh grade. The Cadence curriculum mirrors units of study found in Eureka but requires scholars to explore mathematical problems and participate in discourse about various solution methods.

High leverage standards, math CCSS having the greatest effect on scholars acquiring math skill proficiency, have been identified by the math curriculum director and are assessed and re-assessed throughout the school year to determine the level of scholar skill acquisition and identify the need for remediation and/or enrichment.

IReady and IXL supplement the Eureka curriculum, providing opportunities for scholars to practice foundational, on-grade and enrichment skills based on their individual needs.

Professional development for mathematics Illuminators during the school year includes weekly department meetings to discuss best practices, monthly data team meetings, weekly walkthrough observations coupled with individual coaching meetings, and 'upon request' individual meetings.

The school also utilized Greatminds' Affirm testing library via Edulastic, allowing all Topic, Mid-Module and End-of-Module assessments to be assigned, proctored and assessed via Google Classroom. Edulastic was also used to create assignments, via Google Classroom, CCSS related do nows, alternative exit tickets, remediation problem work and benchmark assessments. All assessment data was analyzed using the standards reports in Edulastic to identify emergent learners for participation in extra skill development during office hours.

The online resource, Assistsments, allowed for scholars to submit Eureka scholar workbook classwork and problem sets via Google Classroom so illuminators may track engagement and assess scholar understanding.

To monitor scholar achievement in the high leverage standards being taught during the year, mathematics benchmark assessments were created in Edulastic and proctored through Google Classroom each marking period. Scholar data from the Benchmark assessments was collected using a mathematics assessment analysis worksheet, then analyzed to identify 'next steps' for remediation, intervention or enrichment.

During the school year which integrated in person and distance learning, mathematics meetings were held weekly to discuss how to best navigate the transition to teaching via Zoom, using Google Classroom as the front-facing site for mathematics instruction, analysis of scholar data and the implementation of an "office hour" remediation. Observations of Zoom lessons and 'walkthrough' coaching sessions were also implemented on a daily basis.

METHOD

During 2020-2021, CPBronx primarily used the following assessments to assess scholar growth and achievement in mathematics: MAP, benchmark assessments, Eureka summative and formative assessments, and daily Zearn assessments. Mathematics quint benchmark assessments allowed for the tracking of scholar proficiency growth in high leverage standards. Upon completion of each major assessment, mathematics Illuminators analyzed scholar growth using the mathematics assessment analysis worksheet, allowing for the planning of meaningful remediation, intervention and re-teaching opportunities driven by scholar data.

Our NWEA MAP data indicated that the majority of scholars assessed demonstrated growth that was consistent with the average growth scholars would have attained under traditional learning environments. Our MAP scores showed growth in math for sixth and seventh grade.

RESULTS AND EVALUATION

The academic achievement goals for CPBronx was to be 75% proficient on all state assessments and grow our scholars 1.5 years as measured by MAP growth rates. Challenges with the on-line platform raised questions about the validity of the scores and pushed us to use the interim assessment given each marking period as a means to check our progress in mastering the curriculum and to check the validity of our MAP scores. The first goal was for each grade level to be 60% student proficient and end the year on the last exam at 85% student proficient. Overall benchmark assessment scores did not reach the desired goal as the sixth graders achieved 53% proficient and the seventh graders achieved 31% proficient. MAP data showed that the average sixth grade MAP proficiency rate increased eight percentage points (30% to 38%) while the seventh

grade remained the same at 30%. The MAP growth percentile rate from winter to spring for scholars in sixth grade math was 11 points (59%-70%). The seventh grade improved their growth percentile rate by twenty-eight points (36%-64%).

The median growth of scholars with disabilities, English language learners, and/or other disadvantaged scholar groups compared favorably to the median score of the school's general education scholars in Math. The seventeen scholars scored at the 70th percentile while their non-identified peers were also at the 70th percentile.

