

Application: Bronx Preparatory Charter School

Claire Chaney - claire.chaney@democracyprep.org
2020-2021 Annual Report

Entry 1 School Info and Cover Page

Completed Aug 5 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)

BRONX PREPARATORY CHARTER SCHOOL 320900860807

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 # 9 - BRONX

d. DATE OF INITIAL CHARTER

4/2000

e. DATE FIRST OPENED FOR INSTRUCTION

7/2000

h. SCHOOL WEB ADDRESS (URL)

<http://bpms.democracyprep.org>

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

910

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

808

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

Check all that apply

Grades Served	6, 7, 8, 9, 10, 11, 12
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l1. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?

Yes

I2. NAME OF CMO/EMO AND ADDRESS

NAME OF CMO/EMO	Democracy Prep Public Schools
PHYSICAL STREET ADDRESS	1767 Park Ave, Fifth Floor
CITY	New York
STATE	NY
ZIP CODE	10035
EMAIL ADDRESS	danielle.tschirhart@democracyprep.org
CONTACT PERSON NAME	Danielle Tschirhart

FACILITIES INFORMATION

m. FACILITIES

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

	Yes, 2 sites
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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	3872 3rd Ave., Bronx, NY 10457	347-380-1530	NYC CSD 9	6-12	No

m1a. Please provide the contact information for Site 1.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Lourdes Flores			
Operational Leader	Nina Minogue			
Compliance Contact	Danielle Tschirhart			
Complaint Contact	Georgina Crawley			
DASA Coordinator	Jordan Stenzel			
Phone Contact for After Hours Emergencies	Ken Mason			

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)

[BPCS Certificate of Occupancy - 2020-2021 Annual Report.pdf](#)

Filename: BPCS Certificate of Occupancy - 2020-2021 Annual Report.pdf **Size:** 370.1 kB

Site 1 Fire Inspection Report

[BPCS Fire Certificate of Fitness - 2020-2021 Annual Report.pdf](#)

Filename: BPCS Fire Certificate of Fitness - 2020-2021 Annual Report.pdf **Size:** 490.4 kB

School Site 2

m2. SCHOOL SITES

Please provide information on Site 2 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 2	1529 Williamsbridge Road, Bronx, NY 10461	646-916-0807	NYC CSD 11	K-1	K-1

m2a. Please provide the contact information for Site 2.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Katherine Perez			
Operational Leader	Amanda Torres			
Compliance Contact	Danielle Tschirhart			
Complaint Contact	Georgina Crawley			
DASA Coordinator	Jordan Stenzel			
Phone Contact for After Hours Emergencies	Ken Mason			

m2b. Is site 2 in public (co-located) space or in private space?

Private Space

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

m2d. Upload a current Certificate of Occupancy (COO) and the annual Fire Inspection Report for school site 2 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 2 Certificate of Occupancy (COO)

[1539 Williamsbridge CO 1 and 2 - Annual Report 2020-2021.pdf](#)

Filename: 1539 Williamsbridge CO 1 and 2 - Annual Report 2020-2021.pdf **Size:** 1.0 MB

Site 2 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	Claire Chaney
Position	Director of Grants Management and Student Information Systems
Phone/Extension	332-215-9374
Email	claire.chaney@democracyprep.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:

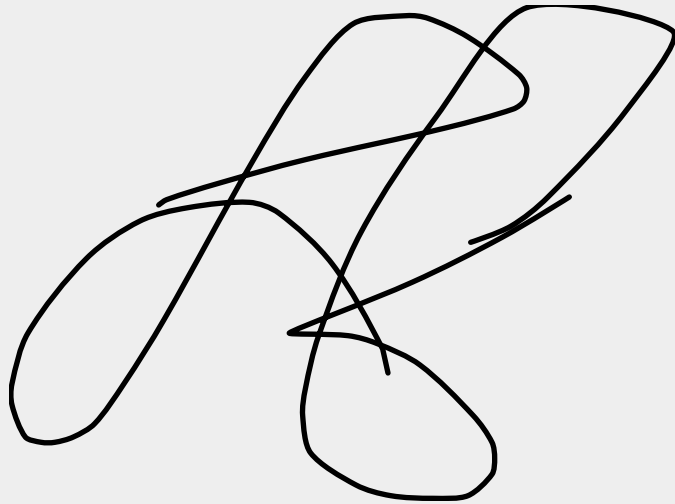
Yes

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).

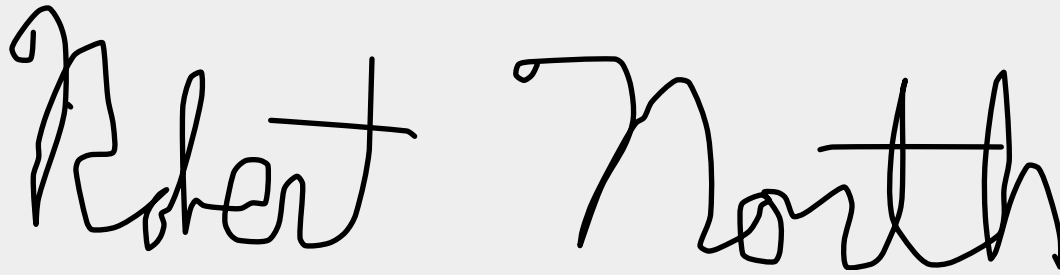
Responses Selected:

Yes

Signature, Head of Charter School

A large, stylized handwritten signature in black ink on a light gray background. The signature is highly abstract and cursive, with several overlapping loops and a long horizontal stroke.

Signature, President of the Board of Trustees

A handwritten signature in black ink on a light gray background. The signature reads "Robert North" in a cursive, slightly slanted font.

Date

Jul 29 2021

Thank you.



Entry 3 Accountability Plan Progress Reports

Completed Aug 27 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.

BPCS 2020-21 APPR

Filename: BPCS 2020 21 APPR.docx **Size:** 502.2 kB

Entry 4 - Audited Financial Statements

Completed Nov 1 2021

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.

Democracy Prep New York Charter FST with Mgmt Ltr

Filename: Democracy Prep New York Charter FS E8RLONQ.pdf **Size:** 703.0 kB

Entry 4a - Audited Financial Report Template (SUNY)

Completed Nov 1 2021

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.

2020-21-Audited-Financial-Statement-Template BP

Filename: 2020 21 Audited Financial Statemen OhoELcs.xlsx **Size:** 177.1 kB

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

Completed Aug 5 2021

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.

[BPCS SUNY CSI Budget FY21-22](#)

Filename: BPCS SUNY CSI Budget FY21 22.xlsx **Size:** 512.4 kB

Entry 6 - Board of Trustees Disclosure of Financial Interest Form

Completed Aug 5 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.

[Financial Disclosure Form - 2020-2021 - Ken Weiller](#)

Filename: Financial Disclosure Form 2020 20 gsZ2gyP.pdf **Size:** 263.2 kB

[Financial Disclosure Form - 2020-2021 - Roger Berg](#)

Filename: Financial Disclosure Form 2020 20 yroIfao.pdf **Size:** 246.9 kB

[Financial Disclosure Form - 2020-2021 - Ross Frommer](#)

Filename: Financial Disclosure Form 2020 20 wtYtD9l.pdf **Size:** 248.2 kB

[Financial Disclosure Form - 2020-2021 - Gregory Weston](#)

Filename: Financial Disclosure Form 2020 20 EtRoPkJ.pdf **Size:** 248.5 kB

[Financial Disclosure Form - 2020-2021 - Brian Berger](#)

Filename: Financial Disclosure Form 2020 20 3o8OtdV.pdf **Size:** 248.7 kB

[Financial Disclosure Form - 2020-2021 - Sean Windsor](#)

Filename: Financial Disclosure Form 2020 20 R6vtdl0.pdf **Size:** 399.1 kB

[Financial Disclosure Form - 2020-2021 - Stephanie King](#)

Filename: Financial Disclosure Form 2020 20 HMberz3.pdf **Size:** 398.1 kB

[Financial Disclosure Form - 2020-2021 - Robert North](#)

Filename: Financial Disclosure Form 2020 20 pDs4lvQ.pdf **Size:** 265.5 kB

[Financial Disclosure Form - 2020-2021 - Brittany Mullings](#)

Filename: Financial Disclosure Form 2020 20 0Lu4ooN.pdf **Size:** 398.4 kB

[Financial Disclosure Form - 2020-2021 - Josh Pristaw](#)

Filename: Financial Disclosure Form 2020 20 GBT33hK.pdf **Size:** 878.3 kB

Entry 7 BOT Membership Table

Completed Aug 5 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	Dr. Robert North		Chair	Executive Committee	Yes	2	07/01/2019	06/30/2021	11
2	Roger Berg		Secretary	Executive Committee, Academic Accountability Committee	Yes	2	07/01/2019	06/30/2021	11
				Finance and Audit Committee,					

3	Brian Berger		Treasurer	Community and Family Communications Committee, Executive Committee	Yes	2	07/01/2019	06/30/2021	11
4	Brittany Mullings		Trustee/Member	Community and Family Communications Committee	Yes	2	07/01/2019	06/30/2021	6
5	Jake Foley		Trustee/Member	Unassigned as of July 28, 2021	Yes	2	07/01/2020	06/30/2023	7
6	Sean Windsor		Trustee/Member	Finance and Audit Committee	Yes	2	07/01/2019	06/30/2021	9
7	Alastair Wood		Trustee/Member	Academic Accountability Committee, Governance Committee	Yes	2	07/01/2019	06/30/2021	9

8	Josh Pristaw		Vice Chair	Executive Committee, Real Estate Committee	Yes	2	07/01/2019	06/30/2021	10
9	Doug Snyder		Vice Chair	Executive Committee	Yes	2	07/01/2019	06/30/2021	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	Kenneth J. Weiller		Trustee/Member	Academic Accountability Committee, Development Committee	Yes	2	07/01/2019	06/30/2021	11

11	Greg Weston		Trustee/Member	Real Estate Committee	Yes	2	07/01/2019	06/30/2020	9
12	Khary Barnes		Vice Chair	Executive Committee, Governance Committee	Yes	1	07/10/2019	07/10/2021	6
13	Stephanie King		Trustee/Member	Governance Committee	Yes	1	05/14/2020	05/14/2022	11
14	Farida Ilboudo		Trustee/Member	Development Committee	Yes	1	05/14/2020	05/14/2022	11
15	Ross Frommer		Trustee/Member	Development Committee	Yes	1	07/10/2019	07/10/2021	11

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	15
b.Total Number of Members Added During 2020-2021	0
c. Total Number of Members who Departed during 2020-2021	1
d.Total Number of members, as set in Bylaws, Resolution or Minutes	15

3. Number of Board meetings held during 2020-2021

14

4. Number of Board meetings scheduled for 2021-2022

11

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 5 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
	Bronx Prep Charter School is open to any child who is eligible under the laws of the State of New York for admission to a public school, and the school ensures compliance with all applicable anti discrimination laws governing public schools, including Title VI of the Civil Rights Act and § 2854(2) of the	Bronx Prep Charter School will begin to advertise open registration in October each year, and conducts Open Houses

<p>Economically Disadvantaged</p>	<p>New York Education Law, governing admission to a charter school. BPCS used various outreach efforts in 2020-21 to attract and retain students who are at risk of academic failure and will continue to adopt and implement new measures designed to retain such students in 2021-22 and beyond. Specifically, we contact guidance counselors in elementary, middle and high schools in Community School District 9 in order to identify high needs students who could naturally feed into Bronx Prep Charter School. We also depend on analytical tools to inform recruitment decisions. With support from network resources, Bronx Prep is informed on the neighborhood demographic trends, application to acceptance conversion rates, and previous year's retention rates. This equips canvassers with more targeted walk lists and recruitment strategies.</p>	<p>beginning in January. Interested families will meet with staff and review the expectations of the school. Canvassing staff will visit, with permission, local elementary schools, after school programs, and youth centers, organize numerous open houses, attend school enrollment fairs, canvass neighborhoods door to door to further reach interested families, mail applications to every eligible family in CSD 9, and post flyers and notices in local newspapers, supermarkets, and community centers. 2021-22 in-person canvassing plans and school building-based recruitment events may be revised based on Department of Health guidelines related to COVID-19.</p>
<p>English Language Learners</p>	<p>BPCS contacts MLL instructors, coordinators, managers, and leaders in the elementary, middle, and high schools in Community School District 9 in order to identify high needs students who could naturally feed into Bronx Prep Charter School. The school directly mails applications to students in the Bronx and canvasses housing developments in order to drop off enrollment applications at each door irrespective of whether a school aged student resides in that apartment. Native Spanish</p>	<p>BPCS will provide translation services, if necessary, for all promotional materials (e.g., billboards, public transportation advertisements, and canvassing fliers) and any person to person interaction requiring English translation. The school will continue to directly mail applications to students the Bronx and canvass housing developments in order to drop off enrollment applications at each door, particularly in areas where a language other than English is primarily spoken. 2021-22 in-</p>

	speakers accompany canvassing efforts to ensure that Spanish speaking families are not precluded from applying. Most printed material also includes a Spanish version.	person canvassing plans and school building-based recruitment events may be revised based on Department of Health guidelines related to COVID-19.
Students with Disabilities	BPCS contacts special education instructors, coordinators, managers, and leaders in elementary, middle, and high schools in Community School District 9 in order to identify high needs students who could naturally feed into Bronx Prep Charter School. BPCS does not collect SPED or MLL data during the application phase. Instead, we use community engagement works in tandem with data metrics. Through programming such as our summer family ice cream socials, our school is able to establish a footprint in the community we serve and develop meaningful relationships with families by providing opportunities for them to meet principals and staff members in person to discuss BPCS's special education services.	BPCS strongly encourages a diverse community of students and families and does not discriminate against or limit the admission of any student on any unlawful basis including on the basis of disability. BPCS will continue to contact special education instructors, coordinators, managers, and leaders in elementary, middle, and high schools in Community School District 9 in order to identify high needs students who could naturally feed into Bronx Prep Charter School. BPCS was founded with the intent of recruiting and serving an equal or higher proportion of students with disabilities than the surrounding district and will continue to make a specific effort to recruit into the lottery applicant pool at least 20% of students who have disabilities. 2021-22 in-person canvassing plans and school building-based recruitment events may be revised based on Department of Health guidelines related to COVID-19.

Retention Efforts Toward Meeting Targets

	Describe Retention Efforts in 2020-2021	Describe Retention Plans in 2021-2022
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<p>Economically Disadvantaged</p>	<p>Learning Support for BPCS scholars comes through multiple means, including: clear, engaging, high quality lessons in the classroom with low student to teacher ratios; increased learning time relative to schools in the surrounding district; pull out and push in instruction by BPCS’s Academic Collaboration Team (ACT) members and related services such as counseling, speech, and occupational and physical therapy for students who require it; and after school and Saturday program tutoring for students who require additional individual and small group attention, as determined by assessment data regardless of Special Education or Multilingual learner classification.</p>	<p>BPCS’s instructional model will continue to incorporate supports for all students struggling academically. All students falling substantially below grade level in reading and math regardless of classification will receive increased attention through small group instruction, individual tutoring, and other intensive academic supports designed to accelerate their academic growth. BPCS also will provide appropriate accommodations to all students progressing through the initial evaluation process prior to confirmation that the student is eligible for special education and related services.</p>
<p>English Language Learners</p>	<p>During the school year, the Academic Collaboration Team (or ACT Team), teachers, and leadership actively review the progress of MLL students to ensure scholars are supported to meet their goals. Teachers meet with scholars’ families at the end of each trimester to monitor the progress towards their language development goals alongside the overarching promotional criteria. At the middle school level, this criteria includes reading level, math proficiency, number of classes passed, and attendance rates; at the high school, this criteria includes major courses being passed, cumulative GPA, SAT scores, and attendance rates.</p>	<p>The ACT team, teachers, and leadership will work with scholars and families to ensure they are aware of both their individual development and progress towards promotion. The NYSITELL test will be used to identify students who qualify for our Sheltered English Instruction program for Multilingual learners.</p>

<p>Students with Disabilities</p>	<p>During the school year, the Academic Collaboration Team (or ACT Team), teachers, and leadership actively review the progress of IEP students to ensure scholars are supported to meet their goals. Outside of IEP evaluations, teachers meet with scholars' families at the mid and end points of each trimester to monitor the progress towards their IEP goals alongside overarching promotional criteria. At the middle school level, this criteria includes reading level, math proficiency, number of classes passed, and attendance rates; at the high school, this criteria includes major courses being passed, cumulative GPA, SAT scores, and attendance rates.</p>	<p>The ACT team, teachers, and leadership will work with scholars and families to ensure they are aware of both their individual development and progress towards promotion. The upfront and transparent communication will allow for a richer academic dialogue around growth to better support the retention of our highest need students.</p>
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Entry 10 - Teacher and Administrator Attrition

Completed Aug 5 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 Sep 10 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.

[Annual Report Submission - School Calendar - 2021-2022](#)

Filename: Annual Report Submission School C IHAQx0X.pdf **Size:** 285.9 kB

Entry 14 Links to Critical Documents on School Website

Completed Aug 5 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: **Bronx Preparatory 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://bphs.democracyprep.org/resources/
2. Most recent board meeting notice, documents to be discussed at the meeting (if any)	https://bphs.democracyprep.org/resources/
2a. Webcast of Board Meetings (per Governor's Executive Order)	http://dpchs.democracyprep.org/board-of-directors/
3. Link to NYS School Report Card	https://bphs.democracyprep.org/resources/
4. Lottery Notice announcing date of lottery	https://democracyprep.org/enroll/
5. Authorizer-approved DASA Policy (For Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY);	
6. District-wide Safety Plan	https://bphs.democracyprep.org/resources/
6a. Authorizer-Approved Discipline Policy (as per August 29, 2019 Emergency Response Plan Memo)	https://bphs.democracyprep.org/resources/
7. Authorizer-Approved FOIL Policy	https://bphs.democracyprep.org/resources/
8. Subject matter list of FOIL records	https://bphs.democracyprep.org/resources/

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.



Transmittal Form
Annual Financial Statement Audit Report
for SUNY Authorized Charter Schools

Charter School Name:	Bronx Preparatory Charter School
Audit Period:	2020-21
Prior Period:	2019-20
Report Due Date:	Monday, November 1, 2021
School Fiscal Contact Name:	Valerie Martinez
School Fiscal Contact Email:	[REDACTED]
School Fiscal Contact Phone:	[REDACTED]
School Audit Firm Name:	PKF O'Connor Davies, LLP
School Audit Contact Name:	Gus Saliba
School Audit Contact Email:	[REDACTED]
School Audit Contact Phone:	[REDACTED]

SUNY CHARTER SCHOOLS INSTITUTE - Reporting Requirements:

Online Portal: <https://my.epicenternow.org/>

Required 8 Items:

- 1) The independent auditor's report on financial statements and notes;
- 2) Excel template file with appropriate sheets completed: Financial Position, Statement of Activities, Cash Flow and Functional Expenses worksheets; and
- 3) Reports on internal controls over financial reporting and on compliance.

And, if applicable:

The additional items listed below should be included if applicable. Please explain the reason(s) if the items are not included. Examples might include: a written management letter was not issued; the school did not expend federal funds in excess of the Single Audit Threshold of \$750,000; the management letter response will be submitted by the following date (should be no later than 30 days from the submission of the report); etc. If not applicable enter "N/A."

	<i>If not included, state the reason(s) below. Or, if not applicable fill in "N/A":</i>
4) Management Letter	
5) Management Letter Response	
6) Form 990; or Extension Form 8868	
7) Federal Single Audit/ Uniform Guidance in 2 CFR Part 200, Subpart F	
8) Corrective Action Plan	

BRONX PREPARATORY CHARTER SCHOOL

Statement of Activities

as of June 30, 2021

	2020-21			2019-20
	Without Donor Restrictions	With Donor Restrictions	Total	Total
REVENUE, GAINS AND OTHER SUPPORT				
Public School District				
Resident Student Enrollment	\$ 13,097,887	\$ -	\$ 13,097,887	\$ 12,330,171
Students with disabilities	1,127,236	-	1,127,236	1,014,198
Grants and Contracts				
State and local	56,115	-	56,115	87,120
Federal - Title and IDEA	1,103,306	-	1,103,306	679,458
Federal - Other	-	-	-	-
Other	-	-	-	-
NYC DoE Rental Assistance	-	-	-	-
Food Service/Child Nutrition Program	-	-	-	-
TOTAL REVENUE, GAINS AND OTHER SUPPORT	15,384,544	-	15,384,544	14,110,947
EXPENSES				
Program Services				
Regular Education	\$ 10,706,567	\$ -	\$ 10,706,567	\$ 10,294,238
Special Education	2,072,724	-	2,072,724	1,872,665
Other Programs	-	-	-	-
Total Program Services	12,779,291	-	12,779,291	12,166,903
Management and general	1,423,355	-	1,423,355	1,144,048
Fundraising	96,763	-	96,763	91,155
TOTAL OPERATING EXPENSES	14,299,409	-	14,299,409	13,402,106
SURPLUS / (DEFICIT) FROM SCHOOL OPERATIONS	1,085,135	-	1,085,135	708,841
SUPPORT AND OTHER REVENUE				
Contributions				
Foundations	\$ -	\$ -	\$ -	\$ 4,534
Individuals	1,250	9,928	11,178	-
Corporations	-	-	-	-
Fundraising	-	-	-	-
Interest income	-	-	-	6,142
Miscellaneous income	19,729	-	19,729	14,541
Net assets released from restriction	495,931	(495,931)	-	-
TOTAL SUPPORT AND OTHER REVENUE	516,910	(486,003)	30,907	25,217
CHANGE IN NET ASSETS	1,602,045	(486,003)	1,116,042	734,058
NET ASSETS BEGINNING OF YEAR	1,444,927	10,716,563	12,161,490	-
PRIOR YEAR/PERIOD ADJUSTMENTS	-	-	-	11,427,428
NET ASSETS END OF YEAR	\$ 3,046,972	\$ 10,230,560	\$ 13,277,532	\$ 12,161,486

BRONX PREPARATORY CHARTER SCHOOL
Statement of Cash Flows
as of June 30, 2021

	<u>2020-21</u>	<u>2019-20</u>
CASH FLOWS - OPERATING ACTIVITIES		
Increase (decrease) in net assets	\$ 15,920,782	\$ 12,090,045
Revenues from School Districts	-	-
Accounts Receivable	-	-
Due from School Districts	-	-
Depreciation	2,314,744	2,236,307
Grants Receivable	486,638	(1,820,887)
Due from NYS	-	-
Grant revenues	-	-
Prepaid Expenses	(2,293,816)	(17,995)
Accounts Payable	1,412,178	(174,709)
Accrued Expenses	1,327,162	(636,482)
Accrued Liabilities	-	-
Contributions and fund-raising activities	-	-
Miscellaneous sources	-	-
Deferred Revenue	308,889	205,153
Interest payments	-	-
Other	604,898	(79,671)
Other	62,859	(130,430)
NET CASH PROVIDED FROM OPERATING ACTIVITIES	\$ 20,144,334	\$ 11,671,331
CASH FLOWS - INVESTING ACTIVITIES		
Purchase of equipment	(17,567,227)	2,375,503
Other	-	-
NET CASH PROVIDED FROM INVESTING ACTIVITIES	\$ (17,567,227)	\$ 2,375,503
CASH FLOWS - FINANCING ACTIVITIES		
Principal payments on long-term debt	(628,732)	(349,629)
Other	-	-
NET CASH PROVIDED FROM FINANCING ACTIVITIES	\$ (628,732)	\$ (349,629)
NET (DECREASE) INCREASE IN CASH AND CASH EQUIVALENTS	\$ 1,948,375	\$ 13,697,205
Cash at beginning of year	22,459,122	8,761,917
CASH AND CASH EQUIVALENTS AT END OF YEAR	\$ 24,407,497	\$ 22,459,122

BRONX PREPARATORY CHARTER SCHOOL
Statement of Functional Expenses
as of June 30, 2021

		2020-21							2019-20	
		Program Services				Supporting Services				
No. of Positions		Regular Education	Special Education	Other Education	Total	Fund-raising	Management and General	Total	Total	
		\$	\$	\$	\$	\$	\$	\$	\$	\$
Personnel Services Costs										
Administrative Staff Personnel	13.00	529,197	151,199	-	680,396	-	576,100	576,100	1,256,496	879,843
Instructional Personnel	75.00	4,600,135	813,362	-	5,413,497	-	-	-	5,413,497	5,167,550
Non-Instructional Personnel	6.00	447,525	79,128	-	526,653	-	-	-	526,653	607,208
Total Salaries and Staff	94.00	5,576,857	1,043,689	-	6,620,546	-	576,100	576,100	7,196,646	6,654,601
Fringe Benefits & Payroll Taxes										
		882,954	165,242	-	1,048,196	-	91,211	91,211	1,139,407	1,693,270
Retirement		217,285	40,664	-	257,949	-	22,446	22,446	280,395	287,246
Management Company Fees		1,257,916	290,288	-	1,548,204	96,763	290,288	387,051	1,935,255	1,823,098
Legal Service		-	-	-	-	-	10,803	10,803	10,803	-
Accounting / Audit Services		-	-	-	-	-	120,274	120,274	120,274	33,500
Other Purchased / Professional / Consulting Services		131,455	43,251	-	174,706	-	84,441	84,441	259,147	127,401
Building and Land Rent / Lease / Facility Finance Interest		279,279	52,266	-	331,545	-	28,850	28,850	360,395	69,500
Repairs & Maintenance		437,929	81,957	-	519,886	-	45,239	45,239	565,125	460,316
Insurance		68,095	12,744	-	80,839	-	7,034	7,034	87,873	74,042
Utilities		194,577	36,414	-	230,991	-	20,100	20,100	251,091	263,705
Supplies / Materials		315,350	55,758	-	371,108	-	-	-	371,108	290,893
Equipment / Furnishings		33,695	6,306	-	40,001	-	3,481	3,481	43,482	67,601
Staff Development		38,364	7,180	-	45,544	-	3,963	3,963	49,507	72,372
Marketing / Recruitment		21,680	3,833	-	25,513	-	-	-	25,513	21,026
Technology		160,558	30,048	-	190,606	-	16,586	16,586	207,192	96,174
Food Service		-	-	-	-	-	-	-	-	-
Student Services		97,976	17,323	-	115,299	-	-	-	115,299	298,386
Office Expense		173,656	32,499	-	206,155	-	17,939	17,939	224,094	122,750
Depreciation		311,702	58,333	-	370,035	-	32,199	32,199	402,234	817,457
OTHER		507,239	94,929	-	602,168	-	52,401	52,401	654,569	128,768
Total Expenses		\$ 10,706,567	\$ 2,072,724	\$ -	\$ 12,779,291	\$ 96,763	\$ 1,423,355	\$ 1,520,118	\$ 14,299,409	\$ 13,402,106

BRONX PREPARATORY
CHARTER SCHOOL



Bronx Prep Charter School

**2020-21 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

August 27, 2021

By Claire Chaney

3872 Third Avenue

718-294-0841

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Chrissann Campbell (Data Support Associate) and Claire Chaney (Director of Grants Management and Student Information Systems) prepared this 2020-21 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)
Robert North	Board Chair	Executive Committee
Roger Berg	Secretary	Executive Committee and Academic Accountability Committee
Brian Berger	Treasurer	Executive Committee, Finance and Audit Committee, and Community and Family Communications Committee
Brittany Mullings	Trustee	Community and Family Communications Committee
Jake Foley	Trustee	Not assigned to any committees as of July 28th, 2021
Sean Windsor	Trustee	Finance and Audit Committee
Alastair Wood	Trustee	Academic Accountability Committee and Governance Committee
Josh Pristaw	Vice Chair	Executive Committee and Real Estate Committee
Doug Snyder	Vice Chair	Executive Committee
Kenneth J. Weiller	Trustee	Academic Accountability Committee and Development Committee
Greg Weston	Trustee	Real Estate Committee
Khary Barnes	Vice Chair	Executive Committee and Governance Committee
Stephanie King	Trustee	Governance Committee
Farida Ilboudo	Trustee	Development Committee
Ross Frommer	Trustee	Development Committee

Lourdes Flores serves as the Principal of Bronx Prep High School. She has served as principal since the 2017-2018 school year, and she has been a school leader at Bronx Prep High School since the 2014-2015 school year. Ryan Silver is serving as the Principal of Bronx Prep Middle School for the first half of the school year, and in the second half of the school year, Dunja Vaciana, the current Principal in Residence, will serve as the principal of the middle school site. Ryan Silver has been the Principal of Bronx Prep Middle School since the 2018-2019 school year.

