

Application: Capital Preparatory Bronx Charter School

Kashani Stokley - kashani.stokley@wearecapitalprep.org
2022-2023 Annual Report

Summary

ID: 0000000292

Last submitted: Nov 2 2023 10:50 AM (EDT)

Labels: SUNY Trustees

Entry 1 School Info and Cover Page

Completed - Aug 1 2023

Instructions

Required of ALL Charter Schools

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

Entry 1 School Information and Cover Page

(New schools that were not open for instruction for the 2022-2023 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, 2023**) or you may not be assigned the correct tasks.

BASIC INFORMATION

a. SCHOOL NAME

(Select name from the drop down menu)

CAPITAL PREPARATORY BRONX CHARTER SCHOOL 800000090780

a1. Popular School Name

(No response)

b. CHARTER AUTHORIZER (As of June 30th, 2023)

Please select the correct authorizer as of June 30, 2023 or you may not be assigned the correct tasks.

SUNY BOARD OF TRUSTEES

c. School Unionized

Is your charter school unionized?

No

d. DISTRICT / CSD OF LOCATION

CSD #11 - BRONX

e. Date of Approved Initial Charter

Jan 2 2019

f. Date School First Opened for Instruction

Sep 8 2020

g. Approved School Mission and Key Design Elements

(Regents, NYCDOE and Buffalo BOE authorized schools only)

N/A

h. School Website Address

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

i. Total Approved Charter Enrollment for 2022-2023 School Year

400

j. Total Enrollment on June 30, 2023 - excluding Pre-K program enrollment

397

k. Grades Served

Grades served during the 2022-2023 school year (exclude Pre-K program students):

Use the CTRL button to select multiple grades to accurately capture every grade level served.

Responses Selected:

6

7

8

9

I. Charter Management Organization

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

Yes

I1. Charter Management Organization Name

Capital Preparatory Schools

I2. Charter Management Organization Email Address

kashani.stokley@wearecapitalprep.org

I3. Charter Management Organization Email Phone Number

917-838-3684

FACILITIES INFORMATION

m. FACILITIES

Will the school maintain or operate multiple sites in 2023-2024?

	No, just one site.
--	--------------------

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 previous year (K-5, 6-9, etc.)	Grades to be Served at Site for coming year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 1	755 Co-Op Clty Blvd, Bronx, NY 10475	929-436-2728	NYC CSD 11	6-9	6-10	Yes

m1a. Please provide the contact information for Site 1.

	Name	Title	Work Phone	Alternate Phone	Email Address
School Leader	Isaiah Brown	Principal	929-436-2728		isaiah.brown@capitalprepbronx.org .
Operational Leader	Katherine Martinez	Director of Operations	929-436-2728		katherine.martinez@capitalprepbrownx.org .
Compliance Contact	Kashani Stokley	Executive Director of Network Operations	917-838-3684		kashani.stokley@wearecapitalprep.org .
Complaint Contact	Kashani Stokley	Executive Director of Network Operations	917-838-3684		kashani.stokley@wearecapitalprep.org .
DASA Coordinator	Natasha Banks	Chief Talent Officer	475-422-1257		natasha.banks@wearecapitalprep.org .
Phone Contact for After Hours Emergencies	Kashani Stokley	Executive Director of Network Operations	917-838-3684		kashani.stokley@wearecapitalprep.org .

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, 2023.

- Fire inspection certificates must be updated annually. For the upcoming school year 2023-2024, submit a current fire inspection certificate.
- If the fire inspection certificate is dated after the August 1, 2022 submission of the Annual Report, please submit the new certificate with the Annual Report entries due on November 1, 2023.

Site 1 Certificate of Occupancy (COO)

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

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

Site 1 Fire Inspection Report

This is required, marked optional for administrative purposes.

[CURE LETTER - SUMMONS 12120663K.pdf](#)

Filename: CURE LETTER - SUMMONS 12120663K.pdf **Size:** 67.8 kB

n. List of owned, rented, leased facilities not used to educate students

Separate by semi-colon (;)

N/A

CHARTER REVISIONS DURING THE 2022-2023 SCHOOL YEAR

o. Were there any revisions to the school's charter during the 2022-2023 school year? (Please include approved or pending material and non-material charter revisions).

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

No

ATTESTATIONS

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

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

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

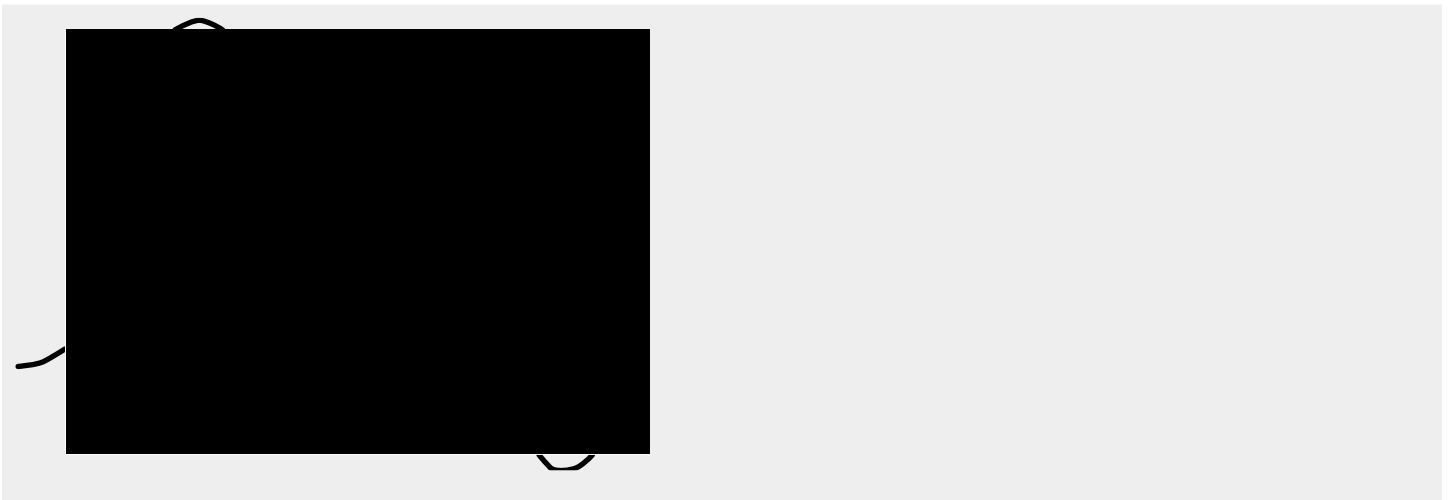
As outlined in ENTRY 10:

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

Signature, Head of Charter School



Signature, President of the Board of Trustees



Date

(No response)



Thank you.

Entry 2 Links to Critical Documents on School Website

Completed - Aug 1 2023

Instructions

Required of ALL Charter Schools noting that SUNY-authorized charter schools are not required to submit item 5: Authorizer-approved DASA policy and NYSED-Approved School Discipline Policy

By law, each charter school is required to maintain certain notices and policies listed on its website. Please insert the link from the school's website for each of the items:

1. Current Annual Report (i.e., 2021-2022 Annual Report);[\[1\]](#)
2. Board meeting notices, agendas and documents;
3. New York State School Report Card;
4. Authorizer-approved DASA Policy and NYSED-Approved School Discipline Policy **(For Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY)**;
5. District-wide safety plan, not a building level safety plan (as per the September 2021 [Emergency Response Plan Memo](#);
6. Authorizer-approved FOIL Policy; and
7. Subject matter list of FOIL records. (Example: See [NYSED Subject Matter List](#))

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

Form for Entry 2 Links to Critical Documents on School Website

School Name: Capital Preparatory Bronx Charter School

Required of ALL Charter Schools noting that SUNY-authorized charter schools are not required to submit item 4: Authorizer-approved DASA policy and NYSED-Approved School Discipline Policy

By law, each charter school is required to maintain certain notices and policies listed on its website. Please insert the **link** from the school's website for each of the items:

[New York State Report Card](#)

[Emergency Response Plan Memo](#)

[NYSED Subject Matter List](#)

	Link to Documents
1. Current Annual Report (i.e., 2022-2023 Annual Report)	https://www.capitalprepbronx.org/annualreport/
2. Board meeting notices, agendas and documents	https://www.capitalprepbronx.org/apps/pages/index.jsp?uREC_ID=385167&type=d&termREC_ID=&pREC_ID=1009989
3. New York State School Report Card	https://data.nysed.gov/essa.php?year=2022&instid=800000090780
4. Authorizer-approved DASA Policy and NYSED-Approved School Discipline Policy (For Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY)	
5. District-wide safety plan, not a building level safety plan (as per the September 2021 Emergency Response Plan Memo	https://www.capitalprepbronx.org/apps/pages/index.jsp?uREC_ID=336327&type=d&termREC_ID=&pREC_ID=952948
6. Authorizer-approved FOIL Policy	https://www.capitalprepbronx.org/apps/pages/index.jsp?uREC_ID=336327&type=d&termREC_ID=&pREC_ID=875093
7. Subject matter list of FOIL records. (Example: See NYSED Subject Matter List)	https://www.capitalprepbronx.org/apps/pages/index.jsp?uREC_ID=336327&type=d&termREC_ID=&pREC_ID=875093

Thank you.



Entry 3 Progress Toward Goals

Incomplete - Hidden from applicant

Instructions

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

The following tables reflect formatting in the online portal required for Board of Regents, NYCDOE, and Buffalo BOE authorized charter schools only. These charter schools should report all Progress Toward Charter Goals as per their currently approved charters no later than **November 1, 2023**.

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

Entry 3 Progress Toward Goals

PROGRESS TOWARD CHARTER GOALS

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

Complete the tables provided. List each goal and measure as contained in the school's currently approved charter, and indicate whether the school has met or not met the goal. Please provide information for all goals no later than November 1, 2023.

1. ACADEMIC STUDENT PERFORMANCE GOALS

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

The following tables reflect formatting in the online portal required for Board of Regents, NYCDOE, and Buffalo BOE authorized charter schools only. These charter schools should report all Progress Toward Charter Goals as per their currently approved charters no later than **November 1, 2023**.

2022-2023 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met, Not Met or Unable to Assess	If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable
Academic Goal 1				
Academic Goal 2				
Academic Goal 3				
Academic Goal 4				
Academic Goal 5				
Academic Goal 6				
Academic Goal 7				
Academic Goal 8				
Academic Goal 9				
Academic Goal 10				

2. Do have more academic goals to add?

(No response)

2022-2023 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met, Not Met or Unable to Meet	If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable
Academic Goal 21				
Academic Goal 22				
Academic Goal 23				
Academic Goal 24				
Academic Goal 25				
Academic Goal 26				
Academic Goal 27				
Academic Goal 28				
Academic Goal 29				
Academic Goal 30				
Academic Goal 31				
Academic Goal 32				
Academic Goal 33				
Academic Goal 34				
Academic Goal 35				
Academic Goal 36				
Academic Goal 37				
Academic Goal 38				
Academic Goal 39				
Academic Goal 40				
Academic Goal 41				

Academic Goal 42				
Academic Goal 43				
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Academic Goal 45				
Academic Goal 46				
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Academic Goal 60				
Academic Goal 61				
Academic Goal 62				
Academic Goal 63				
Academic Goal 64				
Academic Goal 65				
Academic Goal 66				
Academic Goal 67				
Academic Goal 59				

Academic Goal 60				
Academic Goal 61				
Academic Goal 62				

4. ORGANIZATION GOALS

For the 2022-2023 school year, any organization goals that cannot be evaluated due to school closure resulting in a lack of data and changes in testing, surveying, and other usual practices should be reported as “N/A”.

2022-2023 Progress Toward Attainment of Organization Goals

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

5. Do have more organizational goals to add?

(No response)

6. FINANCIAL GOALS

2022-2023 Progress Toward Attainment of Financial Goals

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

7. Do have more financial goals to add?

(No response)

2021-2022 Progress Toward Attainment of Financial Goals

	Financial Goals	Measure Used to Evaluate Progress	Goal - Met, Not Met, or Partially Met	If not met, describe efforts the school will take to meet goal.
Financial Goal 6				
Financial Goal 7				
Financial Goal 8				
Financial Goal 9				
Financial Goal 10				

Thank you.

Entry 3 Accountability Plan Progress Reports

Completed - Nov 2 2023

Instructions

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

SUNY-authorized charter schools must download an Accountability Plan Progress Report template at [Accountability Plan Progress Report](#). After completing, SUNY-authorized charter schools must upload the document into the Annual Report Portal, **and** into the SUNY Epicenter document management system by September 15, 2023.

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

Bronx APPR 22-23-RB

Filename: Bronx_APPR_22-23-RB.pdf Size: 1.7 MB

Entry 4 - Audited Financial Statements

Completed - Oct 31 2023

Required of ALL Charter Schools

ALL SUNY-authorized charter schools must upload the financial statements and related documents in PDF format into the [Annual Report Portal](#) and into the SUNY Epicenter document management system no later than **November 1, 2023**. **SUNY-authorized charter schools** are asked to ensure that security features such as password protection are turned off.

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, 2023**. 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 protections are removed from all school uploaded documents.

PLEASE NOTE: This task appears as visible and optional task in the online portal until August 1 2023 but will be identified as a required task thereafter and due on November 1, 2023. This is a required task, and it is marked optional for administrative purposes only.

Capital Prep Charter Schools NY FST FY22-23

Filename: Capital_Prep_Charter_Schools_NY__F_WdcNTJk.pdf Size: 416.3 kB

Entry 4a – Audited Financial Report Template (SUNY)

Completed - Oct 31 2023

Instructions - SUNY-Authorized Charter Schools ONLY

SUNY-authorized schools must download the Excel spreadsheet entitled “Audited Financial Statement Template” at <http://www.newyorkcharters.org/fiscal/>. After completing, schools must upload the document into the [Annual Report Portal](#) and into the SUNY Epicenter document management system no later than **November 1, 2023**.

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

2022-23 Budget and Quarterly Report Template SUNY Bronx

Filename: 2022-23_Budget_and_Quarterly_Repo_tk4J6lq.xlsx Size: 512.1 kB

Entry 4b – Audited Financial Report Template (BOR/NYC/BOE)

Incomplete - Hidden from applicant

Instructions - Regents-Authorized Charter Schools ONLY

Regents-authorized schools must download and complete the Excel spreadsheet entitled "Audited Financial Report Template" from the online portal or the [2022-2023 Annual Reports](#) webpage. Upload the completed file in Excel format and submit by **November 1, 2023**.

Please complete one spreadsheet at the Education Corporation level and submit the same spreadsheet for each of the schools.

EDUCATION CORPORATIONS WITH MORE THAN ONE SCHOOL SHOULD COMPLETE THE EXCEL SPREADSHEET FOR THE EDUCATION CORPORATION AS A WHOLE, NOT FOR THE INDIVIDUAL SCHOOLS. PLEASE SUBMIT THE SAME EXCEL SPREADSHEET FOR EACH OF THE SCHOOLS.

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

Entry 4c – Additional Financial Documents

Incomplete - Hidden from applicant

Regents, NYCDOE and Buffalo BOE authorized schools must upload financial documents and submit by **November 1, 2023**. 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. 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 Contact Information

Incomplete - Hidden from applicant

Regents, NYCDOE, and Buffalo BOE authorized schools should enter financial contact information directly into the form within the portal by **November 1, 2023**.

Form for "Financial 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
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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 2023-2024 Budget

Completed - Oct 31 2023

SUNY-authorized charter schools should download the [2023-2024 Budget and Quarterly Report Template and the 2023-2024 Budget Narrative Questionnaire](#) from the SUNY website and upload the completed templates into the Annual Report Portal and into the Epicenter document management system. **Due November 1, 2023.**

Regents, NYCDOE, and Buffalo BOE authorized charter schools should upload a copy of the school's FY22 Budget using the [2023-2024 Budget Template](#) into the Annual Report Portal or from the Annual Report website. **Due November 1, 2023.**

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.

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

[Bronx Adopted Budget FY23-24](#)

Filename: Bronx_Adopted_Budget_FY23-24.pdf Size: 815.3 kB

Entry 6 – Board of Trustees Disclosure of Financial Interest Form

Completed - Aug 1 2023

Required of ALL Charter Schools

Each member of the charter school's Board of Trustees who served on a charter school education corporation governing one or more charter schools for any period during the 2022-2023 school year must complete and sign a Trustee [Disclosure of Financial Interest Form](#) is due on August 1, 2023. Acceptable signature formats include:

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

All completed forms must be collected and uploaded in .PDF format for each individual member. **The education corporation is responsible for ensuring that each member who served on the board during the 2022-2023 school year completes the form.**

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

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

[Danique Day](#)

Filename: Danique_Day_5AIJszu.pdf Size: 41.6 kB

[Dr](#)

Filename: Dr._Steve_Perry_inReVC0.pdf Size: 310.0 kB

[Derek Ferguson](#)

Filename: Derek_Ferguson_rTBKTCf.pdf Size: 53.8 kB

[James Stovall](#)

Filename: James_Stovall_rKuliqM.pdf Size: 945.2 kB

Entry 7 BOT Membership Table

Completed - Aug 1 2023

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.

Authorizer:

Who is the authorizer of your charter school?

SUNY

1. 2022-2023 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 Completed Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2022-2023
1	JAMES STOVAL		Chair	Marketing Recruiting	Yes	4	05/21/2022	05/20/2025	11
2	DR. STEVE PERRY		Secretary	Real Estate, Parent Outreach	Yes	7	09/13/2021	02/15/2025	11
3	DEREK FERGUSON		Trustee/Member	Real Estate, Finance and Audit	Yes	7	02/16/2022	02/15/2025	10
4	TARIK BROOKS		Trustee/Member	Finance and Audit	Yes	4	05/21/2020	05/20/2026	11
5	DANIQUE DAY		Trustee/Member	Curriculum & Academics	Yes	3	05/21/2023	05/20/2026	7
6	ROCHELLE BROWN		Trustee/Member		Yes	2	03/29/2022	03/28/2025	5 or less
7	BAYE ADOFO WILSON		Trustee/Member	Finance and Audit	Yes	2	04/12/2022	04/11/2025	9
8	Asuncion Hostin		Trustee/Member		Yes	3	05/21/2020	03/27/2023	5 or less

9									

1a. Are there more than 9 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, 2023	8
b.Total Number of Members Added During 2022-2023	0
c. Total Number of Members who Departed during 2022-2023	1
d.Total Number of members, as set in Bylaws, Resolution or Minutes	7

3. Number of Board meetings held during 2022-2023

11

4. Number of Board meetings scheduled for 2023-2024

12

Total number of Voting Members on June 30, 2023:

7

Total number of Voting Members added during the 2022-2023 school year:

1

Total number of Voting Members who departed during the 2022-2023 school year:

1

Total Maximum Number of Voting members in 2022-2023, as set by the board in bylaws, resolution, or minutes:

7

Thank you.

Entry 8 Board Meeting Minutes

Completed - Aug 1 2023 - 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 2022-June 2023), which should match the number of meetings held during the 2022-2023 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 1, 2023**.

1 - Capital Prep Charter Schools NY Minutes 7 25 2022 1

Filename: 1_-_Capital_Prep_Charter_Schools_N_Kcz16U1.pdf Size: 99.6 kB

5 - Capital Prep Charter Schools NY minutes 11 14 2022

Filename: 5_-_Capital_Prep_Charter_Schools_N_dZDR8TU.pdf Size: 102.9 kB

2 - Capital Prep Charter Schools NY Minutes 8 29 2022

Filename: 2_-_Capital_Prep_Charter_Schools_N_frrObh8.pdf Size: 152.9 kB

6 - Capital Prep Charter Schools NY Minutes 1 9 2023

Filename: 6_-_Capital_Prep_Charter_Schools_N_nXr9bwH.pdf Size: 98.6 kB

[4 - Capital Prep Charter Schools NY Minutes 10 17 2022](#)

Filename: 4_-_Capital_Prep_Charter_Schools_N_17yc9JP.pdf Size: 101.7 kB

[3 - Capital Prep Charter Schools NY Minutes 9 12 2022 1](#)

Filename: 3_-_Capital_Prep_Charter_Schools_N_nlogYyl.pdf Size: 118.0 kB

[7 - Capital Prep Charter Schools NY Minutes 2 13 2023](#)

Filename: 7_-_Capital_Prep_Charter_Schools_N_dSIRk2a.pdf Size: 150.4 kB

[8 - Capital Prep Charter Schools NY Minutes 3 27 2023](#)

Filename: 8_-_Capital_Prep_Charter_Schools_N_ODkUDHE.pdf Size: 151.1 kB

[10 - Capital Prep Charter Schools NY Minutes 5 8 2023](#)

Filename: 10_-_Capital_Prep_Charter_Schools__E1YcHNj.pdf Size: 202.9 kB

[11 - Capital Prep Charter Schools NY Minutes 6](#)

Filename: 11_-_Capital_Prep_Charter_Schools__4g67KPZ.pdf Size: 151.5 kB

[9 - Capital Prep Charter Schools NY Minutes 4 10 2023](#)

Filename: 9_-_Capital_Prep_Charter_Schools_N_Dy0KMyR.pdf Size: 151.7 kB

Entry 9 Enrollment & Retention

Completed - Aug 1 2023

Instructions for submitting Enrollment and Retention Efforts

Required of ALL Charter Schools

Describe the good faith efforts the charter school has made in 2022-2023 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 2023-2024.

***SUNY-authorized charter schools**

The education corporation must include a plan for the charter to meet or exceed enrollment and retention targets established by the SUNY Trustees for students with disabilities, ELLs, and students who are eligible to participate in the FRPL program. See the [enrollment and retention target calculator](#) to find specific targets.

Entry 9 Enrollment and Retention of Special Populations

Good Faith Efforts to Meet Recruitment Targets (Attract)

	Describe Recruitment Efforts in 2022-2023	Describe Recruitment Plans in 2023-2024
Economically Disadvantaged	The Capital Prep Bronx Team held several open houses/informational sessions virtually and reached out to local housing centers, community organizations, and cornerstones. The team continued their discussions with neighborhood schools and organizations about the schools programming and enrollment opportunities.	The Capital Prep Bronx team will continue to host parent meetings/informational sessions at the school and at local housing centers, community organizations, and cornerstones. The team will continue their discussion with neighborhood schools and organizations about the school programming and enrollment opportunities.
English Language Learners	Through connections with current ELL families and targeted mailers the Capital Prep team were able to reach families to inform them of its inclusive programming.	Continued outreach to our current ELL families as well as targeted mailers and social media campaigns informing families about our initiatives and inclusive programming.
Students with Disabilities	The special education support team attends all open houses, informational meetings, and potential parent events. Parents and families have continuous opportunities to discuss programming and have their questions answered.	The special education support team will continue to attend all open houses, informational sessions, and potential parent events. Parents will have the opportunity to ask their questions and have the answers.

Good Faith Efforts To Meet Enrollment Retention Targets

	Describe Retention Efforts in 2022-2023	Describe Retention Plans in 2023-2024
Economically Disadvantaged	At Capital Prep Bronx the student government plays a key role in improving the school culture and empowering students. They lead initiatives that lead to growth and development of the economically disadvantaged students. Families are engaged through parent groups.	Capital Prep Bronx will continue to develop and improve the school's culture through the school's parent group and five parent meetings throughout the school year regarding students and the school's progress.
English Language Learners	Staff diversity was key and Capital Prep Bronx continued to increase the number of bilingual staff. Translation was available to families and information was provided in a variety of languages.	Capital Prep Bronx will continue to promote staff diversity by continuing to increase the number of bilingual staff members. Translation will be available for parents and information will continue to be provided in a variety of languages.
Students with Disabilities	Capital Prep Bronx offers an ICT model to support students' needs as required by their Individualized Education Plan. In addition, the school's model offered support through the Student Advisory Program so that students have access to special education teachers to monitor their progress. Students are offered small group and social emotional learning opportunities to ensure that they are succeeding and surpassing their goals and targets.	Capital Prep will continue to offer an ICT model to support student needs as required by their individualized education plan. In addition, the school will model offered support through the advisory program so that students have access to an advisor and special education teacher monitoring their progress and communicating with families. Students were offered small group learning and social emotional opportunities to ensure that they are succeeding and surpassing their goals and targets.

Entry 10 – Teacher and Administrator Attrition

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

A. TEACH System – Employee Clearance

Required of ALL Charter Schools

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

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

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

Schools are asked to attest that they have reviewed and understand these requirements. More information can be found in the memo at [NYSED CSO Employee Clearance and Fingerprint Memo 10-2019](#).

^[1] Employees who must be cleared include, but are not limited to, teachers, administrative staff, janitors, security personnel and cafeteria workers, and other staff who are present when children are in the school building. **This includes paraprofessionals and other school personnel that are provided or assigned by the district of location, as well as related/contracted service providers.** See NYSED memorandum dated October 1, 2019 at <http://www.nysed.gov/common/nysed/files/programs/charter-schools/employeeefingerprintoct19.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

Emergency Conditional Clearances

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

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

Schools are asked to attest that they have reviewed and understand these requirements. More information can be found in the memo at [NYSED CSO Employee Clearance and Fingerprint Memo 10-2019](#).

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 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.

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, 2023)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2023)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2023)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2023)	
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. Mathematics	
ii. Science	
iii. Computer Science	
iv. Technology	
v. Career and Technical Education	
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, 2023)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2023)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2023)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2023)	
Total Category C: not to exceed 5	0

TOTAL FTE COUNT OF UNCERTIFIED TEACHERS (Sum of Categories A, B AND C)

(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: 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 2022-2023 **Organization Chart**. The organization chart should be a graphic representation (A list will not be accepted.) and should include position titles and reporting (hierarchical) relationships. Employee names should **not** appear on the chart.

Entry 13 School Calendar

Completed - Aug 1 2023

[Instructions for submitting School Calendar](#)

Required of ALL Charter Schools

If the charter school has a tentative calendar based on available information and guidance at the time, please submit with the August 1, 2023 submission. Charter schools must upload a final school calendar into the portal and may do so at any time but no later than **September 15, 2023**.

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 also 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 (also used to align to schools with extended days/years referenced in their mission statements/key design elements). See an example of a calendar showing the requested information. Schools **must** use a calendar format and ensure there is a monthly tally of instructional days.

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

[2023-2024 Capital Preparatory Bronx Charter School Calendar v05](#)

Filename: 2023-2024_Capital_Preparatory_Bron_Olxt3oK.pdf Size: 551.4 kB

Entry 14 Staff Roster

Incomplete - Hidden from applicant

INSTRUCTIONS

Required of Regents and NYCDOE-authorized Charter Schools ONLY

Please click on the MS Excel [Faculty/Staff Roster Template](#) and provide the following information for **ANY and ALL** instructional and non-instructional employees (all faculty and staff employed by the school during the 2022-2023 school year).

Use of the 2022-2023 Annual Report Faculty/Staff Roster Template is required. Each of the data elements, with the exception of the Notes, are required, and use of the drop-down options, when provided, is also required.

Reminders: Please use the Notes section provided to add any additional information as deemed necessary. Failure to adhere to the guidelines and validations in the Faculty/Staff Roster Template will result in a resubmission of a fully corrected roster.

Here is the complete list of data elements in the roster template and an explanation of what information is required to correctly complete this task.

Roster Data Elements	Explanations
Authorizer	Select your school's authorizer from the drop-down list first , before completing the roster.
NOTE: MUST BE DONE FIRST	
School Name and Institution ID	Select your school's name from the drop-down list .
Faculty/Staff First Name	Enter the first name of the Faculty/Staff person.
Faculty/Staff Last Name	Enter the last name of the Faculty/Staff person.
TEACH ID	Enter the 7 digit TEACH ID for the Faculty/Staff person.
Role in School	Select the best choice of role of the Faculty/Staff person from the drop-down list .