The median growth of scholars with low initial absolute achievement compared favorably to typical growth of all scholars. Eighty-six scholars did not score at the proficient level in the fall but scored at the 70th percentile in the spring.

All scholars were in their first year at Bronx Capital Prep last year.

ADDITIONAL CONTEXT AND EVIDENCE

Schools in the Capital Prep network typically assess scholars using MAP in August. Last year, questions and concerns about taking MAP tests virtually delayed our first assessment until Winter. Challenges with the on-line platform raised questions about the validity of the scores and pushed us to use the interim assessment given each marking period as a means to check our progress in mastering the curriculum and to check the validity of our MAP scores. The creation and implementation of benchmark exams each marking period helped Illuminators and school leaders identify areas of the curriculum that had not been mastered. Benchmark exams were also given virtually, but the Edulastic testing platform provided instructors with real time data that helped identify scholars who were "rapidly answering" or time spent on individual questions impacting earned scores which provided insight to scholar testing stamina. CPBronx leaders used this data to train our staff on how to review the testing results in "real time" which helped improve the test taking culture and verify that the growth we saw in the MAP assessments was mostly consistent with growth on Benchmark assessments. While the sixth grade math scores showed a five percent decline, the seventh grade math scores showed a seven percent improvement.

SUMMARY OF THE ELEMENTARY AND MIDDLE MATHEMATICS GOAL

The goal for our scholars in Capital Prep Bronx in Mathematics is to achieve 75% on state assessments. CPBronx did not meet this measure during the course of the year. CPBronx began the year instructing in a remote model through Zoom. The challenges of starting remotely as a new school were numerous including that some structures and systems such as a strong testing environment did not exist yet and took some time to build. Our initial goals for the first Benchmark exam was to have 60% of our scholars score at or above proficient. The sixth graders scored at 45% and the seventh graders at 40%. While not meeting the internal goal, we were encouraged by the proximity to the goal and looked forward to the next tests. Sixth grade went down 5% and seventh grade increased by 7%. Leadership reviewed the data and the test questions in post and pretest meetings to identify challenges and ways scholars could be supported. Adjustments to our testing protocols were made (creating a network wide critical path) and training and professional

development for staff was provided to help them improve as proctors and in analyzing the testing results and data. During the year, Capital Prep Schools collaborated with NWEA MAP to launch MAP Accelerator across its network. Across the network, MAP Accelerator was used the most in the Bronx school and MAP scores suggest that the intervention was helpful to scholars in meeting growth goals. The percentage of scholars at the proficient level increased from 30% to 38% for sixth graders but remained at 30% for seventh graders. However, the percentile growth rate increased in both grades. In sixth grade, it went from 59% to 70% and in seventh grade, it went from 36% to 64%. In order to achieve our math goals next year, CPBronx will implement more targeted remediation strategies that will expand on the use of MAP Accelerator during a daily dedicated period for intervention.

ACTION PLAN

CPBronx will adjust the previous year's approach to instruction to "get back to basics" and a laser-like focus on our data. Illuminators will utilize data collected from MAP, Benchmark, and Zearn assessments to analyze and create instructional groupings based on the standards scholars are assessed by throughout the year. Zoom instruction limited our ability to target and monitor instruction in meaningful ways. While we worked to include aspects of Zoom like breakout rooms and polling, our success was limited and frequently created more challenges instead of solutions, especially for struggling scholars. Heterogeneous grouping scholars instructionally provides illuminators opportunities to differentiate instruction for everyone. Targeting instruction based on collected data, our scholar intervention and class time will support the progress towards proficiency.