Bronx Prep Elementary School is co-located with Democracy Prep Endurance Charter Elementary School. Both schools are led by Katherine Perez, who previously served as the principal of Democracy Prep Endurance Charter Middle School.

SCHOOL OVERVIEW

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

Bronx Prep joined the Democracy Prep Public Schools network at the outset of the 2014-15 school year. Based on early evidence of the school’s improvement under new management and on Democracy Prep’s track record of successfully turning around underperforming schools, Bronx Prep earned a full five-year renewal term from the SUNY Charter Schools Institute in March 2015 and again in 2020. The 2020 renewal included authorization to expand to include elementary school grades in the current charter term.

Data from norm-referenced tests or state exams are not available due to 2020 and 2021 COVID-19 related school building closures and cancellations of state exams. Privately and internally developed formative and summative assessments were used to measure students’ progress towards the accountability plan goals. Robust assessment data will continue to be gathered into the 2021-22 school year.

ENROLLMENT SUMMARY

In the table below, provide the school’s BEDS Day enrollment for each school year.

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							17	11	124	113	94	94	60	513
2017-18							118	118	114	128	99	63	83	723
2018-19							120	121	124	115	104	60	61	705
2019-20							126	127	123	124	129	90	57	776
2020-21							125	130	131	129	115	113	86	829

HIGH SCHOOL COHORTS

ACCOUNTABILITY COHORT

The state’s Accountability Cohort consists specifically of students who are in their fourth year of high school after entering the 9th grade. For example, the 2017 state Accountability Cohort consists of students who entered the 9th grade anywhere sometime during the 2017-18 school year, were

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

enrolled in the school on the state’s annual enrollment-determination day (i.e., BEDS day) in the 2020-21 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department’s SIRS Manual for more details about cohort eligibility and acceptable exit reasons: <http://www.p12.nysed.gov/irs/sirs/ht>)

The following table indicates the number of students in the Accountability Cohorts who are in their fourth year of high school and were enrolled at the school on BEDS Day in October and remained in the school until June 30th of that year.

Fourth-Year High School Accountability Cohorts

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort’s Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30 th
2018-19	2015-16	2015	63	2	65
2019-20	2016-17	2016	64	0	64
2020-21	2017-18	2017	84	4	88

TOTAL COHORT FOR GRADUATION

Students are also included in the Total Cohort for Graduation (referred to as the Graduation Cohort, Total Graduation Cohort, or Total Cohort interchangeably throughout this report) based on the year they first enter the 9th grade. Students enrolled for at least one day in the school after entering the 9th grade are part of the school’s Graduation Cohort. The school may remove students from the Graduation Cohort if the school has discharged those students for an acceptable reason listed in the SIRS manual, including the following: if they transfer to another public or private diploma-granting program with documentation, transfer to home schooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S., or are deceased.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Enrolled on June 30 th of the Cohort's Fourth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2018-19	2015-16	2015	63	2	65
2019-20	2016-17	2016	64	0	64
2020-21	2017-18	2017	72	3	75

Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Enrolled on June 30 th of the Cohort's Fifth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2018-19	2014-15	2014	80	4	84
2019-20	2015-16	2015	63	3	65
2020-21	2016-17	2016	57	0	57

PROMOTION POLICY

High school scholars are held to three different promotional criteria: Attendance, coursework, and assessments.

Excessive absences may jeopardize on-time promotion.

High School Grade Weighting

Grades in high school courses are based on classwork and class participation; homework; and tests, projects, and quizzes.

	9 th	10 th	11 th	12 th
Classwork & Class Participation	30%	30%	20%	20%
Homework	20%	20%	20%	10%
Test, Projects & Quizzes	50%	50%	60%	70%
Total	100%	100%	100%	100%

The only exception is science classes at all grade levels.

- For 9th and 10th in science classes, the 30% for Class Work is split: 20% Class Work and 10% labs.
- For 11th and 12th grade science classes, the 20% for Class Work is split: 10% Class Work and 10% labs.

Overall Grade Weighting

Category	Percentage of Total EOY Grade
T1 Coursework	21.3%
T1 Exam	5.4%
T2 Coursework	21.3%
T2 Exam	5.4%
T3 Coursework	26.6%

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

T3 Final Exam/Regents	20%
TOTAL	100%

Graduation Requirements. In 12th grade, all Bronx Prep Charter High School seniors will submit and present their Senior Civics Culminating Portfolio. This portfolio will consist of:

- Advanced Regents Diploma (with Korean LOTE for all students entering Bronx Prep in the ninth grade or earlier).
- Satisfactory transcript, earning minimum of 70% in each class.
- Satisfactory PSAT, SAT, SAT II, and ACT scores.
- Demonstrated mastery in the Senior Civics Seminar.
- Successful completion of Civic Skills and Dispositions.
- 83% or above on the U.S. Citizenship Exam.
- Satisfactory discipline record.
- Minimum two college acceptance letters.
- Senior Change the World Project and Research Paper.

Course Requirements:

Content	Credits	NYS Requirement	Regents Exams
English	4	4	English
History	4	4	Global and US
Math	4	3	One Math (Second exam for diploma w/ distinction)
Science	4	3	One Science (Second exam for diploma w/distinction)

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Foreign Language	3	1	N/A (One foreign language exam for diploma w/ distinction)
The Arts	1.5	1	N/A
Phys. Ed.	2	2	N/A
College Access	1	0	N/A
Health	.5	.5	N/A
Electives	1	3.5	N/A
Total Credits for Graduation	25	22	

During COVID-19 related school building closures in spring 2020, grade weighting was revised so that grades during remote instruction could only bring up, not bring down scholars Trimester 1-2 average. In addition, students were exempt from Regents exams.

GOAL 1: HIGH SCHOOL GRADUATION

GOAL 1: HIGH SCHOOL GRADUATION

Bronx Prep Charter School students will meet requirements for high school graduation.

Goal 1: Leading Indicator

Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.

METHOD

This measure serves as a leading indicator of the performance of the high school cohort and examines students’ progress toward graduation based on annual credit accumulation. The measure requires that, based on the school’s promotion requirements, 75 percent of the first and second year high school Total Graduation Cohorts will earn the required number of credits.

RESULTS AND EVALUATION

Bronx Prep Charter School met this measure. Over 77 percent of each cohort of scholars in each cohort were promoted to the next grade, obtaining at least the number of credits required for this goal.

Percent of Students in First and Second Year Cohorts
Earning the Required Number of Credits in 2020-21

Cohort Designation	Number in Cohort during 2020-21	Percent promoted
2019	108	77
2020	101	93

Goal 1: Leading Indicator

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

METHOD

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

As a result of the Board of Regents’ guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, for the most recent second year cohort schools should report the percentage of students who either passed or were exempted from at least three exams. In August of 2021, the 2019 cohort will have completed its second year.

RESULTS AND EVALUATION

The school did not meet this goal, as 62% of scholars in the second year cohort passed at least three Regents exams required for graduation.

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

Cohort Designation	School Year	Number in Cohort	Percent Passing at Least Three Regents (including exemptions)
2017	2018-19	88	92
2018	2019-20	107	94
2019	2020-21	108	62

ADDITIONAL EVIDENCE

This year’s pass rate was lower than pass rates seen historically. In the 2018 cohort, the percentage of scholars who met this metric was 94%. In the 2017 cohort, the percentage of scholars who met this metric was 92%.

Goal 1: Absolute Measures
 Each year, 75 percent of students in the fourth year high school Total Graduation Cohort and 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.

METHOD

This measure examines students in two high school Graduation Cohorts: those who entered the 9th grade as members of the 2017 cohort and graduated four years later and those who entered as members of the 2016 cohort and graduated five years later. These data reflect August graduation rates. At a minimum, these students have passed or been exempted from five Regents exams required for high school graduation in ELA, mathematics, science, U.S. History, and Global History or met the requirements for the 4+1 pathway to graduation.¹

The school’s graduation requirements appear in this document above the graduation goal.

¹ The state’s guidance for the 4+1 graduation pathway can be found here: <http://www.p12.nysed.gov/ciai/multiple-pathways/>.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

RESULTS AND EVALUATION

The school met the goal of at least 75 percent of scholars in the fourth year cohort who have graduated. The school fell just short of the goal of 95% of scholars graduating after 5 years.

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

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2015	2018-19	65	80
2016	2019-20	64	77
2017	2020-21	88	82

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

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2014	2018-19	84	95
2015	2019-20	65	92
2016	2020-21	62	92

ADDITIONAL EVIDENCE

Meeting the graduation goals is a notable accomplishment for the school. All scholars, including those with at-risk designations, are exposed to rigorous coursework and are encouraged to pursue Regents diplomas with Advanced distinction. In addition, scholars across the Democracy Prep network are required to demonstrate mastery of 13 civics skills and dispositions in addition to New York State requirements in order to graduate. In order to ensure scholars have mastered content across subject areas and are prepared for success in college, 70 percent is a passing grade at Democracy Prep network schools, which ensures a meaningful level of subject mastery, and is a higher bar for passing than many schools.

Goal 1: Comparative Measure

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

METHOD

The school compares the graduation rate of students completing their fourth year in the charter school's Total Graduation Cohort to that of the respective cohort of students in the school district of comparison. Given that district results for the current year are generally not available at this time, for purposes of this report schools should include the district's 2019-20 results as a temporary placeholder for the district's 2020-21 results.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

RESULTS AND EVALUATION

Bronx Prep met this goal, with the percentage of scholars graduating in every cohort outperforming the percentage of scholars who graduated within the school district of comparison.

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

Cohort Designation	School Year	Charter School		School District	
		Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2015	2018-19	65	80	2189	71
2016	2019-20	64	77	2006	74
2017	2020-21	88	82		

ADDITIONAL EVIDENCE

Meeting this goal is a notable accomplishment given Democracy Prep’s rigorous graduation requirements.

Goal 1: Absolute Measure

Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway (commonly referred to as the 4+1 pathway) will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year in the cohort.

METHOD

The New York State Board of Regents approved regulations establishing alternative pathways to graduation for all students. Students may replace one of the required Social Studies Regents exams with an approved alternative assessment. For more information about requirements and approved assessments refer to the NYSED resource online: <http://www.p12.nysed.gov/ciai/multiple-pathways/>. The school will document the names of the alternative assessments administered and success rate for students in the templates bellow.

As a result of the Board of Regents’ guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, students planning to take a pathway examination during those cancelled dates would be exempted from the requirement. For purposes of this measure, only report results for students with valid scores for any pathway exam.

RESULTS AND EVALUATION

The school did not have any scholars pursuing an alternative graduation pathway in 2020-21.

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

The school met 3 out of 5 of the measures that were applicable to the 2020-2021 school year.

Type	Measure	Outcome
Leading Indicator	Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.	Achieved
Leading Indicator	Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.	Did not achieve
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort will graduate.	Achieved
Absolute	Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	Did not achieve
Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.	Achieved
Absolute	Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year.	N/A

ACTION PLAN

There are several actions that Bronx Prep Charter School will be taking in the upcoming year in order to ensure that we meet our accountability goals next year. In the 2021-2022 school year, Bronx Prep Charter School will be focusing on the instructional strategy of learning acceleration to respond to the COVID-19 pandemic. We have added additional time to our tutoring blocks each day to make this learning acceleration as effective as possible. It will also be paired with intersession dates to support scholars who need it the most. The learning acceleration approach focuses on strategic, targeted instruction of the most important skills from previous grade levels, rather than a generalized response to shifting to lower rigor material when scholars have some unfinished

learning. Leading the way in this work will be Learning Intervention Coaches at each of Bronx Prep Charter School's campuses. These campuses will work with the Democracy Prep Public Schools Academics team to support and train school-based staff members in strong execution of learning acceleration, including just-in-time supports and data analysis. This will allow us to respond urgently to the learning loss that has occurred as a result of the COVID-19 pandemic.

Additionally, we will continue to regularly communicate with families in order to create strong partnerships that support scholar graduation rates. The COVID-19 pandemic taught us the importance of ensuring strong partnerships between parents and families in support of scholar outcomes. By keeping families informed about academic progress, we will be able to create comprehensive supports for scholars that enable all stakeholders to work together to ensure that scholars are on track.

Finally, Bronx Prep Charter School and the Democracy Prep Public Schools charter management organization are continuing to refine remote instructional practices and materials in the event that we need to transition to remote learning in the future. The network and the school have made significant investments in technology, including hardware as well as ed tech software, to ensure rigorous, grade-level instruction, the engagement of all scholars, and on-time promotion and graduation.

GOAL 2: COLLEGE PREPARATION

GOAL 2: COLLEGE PREPARATION

Bronx Prep Charter School will prepare students for success in college.

Using an iterative process inspired by experiences of Democracy Prep Public Schools alumni who have transitioned into college each year and the lessons we learn by supporting them, the College Access and Success Team develops a comprehensive 12th grade curriculum to cover essential elements of being a successful college student.

During the final trimester of senior year, members of the Alumni Relations team conduct 10 seminars with seniors in network schools, including Bronx Prep, covering topics such as Decision Making, Budgeting and Understanding the College Classroom. Through the delivery of this curriculum, we have critical conversations about how to navigate the challenges DPPS alumni typically encounter as they transition to college.

Goal 2: Absolute Measure

Each year, 75 percent of graduating students will demonstrate their preparation for college by at least one or some combination of the following indicators:

- Passing an Advanced Placement (“AP”) exam with a score of 3 or higher;
- Earning a score of 4 or higher on an International Baccalaureate (“IB”) exam;
- Passing a College Level Examination Program (“CLEP”) exam;
- Passing a college level course offered at a college or university or through a school partnership with a college or university;
- Achieving the college and career readiness benchmark on the SAT;
- Earning a Regents diploma with advanced designation; or,
- A different school-created indicator approved by the Institute.

METHOD

Schools use any method listed here, or any combination thereof, to demonstrate that at least 75 percent of graduates are prepared to engage in rigorous college level coursework. The school should select only those methods listed here that it uses to demonstrate the college readiness of its students and eliminate those that it will not. For instance, high schools that do not deliver an IB Program as part of their high school design do not report on the IB option. The school reports on the number of students who attempted to achieve each indicator, the number who succeeded, and the corresponding percentage. Additionally, the school should report on the overall number of students who graduated after four years, the number of those graduates who achieved any of the relevant indicators, and the overall percentage achieving any indicator.

RESULTS AND EVALUATION

Bronx Prep Charter School met this goal, with 81% of graduates achieving this indicator.

Percentage of the 2017 Total Cohort Graduates Demonstrating College Preparation by Indicator

Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
Earning a Regents diploma with advanced designation	88	71	81
Overall	88	71	81

Goal 2: Absolute Measure

Each year, the College, Career, and Civic Readiness Index (“CCCRI”) for the school’s Total Cohort will exceed the Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

The calculation of this measure is not required for 2020-21.

Goal 2: Comparative Measure

Each year, the school’s CCCRI for the Total Cohort will exceed that of the district of comparison’s Total Cohort.

The calculation of this measure is not required for 2020-21.

Goal 2: Absolute Measure

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

METHOD

The ultimate measure of whether a college prep high school has lived up to its mission is whether students actually enroll and succeed in college. Schools track and report the percentage of fourth-year Total Cohort graduates who matriculate into a two or four-year college program in the school year following graduation. Schools should update and confirm data for Cohorts prior to 2020-21 and provide preliminary matriculation data for 2017 Cohort. It may be necessary for schools to provide updated data to the Institute when National Student Clearinghouse or other data sources become available later in the school year.

RESULTS AND EVALUATION

Data validated by the National Student Clearinghouse will not be available until Fall of 2021. Therefore, the data that the network has gathered thus far has been through information available through the Common App and scholar interviews. For the 2015 and 2016 cohorts, the school has exceeded this goal.

Matriculation Rate of Graduates by Year

Cohort	Graduation Year	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Following Year (b)	Matriculation Rate =[(b)/(a)]*100
2015	2018-19	52	51	99
2016	2019-20	57	50	88

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

2017	2020-21	TBD	TBD	TBD
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ADDITIONAL EVIDENCE

In prior years, the school has met this goal with over 88 percent of scholars matriculating to college in the year after high school graduation.

SUMMARY OF THE COLLEGE PREPARATION GOAL

Bronx Prep Charter School achieved the applicable college and career readiness measure.

Type	Measure	Outcome
Absolute	Each year, 75 percent of graduating students will demonstrate their preparation for college by one or more possible indicators of college readiness.	Achieved
Absolute	Each year, the CCCRI for the school's Total Cohort will exceed that year's state MIP set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the school's CCCRI for the Total Cohort will exceed that of the district's Total Cohort.	N/A
Absolute	Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.	TBD (achieved in previous years)

ACTION PLAN

In order to ensure that we are able to continue meeting our college preparation goals, we will continue to leverage our research-based college prep curriculum. This will allow us to ensure that throughout scholars' experiences at Bronx Prep Charter Schools, they are mastering the academic skills that are necessary in order to succeed in college and beyond. Additionally, we will continue to consistently provide scholars with the targeted academic supports that they need in order to ensure that we are able to reach high levels of college matriculation for all of our students, including subgroups of students that have historically been underserved, such as scholars with IEPs and scholars who are English Language Learners. Our mission, which is to educate responsible citizen-scholars for success in the college of their choice and a lifetime of active citizenship, applies to all of our scholars. To ensure that we succeed in this mission on behalf of all of our scholars, we will continue to leverage our Academic Collaboration Team to provide tools, strategies, services and supports to any scholar at any Democracy Prep school with at risk, IEP, 504 or ELL status in order to ensure that these scholars are achieving at high levels.

Support from the College Access and Success Team and the Democracy Prep Public Schools charter management organization is being provided to Bronx Prep Charter School's 2021 graduates, particularly in the form of robust communication regarding student wellness and college

matriculation and financial aid options. Throughout the COVID-19 pandemic, the network increased the number of microgrants given to scholars due to widespread economic hardship experienced in the communities served by Democracy Prep Public Schools.

GOAL 3: ENGLISH LANGUAGE ARTS

ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

Goal 3: English Language Arts

Bronx Prep Charter School students will demonstrate proficiency in English Language Arts.

BACKGROUND

Literacy is the key academic skill on which all future skill and knowledge acquisition is based. To truly build reading comprehension, scholars need to have a deep knowledge base so that they can apply reading skills, such as inferring and drawing conclusions, in a variety of contexts. ELA curriculum at Bronx Prep provides explicit instruction around the state standards in both Reading and Writing at all grade levels. Scholars participate in a combination of courses designed to provide direct instruction, opportunities for application and expression, and exposure to many genres and texts. Teachers are provided lesson materials provided by the DPPS Network Academic Team and then are encouraged to modify these lesson materials based on the needs of their scholars, relevant data collected, and professional development at the campus level. Scholars at Bronx Prep are assessed at multiple points throughout the year in order to track growth in skills, standards, and content knowledge over time. All scholars in Middle School and High School take exams at the Trimester level and are assessed on a unit basis throughout the year.

Prior to COVID-19 related school building closures, Democracy Prep Public Schools selected a new ELA curriculum in order to ensure the most effective available curricular materials are being used in network schools, including Bronx Prep. During remote instruction, many scholars completed more reading and writing assignments independently than in a typical year. However, consistent individual support provided by the Scholar Support and Academic Collaboration Team was provided to scholars that might normally participate in small group in-person instruction.

METHOD

Bronx Prep used internally and privately developed assessments aligned with the New York State Standards to evaluate student achievement during the 2020-21 school year. Final course grades were also used to evaluate achievement, as grades incorporate all formative and summative assessments administered during the year, including assessments that are part of various evidence-based education technology platforms. As every scholar did not take every end of year exam, end of

year grades will be reported for this measure. The passing rate of 70 percent was used as the benchmark for proficiency, and a 60% was used as the percentage needed for scholars to pass the class (this passing rate was adjusted due to pandemic-related circumstances).

During 2020-21, the school(s) primarily used the following exam to assess student growth and achievement in ELA: **Percentage of scholars meeting 70% mastery in ELA.**

RESULTS AND EVALUATION

The percentage of scholars who demonstrated 70% mastery in English Language Arts can be seen below. Data includes overall mastery by grade, and it also highlights the percentage of scholars who met this academic target amongst specific historically-underserved subgroups (including scholars with IEPs and scholars who are English language learners) within each grade level.

Grades	Percentage of Students Meeting 70% in Overall Grades	Percent of ELL Scholars Meeting 70%	Percent of IEP Scholars Meeting 70%
3			
4			
5			
6	56%	47%	67%
7	45%	38%	42%
8	57%	40%	39%
9	55%	57%	38%
10	40%	25%	14%
11	60%	62%	47%
12	71%	50%	83%

ADDITIONAL CONTEXT AND EVIDENCE

The overall percentage of students meeting 70% in overall grades ranged from 40% to 71% between different grades. In two grades, the percentage of scholars with IEPs who met this goal surpassed the percentage of scholars in the overall population who met this goal. In two grades, the percentage of scholars who are English Language Learners who met this goal surpassed the

percentage of scholars in the overall population who met this goal. Overall, however, the school must address lower proficiency rates seen in subgroup populations, as proficiency rates are typically lower than those seen within the overall student population.

Overall mastery percentages are lower than seen in previous years' data due to circumstances related to the COVID-19 pandemic, such as the need to transition to remote instruction and unique challenges that scholars faced in these circumstances.

SUMMARY OF THE ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS GOAL

While the percentages of scholars mastering grade-level standards in elementary and middle English language arts is lower than we would like to see, we expected lower levels of proficiency given the transition to remote instruction and subsequent learning loss in this context.