CPR/AED Certification Status	Select the appropriate choice from the drop-down list .
Hire Date	Enter the date that the Faculty/Staff person was hired.
Start Date	Enter the date that the Faculty/Staff person actually began employment in this school.
Total Years' Experience in this Role	Enter Total Years of Experience that the Faculty/Staff person has in their current role.
Total Years at this School	Enter the Total Years that the Faculty/Staff person has been employed in this school.
Out-of-Certification Justification	Select the appropriate choice from the drop-down list .
Subject Taught	Select the appropriate choice from the drop-down list .
Notes	Optional

Optional Additional Documents to Upload (BOR)

Incomplete

Capital Preparatory Bronx Charter School

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

November 3, 2023

By Richard C. Beganski Jr.

755 Co Op City Blvd
Bronx, NY 10475

929-436-2728



CAPITAL PREPARATORY
BRONX
CHARTER SCHOOL

Richard C. Beganski Jr.- Sr. Executive Director for Data and Accountability

Kashani Stokley-Director of Network Operations

Isaiah Brown-Principal, Capital Preparatory Bronx Charter School

Scott Wojnarowicz-Assistant Superintendent of Curriculum and Instruction

Nordia Hewitt-Director of Curriculum, ELA 9-12

Quintina Merritt-Director of Curriculum, History

prepared this 2022-23 Accountability Progress Report on behalf of the charter school's board of trustees:

Trustee's Name	Board Position	
	Office (e.g., chair, treasurer, secretary)	Committees (e.g., finance, executive)
James Stovall	Chair	Marketing & Recruitment
Dr. Steve Perry	Secretary	Real Estate, Parent Outreach
Derek Ferguson	Member	Real Estate, Finance & Audit
Tarilk Brooks	Member	Finance & Audit
Danique Day	Member	Curriculum & Academics
Rochelle Brown	Member	None
Baye Adofo-Wilson	Member	Finance & Audit

Isaiah Brown has served as the principal since 2019.

SCHOOL OVERVIEW

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

Our returning and new scholars are excited and anxious to begin the school year with High School 10th grade scholars for the first time. Our young school is growing and impacting the community in positive ways, as we continue the legacy of ensuring scholars from the community gain acceptance to 4 year colleges and universities. CP Bronx, like all CPS schools, offers scholars support through two “houses,” one focused on academics and the other focused on “affective”, the social and emotional support. The model combines college prep classes and early college high school experiences with a strong advisory program designed to strengthen the relationship between the scholars and their learning environment. Many scholars grow from being significantly behind grade level when they first enroll to taking at least one college course by the end of their junior year. This transformative academic progress is facilitated by a caring Scholar Assistance Team (SAT) focused on identifying each scholar’s challenges and helping to develop a support plan to address each one. The Capital Prep learner expectations (Collaborator, Problem Solver, Researcher, Empathetic Citizen, and Pillar of Knowledge) are utilized in both the academic and affective setting to help both Illuminators (our title for our teachers) and scholars meet their goals.

The school’s priority last year was to build upon the strong return to school that was established the previous year in establishing clear communications and expectations regarding scholar attendance and engagement. Our scholars were committed to coming to school as demonstrated through an averaged 97% daily attendance rate. We also established a culture of care, emphasizing relationship building and leveraging our connection with students which supports all parties in times of correction.

Students in grades 7-9 built upon the strong academic base created the previous year using internal and external formative and summative assessments, and sought to make even greater academic improvements. Using online platforms to deliver the assessments supports illuminators with a quick turnaround time for feedback. This timely turnkey of data keeps families and scholars informed of their academic performance and has aided in building a strong community and culture rooted around academic performance and affective support.

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2020-21							140	54						194
2021-22							91	104	48					243
2022-23							112	98	103	85				398

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 2019 state Accountability Cohort consists of students who entered the 9th grade anywhere sometime during the 2019-20 school year, were enrolled in the school on the state's annual enrollment-determination day (BEDS day) in the 2022-23 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>)

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 30th
2020-21	2017-18	2017	-	-	-
2021-22	2018-19	2018	-	-	-
2022-23	2019-20	2019	-	-	-

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 school year they first enter the 9th grade anywhere. The 2019 Total Cohort consists of all students, based on last enrollment record as of June 30, 2023, with a First Date of Entry into Grade 9 during the 2019-20 school year, regardless of their current grade level. 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 but not limited to 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.

cFourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Still Enrolled on June 30 th of the Cohort's Fourth Year (a)	Number of Students Who Left the School but Were Not Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2020-21	2017-18	2017	-	-	-

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

2021-2 2	2018-19	2018	-	-	-
2022-2 3	2019-20	2019	-	-	-

Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Still Enrolled on June 30 th of the Cohort's Fifth Year (a)	Number of Students Who Left the School but Were Not Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2020-2 1	2016-17	2016	-	-	-
2021-2 2	2017-18	2017	-	-	-
2022-2 3	2018-19	2018	-	-	-

PROMOTION POLICY

- Promotion decisions are made by the school principal based on multiple measures of student readiness for the next grade level in English and math (as well as science and social studies for grade 8 students).
- Teachers review student work from the school year to identify students who may not be ready for the work of the next grade in English language arts and/or math, even with support. Students whose work shows they are ready for the next grade are promoted by the principal in June.
- If a student's work shows they may not be ready for the next grade level, the teacher completes and scores the portfolio. The principal makes the promotion decision based on the portfolio results.

If a student is not promoted in June based on their portfolio results, the student is required to participate in summer learning.

At the end of summer, the school reviews the progress of the student, and the principal makes the final promotion decision.

GOAL 1: HIGH SCHOOL GRADUATION

Graduation Goal Measure 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.

Percent of Students in First and Second Year Cohorts Earning the Required Number of Credits in 2022-23

Cohort Designation	Number in Cohort during 2022-23	Percent promoted
2021	-	-
2022	-	-

Graduation Goal Measure 2 - 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.

As a result of the Board of Regents' guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 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 2023, the 2021 Cohort will have completed its second year.

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)
2019	2020-21	-	-
2020	2021-22	-	-
2021	2022-23	-	-

Graduation Goal Measures 3 & 4 - Absolute

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

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

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Percent of Students in the Total Graduation Cohort who have Graduated After Four Years¹

Cohort Designation	School Year	Number in Cohort	Number who Graduated	Percent Graduating
2017	2020-21	-	-	-
2018	2021-22	-	-	-
2019	2022-23	-	-	-

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

Cohort Designation	School Year	Number in Cohort	Number who Graduated	Percent Graduating
2016	2020-21	-	-	-
2017	2021-22	-	-	-
2018	2022-23	-	-	-

Graduation Goal Measure 5 - 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.

Percent of Students in the Total Graduation Cohort who Graduate in Four Years Compared to the District²

Cohort Designation	School Year	Charter School			School District	
		Number in Cohort	Number who Graduated	Percent Graduating	Number in Cohort	Percent Graduating
2017	2020-21	-	-	-	-	-
2018	2021-22	-	-	-	-	-
2019	2022-23	-	-	-	-	-

Graduation Goal Measure 6 - 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.

¹ 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.

² 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 2021-22 results as a temporary placeholder for the district's 2022-23 results.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Percentage of the 2019 Graduation Cohort Pathway Students Demonstrating Success by Exam Type³

Exam	Number of Graduation Cohort Members Tested (a)	Number Passing or Achieving Regents Equivalency (b)	Percentage Passing $=[(b)/(a)]*100$
-	-	-	-
-	-	-	-
-	-	-	-
Overall	-	-	-

Pathway Exam Passing Rate by Fourth Year Accountability Cohort

Cohort Designation	School Year	Number in Cohort Tested	Percent Passing a Pathway Exam
2017	2020-21	-	-
2018	2021-22	-	-
2019	2022-23	-	-

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

Capital Preparatory Bronx Charter School has not had a graduating class yet. The school's first class to graduate will be in the 2024-2025 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.	-
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.	-
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort will graduate.	-

³ As a result of the Board of Regents' guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 students planning to take a pathway examination during those canceled dates would be exempted from the requirement. For purposes of this measure, only report results for students with valid scores for any pathway exam.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Absolute	Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	-
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.	-
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.	-

EVALUATION OF THE GRADUATION GOAL

Capital Preparatory Bronx Charter School has not had a graduating class yet. The school's first class to graduate will be in the 2024-2025 school year.

ADDITIONAL CONTEXT AND EVIDENCE

Capital Preparatory Bronx Charter School has not had a graduating class yet. The school's first class to graduate will be in the 2024-2025 school year.

ACTION PLAN

Capital Preparatory Bronx Charter School has not had a graduating class yet. The school's first class to graduate will be in the 2024-2025 school year.

GOAL 2: COLLEGE PREPARATION

All students will graduate from Capital Preparatory Bronx Charter school having taken a minimum of 2 college classes and passed with credit.

Scholars (freshman and Sophmores) take AP High school courses and college courses that are scheduled during the instructional day. AP and college courses are all taken online. We have partnered with the University of Pittsburgh to provide the college classes. Our AP classes are facilitated through the outlier.org platform.

College Preparation Goal Measure 1 - Absolute

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;

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

- 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.

Percentage of the 2019 Total Cohort Graduates Demonstrating College Preparation by Indicator⁴

Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
-	-	-	-
-	-	-	-
-	-	-	-
-	-	-	-
Overall	-	-	-

College Preparation Goal Measure 2 - Absolute

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.

Schools are not required to report attainment of this measure for 2022-23. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information from the NYSED.

College Preparation Goal Measure 3 - Comparative

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

⁴ Schools use any method listed above, 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.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Schools are not required to report attainment of this measure for 2022-23. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information from the NYSED.

College Preparation Goal Measure 4 - Absolute

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

Matriculation Rate of Graduates by Year⁵

Cohort	Graduation Year	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Following Year (b)	Matriculation Rate $=[(b)/(a)]*100$
2017	2020-21	-	-	-
2018	2021-22	-	-	-
2019	2022-23	-	-	-

SUMMARY OF THE COLLEGE PREPARATION GOAL

Capital Preparatory Bronx Charter School has not had a graduating class yet. The school's first class to graduate will be in the 2024-2025 school year.

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.	-
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.	-

⁵ Schools should update and confirm data for Cohorts prior to 2022-23 and provide preliminary matriculation data for 2019 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

EVALUATION OF THE COLLEGE PREPARATION GOAL

Capital Preparatory Bronx Charter School has not had a graduating class yet. The school's first class to graduate will be in the 2024-2025 school year.

ADDITIONAL CONTEXT AND EVIDENCE

Capital Preparatory Bronx Charter School has not had a graduating class yet. The school's first class to graduate will be in the 2024-2025 school year.

ACTION PLAN

Capital Preparatory Bronx Charter School has not had a graduating class yet. The school's first class to graduate will be in the 2024-2025 school year.

GOAL 3: ENGLISH LANGUAGE ARTS

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

BACKGROUND

The English Language Arts Department adapted the 6th through 8th grade curriculum by Lavinia Group. Lavinia Group curriculum aids in the development of reading and writing skills due to their unique curriculum that blends reading and writing lessons through novel study and close reading techniques. Playlists provide daily lessons including objectives aligned to ELA Common Core Standards for scholars to receive daily instruction and practice to support their proficiency of grade level standards. In conjunction, the Pauker Method of Writing is used as the main writing process throughout ELA for grades 6-10. ELA Illuminators purposely prepare lessons that include modeling reading and writing techniques, focusing scholar independent reading and writing tasks, and provide feedback to scholars for scholars to understand their level of performance. Academic talk is key to developing a culture of learning as we aim to improve scholars comprehension and speaking skills by engaging in intentional and meaningful discussions. Implementing "The Game Plan" and transferable questions while reading, writing, and discourse, about texts, allows scholars to engage with all genres.

A fundamental change for English, as in all core subjects for the 2022-23 school year, was the focus on proficiency within Priority Standards. CPS Priority Standards (PS) are Next Generation Learning Standards that when focused upon, provide accelerated access to grade-level proficiency, leverage for success on high-stakes assessments, and reach towards the acquisition of future grade-level skills. For each English course, fifteen (15) priority standards were identified using guidance from resources such as Achieve The Core's Priority Instructional Content whitepapers, New York State Testing assessment blueprints, and Lavinia's curriculum mapping documents. English lessons designed with PS central to their objectives improved the likelihood that scholars will become grade-level proficient in an accelerated manner and demonstrate skill proficiency on high-stakes assessments. The PS also established a vertical alignment providing Illuminators with an understanding of skill commonalities amongst grades directly below and above their own. The emphasis on instruction, remediation, and enrichment of PS at CPS communicated to scholars, families, and other stakeholders the importance of instructional rigor and depth of knowledge within the classroom.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

In addition, the concept of Least Restrictive Standards informed remediation for each PS. A Least Restrictive Standard (LRS) is the foundational standard *closest* in grade level to a Priority Standard that when studied would support access to proficiency within the PS skills. Resources like the Lumos Core Coherence Map were employed to identify LRS for each English PS and inform Tier 1 and Tier 2 instruction.

Scholar progress towards proficiency within PS skills were tracked using data walls within the English classroom. English Benchmark Assessments were issued three times during the school year, fall-winter-spring, to track scholar progress towards proficiency in these priority standards.

The Professional Development for English Language Arts Department is always seeking to improve the practice of ELA. The instruction of ELA illuminators is observed weekly to guarantee quality instruction is provided to scholars. After observations, meetings are held to discuss delivery of instruction and curriculum, review scholar work, and name next steps to meet scholar needs. Meetings also include discussion of best practices, monthly data team meetings, weekly walkthrough observations coupled with individual coaching meetings, and 'upon request' individual meetings. Dean of Academics and the Director of ELA meet weekly to collaborate on observations of the ELA team, review scholar data, discuss the implementation of guided reading, establish school-wide next steps, and plan for future professional developments. Additionally, illuminators receive professional development weekly from their Director of ELA and from their Dean of Academics to ensure that schools work towards goals, developing skills, reviewing data and are collaborating on lesson planning.

ELEMENTARY AND MIDDLE ELA

ELA Measure 1 - Absolute

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

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

2022-23 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested						Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	
3	-	-	-	-	-	-	-	-
4	-	-	-	-	-	-	-	-
5	-	-	-	-	-	-	-	-
6	108	1	1					110
7	101	3	0					104
8	91	4	2					97
All	300	8	3					311

Performance on 2022-23 State English Language Arts Exam

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

By All Students and Students Enrolled in At Least Their Second Year⁶

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	-	-	-	-	-	-
4	-	-	-	-	-	-
5	-	-	-	-	-	-
6	108	53	49.1%	1	0	0%
7	101	62	61.4%	74	50	67.6%
8	91	78	85.7%	76	69	90.8%
All	300	193	64.3%	151	119	78.8%

ELA Measure 2 - Absolute

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

Schools are not required to report attainment of this measure for 2022-23. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information from the NYSED.

ELA Measure 3 - Comparative

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

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.⁷

2022-23 State English Language Arts Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency	
	Charter School Students In At Least 2 nd Year	All District Students

⁶ Students are considered "enrolled in at least their second year" if they were enrolled on BEDS day of the school year prior to the most recent exam administration.

⁷ Schools can access these data when the NYSED releases its database containing grade level ELA and mathematics results for all schools and districts statewide. The NYSED announces the releases of this data [here](#).

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	-	-	-	-
4	-	-	-	-
5	-	-	-	-
6	0%	1		
7	67.6%	74	45%	2502
8	86.4%	81	54%	2578
All	76.9%	156	49%	5080

ELA Measure 4 - Comparative

Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure. Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2022-23 analysis is not yet available. This report contains 2021-22 results.⁸

2021-22 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4 ⁹		Effect Size
		Actual	Predicted	
3	-	-	-	-
4	-	-	-	-
5	-	-	-	-
6	91.7%	48.5%	46.9%	99
7	78.2%	58.3%	43.9%	79
8	56%	82.4%	45.9%	51
All	76.3%	59.4%	45.5%	229

⁸ These data can be found in the school's Accountability Summary provided by the Institute in spring 2023.

⁹ Typically, the Institute uses schools' mean scale scores (when available) to calculate the comparative performance analysis. Due to the late availability of the 2021-22 mean scale scores, the Institute formally reported the analysis using proficiency rates. The Institute will retroactively send schools the 2021-22 comparative performance analysis using mean scale scores in fall 2023.

ELA Measure 5 - Growth

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

Given the timing of the state's release of Growth Model data, the 2022-23 analysis is not yet available. As such, schools are not required to report on this measure for 2022-23. The Institute will calculate and report out results to schools pending availability of the data.

ELA INTERNAL EXAM RESULTS

During 2022-23, the Capital Preparatory Bronx School primarily used the following exams to assess student growth and achievement in English: Benchmark Assessments, Lavinia and College Board weekly mastery summative and formative assessments as created in the Edulastic library, MAP, and mock state tests. Three English Quint(marking period) Benchmark Assessments (fall, winter, and spring) allowed for the tracking of scholar proficiency growth in Priority Standards. Each Benchmark assessed the proficiency level of scholars within the Priority Standards (PS) skills taught up until that point. Winter and spring assessments included questions from newly taught PS skills, as well as previously assessed skills to track scholar growth.

NWEA MAP assessments were administered three times during the school year: fall, winter and spring. Scholar RIT scores were used to support individual learning plans in IXL for grades 9-12. Reading Plus Diagnostics data also supported the ILP for grades 6-8 . Fall scores were used to program Reading Plus learning Plans for scholars to work asynchronously on their learning plans starting at the end of September. Scholar placement within the program was adjusted due to performance on each subsequent MAP assessment. Spring 2023 scores were used to inform placement into Pre-AP 1 programs for rising 8th graders during the 2023-24 school year

The analysis of scholar proficiency growth within Priority Standards was completed at the end of Quint 1, Quint 2, and Quint 5. Scholar standard proficiency data was triangulated with classwork data, such as Lavinia and College Board assessments, Mock Assessment, along with Benchmark Assessment data to identify individual needs for remediation, enrichment and/or intervention.

Capital Prep Bronx took the NWEA MAP assessment three times during the year. 2022-23 results in English showed that 59% (n=65) of 6th-grade scholars, 54% (n=52) of 7th-grade scholars, and 60% (n=58) of 8th-grade scholars met expected Fall to Spring Growth. (target was 50%)

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Bronx English MAP End-of-Year Growth in Proficiency 2022-23

	6th		7th		8th	
Spring Level 1	29	26%	29	28.2%	12	13%
Spring Level 2	31	28%	26	25.2%	22	23%
Spring Level 3	25	23%	44	42.7%	44	46%
Spring Level 4	25	23%	4	3.9%	17	18%
Spring Proficiency	50	45%	48	47%	61	64%
Fall Proficiency	44	39%	38	39%	56	54%
Winter Proficiency	45	41%	46	46%	60	63%
Predicted 22-23 NYSE Proficiency	50	45%	48	47%	61	63%
% Met Fall to Spring Growth Projection	65	59%	54	52%	58	60%

	9th	
Greater than Spring Grade Level RIT	52	60%
Greater than Winter Grade Level RIT	53	62%
Greater than Fall Grade Level RIT	54	64%
% Met Growth Projection	39	45%

Individual learning plans for English were recalibrated after a Reading Plus Diagnostic and IXL every administration of the MAP assessment. These plans informed asynchronous work scholars completed within the digital program with the purpose of remediating foundational skills and preparing scholars for access to grade level English skills.

Capital Preparatory English Benchmark Assessments (BA) are employed to determine the proficiency of scholars in Priority Standards identified by the district to track scholar progress towards grade level proficiency. English BAs were assessed three times during the 2022-23 school year, each assessment testing scholar proficiency on each of the Priority Standards taught up until that point.

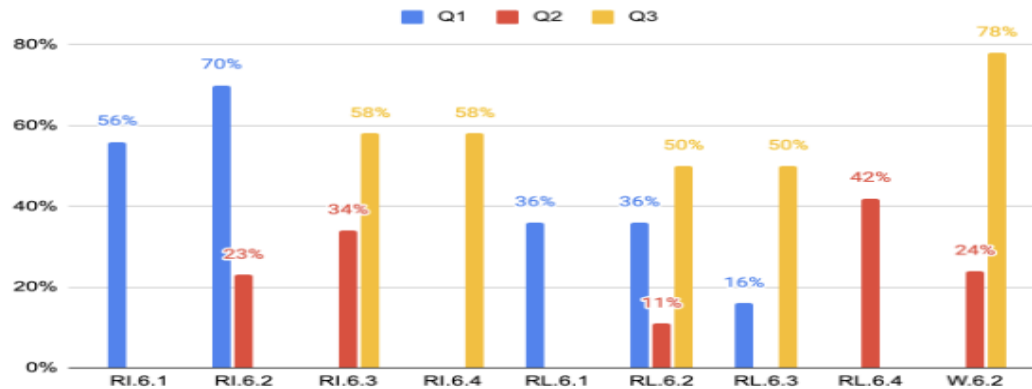
The table below demonstrates the overall proficiency rates for Capital Preparatory Benchmark assessments assessed in October, December, and June.

Course	Quint 1 Benchmark Proficiency 2022	Quint 2 Benchmark Proficiency 2022	Quint 5 Benchmark Proficiency 2023
6th Grade	33%	21%	47%
7th Grade	46%	26%	67%
8th Grade	59%	76%	41%

The table below demonstrates the overall Priority Standard proficiency rates for Capital Preparatory Benchmark assessments, assessed in October, December, and June.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

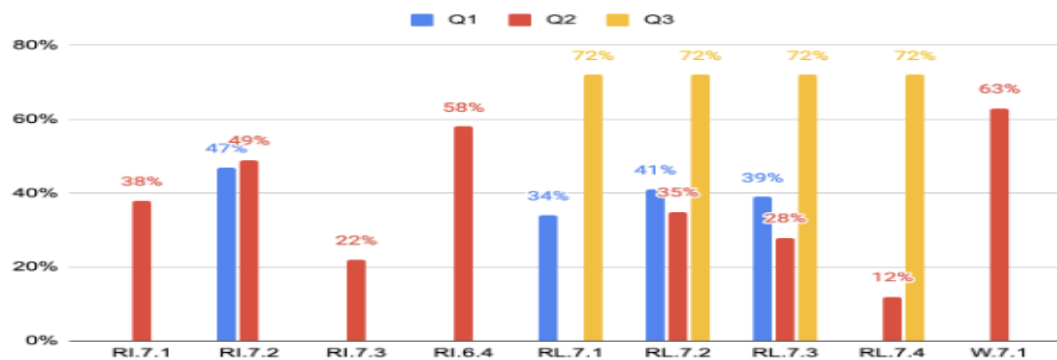
Bronx English Benchmark Assessment Priority Standard Proficiency Tracker 6th Grade 2022-23



Q5 Priority Standards – 6th Grade

RI standards are approximately 60% of NYS assessment

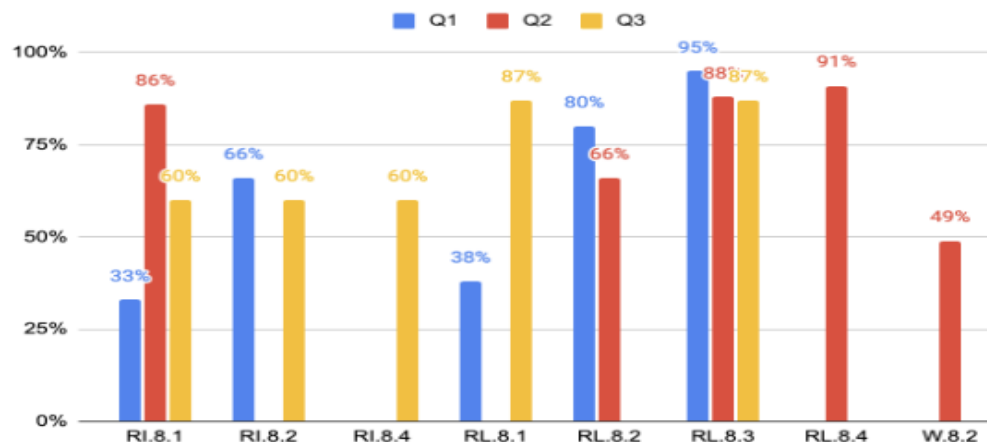
Bronx English Benchmark Assessment Priority Standard Proficiency Tracker 7th Grade 2022-23



Q5 Priority Standards – 7th Grade

RL standards are approximately 60% of NYS assessment (Grades 6-8)

Bronx English Benchmark Assessment Priority Standard Proficiency Tracker 8th Grade 2022-23



Q5 Priority Standards – 8th Grade

RI standards are approximately 60% of NYS Assessment (Grade 6-8)

The Benchmark Assessment Priority Standard proficiency data was analyzed after each administration and next steps were identified by the English Director of Curriculum for opportunities of growth for Bronx scholars. One example of this analysis can be found below.

At 47%, scholars overall proficiency increased from Q1 (33%) to Q5 (41%) with a 8% growth. Scholar proficiency levels decreased in in Q2 (21%). PS (RL.1, RI., RI.2) will need to assessed in the earlier parts of the new school year. There also needs to be a more writing in (W.1 and W.2).

For 2023-24 illuminators should:

*Embed the reading standards daily into lessons where scholars get to practice on their own. Scholars should start to identify reading genre to start assessing their foundational reading and writing skills.

*Provide scholars with the prescribed time needed for independent reading texts aligned to their reading level aligned to Reading Plus prescriptions based on diagnostics. Illuminators provide direct instruction on Foundational PS in small group instruction 2-3 times a week.

*Set learning goals and PS proficiency goals with scholars. Utilize data walls to track progress towards meeting these goals. Scholars track their progress towards these goals on their individualized learning goals. Reading is fundamental.

6th Grade BRONX RECOMMENDATIONS

These recommendations are based on Benchmark results and suggested with the understanding data-driven decision making is the only way to ensure scholars are performing on grade level by the end of the year.



SUMMARY OF THE ELA GOAL

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Yes
Absolute	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the school district of comparison.	Yes
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	Yes
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.	N/A

EVALUATION OF ELA GOAL

Capital Preparatory Bronx scholars exceeded the goal of 75% of all tested scholars enrolled in at least their second year will perform at or above proficiency on the New York State examination for grades 3-8. 77% of all second year Capital Preparatory scholars demonstrated proficiency. 68% of 7th-graders and 86% of 8th-graders who were enrolled in Capital Preparatory Bronx for two years demonstrated proficiency.

Capital Preparatory Bronx scholar proficiency rates on the 2022-23 state English assessment exceeded the school's 2021-22, District 11, and NYC proficiency rates.

The table below describes the growth in English proficiency rates from 2021-22 to 2022-23 school years. Two (2) of three (3) grades at Capital Preparatory Bronx grade demonstrated a positive trend during this time period. Capital Preparatory Bronx 6th-graders had the least growth in proficiency (13% decrease), while 8th-graders had the greatest growth (54% increase) when comparing results from these two testing cycles.

Further, when comparing grade cohorts, proficiency demonstrated a positive trend. The 2021-22 6th-grade cohort demonstrated a 9% increase of proficiency on the 2022-23 7th-grade assessment (2021-22 6th-grade 56% to 2022-23 7th-grade 61%), while the 2021-22 7th-grade cohort demonstrated a 48% increase in proficiency on the 2022-23 8th grade assessment (2021-22 7th-grade 58% to 2022-23 8th-grade 86%).

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

CPS Bronx English Proficiency Rates 2022-23 v 2021-22

	2021-22 Proficiency	2022-23 Proficiency	Change	% Change
6th Grade	56%	49%	-7%	-13%
7th Grade	58%	61%	3%	5%
8th Grade	56%	86%	30%	54%

Data recorded in the table below demonstrates how Capital Preparatory Bronx scholars outperformed scholars in District 11. Analysis of grade-level proficiency rates suggest, the longer scholars are enrolled in Capital Preparatory Bronx the more likely they are to outperform their grade-level peers in the district.