As we emerge from the pandemic and are thoughtful about its impact and the mitigation of learning loss, CPBronx plans to adjust its schedule for the 2021-22 school year to include instructional blocks of time dedicated solely to intervention. This block of time will be organized and structured around the collected data from the various assessments taken at CPBronx. The groupings of scholars in the dedicated blocks of time will be static for six to eight weeks and change based on the achievement of scholars during that time. Administrators and team leaders will meet regularly throughout the timeframe to review scholar progress and assist staff and scholars where appropriate. While classroom groups will change based on the standard and achievement, the same analysis of data will take place on the team level during common planning time to assist Illuminators in targeted academic planning for their classes. MAP Accelerator will be a focal point for all math intervention due to its impact on scholar scores and progress last year. Scholars will take the MAP Assessment three times throughout the school year, Fall, Winter, and Spring. Scholars will also take five benchmark assessments content based throughout the year to assess their academic performance on the standards focused on by the curriculum. Staff will use assessments in Zearn to assist in identifying which scholars need support and in which specific standards. Daily exit tickets and do nows will be collected from illuminators which will provide immediate data/feedback to scholars. Illuminators will meet weekly in content and grade level teams to analyze, reflect and identify trends that will support the problem of practice that have

inhibited scholars from reaching proficiency. Illuminators will adjust to improve scholar performance and begin the action plan again. The ongoing cycle process will ensure consistency, fidelity, and transparency.

GOAL 3: SCIENCE

ELEMENTARY AND MIDDLE SCIENCE

Goal 3: Science

Capital Prep Bronx's science goal is 75% of our eighth grade scholars will be proficient on the NYS Science Assessment.

BACKGROUND

Science instruction at Capital Prep Schools has been a combination of hands-on inquiry through labs and reading about science content in texts. Amplify Science is used for our middle school instruction and learning program. The science curriculum is supported by staff and leaders participating in weekly science department meetings, collaborative planning, observation and feedback cycles, lesson modeling, professional development sessions, and sharing of various instructional strategies. The Amplify Science program provides assessments for each unit of study for scholars in sixth to eighth grade.

As a result of the transition to remote learning, our science department shifted gears to using multiple online resources to support and enhance online instruction. Classes were instructed daily, via Zoom, and all grades utilized Google Classroom. Each grade level was provided a structure that included a Do Now, videos and activities, vocabulary, notes, discussion, IXL, reading, writing, and projects. During this time, the following additional structured supports were provided: weekly science department meetings, collaborative planning, observation and feedback cycles, lesson modeling, and sharing of various instructional strategies, continued remotely. In addition, Edulastic Assessments were used to assess standards for all grades throughout the year.

METHOD

During the 2020-2021 school year, scholar achievement in science was measured by administering benchmark assessments at the end of the third quint (mid-term) and fifth quing (final exam). Middle School Scholars were given these standards based tests via Edulastic. Benchmarks were a combination of questions which included multiple choice, multiple selection, short answer, and reading tables, charts and graphs.

RESULTS AND EVALUATION

Capital Prep Bronx's science goal is to have 75% of our eighth grade scholars be proficient on the NYS Science Assessment. During the 2020-2021 school year, students took two benchmark assessments in science, a midterm and final exam, since sixth and seventh grade scholars do not take the state science assessment. Scholars at Capital Prep Bronx scoring proficient decreased

from our quint III benchmark to our quint V benchmark. Completion rates for all assessments were also on the decline between these two quints. The sixth grade scholars performed at 32% proficiency at the end of the year. This was down from 41% in quint III. The seventh grade scholars achieved the goal of 75% proficiency at the end of the year. However, the 75% was also a dip from 81% proficiency in quint III.

ADDITIONAL CONTEXT AND EVIDENCE

Scholars in the sixth grade Science class unfortunately experienced several changes in their instructional staff. This may have impacted performance including a decline in completion rates during the last quint. As a result, the scores reported from our 2020-2021 benchmark assessments do not give us a clear picture of exactly where our sixth grade scholars are performing in science. There was a slight decrease in the percentage of scholars performing at proficiency within grade seven. Overall, our seventh grade scholars still managed to finish strong and are prepared for eighth grade science content next year.

The return to teaching and learning in person, creating and cultivating an environment for learning, and creating a positive testing culture are intergel to our plan to increase completion rates and increase overall scholar performance and proficiency in science.