This year, we have created targeted plans for addressing learning loss in literacy specifically. In direct response to evaluation data, Democracy Prep network schools, including Bronx Prep Charter School, have comprehensively overhauled their approach to literacy instruction. One of our ultimate goals is to ensure that we are building knowledge over time in a coherent and cohesive manner. We know from research that the more background knowledge our scholars build over time, the more access they'll have to gaining more knowledge. Reading comprehension and language growth are a direct function of background knowledge. Democracy Prep has also worked to develop phonics instruction as a remediation tool at the middle school level based on lessons learned from Democracy Prep's Pathways program. Democracy Prep Public Schools has implemented these curricular shifts at the middle school level network-wide.

ACTION PLAN

Bronx Prep Charter School will collect baseline data during the fall of the 2021-2022 school year in order to ensure that the school maintains a high level of performance as measured by the next administration of state examinations. The Democracy Prep Public Schools network adopted a new ELA curriculum during the school year 2019-20 in order to ensure the most effective available materials are being used. In addition, professional development offered by KIPP Wheatley was added to the professional development program in 2020-21.

HIGH SCHOOL ENGLISH LANGUAGE ARTS

Goal 3: Absolute Measure

Each year, 65 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

The school administered the Regents English exam that students must pass to graduate. The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 4 among the students who sat for the exam.

RESULTS AND EVALUATION

Bronx Prep met the goal of at least 65 percent of scholars in the fourth year cohort who have taken the exam scoring a 4. This goal was met even though those scholars had fewer than four full years in which to earn a valid exam score.

Percent Scoring at Least Level 4 on Regents English Common Core Exam
by Fourth Year Accountability Cohort²

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2015	2018-19	65	0	51	78
2016	2019-20	64	5	44	75
2017	2020-21	88	10	63	81

ADDITIONAL EVIDENCE

This goal has already been met by the third year cohort, even though those scholars have only had 2.5 years in which to earn a valid exam score.

² Based on the highest score for each student on the English Regents exam

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2018-19		2019-20			2020-21		
	Number in Cohort	Percent Level 4	Number in Cohort	Exempted	Percent Passing including Exempted	Number in Cohort	Exempted	Percent Passing including Exempted
2017	88	74	89	9	82	88	10	83
2018	N/A	N/A	108	100	93	101	94	92
2019			N/A	N/A	N/A	108	46	
2020						N/A	N/A	N/A

Goal 3: Absolute Measure

Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

The school administered the Regents English exam that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 3 among the students who sat for the exam.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

RESULTS AND EVALUATION

Bronx Prep met the goal of at least 80 percent of scholars in the fourth year cohort who have taken the exam scoring a 3. This goal was met even though those scholars had fewer than four full years in which to earn a valid exam score.

**Percent Scoring at Least Level 3 on Regents English Common Core Exam
by Fourth Year Accountability Cohort**

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2015	2018-19	65	0	62	95
2016	2019-20	64	5	49	83
2017	2020-21	88	10	75	96

ADDITIONAL EVIDENCE

This goal has already been met by the third year cohort, even though those scholars have only had 2.5 years in which to earn a valid exam score.

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2018-19		2019-20			2020-21		
	Number in Cohort	Percent Passing	Number in Cohort	Exempted	Percent Passing	Number in Cohort	Exempted	Percent Passing including Exempted
2017	88	91	89	9	96	88	10	97
2018	N/A	N/A	108	100	94	93	94	94
2019			N/A	N/A	N/A	108	46	
2020						N/A	N/A	N/A

Goal 3: Absolute Measure

Each year, the Performance Index (“PI”) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state’s Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

The calculation of this measure is not required for 2020-21.

Goal 3: Comparative Measure

Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.

The calculation of this measure is not required for 2020-21.

Goal 3: Comparative Measure

Each year, the percent of students in the high school Total Cohort at least partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.

The calculation of this measure is not required for 2020-21.

Goal 3: Comparative Measure

Each year, the Performance Index (“PI”) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.

The calculation of this measure is not required for 2020-21.

Goal 3: Growth Measure

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will meet the college and career readiness standard (currently scoring at Performance Level 4 and fully meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

The school demonstrates the effectiveness of its English language arts program by enabling students who were not meeting proficiency standards in the eighth grade to meet the English requirement for the college and career readiness standard.

RESULTS AND EVALUATION

This goal was met even though scholars had fewer than four full years in which to earn a valid exam score.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Percent Achieving at Least Performance Level 4 on Common Core exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2015	2018-19	43	0	37	76
2016	2019-20	32	0	16	50
2017	2020-21	35	5	21	70

Goal 3: Growth Measure

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will at least partially meet Common Core expectations (currently scoring at Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

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

RESULTS AND EVALUATION

The school achieved this measure, even though scholars had fewer than four full years in which to earn a valid exam score.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Percent Achieving at Least Performance Level 3 on Common Core exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2015	2018-19	43	0	42	99
2016	2019-20	32	0	27	84
2017	2020-21	35	5	30	100

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

The school met all of the high school English Language Arts goals that were applicable to the 2020-21 school year, including achieving fourth year measures in 3.5 years.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Achieved
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Achieved
Absolute	Each year, the Performance Index (PI) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Comparative	Each year, the Performance Index (PI) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Achieved
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Achieved

ACTION PLAN

The Democracy Prep Public Schools network will be continuing to use the new English Language Arts curriculum that we implemented in 2020-2021 as well as continuing to incorporate professional development provided by KIPP Wheatley into the PD program. In addition, baseline student proficiency data will continue to be measured and analyzed in fall 2021 in order to ensure that instruction is data driven and effectively addresses any detrimental impacts of 2021 school building closures on student achievement.

GOAL 4: MATHEMATICS

ELEMENTARY MATHEMATICS

Goal 4: Mathematics

BACKGROUND

The Math curriculum at Bronx Prep is designed to ensure that students master the Common Core State Standards, including the standards for Mathematical Practice. Scholars receive a CCSS-aligned curriculum that is developed internally and provides a combination of factual and procedural instruction with real-world application and extension activities. Scholars are assessed at the unit level and at the trimester level to track growth over the year.

METHOD

Bronx Prep used internally and privately developed assessments aligned with the New York State Standards to evaluate student achievement during the 2020-21 school year. Final course grades were also used to evaluate achievement, as grades incorporate all formative and summative assessments administered during the year, including assessments that are part of various evidence-based education technology platforms. As every scholar did not take every end of year exam, end of year grades will be reported for this measure. While a passing rate of 70 is typically used as the benchmark for proficiency, a score of 60 indicated a passing grade in the 2020-2021 school year due to the transition to remote instruction and the circumstances of the COVID-19 pandemic.

During 2020-21, the school(s) primarily used the following exam to assess student growth and achievement in mathematics: Proficiency score of 70% was used to indicate mastery (while a score of 60% indicated a passing grade)

RESULTS AND EVALUATION

Across grade levels at Bronx Prep Charter School, the percentage of scholars who reached benchmarks for proficiency (as measured by 70% in grades) ranged from 44% to 94%.

Grades	Percentage of Students Meeting 70% in Overall Grades	Percent of ELL Scholars Meeting 70%	Percent of IEP Scholars Meeting 70%
3			
4			
5			
6	52%	40%	0%
7	44%	38%	37%
8	44%	53%	29%
9	49%	57%	52%
10	50%	33%	32%
11	63%	55%	53%
12	94%	100%	83%

ADDITIONAL EVIDENCE

The Democracy Prep Public Schools network selected a new mathematics curriculum in 2020-21 which we will continue to leverage in the upcoming school year. Additionally, we will be continuing to provide professional development provided by KIPP Wheatley into the PD program. Finally, baseline student proficiency data will continue to be measured and analyzed in fall 2021 in order to ensure that instruction is data driven and effectively addresses any detrimental impacts on student achievement due to the COVID-19 pandemic and the transition to remote instruction.

SUMMARY OF THE ELEMENTARY AND MIDDLE MATHEMATICS GOAL

Across grade levels at Bronx Prep Charter School, the percentage of scholars who reached benchmarks for proficiency (as measured by 70% in grades) ranged from 44% to 94%. The percentage of scholars who reached the 70% benchmark for proficiency was lower amongst scholars with IEPs in all grades besides 9th grade. The percentage of ELL scholars who reached the 70% proficiency benchmark ranged from 33% to 100%.

ACTION PLAN

The Democracy Prep Public Schools network selected a new mathematics curriculum in 2020-21 which we will continue to leverage in the upcoming school year. Additionally, we will be continuing to provide professional development provided by KIPP Wheatley into the PD program. Finally, baseline student proficiency data will continue to be measured and analyzed in fall 2021 in order to ensure that instruction is data driven and effectively addresses any detrimental impacts on student achievement due to the COVID-19 pandemic and the transition to remote instruction.

HIGH SCHOOL MATHEMATICS

Goal 4: Absolute Measure

Each year, 65 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The school administered the Regents mathematics exam(s) that students must pass to graduate. The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on any Regents Common Core mathematics exams. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam requirement as well as the percentage of students achieving at least Level 4 among the students who sat for any exam.

RESULTS AND EVALUATION

The school did not meet the goal, as it did not reach 65% of scholars in the fourth year cohort who have taken the Math exam and earned a 4 by their fourth year.

Percent Scoring at Least Level 4 on a Regents Mathematics Common Core Exam
by Fourth Year Accountability Cohort

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2015	2018-19	65	0	31	48
2016	2019-20	64	5	44	73
2017	2020-21	88	4	50	57

ADDITIONAL EVIDENCE

The school met this goal last year and likely saw a drop in this percentage due to circumstances related to the COVID-19 pandemic.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2018-2019		2019-20			2020-21		
	Number in Cohort	Percent Level 4	Number in Cohort	Exempted	Percent Passing including Exempted	Number in Cohort	Exempted	Percent Passing including Exempted
2017	88	50	89	3	54	88	4	57
2018	103	40	108	19	48	101	17	47
2019			107	72	83	108	73	83
2020						121	79	65

Goal 4: Absolute Measure

Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The school administered the Regents mathematics exam(s) that students must pass to graduate. The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on the Regents mathematics exams. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam requirement as well as the percentage of students achieving at least Level 3 among the students who sat for any exam.

RESULTS AND EVALUATION

The school met this goal. Almost all scholars were at least partially proficient by their fourth year.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Percent Scoring at Least Level 3 on a Regents Mathematics Common Core Exam by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2015	2018-19	65	0	64	98
2016	2019-20	64	3	60	98
2017	2020-21	88	4	80	95

ADDITIONAL EVIDENCE

The third year cohort has already met this goal, even though scholars in their third year have only had 2.5 years in which to earn a valid exam score.

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2018-2019		2019-20			2020-21		
	Number in Cohort	Percent Passing	Number in Cohort	Exempted	Percent Passing including Exempted	Number in Cohort	Exempted	Percent Passing including Exempted
2017	88	97	89	3	94	88	4	95
2018	103	88	108	19	100	101	17	100
2019			107	72	90	108	73	92
2020						121	79	65

Goal 4: Absolute Measure

Each year, the Performance Index (“PI”) on the Regents mathematics exam of students completing their fourth year in the Accountability Cohort will meet the state’s Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

The calculation of this measure is not required for 2020-21.

Goal 4: Comparative Measure

Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exams will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.

The calculation of this measure is not required for 2020-21.

Goal 4: Comparative Measure

Each year, the percent of students in the high school Total Cohort at least partially meeting Common Core expectations on a Regents mathematics exams will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.

The calculation of this measure is not required for 2020-21.

Goal 4: Comparative Measure

Each year, the Performance Index (“PI”) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.

The calculation of this measure is not required for 2020-21.

Goal 4: Growth Measure

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will meet the college and career readiness standard (currently scoring at Performance Level 4 and fully meeting Common Core expectations on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The school demonstrates the effectiveness of its mathematics program by enabling students who were not meeting proficiency standards in the eighth grade to grow to meeting the mathematics requirement for the college and career readiness standard.

RESULTS AND EVALUATION

The school did not meet the goal of at least 50 percent of scholars who were not proficient in Mathematics in 8th grade scoring at least a 4 on a Mathematics Regents exam by their fourth year.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Percent Achieving at Least Performance Level 4 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2015	2018-19	34	0	12	35
2016	2019-20	32	0	6	19
2017	2020-21	44	7	15	41

Goal 4: Growth Measure

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will at least partially meet Common Core expectations (currently scoring at Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The school demonstrates the effectiveness of its mathematics program by enabling students who were not meeting proficiency standards in the eighth grade to move to meeting the English requirement for graduation.

RESULTS AND EVALUATION

The school met the goal of at least 75 percent of scholars who were not proficient in 8th grade scoring at least a three on a Mathematics Regents exam by their fourth year. The school met this goal even though scholars in their fourth year have only had 3.5 years in which to earn a valid exam score.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Percent Achieving at Least Performance Level 3 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ³

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2015	2018-19	34	0	33	99
2016	2019-20	32	0	30	93
2017	2020-21	44	7	43	100

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

The school met two of the high school mathematics measures, including meeting multiple fourth year measures in 3.5 years.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Did not meet
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Achieved
Absolute	Each year, the Performance Index (PI) in mathematics of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A

³ Based on the highest score for each student on the mathematics Regents exam

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Did not meet
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Achieved

ACTION PLAN

The Democracy Prep Public Schools network has selected a new mathematics curriculum in 2020-21 and has incorporated professional development provided by KIPP Wheatley into the PD program. In addition, baseline student proficiency data will continue to be measured and analyzed in fall 2021 in order to ensure that instruction is data driven and effectively addresses any detrimental impacts the school building closures that occurred in the 2019-2020 and 2020-2021 school years on student achievement.

GOAL 5: SCIENCE

ELEMENTARY AND MIDDLE SCIENCE

Goal 5: Science

Bronx Prep Charter School students will demonstrate proficiency in science.

BACKGROUND

The Science curriculum at Bronx Prep is based on the Next Generation Science Standards and is designed to give scholars hands-on experience with scientific content. Each unit includes at least one lab to ensure that scholars get to apply the content they've learned and explore scientific concepts for themselves. Teachers at Bronx Prep put a heavy emphasis on ensuring that scholars see how scientific content relates to the real world. Science instruction also includes a heavy emphasis on the CCSS Reading Informational text standards to ensure that scholars are able to access content through text as well as through experimentation. Scholars are assessed at the unit level and at the trimester level to track growth over the year. Teachers receive professional development from network Curriculum Specialists throughout the year to both build their content knowledge and create a professional community of teachers.

METHOD

Bronx Prep used internally and privately developed assessments aligned with the New York State Standards to evaluate student achievement during the 2020-21 school year. Final course grades were also used to evaluate achievement, as grades incorporate all formative and summative assessments administered during the year, including assessments that are part of various evidence-based education technology platforms. As every scholar did not take every end of year exam, end of year grades will be reported for this measure. The rate of 70 percent was used as the benchmark for proficiency and mastery of standards (while a rate of 60 indicated a passing grade due to the COVID-19 pandemic context).

RESULTS AND EVALUATION

According to available data, the percentage of scholars meeting proficiency benchmarks within each grade ranged from 37% to 74%.

Grades	Percentage of Students Meeting 70% in Overall Grades	Percent of ELL Scholars Meeting 70%	Percent of IEP Scholars Meeting 70%
3			
4			
5			
6	37%	20%	0%
7	40%	8%	26%
8	61%	67%	33%
9	62%	29%	48%
10	66%	50%	41%
11	56%	64%	53%
12	74%	0%	80%

ADDITIONAL CONTEXT AND EVIDENCE

Rates of proficiency seen in targeted subgroups (including scholars with IEPs and scholars who are English language learners) was typically lower than or comparable to the rates of proficiency seen across the general population within each grade level.

SUMMARY OF THE ELEMENTARY SCIENCE GOAL

37% of 6th grade scholars met proficiency benchmarks. 40% of 7th grade scholars met proficiency benchmarks. 61% of 8th grade scholars met proficiency benchmarks.

ACTION PLAN

Democracy Prep Public Schools will continue to leverage a science curriculum that is based on Next Generation Science Standards, and schools will continue to provide scholars with hands-on learning opportunities. Additionally, diagnostic assessments will be administered at the beginning of the upcoming school year in order to gather baseline data that will allow for measuring scholar growth and achievement throughout the upcoming school year.

HIGH SCHOOL SCIENCE

Goal 5: Absolute Measure

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

METHOD

New York State schools administer multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry and Physics. The school administered Living Environment, Chemistry and Physics. It scores Regents on a scale from 0 to 100; students must score at least 65 to pass. This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort. Students may have taken a particular Regents science exam multiple times or have taken multiple science exams. Students have until the summer of their fourth year to pass a science exam.

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

RESULTS AND EVALUATION

The school met the goal of at least 75 percent of scholars who had taken a science exam by their fourth year earning a score of 65. Virtually all scholars who took an exam earned a 65, even though scholars only had 3.5 years in which to earn a valid exam score.

Science Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort⁴

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2015	2018-19	65	0	62	95
2016	2019-20	64	6	57	99
2017	2020-21	88	4	83	99

ADDITIONAL EVIDENCE

Scholars in the 2017, 2018, and 2019 cohorts have met this goal.

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

Cohort Designation	2018-2019		2019-20			2020-21		
	Number in Cohort	Percent Passing	Number in Cohort	Exempted	Percent Passing including Exempted	Number in Cohort	Exempted	Percent Passing including Exempted
2017	88	97	89	4	99	88	4	99
2018	103	75	108	24	100	101	21	100
2019			64	102	97	108	99	94
2020						121	76	64

⁴ Based on the highest score for each student on any science Regents exam

Goal 5: Comparative Measure

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

The calculation of this measure is not required for 2020-21.

GOAL 6: SOCIAL STUDIES

Goal 6: Social Studies

Bronx Prep Charter School students will demonstrate proficiency in social studies and civics.

Goal 6: Absolute Measure

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

METHOD

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

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

RESULTS

A large percentage of the scholars in the 2017 cohort were exempted, so the percentage passing is N/A. However, within the 2015 and 2016 cohorts, the percentage of students passing amongst scholars with a valid score exceeds the goal of 75%.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

U.S. History Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2015	2018-19	65	0	59	91
2016	2019-20	64	9	50	91
2017	2020-21	88	73	0	N/A

EVALUATION

Scholars in the 2015 and 2016 cohorts have surpassed this goal by 16%.

ADDITIONAL EVIDENCE

Within the 2017 cohort, 73 scholars were exempted from taking the exam, leading to a percentage of scholars who either passed or were exempted that exceeded the goal of 75%.

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

Cohort Designation	2018-2019		2019-20			2020-21		
	Number in Cohort	Percent Passing	Number in Cohort	Exempted	Percent Passing including Exempted	Number in Cohort	Exempted	Percent Passing including Exempted
2017	88	91	89	73	84	88	73	84
2018	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2019			N/A	N/A	N/A	N/A	N/A	N/A
2020					N/A	N/A	N/A	N/A

Goal 6: Comparative Measure

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

The calculation of this measure is not required for 2020-21.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Goal 6: Absolute Measure

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

METHOD

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

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

RESULTS

The school met the goal of at least 75 percent of scholars who had taken the Global History Regents exam by their fourth year earning a score of 65. While there were 10 scholars in the cohort who did not earn a valid score by their fourth year, over 90 percent of scholars who did take an exam earned a 65, even though scholars only had 3.5 years in which to earn an exam score.

Global History Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2015	2018-19	65	0	61	94
2016	2019-20	64	4	56	93
2017	2020-21	88	10	72	92

EVALUATION

Scholars in the 2015, 2016, and 2017 cohorts all surpassed this goal.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

ADDITIONAL EVIDENCE

The third year cohort has already met the goal of at least 75% of scholars in the cohort earning at least a 65 on the Global History exam, even though they have only had 2.5 years in which to earn a valid exam score.

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

Cohort Designation	2018-2019		2019-20			2020-21		
	Number in Cohort	Percent Passing	Number in Cohort	Exempted	Percent Passing including Exempted	Number in Cohort	Exempted	Percent Passing including Exempted
2017	88	90	89	0	96	88	10	97
2018	N/A	N/A	108	101	94	101	98	97
2019			N/A	N/A	N/A	108	66	61
2020						N/A	N/A	N/A

Goal 6: Comparative Measure

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

The calculation of this measure is not required for 2020-21.

GOAL 7: 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* students are expected to meet the state's performance standards, the federal statute stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. As New York State, like all states, is required to establish a specific system for making these determinations 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

Bronx Prep Charter School achieved “Good Standing” status for the 2018-19 school year. The accountability status remained unchanged for the 2019-20 school year and the 2020-2021 school years.

Accountability Status by Year

Year	Status
2018-19	Good Standing
2019-20	Good Standing
2020-21	Good Standing

2021-2022 ACADEMIC YEAR

The calendar shown below should exactly match the Google Calendar entitled 'NY Regional Calendar'. To download a PDF version of this calendar, hide all tabs other than "Views" and click the link.



2021		2022	
Event	Dates	Event	Dates
School Leader PD	7/6 - 7/9	Staff PD Day	1/3
Summer Academy	7/12 - 7/30	Winter Intersession Tutoring	1/4 - 1/5
Summer PD	8/9 - 8/27	Winter Intersession Tutoring (PM)	1/6 - 1/7
New Teacher PD	8/9 - 8/13	Int'l Trip Chaperone Summit	1/14
NY Network PD	8/20	MLK Day	1/17
Prep Academy Window	8/23 - 8/27	NY Network Town Hall Two	1/21
First Day of School for Scholars	8/30	Saturday Intersession 3	1/22
First Day of School for Scholars	8/30	January Regents Administration	1/25 - 1/28
Labor Day	9/6	HS T2 Midterms	1/27 - 1/28
Rosh Hashanah	9/7 - 9/8	Lunar New Year	2/1
Yom Kippur	9/16	NY Network PD 3	2/4
NY Network PD 1	10/8	ES State Practice Test Window	2/7 - 3/4
Indigenous Peoples' Day	10/11	MS State Practice ELA Exam	2/10 - 2/11
Saturday Intersession 1	10/16	T2 Doctor Day	2/18
HS T1 Midterms	10/21 - 10/22	February Break	2/21 - 2/25
T1 Doctor Day	10/29	Spring Intersession Tutoring	2/22 - 2/25
Election Day--No School	11/2	MS State Practice Math Exam	3/3 - 3/4
DP YOU	11/5	NY Network PD 4	3/11
Veterans Day	11/11	ES State Practice Test Gradebook L	3/11
NY Network Town Hall One	11/12	Saturday Intersession 4	3/12
Saturday Intersession 2	11/13	T2 Course Gradebook Lock	3/15
NY Network PD 2	11/19	T2 Exams	3/16 - 3/18
Thanksgiving Break	11/24 - 11/28	T2 Ends	3/18
T1 Course Gradebook Lock	11/30	T3 Begins	3/21
T1 Exams	12/1 - 12/3	T2 Exam Gradebook Lock	3/22
T1 Ends	12/3 - 12/3	T2 Data Day	3/25
T2 Begins	12/6 - 12/6	3-8 NYS ELA Exam	3/29 - 3/31
T1 Exam Gradebook Lock	12/9	T2 Family Conference Window	4/4 - 4/9
T1 Data Day	12/10	Saturday Intersession 5	4/9
T1 Family Conference Window	12/13 - 12/17	NYS/SLAT Testing	4/11 - 5/20
Winter Break	12/23 - 1/2	April Break	4/15 - 4/22
		3-8 NYS Math Exam	4/26 - 4/28
		AP Exams	5/2 - 5/13
		Eid al Fitr	5/2
		NY Network PD 5	5/6
		Korean Street Festival	5/7
		HS T3 Midterms	5/12 - 5/13
		NY Network Town Hall Three	5/20
		8th Grade Science Performance Ex	5/26
		T3 Doctor Day	5/27
		Memorial Day	5/30
		8th Grade Science Performance Ex	6/3
		Saturday Intersession 6	6/4
		8th Grade NYS Science Written Exam (Administration)	6/6
		8th Grade Science Written Exam Grading	6/10
		T3 Course Gradebook Lock	6/13
		T3 Exams	6/14 - 6/16
		June Regents Administration	6/15 - 6/24
		Juneteenth	6/20
		Half Day Dismissal For Scholars	6/20 - 6/29
		T3 Exam Gradebook Lock	6/22
		Scoring Day for HS Regents	6/24
		Last Day of School for Scholars & Staff	6/30
		July Holiday	7/4
		School Leader PD 2022	7/5 - 7/8

JULY

S	M	T	W	H	F	S
			1	2	3	
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
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AUGUST

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SEPTEMBER

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OCTOBER

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31						

NOVEMBER

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28	29	30				

DECEMBER

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JANUARY

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FEBRUARY

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MARCH

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APRIL

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MAY

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28	29	30	31			

JUNE

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25	26	27	28	29	30	

JULY

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23	24	25	26	27	28	29
30	31					

Legend

Full Day PD	14
Shortened Day PD	14
Holiday/Vacation	14
Start/End of Term	14
Other Non-instructional	14

[1] Select the weekly day during which staff have professional development.