English Proficiency Rates 2022-23: CP Bronx v District 11

	2022-23 CP Bronx Proficiency	2022-23 District 11 Proficiency	Difference: CP Bronx - District
6th Grade	49%	38%	11%
7th Grade	61%	45%	16%
8th Grade	86%	54%	32%

Data recorded in the table below demonstrates how Capital Preparatory Bronx scholars outperform scholars in NYC. Analysis of grade-level proficiency rates suggest, the longer scholars are enrolled in Capital Preparatory Bronx the more likely they are to outperform their grade-level peers in the City.

English Proficiency Rates 2022-23: CP Bronx v NYC

	2022-23 CP Bronx Proficiency	2022-23 NYC	Difference: CP Bronx - NYC
6th Grade	49%	48%	1%
7th Grade	61%	52%	9%
8th Grade	86%	60%	26%

ADDITIONAL CONTEXT AND EVIDENCE

Research reveals that there has been “stalled progress toward pandemic recovery” during the 2022-23 school year, and that on average scholars would need approximately 4.5 months more instruction to “catch up” to pre-Covid learning levels. This stalled learning should have had an adverse effect on Capital Preparatory Bronx scores as it did nationally; meaning the Capital Preparatory Bronx proficiency

rates that bested the District 11 and New York City could have been greater than those scores by an even larger amount.

[Education's long COVID: 2022–23 achievement data reveal stalled progress toward pandemic recovery | NWEA](#)

One of the major contributions to this stalled learning cited in the article is the national teacher shortage crisis. This shortage greatly affected Capital Preparatory Bronx scholars in English as the school started the 2022-23 school year with only one (1) non-substitute illuminator in an English Grade 6 classroom. The Bronx English department was not fully staffed until March, mainly because the 6th grade Illuminator left during the year.

[State-by-state teacher shortages \(and what they're doing about it\)](#)

While teaching and learning occurred during these voids at Capital Preparatory Bronx, one can assume the quality and rigor of lessons would have been improved with a qualified certified teacher in class during these times and performances on high stakes assessments

ELA ACTION PLAN

Priority Standards (PS) for each English course have been aligned to the New York Next Generation English Language Arts Standards, rather than those in Common Core, for use during the 2023-24 school year. This helps to tackle lower than desired scholar proficiency rates in English courses. Lessons designed using the new PS central to their objectives will improve the likelihood that scholars will be able to demonstrate grade-level proficiency. There is a purposeful effort that focuses on combining fiction (RL) and nonfiction (RI) PS for 2023-24 SY. As a result combining both (RL and RI) standards scholars are able to amplify their reading skills throughout the reading of different genres while increasing comprehension and establishing text meaning.

Standardized data walls, as well as protocols and procedures for employing them, have been created and employed in every Capital Preparatory Bronx classroom for the 2023-24 school year. Daily interaction with their class' data walls will inform scholars of their Priority Standard skill strengths and weaknesses inspiring them to become Assessment Capable Learners. As Assessment Capable Learners, scholars will understand what they are supposed to learn, monitor their own progress, set goals, and reflect on their learning; all of which are habits of learning necessary to maximize learning within the English classroom.

WIN (What I Need) days have been regularly programmed on odd-week Tuesdays and after each major assessment, within the 2023-24 English Scope and Sequence to provide "in class" and "school day" remediation, reteach, or enrichment of grade-level English skills. Proficiency distribution as displayed on the class' interactive data wall will inform skills of focus, as well as purposeful groupings for Tier 1 instruction for each WIN session.

Instruction will employ 'centers' of direct instruction, collaborative practice, and individual work on a programmed learning path focusing instruction on skills related to a PS. English WIN days and the use of data walls are described in this Padlet:

https://capitalprepharbor.padlet.org/scottwojnarowicz/Mathematics_RT1.

Scholars will also complete ten or more lessons weekly, within their individual learning plan on the Reading Plus platform. In conjunction, scholars have been using the Pauker Writing Method to strengthen their writing skills and managed to complete six of the eight products of writing. There is extra emphasis on utilizing anchor charts using The Game Plan and Transferable Questions as a pertinent way of communicating the process and importance of supporting scholar reading, writing, and discourse.

HIGH SCHOOL ELA

High School ELA Measure 1 - Absolute

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.

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.¹⁰

Percent Scoring at Least Level 4 on Regents English Common Core Exam
by Fourth Year Accountability Cohort¹¹

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)
2017	2020-21	-	-	-	-
2018	2021-22	-	-	-	-
2019	2022-23	-	-	-	-

High School ELA Measure 2 - Absolute

¹⁰ Cohort Regents attainment in all subjects is based on students' highest score regardless of the number of times a student sat for the exam.

¹¹ Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 some students in the 2017, 2018, and 2019 Cohorts 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.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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.

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.

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)
2017	2020-21	-	-	-	-
2018	2021-22	-	-	-	-
2019	2022-23	-	-	-	-

High School ELA Measure 3 - 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's Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

The Institute does not require charters to report on this measure for 2022-23

High School ELA Measure 4 - Comparative

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 Institute does not require charters to report on this measure for 2022-23

High School ELA Measure 5 - Comparative

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.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

The Institute does not require charters to report on this measure for 2022-23

High School ELA Measure 6 - 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.

The Institute does not require charters to report on this measure for 2022-23

High School ELA Measure 7 - Growth

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.

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.

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)
2017	2020-21	-	-	-	-
2018	2021-22	-	-	-	-
2019	2022-23	-	-	-	-

High School ELA Measure 8 - Growth

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.

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.

Percent Achieving at Least Performance Level 3 on Common Core exam among Students

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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)
2017	2020-21	-	-	-	-
2018	2021-22	-	-	-	-
2019	2022-23	-	-	-	-

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

Capital Preparatory Bronx Charter School has not had a graduating class yet. The school's first class to graduate will be in the 2024-2025 school year.

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.	-
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.	-
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
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	-

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

	English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	
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.	-

EVALUATION OF HIGH SCHOOL ELA GOAL

Capital Preparatory Bronx Charter School has not had a graduating class yet. The school's first class to graduate will be in the 2024-2025 school year.

ADDITIONAL CONTEXT AND EVIDENCE

Capital Preparatory Bronx Charter School has not had a graduating class yet. The school's first class to graduate will be in the 2024-2025 school year.

ACTION PLAN

Capital Preparatory Bronx Charter School has not had a graduating class yet. The school's first class to graduate will be in the 2024-2025 school year.

GOAL 4: MATHEMATICS

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

BACKGROUND

Greatminds Eureka curriculum was employed for math instruction in grades 6-8 at Capital Preparatory Bronx School. This curriculum is aligned with the grade level skills outlined in both the CCSS and NYSTP, and is one-to-one with the EngageNY program. Each course scope and sequence mirrors that of the one provided in the curriculum during the school year. Playlists created in Edulastic specifically for use with the Great Minds curriculum were employed for both Module formative and summative assessments.

Spring 2022 and Fall 2023 mathematics NWEA MAP Growth scores suggested the need to provide 8th-grade scholars access to Regents Algebra in the 2022-23 school year. Scholars with a RIT greater than 230 were dual enrolled in 8th-grade mathematics and a section of Algebra. Houghton Mifflin Algebra Interactive curriculum was employed for math instruction for these sections. In addition, the 8th-grade Algebra scholars regularly participated in Saturday Regents preparation classes throughout the year where scholars sat for a Regents practice assessment, corrected and calculated their raw score, and reviewed solution strategies for each problem.

The greatest change for mathematics, as in all core subjects for the 2022-23 school year, was the focus on proficiency within Priority Standards. CPS Priority Standards (PS) are Next Generation

Learning Standards that when focused upon provide accelerated access to grade-level proficiency, leverage for success on high-stakes assessments, and reach towards the acquisition of future grade-level skills. For each mathematics course, fifteen (15) priority standards were identified using guidance from resources such as Achieve The Core’s Priority Instructional Content whitepapers, New York State Testing assessment blueprints, and Eureka’s curriculum mapping documents.

Mathematics lessons designed with PS central to their objectives improved the likelihood that scholars will become grade-level proficient in an accelerated manner and demonstrate skill proficiency on high-stakes assessments. The PS also informed a vertical alignment providing Illuminators with an understanding of skill commonalities amongst grades directly below and above their own. The emphasis on instruction, remediation, and enrichment of PS at CPS communicated to scholars, families, and other stakeholders the importance of instructional rigor and depth of knowledge within the classroom.

In addition, the concept of Least Restrictive Standards informed remediation for each PS. A Least Restrictive Standard (LRS) is the foundational standard *closest* in grade level to a Priority Standard that when studied would support access to proficiency within the PS skills. Resources like the Achieve the Core Coherence Map were employed to identify LRS for each mathematics PS and inform Tier 1 and Tier 2 instruction.

Scholar progress towards proficiency within PS skills were tracked using data walls within the mathematics classroom. Mathematics Benchmark Assessments were issued three times during the school year, fall-winter-spring, to track scholar progress towards proficiency in these priority standards.

Capital Preparatory Bronx scholars also participated in asynchronous learning at their proximal zone of development as identified by mathematics MAP Growth scores using the NWEA Accelerator platform. Scholars were to complete a minimum of sixty (60) minutes per week on their individual learning path as dictated by most recent MAP RIT scores.

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

ELEMENTARY AND MIDDLE MATHEMATICS

Math Measure 1 - Absolute

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

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

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

2022-23 State Mathematics Exam Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested							Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	Took Regents	
3	-	-	-	-	-	-	-	-	-
4	-	-	-	-	-	-	-	-	-
5	-	-	-	-	-	-	-	-	-
6	107								107
7	103								103
8	89	5	6						101
All	299	5	6						311

Performance on 2022-23 State Mathematics Exam By All Students and Students Enrolled in At Least Their Second Year

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	-	-	-	-	-	-
4	-	-	-	-	-	-
5	-	-	-	-	-	-
6	107	50	46.7%	1	0	0%
7	103	53	51.5%	76	41	53.9%
8	89	61	68.5%	80	57	71.3%
All	299	164	54.8%	157	98	62.4%

Math Measure 2 - Absolute

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

Schools are not required to report attainment of this measure for 2022-23. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information from the NYSED.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Math Measure 3 - Comparative

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

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

2022-23 State Mathematics Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	-	-	-	-
4	-	-	-	-
5	-	-	-	-
6	0%	1		
7	53.9%	76	44%	2497
8	71.3%	80	39%	1434
All	62.4%	157	42%	3931

Math Measure 4 - Comparative

Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure. Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2022-23 analysis is not yet available. This report contains 2021-22 results.

2021-22 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4		Effect Size
		Actual	Predicted	
3	-	-	-	-
4	-	-	-	-
5	-	-	-	-
6	91.6%	44.9%	24.9%	98
7	77.7%	50.1%	29.2%	80
8	56.2%	66%	20%	50
All	76.3%	51.4%	26.3%	228

Math Measure 5 - Growth

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

Given the timing of the state's release of Growth Model data, the 2022-23 analysis is not yet available. As such, schools are not required to report on this measure for 2022-23. The Institute will calculate and report out results to schools pending availability of the data.

MATHEMATICS INTERNAL EXAM RESULTS

During 2022-23, the Capital Preparatory Bronx School primarily used the following exams to assess student growth and achievement in mathematics: Benchmark Assessments, Eureka summative and formative assessments as created in the Edulastic Spark Math library, MAP, and mock state tests.

Three mathematics Quint Benchmark Assessments (fall, winter, and spring) allowed for the tracking of scholar proficiency growth in Priority Standards. Each Benchmark assessed the proficiency level of scholars within the Priority Standards (PS) skills taught up until that point. Winter and spring assessments included questions from newly taught PS skills, as well as previously assessed skills, to track scholar growth.

NWEA MAP assessments were administered three times during the school year: fall, winter and spring. Scholar RIT scores were used to create individual learning plans. Fall scores were used to program learning plans in the Accelerator program for scholars to work asynchronously on their learning plans starting at the end of September. Scholar placement within the program was adjusted due to performance on each subsequent MAP assessment. Spring 2023 scores were used to inform placement into Regents Algebra for rising 8th graders during the 2023-24 school year.

The analysis of scholar proficiency growth within Priority Standards was completed at the end of Quint 1, Quint 2, and Quint 5. Scholar standard proficiency data was triangulated with classwork data, such as Eureka assessments, along with Benchmark Assessment data to identify individual needs for remediation, enrichment and/or intervention.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Capital Prep Bronx took the NWEA MAP assessment three times during the year. 2022-23 results in Math showed that 69% (n=76) of 6th-grade scholars, 57% (n=59) of 7th-grade scholars, and 57% of 8th-grade scholars met expected Fall to Spring Growth. (target was 50%)

Bronx Mathematics MAP End-of-Year Growth in Proficiency 2022-23

	6th		7th		8th	
Spring Level 1	34	31%	34	33.3%	25	26%
Spring Level 2	38	35%	31	30.4%	28	29%
Spring Level 3	23	21%	28	27.5%	17	18%
Spring Level 4	15	14%	9	8.8%	25	26%
Spring Proficiency	38	35%	37	36%	42	44%
Fall Proficiency	23	20%	28	28%	37	36%
Winter Proficiency	24	22%	33	33%	38	40%
Predicted 22-23 NYSE Proficiency	38	35%	37	36%	42	43%
% Met Fall to Spring Growth Projection	76	69%	59	57%	55	57%

	9th	
Greater than Spring Grade Level RIT	37	43%
Greater than Winter Grade Level RIT	35	41%
Greater than Fall Grade Level RIT	43	51%
% Met Growth Projection	40	47%

Individual learning plans for mathematics within the NWEA MAP Accelerator were recalibrated after every administration of the assessment. These plans informed asynchronous work scholars completed within the digital program with the purpose of remediating foundational skills preparing scholars for access to grade level mathematics skills. The average Bronx scholar spent 1,930 minutes working on their learning plans during the 2022-23 school year.

Capital Preparatory Mathematics Benchmark Assessments (BA) are employed to determine the proficiency of scholars in Priority Standards identified by the district to track scholar progress towards grade level proficiency. Mathematics BAs were assessed three times during the 2022-23 school year, each assessment testing scholar proficiency on each of the Priority Standards taught up until that point.

The table below demonstrates the overall proficiency rates (score of 65% or greater) for Capital Preparatory Benchmark assessments, assessed in October, December, and June.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

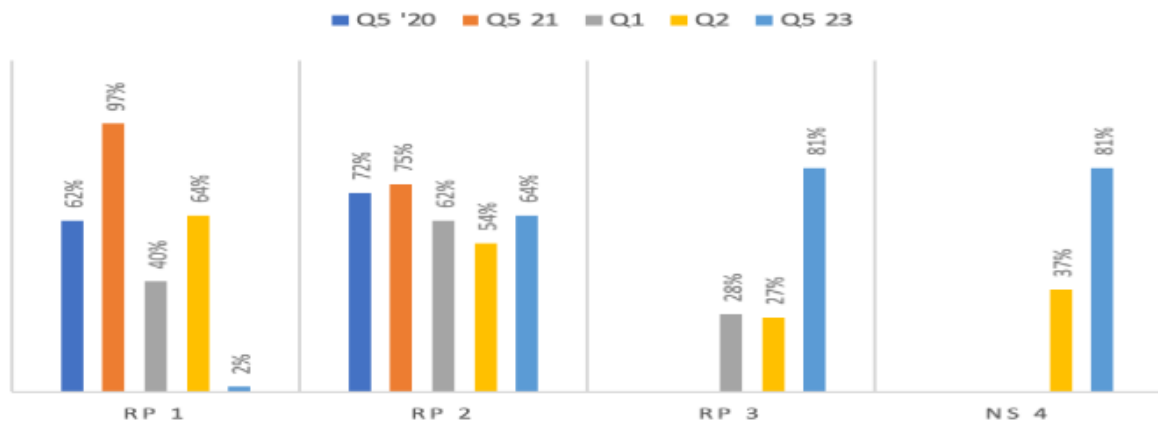
Bronx Mathematics Benchmark Assessment Overall Proficiency 2022-23

(note: 8th-grade Algebra scholars were not assessed using 8th-grade BA during Q2 and Q5)

Grade Level	Quint 1 Benchmark Proficiency 2022	Quint 2 Benchmark Proficiency 2022	Quint 5 Benchmark Proficiency 2023
6th Grade	51%	47%	24%
7th Grade	54%	61%	56%
8th Grade	75%	27%	28%

The tables below demonstrate the overall proficiency rates (score of 65% or greater) within each assessed Priority Standards on each of the BAs, assessed in October, December, and June.

Bronx Mathematics Benchmark Assessment Priority Standard Proficiency Tracker 6th Grade 2022-23



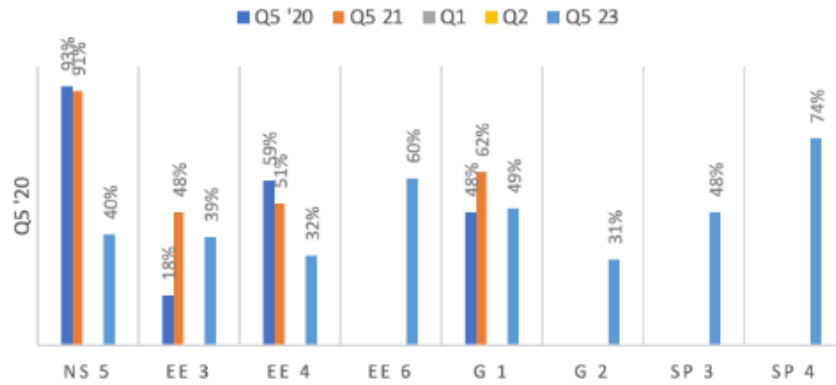
Q5 Priority Standards – 6th Grade

RP 21-30% of NYST assessment

NS 17-26% of NYST assessment



Bronx Mathematics Benchmark Assessment Priority Standard Proficiency Tracker 6th Grade 2022-23 Continued



Q5 Priority Standards – 6th Grade

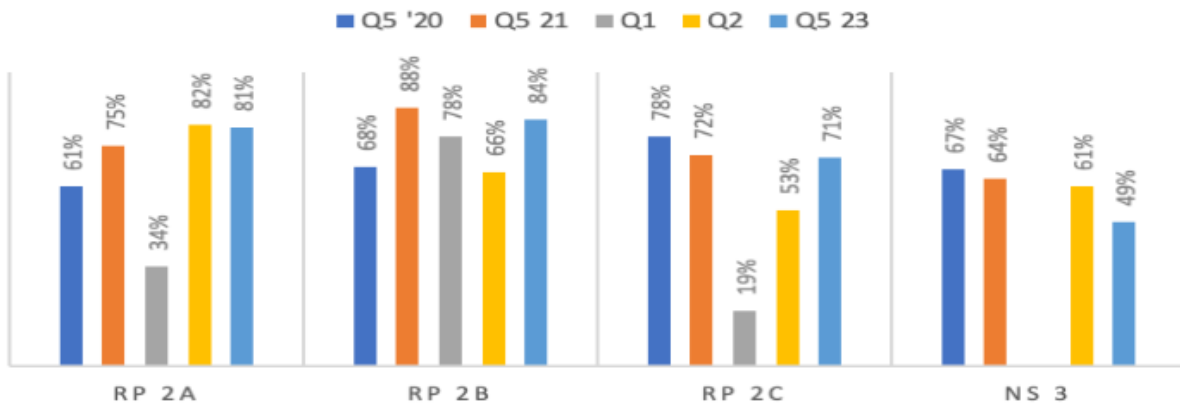
NS 17-26% of NYST assessment

EE 25-43% of NYST assessment

G 14-24% of NYST assessment



Bronx Mathematics Benchmark Assessment Priority Standard Proficiency Tracker 7th Grade 2022-23



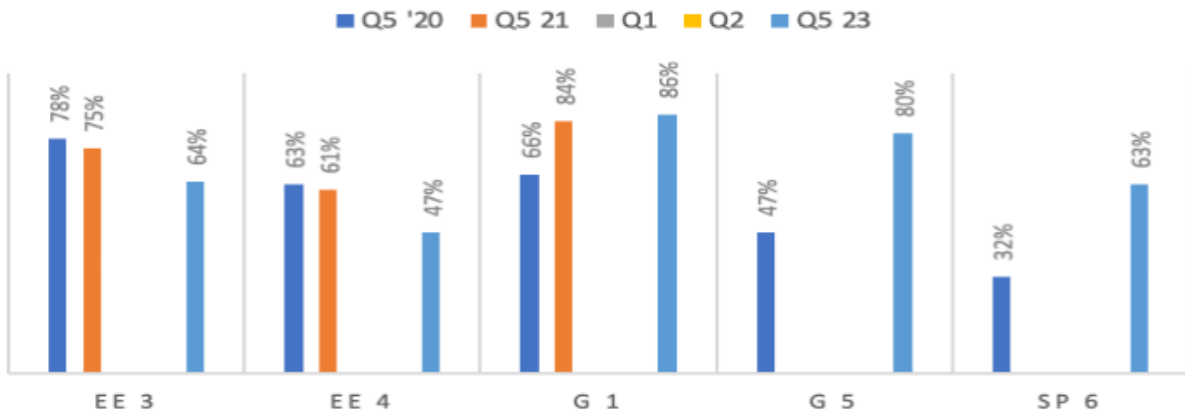
Q5 Priority Standards – 7th Grade

RP 24-33% of NYST assessment

NS 16-25% of NYST assessment



Bronx Mathematics Benchmark Assessment Priority Standard Proficiency Tracker 7th Grade 2022-23 Continued



Q5 Priority Standards – 7th Grade

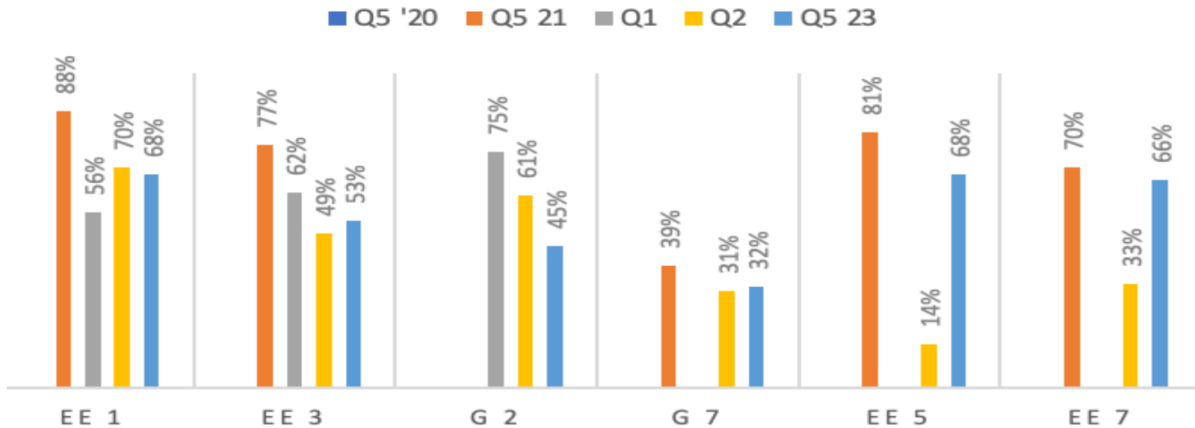
EE 26-39% of NYST assessment

G 2-7% of NYST assessment

SP 12-21% of NYST assessment



Bronx Mathematics Benchmark Assessment Priority Standard Proficiency Tracker 8th Grade 2022-23



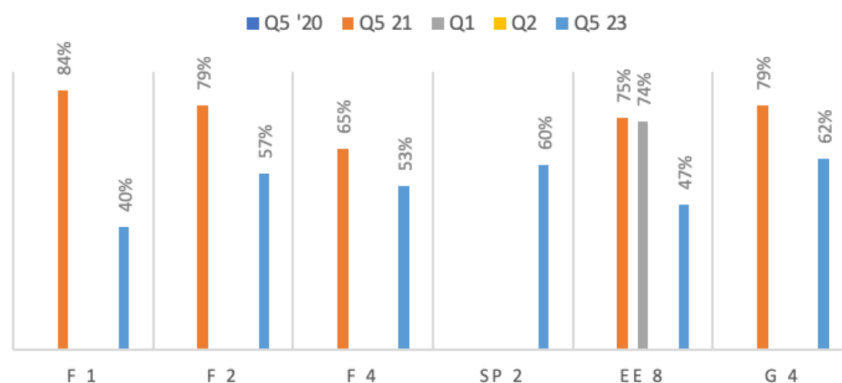
Q5 Priority Standards – 8th Grade

EE 28-41% of NYST assessment

G 28-41% of NYST assessment



Bronx Mathematics Q5 Benchmark Assessment Priority Standard Proficiency Tracker (Example) 8th Grade 2022-23 Continued



Q5 Priority Standards – 8th Grade

EE 28-41% of NYST assessment

G 28-41% of NYST assessment

F 16-25% of NYST assessment

SP 4-11% of NYST assessment



The Benchmark Assessment Priority Standard proficiency data was analyzed after each administration and next steps were identified by the mathematics director of curriculum for opportunities of growth for Bronx scholars. One example of this analysis can be found below.

There was a decrease in overall proficiency (24%) from Q1(51%) and Q2(47%). 75% (3 of 4) of reassessed PS from Q1 increased in proficiency. RP 1 decreased from 40% (Q1) to 2% in Q5.

For 2023-24 illuminators should:

*Provide additional focus on number system concepts, address the decline in proficiency levels in NS 5 by reinforcing number system concepts through targeted instruction and additional practice. Build upon the growth shown in EE 3 and EE 4 by providing further opportunities for students to solve equations, simplify expressions, and apply algebraic reasoning.

*Provide scholars with individualized learning plans through IXL and Zearn diagnostics. Utilize RTI and small group rotations to maximize learning minutes on IXL and Zearn. Illuminators provide direct instruction on Foundational PS in small group instruction 2-3 times a week.

*Set learning goals and PS proficiency goals with scholars. Utilize data walls to track progress towards meeting these goals. Scholars track their progress towards these goals on their individualized learning goals.

6th Grade BRONX RECOMMENDATIONS

These recommendations are based on Benchmark results and suggested with the understanding data-driven decision making is the only way to ensure scholars are performing on grade level by the end of the year.



SUMMARY OF THE MATHEMATICS GOAL

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State Mathematics exam for grades 3-8.	No
Absolute	Each year, the school's aggregate PI on the state's mathematics exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.	Yes
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	Yes
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.	N/A

EVALUATION OF THE MATHEMATICS GOAL

Capital Preparatory Bronx scholars did not meet the goal of 75% of all tested scholars enrolled in at least their second year will perform at or above proficiency on the New York State examination for grades 3-8. 62% of all second year Capital Preparatory scholars demonstrated proficiency. 54% of 7th-graders and 71% of 8th-graders who were enrolled in Capital Preparatory Bronx for two years demonstrated proficiency.

While we did not meet the school mathematics goal, Capital Preparatory Bronx scholar proficiency rates on the 2022-23 state mathematics assessment exceeded the school's 2021-22, District 11, and NYC proficiency rates.

The table below describes the growth in mathematics proficiency rates from 2021-22 to 2022-23 school years. Every Capital Preparatory Bronx grade demonstrated a positive trend during this time period, with greater than 50% proficiency increases. When comparing results from these two testing cycles, Capital Preparatory Bronx 6th-graders had the least growth in proficiency (17%), while 8th-graders had the greatest growth (29%).

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

CPS Bronx Mathematics Proficiency Rates 2022-23 v 2021-22

	2021-22 Proficiency	2022-23 Proficiency	Change	% Change
6th Grade	30%	47%	17%	57%
7th Grade	32%	52%	20%	63%
8th Grade	40%	69%	29%	73%

Further, when comparing grade cohorts, proficiency growth rates were close to or greater than 100%. The 2021-22 6th-grade cohort demonstrated a 73% increase of proficiency on the 2022-23 7th-grade assessment (2021-22 6th-grade 30% to 2022-23 7th-grade 52%), while the 2021-22 7th-grade unmatched cohort demonstrated a 116% increase in proficiency on the 2022-23 8th grade assessment (2021-22 7th-grade 32% to 2022-23 8th-grade 69%).

Data recorded in the table below demonstrates how Capital Preparatory Bronx scholars outperform scholars in District 11. Analysis of grade-level proficiency rates suggest that the longer scholars are enrolled in Capital Preparatory Bronx the more likely they are to outperform their grade-level peers in the district.

Mathematics Proficiency Rates 2022-23: CP Bronx v District 11

	2022-23 CP Bronx Proficiency	2022-23 District 11 Proficiency	Difference: CP Bronx - District
6th Grade	47%	35%	12%
7th Grade	52%	44%	8%
8th Grade	69%	39%	30%

Data recorded in the table below demonstrates how Capital Preparatory Bronx scholars outperform scholars in NYC. Analysis of grade-level proficiency rates suggest, the longer scholars are enrolled in Capital Preparatory Bronx the more likely they are to outperform their grade-level peers in the City.

Mathematics Proficiency Rates 2022-23: CP Bronx v NYC

	2022-23 CP Bronx Proficiency	2022-23 NYC	Difference: CP Bronx - NYC
6th Grade	47%	46%	1%
7th Grade	52%	51%	1%
8th Grade	69%	42%	27%

It is also important to note forty-six (46) CPS Bronx eighth-grade scholars sat for the Algebra Regents assessment during the 2022-23 school year. 100% of these test takers met minimum requirements to pass the assessment. This is the second consecutive year, CPS Bronx 8th-grade scholars tested sixteen (16) scholars in 2022, with 100% proficiency in the Algebra Regents assessment.

ADDITIONAL CONTEXT AND EVIDENCE

Robust growth in mathematics proficiency scores during the 2022-23 testing cycle in CPS Bronx, are contrary to trends in national data.

Research reveals that there has been “stalled progress toward pandemic recovery” during the 2022-23 school year, and that on average scholars would need approximately 4.5 months of more instruction to “catch up” to pre-Covid learning levels. This stalled learning should have had an adverse effect on Capital Preparatory Bronx scores, as it did nationally; meaning the Capital Preparatory Bronx proficiency rates that bested District 11 and New York City would have been greater than those scores by an even larger amount.

[Education's long COVID: 2022–23 achievement data reveal stalled progress toward pandemic recovery | NWEA](#)

One of the major contributions to this stalled learning cited in the article is the national teacher shortage crisis. This shortage also impacted Capital Preparatory Bronx scholars in mathematics as the school started the 2022-23 school year with only one (1) non-substitute illuminator in mathematics classrooms. The Bronx mathematics department was not fully and appropriately staffed until late October.

[State-by-state teacher shortages \(and what they're doing about it\)](#)

The national teacher shortage had an impact on implementing the Capital Preparatory Bronx mathematics scope and sequence in two different ways: (1) a capable mathematics teacher was not identified for 7th-grade mathematics until October, (2) an 8th-grade illuminator had to split time between middle school and high school courses to provide coverage for high school Algebra. While teaching and learning occurred during these voids at Capital Preparatory Bronx, one can assume the quality and rigor of lessons would have been improved with a qualified certified teacher in class during these times and performances on high stakes assessments.

MATHEMATICS ACTION PLAN

To improve scholar proficiency rates in mathematics the Priority Standards (PS) for each mathematics course have been aligned to the New York Next Generation Mathematics Standards, rather than those in Common Core, for use during the 2023-24 school year. Lessons designed using the new PS central to their objectives will improve the likelihood that scholars will be able to demonstrate grade-level proficiency on high-stakes assessments designed around them.

Standardized data walls, as well as protocols and procedures for employing them, have been created and employed in every Capital Preparatory Bronx classroom for the 2023-24 school year. Daily interaction with their class' data walls will inform scholars of their Priority Standard skill strengths and weaknesses inspiring them to become Assessment Capable Learners. As Assessment Capable Learners, scholars will understand what they are supposed to learn, monitor their own progress, set goals, and reflect on their learning; all of which are habits of learning necessary to maximize learning within the mathematics classroom.

WIN (What I Need) days have been regularly programmed on odd-week Tuesdays and after each major assessment, within the 2023-24 mathematics Scope and Sequence to provide “in class” and “school day”

remediation, reteach, or enrichment of grade-level mathematics skills. Proficiency distribution as displayed on the class' interactive data wall will inform skills of focus, as well as purposeful groupings for Tier 1 instruction for each WIN session.

Instruction will employ 'centers' of direct instruction, collaborative practice, and individual work on a programmed learning path focusing instruction on skills related to a PS. Mathematics WIN days and the use of data walls are described in this Padlet:

https://capitalprepharbor.padlet.org/scottwojnarowicz/Mathematics_RTI.

During the 2022-23 school year, Capital Preparatory Bronx scholars spent an average of 1,930 asynchronous minutes working on their individual mathematics learning plan in the NWEA Accelerator program during a thirty-one week period. This is greater than the 2021-22 school year average of 1,140 during the same number of weeks.

The NWEA suggestion for this time was 930 minutes (30 minutes a week). The CPS expectations over the same time period was 1,860 minutes. 60% of Bronx middle school scholars met the CPS expectation. To continue to improve middle school proficiency during the 2023-24 school year, Capital Preparatory Bronx illuminators will aggressively monitor weekly time on task to improve the percentage of scholars who met expected time-on-task within the NWEA Accelerator program.

Capital Preparatory Bronx mathematics department will also continue to provide early-access to Algebra instruction in middle school. During the 2022-23 school year, forty-six (46) Capital Preparatory Bronx eighth graders were identified by a NWEA MAP Growth score of 230 or greater as being 'ready' for Algebra. This represented triple the Bronx scholar access to early Algebra than the fifteen (15) scholars in 2021-22. Participation in this second math class (all scholars took Algebra as an elective in addition to the 8th-grade PreAlgebra course) included an accelerated scope and sequence, after school skill academies, regular Regents raw score data tracking, and coaching on test-taking strategies, resulting in 100% of all sixty-one (61) scholars meeting requirements for an Algebra Regents pass. Currently, there are approximately sixty (60) 7th-grade and 8th-grade scholars who are enrolled in an Algebra course for the 2023-24 school year.

HIGH SCHOOL MATHEMATICS

High School Math Measure 1 - Absolute

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.

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 a Regents exam in mathematics. 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.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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)
2017	2020-21	-	-	-	-
2018	2021-22	-	-	-	-
2019	2022-23	-	-	-	-

High School Math Measure 2 - 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.

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 a Regents Exam in mathematics. 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.

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)
2017	2020-21	-	-	-	-
2018	2021-22	-	-	-	-
2019	2022-23	-	-	-	-

High School Math Measure 3 - Absolute

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 Institute does not require charters to report on this measure for 2022-23

High School Math Measure 4 - Comparative

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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

The Institute does not require charters to report on this measure for 2022-23

High School Math Measure 5 - Comparative

Each year, the percent of students in the high school Total Cohort at least 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.

The Institute does not require charters to report on this measure for 2022-23

High School Math Measure 6 - 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.

The Institute does not require charters to report on this measure for 2022-23

High School Math Measure 7 - Growth

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.

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

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)
2017	2020-21	-	-	-	-
2018	2021-22	-	-	-	-
2019	2022-23	-	-	-	-

High School Math Measure 8 - Growth

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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.

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 mathematics requirement for graduation.

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

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)
2017	2020-21	-	-	-	-
2018	2021-22	-	-	-	-
2019	2022-23	-	-	-	-

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

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.	-
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.	-
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

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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
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.	-
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.	-

EVALUATION OF THE HIGH SCHOOL MATHEMATICS GOAL

Capital Preparatory Bronx Charter School has not had a graduating class yet. The school's first class to graduate will be in the 2024-2025 school year.

ADDITIONAL CONTEXT AND EVIDENCE

Capital Preparatory Bronx Charter School has not had a graduating class yet. The school's first class to graduate will be in the 2024-2025 school year.

ACTION PLAN

Capital Preparatory Bronx Charter School has not had a graduating class yet. The school's first class to graduate will be in the 2024-2025 school year.

GOAL 5: SCIENCE

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

BACKGROUND

Science instruction at Capital Preparatory Bronx is a combination of hands-on inquiry through labs and reading about science content in texts. Amplify Science curriculum and its digital platform was employed in grades 6-8 at Capital Preparatory Bronx School in all middle school science classes as a means for scholars to explore and investigate science. The Amplify Science program provides assessments for each unit of study.

The Capital Preparatory Schools director of science curriculum supplemented daily Amplify lessons with 'Do Now' videos and activities, vocabulary, notes, discussion prompts, identified IXL skill practice, and opportunities for scholars to read and write about nonfiction articles written about scientific topics. In addition, Edulastic Assessments were created and utilized to assess priority standards for all grade levels throughout the school year.

Spring 2022 and Fall 2023 science NWEA MAP Growth scores suggested the need to provide 8th-grade scholars access to Regents Living Environment during the 2022-23 school year. Scholars with a RIT greater than 240 were enrolled in Living Environment. The New Visions Living Environment curriculum was employed for instruction for these sections. In addition, the 8th-grade Living Environment scholars participated in Saturday Regents preparation classes throughout the year where scholars sat for a Regents practice assessment, corrected and calculated their raw score, and reviewed solution strategies for each problem.

The greatest change for science, as in all core subjects for the 2022-23 school year, was the focus on proficiency within Priority Standards. CPS Priority Standards (PS) are Next Generation Science Standards that when focused upon provide accelerated access to grade-level proficiency, leverage for success on high-stakes assessments, and reach towards the acquisition of future grade-level skills. For each science course fifteen (15) priority standards were identified using guidance from resources such as New York State Testing assessment blueprints and Amplify's curriculum mapping documents. Science lessons designed with PS central to their objectives improved the likelihood that scholars will become grade-level proficient in an accelerated manner and demonstrate skill proficiency on high-stakes assessments. The PS also informed a vertical alignment providing Illuminators with an understanding of skill commonalities amongst grades directly below and above their own. The emphasis on instruction, remediation, and enrichment of PS at CPS communicated to scholars, families, and other stakeholders the importance of instructional rigor and depth of knowledge within the classroom.

In addition, the concept of Least Restrictive Standards informed remediation for each PS. A Least Restrictive Standard (LRS) is the foundational standard *closest* in grade level to a Priority Standard that when studied would support access to proficiency within the PS skills. Resources like the *Disciplinary Core Ideas in the Next Generation Science Standards Matrix for K-12 Progression* were employed to identify LRS for each science PS and inform Tier 1 and Tier 2 instruction.

Scholar progress towards proficiency within PS skills were tracked using data walls within the science classroom. A Science mid-year Benchmark Assessment was issued prior to winter break to track scholar progress towards proficiency in these priority standards.

The science curriculum is supported by staff and leaders participating in weekly science department meetings, collaborative planning, observation and feedback cycles, lesson modeling, professional development sessions, and sharing of various instructional strategies.

ELEMENTARY AND MIDDLE SCIENCE

Science Measure 1 - Absolute

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

The school administered the New York State Testing Program science assessment to students in 8th grade in spring 2023. The table below summarizes the performance of students enrolled for at least two years.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Charter School Performance on 2022-23 State Science Exam By Students Enrolled in At Least Their Second Year

Grade	Students in At Least Their 2 nd Year		
	Number Tested	Number Proficient	Percent Proficient
4	-	-	-
8	89	56	62.9%
All	89	56	62.9%

Science Measure 2 - Comparative

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

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

2022-23 State Science Exam Charter School and District Performance by Grade Level

Grade	Charter School Students in at Least 2 nd Year			All District Students		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
4	-	-	-	-	-	-
8	80	52	65%	Not available	Not available	Not available
All	80	52	65%	Not available	Not available	Not available

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	No
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the school district of comparison.	Comparisons not available at time of submission.
	[Write in optional measure here]	

EVALUATION OF THE SCIENCE GOAL

Capital Preparatory Bronx did not meet the science goal to have 75% of our 8th-grade scholars who have been enrolled at the school for at least two-years to demonstrate proficiency on the NYS Science Assessment. During the 2022-23 school year, 63% of 8th-grade scholars demonstrated proficiency on the state Science assessment, with 65% of scholars who have been enrolled in the school for at least two-years demonstrated proficiency.

The comparison of 2021-22 and 2022-23 proficiency rates for scholars enrolled in Capital Preparatory Bronx for at least two years demonstrates a decline from 2021-22.

CPS Bronx Science Proficiency of Scholars Who Have Been Enrolled for Two Years: 2021-2022 v 2022-2023

	2021-22 CP Bronx Proficiency	2022-23 CP Bronx Proficiency	Change
8th Grade	74%	65%	-9%

It is important to note twenty-five (25) eighth-grade scholars sat for the Living Environment Regents assessment during the 2022-23 school year. 100% of these test takers met minimum requirements to pass the assessment. This is the first year Capital Preparatory Bronx scholars sat for this Regents assessment.

ADDITIONAL CONTEXT AND EVIDENCE

Research reveals that there has been “stalled progress toward pandemic recovery” during the 2022-23 school year, and that on average scholars would need approximately 4.5 months of more instruction to “catch up” to pre-Covid learning levels. This stalled learning should have had an adverse effect on Capital Preparatory Bronx scores, as it did nationally.

[Education's long COVID: 2022–23 achievement data reveal stalled progress toward pandemic recovery | NWEA](#)

One of the major contributions to this stalled learning cited in the article is the national teacher shortage crisis. This shortage greatly affected Capital Preparatory Bronx scholars in science as the school started the 2022-23 school year with only two (2) non-substitute illuminators in science classrooms. The Bronx science department was not fully and appropriately staffed until late October, and the eighth-grade science illuminator left the school in early spring.

[State-by-state teacher shortages \(and what they're doing about it\)](#)

The national teacher shortage had an impact on implementing the Capital Preparatory Bronx mathematics scope and sequence in two different ways: (1) a capable science teacher was not identified for 6th-grade science until October, (2) a reliable science 8th-grade illuminator was not available to close the school year with scholars. While teaching and learning occurred during these voids at Capital Preparatory Bronx, one can assume the quality and rigor of lessons would have been improved with a qualified certified teacher in class during these times and performances on high stakes assessments.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Grade	Year	Regents Exam	Number Tested	Number Passing	Percent Passing
8	2018-19	-	-	-	-
8	2021-22	-	-	-	-
8	2022-23	Living Environment	25	25	100%

ACTION PLAN

Standardized data walls, as well as protocols and procedures for employing them, have been created and employed in every Capital Preparatory Bronx classroom for the 2023-24 school year. Daily interaction with their class' data walls will inform scholars of their Priority Standard skill strengths and weaknesses inspiring them to become Assessment Capable Learners. As Assessment Capable Learners, scholars will understand what they are supposed to learn, monitor their own progress, set goals, and reflect on their learning; all of which are habits of learning necessary to maximize learning within the science classroom.

In order to promote improvement within foundational skill proficiency needed to access grade-level science concepts and skills, WIN (What I Need) days have been regularly programmed on odd-week Tuesdays and after each major assessment, within the 2023-24 science Scope and Sequence to provide "in class" and "school day" remediation, reteach, or enrichment of grade-level science skills. Proficiency distribution as displayed on the class' interactive data wall will inform skills of focus, as well as purposeful groupings for Tier 1 instruction for each WIN session.

Instruction will employ 'centers' of direct instruction, collaborative practice, and individual work on a programmed learning path focusing instruction on skills related to a PS.

Capital Preparatory Bronx science department will also continue to provide early-access to Living Environment instruction in middle school. During the 2022-23 school year, twenty-five (25) Capital Preparatory Bronx eighth graders were identified by a NWEA MAP Growth score of 240 or greater as being 'ready' for Living Environment. This represented the first time Bronx scholars were given access to early high school science. 100% of these 8th-grade scholars met the minimum score requirement of 65% to pass the Living Environment Regents assessment. Currently, there are approximately sixty (60) 8th-grade scholars enrolled in a Living Environment course at the Bronx for the 2023-24 school year.

HIGH SCHOOL SCIENCE

High School Science Measure 1 - Absolute

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.

New York State schools administer multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry, and Physics. The school administered exam(s). This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort.

Science 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)
2017	2020-21	-	-	-	-
2018	2021-22	-	-	-	-
2019	2022-23	-	-	-	-

High School Science Measure 2 - Comparative

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 Institute does not require charters to report on this measure for 2022-23

SUMMARY OF THE HIGH SCHOOL SCIENCE GOAL

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents science exam by the completion of their fourth year in the cohort.	-
Comparative	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.	N/A

EVALUATION OF THE HIGH SCHOOL SCIENCE GOAL

Capital Preparatory Bronx Charter School has not had a graduating class yet. The school's first class to graduate will be in the 2024-2025 school year.

ADDITIONAL CONTEXT AND EVIDENCE

Capital Preparatory Bronx Charter School has not had a graduating class yet. The school's first class to graduate will be in the 2024-2025 school year.

ACTION PLAN

Capital Preparatory Bronx Charter School has not had a graduating class yet. The school's first class to graduate will be in the 2024-2025 school year.

GOAL 6: SOCIAL STUDIES

BACKGROUND

History Instruction at Capital Preparatory Bronx endeavors to shape curious thinkers who question and explore the world, its history and the possibilities for change; creative thinkers who empathize and fair-mindedly accept others' rights in being different; critical thinkers who manifest intellectual integrity, humility, perseverance, courage, and autonomy; and reflective thinkers who regularly assess their own thinking for clarity, accuracy, precision, relevance, and logic. McGraw Hill curriculum and its digital platform was employed in grades 6-12 at Capital Preparatory School in middle and high school history classes for the 2022-2023 school year. The history curriculum planned stronger vertical alignment across grade levels in teaching academic skills, incorporating priority standard grading practices, establishing strong inquiry-based units on connections centered around critical thinking, and differentiated assessment practices that put a strong emphasis on academic writing and accountable speaking activities and project based learning.

The Capital Preparatory Schools director of history curriculum planned daily lessons using the McGraw Hill online platform 'Do Now' videos, activities, vocabulary, notes, discussion prompts, and opportunities for scholars to read and write about historical events. In addition, Edulastic Assessments and exit tickets were created and utilized to assess priority standards for all grade levels throughout the year.

The greatest change for History, as in all core subjects for the 2022-23 school year, was the focus on proficiency within Priority Standards. CPS Priority Standards (PS) are NYC Standards that when focused upon provide individualization, allowing for tailoring instruction and assignments based on individual scholar's strengths, interests, and capabilities. This approach acknowledges that no two students are alike and fosters personalized learning experience that supports academic growth. For each History course fifteen (15) priority standards were identified using guidance from resources such as New York State Testing assessment blueprints and McGraw Hill curriculum mapping documents. History lessons designed with PS central to their objectives improved the likelihood that scholars will become grade-level proficient in an accelerated manner and demonstrate skill proficiency and overall success in

their history education. The PS also informed a vertical alignment providing Illuminators with an understanding of skill commonalities amongst grades directly below and above their own. The emphasis on instruction, remediation, and enrichment of PS at CPS communicated to scholars, families, and other stakeholders the importance of instructional rigor and depth of knowledge within the classroom.

In addition, the concept of Least Restrictive Standards informed remediation for each PS. A Least Restrictive Standard (LRS) is the foundational standard *closest* in grade level to a Priority Standard that when studied would support access to proficiency within the PS skills.

Scholar progress towards proficiency within PS skills were tracked using data walls within the history classroom. A history mid-year Benchmark Assessment was issued prior to winter break to track scholar progress towards proficiency in these priority standards.

To strengthen our approach, the Pauker Method of Writing is used throughout Capital Preparatory schools Social Justice and History classes for grades 6-12. In history classes, scholars often engage in reading historical texts and non-fiction texts. To advocate for social justice, scholars using the Pauker Method of writing helps them to develop strong written communication to express their opinions, propose solutions to societal problems and raise awareness about social inequalities. Overall, the integration of History writing and reading with ELA, greatly enhanced the learning experience by fostering critical thinking, reading, writing and communication abilities. By combining these subjects, scholars developed a deeper understanding of writing and reading about historical events and social dynamics.

The history curriculum is supported by staff and leaders participating in weekly history department meetings, collaborative planning, observation and feedback cycles, lesson modeling, professional development sessions, and sharing of various instructional strategies.

Social Studies Measure 1 - Absolute

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.

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. These measures require students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort.

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)
2017	2020-21	-	-	-	-
2018	2021-22	-	-	-	-
2019	2022-23	-	-	-	-

Social Studies Measure 2 - Comparative

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 Institute does not require charters to report on this measure for 2022-23

Social Studies Measure 3 - Absolute

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.

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. These measures require students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort.

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)
2017	2020-21	-	-	-	-
2018	2021-22	-	-	-	-
2019	2022-23	-	-	-	-

Social Studies Measure 4 - Comparative

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 Institute does not require charters to report on this measure for 2022-23.

SUMMARY OF THE SOCIAL STUDIES GOAL

Capital Preparatory Bronx Charter School has not had a graduating class yet. The school's first class to graduate will be in the 2024-2025 school year.

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State U.S. History Regents exam by the completion of their fourth year in the cohort.	-
Comparative	Each year, the percent of students in the high school Total Cohort passing the U.S. History Regents exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.	N/A
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Global History Regents exam by the completion of their fourth year in the cohort.	-
Comparative	Each year, the percent of students in the high school Total Cohort passing the Global History Regents exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.	N/A

EVALUATION OF THE SOCIAL STUDIES GOAL

Capital Preparatory Bronx Charter School has not had a graduating class yet. The school's first class to graduate will be in the 2024-2025 school year.

ADDITIONAL CONTEXT AND EVIDENCE

Capital Preparatory Bronx Charter School has not had a graduating class yet. The school's first class to graduate will be in the 2024-2025 school year.

ACTION PLAN

Capital Preparatory Bronx Charter School has not had a graduating class yet. The school's first class to graduate will be in the 2024-2025 school year.

GOAL 7: ESSA

ESSA Measure 1

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

Because *all* students are expected to meet the state's performance standards, the federal statute stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. As New York State, like all states, is required to establish a specific system for making these determinations for its public schools, charter schools do not have latitude in establishing their own performance levels or criteria of success for meeting the ESSA accountability requirements. Each year, the state issues School Report Cards that indicate a school's status under the state accountability system. More information on assigned accountability designations and context can be found [here](#).

Accountability Status by Year

Year	Status
2020-21	Good Standing
2021-22	Good Standing
2022-23	Made Progress

ADDITIONAL CONTEXT AND EVIDENCE

APPENDIX A: DATA REPORTING TABLES

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

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

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

NWEA

2022-23 NWEA MAP [ELA/Mathematics] Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median growth percentile of all 3 rd through 8 th grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.	All students	50	Math: 299 ELA: 294	Math: 62 ELA: 57	Math: Yes ELA: Yes
Measure 2: Each year, the school's median growth percentile of all 3 rd through 8 th gradestudents whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration.	Low initial achievers	55	Math: 213 ELA: 165	Math: 63 ELA: 65	Math: Yes ELA: Yes

Measure 3: Each year, the median growth percentile of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ¹²	[X] ¹³	Math: 46 ELA: 46	Math: 55 ELA: 52	Math: No ELA: No
Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will meet or exceed the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards. ¹⁴	2+ students	75%	Math: 162 ELA: 162	Math: 42% ELA: 57%	Math: No ELA: No

End of Year Performance on 2022-23 NWEA MAP [ELA/Mathematics] Assessment
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient ¹⁵	Number Tested	Percent Proficient	Number Tested
3	-	-	-	-
4	-	-	-	-
5	-	-	-	-
6	Math: 35% ELA: 46%	Math: 110 ELA: 110	-	-
7	Math: 36% ELA: 47%	Math: 102 ELA: 103	Math: 37% ELA: 49%	Math: 76 ELA: 76
8	Math: 44% ELA: 64%	Math: 95 ELA: 95	Math: 47% ELA: 66%	Math: 85 ELA: 85

¹² Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school's mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g. English language learners, students experiencing housing insecurity, etc.), please explain the rationale in the narrative section

¹³ Target should reflect the median growth percentile for all general education students. In the case that the school elects to measure the achievement of a different subpopulation, the target should reflect the median growth percentile of all students at the school not included in that subpopulation.

¹⁴ <https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf>.

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

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

All	Math: 38% ELA: 52%	Math: 307 ELA: 308	Math: 46% ELA: 57%	Math: 162 ELA: 162
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End of Year Growth on 2022-23 NWEA MAP [ELA/Mathematics] Assessment By All Students

Grades	Median Growth Percentile	Number Tested
3	-	-
4	-	-
5	-	-
6	Math: 68 ELA: 61	Math: 109 ELA: 106
7	Math: 56 ELA: 54	Math: 95 ELA: 93
8	Math: 59 ELA: 62	Math: 95 ELA: 95
All	Math: 62 ELA: 57	Math: 299 ELA: 294

Capital Prep Charter Schools NY

Financial Statements and
Uniform Guidance Schedules
Together With Independent Auditors' Reports

June 30, 2023 and 2022

Capital Prep Charter Schools NY
Financial Statements and
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TABLE OF CONTENTS	Page
Independent Auditors' Report	
 FINANCIAL STATEMENTS	
Statements of Financial Position	4
Statements of Activities	5
Statements of Functional Expenses	6
Statements of Cash Flows	8
Notes to Financial Statements	9
 SUPPLEMENTARY INFORMATION	
Schedule of Activities by School	19
Schedule of Functional Expenses – CP Harlem	20
Schedule of Functional Expenses – CP Bronx	21
 UNIFORM GUIDANCE SCHEDULE AND REPORTS	
Schedule of Expenditures of Federal Awards	22
Notes to Schedule of Expenditures of Federal Awards	23
Report on Internal Control Over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance With <i>Government Auditing Standards</i>	
Report on Compliance for Each Major Federal Program and Report on Internal Control Over Compliance Required by the Uniform Guidance	
Schedule of Findings and Questioned Costs	29

Independent Auditors' Report

**Board of Trustees
Capital Prep Charter Schools NY**

Report on the Audit of the Financial Statements

Opinion

We have audited the accompanying financial statements of Capital Prep Charter Schools NY (the "School") (a nonprofit organization), which comprise the statements of financial position as of June 30, 2023 and 2022, and the related statements of activities, functional expenses and cash flows for the years then ended, and the related notes to the financial statements.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the School as of June 30, 2023 and 2022, and the changes in its net assets and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinion

We conducted our audits in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditors' Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of the School and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audits. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Change in Accounting Policy

As discussed in Note 2 to the financial statements, the School adopted Financial Accounting Standards Board ("FASB") Topic 842, *Leases*, which resulted in the recognition of right of use assets and related lease liabilities effective July 1, 2022. Our opinion is not modified with respect to that matter.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America, and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the School's ability to continue as a going concern within one year after the date that the financial statements are available to be issued.

Auditors' Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditors' report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with generally accepted auditing standards and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the School's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

Report on Supplementary Information

Our audits were conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying schedules of activities and functional expenses by school for the year ended June 30, 2023 on pages 19 through 21 are presented for purposes of additional analysis and are not a required part of the financial statements. The accompanying schedule of expenditures of federal awards on page 22, as required by Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*, is presented for purposes of additional analysis and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the financial statements as a whole.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated October 24, 2023, on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.

[REDACTED]

Harrison, New York
October 24, 2023

Capital Prep Charter Schools NY

Statements of Financial Position

	June 30,	
	2023	2022
ASSETS		
Current Assets		
Cash	\$ 5,193,061	\$ 2,922,936
Grants and contracts receivable	1,302,077	2,544,687
Prepaid expenses and other current assets	<u>51,987</u>	<u>43,974</u>
Total Current Assets	6,547,125	5,511,597
Right of use assets - operating leases, net	74,593,451	-
Property and equipment, net	2,251,664	1,546,804
Security deposits	1,142,000	742,000
Restricted cash	<u>150,000</u>	<u>125,000</u>
	<u>\$ 84,684,240</u>	<u>\$ 7,925,401</u>
LIABILITIES AND NET ASSETS		
Current Liabilities		
Accounts payable and accrued expenses	\$ 380,862	\$ 377,219
Refundable advances	59,211	115,264
Due to related party	699,425	888,054
Promissory note, related party, current portion	200,000	200,000
Deferred rent, current portion	-	316,665
Capital lease obligation, current portion	-	17,648
Lease liability - finance lease, current portion	5,645	-
Lease liabilities - operating leases, current portion	<u>2,217,809</u>	<u>-</u>
Total Current Liabilities	3,562,952	1,914,850
Promissory note, related party	-	100,000
Capital lease obligation	-	5,645
Lease liabilities - operating leases	<u>73,590,070</u>	<u>-</u>
Total Liabilities	77,153,022	2,020,495
Net assets, without donor restrictions	<u>7,531,218</u>	<u>5,904,906</u>
	<u>\$ 84,684,240</u>	<u>\$ 7,925,401</u>

See notes to financial statements

Capital Prep Charter Schools NY

Statements of Activities

	Year Ended June 30,	
	2023	2022
OPERATING REVENUE		
State and Local Per Pupil Operating Revenue		
General education	\$ 12,373,033	\$ 10,978,772
Special education	1,831,063	2,013,369
Lease assistance	3,363,248	2,754,511
Federal grants	3,588,481	1,546,388
Federal IDEA and E-Rate	313,630	261,458
State grants	47,996	38,653
Total Operating Revenue	<u>21,517,451</u>	<u>17,593,151</u>
EXPENSES		
Program Services		
Regular education	13,924,479	10,876,302
Special education	4,750,653	3,830,365
Total Program Services	<u>18,675,132</u>	<u>14,706,667</u>
Supporting Services		
Management and general	1,402,558	1,089,807
Fundraising	3,944	4,054
Total Expenses	<u>20,081,634</u>	<u>15,800,528</u>
Surplus from Operations	<u>1,435,817</u>	<u>1,792,623</u>
SUPPORT AND OTHER REVENUE		
Grants and contributions	172,000	2,620
Other revenue	18,495	30,242
Total Support and Other Revenue	<u>190,495</u>	<u>32,862</u>
Change in Net Assets	1,626,312	1,825,485
NET ASSETS, WITHOUT DONOR RESTRICTIONS		
Beginning of year	<u>5,904,906</u>	<u>4,079,421</u>
End of year	<u>\$ 7,531,218</u>	<u>\$ 5,904,906</u>

Capital Prep Charter Schools NY

Statement of Functional Expenses
Year Ended June 30, 2023

	No. of Positions	Program Services			Supporting Services		Total
		Regular Education	Special Education	Total	Management and General	Fundraising	
Personnel Services Costs							
Administrative staff personnel	12	\$ 824,111	\$ 180,793	\$ 1,004,904	\$ 354,905	\$ 1,927	\$ 1,361,736
Instructional personnel	56	2,736,852	1,338,179	4,075,031	-	-	4,075,031
Non-instructional personnel	6	510,862	141,098	651,960	-	-	651,960
Total Personnel Services Costs	<u>74</u>	<u>4,071,825</u>	<u>1,660,070</u>	<u>5,731,895</u>	<u>354,905</u>	<u>1,927</u>	<u>6,088,727</u>
Fringe benefits and payroll taxes		795,289	328,959	1,124,248	68,125	158	1,192,531
Retirement		24,909	11,713	36,622	1,431	7	38,060
Management company fees		1,661,158	381,698	2,042,856	110,740	-	2,153,596
Legal services		-	-	-	130,621	-	130,621
Accounting/audit services		-	-	-	66,553	-	66,553
Other purchased/professional/consulting services		1,044,388	213,197	1,257,585	1,851	4	1,259,440
Building and land rent/lease		3,572,252	1,316,174	4,888,426	417,252	1,388	5,307,066
Repairs and maintenance		659,187	232,243	891,430	86,128	272	977,830
Insurance		51,829	18,815	70,644	6,294	21	76,959
Utilities		191,761	65,801	257,562	28,926	77	286,565
Supplies/materials		215,955	56,514	272,469	-	-	272,469
Equipment/furnishings		52,224	17,831	70,055	7,316	-	77,371
Staff development		67,989	19,825	87,814	4,357	-	92,171
Marketing/recruitment		63,657	19,899	83,556	3,382	6	86,944
Technology		239,105	100,564	339,669	20,077	50	359,796
Food services		528,824	124,348	653,172	-	-	653,172
Student services		223,326	47,981	271,307	-	-	271,307
Office expense		30,899	12,188	43,087	53,281	5	96,373
Depreciation and amortization		411,741	116,634	528,375	7,036	29	535,440
Other expenses		<u>18,161</u>	<u>6,199</u>	<u>24,360</u>	<u>34,283</u>	<u>-</u>	<u>58,643</u>
Total Expenses		<u>\$ 13,924,479</u>	<u>\$ 4,750,653</u>	<u>\$ 18,675,132</u>	<u>\$ 1,402,558</u>	<u>\$ 3,944</u>	<u>\$ 20,081,634</u>

See notes to financial statements

Capital Prep Charter Schools NY

Statement of Functional Expenses Year Ended June 30, 2022

	No. of Positions	Program Services			Supporting Services		Total
		Regular Education	Special Education	Total	Management and General	Fundraising	
Personnel Services Costs							
Administrative staff personnel	11	\$ 777,463	\$ 167,673	\$ 945,136	\$ 356,360	\$ 2,322	\$ 1,303,818
Instructional personnel	56	2,889,926	1,410,727	4,300,653	-	-	4,300,653
Non-instructional personnel	7	320,237	106,401	426,638	-	-	426,638
Total Personnel Services Costs	<u>74</u>	<u>3,987,626</u>	<u>1,684,801</u>	<u>5,672,427</u>	<u>356,360</u>	<u>2,322</u>	<u>6,031,109</u>
Fringe benefits and payroll taxes		820,192	345,858	1,166,050	73,354	479	1,239,883
Retirement		35,505	16,005	51,510	3,089	19	54,618
Management company fees		1,299,685	339,588	1,639,273	122,565	-	1,761,838
Legal services		-	-	-	92,414	-	92,414
Accounting/audit services		-	-	-	49,658	-	49,658
Other purchased/professional/consulting services		763,823	146,148	909,971	526	5	910,502
Building and land rent/lease		1,920,499	674,974	2,595,473	166,795	830	2,763,098
Repairs and maintenance		401,365	145,329	546,694	68,578	168	615,440
Insurance		44,364	16,704	61,068	3,802	18	64,888
Utilities		103,994	25,844	129,838	12,394	56	142,288
Supplies/materials		365,229	99,353	464,582	-	-	464,582
Equipment/furnishings		55,004	18,923	73,927	985	-	74,912
Staff development		58,834	16,399	75,233	6,150	15	81,398
Marketing/recruitment		48,156	17,260	65,416	1,916	11	67,343
Technology		121,242	44,535	165,777	11,393	82	177,252
Food services		282,755	64,848	347,603	-	-	347,603
Student services		215,277	68,053	283,330	-	-	283,330
Office expense		27,986	11,471	39,457	82,773	17	122,247
Depreciation and amortization		299,730	85,726	385,456	7,404	32	392,892
Other expenses		25,036	8,546	33,582	29,651	-	63,233
Total Expenses		<u>\$ 10,876,302</u>	<u>\$ 3,830,365</u>	<u>\$ 14,706,667</u>	<u>\$ 1,089,807</u>	<u>\$ 4,054</u>	<u>\$ 15,800,528</u>

See notes to financial statements

Capital Prep Charter Schools NY

Statements of Cash Flows

	Year Ended June 30,	
	2023	2022
CASH FLOWS FROM OPERATING ACTIVITIES		
Change in net assets	\$ 1,626,312	\$ 1,825,485
Adjustments to reconcile change in net assets to net cash from operating activities		
Depreciation and amortization	535,440	392,892
Deferred rent	-	(16,668)
Amortization of right of use assets - operating leases	3,003,186	-
Changes in operating assets and liabilities		
Grants and contracts receivable	1,242,610	(1,350,309)
Prepaid expenses and other current assets	(8,013)	(36,961)
Security deposits	(400,000)	-
Accounts payable and accrued expenses	3,643	238,003
Refundable advances	(56,053)	110,290
Due to related party	(188,629)	241,380
Operating lease liabilities	(2,105,423)	-
Net Cash from Operating Activities	<u>3,653,073</u>	<u>1,404,112</u>
CASH FLOWS FROM INVESTING ACTIVITY		
Purchases of property and equipment	<u>(1,240,300)</u>	<u>(829,602)</u>
CASH FLOWS FROM FINANCING ACTIVITIES		
Repayment of promissory note, related party	(100,000)	(200,000)
Principal payments on finance lease liability	(17,648)	-
Principal payments on capital lease obligation	-	(16,416)
Net Cash from Financing Activities	<u>(117,648)</u>	<u>(216,416)</u>
 Net Change in Cash and Restricted Cash	 2,295,125	 358,094
CASH AND RESTRICTED CASH		
Beginning of year	<u>3,047,936</u>	<u>2,689,842</u>
 End of year	 <u>\$ 5,343,061</u>	 <u>\$ 3,047,936</u>
SUPPLEMENTAL DISCLOSURE OF CASH FLOW INFORMATION		
Cash paid for amounts included in the measurement of operating lease liabilities	\$ 4,409,300	\$ -
Operating right of use assets obtained in exchange for operating lease liabilities	76,185,457	-

Capital Prep Charter Schools NY

Notes to Financial Statements
June 30, 2023 and 2022

1. Organization and Tax Status

Capital Prep Charter Schools NY is a New York State, not-for-profit educational corporation operating in New York City pursuant to Article 56 of the Education Law of the State of New York. The accompanying financial statements include the following charter schools, collectively referred to as the "School":

Capital Preparatory Bronx Charter School ("CP Bronx") is a New York State, not-for-profit educational corporation that was incorporated on October 4, 2018 to operate a charter school pursuant to Article 56 of the Education Law of the State of New York. CP Bronx was granted a provisional charter on October 4, 2018 valid for a term of five years and renewable upon expiration by the Board of Regents of the University of the State of New York (the "Board of Regents"). CP Bronx's charter will expire July 31, 2025. CP Bronx opened in the fall of 2020.

Capital Preparatory Harlem Charter School ("CP Harlem") is a New York State, not-for-profit educational corporation that was incorporated on November 18, 2014 to operate a charter school pursuant to Article 56 of the Education Law of the State of New York. CP Harlem was granted a provisional charter on November 18, 2014 valid for a term of five years and renewable upon expiration by the Board of Regents of the University of the State of New York (the "Board of Regents"). Effective July 1, 2019, CP Harlem's charter approval was amended and restated to merge CP Harlem and CP Bronx into a single not-for-profit legal entity. The Board of Regents approved and issued a renewal to the School's charter now expiring on June 30, 2026.

CP Bronx and CP Harlem merged into a single not-for-profit legal entity under CP Bronx, which serves as the sole surviving educational corporation. The plan of merger was approved by the State University of New York Charter School Committee on June 14, 2019, and became effective for financial purposes on July 1, 2019. Each school is authorized by the Charter Schools Institute of the State University of New York under CP Bronx's provisional charter, as amended to effect the merger, and the surviving entity's name was changed to Capital Prep Charter Schools NY.

The School's mission is to provide historically disadvantaged students with the college and career readiness skills needed to become responsible and engaged citizens for social justice. The School provided education to approximately 693 students in grades sixth through twelfth during the 2022-2023 academic year.

Except for taxes that may be due for unrelated business income, the School is exempt from federal income taxes under Section 501(c)(3) of the Internal Revenue Code and from state and local income taxes under comparable laws.

Capital Prep Charter Schools NY

Notes to Financial Statements
June 30, 2023 and 2022

2. Summary of Significant Accounting Policies

Basis of Presentation and Use of Estimates

The accompanying financial statements have been prepared in accordance with accounting principles generally accepted in the United States of America ("U.S. GAAP"), which requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Accordingly actual results could differ from those estimates.

Adoption of New Accounting Policies

Leases

The School adopted Financial Accounting Standards Board ("FASB") *Topic 842, Leases* ("Topic 842"), using the effective date method with July 1, 2022, as the date of initial adoption, with certain practical expedients available.

The School elected the available practical expedients to account for its existing operating leases as operating leases, under the new guidance, without reassessing whether the contracts contain leases under the new standard, whether classification of capital (now finance) leases or operating leases would be different in accordance with the new guidance, or whether the unamortized initial direct costs before transition adjustments would have met the definition of initial direct costs in the new guidance at lease commencement.

As a result of the adoption of the new lease accounting guidance on July 1, 2022, CP Bronx recognized an operating lease liability of \$1,727,845 that represents the present value of the remaining operating lease payments of \$1,750,000, discounted with a risk free interest rate using the treasury bond rate of 2.79%, and an operating right of use ("ROU") asset of \$1,411,180, that represents the discounted operating lease liability of \$1,727,845, with the operating ROU asset adjusted for deferred rent of \$316,665. In addition, as a result of the adoption of the new lease accounting guidance on July 1, 2022, CP Bronx recognized a finance ROU asset of \$38,366 and finance lease liability of \$23,293 at the carrying amount of the lease asset and the capital lease obligation under the previous lease accounting guidance (see Note 10).

Furthermore, CP Harlem's new facility lease was effective on July 1, 2022, and CP Harlem recognized an operating lease liability of \$71,284,480 that represents the present value of the remaining operating lease payments of \$116,494,141, discounted with risk free interest rates using the treasury bond rate of 3.11%, and an operating ROU asset of \$71,284,480 that represents the discounted operating lease liability of \$71,284,480 (see Note 10).

The adoption of Topic 842 had a material impact on the School's statement of financial position but did not have a material impact on its statements of activities and cash flows. The most significant impact was the recognition of ROU assets and lease liabilities for operating leases.

Capital Prep Charter Schools NY

Notes to Financial Statements
June 30, 2023 and 2022

2. Summary of Significant Accounting Policies (*continued*)

Net Asset Presentation

Resources for various purposes are classified for accounting and reporting purposes into net asset categories established according to nature and purpose as follows:

Net Assets Without Donor Restrictions – Net assets available for use in general support of the School's operations and not subject to donor or grantor restrictions. Net assets without donor restrictions may be used at the discretion of the School's management and Board of Trustees.

Net Assets With Donor Restrictions – Net assets subject to donor or grantor imposed restrictions for specific activities of the School or to be used at some future date. Some donor-imposed restrictions are temporary in nature, such as those that will be met by the passage of time or other events specified by the donor. Other donor-imposed restrictions are perpetual in nature, where the donor stipulates that resources be maintained in perpetuity. Donor-imposed restrictions are released when a restriction expires, that is, when the stipulated time has elapsed, when the stipulated purpose for which the resource was restricted has been fulfilled, or both. The School had no donor restricted net assets at June 30, 2023 and 2022.

Restricted Cash

Under the provisions of its charter, the School established an escrow account to pay for legal and audit expenses that would be associated with a dissolution, should it occur.

The following table provides a reconciliation of cash and restricted cash reported within the statements of financial position to the amounts presented in the statements of cash flows at June 30:

	2023	2022
Cash	\$ 5,193,061	\$ 2,922,936
Restricted cash	150,000	125,000
	<u>\$ 5,343,061</u>	<u>\$ 3,047,936</u>

Property and Equipment

The School follows the practice of capitalizing all expenditures for property and equipment with costs in excess of \$5,000 and a useful life in excess of one year. Leasehold improvements are amortized over the shorter of the term of the lease, inclusive of all renewal periods, which are reasonably assured, or the estimated useful life of the asset. Purchased property and equipment are recorded at cost at the date of acquisition. Minor costs of maintenance and repairs are expensed as incurred. All property and equipment purchased with government funding is capitalized, unless the government agency retains legal title to such assets, in which case it is expensed as incurred.

Capital Prep Charter Schools NY

Notes to Financial Statements
June 30, 2023 and 2022

2. Summary of Significant Accounting Policies *(continued)*

Property and Equipment (continued)

Depreciation is recognized on the straight-line method over the estimated useful lives of such assets as follows:

Furniture and fixtures	7 years
Computers and equipment	5 years

Property and equipment are reviewed for impairment if the use of the asset significantly changes or another indicator of possible impairment is identified. If the carrying amount for the asset is not recoverable, the asset is written down to its fair value. There were no asset impairments for the years ended June 30, 2023 and 2022.

Leases

The School accounts for leases under Topic 842. The School determines if an arrangement is a lease at inception. Operating and finance leases are included in operating and finance right-of-use ("ROU") assets and lease liabilities in the statements of financial position. All leases are recorded on the statements of financial position except for leases with an initial term less than 12 months for which the School made the short-term lease election.

ROU assets represent the right to use an underlying asset for the lease term and lease liabilities represent the obligation to make lease payments arising from the lease. Operating and finance lease ROU assets and lease liabilities are recognized at the lease commencement date based on the present value of the lease payments over the lease term. When leases do not provide an implicit borrowing rate, the School uses a risk-free rate based on the information available at the commencement date in determining the present value of lease payments. The operating lease ROU asset includes any lease payments made and excludes lease incentives. The lease terms may include options to extend or terminate the lease when it is reasonably certain that the School will exercise that option. Lease expense for lease payments is recognized on a straight-line basis over the lease term. The School's lease agreements do not contain any material residual value guarantees or material restrictive covenants. The School has lease agreements with lease and non-lease components, which are generally accounted for separately. The School's lease agreements do not contain any variable lease components. The School applies the short-term lease exemption to all of its classes of underlying assets. For the year ended June 30, 2022, U.S. GAAP guidance stated rent shall be charged to expense over the lease term as it became payable. If rental payments are not made on a straight-line basis, rental expense shall be recognized on a straight-line basis unless another systematic and rational basis is more representative of the time pattern in which use benefit is derived from the leased property, in which case that basis shall be used. The difference between the straight-line rent expense and rent paid is reflected as a deferred rent liability in the statement of financial position at June 30, 2022.

Capital Prep Charter Schools NY

Notes to Financial Statements
June 30, 2023 and 2022

2. Summary of Significant Accounting Policies (*continued*)

Revenue and Support

Revenue from the state and local governments resulting from the School's charter status and based on the number of students enrolled is recorded when services are performed in accordance with the charter agreement. Federal and other state and local funds are recorded when expenditures are incurred and billable to the government agency.

Contributions are recognized when the donor makes a promise to give to the School that is, in substance, unconditional. Grants and other contributions of cash are reported as restricted support if they are received with donor stipulations. Restricted contributions and grants that are made to support the School's current period activities are recorded as revenue without donor restrictions. Contributions of assets other than cash are recorded at their estimated fair value at the date of donation.

Marketing and Recruitment

Marketing and recruitment costs are expensed as incurred for staff and student recruitment. Marketing and recruitment expense for the years ended June 30, 2023 and 2022 was \$86,944 and \$67,343.

Functional Expense Allocation

The majority of expenses can generally be directly identified with the program or supporting service to which they relate and are charged accordingly. Other expenses, such as personnel services costs, fringe benefits and payroll taxes, other purchased, professional and consulting services, and building and land rent/lease have been allocated among program and supporting services classifications on the basis of periodic time and expense studies and other basis as determined by management of the School to be appropriate.

Accounting for Uncertainty in Income Taxes

The School recognizes the effect of income tax positions only if those positions are more likely than not to be sustained. Management has determined that the School had no uncertain tax positions that would require financial statement recognition or disclosure. The School is no longer subject to examinations by the applicable taxing jurisdictions for the years ended June 30, 2020.

Subsequent Events Evaluation by Management

Management has evaluated subsequent events for disclosure and/or recognition in the financial statements through the date that the financial statements were available to be issued, which date is October 24, 2023.

3. Grants and Contracts Receivable

Grants and contracts receivable consists of federal, state, city entitlements and grants. The School expects to collect these receivables within one year. Management has assessed the need for an allowance and has determined that such an allowance is not necessary.

Capital Prep Charter Schools NY

Notes to Financial Statements June 30, 2023 and 2022

4. Property and Equipment

Property and equipment consisted of the following at June 30:

	2023	2022
Furniture and fixtures	\$ 1,282,793	\$ 794,662
Computers and equipment	2,063,791	1,352,855
Leasehold improvements	1,019,690	567,693
Construction in progress	-	410,764
	<u>4,366,274</u>	<u>3,125,974</u>
Accumulated depreciation and amortization	<u>(2,114,610)</u>	<u>(1,579,170)</u>
	<u>\$ 2,251,664</u>	<u>\$ 1,546,804</u>

Construction in progress at June 30, 2022 consisted of costs of construction to prepare the new CP Harlem facility for occupancy. The new CP Harlem facility was placed into service on July 1, 2022 (see Note 10).

5. Liquidity and Availability of Financial Assets

Financial assets available for general expenditure, that is, without donor or other restrictions limiting their use within one year of the statement of financial position date, are comprised of the following at June 30:

	2023	2022
Cash	\$ 5,193,061	\$ 2,922,936
Grants and contracts receivable	<u>1,302,077</u>	<u>2,544,687</u>
	<u>\$ 6,495,138</u>	<u>\$ 5,467,623</u>

As part of the School's liquidity management plan, the status of grants and contracts receivable is monitored regularly and any excess cash is invested in highly liquid instruments. The School will continue to rely on funding received from the New York City Department of Education to cover its future operating costs (see Note 9).

Capital Prep Charter Schools NY

Notes to Financial Statements June 30, 2023 and 2022

6. Related Party Transactions (not disclosed elsewhere)

The School is related to Capital Preparatory Schools, Inc. ("CPS"), a Connecticut non-stock corporation, by common management.

During fiscal 2017, the School entered into a full service agreement with CPS to undertake, on its behalf, functions in regards to business, administrative, and academic services of the School. Effective March 10, 2020, this agreement was amended and expired on June 30, 2021 for CP Harlem and will expire on July 31, 2025 for CP Bronx, and shall continue thereafter for five year terms to run concurrent with each of the schools' respective charters. As compensation to CPS for these services rendered, during the years ended June 30, 2023 and 2022, the School paid to CPS an amount equal to 10% of the School's gross revenues, which is defined under the full service agreement as funding provided by state, federal, and local government (if applicable) but shall exclude any competitive public grants and private grant funding awarded to the School.

For the years ended June 30, 2023 and 2022, the School incurred \$2,153,596 and \$1,761,838 in management fees to CPS, along with \$482,297 and \$358,562 of operating expenses paid by CPS on behalf of the School. Net balance due to CPS from the School was \$699,425 and \$888,054 at June 30, 2023 and 2022.

On March 25, 2019, the School entered into a promissory note payable with CPS in the amount of \$500,000 to fund the security deposit under a lease agreement for space located at 1660 Boone Avenue, Bronx, New York. The note matures on June 1, 2024 and does not bear interest. The note is payable in five annual equal installments of \$100,000 by June 1st of each year, starting with June 1, 2020. On October 7, 2020, the School amended and restated its promissory note payable with CPS to fund a portion of the security deposit under the lease agreement for the space at 41 East 129th Street, New York, New York (see Note 10). Future minimum lease payments are \$200,000 for the year ending June 30, 2024.

The School is related to Friends of Capital Preparatory Harlem Charter School, Inc. ("FOCPHCS"), a New York not-for-profit organization, by one common Board member. There were no transactions with FOCPHCS for the years ended June 30, 2023 and 2022, except for payments made under a sublease agreement signed March 26, 2021 (see Note 10).

7. Employee Benefit Plan

The School maintains a pension plan qualified under Internal Revenue Code 401(k), for the benefit of its eligible employees. Under the plan, the School provided matching contributions up to 4% of the participant's annual compensation. Employee match for the years ended June 30, 2023 and 2022 amounted to \$38,523 and \$54,619.

Capital Prep Charter Schools NY

Notes to Financial Statements June 30, 2023 and 2022

8. Concentration of Credit Risk

Financial instruments that potentially subject the School to concentrations of credit and market risk consist principally of cash and restricted cash on deposit with financial institutions, which from time to time may exceed the Federal Deposit Insurance Corporation ("FDIC") limit. The School does not believe that a significant risk of loss due to the failure of a financial institution presently exists. At June 30, 2023 and 2022, approximately \$5,093,000 and \$2,798,000 of cash was maintained with an institution in excess of FDIC limits.

9. Concentration of Revenue and Support

The School receives a substantial portion of its revenue and support from the New York City Department of Education ("NYCDOE"). For the years ended June 30, 2023 and 2022, the School received approximately 80% and 90% of its total revenue and support from the NYCDOE. If the charter school laws were modified, reducing or eliminating these revenues, the School's finances could be materially adversely affected.

10. Commitments

Operating Leases

On March 17, 2016, the School entered into an operating sub-sublease agreement with Boys and Girls Harbor, Inc. to sublease a portion of a building located at 1 East 104th Street, New York, New York for CP Harlem. The lease was amended several times to reflect changes in the rent rates and leased premises size. On March 16, 2022, the School renegotiated the sublease and the sublease expired on June 30, 2022. The School moved into new space upon expiration of the sublease.

On February 10, 2020, the School entered into an operating lease agreement with 755 Coop City LLC, to lease a building located at 755 Co-op City Boulevard, Bronx, NY 10475 for CP Bronx. The lease term commenced on July 1, 2020 and expired on December 31, 2022 with an option to extend the lease until June 30, 2023. On January 18, 2023, the agreement was amended to expire on June 30, 2026. Under the terms of the agreement, the School paid a security deposit in the amount of \$142,000.

On March 26, 2021, the School entered into an operating sublease agreement with FOCPHCS to lease a building located at 41 East 129th Street, New York, NY for CP Harlem. The lease term commenced on July 1, 2022 and expires on June 30, 2053, with two options to extend the lease for five years each. The School is a guarantor for the original lease agreement between FOCPHCS and the landlord. Effective July 1, 2022, CP Harlem moved into this new facility. Moving costs associated with this move amounted to \$201,099 for the year ended June 30, 2022. Under the terms of the agreement, the School paid a security deposit in the amount of \$1,000,000.

Capital Prep Charter Schools NY

Notes to Financial Statements June 30, 2023 and 2022

10. Commitments (*continued*)

Operating right of use assets are as follows for the year ended June 30, 2023:

	CP Harlem	CP Bronx	Total
Right of use assets - operating leases	\$ 71,284,480	\$ 6,312,157	\$ 77,596,637
Less: accumulated amortization	<u>(1,553,069)</u>	<u>(1,450,117)</u>	<u>(3,003,186)</u>
	<u>\$ 69,731,411</u>	<u>\$ 4,862,040</u>	<u>\$ 74,593,451</u>

Weighted average remaining lease term (years)	28.25
Weighted average discount rate	3.14%

Future minimum operating lease payments are as follows for years ending June 30:

	CP Harlem	CP Bronx	Total
2024	\$ 2,806,020	\$ 1,750,000	\$ 4,556,020
2025	2,862,140	1,750,000	4,612,140
2026	2,919,383	1,750,000	4,669,383
2027	2,977,771	-	2,977,771
2028	3,037,326	-	3,037,326
Thereafter	<u>99,232,201</u>	<u>-</u>	<u>99,232,201</u>
Total minimum lease payments	113,834,841	5,250,000	119,084,841
Present value discount	<u>(43,004,854)</u>	<u>(272,108)</u>	<u>(43,276,962)</u>
Present value of lease liabilities	70,829,987	4,977,892	75,807,879
Current portion	<u>(619,257)</u>	<u>(1,598,552)</u>	<u>(2,217,809)</u>
Lease liabilities, less current portion	<u>\$ 70,210,730</u>	<u>\$ 3,379,340</u>	<u>\$ 73,590,070</u>

Building and land rent/lease expense for the years ended June 30, 2023 and 2022 was \$5,307,066 and \$2,763,098. There were no variable or short-term lease costs for the year ended June 30, 2023.

Finance Lease

The School leases kitchen equipment under a finance lease that expired on August 31, 2023. The assets and liabilities under the finance lease are recorded at the present value of the minimum lease payments. The asset is being depreciated over its estimated useful life.

Following is a summary of finance lease right of use asset held under a finance lease, included in property and equipment within the accompanying statements of financial position at June 30:

	2023	2022
Furniture and fixtures	\$ 52,265	\$ 52,265
Accumulated depreciation	<u>(21,154)</u>	<u>(13,688)</u>
	<u>\$ 31,111</u>	<u>\$ 38,577</u>

Capital Prep Charter Schools NY

Notes to Financial Statements June 30, 2023 and 2022

10. Commitments (*continued*)

The future minimum lease payments are \$5,645 for the year ending June 30, 2024. Finance lease expense for each of the years ended June 30, 2023 and 2022 was \$7,646 and is included in depreciation and amortization expense within the accompanying statements of functional expenses.

11. Contingency

Certain grants and contracts may be subject to audit by the funding sources. Such audits might result in disallowances of costs submitted for reimbursement. Management is of the opinion that such cost disallowances, if any, will not have a material effect on the accompanying financial statements. Accordingly, no amounts have been provided in the accompanying financial statements for such potential claims.

* * * * *

Capital Prep Charter Schools NY

Supplementary Information

June 30, 2023

Capital Prep Charter Schools NY

Schedule of Activities by School Year Ended June 30, 2023

	CP Harlem	CP Bronx	Total
OPERATING REVENUE			
State and Local Per Pupil Operating Revenue			
General education	\$ 5,450,466	\$ 6,922,567	\$ 12,373,033
Special education	1,236,447	594,616	1,831,063
Lease assistance	1,614,931	1,748,317	3,363,248
Federal grants	1,946,492	1,641,989	3,588,481
Federal IDEA and E-Rate	250,788	62,842	313,630
State grants	36,947	11,049	47,996
Total Operating Revenue	<u>10,536,071</u>	<u>10,981,380</u>	<u>21,517,451</u>
EXPENSES			
Program Services			
Regular education	8,002,302	5,922,177	13,924,479
Special education	<u>3,401,414</u>	<u>1,349,239</u>	<u>4,750,653</u>
Total Program Services	11,403,716	7,271,416	18,675,132
Supporting Services			
Management and general	761,035	641,523	1,402,558
Fundraising	<u>2,041</u>	<u>1,903</u>	<u>3,944</u>
Total Expenses	<u>12,166,792</u>	<u>7,914,842</u>	<u>20,081,634</u>
 (Deficit) Surplus from Operations	 <u>(1,630,721)</u>	 <u>3,066,538</u>	 <u>1,435,817</u>
SUPPORT AND OTHER REVENUE			
Grants and contributions	172,000	-	172,000
Other revenue	<u>10,579</u>	<u>7,916</u>	<u>18,495</u>
Total Support and Other Revenue	<u>182,579</u>	<u>7,916</u>	<u>190,495</u>
 Change in Net Assets	 (1,448,142)	 3,074,454	 1,626,312
NET ASSETS, WITHOUT DONOR RESTRICTIONS			
Beginning of year	<u>4,431,050</u>	<u>1,473,856</u>	<u>5,904,906</u>
 End of year	 <u>\$ 2,982,908</u>	 <u>\$ 4,548,310</u>	 <u>\$ 7,531,218</u>

Capital Prep Charter Schools NY

Schedule of Functional Expenses - CP Harlem
Year Ended June 30, 2023

	No. of Positions	Program Services			Supporting Services		Total
		Regular Education	Special Education	Total	Management and General	Fundraising	
Personnel Services Costs							
Administrative staff personnel	6	\$ 488,513	\$ 122,402	\$ 610,915	\$ 161,432	\$ 762	\$ 773,109
Instructional personnel	33	1,495,348	955,542	2,450,890	-	-	2,450,890
Non-instructional personnel	5	349,575	119,328	468,903	-	-	468,903
Total Personnel Services Costs	44	2,333,436	1,197,272	3,530,708	161,432	762	3,692,902
 Fringe benefits and payroll taxes		482,420	247,527	729,947	33,375	158	763,480
Retirement		20,687	10,614	31,301	1,431	7	32,739
Management company fees		692,916	251,011	943,927	110,740	-	1,054,667
Legal services		-	-	-	90,193	-	90,193
Accounting/audit services		-	-	-	41,586	-	41,586
Other purchased/professional/consulting services		398,146	84,226	482,372	877	4	483,253
Building and land rent/lease		2,521,925	1,009,624	3,531,549	225,473	854	3,757,876
Repairs and maintenance		367,370	147,073	514,443	32,845	124	547,412
Insurance		34,007	13,614	47,621	3,040	12	50,673
Utilities		96,481	38,077	134,558	8,620	30	143,208
Supplies/materials		132,603	45,264	177,867	-	-	177,867
Equipment/furnishings		52,224	17,831	70,055	7,316	-	77,371
Staff development		51,599	17,613	69,212	4,357	-	73,569
Marketing/recruitment		27,836	12,648	40,484	1,268	6	41,758
Technology		151,615	77,793	229,408	10,489	50	239,947
Food services		256,668	87,614	344,282	-	-	344,282
Student services		86,429	29,503	115,932	-	-	115,932
Office expense		16,397	8,413	24,810	13,651	5	38,466
Depreciation and amortization		261,382	99,498	360,880	7,036	29	367,945
Other expenses		18,161	6,199	24,360	7,306	-	31,666
 Total Expenses		\$ 8,002,302	\$ 3,401,414	\$ 11,403,716	\$ 761,035	\$ 2,041	\$ 12,166,792

See independent auditors' report

Capital Prep Charter Schools NY

Schedule of Functional Expenses - CP Bronx
Year Ended June 30, 2023

	No. of Positions	Program Services			Supporting Services		Total
		Regular Education	Special Education	Total	Management and General	Fundraising	
Personnel Services Costs							
Administrative staff personnel	6	\$ 335,598	\$ 58,391	\$ 393,989	\$ 193,473	\$ 1,165	\$ 588,627
Instructional personnel	23	1,241,504	382,637	1,624,141	-	-	1,624,141
Non-instructional personnel	1	161,287	21,770	183,057	-	-	183,057
Total Personnel Services Costs	<u>30</u>	<u>1,738,389</u>	<u>462,798</u>	<u>2,201,187</u>	<u>193,473</u>	<u>1,165</u>	<u>2,395,825</u>
Fringe benefits and payroll taxes		312,869	81,432	394,301	34,750	-	429,051
Retirement		4,222	1,099	5,321	-	-	5,321
Management company fees		968,242	130,687	1,098,929	-	-	1,098,929
Legal services		-	-	-	40,428	-	40,428
Accounting/audit services		-	-	-	24,967	-	24,967
Other purchased/professional/consulting services		646,242	128,971	775,213	974	-	776,187
Building and land rent/lease		1,050,327	306,550	1,356,877	191,779	534	1,549,190
Repairs and maintenance		291,817	85,170	376,987	53,283	148	430,418
Insurance		17,822	5,201	23,023	3,254	9	26,286
Utilities		95,280	27,724	123,004	20,306	47	143,357
Supplies/materials		83,352	11,250	94,602	-	-	94,602
Staff development		16,390	2,212	18,602	-	-	18,602
Marketing/recruitment		35,821	7,251	43,072	2,114	-	45,186
Technology		87,490	22,771	110,261	9,588	-	119,849
Food services		272,156	36,734	308,890	-	-	308,890
Student services		136,897	18,478	155,375	-	-	155,375
Office expense		14,502	3,775	18,277	39,630	-	57,907
Depreciation and amortization		150,359	17,136	167,495	-	-	167,495
Other expenses		-	-	-	26,977	-	26,977
Total Expenses		<u>\$ 5,922,177</u>	<u>\$ 1,349,239</u>	<u>\$ 7,271,416</u>	<u>\$ 641,523</u>	<u>\$ 1,903</u>	<u>\$ 7,914,842</u>

Capital Prep Charter Schools NY

Uniform Guidance
Schedules and Reports

June 30, 2023

Capital Prep Charter Schools NY

Schedule of Expenditures of Federal Awards Year Ended June 30, 2023

Federal Grantor/Pass-Through Grantor/ Program or Cluster Title	Federal Assistance Listing Number	Pass-Through Entity Identifying Number	Provided to Subrecipients	Total Federal Expenditures
<u>U.S. Department of Agriculture</u>				
Pass-Through New York State Education Department:				
<i>Child Nutrition Cluster:</i>				
School Breakfast Program	10.553	Not available	\$ -	\$ 174,810
National School Lunch Program	10.555	Not available	-	586,911
COVID-19 - Supply Chain Assistance Funds	10.555	Not Available	-	30,433
Total Child Nutrition Cluster			-	792,154
Total U.S. Department of Agriculture			-	792,154
<u>U.S. Department of Education</u>				
Pass-Through New York State Education Department:				
Title I Grants to Local Educational Agencies	84.010	0021-22-5295	-	17,536
Title I Grants to Local Educational Agencies	84.010	0021-23-5295	-	205,090
Title I Grants to Local Educational Agencies	84.010	0021-22-5640	-	164,449
			-	387,075
Charter Schools	84.282	0089-22-1026	-	14,689
Supporting Effective Instruction State Grants (Formerly Improving Teacher Quality State Grants)	84.367	0147-23-5295	-	16,519
Supporting Effective Instruction State Grants (Formerly Improving Teacher Quality State Grants)	84.367	0147-23-5640	-	20,107
			-	36,626
Student Support and Academic Enrichment Program	84.424	0204-23-5295	-	18,016
Student Support and Academic Enrichment Program	84.424	0204-23-5640	-	10,000
			-	28,016
COVID-19 Education Stabilization Fund/Elementary and Secondary School Emergency Relief Fund	84.425D	5890-21-5640	-	19,328
COVID-19 Education Stabilization Fund/Elementary and Secondary School Emergency Relief Fund II	84.425D	5891-21-5295	-	411,620
COVID-19 Education Stabilization Fund/Elementary and Secondary School Emergency Relief Fund II	84.425D	5891-21-5640	-	365,950
COVID-19 Education Stabilization Fund/Elementary and Secondary School Emergency Relief Fund ARP	84.425U	5880-21-5295	-	731,434
COVID-19 Education Stabilization Fund/Elementary and Secondary School Emergency Relief Fund ARP	84.425U	5880-21-5640	-	647,714
			-	2,176,046
Total U.S. Department of Education			-	2,642,452
<u>Federal Communications Commission</u>				
Pass-Through Universal Service Administrative Company:				
COVID-19 Emergency Connectivity Fund Program	32.009	not available	-	153,875
Total Expenditures of Federal Awards			\$ -	\$ 3,588,481

See independent auditors' report and notes to schedule of expenditures of federal awards

Capital Prep Charter Schools NY

Notes to Schedule of Expenditures of Federal Awards Year Ended June 30, 2023

1. Basis of Presentation

The accompanying schedule of expenditures of federal awards (the "Schedule") includes the federal award activity of Capital Prep Charter Schools NY (the "School"), under programs of the federal government for the year ended June 30, 2023. The information in this Schedule is presented in accordance with the requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Because the Schedule presents only a selected portion of the operations of the School, it is not intended to and does not present the financial position, changes in net assets or cash flows of the School.

2. Summary of Significant Accounting Policies

Expenditures reported on the Schedule are reported on the accrual basis of accounting. Such expenditures are recognized following the cost principles contained in the Uniform Guidance, wherein certain types of expenditures are not allowable or are limited as to reimbursement.

3. Indirect Cost Rate

The School has elected not to use the 10-percent de minimis indirect cost rate allowed under the Uniform Guidance.



Report on Internal Control Over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance With Government Auditing Standards

Independent Auditors' Report

**Board of Trustees
Capital Prep Charter Schools NY**

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Capital Prep Charter Schools NY (the "School") (a nonprofit organization), which comprise the statement of financial position as of June 30, 2023, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated October 24, 2023.

Report on Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the School's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses or significant deficiencies may exist that were not identified.

Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the organization's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the organization's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.



Harrison, New York
October 24, 2023

**Report on Compliance for Each Major Federal Program and Report on Internal Control
Over Compliance Required by the Uniform Guidance**

Independent Auditors' Report

**Board of Trustees
Capital Prep Charter Schools NY**

Report on Compliance for Each Major Federal Program

Opinion on Each Major Federal Program

We have audited Capital Prep Charter Schools NY's (the "School") compliance with the types of compliance requirements identified as subject to audit in the OMB *Compliance Supplement* that could have a direct and material effect on each of the School's major federal programs for the year ended June 30, 2023. The School's major federal programs are identified in the summary of auditors' results section of the accompanying schedule of findings and questioned costs.

In our opinion, the School complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2023.

Basis for Opinion on Each Major Federal Program

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Our responsibilities under those standards and the Uniform Guidance are further described in the Auditors' Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of the School and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion on compliance for each major federal program. Our audit does not provide a legal determination of the School's compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules, and provisions of contracts or grant agreements applicable to the School's federal programs.

Auditors' Responsibilities for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on the School's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards, *Government Auditing Standards*, and the Uniform Guidance will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about the School's compliance with the requirements of each major federal program as a whole.

In performing an audit in accordance with generally accepted auditing standards, *Government Auditing Standards*, and the Uniform Guidance, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the School's compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.
- Obtain an understanding of the School's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

Report on Internal Control Over Compliance

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the Auditors' Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

[REDACTED]

Harrison, New York
October 24, 2023

Capital Prep Charter Schools NY

Schedule of Findings and Questioned Costs Year Ended June 30, 2023

Section I - Summary of Auditors' Results

Financial Statements

Type of report the auditor issued on whether the financial statements audited were prepared in accordance with U.S. GAAP:

Unmodified

Internal control over financial reporting:

Material weakness(es) identified?

_____ yes X no

Significant deficiency(ies) identified?

_____ yes X none reported

Noncompliance material to the financial statements noted?

_____ yes X no

Federal Awards

Internal control over major federal programs:

Material weakness(es) identified?

_____ yes X no

Significant deficiency(ies) identified?

_____ yes X none reported

Type of auditors' report issued on compliance for major federal programs:

Unmodified

Any audit findings disclosed that are required to be reported in accordance with 2 CFR 200.516(a)?

_____ yes X no

Identification of major federal programs:

Federal Assistance Listing Number(s)

Name of Federal Program or Cluster

10.553

10.555

10.555

84.425D

84.425D

84.425U

Child Nutrition Cluster:

School Breakfast Program

National School Lunch Program

COVID-19 - Supply Chain Assistance Funds

COVID-19 Education Stabilization Fund/Elementary

and Secondary School Emergency Relief Fund

COVID-19 Education Stabilization Fund/Elementary

and Secondary School Emergency Relief Fund II

COVID-19 Education Stabilization Fund/Elementary

and Secondary School Emergency Relief Fund ARP

Dollar threshold used to distinguish between Type A and Type B programs:

\$750,000

Auditee qualified as low-risk auditee?

X yes _____ no

Section II – Financial Statement Findings

During our audit, we noted no material findings for the year ended June 30, 2023.

Section III – Federal Award Findings and Questioned Costs

During our audit, we noted no material instance of noncompliance and none of the costs tested which were reported in the federal financially assisted programs are questioned or recommended to be disallowed.

Section IV – Prior Year Findings

There were no findings in the prior year.



CAPITAL PREPARATORY
BRONX
CHARTER SCHOOL

FY 23-24 Adopted Budget
Board of Trustees
June 12, 2023





BUDGET DEVELOPMENT FY 2023-24

	2022-23 Adopted		2023-24 Adopted		
	FTE	Budget	FTE	Budget	Change
REVENUE					
State and Local Funding					
4001 Per Pupil General Education	400	\$ 6,843,865	490	\$ 8,926,330	\$ 2,082,465
4002 Per Pupil Special Education	45	558,248	50	641,935	83,687
4005 NYSTL (Non-Cash)		13,114		11,049	(2,065)
4008 State Grants - Facilities Assistance		1,750,000		1,750,000	-
Total State Funding		\$ 9,165,227		\$ 11,329,314	\$ 2,164,087
Federal Funding					
4101 IDEA		\$ 25,597		\$ 28,435	\$ 2,838
4102 Title I		115,050		165,448	\$ 50,398
4103 Title II A		15,986		20,107	4,121
4104 Title V		10,000		10,000	-
4105 Federal NSLBP (School Food Program)		236,582		336,430	99,848
4106 E-Rate		20,000		26,652	6,652
4109 CRRSA ESSER		177,624		-	(177,624)
4109 CRRSA ESSER - Carryover		188,766		-	(188,766)
4110 ARP ESSER		442,579			(442,579)
4111 ARP ESSER - Carryover		197,249			(197,249)
Total Federal Funding		\$ 1,429,433		\$ 587,072	\$ (842,361)
Contributions, Donations, Fundraising and Other					
4301 Fundraising		10,000		-	(10,000)
Total Local and Other Funding		\$ 10,000		\$ -	\$ (10,000)
TOTAL REVENUE	400	\$ 10,604,660	490	\$ 11,916,385	\$ 1,311,726
EXPENDITURES					
Personnel					
School Administrative Personnel					
5001 Instructional Management	3.0	\$ 388,651	3.6	518,224	\$ 129,573
5002 Non-Instructional Management	1.0	116,480	1.0	121,139	4,659
5003 Operations and Business	3.0	162,400	3.0	176,696	14,296
Total School Administrative Personnel	7.0	667,531	7.6	816,059	148,528
Instructional Personnel					
5101 Illuminators - Regular	17.0	\$ 1,331,330	22.0	1,743,506	412,177
5102 Illuminators - Special Education/Intervention	8.0	714,764	8.6	773,523	58,759
5103 Illuminators - Specials	5.0	352,359	6.0	417,871	65,512
5104 Saturday School/ExtraDuty/Summer School		48,048		68,048	20,000
5105 Substitutes	4.0	193,720	5.0	254,000	60,280
5105 Jr. Illuminators - Reg	4.0	207,690	5.0	256,032	48,342
5107 Social Workers and Counselors	2.0	162,931	2.0	193,118	30,187
5108 Instructional Coach	1.0	93,600	-	-	(93,600)
5112 Illuminator - ESL	1.0	92,123	1.0	95,808	3,685
5251 Instructional Stipends		16,500		16,500	-
Total Instructional Personnel	42.0	3,213,065	49.6	3,818,407	605,342



BUDGET DEVELOPMENT FY 2023-24

	2022-23 Adopted		2023-24 Adopted		
	FTE	Budget	FTE	Budget	Change
Non-Instructional Personnel					
5203 Facilities	1.0	\$ 81,713	1.0	70,000	(11,713)
5204 Food Service	2.0	72,240	2.0	83,200	10,960
5207 Athletic Directors and Coaches		41,600	1.0	155,000	113,400
5253 Non-Instructional Stipends		3,120		3,120	-
Total Non-Instructional Personnel	3.0	\$ 198,673	4.0	\$ 311,320	\$ 112,647
Total Payroll Taxes and Employee Benefits		\$ 988,381		\$ 1,141,940	\$ 153,560
Total Personnel Expenses	52.0	\$ 5,067,649	61.2	\$ 6,087,726	\$ 1,020,077
EXPENDITURES					
Non-Personnel Expenses					
Professional Services and Contracts					
6001 Accounting and Audit		\$ 25,000		\$ 33,008	8,008
6002 Legal Services		30,000		33,504	3,504
6005 Payroll Services		25,678		28,269	2,591
6006 CPS Management Services		1,059,466		1,191,639	132,173
6009 Substitute Services		137,280		129,000	(8,280)
6010 Other Professional Services		77,500		39,500	(38,000)
Total Professional Services and Contracts		\$ 1,354,924		\$ 1,454,919	\$ 99,995
Instructional Supplies and Materials					
6201 Classroom Supplies and Materials		\$ 83,862		\$ 83,862	-
6204 Nursing Supplies		5,000		5,000	-
6500 COVID Supplies		10,000			(10,000)
6301 Textbooks and Workbooks		121,977		121,977	-
6302 NYSTL		13,114		11,049	(2,065)
6601 Student Testing and Assessments		10,000		12,250	2,250
Total Instructional Supplies & Materials		\$ 243,953		\$ 234,138	\$ (9,815)
Student Services					
6701 Field Trips		\$ 8,000		\$ 10,000	2,000
6702 Assemblies and Programs		16,000		17,350	1,350
6801 Food Services		259,757		341,177	81,420
6902 Uniforms		10,000		10,000	-
6904 Student Transportation		20,000		44,629	24,629
6905 Other Student Services		20,000		30,650	10,650
6906 Student Incentives		10,000		12,250	2,250
6907 Athletic Supplies and Equipment		62,907		96,407	33,500
Total Student Services		\$ 406,664		\$ 562,463	\$ 155,799
Office Supplies & Expenses					
7001 Office Supplies		\$ 30,000		\$ 36,750	6,750
7002 Printing and Copying		8,000		8,000	-
7003 Postage and Shipping		1,000		1,000	-
Total Office Supplies and Expenses		\$ 39,000		\$ 45,750	\$ 6,750



BUDGET DEVELOPMENT FY 2023-24

	2022-23 Adopted		2023-24 Adopted		
	FTE	Budget	FTE	Budget	Change
Equipment and Furniture (Non-Cap)					
7101 Leased Equipment		\$ 28,472		\$ 30,183	1,711
7103 Furniture		230,000		25,000	(205,000)
7104 Equipment Repairs and Maintenance		2,000		2,000	-
Total Equipment and Furniture (Non-Cap)		\$ 260,472		\$ 57,183	\$ (203,289)
Telecommunications & Technology					
7201 Telephone and Fax		\$ 14,400		\$ 11,076	(3,324)
7301 Internet		29,280		34,512	5,232
7302 Technology Services		73,160		82,360	9,200
7303 Equipment (Non-Cap)		165,000		78,000	(87,000)
7304 Software (Non-Cap)		11,224		17,865	6,641
Total Telecommunications & Technology		\$ 293,064		\$ 223,813	\$ (69,251)
Development & Recruitment					
7401 Administrative Staff		\$ 5,000		\$ 5,000	-
7402 Instructional Staff		56,000		62,000	6,000
7404 Teacher Appreciation		10,000		10,000	-
7501 Job Postings and Career Fairs		48,000		54,936	6,936
7502 Student Recruitment and Marketing		20,000		20,000	-
Total Development & Recruitment		\$ 139,000		\$ 151,936	\$ 12,936
Other Miscellaneous Expenses					
7700 Staff Local Travel		\$ 500		\$ 500	-
7802 Dues and Memberships		12,950		11,120	(1,830)
Total Other Miscellaneous Expenses		\$ 13,450		\$ 11,620	\$ (1,830)
Facility Operations and Insurance					
8001 General Liability, Umbrella and D&O		\$ 30,000		\$ 27,863	(2,137)
8101 Facility Lease and Rentals		1,750,000		2,250,000	500,000
8102 Utilities		124,008		146,640	22,632
8103 Repairs and Maintenance		94,488		125,895	31,407
8104 Janitorial Services		153,398		128,898	(24,500)
8108 Security & Alarm Monitoring		105,600		126,208	20,608
Total Facility Operations & Insurance		\$ 2,257,494		\$ 2,805,504	\$ 548,010
Depreciation and Reserves					
9999 Contingency/Reserve		528,990		281,334	(247,656)
Total Depreciation & Contingency Reserve		\$ 528,990		\$ 281,334	\$ (247,656)
Total Non-Personnel Expenses		\$ 5,537,010		\$ 5,828,659	\$ 291,649
TOTAL EXPENDITURES - OPERATING BUDGET	52.0	\$ 10,604,660	61.2	\$ 11,916,385	\$ 1,311,726

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

Trustee Name:

Danique Day

Name of Charter School Education Corporation:

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

Academic Cmte Chair

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation? **No**

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

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

No

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

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

No

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

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

Yes

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date. **PAST- Served as Asst Sup. from May 2020-May 2021 \$180,000.**

Page 2 of 5

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

None

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

7. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please

identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, check **None**.

None

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

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

Business Telephone: 347 464 7600

Business Address: 205 Rockaway Pkwy BK NY 11213

E-mail Address: daniquedayloving@gmail.com

Home Telephone: 646 320 4694

Home Address: 1005 Mitchel Field Way Garden City NY 11530



Signature Date August 1 2023

Acceptable signature formats include:

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

last revised 04/2022

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

Trustee Name:

Name of Charter School Education Corporation:

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

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

Yes No

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

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

Yes No

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

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

Yes No

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

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

Yes No

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

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

None

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

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

None

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

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Business Telephone:

Business Address:

[REDACTED]

E-mail Address:

Home Telephone:

Home Address:

[REDACTED]

[REDACTED]

Signature

7/31/23

Date

Acceptable signature formats include:

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

last revised 04/2022

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

Trustee Name:

Derek Ferguson

Name of Charter School Education Corporation:

Capital Prep NY

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

None currently
Board chair previously

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

☐ Yes ☒ No

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

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

☐ Yes ☒ No

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

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

☐ Yes ☒ No

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

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

☐ Yes ☒ No

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

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

☒ **None**

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

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

☒ **None**

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

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Business Telephone:

[Redacted]

(800) 878-8787

Business Address:

[Redacted]

150 Main St.

E-mail Address:

[Redacted]

0

Home Telephone:

[Redacted]

0

Home Address:

[Redacted]

0

[Redacted]

0

Signature

Date

7/31/23

Acceptable signature formats include:

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- Print form, manually sign, scan to PDF

last revised 04/2022

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

Trustee Name:

James K. Stovall

Name of Charter School Education Corporation:

Capital Prep NY Charter School

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

chair person

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

☐ Yes ☒ No

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

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

☐ Yes ☒ No

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

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

☐ Yes ☒ No

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

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

☐ Yes ☒ No

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

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

☒

None

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

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

☒ **None**

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

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Business Telephone:

Business Address:

E-mail Address:

Home Telephone:

Home Address:

Signature

Date

7/27/23

Acceptable signature formats include:

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last revised 04/2022



Board of Trustees Agenda
July 25, 2022
VIRTUAL
5:30 p.m.

A meeting of the Board of Trustees (the “Board”) of Capital Prep Charter Schools NY (the “School”) was held on July 25, 2022. The meeting was called to order at 5:52 pm.

Trustees:

James Stovall (JS) - present virtually (6:00pm)
Dr. Steve Perry (SP) - present virtually
Derek Ferguson (DF) - present virtually
Tarik Brooks (TB) - present virtually
Danique Day (DD) - not present
Asuncion Hostin (AH) - not present
Rochelle Brown (RB) - present virtually
Baye Adofo-Wilson (BAW) - present virtually

Others Present:

Paula Altieri (PA)
Richard Beganski, Jr. (RBjr)
Isaiah Brown (IB)
Jill Cutler Hodgman (JCH)
Kieryn de Yoe (KDY)
Anthony De Luca (ADL)
Laurie Gonzalez (LG)
Marjorie Purdee-Iglio (MI)
Jennifer Jordan (JJ)
Andrew Noble (AN)
Ivette Rizza (IR)
Cliff Schneider (CS) - joined at 6:15 pm
Patrick East (public) - joined 6:36 pm

Six (6) trustees were in attendance by video conference and were present throughout the meeting except as noted; therefore, there was a quorum for the transaction of business at the meeting.

I. Call to order

DF called the meeting to order at 5:52 pm

II. Adoption of Agenda

A motion to approve the agenda for the Board meeting was made by SP, seconded by BAW, and unanimously approved.

III. Approval of the [Minutes](#) from the June 27, 2022, Capital Prep Charter Schools NY Board Meeting

A motion to approve the Minutes from the June 27, 2022, Board meetings was made by BAW, seconded by TB, and unanimously approved.

IV. Board Governance

- A. [CMO Evaluation](#) update (due June 30, 2022) - hold on that for now without JS
- B. Election of Treasurer - Board identified that the position was vacant with the departure of MC. Several members were recommended for the role.
- C. Review of Committee Assignments - HOLD
- D. Committee Reports (if any)
- E. Approve the [resolution](#) that the number of Trustees be fixed at eight (8)

A motion to approve the resolution regarding that the number of trustees be fixed at eight (8) was made by DF, seconded by BAW, and unanimously approved.

- F. [Financial Disclosure Form](#) due before the end of the month to KS.
- G. Next meeting confirmation - August 8, 2022

SP and the Board reviewed important dates, vacancies, leadership training, etc.

V. New Business

- A. Approval of [letter of intent](#) for long-term lease at 755 Co-Op City Blvd. ([resolution](#))
IR reviewed the need for the additional space.

Board engaged in robust discussion about the LOI and what the LOI covers.

CS provided background and answered questions. This proposal is non-binding agreement and is intended only as a mutual expression of Landlord and Tenant's desire to negotiate in good faith with the intent of entering into a mutually satisfactory Lease, and no clause shall be legally binding unless and until Lease is executed and delivered by the parties. CS noted that there are no real estate taxes for a 31 year lease, the next step will be the lease execution, and the Board could terminate if Bronx charter did not survive.

A motion to approve the resolution related to the letter of intent for 755 Co-Op City Blvd was made by TB, seconded by SP, and unanimously approved.

B. Approval of [revised resolution](#) related to Charter Technology Solutions (CTS Low Voltage Wiring) ([quote for additional work](#))

ADL - presented additional cost for additional drops to have security cameras. Increasing the cost of the original resolution.

A motion to approve the revised resolution related to Charter Technology Solutions (revised CTS Low Voltage Wiring) was made by DF, seconded by SP, and unanimously approved.

VI. Reports/Updates

A. School Reports ([Capital Prep Harlem](#) & [Capital Prep Bronx](#))

Each school reviewed current enrollment and waitlist data including the distribution of scholars in each grade. They also reviewed plans for academics, staffing needs, testing feedback and planning, sports offerings, and more.

VII. Public Comments

No public comment

VIII. Executive Session (if any)

IX. Adjournment

A motion to adjourn the meeting was made at 6:45 pm by DF, seconded by BAW, and unanimously approved



Board of Trustees Minutes

November 14, 2022

Virtual

5:30 p.m.

[https://zoom.us/meeting/register/tjEpfu6orzoiE9Ps_QqA/Zc-YB-24hnb0SBC](https://zoom.us/join/zoom/register/tjEpfu6orzoiE9Ps_QqA/Zc-YB-24hnb0SBC)

A meeting of the Board of Trustees (the “Board”) of Capital Prep Charter Schools NY (the “School”) was held on November 14, 2022. The meeting was called to order at 5:37 pm.

Trustees:

James Stovall (JS) - present via videoconference
Dr. Steve Perry (SP) - present via video conference
Derek Ferguson (DF) - present via videoconference
Tarik Brooks (TB) - present via videoconference
Danique Day (DD) - not present
Asuncion Hostin (AH) - not present
Rochelle Brown (RB) - not present
Baye Adofo-Wilson (BAW) - present by videoconference

Others Present:

Paula Altieri (PA)
Rich Beganski (RB)
Simone Brooks (SB)
Isaiah Brown (IB)
Tammy Casille (TC)
Jay Corbin (JC)
Kiernyn De Yoe (KYD)
Vijay Giles (VG)
Jill Cutler Hodgman (JCH)
Angela Logan (AL)
Anthony De Luca (ADL)
Jennifer Feigenbaum (JF)
Laurie Gonzalez (LG)
Katherine Martinez (KM)
Marjorie Purdee-Iglio (MI) (joined 5:39 pm)
Jennifer Jordan (JJ)
Andrew Noble (AN) (joined at 5:44 pm)
Gus Saliba (Auditor) (joined at 6:00 pm and left at 6:43 pm)
Cliff Schneider (CS)
Michael Seabrook (MB)

Kashani Stokley (KS)
Scott Wojnarowicz (SW)

Five (5) trustees were in attendance by video conference and were present throughout the meeting except as noted; therefore, there was a quorum for the transaction of business at the meeting.

I. Call to order

[Board opening statement](#)

JS called the meeting to order at 5:37 pm

II. Adoption of Agenda

A motion to approve the agenda for the Board meeting was made by DF, seconded by TB, and unanimously approved.

III. Approval of the [Minutes](#) from the October 17, 2022, Capital Prep Charter Schools NY Board Meeting

A motion to approve the minutes from the October 17, 2022, Board meetings was made by SP, seconded by BAW, and unanimously approved.

IV. Audit Wrap Up

A. [CPCSNY FST & Management Letter FYE 6/30/2022](#)

This item was taken out of order after principal reports. Gus Saliba (auditor) presented the audit findings. He reviewed the strength of the audit and the team (PA and AN). He also noted the problems charter schools are facing across New York with the worst turnover he has seen in serving charters for 18 years.

The Board and leadership team acknowledged PA and team and the operations team at the schools.

V. New Business (if any)

There was no new business.

VI. Board Governance

A. Election of Treasurer

JS indicated that this should be held for a future meeting.

B. Review of Committee Assignments ([CPCSNY Schools Fact Sheet](#))

JS indicated that this should be held for a future meeting.

C. Committee Reports (if any)

JS indicated that this should be held for a future meeting.

- D. Next meeting confirmation - December 12, 2022 (Capital Prep Bronx if not virtual by Covid exception)

The Board reviewed the date and discussed the need to focus on a deeper academic dive - perhaps in person.

VII. Reports/Updates

- A. [Finance Report](#)

PA presented the financial report for the period ending September 30, 2022. PA noted the challenges with enrollment and the impact to the funding. While the school has considerable reserves, she suggested waiting to see where the school is upon reviewing monthly financial reports.

The Board actively engaged in the financial conversation and the approach to investing in the school during this challenging time.

- B. School Reports ([Capital Prep Harlem](#) & [Capital Prep Bronx](#))
([Harlem Dashboard](#) & [Bronx Dashboard](#))

IB reviewed enrollment (408 scholars as of the meeting). He also reviewed the academic data that the Board requested, which is linked to the principal's report.

The Board asked for additional data for purposes of comparison.

IB also reviewed the current focus on illuminator observations, the illuminator of the month, the professional development implementation (TLAC), sports updates, and community highlights.

MPI reviewed the current report for Capital Prep Harlem, including enrollment at 367 scholars. The school is still accepting students. Administration is meeting new scholars and engaging on their experience in joining the schools. MPI highlighted that seniors have attended college fairs and received acceptances. The schools noted that their transcripts were impressive, they were present and looked sharp in their uniforms, and provided great scholarships. In total, 12 of 29 were accepted to college/university and 7 have received more than one acceptance. The school and CMO support the families in the process by reviewing FAFSA, Naviance, etc. during monthly town hall sessions.

The school is supporting a mentorship program for scholars. Specifically the 6-12 grade girls are going with teams to the recent black panther movie. Also, the principal is engaging with families and scholars with live video messages.

College classes have started for 9th and 10th grade with Saturday academies (astronomy, accounting and computer science). Also, growth and achievement band scholars are invited for Saturday academies. For the upperclassmen, they are waiting for grades and will be enrolling in the

spring semester shortly. Mock Regents are also planned to help be ready for these tests. The school is reinstituting dean's list and honor roll to reward exceptional academic achievement.

Currently, the school is building the environment and morale and is engaging the community and families with special events, including a Thanksgiving meal.

SP acknowledged that the school is facing low test scores and real challenges. We own the under performance. We have made significant changes to the organization and a cultural shift is underway. His confidence comes from the strength of the model and the team. We work with scholars who are coming even further behind than the district. Despite our challenges, all of the seniors got into college.

JS acknowledged the dedication and leadership and also the realities of accountability. Several Board members discussed the need to take a deeper dive into academics and requested certain data be compiled for their review.

VIII. Public Comments

There was no public comment.

IX. Executive Session (if any)

X. Adjournment

A motion to adjourn the meeting was made at 7:04 pm by BAW, seconded by TB, and unanimously approved.



Board of Trustees Agenda

August 29, 2022

VIRTUAL

5:30 p.m.

A meeting of the Board of Trustees (the “Board”) of Capital Prep Charter Schools NY (the “School”) was held on August 29, 2022. The meeting was called to order at 5:40 pm.

Trustees:

James Stovall (JS) - present virtually

Dr. Steve Perry (SP) - present virtually

Derek Ferguson (DF) - present virtually

Tarik Brooks (TB) - present by telephone

Danique Day (DD) - present virtually (absent from 5:50 pm to 5:57 pm but was present for all votes)

Asuncion Hostin (AH) - not present

Rochelle Brown (RB) - not present

Baye Adofo-Wilson (BAW) - not present

Others Present:

Paula Altieri (PA)

Richard Beganski, Jr. (RBjr)

Simone Brooks (SB)

Isaiah Brown (IB)

Tammy Cassile (TC)

Dolores Concepcion (DC)

Jayson Corbin (JC)

Vijay Giles (VG)

Jill Cutler Hodgman (JCH)

Angela Logan (AL)

Anthony De Luca (ADL)

Laurie Gonzalez (LG)

Marjorie Purdee-Iglio (MI)

Jennifer Jordan (JJ)

Andrew Noble (AN)

Ivette Rizza (IR)

Scott Wojnarowicz (SW)

Cliff Schneider (CS)

Keisha Dent (KD)

LaToya Marc (LM)

Five (5) trustees were in attendance by video conference/phone and were present throughout the meeting except as noted; therefore, there was a quorum for the transaction of business at the meeting.

I. Call to order

JS called the meeting to order at 5:40 pm

II. Adoption of Agenda

A motion to approve the agenda for the Board meeting was made by DF, seconded by SP, and unanimously approved.

III. Approval of the [Minutes](#) from the July 25, 2022, Capital Prep Charter Schools NY Board Meeting

A motion to approve the Minutes from the July 25, 2022, Board meetings was made by SP, seconded by DF, and unanimously approved.

IV. New Business

A. Approval of [resolution](#) regarding [About U Outreach SAT program](#)

SP discussed the program and the service in the past.

A motion to approve the resolution related to the About U Outreach SAT program was made by DF, seconded by DD, and unanimously approved.

V. Board Governance

A. [CMO Evaluation](#) update (due June 30, 2022)

JS stated that he will meet with SP to review the working draft.

B. Election of Treasurer

JS we will keep it on the agenda for next month. He will reach out to individuals who may be interested.

C. Review of Committee Assignments

1. Executive Committee - Board Chair to create,
2. Real Estate Committee – _____, Steve Perry, Derek Ferguson, & Ivette Rizza
3. Marketing Recruiting – _____, DOO pending, Dolores Concepcion, someone from Combs TBD
4. Finance and Audit Committee – **Derek Ferguson**, _____, Tarik Brooks, & Paula Altieri
5. Parent Outreach – _____, Marjorie Purdee-Iglio, Isaiah Brown
6. Curriculum & Academics – **Daniqué Day**, Danita Jones
7. Fundraising & Development – _____, Dolores Concepcion, LaToya Marc

****REMINDER:** Committee meetings are subject to FOIL and Open Meetings Laws
Chairs of committees are in bold.

JS will reach out to Board members to determine interest.

D. Committee Reports (if any)

There were no committee reports.

E. [Financial Disclosure Form](#) -

DD, RB and BAW are still outstanding.

F. Next meeting confirmation - September 12, 2022

All present members checked calendars for the next meeting.

VI. Reports/Updates

A. School Reports ([Capital Prep Harlem](#) & [Capital Prep Bronx](#))
[Harlem Dashboard](#) & [Bronx Dashboard](#)

Capital Prep Harlem

MPI reviewed the first day of school and move to the new building. She also reviewed the principal report.

AL discussed the opportunities for outreach with the neighbors and community in the new location.

SP discussed the aggressive quitting, throughout NYC, including Capital Prep.

JS, PA and SP reviewed the impact of enrollment and vacancies and the approach the school was taking.

Capital Prep Bronx

IB discussed the enrollment total of 409 and by grade level.

IB also reviewed the first week with new scholars and the priorities of the families who are quite proactive regarding uniform compliance. The school is also working on getting scholars to school on time.

IB also introduced the new leadership team members and discussed the readiness for the year.

B. [Financial Report](#)

AN provided year-end financial report. There was a discussion about accounting practices and review of specific lines.

C. Report on [Relocation Stipend and PR Recruitment Strategy](#)

IR and SP reviewed the recruiting strategy and the newly implemented relocation stipend to support new staff who move over 250 miles to work at the school. The specific design of the stipend was reviewed in detail.

DF engaged about how this Puerto Rico strategy may be used to help with ENL goals.

VII. Public Comments

There was no public comment.

VIII. Executive Session (if any)

IX. Adjournment

A motion to adjourn the meeting was made at 6:59 pm by SP, seconded by DF, and unanimously approved.



Board of Trustees Minutes

January 9, 2023

Virtual

5:30 p.m.

[https://zoom.us/meeting/register/tjEpfu6orzoiE9Ps_QqA/Zc-YB-24hnb0SBC](https://zoom.us/join/zoom/register/tjEpfu6orzoiE9Ps_QqA/Zc-YB-24hnb0SBC)

A meeting of the Board of Trustees (the “Board”) of Capital Prep Charter Schools NY (the “School”) was held on January 9, 2023. The meeting was called to order at 6:10 pm.

Started with school reports 5:45 with school reports

Quorum Achieved -

Trustees:

James Stovall (JS) - present via videoconference
Dr. Steve Perry (SP) - present via video conference
Derek Ferguson (DF) - present via videoconference
Tarik Brooks (TB) - not present
Danique Day (DD) - present via videoconference
Asuncion Hostin (AH) - not present
Rochelle Brown (RB) - not present
Baye Adofo-Wilson (BAW) - present by videoconference

Others Present:

Paula Altieri (PA) by telephone
Simone Hartley (SB)
Taalib Brown (TB)
Isaiah Brown (IB)
Tammy Casille (TC)
Riquel Coleman (RC)
Shenique Coston (SC)
Kieryn De Yoe (KYD)
Vijay Giles (VG)
Jill Cutler Hodgman (JCH)
Angela Logan (AL)
Anthony De Luca (ADL)
Marjorie Purdee-Iglio (MI)
Andrew Noble (AN)
Cliff Schneider (CS)
Michael Seabrook (MB)

Five (5) trustees were in attendance by video conference and were present throughout the meeting except as noted; therefore, there was a quorum for the transaction of business at the meeting.

I. Call to order

[Board opening statement](#)

JS called the meeting to order at 6:10 pm

II. Adoption of Agenda

A motion to approve the agenda for the Board meeting was made by BAW, seconded by SP, and unanimously approved.

III. Approval of the [Minutes](#) from the November 14, 2022, Capital Prep Charter Schools NY Board Meeting (the meeting from December was canceled)

A motion to approve the minutes from the November 14, 2022, Board meeting was made by SP, seconded by BAW, and unanimously approved.

IV. New Business (if any)

A. Extension of lease for Capital Prep Bronx ([755 COOP CITY LLC](#))

CS provided an update on the space in the Bronx and the context for the three-year lease.

The Board engaged in a discussion about implications for space and the terms of the extension, including the healthy waiting list for the school and the inability to accommodate the planned growth given the landlord's change of heart.

A motion to approve the extension of the lease for Capital Prep Bronx was made by DF, seconded by BAW, and unanimously approved.

V. Board Governance

JS held over the items, A, B, and C.

A. Election of Treasurer

B. Review of Committee Assignments ([CPCSNY Schools Fact Sheet](#))

C. Committee Reports (if any)

D. Next meeting confirmation - February 13, 2023 (in person in the Bronx if not virtual due to another extension of the Covid exemption)

The Board members confirmed the date.

VI. Reports/Updates

A. [Financial Report](#)

AN presented the financial report for the period ending November 30, 2022.

The Board engaged regarding cash on hand broken out by school.

B. School Reports ([Capital Prep Harlem](#) & [Capital Prep Bronx](#)) [Harlem Dashboard](#) & [Bronx Dashboard](#)

IB presented the school report for Capital Prep Bronx including a review of enrollment, Quint 1 honor roll, holiday packet grading, TLAC training, data inventory leading to intentional groupings, a great Head of Schools Visit, 99% SLC completion, wonderful after-school programming, and more.

SP and AL reviewed academic focus areas and strategies that are being implemented.

MPI reviewed the school report and dashboard data in her presentation regarding Capital Prep Harlem. She reviewed enrollment, academic approaches, instructional platforms and impact on data, great event for dean's list scholars in the Great Hall, scholar activities (Lioness Leaders), and family engagement, including open houses.

SP reviewed the academic status of scholars entering the school.

VII. Public Comments

There was no public comment.

VIII. Executive Session (if any)

There was no executive session.

IX. Adjournment

A motion to adjourn the meeting was made at 6:53 pm by SP, seconded by BAW, and unanimously approved.



Board of Trustees Minutes

October 17, 2022

Bronx

5:30 p.m.

A meeting of the Board of Trustees (the “Board”) of Capital Prep Charter Schools NY (the “School”) was held on October 17, 2022. The meeting was called to order at 5:38 pm.

Trustees:

James Stovall (JS) - present via videoconference (26 McGuire Drive, West Orange, NJ 07052)

Dr. Steve Perry (SP) - present in person

Derek Ferguson (DF) - present via videoconference (6:02 pm) (730 Third Avenue, NYC, NY 10017)

Tarik Brooks (TB) - present via videoconference (9200 Sunset, Blvd, Suite 300, LA, CA 90069)

Danique Day (DD) - present 5:38 pm 1005 Mitchel Field Way, Garden City, NY 11530

Asuncion Hostin (AH) - not present

Rochelle Brown (RB) - present via videoconference (5:57 pm)(873 Broadway, New York, NY 10003)

Baye Adofo-Wilson (BAW) - present via video-conference (5:38 pm) (65 North Fullerton Avenue,
Montclair NJ 07068)

Others Present:

Paula Altieri (PA)

Rich Beganski (RB)

Simone Brooks (SB)

Isaiah Brown (IB)

Taalib Brown (TB)

Bentley Clarke (BC)

Riquel Coleman (RC)

Kieryn De Yoe (KYD)

Vijay Giles (VG)

Jill Cutler Hodgman (JCH)

Angela Logan (AL)

Anthony De Luca (ADL)

Jennifer Feigenbaum (JF)

Laurie Gonzalez (LG)

Danita Jones (DJ)

Katherine Martinez (KM)

Marjorie Purdee-Iglio (MI)

Jennifer Jordan (JJ)

Andrew Noble (AN)

Cliff Schneider (CS)

Michael Seabrook (MB)

Kashani Stokley (KS)

Scott Wojnarowicz (SW)

Seven (7) trustees were in attendance by video conference and were present throughout the meeting except as noted; therefore, there was a quorum for the transaction of business at the meeting.

I. Call to order

[Board opening statement](#)

JS stated the meeting at 5:35 pm for the school reports; the quorum was achieved at 5:38 pm. JS formally called the meeting to order at 6:02 pm.

II. Adoption of Agenda

A motion to approve the agenda for the Board meeting was made by SP, seconded by TB, and unanimously approved.

III. Approval of the [Minutes](#) from the September 12, 2022, Capital Prep Charter Schools NY Board Meeting

A motion to approve the [Minutes](#) from the September 12, 2022, Board meetings was made by BAW, seconded by DD, and unanimously approved.

IV. New Business

A. Approval of [Resolution](#) regarding Outlier College Courses ([description](#)) ([Harlem Contract](#) & [Bronx Contract](#))

AL introduced the online program that is part of the University of Pittsburgh to allow scholars access to college classes.

AL, IB, MPI and SB provided context for the choices of classes offered and the purpose of this program.

A motion to approve the Resolution regarding Outlier College Courses was made by BAW, seconded by SP, and unanimously approved.

B. Approval of [Resolution](#) of real estate matters.

CS reviewed the multiple items contained in the resolution regarding All Saints, including the Friends of CPCSNY.

A motion to approve the Resolution on real estate matters was made by DF, seconded by BAW, and unanimously approved.

V. Board Governance

A. Election of Treasurer

JS stated that this matter was being discussed and will be tabled.

B. Review of Committee Assignments ([CPCSNY Schools Fact Sheet](#))

JS stated that this matter was being discussed and will be tabled.

C. Committee Reports (if any)

No committee reports were provided.

D. [Financial Disclosure Form](#) (Missing Rochelle Brown Johnson and Baye Adofo-Wilson)

The outstanding forms were completed by the end of the meeting.

E. Next meeting confirmation - November 14, 2022 - in-person Harlem

The Board checked their calendars for the next meeting.

VI. Reports/Updates

A. [Financial Report](#)

AN presented the financial report for the period ending August 31, 2022.

The Board and the finance team discussed the impact of the reduced enrollment at Capital Prep Harlem and the budget consequences. PA indicated that the Board will have a budget revision and a forecast that aligns in the next meeting and reviewed the billing process and the current mitigation strategies employed.

B. School Reports ([Capital Prep Harlem](#) & [Capital Prep Bronx](#))
[Harlem Dashboard](#) & [Bronx Dashboard](#)

Prior to the quorum, IB reviewed the enrollment in the Bronx, the promising academic data, and the community events/engagement.

The Board engaged in a robust discussion regarding the Bronx academic data with school and CMO leaders.

During the meeting, MPI reviewed the current enrollment and plans to continue enrolling scholars. She highlighted the strength of the team, in operations and academics, and discussed the TLAC training and the benefits of using the same strategies across the school. MPI also discussed Saturday Academy and MAP testing, access to college classes, arts/cultural events and open school night/senior night. SP also provided an update on the state of the school, including the challenges and the commitment of the team.

VII. Public Comments

There was no public comment.

VIII. Executive Session (if any)

IX. Adjournment

A motion to adjourn the meeting was made at 6:52 pm by SP, seconded by DF, and unanimously approved.



Board of Trustees Minutes
September 12, 2022
VIRTUAL
5:30 p.m.

A meeting of the Board of Trustees (the “Board”) of Capital Prep Charter Schools NY (the “School”) was held on September 12, 2022. The meeting was called to order at 5:40 pm.

Trustees:

James Stovall (JS) - present
Dr. Steve Perry (SP) - present
Derek Ferguson (DF) - present
Tarik Brooks (TB) - present
Danique Day (DD) - not present
Asuncion Hostin (AH) - not present
Rochelle Brown (RB) - not present
Baye Adofo-Wilson (BAW) - present

Others Present:

Paula Altieri (PA)
Simone Brooks (SB)
Isaiah Brown (IB)
Tammy Cassile (TC)
Dolores Concepcion (DC)
Jayson Corbin (JC)
Vijay Giles (VG)
Jill Cutler Hodgman (JCH)
Angela Logan (AL)
Anthony De Luca (ADL)
Laurie Gonzalez (LG)
Marjorie Purdee-Iglio (MI)
Jennifer Jordan (JJ)
Andrew Noble (AN)
Harry Soto (HS)
Scott Wojnarowicz (SW)

Five (5) trustees were in attendance by video conference/phone and were present throughout the meeting except as noted; therefore, there was a quorum for the transaction of business at the meeting.

I. Call to order

Board opening statement

JS called the meeting to order at 5:40 pm

II. Adoption of Agenda

A motion to approve the agenda for the Board meeting was made by SP, seconded by BAW, and unanimously approved.

III. Approval of the Minutes from the August 29, 2022, Capital Prep Charter Schools NY Board Meeting

A motion to approve the Minutes from the August 29, 2022, Board meetings was made by SP, seconded by DF, and unanimously approved.

IV. New Business

A. Approval of SAVE plan for [Capital Prep Harlem](#) and [Capital Prep Bronx](#)

KM & AL explained the SAVE plans and what modifications had to be made.

A motion to approve the SAVE plans for [Capital Prep Harlem](#) and [Capital Prep Bronx](#) was made by SP, seconded by BAW, and unanimously approved.

V. Board Governance

A. Update - CMO Evaluation Completed

The evaluation was submitted to the CSI.

B. Election of Treasurer

JS requested that this item be continued to the next meeting.

C. Review of Committee Assignments ([CPCSNY Schools Fact Sheet](#))

This item will be continued to next month.

D. Committee Reports (if any)

There were no committee reports.

E. [Financial Disclosure Form](#) (for SUNY due to KS July)

JS noted that it is a requirement. He asked all board members who have not completed it, to please do so as soon as possible.

F. Next meeting confirmation - October 17, 2022

The Board members checked their calendars.

VI. Reports/Updates

A. School Reports ([Capital Prep Harlem](#) & [Capital Prep Bronx](#)) [Harlem Dashboard](#) & [Bronx Dashboard](#)

IB reviewed academic highlights, professional learning priorities, including TLAC, affective/advisory, community service focus, athletics, including sports facilities, and recent community events.

The Board and CPS engaged regarding learning loss and means of measuring student achievement. An academic committee will meet to discuss the programming and the results.

MPI noted the compliments about uniforms and the response from the local retailers/stores near the school. She highlighted the strength of the core team, the work on Domain 1 and into Domain 2 (teacher practice), the work of the directors of curriculum who are recording lessons to support teaching and learning. She also highlighted great scholar engagement through ALL SCHOOL and the strength of school culture through brotherhood at the football team's Jersey Night. She reviewed the parent event to plan the seniors, including international service trip, prom, college application process, etc. Dr. Iglio also reviewed other parent engagement activities and the new facility.

The board was invited to come to the school to see the building and to be part of ALL SCHOOL. SP also asked for help in recruiting for specific illuminator vacancies.

B. [Athletics update](#)

JC presented the athletic offerings at both schools, noting that they are focusing on athletics as a team. He reviewed the sports at each school for each season and the exciting opportunities that are coming in the future.

VII. Public Comments

There was no public comment.

VIII. Executive Session (if any)

IX. Adjournment

JS thanked all for the hard work and for a great meeting.

A motion to adjourn the meeting was made at 6:49 pm by SP, seconded by JS, and unanimously approved.



CAPITAL PREP CHARTER SCHOOLS

Board of Trustees Minutes

February 13, 2023

Virtual

5:30 p.m.

https://zoom.us/join/zoom/register/tjEpfu6orzoIE9Ps_QqA/Zc-YB-24hnb0SBC

A meeting of the Board of Trustees (the “Board”) of Capital Prep Charter Schools NY (the “School”) was held on February 13, 2023. The meeting was called to order at 5:34 pm for school reports, a quorum was present at 5:40 pm, and the meeting officially opened at 6:08 pm.

Trustees:

James Stovall (JS) - present via videoconference
Dr. Steve Perry (SP) - present via video conference
Derek Ferguson (DF) - present via videoconference
Tarik Brooks (TB) - present via audio
Danique Day (DD) - not present
Asuncion Hostin (AH) - not present
Rochelle Brown (RB) - present via videoconference
Baye Adofo-Wilson (BAW) - present by audio

Others Present:

Paula Altieri (PA)
Rich Beganski (RB)
Simone Brooks (SB)
Isaiah Brown (IB)
Tammy Casille (TC)
Shenique Coston (SC)
Vijay Giles (VG)
Simone Hartley (SH)
Jill Cutler Hodgman (JCH)
Angela Logan (AL)
Anthony De Luca (ADL)
Jennifer Feigenbaum (JF)
Laurie Gonzalez (LG)
Katherine Martinez (KM)
Marjorie Purdee-Iglio (MI)
Jennifer Jordan (JJ)
Elaine Martinez (EM)
Andrew Noble (AN)
Cliff Schneider (CS)
Michael Seabrook (MB)
Kashani Stokley (KS)

Scott Wojnarowicz (SW)

Six (6) trustees were in attendance by video conference or by zoom audio and were present throughout the meeting except as noted; therefore, there was a quorum for the transaction of business at the meeting.

I. Call to order

Board opening statement

JS called the meeting to order at 5:34 pm for school reports. The Board had a quorum as of 5:40 pm and the Board was called to order for business items at 6:08 pm.

II. Adoption of Agenda

A motion to approve the agenda for the Board meeting was made by BAW, seconded by DF, and unanimously approved.

III. Approval of the Minutes from the January 9, 2023, Capital Prep Charter Schools NY Board Meeting

A motion to approve the minutes from the January 9, 2023, Board meetings was made by SP, seconded by BAW, and unanimously approved.

IV. New Business (if any)

A. Approval of the Revised CPCSNY Employee Handbook

JCH reviewed a few changes to the employee handbook.

P28 - There shall be a maximum vacation bank of 25 days, and there shall be no carryover of any other leave time.~~There shall be no carry over of vacation or any other leave time.~~

P30 - Retaliation against employees for their use of safe/sick time is strictly prohibited.

P31 - remove benefit levels from prior years of Paid Family Leave.

A motion to approve the revised CPCSNY Employee Handbook was made by DF, seconded by BAW, and unanimously approved.

V. Board Governance (this section was taken out of order)

The Board will address these items (A - C) at the March meeting. JS indicated he had been holding to be certain that the members fully understand the roles and responsibilities.

A. Election of Treasurer

B. Review of Committee Assignments (CPCSNY Schools Fact Sheet)

C. Committee Reports (if any)

D. Next meeting confirmation - March 20, 2023 (Capital Prep Harlem if not virtual by

Covid exception)

The Board reviewed the date and selected March 27, 2023, at 5:30 pm instead due to some scheduling conflicts.

VI. Reports/Updates

A. [Financial Report](#)

AN presented the financial report for the period ending December 31, 2022.

The Board actively engaged in discussions regarding budgeting for next year relative to Harlem, especially considering enrollment and real estate obligations.

PA recommended a conservative approach, including a charter revision with SUNY for enrollment. She suggested engaging the Board about charter revision in the March meeting.

B. School Reports ([Capital Prep Harlem](#), [College Update](#), & [Capital Prep Bronx](#)) [Harlem Dashboard](#) & [Bronx Dashboard](#)

MPI reviewed the principal report including discussing the chess club, enrollment, baked goods, partnership for street squash, dance company, and more. MPI and SP proudly reviewed the college update - 100% of the senior class has gotten into at least one 4-year college and has been offered \$1.3 million in scholarship funds, including many full-ride scholarships. For the 18th year running, Capital Prep has achieved its promise of every graduate getting accepted to a 4-year college.

IB presented the Capital Prep Bronx principal report. He started by reviewing enrollment and applications noting the great momentum of the school. In terms of academics, he spoke about MAP assessments and mock NYSE in math and ELA. For sports and affective highlights, the school is piloting “a beautiful culture” through the affective side of the house to understand black history. The program is hosted by a middle schooler who is a rising journalist. This is an exciting opportunity that was featured by NY1. IB also reviewed sports offerings and league play. For community highlights, the school held the 100th day of school celebration and hosted an open house (virtual and in-person). Also, the school sponsored an incentive-based ice skating trip that was a celebration of all the hard work. Finally, 15 scholars tested into test schools with full scholarships.

VII. Public Comments

There was no public comment.

VIII. Executive Session (if any)

IX. Adjournment

A motion to adjourn the meeting was made at 6:33 pm by SP, seconded by BAW, and unanimously approved.



CAPITAL PREP CHARTER SCHOOLS

Board of Trustees Minutes

March 27, 2023

Virtual

5:30 p.m.

https://zoom.us/join/zoom/register/t/Epfu6orzoIE9Ps_QqA/Zc-YB-24hnb0SBC

A meeting of the Board of Trustees (the “Board”) of Capital Prep Charter Schools NY (the “School”) was held on March 27, 2023. The meeting was called to order at 5:38 pm with a quorum present.

Trustees:

James Stovall (JS) - present via videoconference/audio

Dr. Steve Perry (SP) - present via video conference/audio

Derek Ferguson (DF) - present via videoconference

Tarik Brooks (TB) - present via videoconference/audio

Danique Day (DD) - present via videoconference/audio

Rochelle Brown (RB) - not present

Baye Adofo-Wilson (BAW) - present by videoconference (arrived at 5:40 pm)

Others Present:

Paula Altieri (PA)

Natasha Banks (NB)

Rich Beganski (RB)

Simone Brooks (SB)

Isaiah Brown (IB)

Tammy Casile (TC)

Shenique Coston (SC)

Jay Corbin (JC)

Simone Hartley (SH)

Jill Cutler Hodgman (JCH)

Angela Logan (AL)

Jennifer Feigenbaum (JF)

Laurie Gonzalez (LG)

Katherine Martinez (KM)

Marjorie Purdee-Iglio (MI)

Jennifer Jordan (JJ)

Cliff Schneider (CS)

Kashani Stokley (KS)

Keisha Dent (KD)

Madison Rose & Shakemia Harris - joined at 6:25 pm and at 6:28 pm (public)

Six (6) trustees were in attendance by video conference or by zoom audio and were present throughout the meeting except as noted; therefore, there was a quorum for the transaction of

business at the meeting.

I. Call to order

[Board opening statement](#)

JS called the meeting to order at 5:38 pm.

A motion to open the meeting was made by SP, seconded by TB, and unanimously approved.

II. Adoption of Agenda

A motion to approve the agenda for the Board meeting was made by SP, seconded by TB, and unanimously approved.

III. Approval of the [Minutes](#) from the February 13, 2023, Capital Prep Charter Schools NY Board Meeting

A motion to approve the minutes from the February 13, 2023, Board meeting was made by DF, seconded by TB, and unanimously approved.

IV. New Business (if any)

There was no additional new business raised.

V. Board Governance (this section was taken out of order)

A. Election of Treasurer

JS noted that these items (A through C) should be held for a future meeting.

B. Review of Committee Assignments ([CPCSNY Schools Fact Sheet](#))

C. Committee Reports (if any)

D. March 30, 2023 SUNY meeting with the Board - 5:30 p.m.

SP reviewed the reason for the visit and the importance of the same. The Board then discussed who could appear and what data and materials they needed in preparation.

F. Approve [resolution](#) that the number of Trustees be fixed at seven (7) (due to resignation of Board Member Sunny Hostin)

A motion to approve the [resolution](#) that the number of Trustees to be fixed at seven (7) was made by DF, seconded by BAW, and unanimously approved.

G. Next meeting confirmation - April 10, 2023 (Zoom due to Covid exemption)

JS indicated that this would remain.

VI. Reports/Updates

A. [Financial Report](#)

PA presented the financial report for the period ending January 31, 2023. The Board and administration spoke about enrollment impacts for this year and next. They also engaged about the financial implications.

B. School Reports ([Capital Prep Harlem](#) & [Capital Prep Bronx](#))
[Harlem Dashboard](#) & [Bronx Dashboard](#)

IB reviewed the principal's report and highlighted reading, science, and math PMA, NYS exams upcoming, and March Madness for math. He also spoke to professional development that is focusing on quality questioning. He reviewed the open house, sports updates, the charter school event and more. IB discussed enrollment and waitlist.

MPI reviewed the principal's report which addresses enrollment, academics, scholar events, family outreach and events.

VII. Public Comments

Madison Rose -a scholar - did not sign up to speak prior to the meeting but was permitted to speak to the Board out of respect for Capital Prep scholars.

Scholar stated that she was being suspended and is up for expulsion. She feels afraid for the impact for her future (college and scholarships) given that the incident was not within her control.

The Board chair stated that he appreciated her advocating for herself and promised that Capital Prep would provide a fair process according to policy.

Scholar's father spoke briefly about the same matter.

VIII. Executive Session (if any)

IX. Adjournment

A motion to adjourn the meeting was made at 6:59 pm by BAW, seconded by TB, and unanimously approved.



CAPITAL PREP CHARTER SCHOOLS

Board of Trustees Minutes

May 8, 2023

Virtual

5:30 p.m.

https://zoom.us/join/zoom/register/tjEpfu6orzoIE9Ps_QqA/Zc-YB-24hnb0SBC

A meeting of the Board of Trustees (the “Board”) of Capital Prep Charter Schools NY (the “School”) was held on May 8, 2023. The meeting was called to order at 5:41 pm with a quorum present.

Trustees:

James Stovall (JS) - present via videoconference/audio
Dr. Steve Perry (SP) - present via video conference/audio
Derek Ferguson (DF) - present via videoconference/audio
Tarik Brooks (TB) - present via videoconference/audio
Danique Day (DD) - present via videoconference/audio
Rochelle Brown (RB) - not present
Baye Adofu-Wilson (BAW) - not present

Others Present:

Paula Altieri (PA)
Natasha Banks (NB)
Rich Beganski (RB)
Isaiah Brown (IB)
Taalib Brown (TB)
Tammy Casile (TC)
Riquel Coleman (RC)
Shenique Coston (SC)
Vijay Giles (VG)
John Griffin (JG)
Jill Cutler Hodgman (JCH)
Angela Logan (AL)
Jennifer Feigenbaum (JF)
Laurie Gonzalez (LG)
Katherine Martinez (KM)
Andre MacKenzie (AM)
Andrew Noble (AN)
Marjorie Purdee-Iglio (MI)
Jennifer Jordan (JJ)
Breanna Walker (BW)
Cliff Schneider (CS)
Kashani Stokley (KS)
Joseph D'Amico

Five (5) trustees were in attendance by video conference or by zoom audio and were present throughout the meeting except as noted; therefore, there was a quorum for the transaction of business at the meeting.

I. Call to order

[Board opening statement](#)

JS called the meeting to order at 5:41 pm.

II. Adoption of Agenda

A motion to approve the agenda for the Board meeting was made by DF, seconded by SP, and unanimously approved.

III. Approval of the [Minutes](#) from the April 10, 2023, Capital Prep Charter Schools NY Board Meeting

A motion to approve the minutes from the April 10, 2023, Board meeting was made by DF, seconded by TB, and unanimously approved.

III. Public Comment

There were no public comments.

IV. New Business (if any)

A. Approval of [Employee Handbook Revision](#)

JCH reviewed the change to the attendance and punctuality section regarding hours.

A motion to approve the CPCSNY Employee Handbook revision was made by DF, seconded by TB, and unanimously approved.

B. Approval of [letter of intent](#) for long-term lease for Capital Prep Bronx

JJ and CS reviewed the background that led to the pursuit of a new location for Capital Prep Bronx, at 801 Co-op City Blvd, to build a new school 61,000 square feet.

The Board and leadership engaged about the same and agreed to hold a separate conversation with all Board members invited.

A motion to authorize Board Chair to execute the letter of intent for a lease at Capital Prep Bronx after a committee meeting to review the accompanying documents, was made by SP, seconded by DF and unanimously approved.

C. Approval of [Resolution](#) regarding Health Insurance Renewal ([Executive Briefing & Statement of Benefits](#))

Joseph D'Amico and JG presented the insurance renewal, including the plan structure change to include a deductible for services provided at a hospital.

PA reviewed the resolution, and DF engaged about the same.

A motion to approve the [Resolution](#) regarding Health Insurance Renewal ([Executive Briefing & Statement of Benefits](#)) was made by SP, seconded by DF, and was unanimously approved.

V. Board Governance

A. Committee Reports (if any)

There were no committee reports.

B. Next meeting confirmation - June 12, 2023 (Zoom if Covid exemption is extended or Harlem if not)

The Board acknowledged the next meeting date.

VI. Reports/Updates

A. [Financial Report](#)

AN provided the financial report for the period ending March 31, 2023.

JS seeks a committee meeting with options on budgeting scenarios prior to the adoption of the budget next month.

B. School Reports ([Capital Prep Harlem](#) & [Capital Prep Bronx](#))
[Harlem Dashboard](#) & [Bronx Dashboard](#)

MPI reviewed the principal report and highlighted testing season, social justice project presentations, positive feedback from NYIT reviewing progress, and juniors going on college tours. MPI also noted that three seniors have full rides and another senior has more than fifteen acceptances. She also noted College Decision Day and the senior trip/masquerade ball.

Relative to community engagement and activities, MPI spoke about the Scholar Gay Alliance, Girls Write Now, and a Zumba instructor for staff for health and wellness.

IB reviewed Capital Prep Bronx updates, including the assessments and the need to celebrate and build excitement by holding a pep rally/lobby party. It was a great experience. IB also discussed the last 35 days of school with exams, activities, and celebrations. Some examples include the science fair on May 20th, MAP spring assessments that are underway, HS Regents for a full class, science exams in June, Blazer ceremony and field day, the open house to attract community members for

positions, and an opportunity for student government to interact with Phil Andrews.

Finally, the Bronx had the first Illuminator of the Year event for the network.

VII. Executive Session (if any)

There was no executive session.

VIII. Adjournment

A motion to adjourn the meeting was made at 6:57 pm by SP, seconded by TB, and unanimously approved.



CAPITAL PREP CHARTER SCHOOLS

Board of Trustees Minutes

June 27, 2023

Virtual

5:30 p.m.

[https://zoom.us/meeting/register/t/Epfu6orzoIE9Ps_QqA/Zc-YB-24hnb0SBC](https://zoom.us/join/zoom/register/t/Epfu6orzoIE9Ps_QqA/Zc-YB-24hnb0SBC)

A meeting of the Board of Trustees (the “Board”) of Capital Prep Charter Schools NY (the “School”) was held on June 27, 2023. The meeting was called to order at 5:31 pm with a quorum present.

Trustees:

James Stovall (JS) - present via videoconference/audio

Dr. Steve Perry (SP) - present via video conference/audio

Derek Ferguson (DF) - present via videoconference/audio

Tarik Brooks (TB) - not present

Danique Day (DD) - present via video conference/audio

Rochelle Brown (RB) - not present

Baye Adofo-Wilson (BAW) - present via video conference/audio until 6:01 pm after the votes on new business

Others Present:

Paula Altieri (PA) - joined at 6 pm

Natasha Banks (NB)

Isaiah Brown (IB)

Tammy Casile (TC)

Shenique Coston (SC)

Jill Cutler Hodgman (JCH)

Angela Logan (AL)

Jennifer Feigenbaum (JF)

John Griffin (JG)

Katherine Martinez (KM)

Andrew Noble (AN)

Jennifer Jordan (JJ)

Cliff Schneider (CS)

Scott Wojnarowicz (SW)

Teneé Hall Jones (THJ)

Keisha Dent (KD)

Five (5) trustees were in attendance by video conference or by Zoom audio and were present throughout the meeting except as noted; therefore, there was a quorum for the transaction of business at the meeting.

I. Call to order

Board opening statement

JS called the meeting to order at 5:31 pm.

A motion to open the meeting was made by SP, seconded by DD, and unanimously approved.

II. Adoption of Agenda

A motion to approve the agenda for the Board meeting was made by SP, seconded by DD, and unanimously approved.

III. Approval of the Minutes from the May 8, 2023, Capital Prep Charter Schools NY Board Meeting

A motion to approve the minutes from the May 8, 2023, Board meeting was made by SP, seconded by DD, and unanimously approved.

III. Public Comment

There were no public comments.

IV. New Business (if any)

A. Approval of Capital Preparatory Harlem Charter School FY 22-23 Revised budget

AN presented the revisions to the current year budget. PA provided specific numbers requested by the Board.

A motion to approve the Capital Preparatory Harlem Charter School FY 22-23 Revised budget was made by DF, seconded by DD, and unanimously approved.

B. Approval of FY 23-24 Budgets

1. Capital Preparatory Harlem Charter School budget presentation and approval of FY 23-24 recommended budget

AN presented the budget and the Board engaged about the same. SP discussed watching attrition and looking at sharing space.

A motion to approve the Capital Preparatory Harlem Charter School FY 23-24 recommended budget was made by DD, seconded by BAW, and unanimously approved.

2. Capital Preparatory Bronx Charter School budget presentation and approval of FY 23-24 recommended budget

AN presented the budget presentation and the actual recommended budget.

A motion to approve the Capital Preparatory Bronx Charter School FY 23-24 recommended budget was made by DD, seconded by BAW, and unanimously approved.

V. Board Governance

A. Committee Reports (if any)

There were no committee reports.

B. [CMO Evaluation for 2022-23](#)

Board will review process to complete with a goal of completing this summer for the 2022-23 school year.

C. Approval of [Proposed Meeting Schedule for 23-24](#)

A motion to approve the proposed meeting schedule for 23-24 was made by BAW, seconded by DD, and unanimously approved.

D. Next meeting is scheduled for July 10, 2023 (Zoom if permitted or Harlem if not)

VI. Reports/Updates

A. [Financial Report](#)

PA and AN provided the financial report for the period ending April 30, 2023 in writing.

B. School Reports ([Capital Prep Harlem](#) & [Capital Prep Bronx](#))
[Harlem Dashboard](#) & [Bronx Dashboard](#)

IB presented information about spring exams for Regents and MAP exams and reported on sports, community events, and end of year events.

AL spoke about recruiting, social justice projects, and celebrations. AL reviewed academic outcomes for state testing. Strong academic performance this year including important benchmarks.

The Board and team reviewed the academic results for the year and acknowledged the achievement.

VII. Executive Session (if any)

There was no executive session.

VIII. Adjournment

A motion to adjourn the meeting was made at 6:26 pm by SP, seconded by JS, and unanimously approved.



CAPITAL PREP CHARTER SCHOOLS NY

Board of Trustees Minutes

April 10, 2023

Virtual

5:30 p.m.

https://zoom.us/join/zoom/register/tjEpfu6orzoIE9Ps_QqA/Zc-YB-24hnb0SBC

A meeting of the Board of Trustees (the “Board”) of Capital Prep Charter Schools NY (the “School”) was held on April 10, 2023. The meeting was called to order at 5:39 pm with a quorum present. The school reports started prior to the quorum at 5:37 pm.

Trustees:

James Stovall (JS) - present via videoconference/audio
Dr. Steve Perry (SP) - present via video conference/audio
Derek Ferguson (DF) - present via videoconference
Tarik Brooks (TB) - present via videoconference/audio (joined 5:39)
Danique Day (DD) - present via videoconference/audio
Rochelle Brown (RB) - not present
Baye Adofo-Wilson (BAW) - present by videoconference

Others Present:

Natasha Banks (NB)
Rich Beganski (RB)
Simone Brooks (SB)
Isaiah Brown (IB)
Taalib Brown (TB)
Tammy Casile (TC)
Kieryn De Yoe (KDY)
Simone Hartley (SH)
Jill Cutler Hodgman (JCH)
Angela Logan (AL)
Jennifer Feigenbaum (JF)
Laurie Gonzalez (LG)
Katherine Martinez (KM)
Andre MacKenzie (AM) (joined 6:15)
Andrew Noble (AN)
Marjorie Purdee-Iglio (MI)
Jennifer Jordan (JJ)
Cliff Schneider (CS)
Kashani Stokley (KS)

Six (6) trustees were in attendance by video conference or by zoom audio and were present throughout the meeting except as noted; therefore, there was a quorum for the transaction of business at the meeting.

I. Call to order

Board opening statement

JS called the meeting to order at 5:39 pm.

A motion was made by TB, seconded by DF, and unanimously approved.

II. Adoption of Agenda

A motion to approve the agenda for the Board meeting was made by DD, seconded by TB, and unanimously approved.

III. Approval of the Minutes from the March 27, 2023, Capital Prep Charter Schools NY Board Meeting

A motion to approve the minutes from the February 13, 2023, Board meeting was made by SP, seconded by DD, and unanimously approved.

IV. Public Comment

There were no public comments.

V. New Business (if any)

JS reviewed the recent SUNY visit and congratulated school leaders and staff and CMO for the same. He gave a hearty thanks to all who participated including the Board members. He felt the day went incredibly well and noted a fair conversation with CSI including positive mentions about classroom management, planning, interventions and strategies, data walls, the student behavior, teaching and learning was much better than their previous visit.

SP also thanked the board members who came and the principal and team and Assistant Superintendent Logan. AL and MPI also spoke to the experience and the help that was provided.

VI. Board Governance

A. Re-election of trustees whose terms expire on May 20, 2023, for a new three year term or some other term.

- 1) Tarik Brooks
- 2) Danique Day

A motion to approve the renewal of the term for a period of three years was made by JS to extend the term for an additional 3 years, seconded by SP, and unanimously approved.

B. Election of Treasurer

A motion to nominate BAW as the treasurer was made by JS, was seconded by SP, and was unanimously approved.

C. Review of Committee Assignments ([CPCSNY Schools Fact Sheet](#))

A motion was made to add JS to the Marketing and Fundraising Committee by JS, seconded by DD, and unanimously approved.

A motion was made by SP to add SP to the Parent Outreach Committee, JS seconded, and unanimously approved.

A motion to add SW to the Curriculum and Instruction Committee was made by SP, seconded by DD, and unanimously approved.

D. Committee Reports (if any) - there were no additional committee reports

E. Next meeting confirmation - May 8, 2023 (Zoom if Covid exemption is extended or Harlem if not)

VII. Reports/Updates

A. [Financial Report](#)

AN provided the financial report for the period ending February 28, 2023.

JS looking forward to the enrollment perspective for Harlem in particular for 2023-2024. He asked for finance to provide options for consideration either at the Finance Committee or at the next meeting.

B. School Reports ([Capital Prep Harlem](#) & [Capital Prep Bronx](#))
[Harlem Dashboard](#) & [Bronx Dashboard](#)

The school reports were taken out of order.

IB highlighted mock testing sessions for ELA and math. SLCs this week, the lottery to be held on April 11th, and a trip to Albany for scholars.

MPI noted the growth in applications, the school is holding lots of tours, and the use of intervention blocks to get rigorous learning. The school is continuing the partnership for math classes. We are getting the support, including working with families, to ensure success. April 25th is SAT Day in the school. The school is preparing for social justice projects. The school is striving for 100% SLC completion. College tours coming for Johnson & Wales and St. Aquinas.

JS inquired about the Pauker method and the school partnerships.

VIII. Executive Session (if any)

There was no executive session.

IX. Adjournment

A motion to adjourn the meeting was made at 6:17 pm by SP, seconded by DD, and unanimously approved.



2023-2024 SCHOOL YEAR CALENDAR

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

July 2023						
SUN	M	T	W	TH	F	SAT
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

August 2023 (9 School Days)						
SUN	M	T	W	TH	F	SAT
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

8/21/22 - Marking Period 1 Begins

September 2023 (20 School Days)						
SUN	M	T	W	TH	F	SAT
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

School Closed	
Thanksgiving Break: Monday, November 20, 2023 - Friday, November 24, 2023	
Winter Break: Monday, December 25, 2023 - Monday, January 8, 2024	
Spring Break: Monday, March 11, 2024 - Friday, March 15, 2024	
Student Led Conferences (SLCs)	
Wednesday, December 6, 2023 - Thursday, December 7, 2023	
Wednesday, April 17, 2024 - Thursday, April 18, 2024	
Holidays	

October 2023 (20 School Days)						
SUN	M	T	W	TH	F	SAT
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

10/27/23 - Marking Period 1 Ends
10/30/23 - Marking Period 2 Begins

November 2023 (16 Schools Days)						
SUN	M	T	W	TH	F	SAT
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

December 2023 (16 School Days)						
SUN	M	T	W	TH	F	SAT
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31	12/22/23 - Half Day for Students & Staff					

January 2024 (16 School Days)						
SUN	M	T	W	TH	F	SAT
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	**23	**24	**25	**26	27
28	29	30	31			

1/12/24 - Marking Period 2 Ends
1/16/24 - Marking Period 3 Begins
**NYS Regents Exam

February 2024 (20 School Days)						
SUN	M	T	W	TH	F	SAT
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		

March 2024 (15 School Days)						
SUN	M	T	W	TH	F	SAT
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31	3/8/24 - Marking Period 3 Ends 3/18/24 - Marking Period 4 Begins					

April 2024 (22 School Days)						
SUN	M	T	W	TH	F	SAT
	1	2	3	4	5	6
7	8	9	*10	*11	*12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

*NYS 6th-8th Grade ELA Exam (Paper Based)
*SAT 11th Grade Exam TBD

May 2024 (22 School Days)						
SUN	M	T	W	TH	F	SAT
			1	2	3	4
5	6	*7	*8	*9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	22

*NYS 6th-8th Grade Math Exam (Paper Based)

June 2024 (14 School Days)						
SUN	M	T	W	TH	F	SAT
						1
2	3	4	5	6	7	8
9	10	11	12	13	**14	15
16	**17	**18	19	**20	**21	22
23	24	25	26	27	28	29
30	6/21/24 - Marking Period 5 Ends 6/21/24 Half Day for Students & Staff					

*NYS Regents Exam
*NYS 8th Grade Science (Written)
*NYS 8th Grade Science (Performance Test)

Tuesday, July 4, 2023	Independence Day
Monday, September 4, 2023	Labor Day
Monday, October 9, 2023	Indigenous People Day
Thursday, November 23, 2023	Thanksgiving Day
Monday, December 25, 2023	Christmas Day
Monday, January 1, 2024	New Year's Day
Saturday, January 6, 2024	Three Kings Day
Monday, January 15, 2024	Martin Luther King, Jr. Day
Monday, February 19, 2024	President's Day
Friday, March 29, 2024	Good Friday
Monday, May 27, 2024	Memorial Day
Wednesday, June 19, 2024	Juneteenth

Staff Important Dates	
Leadership Institute: Monday, July 31, 2023 - Tuesday, August 8, 2023	
New Staff Induction: Monday, August 7, 2023 - Tuesday, August 8, 2023	

End of Marking Period	
Friday, October 27, 2023	Friday, May 3, 2024
Friday, January 12, 2024	Friday, June 21, 2024
Friday, March 8, 2024	
Professional Development Days (NO SCHOOL FOR STUDENTS)	
Wednesday, August 9 2023 (Network Day)	
Thursday, August 10, 2023 - Wednesday, August 16, 2023 (School Based)	
Tuesday, October 10, 2023 (School based)	
Monday, January 8, 2024 (school Based)	

SAT & 8th Grade Science Dates TBD

MANDATORY NEW STUDENTS ORIENTATION	
Thursday, August 17, 2023 - Friday, August 18, 2023	

FIRST DAY OF SCHOOL	
Monday, August 21, 2023	

100TH DAY OF SCHOOL	
Monday, February 5, 2024	

LAST DAY OF SCHOOL	
Friday, June 21, 2024	

All dates are subject to change, Verison date 06.13.23

Half Day for Students; Staff in Session Full Day

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



FIRE DEPARTMENT

9 METROTECH CENTER

BROOKLYN, NY 11201-3857

BUREAU OF LEGAL AFFAIRS

ADMINISTRATIVE ENFORCEMENT UNIT

CURE LETTER

Date **5/10/2022**

You are hereby notified that your Certificate of Correction for FDNY

Summons No. **12120663K** issued on **4/5/22** against the premises situated
at **755 CO-OP CITY BLVD, BRONX, NY** has been approved on the

records of this Department. No fines or penalties will be imposed and you are excused
from appearing at the scheduled hearing at the OATH hearing center.

BY ORDER OF BUREAU OF LEGAL AFFAIRS

BY:

Christine Camacho

**VOID IF ALTERED
OR DUPLICATED**

Certificate of Occupancy

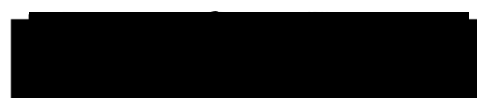
CO Number: 200342502F

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

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



Borough Commissioner



Commissioner

Certificate of Occupancy

CO Number: 200342502F

Permissible Use and Occupancy						
All Building Code occupancy group designations are 1968 designations, except RES, COM, or PUB which are 1938 Building Code occupancy group designations.						
Floor From To	Maximum persons permitted	Live load lbs per sq. ft.	Building Code occupancy group	Dwelling or Rooming Units	Zoning use group	Description of use
CEL		100	B-2		3-B	STORAGE.
OS P						PARKING: 176 CARS 3 LOADING BERTHS 4 ATM MACHINES ACCESSORY TO BANKS.
ME Z						
001	50	120	E		6-C	BANK.
001	430	100	G		3-A	COLLEGE.
001	206	100	F-1B		3-A	PLACE OF ASSEMBLY CLASSROOMS.
END OF SECTION						



Borough Commissioner



Commissioner

END OF DOCUMENT

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