SUMMARY OF THE ELEMENTARY AND MIDDLE SCIENCE GOAL

CPBronx did not have any scholars in the state required testing years in the 2020-2021 school year for the state assessment in science. CPBronx began the year instructing in a remote model through Zoom. The challenges of starting remotely as a new school were numerous including that some structures and systems such as a strong testing environment did not exist yet and took some time to build. Our initial science Benchmark exam had sixth graders scoring at 41% and seventh graders at 80%; sixth grade went down 12% and seventh grade decreased by 5%.

Leadership reviewed the data and the test questions in post and pretest meetings to identify challenges and ways scholars could be supported. Adjustments to our testing protocols were made and a network wide critical path was created. Training and professional development for staff was provided in proctoring assessment as well as professional development in analyzing the testing results and classroom data.

ACTION PLAN

CPBronx will adjust the previous year's approach to instruction to "get back to basics" and a laser-like focus on our data. Illuminators will utilize data collected from MAP, benchmark assessments, and Amplify assessments to analyze and create instructional groupings based on the standards scholars are assessed by throughout the year. Zoom instruction limited our ability to target and monitor instruction in meaningful ways. While we worked to include aspects of Zoom like breakout rooms and polling, our success was limited and frequently created more challenges instead of solutions, especially for struggling scholars. Heterogeneous grouping scholars instructionally provides illuminators opportunities to differentiate instruction for everyone. Targeting instruction based on collected data, and class time instructional practices will support the progress towards proficiency.

Illuminators with assistance of the science director of curriculum and school leadership created scholar performance goals for the 2021-2022 school year. These goals will be shared and monitored with all stakeholders including our scholars. Additionally, we have made changes this school year to maintain consistency in data collection and reporting, including a return to in-person learning and benchmark assessments three times throughout the year. These changes will enable Science Illuminators to fully implement the Amplify Science Curriculum for their grade levels during the 2021-2022 school year. In addition to this, content area and grade level teams will meet weekly to analyze classroom/ benchmark assessment, Amplify assessments and MAP data, conference with scholars and set individual and cohort benchmarks based on the data. The goal is to increase scholar participation and investment in their learning.

Science Illuminators will participate in Amplify purchased professional development to increase their knowledge of best instructional practices and depth of knowledge of the curriculum to improve academic instruction. Illuminators will also fully implement the STEM Vocabulary Program.

As we emerge from the pandemic and are thoughtful about its impact and the mitigation of learning loss. Administrators and team leaders will meet regularly throughout the timeframe to review scholar progress and assist staff and scholars where appropriate. All embedded assessments will be administered, analyzed, and used to inform daily instruction. NWEA MAP and quint benchmark assessments will be administered three times a year to inform and refine instructional practices. In addition, all student classroom and MAP data will be shared and discussed with scholars to allow for scholars to understand their learning and create performance goals and to reflect on ways in which they can continue to improve their performance in science.

Scholars will take the MAP assessment three times throughout the school year, Fall, Winter, and Spring. Scholars will also take three benchmark assessments, content based, throughout the year to assess their academic performance on the standards focused on by the curriculum. Daily exit tickets and do nows will be collected from illuminators which will provide immediate data/feedback to scholars. Illuminators will meet weekly in content and grade level teams to analyze, reflect and identify trends that will support the problem of practice that have inhibited scholars from reaching proficiency. Illuminators will adjust to improve scholar performance and begin the action plan again. The ongoing cycle process will ensure consistency, fidelity, and transparency.

GOAL 4: ESSA

Due to COVID-19 and the subsequent changes to the state's testing, accountability, and federal reporting requirements, the 2020-21 school accountability statuses are the same as those assigned for the 2019-20 school year. The 2019-20 accountability statuses were based on 2018-19 exam results. Assigned accountability designations and further context can be found [here](#).

Goal 7: Absolute Measure

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.

METHOD

Because *all* scholars are expected to meet the state's performance standards, the federal statute stipulates that various sub-populations and demographic categories of scholars among all tested scholars 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 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.

RESULTS AND EVALUATION

The ESSA status report is not available for CPBronx since this was its first school year.

ADDITIONAL EVIDENCE

The ESSA status report is not available for CPBronx since this was its first school year.

Accountability Status by Year

Year	Status
2018-19	
2019-20	School had not opened yet
2020-21	Not available

APPENDIX A: DATA REPORTING TABLES

The following section contains tables for reporting grade-level and school-level results under the ELA and mathematics goal areas. The tables align to the measures and targets for the NWEA MAP and i-Ready assessments. Schools that administer other nationally-normed assessments or internally-developed assessments should modify these tables as necessary.

Paste the completed tables in the “Results and Evaluation” sections under the respective goal area. Table titles need to be adapted to reflect the appropriate subject area, i.e., English language arts, mathematics, etc.

Guidance for calculating the results in each of the tables below is available [here](#).

NWEA

2020-21 NWEA MAP [ELA/Mathematics] Assessment End of Year Results					
Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median growth percentile of all 3 rd through eighth grade scholars will be greater than 50. scholar growth is the difference between the beginning of year score and the end of year score.	All scholars	50	140/142	50/70	Yes
Measure 2: Each year, the school's median growth percentile of all 3 rd through eighth gradescholars whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration.	Low initial achievers	55	63/86	60/70	Yes
Measure 3: Each year, the median growth percentile of 3 rd through eighth grade scholars with disabilities at the school will be equal to or greater than the median growth of 3 rd through eighth grade general education scholars at the school.	scholars with disabilities ¹	50/70 ²	17/17	45/70	R=N M=Y

¹ Schools may elect to report the aggregated data for a different subpopulation of scholars if the total tested number of scholars with disabilities is 5 or fewer, or if the school’s mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g. English language learners, scholars experiencing housing insecurity, etc.), please explain the rationale in the narrative section

² Target should reflect the median growth percentile for all general education scholars. In the case that the school elects to measure the achievement of a different subpopulation, the target should reflect the median growth percentile of all scholars at the school not included in that subpopulation.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Measure 4: Each year, 75% of 3 rd through eighth grade scholars enrolled in at least their second year at the school will meet or exceed the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards. ³	2+ scholars	75%	N/A	N/A	N/A
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End of Year Performance on 2020-21 NWEA MAP [ELA/Mathematics] Assessment By All scholars and scholars Enrolled in At Least Their Second Year

Grades	All scholars		Enrolled in at least their Second Year	
	Percent Proficient ⁴	Number Tested	Percent Proficient	Number Tested
3				
4				
5				
6	37/38	105/106	N/A	N/A
7	43/30	35/36	N/A	N/A
8				
All				

End of Year Growth on 2020-21 NWEA MAP [ELA/Mathematics] Assessment By All scholars

Grades	Median Growth Percentile	Number Tested
3		
4		
5		
6	64/72	105/106
7	34/70	35/36
8		
All		

³ <https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf>.

⁴ Proficient is defined as scoring at or above the grade-level RIT score cut score according to the most recently available linking study found [here](#). Refer to pages 15-16, tables 3.5 and 3.6.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

I-READY

2020-21 i-Ready [ELA/Mathematics] Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median percent progress to Annual Typical Growth of 3 rd through eighth grade scholars will be equal to or greater than 100%.	All scholars	100%	[#]	[%]	[Yes/No]
Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3 rd through eighth grade scholars who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.	Low initial achievers	110%	[#]	[%]	[Yes/No]
Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 rd through eighth grade scholars with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 rd through eighth grade general education scholars at the school.	scholars with disabilities ⁵	[%] ⁶	[#]	[%]	[Yes/No]
Measure 4: Each year, 75% of 3 rd through eighth grade scholars enrolled in at least their second year at the school will score at the <i>mid on-grade level</i> or above scale score for the year-end assessment.	2+ scholars	75%	[#]	[%]	[Yes/No]

End of Year Performance on 2020-21 i-Ready [ELA/Mathematics] Assessment By All scholars and scholars Enrolled in At Least Their Second Year

Grades	All scholars		Enrolled in at least their Second Year	
	Percent Mid-On Grade Level or Above	Number Tested	Percent Mid-On Grade Level or Above	Number Tested

⁵ Schools may elect to report the aggregated data for a different subpopulation of scholars if the total tested number of scholars with disabilities is 5 or fewer, or if the school's mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g. English language learners, homeless scholars, etc.), please explain the rationale in the narrative section

⁶ Target should reflect the median percent of progress to Annual Typical Growth for all general education scholars. In the case that the school elects to measure the achievement of a different subpopulation, the target should reflect the median percent of progress to Annual Typical Growth of all scholars at the school not included in that subpopulation.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

3				NA
4				NA
5				NA
6				IREADY not administered
7				IREADY not administered
8				NA
All				

End of Year Growth on 2020-21 i-Ready [ELA/Mathematics] Assessment By All scholars

Grades	Median Percent of Annual Typical Growth	Number Tested
3		
4		
5		
6		
7		
8		
All		

2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Capital Prep Schools NY
Name of trustee (print):	Asuncion Hostin
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Board Member
Email Address:	[REDACTED]

Home Address	
Please complete with <i>changes</i> only:	
Street:	[REDACTED]
City, State Zip:	[REDACTED]
Phone:	[REDACTED]

Business Address	
Please complete with <i>changes</i> only:	
Business Name:	[REDACTED]
Street:	[REDACTED]
City, State Zip:	[REDACTED]
Phone:	[REDACTED]

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	

None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

Trustee Signature

Signature:

Asuncion Hostin

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.

2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Capital Prep Schools NY
Name of trustee (print):	Danique Day Loving
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Board Member
Email Address:	[REDACTED]

Home Address	
Please complete with <i>changes</i> only:	
Street:	[REDACTED]
City, State Zip	[REDACTED]
Phone:	[REDACTED]

Business Address	
Please complete with <i>changes</i> only:	
Business Name:	N/A
Street:	
City, State Zip:	
Phone:	

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes , answer 1a), 1b), and 1c)].	<input checked="" type="radio"/> Yes <input type="radio"/> No
1a) Description of the position:	Assistant Sup. July 13, 2020 - June 30, 2021
1b) Salary:	\$190,000
1c) Start date:	July 13, 2020
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabit with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	

None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

Trustee Signature

Signature:

Danigue Day Loving

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.

2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Capital Prep Schools NY
Name of trustee (print):	Derek Ferguson
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Chair
Email Address:	[REDACTED]

Home Address	
Please complete with <i>changes</i> only:	
Street:	[REDACTED]
City, State Zip:	[REDACTED]
Phone:	[REDACTED]

Business Address	
Please complete with <i>changes</i> only:	
Business Name:	[REDACTED]
Street:	[REDACTED]
City, State Zip:	[REDACTED]
Phone:	[REDACTED]

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	

None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

Trustee Signature

Signature:

Derek Ferguson

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.

2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Capital Prep Schools NY
Name of trustee (print):	D'Angela Simms
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Board Member
Email Address:	[REDACTED]

Home Address	Business Address
Please complete with <i>changes</i> only:	Please complete with <i>changes</i> only:
Street:	Business Name:
City, State Zip	Street:
Phone:	City, State Zip:
[REDACTED]	Phone:
[REDACTED]	[REDACTED]

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	

None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

Trustee Signature

Signature:

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.

2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Capital Prep Schools NY
Name of trustee (print):	Stephen D. Perry
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Secretary
Email Address:	[REDACTED]

Home Address	
Please complete with <i>changes</i> only:	
Street:	
City, State Zip:	
Phone:	

Business Address	
Please complete with <i>changes</i> only:	
Business Name:	[REDACTED]
Street:	[REDACTED]
City, State Zip:	[REDACTED]
Phone:	[REDACTED]

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes , answer 1a), 1b), and 1c)].	<input checked="" type="radio"/> Yes <input type="radio"/> No
1a) Description of the position:	Head of Schools, oversee the academic and operations of CMO
1b) Salary:	\$205,000
1c) Start date:	June 2015
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	

None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

Trustee Signature

Signature:

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.

2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Capital Prep Schools NY
Name of trustee (print):	James K. Stovall
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Board Member
Email Address:	[REDACTED]

Home Address	
Please complete with <i>changes</i> only:	
Street:	[REDACTED]
City, State Zip	[REDACTED]
Phone:	[REDACTED]

Business Address	
Please complete with <i>changes</i> only:	
Business Name	[REDACTED]
Street:	[REDACTED]
City, State Zip:	[REDACTED]
Phone:	[REDACTED]

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	

None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

Signature

Signature:

James K. Stovall

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.

2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Capital Prep Schools NY
Name of trustee (print):	Maurice L. Coleman
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Treasurer
Email Address:	[REDACTED]

Home Address	
Please complete with <i>changes</i> only:	
Street:	[REDACTED]
City, State Zip:	[REDACTED]
Phone:	[REDACTED]

Business Address	
Please complete with <i>changes</i> only:	
Business Name	[REDACTED]
Street:	[REDACTED]
City, State Zip:	[REDACTED]
Phone:	[REDACTED]

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	

None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

Trustee Signature

Signature:

Maurice L. Coleman

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.

2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Capital Prep Schools NY
Name of trustee (print):	Ramik Jamar Williams
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Board Member
Email Address:	[REDACTED]

Home Address	
Please complete with <i>changes</i> only:	
Street:	[REDACTED]
City, State Zip:	[REDACTED]
Phone:	[REDACTED]

Business Address	
Please complete with <i>changes</i> only:	
Business Name:	[REDACTED]
Street:	[REDACTED]
City, State Zip:	[REDACTED]
Phone:	[REDACTED]

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	

None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

Trustee Signature

Signature:

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.

2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Capital Prep Schools NY
Name of trustee (print):	Tarik Brooks
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Board Member
Email Address:	[REDACTED]

Home Address	
Please complete with <i>changes</i> only:	
Street:	[REDACTED]
City, State Zip:	[REDACTED]
Phone:	[REDACTED]

Business Address	
Please complete with <i>changes</i> only:	
Business Name:	[REDACTED]
Street:	[REDACTED]
City, State Zip:	[REDACTED]
Phone:	[REDACTED]

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	

None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

Trustee Signature

Signature: *Tarik Brooks*

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.

Certificate of Occupancy

CO Number: 200342502F

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: 05141	Certificate Type: Final
	Address: 755 CO-OP CITY BLVD	Lot Number(s): 390	Effective Date: 09/19/2013
	Building Identification Number (BIN): 2072365	Building Type: Altered	
<i>For zoning lot metes & bounds, please see BISWeb.</i>			
B.	Construction classification: 1-D	(1968 Code)	
	Building Occupancy Group classification: C	(1968 Code)	
	Multiple Dwelling Law Classification: None		
	No. of stories: 1	Height in feet: 22	No. of dwelling units: 0
C.	Fire Protection Equipment: None associated with this filing.		
D.	Type and number of open spaces: Parking spaces (176), Parking (52800 square feet), Loading berths (3)		
E.	This Certificate is issued with the following legal limitations: None		
Borough Comments: None			



Borough Commissioner



Commissioner

Certificate of Occupancy

CO Number: **200342502F**

Permissible Use and Occupancy

All Building Code occupancy group designations are 1968 designations, except RES, COM, or PUB which are 1938 Building Code occupancy group designations.