[2] For one-day events, leave this column blank.

BRONX PREPARATORY
CHARTER SCHOOL



Bronx Prep Charter School

**2020-21 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

August 27, 2021

By Claire Chaney

3872 Third Avenue

718-294-0841

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Chrissann Campbell (Data Support Associate) and Claire Chaney (Director of Grants Management and Student Information Systems) prepared this 2020-21 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)
Robert North	Board Chair	Executive Committee
Roger Berg	Secretary	Executive Committee and Academic Accountability Committee
Brian Berger	Treasurer	Executive Committee, Finance and Audit Committee, and Community and Family Communications Committee
Brittany Mullings	Trustee	Community and Family Communications Committee
Jake Foley	Trustee	Not assigned to any committees as of July 28th, 2021
Sean Windsor	Trustee	Finance and Audit Committee
Alastair Wood	Trustee	Academic Accountability Committee and Governance Committee
Josh Pristaw	Vice Chair	Executive Committee and Real Estate Committee
Doug Snyder	Vice Chair	Executive Committee
Kenneth J. Weiller	Trustee	Academic Accountability Committee and Development Committee
Greg Weston	Trustee	Real Estate Committee
Khary Barnes	Vice Chair	Executive Committee and Governance Committee
Stephanie King	Trustee	Governance Committee
Farida Ilboudo	Trustee	Development Committee
Ross Frommer	Trustee	Development Committee

Lourdes Flores serves as the Principal of Bronx Prep High School. She has served as principal since the 2017-2018 school year, and she has been a school leader at Bronx Prep High School since the 2014-2015 school year. Ryan Silver is serving as the Principal of Bronx Prep Middle School for the first half of the school year, and in the second half of the school year, Dunja Vaciana, the current Principal in Residence, will serve as the principal of the middle school site. Ryan Silver has been the Principal of Bronx Prep Middle School since the 2018-2019 school year.

Bronx Prep Elementary School is co-located with Democracy Prep Endurance Charter Elementary School. Both schools are led by Katherine Perez, who previously served as the principal of Democracy Prep Endurance Charter Middle School.

SCHOOL OVERVIEW

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

Bronx Prep joined the Democracy Prep Public Schools network at the outset of the 2014-15 school year. Based on early evidence of the school’s improvement under new management and on Democracy Prep’s track record of successfully turning around underperforming schools, Bronx Prep earned a full five-year renewal term from the SUNY Charter Schools Institute in March 2015 and again in 2020. The 2020 renewal included authorization to expand to include elementary school grades in the current charter term.

Data from norm-referenced tests or state exams are not available due to 2020 and 2021 COVID-19 related school building closures and cancellations of state exams. Privately and internally developed formative and summative assessments were used to measure students’ progress towards the accountability plan goals. Robust assessment data will continue to be gathered into the 2021-22 school year.

ENROLLMENT SUMMARY

In the table below, provide the school’s BEDS Day enrollment for each school year.

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							17	11	124	113	94	94	60	513
2017-18							118	118	114	128	99	63	83	723
2018-19							120	121	124	115	104	60	61	705
2019-20							126	127	123	124	129	90	57	776
2020-21							125	130	131	129	115	113	86	829

HIGH SCHOOL COHORTS

ACCOUNTABILITY COHORT

The state’s Accountability Cohort consists specifically of students who are in their fourth year of high school after entering the 9th grade. For example, the 2017 state Accountability Cohort consists of students who entered the 9th grade anywhere sometime during the 2017-18 school year, were

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

enrolled in the school on the state’s annual enrollment-determination day (i.e., BEDS day) in the 2020-21 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department’s SIRS Manual for more details about cohort eligibility and acceptable exit reasons: <http://www.p12.nysed.gov/irs/sirs/ht>)

The following table indicates the number of students in the Accountability Cohorts who are in their fourth year of high school and were enrolled at the school on BEDS Day in October and remained in the school until June 30th of that year.

Fourth-Year High School Accountability Cohorts

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort’s Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30 th
2018-19	2015-16	2015	63	2	65
2019-20	2016-17	2016	64	0	64
2020-21	2017-18	2017	84	4	88

TOTAL COHORT FOR GRADUATION

Students are also included in the Total Cohort for Graduation (referred to as the Graduation Cohort, Total Graduation Cohort, or Total Cohort interchangeably throughout this report) based on the year they first enter the 9th grade. Students enrolled for at least one day in the school after entering the 9th grade are part of the school’s Graduation Cohort. The school may remove students from the Graduation Cohort if the school has discharged those students for an acceptable reason listed in the SIRS manual, including the following: if they transfer to another public or private diploma-granting program with documentation, transfer to home schooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S., or are deceased.

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Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Enrolled on June 30 th of the Cohort's Fourth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2018-19	2015-16	2015	63	2	65
2019-20	2016-17	2016	64	0	64
2020-21	2017-18	2017	72	3	75

Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Enrolled on June 30 th of the Cohort's Fifth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2018-19	2014-15	2014	80	4	84
2019-20	2015-16	2015	63	3	65
2020-21	2016-17	2016	57	0	57

PROMOTION POLICY

High school scholars are held to three different promotional criteria: Attendance, coursework, and assessments.

Excessive absences may jeopardize on-time promotion.

High School Grade Weighting

Grades in high school courses are based on classwork and class participation; homework; and tests, projects, and quizzes.

	9 th	10 th	11 th	12 th
Classwork & Class Participation	30%	30%	20%	20%
Homework	20%	20%	20%	10%
Test, Projects & Quizzes	50%	50%	60%	70%
Total	100%	100%	100%	100%

The only exception is science classes at all grade levels.

- For 9th and 10th in science classes, the 30% for Class Work is split: 20% Class Work and 10% labs.
- For 11th and 12th grade science classes, the 20% for Class Work is split: 10% Class Work and 10% labs.

Overall Grade Weighting

Category	Percentage of Total EOY Grade
T1 Coursework	21.3%
T1 Exam	5.4%
T2 Coursework	21.3%
T2 Exam	5.4%
T3 Coursework	26.6%

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T3 Final Exam/Regents	20%
TOTAL	100%

Graduation Requirements. In 12th grade, all Bronx Prep Charter High School seniors will submit and present their Senior Civics Culminating Portfolio. This portfolio will consist of:

- Advanced Regents Diploma (with Korean LOTE for all students entering Bronx Prep in the ninth grade or earlier).
- Satisfactory transcript, earning minimum of 70% in each class.
- Satisfactory PSAT, SAT, SAT II, and ACT scores.
- Demonstrated mastery in the Senior Civics Seminar.
- Successful completion of Civic Skills and Dispositions.
- 83% or above on the U.S. Citizenship Exam.
- Satisfactory discipline record.
- Minimum two college acceptance letters.
- Senior Change the World Project and Research Paper.

Course Requirements:

Content	Credits	NYS Requirement	Regents Exams
English	4	4	English
History	4	4	Global and US
Math	4	3	One Math (Second exam for diploma w/ distinction)
Science	4	3	One Science (Second exam for diploma w/distinction)

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Foreign Language	3	1	N/A (One foreign language exam for diploma w/ distinction)
The Arts	1.5	1	N/A
Phys. Ed.	2	2	N/A
College Access	1	0	N/A
Health	.5	.5	N/A
Electives	1	3.5	N/A
Total Credits for Graduation	25	22	

During COVID-19 related school building closures in spring 2020, grade weighting was revised so that grades during remote instruction could only bring up, not bring down scholars Trimester 1-2 average. In addition, students were exempt from Regents exams.

GOAL 1: HIGH SCHOOL GRADUATION

GOAL 1: HIGH SCHOOL GRADUATION

Bronx Prep Charter School students will meet requirements for high school graduation.

Goal 1: Leading Indicator

Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.

METHOD

This measure serves as a leading indicator of the performance of the high school cohort and examines students’ progress toward graduation based on annual credit accumulation. The measure requires that, based on the school’s promotion requirements, 75 percent of the first and second year high school Total Graduation Cohorts will earn the required number of credits.

RESULTS AND EVALUATION

Bronx Prep Charter School met this measure. Over 77 percent of each cohort of scholars in each cohort were promoted to the next grade, obtaining at least the number of credits required for this goal.

Percent of Students in First and Second Year Cohorts
Earning the Required Number of Credits in 2020-21

Cohort Designation	Number in Cohort during 2020-21	Percent promoted
2019	108	77
2020	101	93

Goal 1: Leading Indicator

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

METHOD

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

As a result of the Board of Regents’ guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, for the most recent second year cohort schools should report the percentage of students who either passed or were exempted from at least three exams. In August of 2021, the 2019 cohort will have completed its second year.

RESULTS AND EVALUATION

The school did not meet this goal, as 62% of scholars in the second year cohort passed at least three Regents exams required for graduation.

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

Cohort Designation	School Year	Number in Cohort	Percent Passing at Least Three Regents (including exemptions)
2017	2018-19	88	92
2018	2019-20	107	94
2019	2020-21	108	62

ADDITIONAL EVIDENCE

This year’s pass rate was lower than pass rates seen historically. In the 2018 cohort, the percentage of scholars who met this metric was 94%. In the 2017 cohort, the percentage of scholars who met this metric was 92%.

Goal 1: Absolute Measures
 Each year, 75 percent of students in the fourth year high school Total Graduation Cohort and 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.

METHOD

This measure examines students in two high school Graduation Cohorts: those who entered the 9th grade as members of the 2017 cohort and graduated four years later and those who entered as members of the 2016 cohort and graduated five years later. These data reflect August graduation rates. At a minimum, these students have passed or been exempted from five Regents exams required for high school graduation in ELA, mathematics, science, U.S. History, and Global History or met the requirements for the 4+1 pathway to graduation.¹

The school’s graduation requirements appear in this document above the graduation goal.

¹ The state’s guidance for the 4+1 graduation pathway can be found here: <http://www.p12.nysed.gov/ciai/multiple-pathways/>.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

RESULTS AND EVALUATION

The school met the goal of at least 75 percent of scholars in the fourth year cohort who have graduated. The school fell just short of the goal of 95% of scholars graduating after 5 years.

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

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2015	2018-19	65	80
2016	2019-20	64	77
2017	2020-21	88	82

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

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2014	2018-19	84	95
2015	2019-20	65	92
2016	2020-21	62	92

ADDITIONAL EVIDENCE

Meeting the graduation goals is a notable accomplishment for the school. All scholars, including those with at-risk designations, are exposed to rigorous coursework and are encouraged to pursue Regents diplomas with Advanced distinction. In addition, scholars across the Democracy Prep network are required to demonstrate mastery of 13 civics skills and dispositions in addition to New York State requirements in order to graduate. In order to ensure scholars have mastered content across subject areas and are prepared for success in college, 70 percent is a passing grade at Democracy Prep network schools, which ensures a meaningful level of subject mastery, and is a higher bar for passing than many schools.

Goal 1: Comparative Measure

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

METHOD

The school compares the graduation rate of students completing their fourth year in the charter school's Total Graduation Cohort to that of the respective cohort of students in the school district of comparison. Given that district results for the current year are generally not available at this time, for purposes of this report schools should include the district's 2019-20 results as a temporary placeholder for the district's 2020-21 results.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

RESULTS AND EVALUATION

Bronx Prep met this goal, with the percentage of scholars graduating in every cohort outperforming the percentage of scholars who graduated within the school district of comparison.

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

Cohort Designation	School Year	Charter School		School District	
		Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2015	2018-19	65	80	2189	71
2016	2019-20	64	77	2006	74
2017	2020-21	88	82		

ADDITIONAL EVIDENCE

Meeting this goal is a notable accomplishment given Democracy Prep’s rigorous graduation requirements.

Goal 1: Absolute Measure

Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway (commonly referred to as the 4+1 pathway) will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year in the cohort.

METHOD

The New York State Board of Regents approved regulations establishing alternative pathways to graduation for all students. Students may replace one of the required Social Studies Regents exams with an approved alternative assessment. For more information about requirements and approved assessments refer to the NYSED resource online: <http://www.p12.nysed.gov/ciai/multiple-pathways/>. The school will document the names of the alternative assessments administered and success rate for students in the templates bellow.

As a result of the Board of Regents’ guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, students planning to take a pathway examination during those cancelled dates would be exempted from the requirement. For purposes of this measure, only report results for students with valid scores for any pathway exam.

RESULTS AND EVALUATION

The school did not have any scholars pursuing an alternative graduation pathway in 2020-21.

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

The school met 3 out of 5 of the measures that were applicable to the 2020-2021 school year.

Type	Measure	Outcome
Leading Indicator	Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.	Achieved
Leading Indicator	Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.	Did not achieve
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort will graduate.	Achieved
Absolute	Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	Did not achieve
Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.	Achieved
Absolute	Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year.	N/A

ACTION PLAN

There are several actions that Bronx Prep Charter School will be taking in the upcoming year in order to ensure that we meet our accountability goals next year. In the 2021-2022 school year, Bronx Prep Charter School will be focusing on the instructional strategy of learning acceleration to respond to the COVID-19 pandemic. We have added additional time to our tutoring blocks each day to make this learning acceleration as effective as possible. It will also be paired with intersession dates to support scholars who need it the most. The learning acceleration approach focuses on strategic, targeted instruction of the most important skills from previous grade levels, rather than a generalized response to shifting to lower rigor material when scholars have some unfinished

learning. Leading the way in this work will be Learning Intervention Coaches at each of Bronx Prep Charter School's campuses. These campuses will work with the Democracy Prep Public Schools Academics team to support and train school-based staff members in strong execution of learning acceleration, including just-in-time supports and data analysis. This will allow us to respond urgently to the learning loss that has occurred as a result of the COVID-19 pandemic.

Additionally, we will continue to regularly communicate with families in order to create strong partnerships that support scholar graduation rates. The COVID-19 pandemic taught us the importance of ensuring strong partnerships between parents and families in support of scholar outcomes. By keeping families informed about academic progress, we will be able to create comprehensive supports for scholars that enable all stakeholders to work together to ensure that scholars are on track.

Finally, Bronx Prep Charter School and the Democracy Prep Public Schools charter management organization are continuing to refine remote instructional practices and materials in the event that we need to transition to remote learning in the future. The network and the school have made significant investments in technology, including hardware as well as ed tech software, to ensure rigorous, grade-level instruction, the engagement of all scholars, and on-time promotion and graduation.

GOAL 2: COLLEGE PREPARATION

GOAL 2: COLLEGE PREPARATION

Bronx Prep Charter School will prepare students for success in college.

Using an iterative process inspired by experiences of Democracy Prep Public Schools alumni who have transitioned into college each year and the lessons we learn by supporting them, the College Access and Success Team develops a comprehensive 12th grade curriculum to cover essential elements of being a successful college student.

During the final trimester of senior year, members of the Alumni Relations team conduct 10 seminars with seniors in network schools, including Bronx Prep, covering topics such as Decision Making, Budgeting and Understanding the College Classroom. Through the delivery of this curriculum, we have critical conversations about how to navigate the challenges DPPS alumni typically encounter as they transition to college.

Goal 2: Absolute Measure

Each year, 75 percent of graduating students will demonstrate their preparation for college by at least one or some combination of the following indicators:

- Passing an Advanced Placement (“AP”) exam with a score of 3 or higher;
- Earning a score of 4 or higher on an International Baccalaureate (“IB”) exam;
- Passing a College Level Examination Program (“CLEP”) exam;
- Passing a college level course offered at a college or university or through a school partnership with a college or university;
- Achieving the college and career readiness benchmark on the SAT;
- Earning a Regents diploma with advanced designation; or,
- A different school-created indicator approved by the Institute.

METHOD

Schools use any method listed here, or any combination thereof, to demonstrate that at least 75 percent of graduates are prepared to engage in rigorous college level coursework. The school should select only those methods listed here that it uses to demonstrate the college readiness of its students and eliminate those that it will not. For instance, high schools that do not deliver an IB Program as part of their high school design do not report on the IB option. The school reports on the number of students who attempted to achieve each indicator, the number who succeeded, and the corresponding percentage. Additionally, the school should report on the overall number of students who graduated after four years, the number of those graduates who achieved any of the relevant indicators, and the overall percentage achieving any indicator.

RESULTS AND EVALUATION

Bronx Prep Charter School met this goal, with 81% of graduates achieving this indicator.

Percentage of the 2017 Total Cohort Graduates Demonstrating College Preparation by Indicator

Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
Earning a Regents diploma with advanced designation	88	71	81
Overall	88	71	81

Goal 2: Absolute Measure

Each year, the College, Career, and Civic Readiness Index (“CCCRI”) for the school’s Total Cohort will exceed the Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

The calculation of this measure is not required for 2020-21.

Goal 2: Comparative Measure

Each year, the school’s CCCRI for the Total Cohort will exceed that of the district of comparison’s Total Cohort.

The calculation of this measure is not required for 2020-21.

Goal 2: Absolute Measure

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

METHOD

The ultimate measure of whether a college prep high school has lived up to its mission is whether students actually enroll and succeed in college. Schools track and report the percentage of fourth-year Total Cohort graduates who matriculate into a two or four-year college program in the school year following graduation. Schools should update and confirm data for Cohorts prior to 2020-21 and provide preliminary matriculation data for 2017 Cohort. It may be necessary for schools to provide updated data to the Institute when National Student Clearinghouse or other data sources become available later in the school year.

RESULTS AND EVALUATION

Data validated by the National Student Clearinghouse will not be available until Fall of 2021. Therefore, the data that the network has gathered thus far has been through information available through the Common App and scholar interviews. For the 2015 and 2016 cohorts, the school has exceeded this goal.

Matriculation Rate of Graduates by Year

Cohort	Graduation Year	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Following Year (b)	Matriculation Rate =[(b)/(a)]*100
2015	2018-19	52	51	99
2016	2019-20	57	50	88

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

2017	2020-21	TBD	TBD	TBD
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ADDITIONAL EVIDENCE

In prior years, the school has met this goal with over 88 percent of scholars matriculating to college in the year after high school graduation.

SUMMARY OF THE COLLEGE PREPARATION GOAL

Bronx Prep Charter School achieved the applicable college and career readiness measure.

Type	Measure	Outcome
Absolute	Each year, 75 percent of graduating students will demonstrate their preparation for college by one or more possible indicators of college readiness.	Achieved
Absolute	Each year, the CCCRI for the school's Total Cohort will exceed that year's state MIP set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the school's CCCRI for the Total Cohort will exceed that of the district's Total Cohort.	N/A
Absolute	Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.	TBD (achieved in previous years)

ACTION PLAN

In order to ensure that we are able to continue meeting our college preparation goals, we will continue to leverage our research-based college prep curriculum. This will allow us to ensure that throughout scholars' experiences at Bronx Prep Charter Schools, they are mastering the academic skills that are necessary in order to succeed in college and beyond. Additionally, we will continue to consistently provide scholars with the targeted academic supports that they need in order to ensure that we are able to reach high levels of college matriculation for all of our students, including subgroups of students that have historically been underserved, such as scholars with IEPs and scholars who are English Language Learners. Our mission, which is to educate responsible citizen-scholars for success in the college of their choice and a lifetime of active citizenship, applies to all of our scholars. To ensure that we succeed in this mission on behalf of all of our scholars, we will continue to leverage our Academic Collaboration Team to provide tools, strategies, services and supports to any scholar at any Democracy Prep school with at risk, IEP, 504 or ELL status in order to ensure that these scholars are achieving at high levels.

Support from the College Access and Success Team and the Democracy Prep Public Schools charter management organization is being provided to Bronx Prep Charter School's 2021 graduates, particularly in the form of robust communication regarding student wellness and college

matriculation and financial aid options. Throughout the COVID-19 pandemic, the network increased the number of microgrants given to scholars due to widespread economic hardship experienced in the communities served by Democracy Prep Public Schools.

GOAL 3: ENGLISH LANGUAGE ARTS

ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

Goal 3: English Language Arts

Bronx Prep Charter School students will demonstrate proficiency in English Language Arts.

BACKGROUND

Literacy is the key academic skill on which all future skill and knowledge acquisition is based. To truly build reading comprehension, scholars need to have a deep knowledge base so that they can apply reading skills, such as inferring and drawing conclusions, in a variety of contexts. ELA curriculum at Bronx Prep provides explicit instruction around the state standards in both Reading and Writing at all grade levels. Scholars participate in a combination of courses designed to provide direct instruction, opportunities for application and expression, and exposure to many genres and texts. Teachers are provided lesson materials provided by the DPPS Network Academic Team and then are encouraged to modify these lesson materials based on the needs of their scholars, relevant data collected, and professional development at the campus level. Scholars at Bronx Prep are assessed at multiple points throughout the year in order to track growth in skills, standards, and content knowledge over time. All scholars in Middle School and High School take exams at the Trimester level and are assessed on a unit basis throughout the year.

Prior to COVID-19 related school building closures, Democracy Prep Public Schools selected a new ELA curriculum in order to ensure the most effective available curricular materials are being used in network schools, including Bronx Prep. During remote instruction, many scholars completed more reading and writing assignments independently than in a typical year. However, consistent individual support provided by the Scholar Support and Academic Collaboration Team was provided to scholars that might normally participate in small group in-person instruction.

METHOD

Bronx Prep used internally and privately developed assessments aligned with the New York State Standards to evaluate student achievement during the 2020-21 school year. Final course grades were also used to evaluate achievement, as grades incorporate all formative and summative assessments administered during the year, including assessments that are part of various evidence-based education technology platforms. As every scholar did not take every end of year exam, end of

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

year grades will be reported for this measure. The passing rate of 70 percent was used as the benchmark for proficiency, and a 60% was used as the percentage needed for scholars to pass the class (this passing rate was adjusted due to pandemic-related circumstances).

During 2020-21, the school(s) primarily used the following exam to assess student growth and achievement in ELA: **Percentage of scholars meeting 70% mastery in ELA.**

RESULTS AND EVALUATION

The percentage of scholars who demonstrated 70% mastery in English Language Arts can be seen below. Data includes overall mastery by grade, and it also highlights the percentage of scholars who met this academic target amongst specific historically-underserved subgroups (including scholars with IEPs and scholars who are English language learners) within each grade level.

Grades	Percentage of Students Meeting 70% in Overall Grades	Percent of ELL Scholars Meeting 70%	Percent of IEP Scholars Meeting 70%
3			
4			
5			
6	56%	47%	67%
7	45%	38%	42%
8	57%	40%	39%
9	55%	57%	38%
10	40%	25%	14%
11	60%	62%	47%
12	71%	50%	83%

ADDITIONAL CONTEXT AND EVIDENCE

The overall percentage of students meeting 70% in overall grades ranged from 40% to 71% between different grades. In two grades, the percentage of scholars with IEPs who met this goal surpassed the percentage of scholars in the overall population who met this goal. In two grades, the percentage of scholars who are English Language Learners who met this goal surpassed the

percentage of scholars in the overall population who met this goal. Overall, however, the school must address lower proficiency rates seen in subgroup populations, as proficiency rates are typically lower than those seen within the overall student population.

Overall mastery percentages are lower than seen in previous years' data due to circumstances related to the COVID-19 pandemic, such as the need to transition to remote instruction and unique challenges that scholars faced in these circumstances.

SUMMARY OF THE ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS GOAL

While the percentages of scholars mastering grade-level standards in elementary and middle English language arts is lower than we would like to see, we expected lower levels of proficiency given the transition to remote instruction and subsequent learning loss in this context.

This year, we have created targeted plans for addressing learning loss in literacy specifically. In direct response to evaluation data, Democracy Prep network schools, including Bronx Prep Charter School, have comprehensively overhauled their approach to literacy instruction. One of our ultimate goals is to ensure that we are building knowledge over time in a coherent and cohesive manner. We know from research that the more background knowledge our scholars build over time, the more access they'll have to gaining more knowledge. Reading comprehension and language growth are a direct function of background knowledge. Democracy Prep has also worked to develop phonics instruction as a remediation tool at the middle school level based on lessons learned from Democracy Prep's Pathways program. Democracy Prep Public Schools has implemented these curricular shifts at the middle school level network-wide.

ACTION PLAN

Bronx Prep Charter School will collect baseline data during the fall of the 2021-2022 school year in order to ensure that the school maintains a high level of performance as measured by the next administration of state examinations. The Democracy Prep Public Schools network adopted a new ELA curriculum during the school year 2019-20 in order to ensure the most effective available materials are being used. In addition, professional development offered by KIPP Wheatley was added to the professional development program in 2020-21.

HIGH SCHOOL ENGLISH LANGUAGE ARTS

Goal 3: Absolute Measure

Each year, 65 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

The school administered the Regents English exam that students must pass to graduate. The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 4 among the students who sat for the exam.

RESULTS AND EVALUATION

Bronx Prep met the goal of at least 65 percent of scholars in the fourth year cohort who have taken the exam scoring a 4. This goal was met even though those scholars had fewer than four full years in which to earn a valid exam score.

Percent Scoring at Least Level 4 on Regents English Common Core Exam
by Fourth Year Accountability Cohort²

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2015	2018-19	65	0	51	78
2016	2019-20	64	5	44	75
2017	2020-21	88	10	63	81

ADDITIONAL EVIDENCE

This goal has already been met by the third year cohort, even though those scholars have only had 2.5 years in which to earn a valid exam score.

² Based on the highest score for each student on the English Regents exam

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2018-19		2019-20			2020-21		
	Number in Cohort	Percent Level 4	Number in Cohort	Exempted	Percent Passing including Exempted	Number in Cohort	Exempted	Percent Passing including Exempted
2017	88	74	89	9	82	88	10	83
2018	N/A	N/A	108	100	93	101	94	92
2019			N/A	N/A	N/A	108	46	
2020						N/A	N/A	N/A

Goal 3: Absolute Measure

Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

The school administered the Regents English exam that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 3 among the students who sat for the exam.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

RESULTS AND EVALUATION

Bronx Prep met the goal of at least 80 percent of scholars in the fourth year cohort who have taken the exam scoring a 3. This goal was met even though those scholars had fewer than four full years in which to earn a valid exam score.

**Percent Scoring at Least Level 3 on Regents English Common Core Exam
by Fourth Year Accountability Cohort**

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2015	2018-19	65	0	62	95
2016	2019-20	64	5	49	83
2017	2020-21	88	10	75	96

ADDITIONAL EVIDENCE

This goal has already been met by the third year cohort, even though those scholars have only had 2.5 years in which to earn a valid exam score.

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2018-19		2019-20			2020-21		
	Number in Cohort	Percent Passing	Number in Cohort	Exempted	Percent Passing	Number in Cohort	Exempted	Percent Passing including Exempted
2017	88	91	89	9	96	88	10	97
2018	N/A	N/A	108	100	94	93	94	94
2019			N/A	N/A	N/A	108	46	
2020						N/A	N/A	N/A

Goal 3: Absolute Measure

Each year, the Performance Index (“PI”) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state’s Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

The calculation of this measure is not required for 2020-21.

Goal 3: Comparative Measure

Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.

The calculation of this measure is not required for 2020-21.

Goal 3: Comparative Measure

Each year, the percent of students in the high school Total Cohort at least partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.

The calculation of this measure is not required for 2020-21.

Goal 3: Comparative Measure

Each year, the Performance Index (“PI”) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.

The calculation of this measure is not required for 2020-21.

Goal 3: Growth Measure

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will meet the college and career readiness standard (currently scoring at Performance Level 4 and fully meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

The school demonstrates the effectiveness of its English language arts program by enabling students who were not meeting proficiency standards in the eighth grade to meet the English requirement for the college and career readiness standard.

RESULTS AND EVALUATION

This goal was met even though scholars had fewer than four full years in which to earn a valid exam score.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Percent Achieving at Least Performance Level 4 on Common Core exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2015	2018-19	43	0	37	76
2016	2019-20	32	0	16	50
2017	2020-21	35	5	21	70

Goal 3: Growth Measure

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will at least partially meet Common Core expectations (currently scoring at Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

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

RESULTS AND EVALUATION

The school achieved this measure, even though scholars had fewer than four full years in which to earn a valid exam score.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Percent Achieving at Least Performance Level 3 on Common Core exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2015	2018-19	43	0	42	99
2016	2019-20	32	0	27	84
2017	2020-21	35	5	30	100

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

The school met all of the high school English Language Arts goals that were applicable to the 2020-21 school year, including achieving fourth year measures in 3.5 years.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Achieved
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Achieved
Absolute	Each year, the Performance Index (PI) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Comparative	Each year, the Performance Index (PI) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Achieved
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Achieved

ACTION PLAN

The Democracy Prep Public Schools network will be continuing to use the new English Language Arts curriculum that we implemented in 2020-2021 as well as continuing to incorporate professional development provided by KIPP Wheatley into the PD program. In addition, baseline student proficiency data will continue to be measured and analyzed in fall 2021 in order to ensure that instruction is data driven and effectively addresses any detrimental impacts of 2021 school building closures on student achievement.

GOAL 4: MATHEMATICS

ELEMENTARY MATHEMATICS

Goal 4: Mathematics

BACKGROUND

The Math curriculum at Bronx Prep is designed to ensure that students master the Common Core State Standards, including the standards for Mathematical Practice. Scholars receive a CCSS-aligned curriculum that is developed internally and provides a combination of factual and procedural instruction with real-world application and extension activities. Scholars are assessed at the unit level and at the trimester level to track growth over the year.

METHOD

Bronx Prep used internally and privately developed assessments aligned with the New York State Standards to evaluate student achievement during the 2020-21 school year. Final course grades were also used to evaluate achievement, as grades incorporate all formative and summative assessments administered during the year, including assessments that are part of various evidence-based education technology platforms. As every scholar did not take every end of year exam, end of year grades will be reported for this measure. While a passing rate of 70 is typically used as the benchmark for proficiency, a score of 60 indicated a passing grade in the 2020-2021 school year due to the transition to remote instruction and the circumstances of the COVID-19 pandemic.

During 2020-21, the school(s) primarily used the following exam to assess student growth and achievement in mathematics: Proficiency score of 70% was used to indicate mastery (while a score of 60% indicated a passing grade)

RESULTS AND EVALUATION

Across grade levels at Bronx Prep Charter School, the percentage of scholars who reached benchmarks for proficiency (as measured by 70% in grades) ranged from 44% to 94%.

Grades	Percentage of Students Meeting 70% in Overall Grades	Percent of ELL Scholars Meeting 70%	Percent of IEP Scholars Meeting 70%
3			
4			
5			
6	52%	40%	0%
7	44%	38%	37%
8	44%	53%	29%
9	49%	57%	52%
10	50%	33%	32%
11	63%	55%	53%
12	94%	100%	83%

ADDITIONAL EVIDENCE

The Democracy Prep Public Schools network selected a new mathematics curriculum in 2020-21 which we will continue to leverage in the upcoming school year. Additionally, we will be continuing to provide professional development provided by KIPP Wheatley into the PD program. Finally, baseline student proficiency data will continue to be measured and analyzed in fall 2021 in order to ensure that instruction is data driven and effectively addresses any detrimental impacts on student achievement due to the COVID-19 pandemic and the transition to remote instruction.

SUMMARY OF THE ELEMENTARY AND MIDDLE MATHEMATICS GOAL

Across grade levels at Bronx Prep Charter School, the percentage of scholars who reached benchmarks for proficiency (as measured by 70% in grades) ranged from 44% to 94%. The percentage of scholars who reached the 70% benchmark for proficiency was lower amongst scholars with IEPs in all grades besides 9th grade. The percentage of ELL scholars who reached the 70% proficiency benchmark ranged from 33% to 100%.

ACTION PLAN

The Democracy Prep Public Schools network selected a new mathematics curriculum in 2020-21 which we will continue to leverage in the upcoming school year. Additionally, we will be continuing to provide professional development provided by KIPP Wheatley into the PD program. Finally, baseline student proficiency data will continue to be measured and analyzed in fall 2021 in order to ensure that instruction is data driven and effectively addresses any detrimental impacts on student achievement due to the COVID-19 pandemic and the transition to remote instruction.

HIGH SCHOOL MATHEMATICS

Goal 4: Absolute Measure

Each year, 65 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The school administered the Regents mathematics exam(s) that students must pass to graduate. The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on any Regents Common Core mathematics exams. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam requirement as well as the percentage of students achieving at least Level 4 among the students who sat for any exam.

RESULTS AND EVALUATION

The school did not meet the goal, as it did not reach 65% of scholars in the fourth year cohort who have taken the Math exam and earned a 4 by their fourth year.

Percent Scoring at Least Level 4 on a Regents Mathematics Common Core Exam
by Fourth Year Accountability Cohort

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2015	2018-19	65	0	31	48
2016	2019-20	64	5	44	73
2017	2020-21	88	4	50	57

ADDITIONAL EVIDENCE

The school met this goal last year and likely saw a drop in this percentage due to circumstances related to the COVID-19 pandemic.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2018-2019		2019-20			2020-21		
	Number in Cohort	Percent Level 4	Number in Cohort	Exempted	Percent Passing including Exempted	Number in Cohort	Exempted	Percent Passing including Exempted
2017	88	50	89	3	54	88	4	57
2018	103	40	108	19	48	101	17	47
2019			107	72	83	108	73	83
2020						121	79	65

Goal 4: Absolute Measure

Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The school administered the Regents mathematics exam(s) that students must pass to graduate. The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on the Regents mathematics exams. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam requirement as well as the percentage of students achieving at least Level 3 among the students who sat for any exam.

RESULTS AND EVALUATION

The school met this goal. Almost all scholars were at least partially proficient by their fourth year.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Percent Scoring at Least Level 3 on a Regents Mathematics Common Core Exam by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2015	2018-19	65	0	64	98
2016	2019-20	64	3	60	98
2017	2020-21	88	4	80	95

ADDITIONAL EVIDENCE

The third year cohort has already met this goal, even though scholars in their third year have only had 2.5 years in which to earn a valid exam score.

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2018-2019		2019-20			2020-21		
	Number in Cohort	Percent Passing	Number in Cohort	Exempted	Percent Passing including Exempted	Number in Cohort	Exempted	Percent Passing including Exempted
2017	88	97	89	3	94	88	4	95
2018	103	88	108	19	100	101	17	100
2019			107	72	90	108	73	92
2020						121	79	65

Goal 4: Absolute Measure

Each year, the Performance Index (“PI”) on the Regents mathematics exam of students completing their fourth year in the Accountability Cohort will meet the state’s Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

The calculation of this measure is not required for 2020-21.

Goal 4: Comparative Measure

Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exams will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.

The calculation of this measure is not required for 2020-21.

Goal 4: Comparative Measure

Each year, the percent of students in the high school Total Cohort at least partially meeting Common Core expectations on a Regents mathematics exams will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.

The calculation of this measure is not required for 2020-21.

Goal 4: Comparative Measure

Each year, the Performance Index (“PI”) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.

The calculation of this measure is not required for 2020-21.

Goal 4: Growth Measure

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will meet the college and career readiness standard (currently scoring at Performance Level 4 and fully meeting Common Core expectations on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The school demonstrates the effectiveness of its mathematics program by enabling students who were not meeting proficiency standards in the eighth grade to grow to meeting the mathematics requirement for the college and career readiness standard.

RESULTS AND EVALUATION

The school did not meet the goal of at least 50 percent of scholars who were not proficient in Mathematics in 8th grade scoring at least a 4 on a Mathematics Regents exam by their fourth year.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Percent Achieving at Least Performance Level 4 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2015	2018-19	34	0	12	35
2016	2019-20	32	0	6	19
2017	2020-21	44	7	15	41

Goal 4: Growth Measure

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will at least partially meet Common Core expectations (currently scoring at Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The school demonstrates the effectiveness of its mathematics program by enabling students who were not meeting proficiency standards in the eighth grade to move to meeting the English requirement for graduation.

RESULTS AND EVALUATION

The school met the goal of at least 75 percent of scholars who were not proficient in 8th grade scoring at least a three on a Mathematics Regents exam by their fourth year. The school met this goal even though scholars in their fourth year have only had 3.5 years in which to earn a valid exam score.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Percent Achieving at Least Performance Level 3 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ³

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2015	2018-19	34	0	33	99
2016	2019-20	32	0	30	93
2017	2020-21	44	7	43	100

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

The school met two of the high school mathematics measures, including meeting multiple fourth year measures in 3.5 years.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Did not meet
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Achieved
Absolute	Each year, the Performance Index (PI) in mathematics of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A

³ Based on the highest score for each student on the mathematics Regents exam

Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Did not meet
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Achieved

ACTION PLAN

The Democracy Prep Public Schools network has selected a new mathematics curriculum in 2020-21 and has incorporated professional development provided by KIPP Wheatley into the PD program. In addition, baseline student proficiency data will continue to be measured and analyzed in fall 2021 in order to ensure that instruction is data driven and effectively addresses any detrimental impacts the school building closures that occurred in the 2019-2020 and 2020-2021 school years on student achievement.

GOAL 5: SCIENCE

ELEMENTARY AND MIDDLE SCIENCE

Goal 5: Science

Bronx Prep Charter School students will demonstrate proficiency in science.

BACKGROUND

The Science curriculum at Bronx Prep is based on the Next Generation Science Standards and is designed to give scholars hands-on experience with scientific content. Each unit includes at least one lab to ensure that scholars get to apply the content they've learned and explore scientific concepts for themselves. Teachers at Bronx Prep put a heavy emphasis on ensuring that scholars see how scientific content relates to the real world. Science instruction also includes a heavy emphasis on the CCSS Reading Informational text standards to ensure that scholars are able to access content through text as well as through experimentation. Scholars are assessed at the unit level and at the trimester level to track growth over the year. Teachers receive professional development from network Curriculum Specialists throughout the year to both build their content knowledge and create a professional community of teachers.

METHOD

Bronx Prep used internally and privately developed assessments aligned with the New York State Standards to evaluate student achievement during the 2020-21 school year. Final course grades were also used to evaluate achievement, as grades incorporate all formative and summative assessments administered during the year, including assessments that are part of various evidence-based education technology platforms. As every scholar did not take every end of year exam, end of year grades will be reported for this measure. The rate of 70 percent was used as the benchmark for proficiency and mastery of standards (while a rate of 60 indicated a passing grade due to the COVID-19 pandemic context).

RESULTS AND EVALUATION

According to available data, the percentage of scholars meeting proficiency benchmarks within each grade ranged from 37% to 74%.

Grades	Percentage of Students Meeting 70% in Overall Grades	Percent of ELL Scholars Meeting 70%	Percent of IEP Scholars Meeting 70%
3			
4			
5			
6	37%	20%	0%
7	40%	8%	26%
8	61%	67%	33%
9	62%	29%	48%
10	66%	50%	41%
11	56%	64%	53%
12	74%	0%	80%

ADDITIONAL CONTEXT AND EVIDENCE

Rates of proficiency seen in targeted subgroups (including scholars with IEPs and scholars who are English language learners) was typically lower than or comparable to the rates of proficiency seen across the general population within each grade level.

SUMMARY OF THE ELEMENTARY SCIENCE GOAL

37% of 6th grade scholars met proficiency benchmarks. 40% of 7th grade scholars met proficiency benchmarks. 61% of 8th grade scholars met proficiency benchmarks.

ACTION PLAN

Democracy Prep Public Schools will continue to leverage a science curriculum that is based on Next Generation Science Standards, and schools will continue to provide scholars with hands-on learning opportunities. Additionally, diagnostic assessments will be administered at the beginning of the upcoming school year in order to gather baseline data that will allow for measuring scholar growth and achievement throughout the upcoming school year.

HIGH SCHOOL SCIENCE

Goal 5: Absolute Measure

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

METHOD

New York State schools administer multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry and Physics. The school administered Living Environment, Chemistry and Physics. It scores Regents on a scale from 0 to 100; students must score at least 65 to pass. This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort. Students may have taken a particular Regents science exam multiple times or have taken multiple science exams. Students have until the summer of their fourth year to pass a science exam.

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

RESULTS AND EVALUATION

The school met the goal of at least 75 percent of scholars who had taken a science exam by their fourth year earning a score of 65. Virtually all scholars who took an exam earned a 65, even though scholars only had 3.5 years in which to earn a valid exam score.

Science Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort⁴

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2015	2018-19	65	0	62	95
2016	2019-20	64	6	57	99
2017	2020-21	88	4	83	99

ADDITIONAL EVIDENCE

Scholars in the 2017, 2018, and 2019 cohorts have met this goal.

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

Cohort Designation	2018-2019		2019-20			2020-21		
	Number in Cohort	Percent Passing	Number in Cohort	Exempted	Percent Passing including Exempted	Number in Cohort	Exempted	Percent Passing including Exempted
2017	88	97	89	4	99	88	4	99
2018	103	75	108	24	100	101	21	100
2019			64	102	97	108	99	94
2020						121	76	64

⁴ Based on the highest score for each student on any science Regents exam

Goal 5: Comparative Measure

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

The calculation of this measure is not required for 2020-21.

GOAL 6: SOCIAL STUDIES

Goal 6: Social Studies

Bronx Prep Charter School students will demonstrate proficiency in social studies and civics.

Goal 6: Absolute Measure

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

METHOD

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

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

RESULTS

A large percentage of the scholars in the 2017 cohort were exempted, so the percentage passing is N/A. However, within the 2015 and 2016 cohorts, the percentage of students passing amongst scholars with a valid score exceeds the goal of 75%.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

U.S. History Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2015	2018-19	65	0	59	91
2016	2019-20	64	9	50	91
2017	2020-21	88	73	0	N/A

EVALUATION

Scholars in the 2015 and 2016 cohorts have surpassed this goal by 16%.

ADDITIONAL EVIDENCE

Within the 2017 cohort, 73 scholars were exempted from taking the exam, leading to a percentage of scholars who either passed or were exempted that exceeded the goal of 75%.

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

Cohort Designation	2018-2019		2019-20			2020-21		
	Number in Cohort	Percent Passing	Number in Cohort	Exempted	Percent Passing including Exempted	Number in Cohort	Exempted	Percent Passing including Exempted
2017	88	91	89	73	84	88	73	84
2018	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2019			N/A	N/A	N/A	N/A	N/A	N/A
2020					N/A	N/A	N/A	N/A

Goal 6: Comparative Measure

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

The calculation of this measure is not required for 2020-21.

Goal 6: Absolute Measure

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

METHOD

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

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

RESULTS

The school met the goal of at least 75 percent of scholars who had taken the Global History Regents exam by their fourth year earning a score of 65. While there were 10 scholars in the cohort who did not earn a valid score by their fourth year, over 90 percent of scholars who did take an exam earned a 65, even though scholars only had 3.5 years in which to earn an exam score.

Global History Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2015	2018-19	65	0	61	94
2016	2019-20	64	4	56	93
2017	2020-21	88	10	72	92

EVALUATION

Scholars in the 2015, 2016, and 2017 cohorts all surpassed this goal.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

ADDITIONAL EVIDENCE

The third year cohort has already met the goal of at least 75% of scholars in the cohort earning at least a 65 on the Global History exam, even though they have only had 2.5 years in which to earn a valid exam score.

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

Cohort Designation	2018-2019		2019-20			2020-21		
	Number in Cohort	Percent Passing	Number in Cohort	Exempted	Percent Passing including Exempted	Number in Cohort	Exempted	Percent Passing including Exempted
2017	88	90	89	0	96	88	10	97
2018	N/A	N/A	108	101	94	101	98	97
2019			N/A	N/A	N/A	108	66	61
2020						N/A	N/A	N/A

Goal 6: Comparative Measure

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

The calculation of this measure is not required for 2020-21.

GOAL 7: 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* students are expected to meet the state's performance standards, the federal statute stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. As New York State, like all states, is required to establish a specific system for making these determinations 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

Bronx Prep Charter School achieved “Good Standing” status for the 2018-19 school year. The accountability status remained unchanged for the 2019-20 school year and the 2020-2021 school years.

Accountability Status by Year

Year	Status
2018-19	Good Standing
2019-20	Good Standing
2020-21	Good Standing

**GENERAL INSTRUCTIONS FOR
ANNUAL BUDGET/QUARTERLY REPORT**

TEMPLATE TABS




1- GRAY tab contains the Instructions

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

2- BLUE tabs require input of information

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

CELL COLORS & GUIDANCE COMMENTS

-  = Enter information into the light BLUE shaded cells.
-  = Cells labeled in ORANGE contain guidance regarding the input of information.
-  = Cells containing RED triangles in the upper right corner contain "guidance comments" on that particular line item. Please "mouse-over" the triangle to reveal each comment.

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



ANNUAL BUDGET & QUARTERLY REPORT TEMPLATE

Bronx Preparatory Charter School

SCHOOL

Name:	Bronx Preparatory Charter School
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CONTACT INFORMATION

Contact Name:	Valerie Martinez
Contact Title:	CFO
Contact Email:	[REDACTED]
Contact Phone:	[REDACTED]

REPORT PERIOD

Current Academic Year:	2021-22
Prior Academic Year:	2020-21

**BRONX PREPARATORY CHARTER SCHOOL
2021-22**

ENROLLMENT BY GRADES

GRADES	K	1	2	3	4	5	6	7	8	9	10	11	12
INITIAL BUDGETED ENROLLMENT	50	50					115	115	115	115	115	90	80
TOTAL ENROLLMENT = 845													

ENROLLMENT BY DISTRICT

		PRIOR YEAR	ANNUAL BUDGET TOTAL DISTRICTS/ENROLLMENT BY QUARTER								ACTUAL QUARTERLY TOTAL DISTRICTS/ENROLLMENT			
		ACTUAL	QUARTER 1		QUARTER 2		QUARTER 3		QUARTER 4		QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
			Original	Revised	Original	Revised	Original	Revised	Original	Revised	Actual	Actual	Actual	Actual
NUMBER OF SCHOOL DISTRICTS ENROLLED:		2	1	0	1	0	1	0	1	0	0	0	0	0
NUMBER OF STUDENTS ENROLLED:		818	845	0	845	0	845	0	845	0	0	0	0	0
*NOTE: If there are NO budget revisions at the time of quarterly submittal leave the 'REVISED' Column(s) COMPLETELY BLANK. If budget revisions ARE made, the entire "REVISED" budget columns for the affected quarter(s) must be completed on tabs 2, 3 and 4.														
		PRIOR YEAR	ANNUAL BUDGET ENROLLMENT BY QUARTER								ACTUAL ENROLLMENT BY QUARTER			
		2020-21	QUARTER 1		QUARTER 2		QUARTER 3		QUARTER 4		QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
PRIMARY/OTHER	DISTRICT NAME(S)	Actual Enrollment	Original Budgeted Enrollment	Revised Budgeted Enrollment	Original Budgeted Enrollment	Revised Budgeted Enrollment	Original Budgeted Enrollment	Revised Budgeted Enrollment	Original Budgeted Enrollment	Revised Budgeted Enrollment	Actual Enrollment	Actual Enrollment	Actual Enrollment	Actual Enrollment
1	PRIMARY District	815	845		845		845		845					
2	SECONDARY District	3												
3	Other District 3													
4	Other District 4													

		PRIOR YEAR	ANNUAL BUDGET ENROLLMENT BY QUARTER								ACTUAL ENROLLMENT BY QUARTER			
		2020-21	QUARTER 1		QUARTER 2		QUARTER 3		QUARTER 4		QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
PRIMARY/OTHER	DISTRICT NAME(S)	Actual Enrollment	Original Budgeted Enrollment	<i>Revised</i> Budgeted Enrollment	Original Budgeted Enrollment	<i>Revised</i> Budgeted Enrollment	Original Budgeted Enrollment	<i>Revised</i> Budgeted Enrollment	Original Budgeted Enrollment	<i>Revised</i> Budgeted Enrollment	Actual Enrollment	Actual Enrollment	Actual Enrollment	Actual Enrollment

**BRONX PREPARATORY CHARTER SCHOOL
2021-22**

STAFFING PLAN - FULL TIME EQUIVALENT ("FTE")

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

***NOTE:** If there are NO budget revisions at the time of quarterly submittal leave the 'REVISED' Column(s) COMPLETELY BLANK. If budget revisions ARE made, the entire "REVISED" budget columns for the affected quarter(s) must be completed on tabs 2, 3 and 4.