Floor From To	Maximum persons permitted	Live load lbs per sq. ft.	Building Code occupancy group	Dwelling or Rooming Units	Zoning use group	Description of use

END OF SECTION



Borough Commissioner



Commissioner

END OF DOCUMENT



2021-2022 SCHOOL YEAR CALENDAR

755 Co-Op City Blvd, Bronx, NY 10475 / T (929) 436-2728

July 2021						
SUN	M	T	W	TH	F	SAT
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

August 2021 (12 School Days)						
SUN	M	T	W	TH	F	SAT
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	8/15/21 - Quint 1 Begins			

September 2021 (21 School Days)						
SUN	M	T	W	TH	F	SAT
			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		

October 2021 (20 School Days)						
SUN	M	T	W	TH	F	SAT
					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	10/15/21 - Quint 1 Ends 10/18/21 - Quint 2 Begins					

November 2021 (17 Schools Days)						
SUN	M	T	W	TH	F	SAT
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

December 2021 (13 School Days)						
SUN	M	T	W	TH	F	SAT
			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	

January 2022 (19 School Days)						
SUN	M	T	W	TH	F	SAT
						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	1/21/22 - Quint 3 Ends 1/24/22 - Quint 4 Begins ** NYS Regents Exam				

February 2022 (18 School Days)						
SUN	M	T	W	TH	F	SAT
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

March 2022 (17 School Days)						
SUN	M	T	W	TH	F	SAT
		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		

April 2022 (20 School Days)						
SUN	M	T	W	TH	F	SAT
					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

May 2022 (20 School Days)						
SUN	M	T	W	TH	F	SAT
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	*NYS 8th Grade Science Performance Exam			

June 2022 (18 School Days)						
SUN	M	T	W	TH	F	SAT
			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		

FIRST DAY OF SCHOOL
Monday, August 16, 2021

All dates are subject to change, Verison date 7/1/21

100TH DAY OF SCHOOL
Thursday, January 27, 2022

PD Day No School for Students; Staff in Session Full Day

LAST DAY OF SCHOOL
Friday, June 24, 2022

Half Day for Students; Staff in Session Full Day

School Closed

- Thanksgiving Break**
Monday, November 22, 2021 through Friday, November 26, 2021
- Winter Break**
Monday, December 20, 2021 through Monday, January 3, 2022
- Spring Break**
Monday, March 14, 2022 through Monday, March 18, 2022

Student Led Conferences (SLCs)

- Wednesday, December 1, 2021 Wednesday, April 27, 2022
- Thursday, December 2, 2021 Thursday, April 28, 2022
- Monday, June 20, 2022 through Thursday, June 23, 2022
- NO HALF DAYS on Monday, June 20, 2022 through Thursday, June 23, 2022**

Holidays

- Sunday, July 4, 2021** Independence Day
- Monday, September 6, 2021** Labor Day
- Monday, October 11, 2021** Columbus Day
- Thursday, November 25, 2021** Thanksgiving Day
- Saturday, December 25, 2021** Christmas Day
- Saturday, January 1, 2022** New Year's Day
- Monday, January 17, 2022** Martin Luther King, Jr. Day
- Monday, February 21, 2022** President's Day
- Friday, April 15, 2022** Good Friday
- Monday, May 30, 2022** Memorial Day
- Sunday, June 19, 2022** Juneteenth

Staff Important Dates

- Leadership Institute**
Monday, July 26, 2021 through Tuesday, August 3, 2021
- New Staff Induction**
Wednesday, August 4, 2021 through Friday, August 6, 2021
- End of Marking Period**
Friday, October 29, 2021 Friday, May 6, 2022
Friday, January 14, 2022 Friday, June 24, 2022
Friday, March 11, 2022
- Professional Development Days (NO SCHOOL FOR STUDENTS)**
Monday, August 9, 2021 (Network)
Wednesday, August 10, 2021 through Friday, August 13, 2021 (School)
Friday, October 8, 2021 (Network) Monday, March 21, 2022 (School)
Monday, January 3, 2022 (School)