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

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

ADMINISTRATIVE PERSONNEL FTE		PRIOR YEAR 2020-21 ACTUAL	ANNUAL BUDGETED FTE								ACTUAL QUARTERLY FTE				Description of Assumptions	
			Q1		Q2		Q3		Q4		Q1	Q2	Q3	Q4		
			Original	Revised	Original	Revised	Original	Revised	Original	Revised	Actual	Actual	Actual	Actual		
Executive Management			0.0		0.0		0.0		0.0							
Instructional Management	5.0		8.0		8.0		8.0		8.0							Principal, Assistant Principal,
Deans, Directors & Coordinators	1.0		10.2		10.2		10.2		10.2							DREAM Coach, Director of School Solutions, Curriculum Specialiss
CFO / Director of Finance			0.0		0.0		0.0		0.0							
Operation / Business Manager	2.0		8.8		8.8		8.8		8.8							Director of Operations, Building Manager, Operations Manager, Senior Director of Operations
Administrative Staff	5.0		5.0		5.0		5.0		5.0							Operations Coordinator, Receptionist, Administrative Manager
TOTAL ADMINISTRATIVE STAFF	13.0		32.0	0.0	32.0	0.0	32.0	0.0	32.0	0.0	0.0	0.0	0.0	0.0	0.0	
INSTRUCTIONAL PERSONNEL FTE		PRIOR YEAR 2020-21 ACTUAL	ANNUAL BUDGETED FTE								ACTUAL QUARTERLY FTE				Description of Assumptions	
			Q1		Q2		Q3		Q4		Q1	Q2	Q3	Q4		
			Original	Revised	Original	Revised	Original	Revised	Original	Revised	Actual	Actual	Actual	Actual		
Teachers - Regular	54.0		63.5		63.5		63.5		63.5							
Teachers - SPED	8.0		25.0		25.0		25.0		25.0							
Substitute Teachers			0.0		0.0		0.0		0.0							
Teaching Assistants			0.0		0.0		0.0		0.0							
Specialty Teachers	1.0		1.0		1.0		1.0		1.0							Korean Arts Teacher
Aides			0.0		0.0		0.0		0.0							
Therapists & Counselors	5.0		8.0		8.0		8.0		8.0							Social Worker, Senior College Counselor, Guidance
Other	7.0		4.2		4.2		4.2		4.2							Pathways: Campus Director, Dean of Culture, Senior
TOTAL INSTRUCTIONAL	75.0		101.7	0.0	101.7	0.0	101.7	0.0	101.7	0.0	0.0	0.0	0.0	0.0	0.0	
NON-INSTRUCTIONAL PERSONNEL FTE		PRIOR YEAR 2020-21 ACTUAL	ANNUAL BUDGETED FTE								ACTUAL QUARTERLY FTE				Description of Assumptions	
			Q1		Q2		Q3		Q4		Q1	Q2	Q3	Q4		
			Original	Revised	Original	Revised	Original	Revised	Original	Revised	Actual	Actual	Actual	Actual		
Nurse			0.0		0.0		0.0		0.0							
Librarian			1.0		1.0		1.0		1.0							
Custodian	1.0		0.2		0.2		0.2		0.2							
Security	1.0		1.0		1.0		1.0		1.0							Security Guard
Other	4.0		7.2		7.2		7.2		7.2							ACT Manager, Lighting Specialist, Facilities Associate,
TOTAL NON-INSTRUCTIONAL	6.0		9.4	0.0	9.4	0.0	9.4	0.0	9.4	0.0	0.0	0.0	0.0	0.0	0.0	
TOTAL PERSONNEL SERVICE FTE	94.0		143.1	0.0	143.1	0.0	143.1	0.0	143.1	0.0	0.0	0.0	0.0	0.0	0.0	

		BRONX PREPARATORY CHARTER SCHOOL												
		Budget / Operating Plan												
		2021-22												
Total Revenue		14,374,676	5,090,712	-	-	5,090,712	-	-	5,090,712	-	-	5,090,712	-	
Total Expenses		11,850,686	4,906,408	-	-	4,906,408	-	-	4,906,408	-	-	4,906,408	-	
Net Income		2,523,990	184,304	-	-	184,304	-	-	184,304	-	-	184,304	-	
Actual Student Enrollment		818	845	-	-	845	-	-	845	-	-	845	-	
		Prior Year Actual 2020-21 Revenue Per Pupil	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
			Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance
EXPENSES														
ADMINISTRATIVE STAFF PERSONNEL COSTS		Avg. No. of Positions												
Executive Management	-	5,727	-	-	-	-	-	-	-	-	-	-	-	-
Instructional Management	8.00	554,400	196,175	-	-	196,175	-	-	196,175	-	-	196,175	-	-
Deans, Directors & Coordinators	10.21	150,396	190,538	-	-	190,538	-	-	190,538	-	-	190,538	-	-
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	8.77	99,640	110,018	-	-	110,018	-	-	110,018	-	-	110,018	-	-
Administrative Staff	5.00	277,147	59,878	-	-	59,878	-	-	59,878	-	-	59,878	-	-
TOTAL ADMINISTRATIVE STAFF	31.98	1,087,311	556,609	-	-	556,609	-	-	556,609	-	-	556,609	-	-
INSTRUCTIONAL PERSONNEL COSTS														
Teachers - Regular	63.50	3,160,315	1,110,200	-	-	1,110,200	-	-	1,110,200	-	-	1,110,200	-	-
Teachers - SPED	25.00	548,392	375,800	-	-	375,800	-	-	375,800	-	-	375,800	-	-
Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Specialty Teachers	1.00	153,465	4,992	-	-	4,992	-	-	4,992	-	-	4,992	-	-
Aides	-	4,079	-	-	-	-	-	-	-	-	-	-	-	-
Therapists & Counselors	8.00	275,449	153,547	-	-	153,547	-	-	153,547	-	-	153,547	-	-
Other	4.20	413,117	145,569	-	-	145,569	-	-	145,569	-	-	145,569	-	-
TOTAL INSTRUCTIONAL	101.70	4,554,816	1,790,108	-	-	1,790,108	-	-	1,790,108	-	-	1,790,108	-	-
NON-INSTRUCTIONAL PERSONNEL COSTS														
Nurse	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Librarian	1.00	-	8,750	-	-	8,750	-	-	8,750	-	-	8,750	-	-
Custodian	0.15	103,928	2,574	-	-	2,574	-	-	2,574	-	-	2,574	-	-
Security	1.00	36,462	11,530	-	-	11,530	-	-	11,530	-	-	11,530	-	-
Other	7.23	172,804	127,244	-	-	127,244	-	-	127,244	-	-	127,244	-	-
TOTAL NON-INSTRUCTIONAL	9.38	313,195	150,098	-	-	150,098	-	-	150,098	-	-	150,098	-	-
SUBTOTAL PERSONNEL SERVICE COSTS		143.06	5,955,322	2,496,815	-	-	2,496,815	-	-	2,496,815	-	-	2,496,815	-
PAYROLL TAXES AND BENEFITS														
Payroll Taxes			190,429	-	-	190,429	-	-	190,429	-	-	190,429	-	-
Fringe / Employee Benefits		1,183,234	223,534	-	-	223,534	-	-	223,534	-	-	223,534	-	-
Retirement / Pension		231,336	100,176	-	-	100,176	-	-	100,176	-	-	100,176	-	-
TOTAL PAYROLL TAXES AND BENEFITS		1,414,570	514,139	-	-	514,139	-	-	514,139	-	-	514,139	-	-
TOTAL PERSONNEL SERVICE COSTS		143.06	7,369,891	3,010,954	-	-	3,010,954	-	-	3,010,954	-	-	3,010,954	-
CONTRACTED SERVICES														
Accounting / Audit		50,565	24,305	-	-	24,305	-	-	24,305	-	-	24,305	-	-
Legal		23,553	3,750	-	-	3,750	-	-	3,750	-	-	3,750	-	-
Management Company Fee		1,718,313	626,866	-	-	626,866	-	-	626,866	-	-	626,866	-	-
Nurse Services		-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch		-	-	-	-	-	-	-	-	-	-	-	-	-
Payroll Services		-	-	-	-	-	-	-	-	-	-	-	-	-
Special Ed Services		-	-	-	-	-	-	-	-	-	-	-	-	-
Titlement Services (i.e. Title I)		-	-	-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting		233,852	83,503	-	-	83,503	-	-	83,503	-	-	83,503	-	-
TOTAL CONTRACTED SERVICES		2,026,284	738,424	-	-	738,424	-	-	738,424	-	-	738,424	-	-

BRONX PREPARATORY CHARTER SCHOOL													
Budget / Operating Plan													
2021-22													
Total Revenue	14,374,676	5,090,712	-	-	5,090,712	-	-	5,090,712	-	-	5,090,712	-	-
Total Expenses	11,850,686	4,906,408	-	-	4,906,408	-	-	4,906,408	-	-	4,906,408	-	-
Net Income	2,523,990	184,304	-	-	184,304	-	-	184,304	-	-	184,304	-	-
Actual Student Enrollment	818	845	-	-	845	-	-	845	-	-	845	-	-
	Prior Year Actual 2020-21 Revenue Per Pupil	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
		Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance
SCHOOL OPERATIONS													
Board Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials	224,051	109,064	-	-	109,064	-	-	109,064	-	-	109,064	-	-
Special Ed Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-	-	-
Textbooks / Workbooks	124,614	47,080	-	-	47,080	-	-	47,080	-	-	47,080	-	-
Supplies & Materials other	-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture	97,214	21,420	-	-	21,420	-	-	21,420	-	-	21,420	-	-
Telephone	75,513	40,328	-	-	40,328	-	-	40,328	-	-	40,328	-	-
Technology	46,188	32,151	-	-	32,151	-	-	32,151	-	-	32,151	-	-
Student Testing & Assessment	47,169	8,537	-	-	8,537	-	-	8,537	-	-	8,537	-	-
Field Trips	(3,349)	89,411	-	-	89,411	-	-	89,411	-	-	89,411	-	-
Transportation (student)	-	-	-	-	-	-	-	-	-	-	-	-	-
Student Services - other	27,814	73,108	-	-	73,108	-	-	73,108	-	-	73,108	-	-
Office Expense	251,954	53,402	-	-	53,402	-	-	53,402	-	-	53,402	-	-
Staff Development	43,228	48,555	-	-	48,555	-	-	48,555	-	-	48,555	-	-
Staff Recruitment	3,231	-	-	-	-	-	-	-	-	-	-	-	-
Student Recruitment / Marketing	45,917	5,750	-	-	5,750	-	-	5,750	-	-	5,750	-	-
School Meals / Lunch	-	-	-	-	-	-	-	-	-	-	-	-	-
Travel (Staff)	266	265	-	-	265	-	-	265	-	-	265	-	-
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	87,743	18,580	-	-	18,580	-	-	18,580	-	-	18,580	-	-
TOTAL SCHOOL OPERATIONS	1,071,554	547,651	-	-	547,651	-	-	547,651	-	-	547,651	-	-
FACILITY OPERATION & MAINTENANCE													
Insurance	82,139	36,386	-	-	36,386	-	-	36,386	-	-	36,386	-	-
Janitorial	479,285	145,936	-	-	145,936	-	-	145,936	-	-	145,936	-	-
Building and Land Rent / Lease / Facility Finance Interest	238,512	179,634.00	-	-	179,634.00	-	-	179,634.00	-	-	179,634.00	-	-
Repairs & Maintenance	-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	32,018	-	-	32,018	-	-	32,018	-	-	32,018	-	-
Utilities	214,307	37,576	-	-	37,576	-	-	37,576	-	-	37,576	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	1,014,243	431,550	-	-	431,550	-	-	431,550	-	-	431,550	-	-
DEPRECIATION & AMORTIZATION	368,714	111,919	-	-	111,919	-	-	111,919	-	-	111,919	-	-
COVID-19 / CONTINGENCY		55,910	-	-	55,910	-	-	55,910	-	-	55,910	-	-
DEFERRED RENT		10,000	-	-	10,000	-	-	10,000	-	-	10,000	-	-
TOTAL EXPENSES	11,850,686	4,906,408	-	-	4,906,408	-	-	4,906,408	-	-	4,906,408	-	-
NET INCOME	2,523,990	184,304	-	-	184,304	-	-	184,304	-	-	184,304	-	-

BRONX PREPARATORY CHARTER SCHOOL													
Budget / Operating Plan													
2021-22													
Total Revenue	14,374,676	5,090,712	-	-	5,090,712	-	-	5,090,712	-	-	5,090,712	-	
Total Expenses	11,850,686	4,906,408	-	-	4,906,408	-	-	4,906,408	-	-	4,906,408	-	
Net Income	2,523,990	184,304	-	-	184,304	-	-	184,304	-	-	184,304	-	
Actual Student Enrollment	818	845	-	-	845	-	-	845	-	-	845	-	
	Prior Year Actual 2020-21 Revenue Per Pupil	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
		Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance
ENROLLMENT - *School Districts Are Linked To Above Entries*													
Number of Districts:	2	1	-	-	1	-	-	1	-	-	1	-	-
NYC CHANCELLOR'S OFFICE	815	845	-	-	845	-	-	845	-	-	845	-	-
MT VERNON SCHOOL DISTRICT	3	-	-	-	-	-	-	-	-	-	-	-	-
YONKERS CITY SD	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
ALL OTHER School Districts: (Weighted Avg)	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL ENROLLMENT	818	845	-	-	845	-	-	845	-	-	845	-	-
REVENUE PER PUPIL	17,573	6,025	-	-	6,025	-	-	6,025	-	-	6,025	-	-
EXPENSES PER PUPIL	14,487	5,806	-	-	5,806	-	-	5,806	-	-	5,806	-	-

		BRONX PREPARATORY CHARTER SCHOOL					DESCRIPTION OF ASSUMPTIONS
		Budget / Operating Plan					
		2021-22					
		Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget	
Total Revenue		20,362,848	20,362,848	-	5,988,172	5,988,172	
Total Expenses		19,625,632	19,625,632	-	(7,774,946)	(7,774,946)	
Net Income		737,216	737,216	-	(1,786,774)	(1,786,774)	
Actual Student Enrollment							
		Total Year			VARIANCE		
		Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget	
EXPENSES							
ADMINISTRATIVE STAFF PERSONNEL COSTS		Avg. No. of Positions					
Executive Management	-	-	-	-	5,727	5,727	
Instructional Management	8.00	784,700	784,700	-	(230,300)	(230,300)	
Deans, Directors & Coordinators	10.21	762,152	762,152	-	(611,756)	(611,756)	
CFO / Director of Finance	-	-	-	-	-	-	
Operation / Business Manager	8.77	440,072	440,072	-	(340,432)	(340,432)	
Administrative Staff	5.00	239,512	239,512	-	37,635	37,635	
TOTAL ADMINISTRATIVE STAFF	31.98	2,226,436	2,226,436	-	(1,139,125)	(1,139,125)	
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	63.50	4,440,800	4,440,800	-	(1,280,485)	(1,280,485)	
Teachers - SPED	25.00	1,503,200	1,503,200	-	(954,808)	(954,808)	
Substitute Teachers	-	-	-	-	-	-	
Teaching Assistants	-	-	-	-	-	-	
Specialty Teachers	1.00	19,968	19,968	-	133,497	133,497	
Aides	-	-	-	-	4,079	4,079	
Therapists & Counselors	8.00	614,188	614,188	-	(338,739)	(338,739)	
Other	4.20	582,276	582,276	-	(169,159)	(169,159)	
TOTAL INSTRUCTIONAL	101.70	7,160,432	7,160,432	-	(2,605,616)	(2,605,616)	
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	-	-	-	-	-	-	
Librarian	1.00	35,000	35,000	-	(35,000)	(35,000)	
Custodian	0.15	10,296	10,296	-	93,632	93,632	
Security	1.00	46,120	46,120	-	(9,658)	(9,658)	
Other	7.23	508,976	508,976	-	(336,172)	(336,172)	
TOTAL NON-INSTRUCTIONAL	9.38	600,392	600,392	-	(287,197)	(287,197)	
SUBTOTAL PERSONNEL SERVICE COSTS	143.06	9,987,260	9,987,260	-	(4,031,938)	(4,031,938)	
PAYROLL TAXES AND BENEFITS							
Payroll Taxes		761,716	761,716	-	(761,716)	(761,716)	
Fringe / Employee Benefits		894,136	894,136	-	289,098	289,098	
Retirement / Pension		400,704	400,704	-	(169,368)	(169,368)	
TOTAL PAYROLL TAXES AND BENEFITS		2,056,556	2,056,556	-	(641,986)	(641,986)	
TOTAL PERSONNEL SERVICE COSTS	143.06	12,043,816	12,043,816	-	(4,673,925)	(4,673,925)	
CONTRACTED SERVICES							
Accounting / Audit		97,220	97,220	-	(46,655)	(46,655)	
Legal		15,000	15,000	-	8,553	8,553	
Management Company Fee		2,507,464	2,507,464	-	(789,151)	(789,151)	
Nurse Services		-	-	-	-	-	
Food Service / School Lunch		-	-	-	-	-	
Payroll Services		-	-	-	-	-	
Special Ed Services		-	-	-	-	-	
Titlement Services (i.e. Title I)		-	-	-	-	-	
Other Purchased / Professional / Consulting		334,012	334,012	-	(100,160)	(100,160)	
TOTAL CONTRACTED SERVICES		2,953,696	2,953,696	-	(927,412)	(927,412)	

BRONX PREPARATORY CHARTER SCHOOL						DESCRIPTION OF ASSUMPTIONS
Budget / Operating Plan						
2021-22						
		Total Year		VARIANCE		
	20,362,848	20,362,848	-	5,988,172	5,988,172	
Total Revenue	20,362,848	20,362,848	-	5,988,172	5,988,172	
Total Expenses	19,625,632	19,625,632	-	(7,774,946)	(7,774,946)	
Net Income	737,216	737,216	-	(1,786,774)	(1,786,774)	
Actual Student Enrollment						
	Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget	
SCHOOL OPERATIONS						
Board Expenses	-	-	-	-	-	
Classroom / Teaching Supplies & Materials	436,256	436,256	-	(212,205)	(212,205)	
Special Ed Supplies & Materials	-	-	-	-	-	
Textbooks / Workbooks	188,320	188,320	-	(63,706)	(63,706)	
Supplies & Materials other	-	-	-	-	-	
Equipment / Furniture	85,680	85,680	-	11,534	11,534	
Telephone	161,312	161,312	-	(85,799)	(85,799)	
Technology	128,604	128,604	-	(82,416)	(82,416)	
Student Testing & Assessment	34,148	34,148	-	13,021	13,021	
Field Trips	357,644	357,644	-	(360,993)	(360,993)	
Transportation (student)	-	-	-	-	-	
Student Services - other	292,432	292,432	-	(264,618)	(264,618)	
Office Expense	213,608	213,608	-	38,346	38,346	
Staff Development	194,220	194,220	-	(150,992)	(150,992)	
Staff Recruitment	-	-	-	3,231	3,231	
Student Recruitment / Marketing	23,000	23,000	-	22,917	22,917	
School Meals / Lunch	-	-	-	-	-	
Travel (Staff)	1,060	1,060	-	(794)	(794)	
Fundraising	-	-	-	-	-	
Other	74,320	74,320	-	13,423	13,423	
TOTAL SCHOOL OPERATIONS	2,190,604	2,190,604	-	(1,119,050)	(1,119,050)	
FACILITY OPERATION & MAINTENANCE						
Insurance	145,544	145,544	-	(63,405)	(63,405)	
Janitorial	583,744	583,744	-	(104,459)	(104,459)	
Building and Land Rent / Lease / Facility Finance Interest	718,536	718,536	-	(480,024)	(480,024)	
Repairs & Maintenance	-	-	-	-	-	
Equipment / Furniture	-	-	-	-	-	
Security	128,072	128,072	-	(128,072)	(128,072)	
Utilities	150,304	150,304	-	64,003	64,003	
TOTAL FACILITY OPERATION & MAINTENANCE	1,726,200	1,726,200	-	(711,957)	(711,957)	
DEPRECIATION & AMORTIZATION	447,676	447,676	-	(78,962)	(78,962)	
COVID-19 / CONTINGENCY	223,640	223,640	-	(223,640)	(223,640)	
DEFERRED RENT	40,000	40,000	-	(40,000)	(40,000)	
TOTAL EXPENSES	19,625,632	19,625,632	-	(7,774,946)	(7,774,946)	
NET INCOME	737,216	737,216	-	(1,786,774)	(1,786,774)	

BRONX PREPARATORY CHARTER SCHOOL														
Budget / Operating Plan														
2021-22														
	14,374,676	5,090,712	-	-	5,090,712	-	-	5,090,712	-	-	5,090,712	-	-	20,362,848
Total Revenue														
Total Expenses														
Net Income														
Actual Student Enrollment														
	Prior Year Actual 2020-21 Revenue Per Pupil	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30			Original Budget
		Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	
CASH FLOW ADJUSTMENTS														
OPERATING ACTIVITIES <i>{enter descriptions below}</i>														
Example - Add Back Depreciation	-	111,919	-	-	111,919	-	-	111,919	-	-	111,919	-	-	447,676
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Operating Activities	-	111,919	-	-	111,919	-	-	111,919	-	-	111,919	-	-	447,676
INVESTMENT ACTIVITIES <i>{enter descriptions below}</i>														
Example - Subtract Property and Equipment Expenditures	-	318,434	-	-	318,434	-	-	318,434	-	-	318,434	-	-	1,273,736
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Investment Activities	-	318,434	-	-	318,434	-	-	318,434	-	-	318,434	-	-	1,273,736
FINANCING ACTIVITIES <i>{enter descriptions below}</i>														
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Financing Activities	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Cash Flow Adjustments	-	430,353	-	-	430,353	-	-	430,353	-	-	430,353	-	-	1,721,412
NET INCOME	2,523,990	614,657	-	-	614,657	-	-	614,657	-	-	614,657	-	-	2,458,628
Beginning Cash Balance	-	2,523,990	-	-	3,138,647	-	-	3,753,304	-	-	4,367,961	-	-	2,523,990
ENDING CASH BALANCE	2,523,990	3,138,647	-	-	3,753,304	-	-	4,367,961	-	-	4,982,618	-	-	4,982,618

		BRONX PREPARATORY CHARTER SCHOOL				DESCRIPTION OF ASSUMPTIONS
		Budget / Operating Plan		2021-22		
Total Revenue		20,362,848	-	5,988,172	5,988,172	
Total Expenses		19,625,632	-	(7,774,946)	(7,774,946)	
Net Income		737,216	-	(1,786,774)	(1,786,774)	
Actual Student Enrollment						
		Total Year		VARIANCE		
		Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget	
CASH FLOW ADJUSTMENTS						
OPERATING ACTIVITIES <i>{enter descriptions below}</i>						
Example - Add Back Depreciation		447,676	-	447,676	447,676	
Other		-	-	-	-	
Total Operating Activities		447,676	-	447,676	447,676	
INVESTMENT ACTIVITIES <i>{enter descriptions below}</i>						
Example - Subtract Property and Equipment Expenditures		1,273,736	-	1,273,736	1,273,736	
Other		-	-	-	-	
Total Investment Activities		1,273,736	-	1,273,736	1,273,736	
FINANCING ACTIVITIES <i>{enter descriptions below}</i>						
Example - Add Expected Proceeds from a Loan or Line of Credit		-	-	-	-	
Other		-	-	-	-	
Total Financing Activities		-	-	-	-	
Total Cash Flow Adjustments		1,721,412	-	1,721,412	1,721,412	
NET INCOME		2,458,628	-	(65,362)	(65,362)	
Beginning Cash Balance		2,523,990	-	2,523,990	2,523,990	
ENDING CASH BALANCE		4,982,618	-	2,458,628	2,458,628	

**BRONX PREPARATORY CHARTER SCHOOL
BALANCE SHEET
2021-22**

Please enter balance sheet data for the Ed Corp
Democracy Prep New York Charter Schools (Combined)
only on this template.

The balance sheet should include data for
all charter schools operated by the Ed Corp.

	Prior Year	Q1	Q2	Q3	Q4
	2020-21	As of 9/30	As of 12/31	As of 3/31	As of 6/30
<u>ASSETS</u>					
<u>CURRENT ASSETS</u>					
Cash and cash equivalents	-	-	-	-	-
Grants and contracts receivable	-	-	-	-	-
Accounts receivables	-	-	-	-	-
Prepaid Expenses	-	-	-	-	-
Contributions and other receivables	-	-	-	-	-
TOTAL CURRENT ASSETS	-	-	-	-	-
<u>PROPERTY, BUILDING AND EQUIPMENT, net</u>	-	-	-	-	-
<u>OTHER ASSETS</u>	-	-	-	-	-
TOTAL ASSETS	-	-	-	-	-
<u>LIABILITIES AND NET ASSETS</u>					
<u>CURRENT LIABILITIES</u>					
Accounts payable and accrued expenses	-	-	-	-	-
Accrued payroll and benefits	-	-	-	-	-
Deferred Revenue	-	-	-	-	-
Current maturities of long-term debt	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	-	-	-	-	-
TOTAL CURRENT LIABILITIES	-	-	-	-	-
<u>LONG-TERM DEBT and NOTES PAYABLE, net current maturities</u>	-	-	-	-	-
TOTAL LIABILITIES	-	-	-	-	-
<u>NET ASSETS</u>					
Unrestricted	-	-	-	-	-
Temporarily restricted	-	-	-	-	-
TOTAL NET ASSETS	-	-	-	-	-
TOTAL LIABILITIES AND NET ASSETS	-	-	-	-	-

BRONX PREPARATORY CHARTER SCHOOL
Budget / Operating Plan

2021-22

Total Revenue	-	5,090,712	-	-	5,090,712	-	-	5,090,712	-	-	5,090,712	-
Total Expenses	-	4,906,408	-	-	4,906,408	-	-	4,906,408	-	-	4,906,408	-
Net Income	-	184,304	-	-	184,304	-	-	184,304	-	-	184,304	-
Actual Student Enrollment	-	845	-	-	845	-	-	845	-	-	845	-

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

REVENUE													
REVENUES FROM STATE SOURCES													
Per Pupil Revenue													
2021-22 Per Pupil Rate													
NYC CHANCELLOR'S OFFICE	16,844		3,558,295	-		3,558,295	-		3,558,295	-		3,558,295	-
MT VERNON SCHOOL DISTRICT	18,437		-	-		-	-		-	-		-	-
YONKERS CITY SD	16,481		-	-		-	-		-	-		-	-
-	-		-	-		-	-		-	-		-	-
-	-		-	-		-	-		-	-		-	-
-	-		-	-		-	-		-	-		-	-
-	-		-	-		-	-		-	-		-	-
-	-		-	-		-	-		-	-		-	-
-	-		-	-		-	-		-	-		-	-
-	-		-	-		-	-		-	-		-	-
-	-		-	-		-	-		-	-		-	-
-	-		-	-		-	-		-	-		-	-
-	-		-	-		-	-		-	-		-	-
-	-		-	-		-	-		-	-		-	-
-	-		-	-		-	-		-	-		-	-
-	-		-	-		-	-		-	-		-	-
-	-		-	-		-	-		-	-		-	-
-	-		-	-		-	-		-	-		-	-
-	-		-	-		-	-		-	-		-	-
-	-		-	-		-	-		-	-		-	-
ALL OTHER School Districts: (Count = 0)	-		-	-		-	-		-	-		-	-
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	16,844		-	-		-	-		-	-		-	-
Special Education Revenue			577,525	-		577,525	-		577,525	-		577,525	-
Grants													
Stimulus			-	-		-	-		-	-		-	-
DYCD (Department of Youth and Community Development)			-	-		-	-		-	-		-	-
Other			-	-		-	-		-	-		-	-
NYC DoE Rental Assistance			126,338	-		126,338	-		126,338	-		126,338	-
Other			-	-		-	-		-	-		-	-
TOTAL REVENUE FROM STATE SOURCES			-	-		-	-		-	-		-	-
REVENUE FROM FEDERAL FUNDING													
IDEA Special Needs			20,500	-		20,500	-		20,500	-		20,500	-
Title I			141,077	-		141,077	-		141,077	-		141,077	-
Title Funding - Other			28,886	-		28,886	-		28,886	-		28,886	-
School Food Service (Free Lunch)			-	-		-	-		-	-		-	-
Grants													
Charter School Program (CSP) Planning & Implementation			-	-		-	-		-	-		-	-
Other			-	-		-	-		-	-		-	-
Other			633,536	-		633,536	-		633,536	-		633,536	-
TOTAL REVENUE FROM FEDERAL SOURCES			-	-		-	-		-	-		-	-
LOCAL and OTHER REVENUE													
Contributions and Donations			1,750	-		1,750	-		1,750	-		1,750	-
Fundraising			-	-		-	-		-	-		-	-
Erate Reimbursement			-	-		-	-		-	-		-	-
Earnings on Investments			-	-		-	-		-	-		-	-
Interest Income			2,805	-		2,805	-		2,805	-		2,805	-
Food Service (Income from meals)			-	-		-	-		-	-		-	-
Text Book			-	-		-	-		-	-		-	-
OTHER			-	-		-	-		-	-		-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES			-	-		-	-		-	-		-	-
TOTAL REVENUE			-	-		-	-		-	-		-	-
			5,090,712	-		5,090,712	-		5,090,712	-		5,090,712	-

BRONX PREPARATORY CHARTER SCHOOL

Budget / Operating Plan

2021-22

Total Revenue	-	5,090,712	-	-	5,090,712	-	-	5,090,712	-	-	5,090,712	-
Total Expenses	-	4,906,408	-	-	4,906,408	-	-	4,906,408	-	-	4,906,408	-
Net Income	-	184,304	-	-	184,304	-	-	184,304	-	-	184,304	-
Actual Student Enrollment	-	845	-	-	845	-	-	845	-	-	845	-

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

EXPENSES	Quarter 0 No. of Positions	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
		Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance
ADMINISTRATIVE STAFF PERSONNEL COSTS													
Executive Management	-	-	-	-	-	-	-	-	-	-	-	-	-
Instructional Management	-	196,175	-	-	196,175	-	-	196,175	-	-	196,175	-	-
Deans, Directors & Coordinators	-	190,538	-	-	190,538	-	-	190,538	-	-	190,538	-	-
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	-	110,018	-	-	110,018	-	-	110,018	-	-	110,018	-	-
Administrative Staff	-	59,878	-	-	59,878	-	-	59,878	-	-	59,878	-	-
TOTAL ADMINISTRATIVE STAFF	-	556,609	-	-	556,609	-	-	556,609	-	-	556,609	-	-
INSTRUCTIONAL PERSONNEL COSTS													
Teachers - Regular	-	1,110,200	-	-	1,110,200	-	-	1,110,200	-	-	1,110,200	-	-
Teachers - SPED	-	375,800	-	-	375,800	-	-	375,800	-	-	375,800	-	-
Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-	-	-	-	-	-	-
Specialty Teachers	-	4,992	-	-	4,992	-	-	4,992	-	-	4,992	-	-
Aides	-	-	-	-	-	-	-	-	-	-	-	-	-
Therapists & Counselors	-	153,547	-	-	153,547	-	-	153,547	-	-	153,547	-	-
Other	-	145,569	-	-	145,569	-	-	145,569	-	-	145,569	-	-
TOTAL INSTRUCTIONAL	-	1,790,108	-	-	1,790,108	-	-	1,790,108	-	-	1,790,108	-	-
NON-INSTRUCTIONAL PERSONNEL COSTS													
Nurse	-	-	-	-	-	-	-	-	-	-	-	-	-
Librarian	-	8,750	-	-	8,750	-	-	8,750	-	-	8,750	-	-
Custodian	-	2,574	-	-	2,574	-	-	2,574	-	-	2,574	-	-
Security	-	11,530	-	-	11,530	-	-	11,530	-	-	11,530	-	-
Other	-	127,244	-	-	127,244	-	-	127,244	-	-	127,244	-	-
TOTAL NON-INSTRUCTIONAL	-	150,098	-	-	150,098	-	-	150,098	-	-	150,098	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	-	2,496,815	-	-	2,496,815	-	-	2,496,815	-	-	2,496,815	-	-
PAYROLL TAXES AND BENEFITS													
Payroll Taxes		190,429	-		190,429	-		190,429	-		190,429	-	
Fringe / Employee Benefits		223,534	-		223,534	-		223,534	-		223,534	-	
Retirement / Pension		100,176	-		100,176	-		100,176	-		100,176	-	
TOTAL PAYROLL TAXES AND BENEFITS		514,139	-		514,139	-		514,139	-		514,139	-	
TOTAL PERSONNEL SERVICE COSTS		3,010,954	-		3,010,954	-		3,010,954	-		3,010,954	-	
CONTRACTED SERVICES													
Accounting / Audit		24,305	-		24,305	-		24,305	-		24,305	-	
Legal		3,750	-		3,750	-		3,750	-		3,750	-	
Management Company Fee		626,866	-		626,866	-		626,866	-		626,866	-	
Nurse Services		-	-		-	-		-	-		-	-	
Food Service / School Lunch		-	-		-	-		-	-		-	-	
Payroll Services		-	-		-	-		-	-		-	-	
Special Ed Services		-	-		-	-		-	-		-	-	
Titlement Services (i.e. Title I)		-	-		-	-		-	-		-	-	
Other Purchased / Professional / Consulting		83,503	-		83,503	-		83,503	-		83,503	-	
TOTAL CONTRACTED SERVICES		738,424	-		738,424	-		738,424	-		738,424	-	

BRONX PREPARATORY CHARTER SCHOOL

Budget / Operating Plan

2021-22

Total Revenue	-	5,090,712	-	-	5,090,712	-	-	5,090,712	-	-	5,090,712	-
Total Expenses	-	4,906,408	-	-	4,906,408	-	-	4,906,408	-	-	4,906,408	-
Net Income	-	184,304	-	-	184,304	-	-	184,304	-	-	184,304	-
Actual Student Enrollment	-	845	-	-	845	-	-	845	-	-	845	-

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance
	SCHOOL OPERATIONS											
Board Expenses	-	-	-	-	-	-	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials	109,064	-	-	109,064	-	-	109,064	-	-	109,064	-	-
Special Ed Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-	-
Textbooks / Workbooks	47,080	-	-	47,080	-	-	47,080	-	-	47,080	-	-
Supplies & Materials other	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture	21,420	-	-	21,420	-	-	21,420	-	-	21,420	-	-
Telephone	40,328	-	-	40,328	-	-	40,328	-	-	40,328	-	-
Technology	32,151	-	-	32,151	-	-	32,151	-	-	32,151	-	-
Student Testing & Assessment	8,537	-	-	8,537	-	-	8,537	-	-	8,537	-	-
Field Trips	89,411	-	-	89,411	-	-	89,411	-	-	89,411	-	-
Transportation (student)	-	-	-	-	-	-	-	-	-	-	-	-
Student Services - other	73,108	-	-	73,108	-	-	73,108	-	-	73,108	-	-
Office Expense	53,402	-	-	53,402	-	-	53,402	-	-	53,402	-	-
Staff Development	48,555	-	-	48,555	-	-	48,555	-	-	48,555	-	-
Staff Recruitment	-	-	-	-	-	-	-	-	-	-	-	-
Student Recruitment / Marketing	5,750	-	-	5,750	-	-	5,750	-	-	5,750	-	-
School Meals / Lunch	-	-	-	-	-	-	-	-	-	-	-	-
Travel (Staff)	265	-	-	265	-	-	265	-	-	265	-	-
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-
Other	18,580	-	-	18,580	-	-	18,580	-	-	18,580	-	-
TOTAL SCHOOL OPERATIONS	-	547,651	-	-	547,651	-	-	547,651	-	-	547,651	-
FACILITY OPERATION & MAINTENANCE												
Insurance	36,386	-	-	36,386	-	-	36,386	-	-	36,386	-	-
Janitorial	145,936	-	-	145,936	-	-	145,936	-	-	145,936	-	-
Building and Land Rent / Lease / Facility Finance Interest	179,634	-	-	179,634	-	-	179,634	-	-	179,634	-	-
Repairs & Maintenance	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-
Security	32,018	-	-	32,018	-	-	32,018	-	-	32,018	-	-
Utilities	37,576	-	-	37,576	-	-	37,576	-	-	37,576	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	-	431,550	-	-	431,550	-	-	431,550	-	-	431,550	-
DEPRECIATION & AMORTIZATION	-	111,919	-	-	111,919	-	-	111,919	-	-	111,919	-
COVID-19 / CONTINGENCY	-	55,910	-	-	55,910	-	-	55,910	-	-	55,910	-
DEFERRED RENT	-	10,000	-	-	10,000	-	-	10,000	-	-	10,000	-
TOTAL EXPENSES	-	4,906,408	-	-	4,906,408	-	-	4,906,408	-	-	4,906,408	-
NET INCOME	-	184,304	-	-	184,304	-	-	184,304	-	-	184,304	-

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

2021-22

Total Revenue	-	5,090,712	-	-	5,090,712	-	-	5,090,712	-	-	5,090,712	-
Total Expenses	-	4,906,408	-	-	4,906,408	-	-	4,906,408	-	-	4,906,408	-
Net Income	-	184,304	-	-	184,304	-	-	184,304	-	-	184,304	-
Actual Student Enrollment	-	845	-	-	845	-	-	845	-	-	845	-

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

ENROLLMENT - *School Districts Are Linked To Above Entries*												
NYC CHANCELLOR'S OFFICE	-	845	-	-	845	-	-	845	-	-	845	-
MT VERNON SCHOOL DISTRICT	-	-	-	-	-	-	-	-	-	-	-	-
YONKERS CITY SD	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
ALL OTHER School Districts: (Count = 0)	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL ENROLLMENT	-	845	-	-	845	-	-	845	-	-	845	-
REVENUE PER PUPIL	-	6,025	-	-	6,025	-	-	6,025	-	-	6,025	-
EXPENSES PER PUPIL	-	5,806	-	-	5,806	-	-	5,806	-	-	5,806	-

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

2021-22

Total Revenue	-	-	-	20,362,848	(20,362,848)	-	-	20,362,848	(20,362,848)	-	-
Total Expenses	-	-	-	19,625,632	19,625,632	-	-	19,625,632	19,625,632	-	-
Net Income	-	-	-	737,216	(737,216)	-	-	737,216	(737,216)	-	-
Actual Student Enrollment	-	-	-	-	-	-	-	-	-	-	-

TOTALS AND VARIANCE ANALYSIS

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

		Current Budget (Current Quarter)	Actual vs. Current Budget	Current Budget - TY	Actual vs. Current Budget TY	Original Budget (Current Quarter)	Actual vs. Original Budget	Original Budget - TY	Actual vs. Original Budget TY	PY Actual (PY TY / No. of COMPLETED Actual CY Quarters)	Actual CY vs. Actual PY
Actual											
REVENUE											
REVENUES FROM STATE SOURCES											
Per Pupil Revenue	2021-22 Per Pupil Rate										
NYC CHANCELLOR'S OFFICE	16,844	-	-	14,233,180	(14,233,180)	-	-	14,233,180	(14,233,180)	-	-
MT VERNON SCHOOL DISTRICT	18,437	-	-	-	-	-	-	-	-	-	-
YONKERS CITY SD	16,481	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-
ALL OTHER School Districts: (Count = 0)	-	-	-	-	-	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	16,844	-	-	14,233,180	(14,233,180)	-	-	14,233,180	(14,233,180)	-	-
Special Education Revenue		-	-	2,310,100	(2,310,100)	-	-	2,310,100	(2,310,100)	-	-
Grants											
Stimulus		-	-	-	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Development)		-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-
NYC DoE Rental Assistance		-	-	505,352	(505,352)	-	-	505,352	(505,352)	-	-
Other		-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES		-	-	17,048,632	(17,048,632)	-	-	17,048,632	(17,048,632)	-	-
REVENUE FROM FEDERAL FUNDING											
IDEA Special Needs		-	-	82,000	(82,000)	-	-	82,000	(82,000)	-	-
Title I		-	-	564,308	(564,308)	-	-	564,308	(564,308)	-	-
Title Funding - Other		-	-	115,544	(115,544)	-	-	115,544	(115,544)	-	-
School Food Service (Free Lunch)		-	-	-	-	-	-	-	-	-	-
Grants											
Charter School Program (CSP) Planning & Implementation		-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-
Other		-	-	2,534,144	(2,534,144)	-	-	2,534,144	(2,534,144)	-	-
TOTAL REVENUE FROM FEDERAL SOURCES		-	-	3,295,996	(3,295,996)	-	-	3,295,996	(3,295,996)	-	-
LOCAL and OTHER REVENUE											
Contributions and Donations		-	-	7,000	(7,000)	-	-	7,000	(7,000)	-	-
Fundraising		-	-	-	-	-	-	-	-	-	-
Erate Reimbursement		-	-	-	-	-	-	-	-	-	-
Earnings on Investments		-	-	-	-	-	-	-	-	-	-
Interest Income		-	-	11,220	(11,220)	-	-	11,220	(11,220)	-	-
Food Service (Income from meals)		-	-	-	-	-	-	-	-	-	-
Text Book		-	-	-	-	-	-	-	-	-	-
OTHER		-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		-	-	18,220	(18,220)	-	-	18,220	(18,220)	-	-
TOTAL REVENUE		-	-	20,362,848	(20,362,848)	-	-	20,362,848	(20,362,848)	-	-

BRONX PREPARATORY CHARTER SCHOOL

Budget / Operating Plan

2021-22

Total Revenue	-	-	-	20,362,848	(20,362,848)	-	-	20,362,848	(20,362,848)	-	-
Total Expenses	-	-	-	19,625,632	19,625,632	-	-	19,625,632	19,625,632	-	-
Net Income	-	-	-	737,216	(737,216)	-	-	737,216	(737,216)	-	-
Actual Student Enrollment	-	-	-			-	-			-	-

TOTALS AND VARIANCE ANALYSIS

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

	Quarter 0 No. of Positions	TOTALS AND VARIANCE ANALYSIS									
		Actual	Current Budget (Current Quarter)	Actual vs. Current Budget	Current Budget - TY	Actual vs. Current Budget TY	Original Budget (Current Quarter)	Actual vs. Original Budget	Original Budget - TY	Actual vs. Original Budget TY	PY Actual (PY TY / No. of COMPLETED Actual CY Quarters)
EXPENSES											
ADMINISTRATIVE STAFF PERSONNEL COSTS											
Executive Management	-	-	-	-	-	-	-	-	-	-	-
Instructional Management	-	-	-	784,700	784,700	-	-	784,700	784,700	-	-
Deans, Directors & Coordinators	-	-	-	762,152	762,152	-	-	762,152	762,152	-	-
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	-	-	-	440,072	440,072	-	-	440,072	440,072	-	-
Administrative Staff	-	-	-	239,512	239,512	-	-	239,512	239,512	-	-
TOTAL ADMINISTRATIVE STAFF	-	-	-	2,226,436	2,226,436	-	-	2,226,436	2,226,436	-	-
INSTRUCTIONAL PERSONNEL COSTS											
Teachers - Regular	-	-	-	4,440,800	4,440,800	-	-	4,440,800	4,440,800	-	-
Teachers - SPED	-	-	-	1,503,200	1,503,200	-	-	1,503,200	1,503,200	-	-
Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-	-	-	-	-
Specialty Teachers	-	-	-	19,968	19,968	-	-	19,968	19,968	-	-
Aides	-	-	-	-	-	-	-	-	-	-	-
Therapists & Counselors	-	-	-	614,188	614,188	-	-	614,188	614,188	-	-
Other	-	-	-	582,276	582,276	-	-	582,276	582,276	-	-
TOTAL INSTRUCTIONAL	-	-	-	7,160,432	7,160,432	-	-	7,160,432	7,160,432	-	-
NON-INSTRUCTIONAL PERSONNEL COSTS											
Nurse	-	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	35,000	35,000	-	-	35,000	35,000	-	-
Custodian	-	-	-	10,296	10,296	-	-	10,296	10,296	-	-
Security	-	-	-	46,120	46,120	-	-	46,120	46,120	-	-
Other	-	-	-	508,976	508,976	-	-	508,976	508,976	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	600,392	600,392	-	-	600,392	600,392	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	-	-	-	9,987,260	9,987,260	-	-	9,987,260	9,987,260	-	-
PAYROLL TAXES AND BENEFITS											
Payroll Taxes	-	-	-	761,716	761,716	-	-	761,716	761,716	-	-
Fringe / Employee Benefits	-	-	-	894,136	894,136	-	-	894,136	894,136	-	-
Retirement / Pension	-	-	-	400,704	400,704	-	-	400,704	400,704	-	-
TOTAL PAYROLL TAXES AND BENEFITS	-	-	-	2,056,556	2,056,556	-	-	2,056,556	2,056,556	-	-
TOTAL PERSONNEL SERVICE COSTS	-	-	-	12,043,816	12,043,816	-	-	12,043,816	12,043,816	-	-
CONTRACTED SERVICES											
Accounting / Audit	-	-	-	97,220	97,220	-	-	97,220	97,220	-	-
Legal	-	-	-	15,000	15,000	-	-	15,000	15,000	-	-
Management Company Fee	-	-	-	2,507,464	2,507,464	-	-	2,507,464	2,507,464	-	-
Nurse Services	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch	-	-	-	-	-	-	-	-	-	-	-
Payroll Services	-	-	-	-	-	-	-	-	-	-	-
Special Ed Services	-	-	-	-	-	-	-	-	-	-	-
Titelment Services (i.e. Title I)	-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting	-	-	-	334,012	334,012	-	-	334,012	334,012	-	-
TOTAL CONTRACTED SERVICES	-	-	-	2,953,696	2,953,696	-	-	2,953,696	2,953,696	-	-

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

2021-22

Total Revenue	-	-	-	20,362,848	(20,362,848)	-	-	20,362,848	(20,362,848)	-	-
Total Expenses	-	-	-	19,625,632	19,625,632	-	-	19,625,632	19,625,632	-	-
Net Income	-	-	-	737,216	(737,216)	-	-	737,216	(737,216)	-	-
Actual Student Enrollment	-	-	-			-	-			-	-

TOTALS AND VARIANCE ANALYSIS

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

	Actual	Current Budget (Current Quarter)	Actual vs. Current Budget	Current Budget - TY	Actual vs. Current Budget TY	Original Budget (Current Quarter)	Actual vs. Original Budget	Original Budget - TY	Actual vs. Original Budget TY	PY Actual (PY TY / No. of COMPLETED Actual CY Quarters)	Actual CY vs. Actual PY
SCHOOL OPERATIONS											
Board Expenses	-	-	-	-	-	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials	-	-	-	436,256	436,256	-	-	436,256	436,256	-	-
Special Ed Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-
Textbooks / Workbooks	-	-	-	188,320	188,320	-	-	188,320	188,320	-	-
Supplies & Materials other	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	85,680	85,680	-	-	85,680	85,680	-	-
Telephone	-	-	-	161,312	161,312	-	-	161,312	161,312	-	-
Technology	-	-	-	128,604	128,604	-	-	128,604	128,604	-	-
Student Testing & Assessment	-	-	-	34,148	34,148	-	-	34,148	34,148	-	-
Field Trips	-	-	-	357,644	357,644	-	-	357,644	357,644	-	-
Transportation (student)	-	-	-	-	-	-	-	-	-	-	-
Student Services - other	-	-	-	292,432	292,432	-	-	292,432	292,432	-	-
Office Expense	-	-	-	213,608	213,608	-	-	213,608	213,608	-	-
Staff Development	-	-	-	194,220	194,220	-	-	194,220	194,220	-	-
Staff Recruitment	-	-	-	-	-	-	-	-	-	-	-
Student Recruitment / Marketing	-	-	-	23,000	23,000	-	-	23,000	23,000	-	-
School Meals / Lunch	-	-	-	-	-	-	-	-	-	-	-
Travel (Staff)	-	-	-	1,060	1,060	-	-	1,060	1,060	-	-
Fundraising	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	74,320	74,320	-	-	74,320	74,320	-	-
TOTAL SCHOOL OPERATIONS	-	-	-	2,190,604	2,190,604	-	-	2,190,604	2,190,604	-	-
FACILITY OPERATION & MAINTENANCE											
Insurance	-	-	-	145,544	145,544	-	-	145,544	145,544	-	-
Janitorial	-	-	-	583,744	583,744	-	-	583,744	583,744	-	-
Building and Land Rent / Lease / Facility Finance Interest	-	-	-	718,536	718,536	-	-	718,536	718,536	-	-
Repairs & Maintenance	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	128,072	128,072	-	-	128,072	128,072	-	-
Utilities	-	-	-	150,304	150,304	-	-	150,304	150,304	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	-	-	-	1,726,200	1,726,200	-	-	1,726,200	1,726,200	-	-
DEPRECIATION & AMORTIZATION	-	-	-	447,676	447,676	-	-	447,676	447,676	-	-
COVID-19 / CONTINGENCY	-	-	-	223,640	223,640	-	-	223,640	223,640	-	-
DEFERRED RENT	-	-	-	40,000	40,000	-	-	40,000	40,000	-	-
TOTAL EXPENSES	-	-	-	19,625,632	19,625,632	-	-	19,625,632	19,625,632	-	-
NET INCOME	-	-	-	737,216	(737,216)	-	-	737,216	(737,216)	-	-

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

2021-22

Total Revenue	-	-	-	20,362,848	(20,362,848)	-	-	20,362,848	(20,362,848)	-	-
Total Expenses	-	-	-	19,625,632	19,625,632	-	-	19,625,632	19,625,632	-	-
Net Income	-	-	-	737,216	(737,216)	-	-	737,216	(737,216)	-	-
Actual Student Enrollment	-	-	-			-	-			-	-

TOTALS AND VARIANCE ANALYSIS

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

Actual	Current Budget (Current Quarter)	Actual vs. Current Budget	Current Budget - TY	Actual vs. Current Budget TY	Original Budget (Current Quarter)	Actual vs. Original Budget	Original Budget - TY	Actual vs. Original Budget TY	PY Actual (PY TY / Actual CY Quarters)	Actual CY vs. Actual PY
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ENROLLMENT - *School Districts Are Linked To Above Entries*	* Enrollment Data Based on Last Actual Quarter Completed										
NYC CHANCELLOR'S OFFICE	-	-	-		-	-			-	-	
MT VERNON SCHOOL DISTRICT	-	-	-		-	-			-	-	
YONKERS CITY SD	-	-	-		-	-			-	-	
-	-	-	-		-	-			-	-	
-	-	-	-		-	-			-	-	
-	-	-	-		-	-			-	-	
-	-	-	-		-	-			-	-	
-	-	-	-		-	-			-	-	
-	-	-	-		-	-			-	-	
-	-	-	-		-	-			-	-	
-	-	-	-		-	-			-	-	
-	-	-	-		-	-			-	-	
-	-	-	-		-	-			-	-	
-	-	-	-		-	-			-	-	
-	-	-	-		-	-			-	-	
-	-	-	-		-	-			-	-	
-	-	-	-		-	-			-	-	
ALL OTHER School Districts: (Count = 0)	-	-	-		-	-			-	-	
TOTAL ENROLLMENT	-	-	-		-	-			-	-	
REVENUE PER PUPIL	-	-	-		-	-			-	-	
EXPENSES PER PUPIL	-	-	-		-	-			-	-	



Charter Schools Institute
The State University of New York

Annual Report Requirement
for SUNY Authorized Charter Schools
BRONX PREPARATORY CHARTER SCHOOL
2021-22

Administrative
expenditures per pupil:

\$0.00

Per NYS Statute

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

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



Transmittal Form
Annual Financial Statement Audit Report
for SUNY Authorized Charter Schools

Charter School Name:	Bronx Preparatory Charter School
Audit Period:	2020-21
Prior Period:	2019-20
Report Due Date:	Monday, November 1, 2021
School Fiscal Contact Name:	Valerie Martinez
School Fiscal Contact Email:	[REDACTED]
School Fiscal Contact Phone:	[REDACTED]
School Audit Firm Name:	PKF O'Connor Davies, LLP
School Audit Contact Name:	Gus Saliba
School Audit Contact Email:	[REDACTED]
School Audit Contact Phone:	[REDACTED]

SUNY CHARTER SCHOOLS INSTITUTE - Reporting Requirements:

Online Portal: <https://my.epicenternow.org/>

Required 8 Items:

- 1) The independent auditor's report on financial statements and notes;
- 2) Excel template file with appropriate sheets completed: Financial Position, Statement of Activities, Cash Flow and Functional Expenses worksheets; and
- 3) Reports on internal controls over financial reporting and on compliance.

And, if applicable:

The additional items listed below should be included if applicable. Please explain the reason(s) if the items are not included. Examples might include: a written management letter was not issued; the school did not expend federal funds in excess of the Single Audit Threshold of \$750,000; the management letter response will be submitted by the following date (should be no later than 30 days from the submission of the report); etc. If not applicable enter "N/A."

	<i>If not included, state the reason(s) below. Or, if not applicable fill in "N/A":</i>
4) Management Letter	
5) Management Letter Response	
6) Form 990; or Extension Form 8868	
7) Federal Single Audit/ Uniform Guidance in 2 CFR Part 200, Subpart F	
8) Corrective Action Plan	

BRONX PREPARATORY CHARTER SCHOOL
Statement of Financial Position
as of June 30, 2021

<u>ASSETS</u>	<u>2020-21</u>	<u>2019-20</u>
<u>CURRENT ASSETS</u>		
Cash and cash equivalents	\$ 24,407,497	\$ 22,459,122
Grants and contracts receivable	4,157,422	4,644,060
Accounts receivables	-	-
Prepaid expenses	3,745,248	1,151,432
Contributions and other receivables	-	-
TOTAL CURRENT ASSETS	32,310,167	28,254,614
<u>PROPERTY, BUILDING AND EQUIPMENT, net</u>	17,054,159	16,862,654
<u>OTHER ASSETS</u>	18,162,717	4,060,150
TOTAL ASSETS	67,527,043	49,177,418
<u>LIABILITIES AND NET ASSETS</u>		
<u>CURRENT LIABILITIES</u>		
Accounts payable and accrued expenses	\$ 2,559,013	\$ 1,146,835
Accrued payroll and benefits	5,714,565	4,387,403
Deferred Revenue	282,694	87,823
Current maturities of long-term debt	-	-
Short Term Debt - Bonds, Notes Payable	-	-
Other	1,004,105	849,661
TOTAL CURRENT LIABILITIES	9,560,377	6,471,722
<u>LONG-TERM LIABILITIES</u>		
Deferred Rent	1,644,942	1,530,924
All other long-term debt and notes payable, net current maturities	1,701,027	2,474,857
TOTAL LONG-TERM LIABILITIES	3,345,969	4,005,781
TOTAL LIABILITIES	12,906,346	10,477,503
<u>NET ASSETS</u>		
Without Donor Restrictions	44,334,524	27,927,739
With Donor Restrictions	10,286,173	10,772,176
TOTAL NET ASSETS	54,620,697	38,699,915
TOTAL LIABILITIES AND NET ASSETS	67,527,043	49,177,418

CK - Should be zero

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BRONX PREPARATORY CHARTER SCHOOL

Statement of Activities

as of June 30, 2021

	2020-21			2019-20
	Without Donor Restrictions	With Donor Restrictions	Total	Total
REVENUE, GAINS AND OTHER SUPPORT				
Public School District				
Resident Student Enrollment	\$ 13,097,887	\$ -	\$ 13,097,887	\$ 12,330,171
Students with disabilities	1,127,236	-	1,127,236	1,014,198
Grants and Contracts				
State and local	56,115	-	56,115	87,120
Federal - Title and IDEA	1,103,306	-	1,103,306	679,458
Federal - Other	-	-	-	-
Other	-	-	-	-
NYC DoE Rental Assistance	-	-	-	-
Food Service/Child Nutrition Program	-	-	-	-
TOTAL REVENUE, GAINS AND OTHER SUPPORT	15,384,544	-	15,384,544	14,110,947
EXPENSES				
Program Services				
Regular Education	\$ 10,706,567	\$ -	\$ 10,706,567	\$ 10,294,238
Special Education	2,072,724	-	2,072,724	1,872,665
Other Programs	-	-	-	-
Total Program Services	12,779,291	-	12,779,291	12,166,903
Management and general	1,423,355	-	1,423,355	1,144,048
Fundraising	96,763	-	96,763	91,155
TOTAL OPERATING EXPENSES	14,299,409	-	14,299,409	13,402,106
SURPLUS / (DEFICIT) FROM SCHOOL OPERATIONS	1,085,135	-	1,085,135	708,841
SUPPORT AND OTHER REVENUE				
Contributions				
Foundations	\$ -	\$ -	\$ -	\$ 4,534
Individuals	1,250	9,928	11,178	-
Corporations	-	-	-	-
Fundraising	-	-	-	-
Interest income	-	-	-	6,142
Miscellaneous income	19,729	-	19,729	14,541
Net assets released from restriction	495,931	(495,931)	-	-
TOTAL SUPPORT AND OTHER REVENUE	516,910	(486,003)	30,907	25,217
CHANGE IN NET ASSETS	1,602,045	(486,003)	1,116,042	734,058
NET ASSETS BEGINNING OF YEAR	1,444,927	10,716,563	12,161,490	-
PRIOR YEAR/PERIOD ADJUSTMENTS	-	-	-	11,427,428
NET ASSETS END OF YEAR	\$ 3,046,972	\$ 10,230,560	\$ 13,277,532	\$ 12,161,486

BRONX PREPARATORY CHARTER SCHOOL
Statement of Cash Flows
as of June 30, 2021

	<u>2020-21</u>	<u>2019-20</u>
CASH FLOWS - OPERATING ACTIVITIES		
Increase (decrease) in net assets	\$ 15,920,782	\$ 12,090,045
Revenues from School Districts	-	-
Accounts Receivable	-	-
Due from School Districts	-	-
Depreciation	2,314,744	2,236,307
Grants Receivable	486,638	(1,820,887)
Due from NYS	-	-
Grant revenues	-	-
Prepaid Expenses	(2,293,816)	(17,995)
Accounts Payable	1,412,178	(174,709)
Accrued Expenses	1,327,162	(636,482)
Accrued Liabilities	-	-
Contributions and fund-raising activities	-	-
Miscellaneous sources	-	-
Deferred Revenue	308,889	205,153
Interest payments	-	-
Other	604,898	(79,671)
Other	62,859	(130,430)
NET CASH PROVIDED FROM OPERATING ACTIVITIES	\$ 20,144,334	\$ 11,671,331
CASH FLOWS - INVESTING ACTIVITIES		
Purchase of equipment	(17,567,227)	2,375,503
Other	-	-
NET CASH PROVIDED FROM INVESTING ACTIVITIES	\$ (17,567,227)	\$ 2,375,503
CASH FLOWS - FINANCING ACTIVITIES		
Principal payments on long-term debt	(628,732)	(349,629)
Other	-	-
NET CASH PROVIDED FROM FINANCING ACTIVITIES	\$ (628,732)	\$ (349,629)
NET (DECREASE) INCREASE IN CASH AND CASH EQUIVALENTS	\$ 1,948,375	\$ 13,697,205
Cash at beginning of year	22,459,122	8,761,917
CASH AND CASH EQUIVALENTS AT END OF YEAR	\$ 24,407,497	\$ 22,459,122

BRONX PREPARATORY CHARTER SCHOOL
Statement of Functional Expenses
as of June 30, 2021

		2020-21							2019-20	
		Program Services				Supporting Services				
No. of Positions		Regular Education	Special Education	Other Education	Total	Fund-raising	Management and General	Total	Total	
		\$	\$	\$	\$	\$	\$	\$	\$	\$
Personnel Services Costs										
Administrative Staff Personnel	13.00	529,197	151,199	-	680,396	-	576,100	576,100	1,256,496	879,843
Instructional Personnel	75.00	4,600,135	813,362	-	5,413,497	-	-	-	5,413,497	5,167,550
Non-Instructional Personnel	6.00	447,525	79,128	-	526,653	-	-	-	526,653	607,208
Total Salaries and Staff	94.00	5,576,857	1,043,689	-	6,620,546	-	576,100	576,100	7,196,646	6,654,601
Fringe Benefits & Payroll Taxes										
		882,954	165,242	-	1,048,196	-	91,211	91,211	1,139,407	1,693,270
Retirement		217,285	40,664	-	257,949	-	22,446	22,446	280,395	287,246
Management Company Fees		1,257,916	290,288	-	1,548,204	96,763	290,288	387,051	1,935,255	1,823,098
Legal Service		-	-	-	-	-	10,803	10,803	10,803	-
Accounting / Audit Services		-	-	-	-	-	120,274	120,274	120,274	33,500
Other Purchased / Professional / Consulting Services		131,455	43,251	-	174,706	-	84,441	84,441	259,147	127,401
Building and Land Rent / Lease / Facility Finance Interest		279,279	52,266	-	331,545	-	28,850	28,850	360,395	69,500
Repairs & Maintenance		437,929	81,957	-	519,886	-	45,239	45,239	565,125	460,316
Insurance		68,095	12,744	-	80,839	-	7,034	7,034	87,873	74,042
Utilities		194,577	36,414	-	230,991	-	20,100	20,100	251,091	263,705
Supplies / Materials		315,350	55,758	-	371,108	-	-	-	371,108	290,893
Equipment / Furnishings		33,695	6,306	-	40,001	-	3,481	3,481	43,482	67,601
Staff Development		38,364	7,180	-	45,544	-	3,963	3,963	49,507	72,372
Marketing / Recruitment		21,680	3,833	-	25,513	-	-	-	25,513	21,026
Technology		160,558	30,048	-	190,606	-	16,586	16,586	207,192	96,174
Food Service		-	-	-	-	-	-	-	-	-
Student Services		97,976	17,323	-	115,299	-	-	-	115,299	298,386
Office Expense		173,656	32,499	-	206,155	-	17,939	17,939	224,094	122,750
Depreciation		311,702	58,333	-	370,035	-	32,199	32,199	402,234	817,457
OTHER		507,239	94,929	-	602,168	-	52,401	52,401	654,569	128,768
Total Expenses		\$ 10,706,567	\$ 2,072,724	\$ -	\$ 12,779,291	\$ 96,763	\$ 1,423,355	\$ 1,520,118	\$ 14,299,409	\$ 13,402,106



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:	Democracy Prep New York Charter Schools
Name of trustee (print):	Brian Berger
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Vice Chairman
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:	
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 type="radio"/> Yes <input 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 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

DocuSigned by:
 Signature: 
 CDB362200CF84DE...

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:	Democracy Prep New York Charter Schools
Name of trustee (print):	Gregory Weston
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	none
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:	
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 type="radio"/> Yes <input 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 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

DocuSigned by:
 Signature: 
A0E9844806334D6...

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:	Democracy Rep New York
Name of trustee (print):	Joshua Kristan
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Vice Chair
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:
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)]. Yes 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:	Democracy Prep New York Charter Schools
Name of trustee (print):	Ken Weiller
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Chair, Development Committee
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:	
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 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 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

DocuSigned by:
 Signature: 
 24A0B7DBCD0F446...

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:	Democracy Prep New York Charter Schools
Name of trustee (print):	Dr. Robert North
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 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

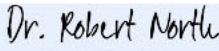
Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"
na	na	na	na	na

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: DocuSigned by:

 17B348F1DE22450...

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:	Democracy Prep New York Charter Schools
Name of trustee (print):	Ross Frommer
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Member
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:	
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 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 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

DocuSigned by:
 Signature: 
 9F432DBCA4AA47C...

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:	Democracy Prep New York Charter Schools
Name of trustee (print):	Roger E. Berg
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Secretary; Chair of Academic Accountability Committee
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:	
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 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 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"
Roger Berg	Pillsbury Winthrop	Employee	Legal Services	\$10,000	Recused myself from selection process	
Roger Berg	Pillsbury Winthrop	Employee	Legal Services	Pro Bono		Ongoing

Trustee Signature

Signature:  06D615838DC0422...

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.



[CLICK HERE TO SIGN UP FOR BUILDINGS NEWS](#)

NYC Department of Buildings
Place of Assembly

JUMP TO: Doc 1 Go



Document: 01 OF 2

Job Type: PA - PLACE OF ASSEMBLY

Premises: 3872 3 AVENUE BRONX
BIN: Block: 2929 Lot: 8

[Document Overview](#)
[Fees Paid](#)
[Plan Examination](#)

[Items Required](#)
[Forms Received](#)

[Virtual Job Folder](#)

[All Comments](#)

Last Action: COMPLETED 05/19/2006 (U)

Pre-Filed: 06/02/2004
Date Filed: 06/02/2004

Building Type: Other

Electronically Filed: No

Fee Structure: EXEMPT

[Comments](#)

1 Location Information

House No(s): 3872
Borough: Bronx

Street Name: THIRD AVENUE
Block: 2929

Lot: 8



Zip Code: 10457
CB No: 203

Zoning District(s): M1-4 - LIGHT MANUFACTURING DISTRICT (HIGH PERFORMANCE)

Overlay(s):

Special District(s):

Zoning Map No.: 03d

2 Applicant of Record Information

Name: PETER GLUCK

Business Name: PETER L. GLUCK AND PARTNERS, ARC

Business Address: 646 WEST 131ST STREET NEW YORK NY 10027

E-Mail:

Business Phone: 212-690-4950

Business Fax:

Mobile

Telephone:

License Number: 011237

Applicant Type: P.E. R.A

3 Filing Representative

Name: DOMINICK/AUGIE/ SCHINCO/ALBANO/FRANC

Business Name: DESIGN 2147, LTD

Business Address: 52 DIAMOND ST BROOKLYN NY 11222

E-Mail:

Business Phone: 718-383-9340

Business Fax:

Mobile Telephone:

Registration Number:

4 Place of Assembly Space Information

Specific Floor(s) of PA Space: 001

NB/A1 Job No. Establishing PA: [200702463](#)

Prior PA No.:

Irregular Floor Numbering? Yes No

Name of PA Establishment: BRONX PREP CHARTER SCHOOL

Primary Plan	Occupancy Code	Cabaret	# of Persons	Description
	A-3	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	396	27 GYM/RECREATION CENTER

Alternate Plan 1
Alternate Plan 2

A-1
A-2

Yes No
 Yes No

550
486

47 THEATER (LIVE PERFORMANCE)
11 CAFETERIA

5 Comments

6 Statements and Signatures (Applicant and Owner)

Owner's Information

Name: SHALEEN CUEVAS

Relationship to Owner: OPERAT. MANAGER

Business Name: BX PREPARATORY CHARTER SCHOOL

Business Address: 3872 THIRD AVENUE BRONX NY 10457

E-Mail: SHALEEN@DEMOCRACYPREP.ORG.

Non Profit: Yes No

Business Phone: 718-294-0841

Business Fax: 718-294-0844

Owner Type: INDIVIDUAL

Lessee Information

Name: SHALEEN CUEVAS

Relationship to Owner: OPERATION MANAG

Business Name: BRONX PREP CHARTER SCHOOL

Business Address: 3872 THIRD AVENUE BRONX NY 10457

E-Mail: SHALEEN.CUEVAS@DEMOCRACYPRE.ORG

Business Phone: 718-294-0841

Business Fax:

If you have any questions please review these [Frequently Asked Questions](#), the [Glossary](#), or call the 311 Citizen Service Center by dialing 311 or (212) NEW YORK outside of New York City.

FIRE DEPARTMENT, CITY OF NEW YORK - BUREAU OF FIRE PREVENTION



PERMIT IS NOT TRANSFERABLE TO ANY OTHER PERSON, FIRM OR CORPORATION AND MAY BE REVOKED AT ANY TIME BY THE FIRE COMMISSIONER.

PERMIT SHALL BE PROMINENTLY DISPLAYED ALL TIMES ON PREMISES

FIRE DEPARTMENT, CITY OF NEW YORK

PERMIT

BUREAU OF FIRE PREVENTION

ACCOUNT NUMBER	TYPE	A.P.	D.O.	ADM. CO.	ISSUANCE DATE	PERMIT EXPIRES
[REDACTED]	10	P	06	L027	10/02/19	07/20

PREMISES ADDRESS

ACCOUNT NAME

SCHOOL
3872 3 AVE

BX PREPARATORY CHARTER

	FLOOR NO.	FEE
[REDACTED]		
[REDACTED]		
[REDACTED]		
[REDACTED]		
[REDACTED]		
[REDACTED]		
[REDACTED]		

PERMIT TYPE

1

- 1=REGULAR
- 2=SUPPLEMENTAL
- 3=DUPLICATE

BX PREPARATORY CHARTER
3872 3RD AVE
BRONX NY 10457-8222

** NO FEE ** 0.00



3-TRANE W/2COMP 5HP 1 TRANE W/1 5HP
10 TRANE W/1 C3HP
15 TRANE W/2 COMP 9HP

BY ORDER OF THE COMMISSIONER



Certificate of Occupancy

CO Number: 200702463F

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: 02929	Certificate Type: Final
	Address: 3872 THIRD AVENUE	Lot Number(s): 8	Effective Date: 05/29/2009
	Building Identification Number (BIN): 2113141	Building Type: New	
<i>For zoning lot metes & bounds, please see BISWeb.</i>			
B.	Construction classification: 1-C	(1968 Code)	
	Building Occupancy Group classification: G	(1968 Code)	
	Multiple Dwelling Law Classification: HAEA		
	No. of stories: 5	Height in feet: 58	No. of dwelling units: 0
C.	Fire Protection Equipment: None associated with this filing.		
D.	Type and number of open spaces: None associated with this filing.		
E.	This Certificate is issued with the following legal limitations: None		
Borough Comments: None			

Acting
Borough Commissioner

Commissioner

Certificate of Occupancy

CO Number: 200702463F

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
[Redacted Content]						

[Signature]
Acting

Borough Commissioner

[Signature]

Commissioner

END OF DOCUMENT

CO Number: 200971966F

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: 04070	Certificate Type: Final
	Address: 1535 WILLIAMSBRIDGE ROAD	Lot Number(s): 162	Effective Date: 02/14/2006
	Building Identification Number (BIN): 2825596	Building Type: Altered	
	Special District: None		
This Certificate supercedes CO Number(s): None			
<i>For zoning lot metes & bounds, please see BISWeb.</i>			
B.	Construction classification: NON-COMB: 1-D	Number of stories: 1	
	Building Occupancy Group classification: G	Height in feet: 25	
	Multiple Dwelling Law Classification: None	Number of dwelling units: 0	
C.	Fire Protection Equipment: None associated with this filing.		
D.	Type and number of open spaces: Parking (6600 square feet)		
E.	This Certificate is issued with the following legal limitations: None		
Borough Comments: None			



Borough Commissioner



Commissioner

DOCUMENT CONTINUES ON NEXT PAGE

Certificate of Occupancy

CO Number: **200971966F**

Permissible Use and Occupancy

Floor From To	Maximum persons permitted	Live load lbs per sq. ft.	Building Code habitable rooms	Building Code occupancy group	Zoning dwelling or rooming units	Zoning use group	Permissible use
[REDACTED]							

END OF SECTION



Borough Commissioner



Commissioner

END OF DOCUMENT

200971966/000 2/14/2006 11:09:45 AM



CERTIFICATE OF OCCUPANCY

BOROUGH BRONX

DATE: AUG 10 2004 NO. 200798734 (F)

This certificate supersedes C.O. NO

ZONING DISTRICT 02-2 in R4

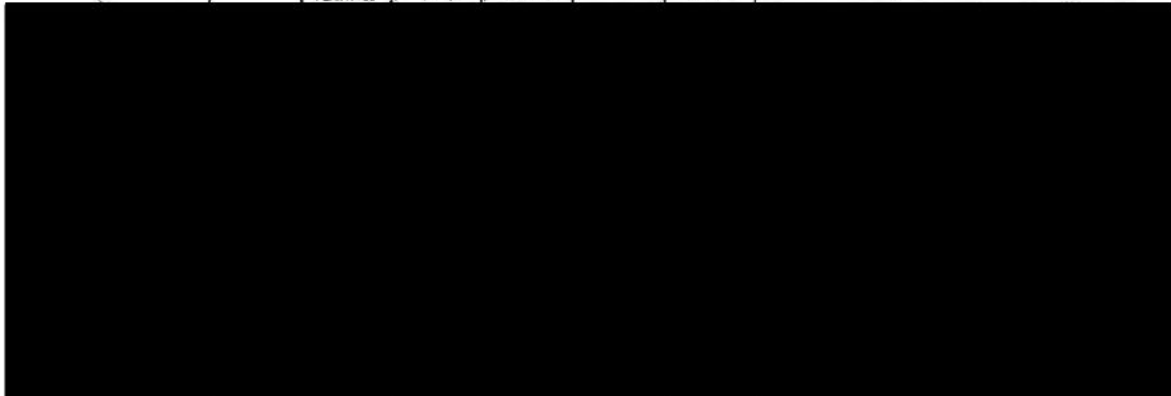
THIS CERTIFIES that the ~~new~~^{xxx}—altered—existing—building—premises located at
1529 WILLIAMSBRIDGE ROAD

Block 4070 Lot 166

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 HEREIN.

PERMISSIBLE USE AND OCCUPANCY

STORY	LIVE LOAD LBS PER SQ. FT.	MAXIMUM NO. OF PERSONS PERMITTED	ZONING DWELLING OR ROOMING UNITS	BUILDING CODE HABITABLE ROOMS	ZONING USE GROUP	BUILDING CODE OCCUPANCY GROUP	DESCRIPTION OF USE
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THIS CERTIFICATE OF OCCUPANCY MUST BE POSTED WITHIN THE BUILDING IN ACCORDANCE WITH THE RULES OF THE DEPARTMENT OF BUILDINGS. 01/01, 1967

OPEN SPACE USES PARKING 19 AUTOS
(SPECIFY—PARKING SPACES, LOADING BERTHS, OTHER USES, NONE)

**NO CHANGES OF USE OR OCCUPANCY SHALL BE MADE UNLESS
A NEW AMENDED CERTIFICATE OF OCCUPANCY IS OBTAINED**

THIS CERTIFICATE OF OCCUPANCY IS ISSUED SUBJECT TO FURTHER LIMITATIONS, CONDITIONS AND SPECIFICATIONS NOTED ON THE REVERSE SIDE.

[Signature]
BOROUGH SUPERINTENDENT

[Signature]
COMMISSIONER

ORIGINAL OFFICE COPY - DEPARTMENT OF BUILDINGS COPY

THAT THE ZONING LOT ON WHICH THE PREMISES IS LOCATED IS BOUNDED AS FOLLOWS:

BEGINNING at a point on the WEST side of WILLIAMSBRIDGE ROAD
 distant 0.00 NORTH feet from the corner formed by the intersection of
 POPLAR STREET and WILLIAMSBRIDGE ROAD
 running thence WEST 179.93 feet; thence NORTH 104.05 feet;
 thence EAST 76 feet; thence SOUTH 40 feet;
 thence EAST 106 feet; thence SOUTH 64.05 feet;
 thence to the point or place of beginning.

N.B. or ALT. No. 200798734 DATE OF COMPLETION 8/10/04 CONSTRUCTION CLASSIFICATION I-D
 BUILDING OCCUPANCY GROUP CLASSIFICATION E&G HEIGHT 2&C STORIES, 23 FEET

THE FOLLOWING FIRE DETECTION AND EXTINGUISHING SYSTEMS ARE REQUIRED AND WERE INSTALLED IN COMPLIANCE WITH APPLICABLE LAWS.

	YES	NO		YES	NO
STANDPIPE SYSTEM		X	AUTOMATIC SPRINKLER SYSTEM		X
YARD HYDRANT SYSTEM		X			
STANDPIPE FIRE TELEPHONE AND SIGNALLING SYSTEM		X			
SMOKE DETECTOR		X			
FIRE ALARM AND SIGNAL SYSTEM		X			

- STORM DRAINAGE DISCHARGES INTO:
- A) STORM SEWER B) COMBINED SEWER C) PRIVATE SEWAGE DISPOSAL SYSTEM
- SANITARY DRAINAGE DISCHARGES INTO:
- A) SANITARY SEWER B) COMBINED SEWER C) PRIVATE SEWAGE DISPOSAL SYSTEM

LIMITATIONS OR RESTRICTIONS:
 BOARD OF STANDARDS AND APPEALS CAL. NO. _____
 CITY PLANNING COMMISSION CAL. NO. _____
 OTHERS: