

Application: Forte Preparatory Academy Charter School

Graham Browne - gbrowne@forteprep.org
2020-2021 Annual Report

Entry 1 School Info and Cover Page

Completed Jul 27 2021

Instructions

Required of ALL Charter Schools

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

Entry 1 School Information and Cover Page

(New schools that were not open for instruction for the 2020-2021 school year are not required to complete or submit an annual report this year).

Please be advised that you will need to complete this cover page (including signatures) before all of the other tasks assigned to you by your school's authorizer are visible on your task page. While completing this cover page task, please ensure that you select the correct authorizer **(as of June 30, 2021)** or you may not be assigned the correct tasks.

BASIC INFORMATION

a. SCHOOL NAME

(Select name from the drop down menu)

FORTE PREPARATORY ACADEMY CHARTER SCHOOL 342400861113

a1. Popular School Name

Forte Preparatory Academy

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

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

SUNY BOARD OF TRUSTEES

c. DISTRICT / CSD OF LOCATION

CSD #24 - QUEENS

d. DATE OF INITIAL CHARTER

10/2016

e. DATE FIRST OPENED FOR INSTRUCTION

8/2017

h. SCHOOL WEB ADDRESS (URL)

www.forteprep.org

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

360

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

358

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

Check all that apply

Grades Served

5, 6, 7, 8

l. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?

No

FACILITIES INFORMATION

m. FACILITIES

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

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 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	51-35 Reeder Street, Elmhurst, NY 11373	9296664430	NYC CSD 24	5-8	yes (5-8)

m1a. Please provide the contact information for Site 1.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Graham Browne			
Operational Leader	Manny Santos			
Compliance Contact	Graham Browne			
Complaint Contact	Graham Browne			
DASA Coordinator	Graham Browne			
Phone Contact for After Hours Emergencies	Graham Browne			

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

Private Space

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

m1d. Upload a current Certificate of Occupancy (COO) and the annual Fire Inspection Report for school site 1 if located in private space in NYC or located outside of NYC .

Certificate of Occupancy and Fire Inspection. Provide a copy of a current and non-expired certificate of occupancy (if outside NYC or in private space in NYC). For schools that are not in district space (NYC co-locations), provide a copy of a current and non-expired certificate of occupancy, and a copy of the current annual fire inspection results, which should be dated on or after July 1, 2021.

Site 1 Certificate of Occupancy (COO)

[TCO DOB NOW 8-16-2021.pdf](#)

Filename: TCO DOB NOW 8-16-2021.pdf **Size:** 50.8 kB

Site 1 Fire Inspection Report

CHARTER REVISIONS DURING THE 2020-2021 SCHOOL YEAR

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

No

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

(No response)

ATTESTATIONS

p. Individual Primarily Responsible for Submitting the Annual Report.

Name	Graham Browne
Position	Executive Director
Phone/Extension	929-666-4430
Email	gbrowne@forteprep.org

p. Our signatures (Executive Director/School Leader/Head of School and Board President) below attest that our school has reviewed, understands and will comply with the employee clearance and fingerprint requirements as outlined in Entry 10 and found in the [NYSED CSO Fingerprint Clearance Oct 2019 Memo](#). Click **YES to agree.**

Responses Selected:

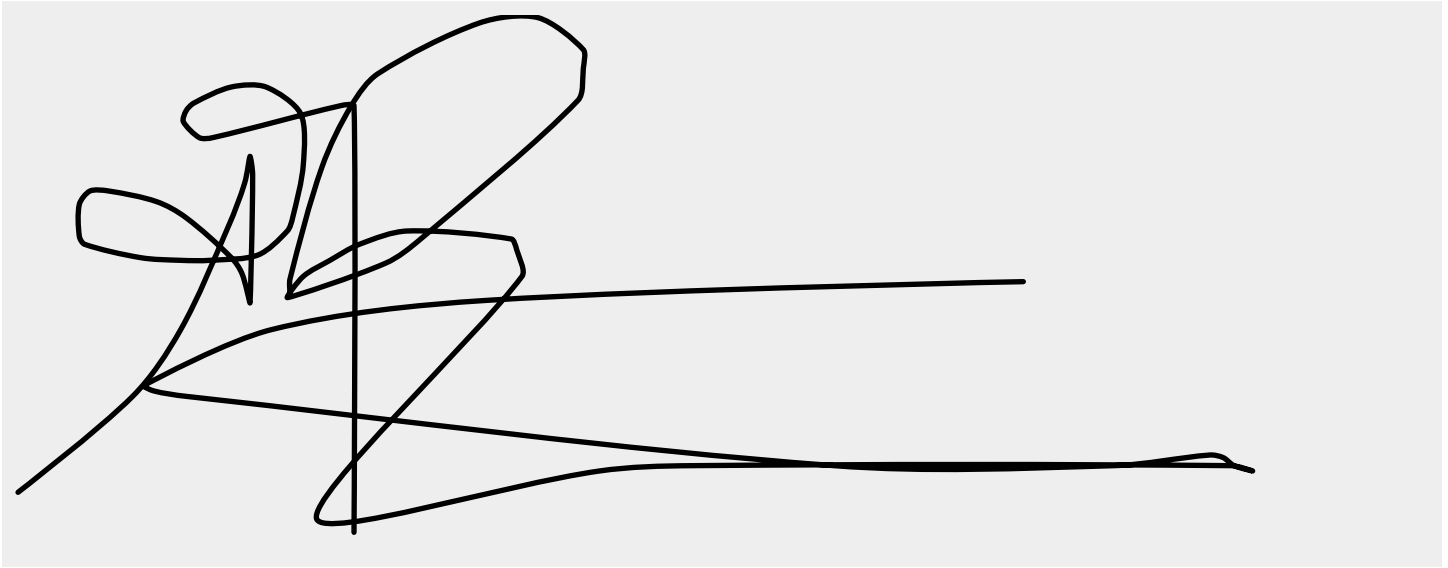
Yes

q. Our signatures (Executive Director/School Leader/Head of School and Board President) below attest that all of the information contained herein is truthful and accurate and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws, regulations, and rules. We understand that if any information in any part of this report is found to have been deliberately misrepresented, that will constitute grounds for the revocation of our charter. Click **YES to agree and then use the mouse on your PC or the stylus on your mobile device to sign your name).**

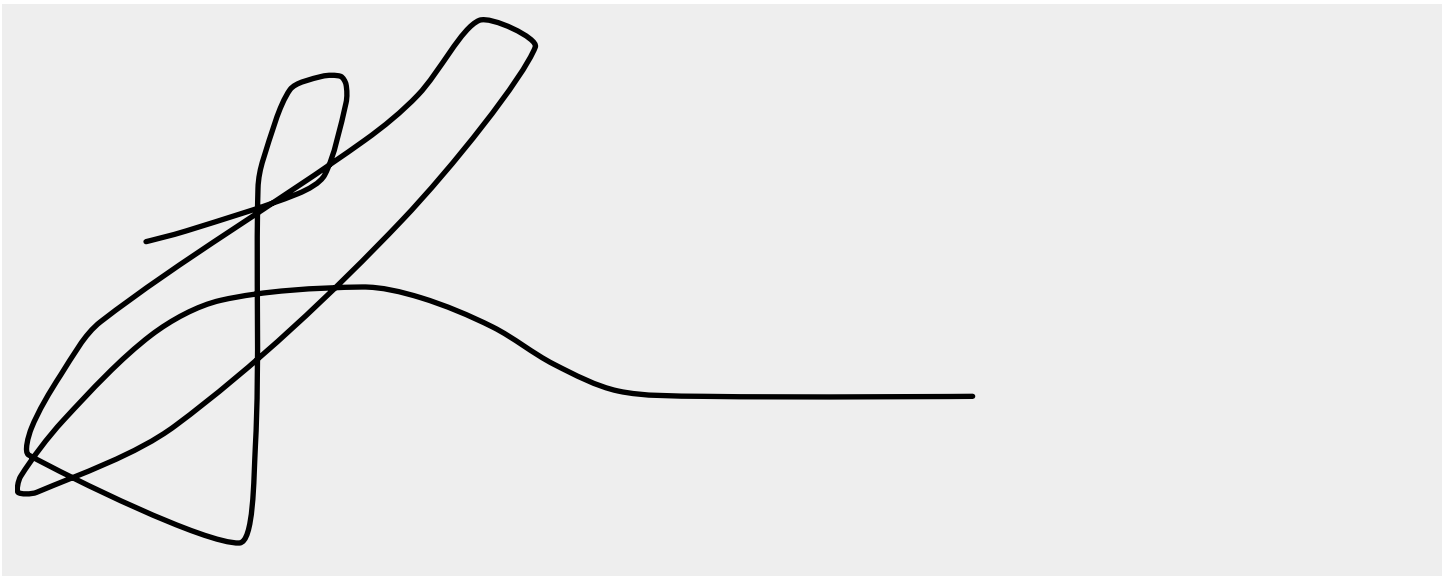
Responses Selected:

Yes

Signature, Head of Charter School

A handwritten signature in black ink on a light gray background. The signature is highly stylized and cursive, starting with a large loop on the left and ending with a long horizontal stroke on the right.

Signature, President of the Board of Trustees

A handwritten signature in black ink on a light gray background. The signature is highly stylized and cursive, starting with a large loop on the left and ending with a long horizontal stroke on the right.

Date

Jul 21 2021



Thank you.

Entry 3 Accountability Plan Progress Reports

Completed Aug 10 2021

Instructions

SUNY-Authorized Charter Schools ONLY

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

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

2020-21-Accountability-Plan-Progress-Report-Forte Preparatory Academy

Filename: 2020 21 Accountability Plan Progres pHNrvfK.pdf **Size:** 492.4 kB

Entry 4 - Audited Financial Statements

Incomplete

Required of ALL Charter Schools

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

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

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

Entry 4a - Audited Financial Report Template (SUNY)

Incomplete

Instructions - SUNY-Authorized Charter Schools ONLY

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

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

Entry 4c - Additional Financial Documents

Incomplete Hidden from applicant

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

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

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

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

Entry 4d - Financial Services Contact Information

Incomplete Hidden from applicant

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

Form for "Financial Services Contact Information"

1. School Based Fiscal Contact Information

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

2. Audit Firm Contact Information

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

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

	Firm Name	Contact Person	Mailing Address	Email	Phone	Years With Firm

Entry 5 - Fiscal Year 2021-2022 Budget

Incomplete

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

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

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

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

Entry 6 - Board of Trustees Disclosure of Financial Interest Form

Completed Jul 27 2021

Required of ALL Charter Schools by August 2

Each member of the charter school's Board of Trustees who served on a charter school education corporation governing one or more charter schools for any period during the 2020-2021 school year must complete a signed:

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

All completed forms must be collected and uploaded in .PDF format for each individual member. **If a trustee is not able or available to complete the form by the deadline, the education corporation is responsible for doing so on behalf of the trustee.** (Forms completed from past years will not be accepted).

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

[Financial Interest Disclosure 20202021 board members](#)

Entry 7 BOT Membership Table

Completed Jul 27 2021

Instructions

Required of All charter schools

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

Entry 7 BOT Table

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

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

	Trustee Name	Trustee Email Address	Position on the Board	Committee Affiliations	Voting Member Per By-Laws (Y/N)	Number of Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2020-2021
1	Alexandra Rothman		Secretary	Academic	Yes	2	10/30/2019	10/30/2022	11
2	Daniel Moskowitz		Treasurer	Finance	Yes	2	11/14/2020	11/14/2023	11

3	Lisa Friscia		Chair	Fund, Governance	Yes	2	11/14/2020	11/14/2023	12
4	Ellen Winn		Trustee/Member	Academic, Fund	No	3	7/15/2020	7/15/2023	12
5	Fiona Lin		Vice Chair	Governance	Yes	2	7/30/2021	7/30/2024	11
6	Laura Rodriguez		Trustee/Member	Academic	Yes	1	4/1/2019	4/1/2022	10
7	Wai Lin Yip		Trustee/Member	Fund	Yes	2	7/30/2021	7/30/2024	10
8	Veronica Escobar		Trustee/Member	Academic	Yes	1	4/16/2020	4/16/2023	11
9					Yes				

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, 2021	9
b.Total Number of Members Added During 2020-2021	2
c. Total Number of Members who Departed during 2020-2021	2
d.Total Number of members, as set in Bylaws, Resolution or Minutes	13

3. Number of Board meetings held during 2020-2021

12

4. Number of Board meetings scheduled for 2021-2022

12

Thank you.

Entry 8 Board Meeting Minutes

Incomplete Hidden from applicant

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

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

Entry 9 Enrollment & Retention

Completed Jul 27 2021

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

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

Entry 9 Enrollment and Retention of Special Populations

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

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

Recruitment/Attraction Efforts Toward Meeting Targets

	Describe Recruitment Efforts in 2020-2021	Describe Recruitment Plans in 2021-2022
Economically Disadvantaged	Broad mailer marketing, local in-person and online recruitment activities to generate leads for our program	Same as last year; Increased outreach to families via in-person events
English Language Learners	Broad mailer marketing translated into spanish and mandarin, full translation options available on website, local in-person and online recruitment activities to generate leads for our program	Same as last year; Increased outreach to families via in-person events
Students with Disabilities	Consultations with prospective families to build excitement and share information about the school's special education offerings; Broad mailer marketing, local in-person and online recruitment activities to generate leads for our program	Same as last year; Increased outreach to families via in-person events

Retention Efforts Toward Meeting Targets

	Describe Retention Efforts in 2020-2021	Describe Retention Plans in 2021-2022
Economically Disadvantaged	Use of Title funding to expand supports to students via Forte Fellows Program; development of community partnerships to provide resources to families who were struggling during the pandemic; 1-1 chromebook program to reduce tech gap at home	Use of Title funding to expand supports to students via Forte Fellows Program; development of community partnerships to provide resources to families who were struggling during the pandemic; 1-1 chromebook program to reduce tech gap at home
English Language Learners	Small group instruction, pullout groups in person and online, focus groups with teachers and ELL educators, parent intervention conversations during trimester conferences	Small group instruction, pullout groups in person and online, focus groups with teachers and ELL educators, parent intervention conversations during trimester conferences
Students with Disabilities	SETSS groups depending on the student, pullout groups in person and online, focus groups with teachers and special educators, parent intervention conversations during trimester conferences	SETSS groups depending on the student, pullout groups in person and online, focus groups with teachers and special educators, parent intervention conversations during trimester conferences

Entry 10 - Teacher and Administrator Attrition

Completed Jul 27 2021

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

A. TEACH System - Employee Clearance

Charter schools must ensure that all prospective employees^[1] receive clearance through [the NYSED Office of School Personnel Review and Accountability](#) (OSPRA) prior to employment. **This includes paraprofessionals and other school personnel that are provided or assigned by the district of location, or related/contracted service providers.** After an employee has been cleared, schools are required to maintain proof of such clearance in the file of each employee. For the safety of all students, charter schools must take immediate steps to terminate the employment of individuals who have been denied clearance. Once the employees have been terminated, the school must terminate the request for clearance in the TEACH system.

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

^[1] Employees that must be cleared include, but are not limited to, teachers, administrative staff, janitors, security personnel and cafeteria workers, and other staff who are present when children are in the school building. **This includes paraprofessionals and other school personnel that are provided or assigned by the district of location, as well as related/contracted service providers.** See NYSED memorandum dated October 1, 2019 at <http://www.p12.nysed.gov/psc/aboutcharterschools/lawsandregs/EmployeeFingerprintOct19.pdf> or visit the NYSED website at: <http://www.highered.nysed.gov/tsei/ospra/fingerprintingcharts.html> for more information regarding who must be fingerprinted. Also see, 8 NYCRR §87.2.

B. Emergency Conditional Clearances

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

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

Schools are asked to attest that they have reviewed and understand these requirements. More information can be found in the memo at

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

Attestation

Responses Selected:

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

Entry 11 Percent of Uncertified Teachers

Incomplete Hidden from applicant

Instructions

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

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

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

Entry 11 Uncertified Teachers

School Name:

Instructions for Reporting Percent of Uncertified Teachers

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

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

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

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

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

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

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

CATEGORY C: PLUS 5 ADDITIONAL UNCERTIFIED TEACHERS

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

CATEGORY D: TOTAL FTE COUNT OF UNCATEGORIZED, UNCERTIFIED TEACHERS

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

	FTE Count
Total Category D	

CATEGORY E: TOTAL FTE COUNT OF CERTIFIED TEACHERS

	FTE Count
Total Category E	

CATEGORY F: TOTAL FTE COUNT OF ALL TEACHERS

Please do not include paraprofessionals, such as teacher aides.

	FTE Count
Total Category F	



Thank you.

Entry 12 Organization Chart

Incomplete Hidden from applicant

[Instructions](#)

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

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

Entry 13 School Calendar

Completed Jul 27 2021

[Instructions for submitting School Calendar](#)

Required of ALL Charter Schools

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

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

Board of Regents-authorized charter schools are required to submit school calendars that clearly indicate the start and end date of the instructional year AND the number of instructional hours and/or instructional days for each month.

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

[2021-2022 Monthly Academic Calendar v3](#)

Filename: 2021 2022 Monthly Academic Calendar v3.pdf **Size:** 141.9 kB

Entry 14 Links to Critical Documents on School Website

Completed Jul 27 2021

Instructions

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

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

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

Form for Entry 14 Links to Critical Documents on School Website

School Name: Forte Preparatory Academy Charter School

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

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

	Link to Documents
1. Most Recent Annual Report (i.e., 2019-20)	http://www.forteprep.org/our-results
2. Most recent board meeting notice, documents to be discussed at the meeting (if any)	http://www.forteprep.org/our-board
2a. Webcast of Board Meetings (per Governor's Executive Order)	http://www.forteprep.org/our-board
3. Link to NYS School Report Card	https://data.nysed.gov/essa.php?year=2020&instid=800000088152
4. Lottery Notice announcing date of lottery	https://www.forteprep.org/
5. Authorizer-approved DASA Policy (For Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY);	
6. District-wide Safety Plan	https://www.forteprep.org/families
6a. Authorizer-Approved Discipline Policy (as per August 29, 2019 Emergency Response Plan Memo)	http://www.forteprep.org/families
7. Authorizer-Approved FOIL Policy	http://www.forteprep.org/families
8. Subject matter list of FOIL records	http://www.forteprep.org/families

Thank you.



Entry 15 Staff Roster

Incomplete Hidden from applicant

INSTRUCTIONS

Required of Regents-Authorized Charter Schools ONLY

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

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



**FORTE PREPARATORY ACADEMY
CHARTER SCHOOL**

**2020-21 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

AUGUST 9, 2021

By Graham Browne

51-35 Reeder Street, Second Floor
Elmhurst, NY 11373

(929) 666-4430

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Graham Browne, Executive Director prepared this 2020-21 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position	
	Office (e.g. chair, treasurer, secretary)	committees (e.g. finance, executive)
Lisa Friscia	Chair	Fund Development, Governance
Alexie Rothman	Secretary	Academic Achievement
Fiona Lin	Vice Chair	Governance
Daniel Moskowitz	Treasurer	Finance
Ellen Winn	Member	Fund Development
Wai Lin Yip	Member	Fund Development
Laura Rodriguez	Member	Academic Achievement
Veronica Escobar	Member	Academic Achievement
Name	Office	Committees
Name	Office	Committees
Name	Office	Committees
Name	Office	Committees
Name	Office	Committees
Name	Office	Committees

Graham Browne has served as the executive director since 2017.

SCHOOL OVERVIEW

Forte Preparatory Academy, a public charter school in Elmhurst, NY, educating students from grades 5 through 8, has developed a reopening plan using best practices, research and guidance from a wide range of sources to prepare for the 2020-21 school year.

The 2020-21 the hardest in our school's short lifespan. COVID-19 has wrought incalculable loss on our country, with Queens as early epicenter of the virus in the spring. While our team did everything in its power to restore some sense of normalcy in those early months, the virus and our subsequent displacement from school had severe impacts on our academic performance and devastated the fabric of our beloved school community. During this time, we banded together and focused on creating equitable systems that allowed our students to continue to learn to the last day of the 2019-20 school year. We are proud of that, and we knew that our role was to make our school even stronger in the upcoming months in order to best support our students and families.

We set new goals that allow us to have a successful beginning to the 20-21 school year. Our goals for the 2020-21 school year were to 1) prioritize the health and safety of our students, families, and staff; 2) to maximize meaningful and rigorous instructional time both inside and outside of the classroom; and 3) to create systems and procedures that are responsive to the most up-to-date public health guidance and dynamic to the ever-changing landscape in our city and our country.

It was imperative that we reopen thoughtfully, carefully, and on the shoulders of experts and data-driven researchers so that we are consistently improving the academic, social, and emotional experience for our students.

In broad strokes, our reopening operations include the following major interventions:

- Reduction of in-person student enrollment on any given day to 50%, splitting our school into 5th & 8th grade and 6th & 7th grade cohorts of approximately 13-15 students with classrooms operating at 50% of their traditional capacity;
- Modification of our academic calendar, staff professional development and student orientation to allow for more time to implement our programs;
- Creation and improvement of learning systems that support students inside and outside of the building, including students with disabilities, ELL students, and other vulnerable populations;
- Creation of social distancing protocol that expand the distance between students and staff alike while in the building;
- Development of robust PPE and hygiene plans only possible to execute in our new, 30,000 sq ft facility in Elmhurst;
- Increase in the frequency and depth of cleaning of our facility, access to hygiene supplies like hand sanitizer, and tools to increase air quality and circulation;
- Human resource policies and procedures that create support for staff who require accommodations or other covid-related support;
- A clear, CDC-informed screening, containment and monitoring plan for any individuals who enter our building, which includes a daily temperature check, symptom reporting system, and decrease in visitor access to our building.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

At the end of the day, our job was to tackle the problem directly in front of us first, and that is what we intended to do, and did. We are proud to have had high levels of in-person participation (~70% of student population) and overall attendance (89%) over the course of a challenging year. We build robust systems with our families and student supports teams to track down struggling students and provide them the support they needed to be successful in school this year. We look forward to accelerating this work in the upcoming year.

Our mission is the following: “Through rigorous academics, quality instruction, and a positive culture of individual and collective responsibility, Forte Preparatory Academy Charter School equips all students in grades 5 through 8 to excel in college preparatory high schools and to use their leadership and voice to change the world.” This mission is even more important today than it has ever been.

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2016-17														
2017-18						87								
2018-19						85	86							
2019-20						89	91	87						
2020-21						89	91	93	83					

GOAL 1: ENGLISH LANGUAGE ARTS

ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

Students will be proficient in English language arts.

BACKGROUND

In middle school, the reading curriculum begins in the fifth grade with a concentration on fluency, comprehension, and, if necessary, phonics and with an introduction to sophisticated pieces of literature for study and analysis. Instruction and skill development focus on identifying perspective, drawing supporting details, increasing vocabulary, and identifying literary elements such as tone and mood. Students are taught to identify theme, and to provide evidence for their textual analysis; students are taught to develop theme across multiple texts, fiction and non-fiction, in alignment with the Common Core State Standards (CCSS) and in alignment with our ambitious mission. Our reading instruction is centered around whole-class novels and Writing instruction is focused on building a consistent structure for Forte Prep classrooms will maintain robust leveled libraries to

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

provide students with a wide exposure to grade-level appropriate texts. In 2020-21, we grew our program to 8th grade ELA class for the first time.

METHOD

In addition to our internally normed trimester exams, we used the nationally normed NWEA MAP assessment to determine student progress and learning loss during the pandemic.

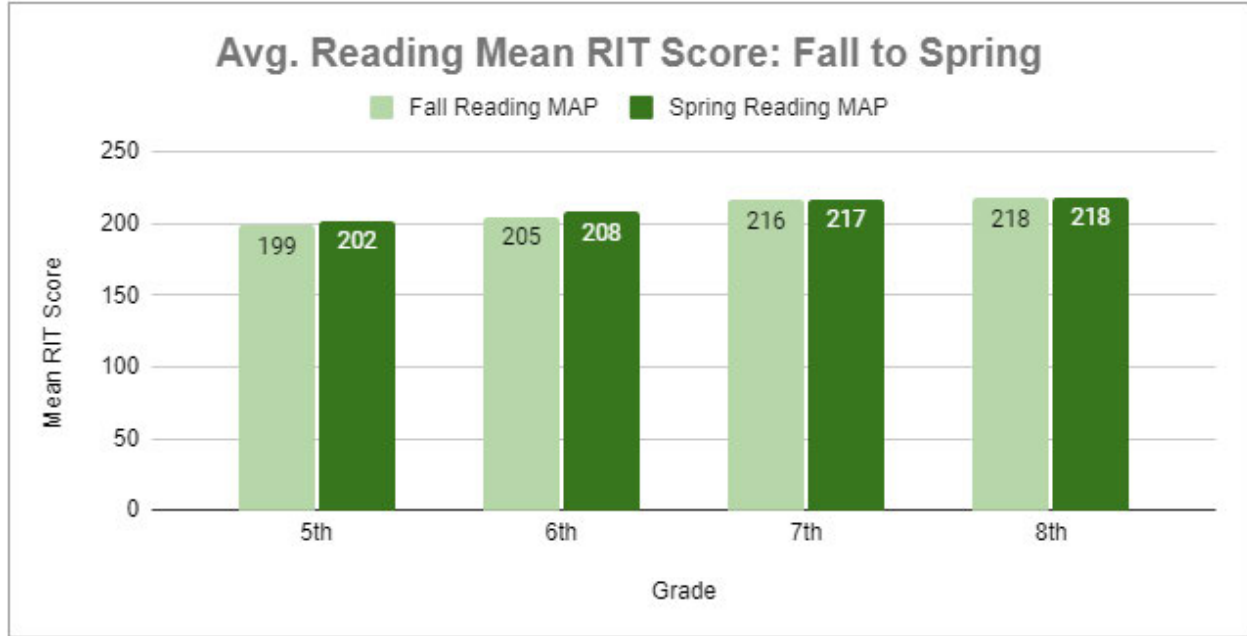
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RESULTS AND EVALUATION

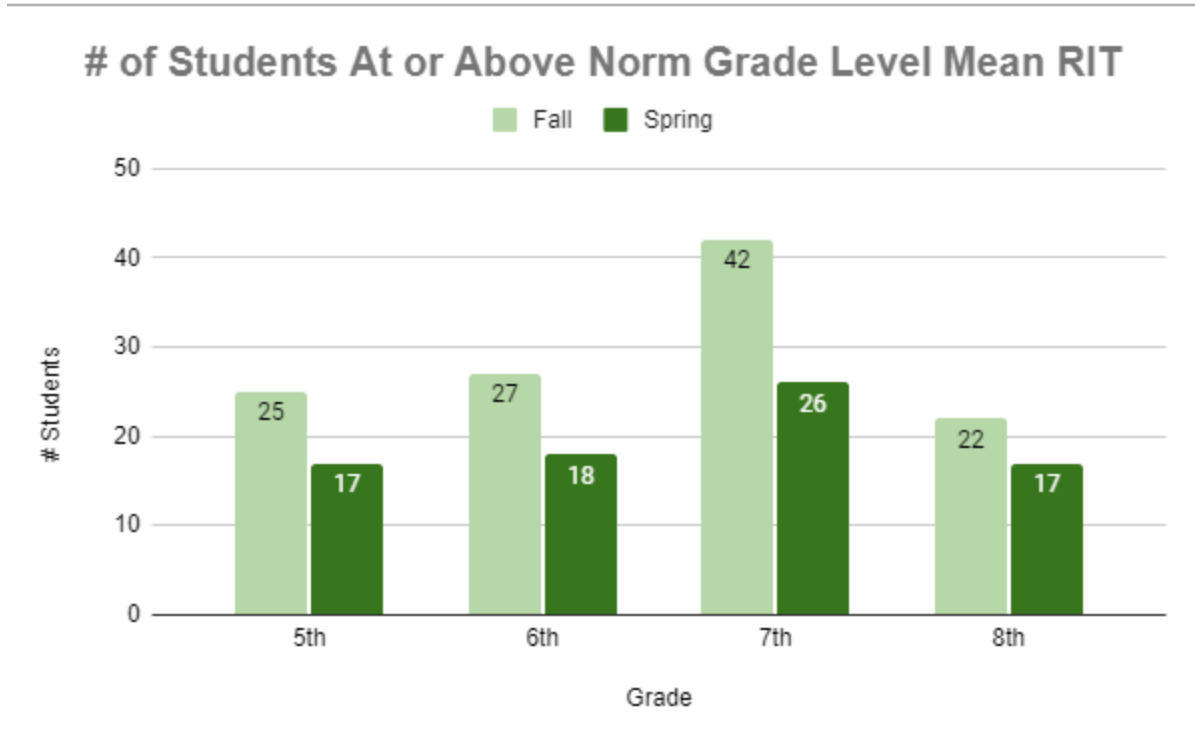
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Reading MAP Assessment Summary						
Mean RIT Analysis						
Average Mean RIT score						
Grade	# Students	Fall Reading MAP	Winter Reading MAP	Spring Reading MAP	Growth Fall - Winter	Growth Fall - Spring
5th	89	199	--	202	--	4
6th	91	205	--	208	--	4
7th	93	216	--	217	--	1
8th	83	218	--	218	--	0
Total	356	209	0	211		2
% of students that took exam						
5th		74%	0%	58%		
6th		80%	0%	53%		
7th		78%	0%	55%		
8th		63%	0%	43%		

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT



Achievement Norms Analysis							
Grade	# Students	Fall Reading MAP		Winter Reading MAP		Spring Reading MAP	
		Norm Grade Level Mean RIT	Students At or Above Norm Grade Level Mean RIT	Norm Grade Level Mean RIT	Students At or Above Norm Grade Level Mean RIT	Norm Grade Level Mean RIT	Students At or Above Norm Grade Level Mean RIT
5th	89	204	25	209	0	211	17
6th	91	210	27	214	0	215	18
7th	93	214	42	217	0	218	26
8th	83	218	22	221	0	222	17
Total	356		116		0		78



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	169	35	NO
Measure 2: Each year, the school's median growth percentile of all 3 rd through 8 th grade students 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	121	40	NO
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 ¹	35	49	40	YES

¹ 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

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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. ²	2+ students	75%	136	27	NO
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End of Year Performance on 2020-21 NWEA MAP [ELA] Assessment By All Students and Students Enrolled in At Least Their Second Year

ELA	All Students		Enrolled in at least their Second Year	
	Percent Proficient[1]	Number Tested	Percent Proficient	Number Tested
3				
4				
5	19%	48	0%	3
6	29%	45	24%	45
7	28%	46	31%	52
8	27%	30	28%	36
All	25%	169	27%	136

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

Grades	Median Growth Percentile	Number Tested
3		
4		
5	34.5	48
6	39	45
7	41	46
8	25	30
All	35	169

² <https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf>.

ADDITIONAL CONTEXT AND EVIDENCE

In an effort to maximize testing integrity, we did not allow students to participate in MAP testing from home. Given this, and the conflicting quarantine and other auxiliary attendance policies in place that may have prevented in-person participation in the test, we had a lower than usual participation rate. Typically, we have 98-100% of students take the MAP Growth test and we use it to directly inform instruction. However, we did use year over year comparisons of our trimester exam data (with the exception of 8th grade, because this is our first year with 8th graders) to compare student performance pre- and amid-pandemic. These results confirmed what we were seeing anecdotally in our classrooms: while students were making steady progress over the course of the year, their starting levels and overall growth rates were reduce relative to the '18 and '19 school years.

SUMMARY OF THE ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS GOAL

Forte Prep is incredibly proud of its academic progress in ELA over the first four years of operation. We believe that our progress and rates of growth, relative to other comparable schools, is strong and worthy of recognition. Our academic team worked tirelessly to develop alternate instruction modes over the last two years, and will continue to address gaps in student mastery and growth in the coming school year.

ACTION PLAN

With in person instruction resuming in full force this year, we can expect student performance to return to previously observed levels. However, in order to close gaps from prior years, we will need to employ additional levels of small group tutoring and support to build a stronger literacy foundation in our students.

GOAL 2: MATHEMATICS

ELEMENTARY AND MIDDLE MATHEMATICS

Goal 2: Mathematics

BACKGROUND

Mathematics is aligned to New York State P-12 Common Core Learning Standards for fifth through eighth grades. Students have two periods of mathematics (100 minutes per day) to ensure a solid foundation of skills and concepts and to prepare for an accelerated high school mathematics curriculum. The mathematics courses have a dual focus: procedures (skills) and problem solving (application). Initially fifth grade students will focus on mastering arithmetic operations, fractions, percentages, basic geometric concepts, simple variable use, and probability. Over time, students will progress through linear equations and symbolic algebra, planar geometry, theoretical probability and statistical analysis. The problem solving class complements the skills class; the same concepts are taught using word problems, scenarios, and real world context to ensure that students are able to apply their mathematical skills and develop their critical thinking skills and conceptual understanding through logical reasoning. This focus on mathematics allows for accelerated remediation of students who lack basic skills and preparation for a college preparatory focus in high school while simultaneously ensuring that students develop and are able to express their conceptual understanding and use a variety of schema to solve complex problems. According to PARCC, “the standards treat mathematics as a coherent subject to promote the sense-making that fuels mastery. The principles of focus and coherence are the twin engines that must be carried forward in implementation efforts and substantiated in curricula and assessments.”¹ By the end of eighth grade, we aim to have the majority of our students complete Algebra I, setting them up to begin high school in Geometry or Algebra II and on track to take Calculus, AP Calculus AB or BC, or AP Statistics by senior year. Students will be unable to access advanced math in high school without this foundation. This year, we had over 50% of students taking Algebra 1.

METHOD

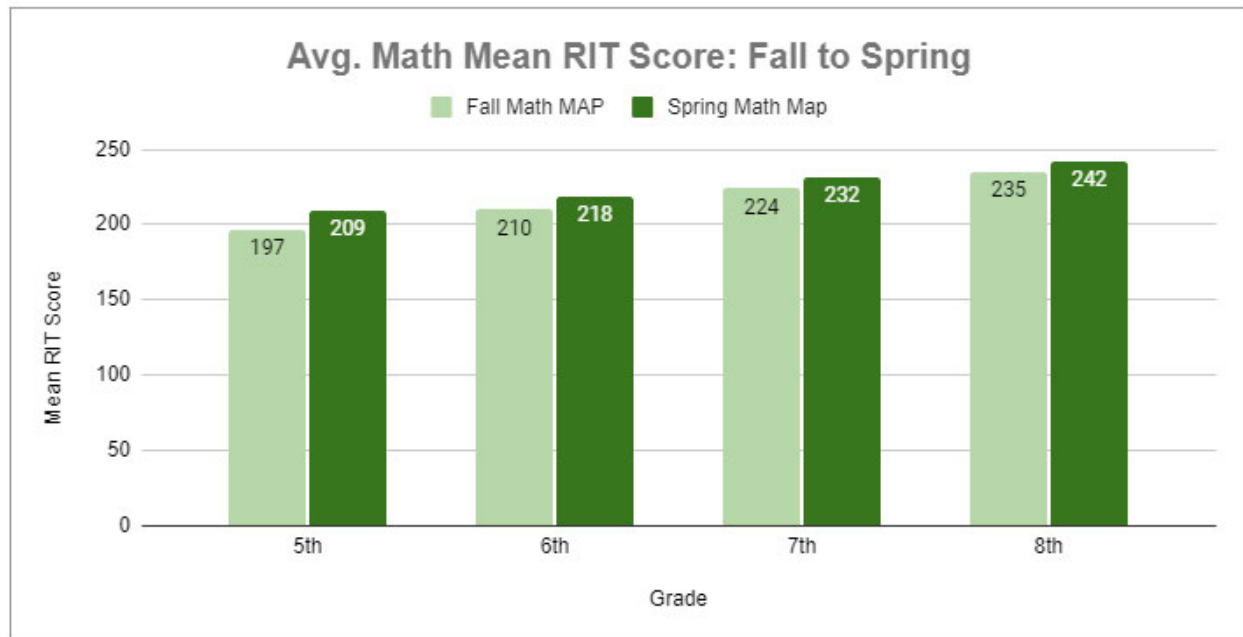
We used end-of-trimester exams, Zearn assessments and IXL performance tracking to measure student’s math mastery. Additionally, 43 8th graders took Algebra 1 Regents exams as an additional measure of math mastery.

During 2020-21, the school(s) primarily used the following exam to assess student growth and achievement in mathematics: **NWEA MAP**

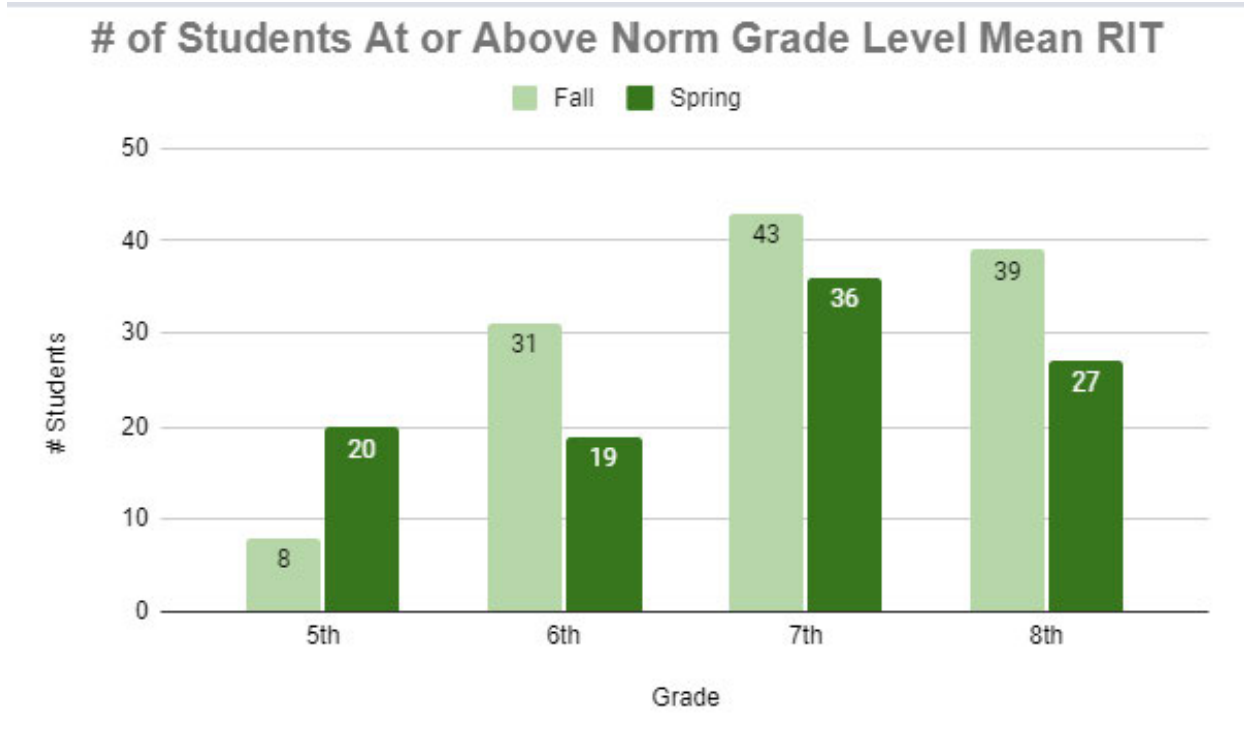
2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

RESULTS AND EVALUATION

Math MAP Assessment Summary						
Mean RIT Analysis						
Average Mean RIT score						
Grade	# Students	Fall Math MAP	Winter Math MAP	Spring Math Map	Growth Fall - Winter	Growth Fall - Spring
5th	89	197	--	209	--	12
6th	91	210	--	218	--	9
7th	93	224	--	232	--	8
8th	83	235	--	242	--	7
Total	356	216	0	225		9
% of students that took exam						
5th		58%	0%	60%		
6th		80%	0%	54%		
7th		70%	0%	58%		
8th		55%	0%	43%		



Achievement Norms Analysis							
Grade	# Students	Fall Math MAP		Winter Math MAP		Spring Math MAP	
		Norm Grade Level Mean RIT	Students At or Above Norm Grade Level Mean RIT	Norm Grade Level Mean RIT	Students At or Above Norm Grade Level Mean RIT	Norm Grade Level Mean RIT	Students At or Above Norm Grade Level Mean RIT
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6th	91	215	31	220	0	223	19
7th	93	220	43	224	0	227	36
8th	83	225	39	228	0	230	27
Total	356		121		0		102



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	154	56	YES
Measure 2: Each year, the school's median growth percentile of all 3 rd through 8 th grade students 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	101	48	NO
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 ³	56	53	47.5	NO

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2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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. ⁴	2+ students	75%	139	45%	NO
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End of Year Performance on 2020-21 NWEA MAP [Mathematics] Assessment By All Students and Students Enrolled in At Least Their Second Year

Math	All Students		Enrolled in at least their Second Year	
	Percent Proficient[1]	Number Tested	Percent Proficient	Number Tested
3				
4				
5	12%	57	25%	4
6	33%	52	33%	45
7	50%	54	50%	54
8	54%	37	56%	36
All	36%	200	45%	139

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

Grades	Median Growth Percentile	Number Tested
3		
4		
5	54	42
6	53	44
7	58	45
8	76	23
All	154	56

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2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Students at Forte Prep who were able to participate in the NWEA MAP assessment in the fall and the spring had mixed results. With lower participation rates, it is difficult to ascertain trends given our lack of widely available assessment results for the whole student population. However, for the students who did participate, we saw lower than usual mastery and growth rates than we have in years' past.

ADDITIONAL CONTEXT AND EVIDENCE

In an effort to maximize testing integrity, we did not allow students to participate in MAP testing from home. Given this, and the conflicting quarantine and other auxiliary attendance policies in place that may have prevented in-person participation in the test, we had a lower than usual participation rate. Typically, we have 98-100% of students take the MAP Growth test and we use it to directly inform instruction. However, we did use year over year comparisons of our trimester exam data (with the exception of 8th grade, because this is our first year with 8th graders) to compare student performance pre- and amid-pandemic. These results confirmed what we were seeing anecdotally in our classrooms: while students were making steady progress over the course of the year, their starting levels and overall growth rates were reduce relative to the '18 and '19 school years.

SUMMARY OF THE ELEMENTARY AND MIDDLE MATHEMATICS GOAL

Forte Prep is incredibly proud of its academic progress in Math over the first four years of operation. We believe that our progress and rates of growth, relative to other comparable schools, is strong and worthy of recognition. Our academic team worked tirelessly to develop alternate instruction modes over the last two years, and will continue to address gaps in student mastery and growth in the coming school year.

ACTION PLAN

With in person instruction resuming in full force this year, we can expect student performance to return to previously observed levels. However, in order to close gaps from prior years, we will need to employ additional levels of small group tutoring and support to build a stronger mathematics foundation in our students.

GOAL 3: SCIENCE

ELEMENTARY AND MIDDLE SCIENCE

Goal 3: Science

Students will be proficient in science.

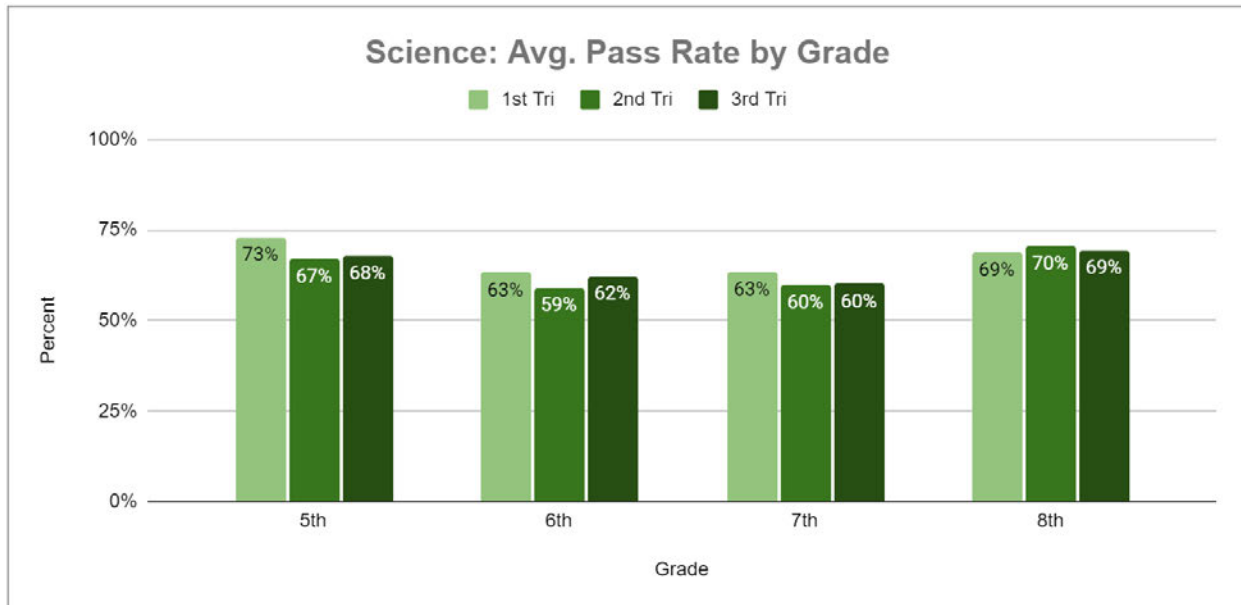
2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

BACKGROUND

Forte Prep’s science curriculum is informed directly by and aligned to the New York State Education Department’s Intermediate Level Science Core Curriculum for grades 5-8,² as well as the Standards for Literacy in Science in the New York Common Core Learning Standards for English Language Arts. 5th and 6th grade students take Science for 50 minutes three days per week and 7th and 8th grade students will take Science for four days a week. Students also take Digital Literacy (computer science) 1-2 times per week. Science instruction in grades 5-8 will begin with building skills related to scientific reasoning, investigative reading, and writing through coursework in Physical Science, Life Science, and Earth & Space Science. Science classes will focus heavily on the mathematics in the application of science, as well as reinforcing critical writing and analysis from English Language Arts curriculum in each grade. In middle school, for example, students are required to cite text from scientific sources, distinguish between facts, findings and speculation, and analyze an author’s purpose in organizing a text and discussing experiments, all of which rely on literacy practice.³ Science curriculum will emphasize the process of discovery and application of principles and scientific concepts. We administered the 8th grade Science Exam for the first time this year to in-person 8th graders.

METHOD

Students were evaluated on science mastery based on quizzes, tests, in-class assignments and trimester exams in each grade. The final result is an overall pass rate, seen below, by grade.



Additionally, in-person 8th grade students, 43 in total, took the 8th grade science state exam. 61% of students scored a 3 or above on this assessment:

ATS - New York City Public Schools (Mon 06/21/21 18:38:29)													
Science Exam Document Summary Report (SCDS)													
Exam: SCI School Year: 20202021 School: 84Q380													
Generated	UnScanned	Partial Scan	Scanned	Warning	Absent	Number Students	Performance Level 1	Number Students	Performance Level 2	Number Students	Performance Level 3	Number Students	Performance Level 4
176	95		81	38		1	2%	16	37%	21	49%	5	12%

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

ACTION PLAN

We will continue to build out our Science curriculum and academic program, now that we will have the luxury of in-person labs and hands-on instruction.

GOAL 4: ESSA

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

Goal 7: Absolute Measure

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

METHOD

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

RESULTS AND EVALUATION

We have in Good Standing, based on the carryover of our 2018-19 Status in the 2020-21 school year.

ADDITIONAL EVIDENCE

We have remained in Good Standing for the entirety of our charter term.

Accountability Status by Year

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



**FORTE PREPARATORY ACADEMY
CHARTER SCHOOL**

**2020-21 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

AUGUST 9, 2021

By Graham Browne

51-35 Reeder Street, Second Floor
Elmhurst, NY 11373

(929) 666-4430

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Graham Browne, Executive Director prepared this 2020-21 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position	
	Office (e.g. chair, treasurer, secretary)	committees (e.g. finance, executive)
Lisa Friscia	Chair	Fund Development, Governance
Alexie Rothman	Secretary	Academic Achievement
Fiona Lin	Vice Chair	Governance
Daniel Moskowitz	Treasurer	Finance
Ellen Winn	Member	Fund Development
Wai Lin Yip	Member	Fund Development
Laura Rodriguez	Member	Academic Achievement
Veronica Escobar	Member	Academic Achievement
Name	Office	Committees
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Graham Browne has served as the executive director since 2017.

SCHOOL OVERVIEW

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2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

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BACKGROUND

In middle school, the reading curriculum begins in the fifth grade with a concentration on fluency, comprehension, and, if necessary, phonics and with an introduction to sophisticated pieces of literature for study and analysis. Instruction and skill development focus on identifying perspective, drawing supporting details, increasing vocabulary, and identifying literary elements such as tone and mood. Students are taught to identify theme, and to provide evidence for their textual analysis; students are taught to develop theme across multiple texts, fiction and non-fiction, in alignment with the Common Core State Standards (CCSS) and in alignment with our ambitious mission. Our reading instruction is centered around whole-class novels and Writing instruction is focused on building a consistent structure for Forte Prep classrooms will maintain robust leveled libraries to

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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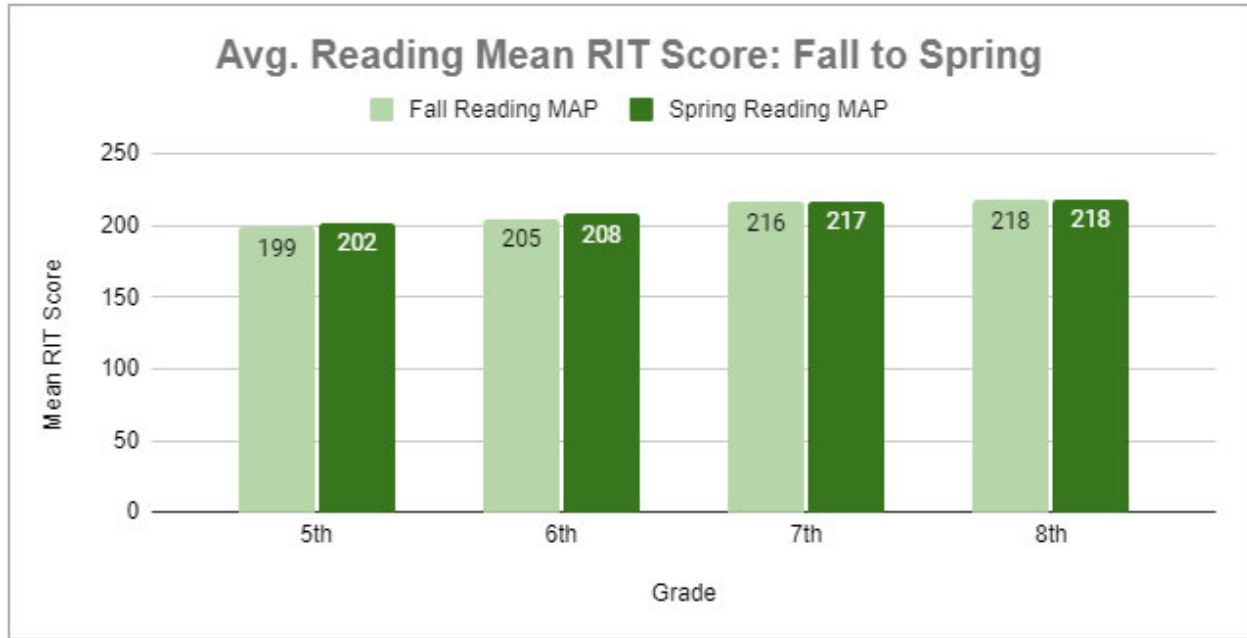
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RESULTS AND EVALUATION

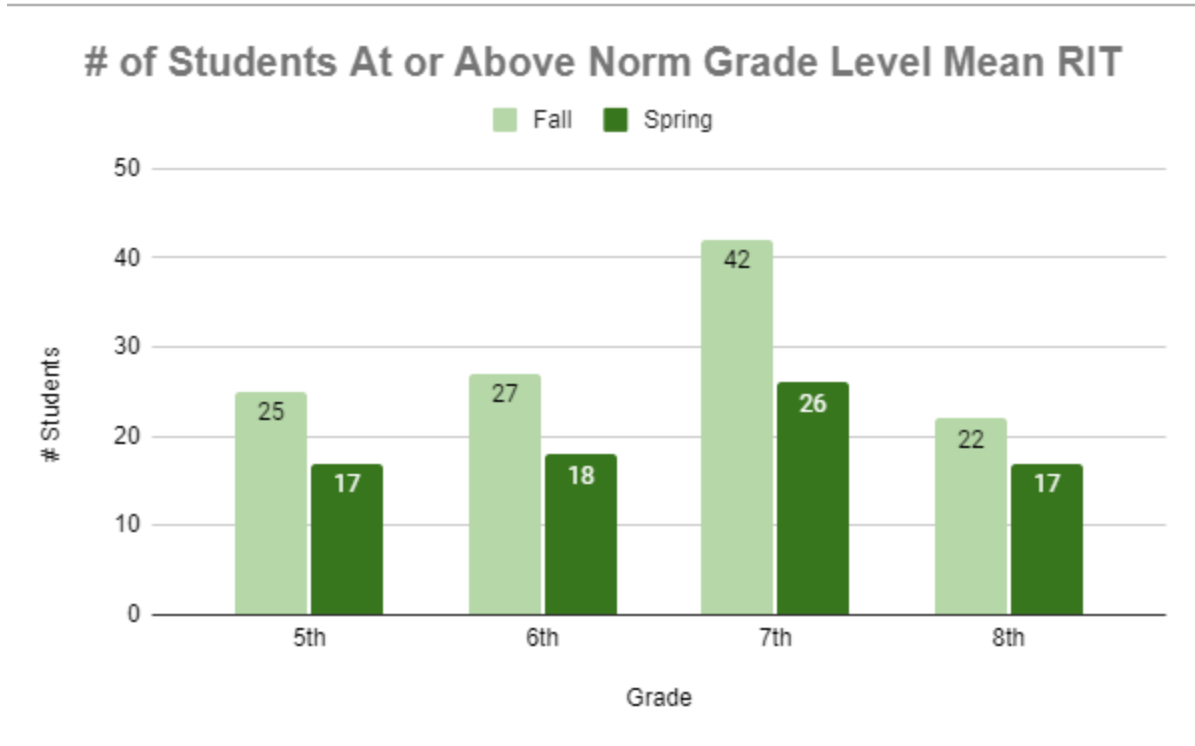
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8th	83	218	--	218	--	0
Total	356	209	0	211		2
% of students that took exam						
5th		74%	0%	58%		
6th		80%	0%	53%		
7th		78%	0%	55%		
8th		63%	0%	43%		

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT



Achievement Norms Analysis							
Grade	# Students	Fall Reading MAP		Winter Reading MAP		Spring Reading MAP	
		Norm Grade Level Mean RIT	Students At or Above Norm Grade Level Mean RIT	Norm Grade Level Mean RIT	Students At or Above Norm Grade Level Mean RIT	Norm Grade Level Mean RIT	Students At or Above Norm Grade Level Mean RIT
5th	89	204	25	209	0	211	17
6th	91	210	27	214	0	215	18
7th	93	214	42	217	0	218	26
8th	83	218	22	221	0	222	17
Total	356		116		0		78



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	169	35	NO
Measure 2: Each year, the school's median growth percentile of all 3 rd through 8 th grade students 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	121	40	NO
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 ¹	35	49	40	YES

¹ 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

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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. ²	2+ students	75%	136	27	NO
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End of Year Performance on 2020-21 NWEA MAP [ELA] Assessment By All Students and Students Enrolled in At Least Their Second Year

ELA	All Students		Enrolled in at least their Second Year	
	Percent Proficient[1]	Number Tested	Percent Proficient	Number Tested
3				
4				
5	19%	48	0%	3
6	29%	45	24%	45
7	28%	46	31%	52
8	27%	30	28%	36
All	25%	169	27%	136

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

Grades	Median Growth Percentile	Number Tested
3		
4		
5	34.5	48
6	39	45
7	41	46
8	25	30
All	35	169

² <https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf>.

ADDITIONAL CONTEXT AND EVIDENCE

In an effort to maximize testing integrity, we did not allow students to participate in MAP testing from home. Given this, and the conflicting quarantine and other auxiliary attendance policies in place that may have prevented in-person participation in the test, we had a lower than usual participation rate. Typically, we have 98-100% of students take the MAP Growth test and we use it to directly inform instruction. However, we did use year over year comparisons of our trimester exam data (with the exception of 8th grade, because this is our first year with 8th graders) to compare student performance pre- and amid-pandemic. These results confirmed what we were seeing anecdotally in our classrooms: while students were making steady progress over the course of the year, their starting levels and overall growth rates were reduce relative to the '18 and '19 school years.

SUMMARY OF THE ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS GOAL

Forte Prep is incredibly proud of its academic progress in ELA over the first four years of operation. We believe that our progress and rates of growth, relative to other comparable schools, is strong and worthy of recognition. Our academic team worked tirelessly to develop alternate instruction modes over the last two years, and will continue to address gaps in student mastery and growth in the coming school year.

ACTION PLAN

With in person instruction resuming in full force this year, we can expect student performance to return to previously observed levels. However, in order to close gaps from prior years, we will need to employ additional levels of small group tutoring and support to build a stronger literacy foundation in our students.

GOAL 2: MATHEMATICS

ELEMENTARY AND MIDDLE MATHEMATICS

Goal 2: Mathematics

BACKGROUND

Mathematics is aligned to New York State P-12 Common Core Learning Standards for fifth through eighth grades. Students have two periods of mathematics (100 minutes per day) to ensure a solid foundation of skills and concepts and to prepare for an accelerated high school mathematics curriculum. The mathematics courses have a dual focus: procedures (skills) and problem solving (application). Initially fifth grade students will focus on mastering arithmetic operations, fractions, percentages, basic geometric concepts, simple variable use, and probability. Over time, students will progress through linear equations and symbolic algebra, planar geometry, theoretical probability and statistical analysis. The problem solving class complements the skills class; the same concepts are taught using word problems, scenarios, and real world context to ensure that students are able to apply their mathematical skills and develop their critical thinking skills and conceptual understanding through logical reasoning. This focus on mathematics allows for accelerated remediation of students who lack basic skills and preparation for a college preparatory focus in high school while simultaneously ensuring that students develop and are able to express their conceptual understanding and use a variety of schema to solve complex problems. According to PARCC, “the standards treat mathematics as a coherent subject to promote the sense-making that fuels mastery. The principles of focus and coherence are the twin engines that must be carried forward in implementation efforts and substantiated in curricula and assessments.”¹ By the end of eighth grade, we aim to have the majority of our students complete Algebra I, setting them up to begin high school in Geometry or Algebra II and on track to take Calculus, AP Calculus AB or BC, or AP Statistics by senior year. Students will be unable to access advanced math in high school without this foundation. This year, we had over 50% of students taking Algebra 1.

METHOD

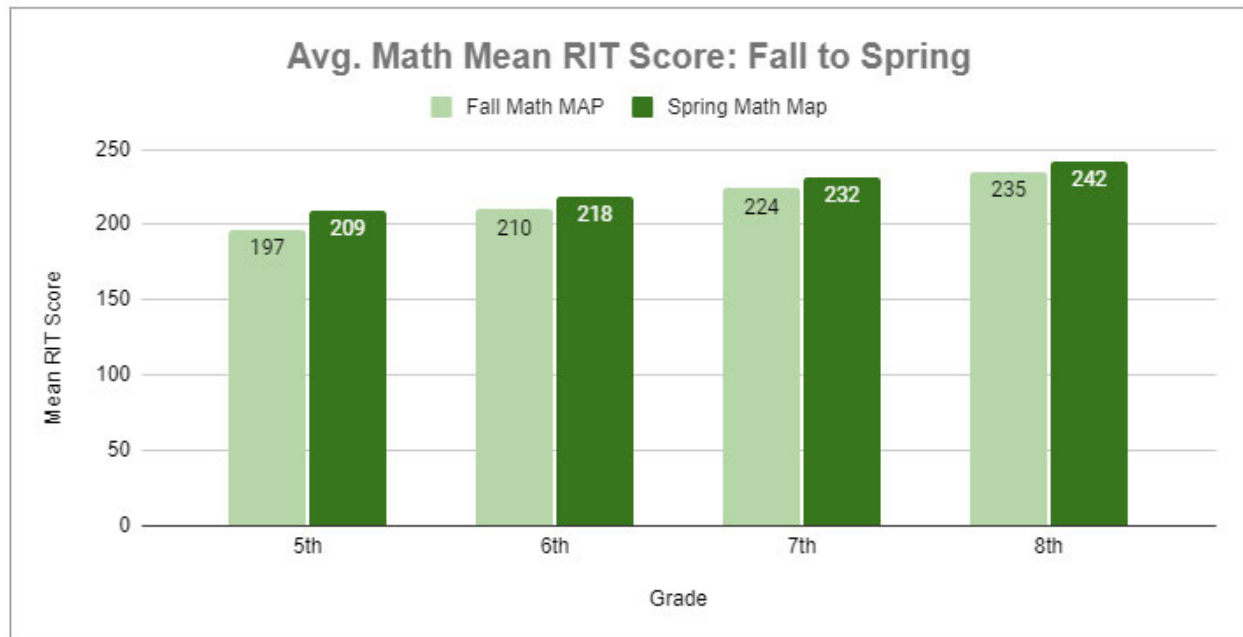
We used end-of-trimester exams, Zearn assessments and IXL performance tracking to measure student’s math mastery. Additionally, 43 8th graders took Algebra 1 Regents exams as an additional measure of math mastery.

During 2020-21, the school(s) primarily used the following exam to assess student growth and achievement in mathematics: **NWEA MAP**

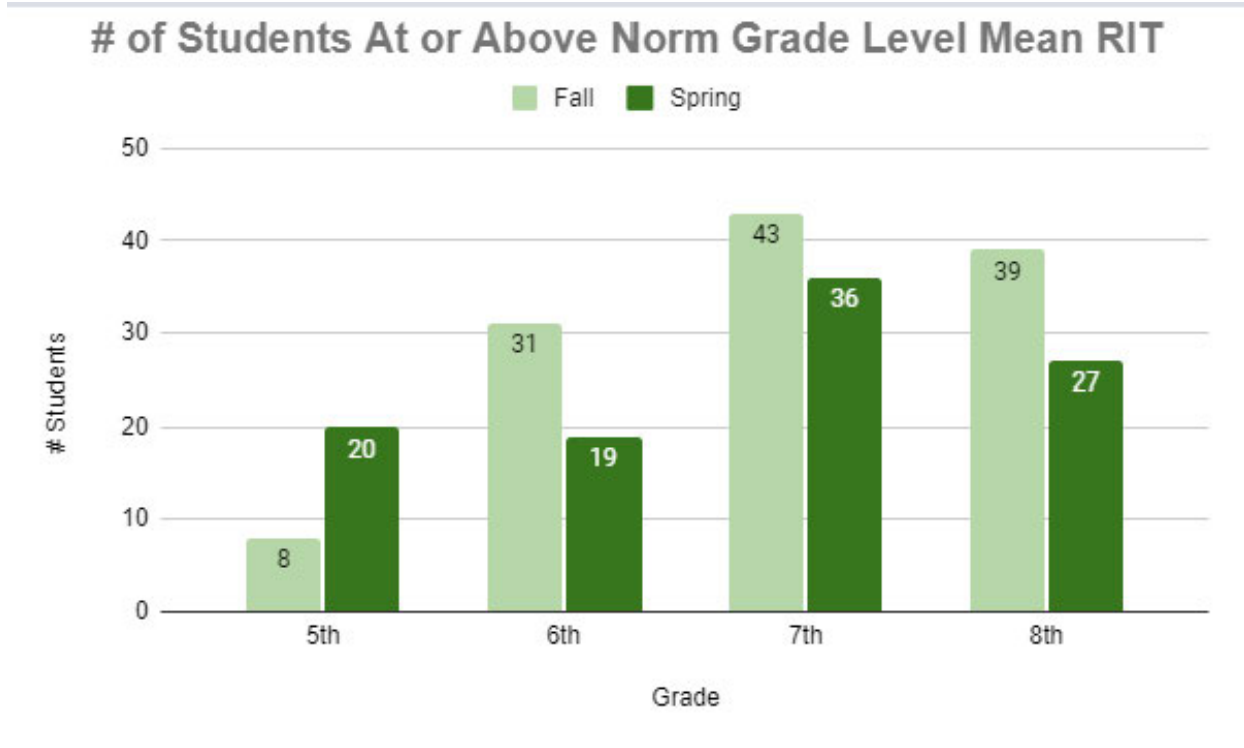
2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

RESULTS AND EVALUATION

Math MAP Assessment Summary						
Mean RIT Analysis						
Average Mean RIT score						
Grade	# Students	Fall Math MAP	Winter Math MAP	Spring Math Map	Growth Fall - Winter	Growth Fall - Spring
5th	89	197	--	209	--	12
6th	91	210	--	218	--	9
7th	93	224	--	232	--	8
8th	83	235	--	242	--	7
Total	356	216	0	225		9
% of students that took exam						
5th		58%	0%	60%		
6th		80%	0%	54%		
7th		70%	0%	58%		
8th		55%	0%	43%		



Achievement Norms Analysis							
Grade	# Students	Fall Math MAP		Winter Math MAP		Spring Math MAP	
		Norm Grade Level Mean RIT	Students At or Above Norm Grade Level Mean RIT	Norm Grade Level Mean RIT	Students At or Above Norm Grade Level Mean RIT	Norm Grade Level Mean RIT	Students At or Above Norm Grade Level Mean RIT
5th	89	209	8	215	0	219	20
6th	91	215	31	220	0	223	19
7th	93	220	43	224	0	227	36
8th	83	225	39	228	0	230	27
Total	356		121		0		102



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	154	56	YES
Measure 2: Each year, the school's median growth percentile of all 3 rd through 8 th grade students 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	101	48	NO
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 ³	56	53	47.5	NO

³ 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

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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. ⁴	2+ students	75%	139	45%	NO
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End of Year Performance on 2020-21 NWEA MAP [Mathematics] Assessment By All Students and Students Enrolled in At Least Their Second Year

Math	All Students		Enrolled in at least their Second Year	
	Percent Proficient[1]	Number Tested	Percent Proficient	Number Tested
3				
4				
5	12%	57	25%	4
6	33%	52	33%	45
7	50%	54	50%	54
8	54%	37	56%	36
All	36%	200	45%	139

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

Grades	Median Growth Percentile	Number Tested
3		
4		
5	54	42
6	53	44
7	58	45
8	76	23
All	154	56

⁴ <https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf>.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Students at Forte Prep who were able to participate in the NWEA MAP assessment in the fall and the spring had mixed results. With lower participation rates, it is difficult to ascertain trends given our lack of widely available assessment results for the whole student population. However, for the students who did participate, we saw lower than usual mastery and growth rates than we have in years' past.

ADDITIONAL CONTEXT AND EVIDENCE

In an effort to maximize testing integrity, we did not allow students to participate in MAP testing from home. Given this, and the conflicting quarantine and other auxiliary attendance policies in place that may have prevented in-person participation in the test, we had a lower than usual participation rate. Typically, we have 98-100% of students take the MAP Growth test and we use it to directly inform instruction. However, we did use year over year comparisons of our trimester exam data (with the exception of 8th grade, because this is our first year with 8th graders) to compare student performance pre- and amid-pandemic. These results confirmed what we were seeing anecdotally in our classrooms: while students were making steady progress over the course of the year, their starting levels and overall growth rates were reduce relative to the '18 and '19 school years.

SUMMARY OF THE ELEMENTARY AND MIDDLE MATHEMATICS GOAL

Forte Prep is incredibly proud of its academic progress in Math over the first four years of operation. We believe that our progress and rates of growth, relative to other comparable schools, is strong and worthy of recognition. Our academic team worked tirelessly to develop alternate instruction modes over the last two years, and will continue to address gaps in student mastery and growth in the coming school year.

ACTION PLAN

With in person instruction resuming in full force this year, we can expect student performance to return to previously observed levels. However, in order to close gaps from prior years, we will need to employ additional levels of small group tutoring and support to build a stronger mathematics foundation in our students.

GOAL 3: SCIENCE

ELEMENTARY AND MIDDLE SCIENCE

Goal 3: Science

Students will be proficient in science.

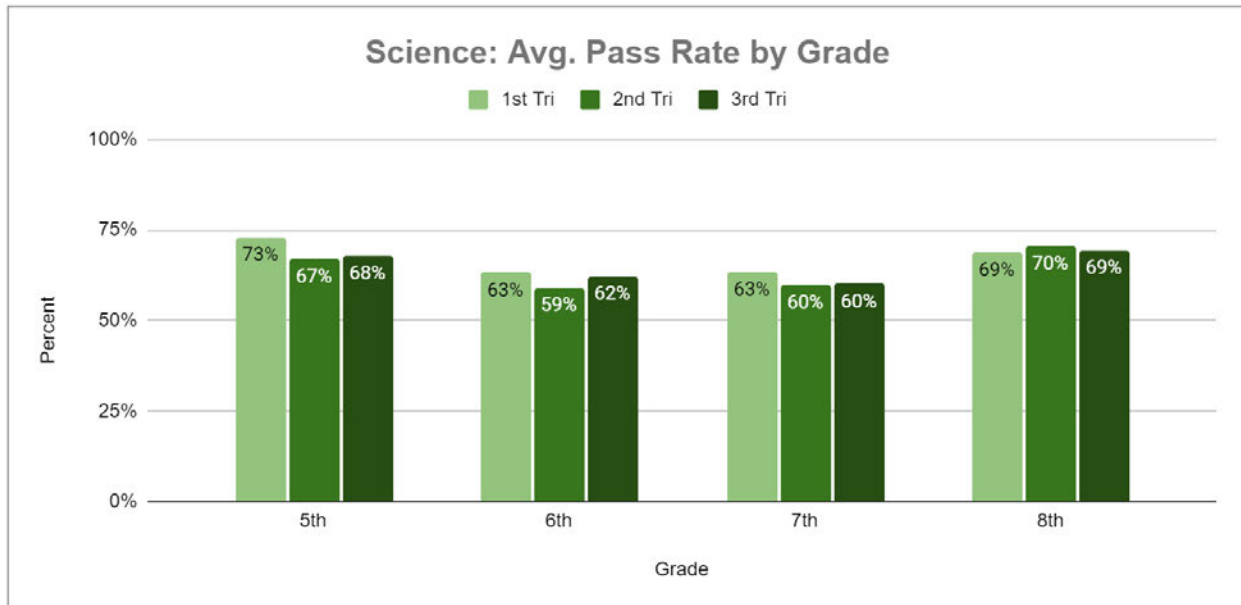
2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

BACKGROUND

Forte Prep’s science curriculum is informed directly by and aligned to the New York State Education Department’s Intermediate Level Science Core Curriculum for grades 5-8,² as well as the Standards for Literacy in Science in the New York Common Core Learning Standards for English Language Arts. 5th and 6th grade students take Science for 50 minutes three days per week and 7th and 8th grade students will take Science for four days a week. Students also take Digital Literacy (computer science) 1-2 times per week. Science instruction in grades 5-8 will begin with building skills related to scientific reasoning, investigative reading, and writing through coursework in Physical Science, Life Science, and Earth & Space Science. Science classes will focus heavily on the mathematics in the application of science, as well as reinforcing critical writing and analysis from English Language Arts curriculum in each grade. In middle school, for example, students are required to cite text from scientific sources, distinguish between facts, findings and speculation, and analyze an author’s purpose in organizing a text and discussing experiments, all of which rely on literacy practice.³ Science curriculum will emphasize the process of discovery and application of principles and scientific concepts. We administered the 8th grade Science Exam for the first time this year to in-person 8th graders.

METHOD

Students were evaluated on science mastery based on quizzes, tests, in-class assignments and trimester exams in each grade. The final result is an overall pass rate, seen below, by grade.



Additionally, in-person 8th grade students, 43 in total, took the 8th grade science state exam. 61% of students scored a 3 or above on this assessment:

ATS - New York City Public Schools (Mon 06/21/21 18:38:29)													
Science Exam Document Summary Report (SCDS)													
Exam: SCI School Year: 20202021 School: 84Q380													
Generated	UnScanned	Partial Scan	Scanned	Warning	Absent	Number Students	Performance Level 1	Number Students	Performance Level 2	Number Students	Performance Level 3	Number Students	Performance Level 4
176	95		81	38		1	2%	16	37%	21	49%	5	12%

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

ACTION PLAN

We will continue to build out our Science curriculum and academic program, now that we will have the luxury of in-person labs and hands-on instruction.

GOAL 4: ESSA

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

Goal 7: Absolute Measure

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

METHOD

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

RESULTS AND EVALUATION

We have in Good Standing, based on the carryover of our 2018-19 Status in the 2020-21 school year.

ADDITIONAL EVIDENCE

We have remained in Good Standing for the entirety of our charter term.

Accountability Status by Year

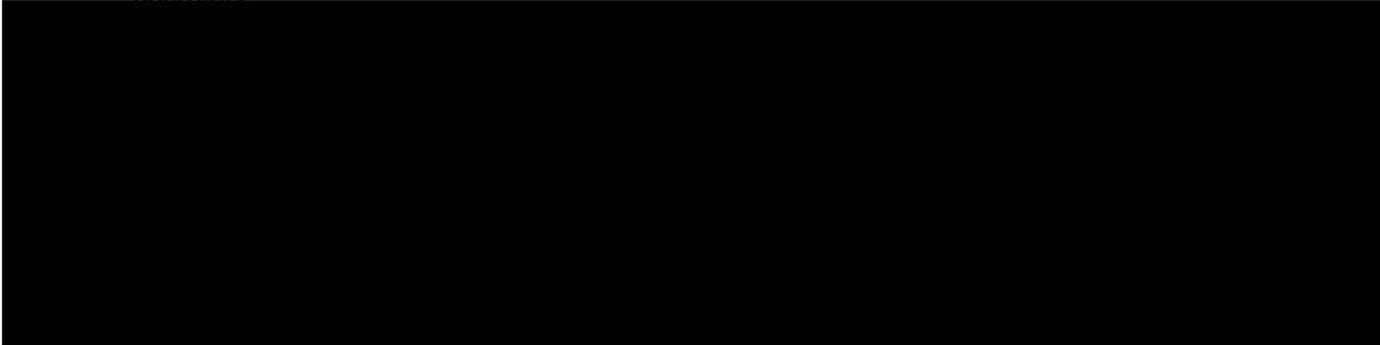
Year	Status
2018-19	Good Standing
2019-20	Good Standing
2020-21	Good Standing



**DISCLOSURE OF FINANCIAL INTEREST
BY A NOT-FOR-PROFIT CHARTER SCHOOL
EDUCATION CORPORATION TRUSTEE**

1. Name of education corporation: Forte Preparatory Academy Charter School
2. Trustee's name (print): Alexandra Rothman
3. Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): _____

secretary



8. Is Trustee an employee of the education corporation? ___ Yes. No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the education corporation during the prior school year. If there has been no such financial interest or transaction, please *write "None."* Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

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)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
<p>none</p> <p><i>Please write "None" if applicable. Do not leave this space blank.</i></p>			

10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the education corporation that is doing business with the education corporation through a management or services agreement, you need not list every transaction between such entity and the education corporation that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the education corporation. If there was no financial interest, please *write "None."*

Entity Conducting Business with the Education Corporation	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the Education Corporation and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
<p><i>Please write "None" if applicable. Do not leave this space blank.</i></p> <p>none</p>				

Signature

Date

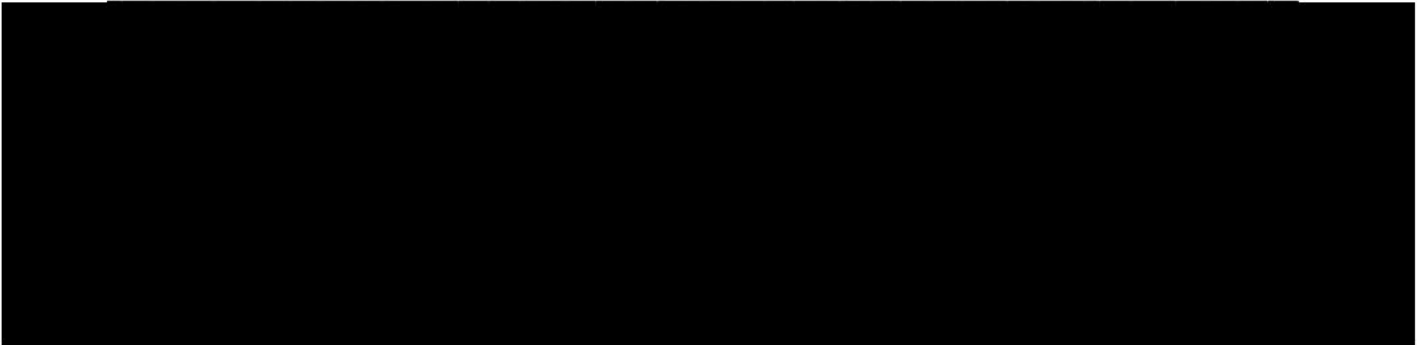
**DISCLOSURE OF FINANCIAL INTEREST
BY A NOT-FOR-PROFIT CHARTER SCHOOL
EDUCATION CORPORATION TRUSTEE**

11. Name of education corporation: Forte Preparatory Academy Charter School

12. Trustee's name (print): Lisa Anne Friscia

13. Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): _____

chair



18. Is Trustee an employee of the education corporation? Yes. No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

19. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the education corporation during the prior school year. If there has been no such financial interest or transaction, please *write "None."* Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

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)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
<p style="text-align: center;">none</p> <p style="text-align: center;"><i>Please write "None" if applicable. Do not leave this space blank.</i></p>			

20. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the education corporation that is doing business with the education corporation through a management or services agreement, you need not list every transaction between such entity and the education corporation that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the education corporation. If there was no financial interest, please *write "None."*

Entity Conducting Business with the Education Corporation	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the Education Corporation and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
<p><i>Please write "None" if applicable. Do not leave this space blank.</i></p>				
<p>none</p>				

Signature

Date



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FILING FOR SCHOOL YEAR: _____
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**DISCLOSURE OF FINANCIAL INTEREST
BY A NOT-FOR-PROFIT CHARTER SCHOOL
EDUCATION CORPORATION TRUSTEE**

21. Name of education corporation: Forte Preparatory Academy Charter School

22. Trustee's name (print): Daniel Moskowitz

23. Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): _____

treasurer



28. Is Trustee an employee of the education corporation? ___Yes. No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

29. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the education corporation during the prior school year. If there has been no such financial interest or transaction, please write "None." Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

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)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
<p>none</p> <p><i>Please write "None" if applicable. Do not leave this space blank.</i></p>			

30. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the education corporation that is doing business with the education corporation through a management or services agreement, you need not list every transaction between such entity and the education corporation that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the education corporation. If there was no financial interest, please *write "None."*

Entity Conducting Business with the Education Corporation	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the Education Corporation and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
<p>none</p> <p><i>Please write "None" if applicable. Do not leave this space blank.</i></p>				

Signature

Date



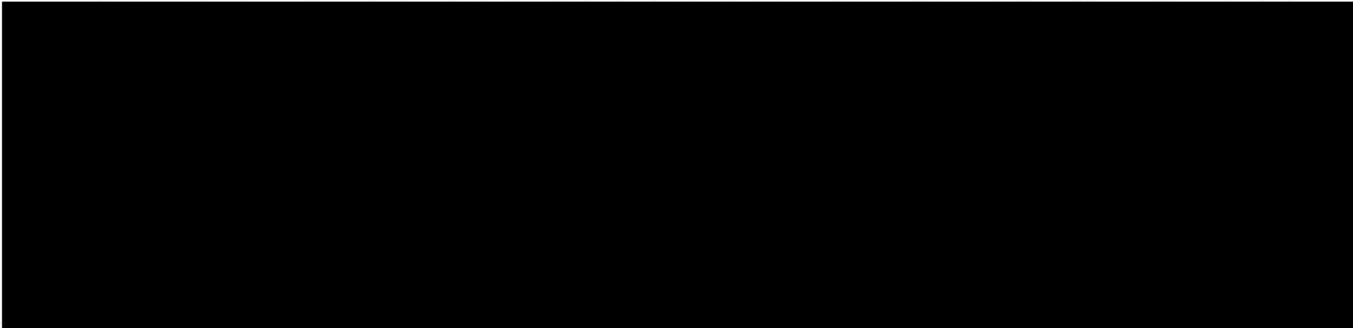
**DISCLOSURE OF FINANCIAL INTEREST
BY A NOT-FOR-PROFIT CHARTER SCHOOL
EDUCATION CORPORATION TRUSTEE**

31. Name of education corporation: Forte Preparatory Academy Charter School

32. Trustee's name (print): Kyle Robinson

33. Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): _____

member



38. Is Trustee an employee of the education corporation? ___Yes. No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

39. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the education corporation during the prior school year. If there has been no such financial interest or transaction, please *write "None."* Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

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)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
<p>none</p> <p><i>Please write "None" if applicable. Do not leave this space blank.</i></p>			

40. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the education corporation that is doing business with the education corporation through a management or services agreement, you need not list every transaction between such entity and the education corporation that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the education corporation. If there was no financial interest, please *write "None."*

Entity Conducting Business with the Education Corporation	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the Education Corporation and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
<p>none</p> <p><i>Please write "None" if applicable. Do not leave this space blank.</i></p>				

Signature

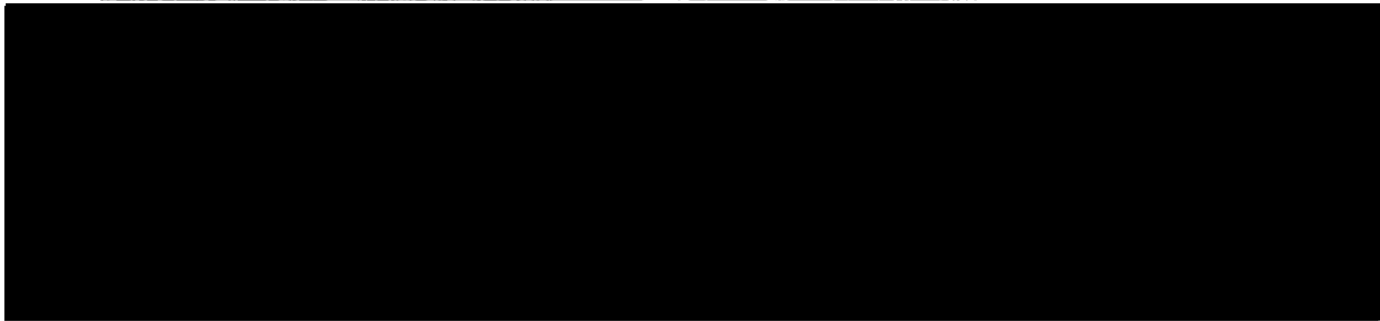
Date



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**DISCLOSURE OF FINANCIAL INTEREST
BY A NOT-FOR-PROFIT CHARTER SCHOOL
EDUCATION CORPORATION TRUSTEE**

- Name of education corporation: Forte Preparatory Academy
- Trustee's name (print): Laura Rodriguez
- Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): N/A



8. Is Trustee an employee of the education corporation? ___ Yes. x No. If you checked yes, please provide a description of the position you hold, your salary and your start date.


9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the education corporation during the prior school year. If there has been no such financial interest or transaction, please *write "None."* Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

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)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
-----NONE-----			

10. Identify each individual, business, corporation, union association, firm, partnership, committee

proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the education corporation that is doing business with the education corporation through a management or services agreement, you need not list every transaction between such entity and the education corporation that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the education corporation. If there was no financial interest, please *write "None."*

Entity Conducting Business with the Education Corporation	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the Education Corporation and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
----- NONE -----				



Signature

4/10/19

Date



**DISCLOSURE OF FINANCIAL INTEREST
BY A NOT-FOR-PROFIT CHARTER SCHOOL
EDUCATION CORPORATION TRUSTEE**

- 1. Name of education corporation: Forté Preparatory Academy
- 2. Trustee's name (print): Wai Lin Yip
- 3. Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): _____



8. Is Trustee an employee of the education corporation? Yes. No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the education corporation during the prior school year. If there has been no such financial interest or transaction, please *write "None."* Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

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)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
<i>NONE</i>			

10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 June 30), you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the education corporation that is doing business with the education corporation through a management or services agreement, you need not list every transaction between such entity and the education corporation that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the education corporation. If there was no financial interest, please *write "None."*

Entity Conducting Business with the Education Corporation	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the Education Corporation and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
NONE				

Wai Lin Gip

Signature

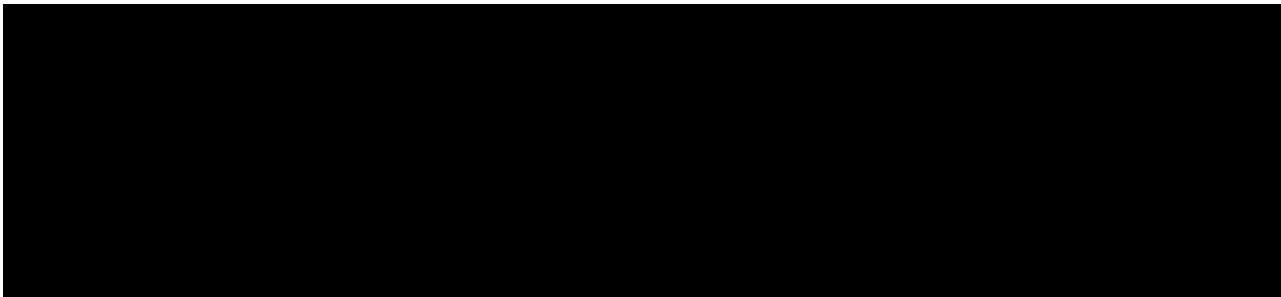
7/19/2018

Date



**DISCLOSURE OF FINANCIAL INTEREST
BY A NOT-FOR-PROFIT CHARTER SCHOOL
EDUCATION CORPORATION TRUSTEE**

1. Name of education corporation: Forte Prep Academy
2. Trustee's name (print): Fiona Y Lin
3. Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): NA



8. Is Trustee an employee of the education corporation? ___ Yes. X No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the education corporation during the prior school year. If there has been no such financial interest or transaction, please *write "None."* Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

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)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
NA			

10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the

education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the education corporation that is doing business with the education corporation through a management or services agreement, you need not list every transaction between such entity and the education corporation that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the education corporation. If there was no financial interest, please *write "None."*

Entity Conducting Business with the Education Corporation	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the Education Corporation and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
NA				



Signature

Date 07/18/18



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

Charter School Name:	Forte Preparatory Academy Charter School
Audit Period:	2020-21
Prior Period:	2019-20
Report Due Date:	Monday, November 1, 2021
School Fiscal Contact Name:	Brad Blosser
School Fiscal Contact Email:	[REDACTED]
School Fiscal Contact Phone:	[REDACTED]
School Audit Firm Name:	Schall & Ashenfarb, CPA's, LLC
School Audit Contact Name:	Stephen T. Smith
School Audit Contact Email:	[REDACTED]
School Audit Contact Phone:	[REDACTED]

SUNY CHARTER SCHOOLS INSTITUTE - Reporting Requirements:

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

Required 8 Items:

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

And, if applicable:

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

	<i>If not included, state the reason(s) below. Or, if not applicable fill in "N/A":</i>
4) Management Letter	N/A
5) Management Letter Response	N/A
6) Form 990; or Extension Form 8868	Not due until May 2022
7) Federal Single Audit/ Uniform Guidance in 2 CFR Part 200, Subpart F	N/A
8) Corrective Action Plan	N/A

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

<u>ASSETS</u>	<u>2020-21</u>	<u>2019-20</u>
<u>CURRENT ASSETS</u>		
Cash and cash equivalents	\$ 2,543,774	\$ 1,793,054
Grants and contracts receivable	170,277	111,292
Accounts receivables	-	-
Prepaid expenses	173,676	173,067
Contributions and other receivables	-	-
TOTAL CURRENT ASSETS	2,887,727	2,077,413
<u>PROPERTY, BUILDING AND EQUIPMENT, net</u>	343,170	380,212
<u>OTHER ASSETS</u>	882,740	775,310
TOTAL ASSETS	4,113,637	3,232,935
<u>LIABILITIES AND NET ASSETS</u>		
<u>CURRENT LIABILITIES</u>		
Accounts payable and accrued expenses	\$ 501,839	\$ 342,773
Accrued payroll and benefits	-	-
Deferred Revenue	11,206	160,861
Current maturities of long-term debt	-	-
Short Term Debt - Bonds, Notes Payable	-	-
Other	-	-
TOTAL CURRENT LIABILITIES	513,045	503,634
<u>LONG-TERM LIABILITIES</u>		
Deferred Rent	196,983	-
All other long-term debt and notes payable, net current maturities	-	525,777
TOTAL LONG-TERM LIABILITIES	196,983	525,777
TOTAL LIABILITIES	710,028	1,029,411
<u>NET ASSETS</u>		
Without Donor Restrictions	3,387,109	2,158,524
With Donor Restrictions	16,500	45,000
TOTAL NET ASSETS	3,403,609	2,203,524
TOTAL LIABILITIES AND NET ASSETS	4,113,637	3,232,935

CK - Should be zero

-

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FORTE PREPARATORY ACADEMY CHARTER SCHOOL

Statement of Activities

as of June 30, 2021

	2020-21			2019-20
	Without Donor Restrictions	With Donor Restrictions	Total	Total
REVENUE, GAINS AND OTHER SUPPORT				
Public School District				
Resident Student Enrollment	\$ 5,765,182	\$ -	\$ 5,765,182	\$ 4,319,317
Students with disabilities	1,031,501	-	1,031,501	835,387
Grants and Contracts				
State and local	-	-	-	-
Federal - Title and IDEA	-	-	-	-
Federal - Other	-	-	-	-
Other	576,251	(28,500)	547,751	20,370
NYC DoE Rental Assistance	1,568,114	-	1,568,114	1,159,982
Food Service/Child Nutrition Program	-	-	-	-
TOTAL REVENUE, GAINS AND OTHER SUPPORT	8,941,048	(28,500)	8,912,548	6,335,056
EXPENSES				
Program Services				
Regular Education	\$ 5,049,766	\$ -	\$ 5,049,766	\$ 3,771,822
Special Education	1,728,082	-	1,728,082	1,236,348
Other Programs	-	-	-	-
Total Program Services	6,777,848	-	6,777,848	5,008,170
Management and general	1,041,705	-	1,041,705	807,370
Fundraising	29,407	-	29,407	18,978
TOTAL OPERATING EXPENSES	7,848,960	-	7,848,960	5,834,518
SURPLUS / (DEFICIT) FROM SCHOOL OPERATIONS	1,092,088	(28,500)	1,063,588	500,538
SUPPORT AND OTHER REVENUE				
Contributions				
Foundations	\$ 50,000	\$ -	\$ 50,000	\$ 45,000
Individuals	86,497	-	86,497	32,825
Corporations	-	-	-	30,201
Fundraising	-	-	-	-
Interest income	-	-	-	-
Miscellaneous income	-	-	-	-
Net assets released from restriction	-	-	-	-
TOTAL SUPPORT AND OTHER REVENUE	136,497	-	136,497	108,026
CHANGE IN NET ASSETS	1,228,585	(28,500)	1,200,085	608,564
NET ASSETS BEGINNING OF YEAR	2,158,524	45,000	2,203,524	1,594,960
PRIOR YEAR/PERIOD ADJUSTMENTS	-	-	-	-
NET ASSETS END OF YEAR	\$ 3,387,109	\$ 16,500	\$ 3,403,609	\$ 2,203,524

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

	<u>2020-21</u>	<u>2019-20</u>
CASH FLOWS - OPERATING ACTIVITIES		
Increase (decrease) in net assets	\$ 1,200,085	\$ 608,564
Revenues from School Districts	-	-
Accounts Receivable	-	-
Due from School Districts	-	-
Depreciation	157,125	128,262
Grants Receivable	(59,765)	318,558
Due from NYS	-	-
Grant revenues	(148,875)	148,875
Prepaid Expenses	(609)	13,889
Accounts Payable	159,066	77,198
Accrued Expenses	-	-
Accrued Liabilities	-	-
Contributions and fund-raising activities	-	-
Miscellaneous sources	-	-
Deferred Revenue	196,983	-
Interest payments	-	-
Security Deposit	(107,328)	(215,635)
Paycheck Protection Program	(525,777)	525,777
NET CASH PROVIDED FROM OPERATING ACTIVITIES	\$ 870,905	\$ 1,605,488
CASH FLOWS - INVESTING ACTIVITIES		
Purchase of equipment	(120,083)	(232,480)
Other	-	-
NET CASH PROVIDED FROM INVESTING ACTIVITIES	\$ (120,083)	\$ (232,480)
CASH FLOWS - FINANCING ACTIVITIES		
Principal payments on long-term debt	-	-
Other	-	-
NET CASH PROVIDED FROM FINANCING ACTIVITIES	\$ -	\$ -
NET (DECREASE) INCREASE IN CASH AND CASH EQUIVALENTS	\$ 750,822	\$ 1,373,008
Cash at beginning of year	1,868,062	495,054
CASH AND CASH EQUIVALENTS AT END OF YEAR	\$ 2,618,884	\$ 1,868,062

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

	No. of Positions	2020-21							2019-20	
		Program Services				Supporting Services			Total	Total
		Regular Education	Special Education	Other Education	Total	Fund-raising	Management and General	Total		
Personnel Services Costs		\$	\$	\$	\$	\$	\$	\$	\$	\$
Administrative Staff Personnel	11.00	-	-	-	-	23,126	396,596	419,722	419,722	3,037,314
Instructional Personnel	45.00	2,654,155	1,023,808	-	3,677,963	-	-	-	3,677,963	-
Non-Instructional Personnel	-	-	-	-	-	-	-	-	-	-
Total Salaries and Staff	56.00	2,654,155	1,023,808	-	3,677,963	23,126	396,596	419,722	4,097,685	3,037,314
Fringe Benefits & Payroll Taxes		583,075	224,914	-	807,989	5,080	87,126	92,206	900,195	604,083
Retirement		-	-	-	-	-	-	-	-	-
Management Company Fees		-	-	-	-	-	-	-	-	-
Legal Service		-	-	-	-	-	-	-	-	-
Accounting / Audit Services		-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting Services		84,591	17,639	-	102,230	-	373,041	373,041	475,271	392,196
Building and Land Rent / Lease / Facility Finance Interest		1,248,647	320,823	-	1,569,470	-	48,540	48,540	1,618,010	1,089,336
Repairs & Maintenance		-	-	-	-	-	-	-	-	-
Insurance		51,235	19,763	-	70,998	447	7,656	8,103	79,101	53,890
Utilities		-	-	-	-	-	-	-	-	-
Supplies / Materials		83,340	21,413	-	104,753	-	-	-	104,753	133,504
Equipment / Furnishings		23,000	5,909	-	28,909	-	20,704	20,704	49,613	75,484
Staff Development		31,562	8,109	-	39,671	-	-	-	39,671	15,718
Marketing / Recruitment		27,283	7,010	-	34,293	-	-	-	34,293	25,697
Technology		-	-	-	-	-	-	-	-	-
Food Service		-	-	-	-	-	-	-	-	-
Student Services		-	-	-	-	-	-	-	-	-
Office Expense		141,622	47,539	-	189,161	754	20,552	21,306	210,467	247,433
Depreciation		121,256	31,155	-	152,411	-	4,714	4,714	157,125	128,262
OTHER		-	-	-	-	-	82,776	82,776	82,776	31,601
Total Expenses		\$ 5,049,766	\$ 1,728,082	\$ -	\$ 6,777,848	\$ 29,407	\$ 1,041,705	\$ 1,071,112	\$ 7,848,960	\$ 5,834,518



Certificate of Occupancy

CO Number:4570298-0000001

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.*

<p>A. Borough: QUEENS Address: 51-35 REEDER ST Building Identification Number(BIN): 4570298</p>	<p>Block Number: 1549 Lot Number(s): 28 Additional Lot Number(s): Application Type: NB - NEW BUILDING</p>	<p>Full Building Certificate Type: Temporary Date Issued: 05/28/2021</p>
<p>This building is subject to this Building Code: 2008</p>		
<p>This Certificate of Occupancy is associated with job# 420812446-01</p>		
<p>B. Construction Classification: I-B: 2 HOUR PROTECTED - NON-COMBUST Building Occupancy Group classification: R-2 - RESIDENTIAL: APARTMENT HOUSES Multiple Dwelling Law Classification: HAEA</p>		
<p>No.of stories: 7</p>	<p>Height in feet: 75</p>	<p>No.of dwelling units: 142</p>
<p>C. Fire Protection Equipment: Fire Alarm System, Sprinkler System, Standpipe System</p>		
<p>D. Parking Spaces and Loading Berths: Open Parking Spaces: Not Available. Enclosed Parking Spaces: 171. Total Loading Berths: 2</p>		
<p>E. This Certificate is issued with the following legal limitations: Restrictive Declaration: None Zoning Exhibit: None BSA Calendar Number(s): None CPC Calendar Number(s): None</p>		
<p>Borough Comments: OCCUPANCY LIMITED TO CELLAR AND FLOOR 1-7 EXCLUDING 1ST FLOOR RETAIL AND ROOF.MUST PROVIDE A MINIMUM OF 3 FIRE GUARDS AND 1 FIRE DIRECTOR TO MONITOR BUILDING WHILE OCCUPIED UNTIL FDNY ISSUES FA APPROVAL OR RECCOMENDATION LETTER is obtained.</p>		

Borough Commissioner

Commissioner



Permissible Use and Occupancy

FLOOR	Occ Group	Live Loads (lbs per sq ft)	Zoning Use Group	Dwelling or Rooming Units	Job Reference	Certificate of Occupancy Type	Exceptions	CO Expiration Date
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Borough Commissioner



Commissioner



2021

August

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
01	02	03	04	05	06	07
08	09	10	11	12 Teacher Leaders Return - PD	13 Teacher-Leaders PD	14
15	16 Summer Staff Summit (SSS) - New Staff Start	17	18	19 Summer Staff Summit (SSS) - Returning Staff Start	20	21
22	23	24	25	26	27	28
29	30	31	01 New Student Orientation (1pm dismissal)	02 New Student Orientation (1pm dismissal)	03 New Student Orientation (1pm dismissal)	04
05	06	Notes:				

2021

September

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
29	30	31	01 New Student Orientation (1pm dismissal)	02 New Student Orientation (1pm dismissal)	03 New Student Orientation (1pm dismissal)	04
05	06 Labor Day (no school)	07 Rosh Hashannah (no school)	08 Rosh Hashannah (no school)	09 First Day of school (returning students)	10 MAP Testing (Fall Window)	11
12	13 MAP Testing (Fall Window)	14 MAP Testing (Fall Window)	15 MAP Testing (Fall Window)	16 Yom Kippur (no school)	17	18
19	20	21	22	23	24	25
26	27	28	29	30	01	02
03	04	Notes: 15 Instructional Days + 3 orientation				

2021

October

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
26	27	28	29	30	01	02
03	04	05	06	07	08	09
10	11 Indigenous Peoples' Day (No Students)	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31	01	Notes: 20 Instructional Days				

2021

November

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
31	01	02 Election Day - school in session	03	04	05	06
07	08	09	10	11 Veteran's Day (no school)	12	13
14	15	16	17	18 Trimester 1 Exams	19 Trimester 1 Exams	20
21	22 Trimester 1 Exams	23 Trimester 1 Exams	24 Half Day (no staff PD)	25 Thanksgiving (no school)	26 Thanksgiving (no school)	27
28	29 Data Day (staff PD, students get async instruction)	30 First day of Trimester 2	01	02	03	04
05	06	Notes: 19 Instructional Days				

2021

December

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
28	29 First day of Trimester 2	30	01 Trimester 1 Family Conferences	02	03	04
05	06	07	08	09	10	11
12	13	14	15	16	17	18
19	20	21	22	23 Winter Recess (no school)	24 Winter Recess (no school)	25
26	27 Winter Recess (no school)	28 Winter Recess (no school)	29 Winter Recess (no school)	30 Winter Recess (no school)	31 Winter Recess (no school)	01
02	03	Notes: 16 Instructional Days				

2022

January

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
26	27	28	29 Winter Recess (no school)	30 Winter Recess (no school)	31 Winter Recess (no school)	01
02	03 Data Day (staff PD, no school for students)	04	05 MAP Testing (Winter window)	06 MAP Testing (Winter window)	07 MAP Testing (Winter window)	08
09	10	11	12	13	14	15
16	17 MLK Day (no school)	18	19	20	21	22
23	24	25	26	27	28	29
30	31	Notes: 18 Instructional Days				

2022

February

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
30	31	01 Lunar New Year (no school)	02	03	04	05
06	07	08	09	10	11	12
13	14	15	16	17	18	19
20	21 Midwinter Recess (no school)	22 Midwinter Recess (no school)	23 Midwinter Recess (no school)	24 Midwinter Recess (no school)	25 Midwinter Recess (no school)	26
27	28 Data Day (staff PD, no school for students)	01	02	03	04	05
06	07	Notes: 13 Instructional Days				

2022

March

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
27	28	01 Trimester 2 Exams	02 Trimester 2 Exams	03 Trimester 2 Exams	04 Trimester 2 Exams	05
06	07 First day of Trimester 2	08	09	10	11 Data Day (staff PD, students get remote instruction)	12
13	14	15	16 Trimester Two Family Conferences	17	18	19
20	21	22	23	24	25	26
27	28	29 ELA State Exam Window	30 ELA State Exam Window	31 ELA State Exam Window	01	02
03	04	Notes: 23 Instructional Days				

2022

April

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
27	28	29	30	31	01	02
03	04	05	06	07	08	09
10	11	12	13	14	15 Spring Recess (no school)	16
17	18 Spring Recess (no school)	19 Spring Recess (no school)	20 Spring Recess (no school)	21 Spring Recess (no school)	22 Spring Recess (no school)	23
24	25	26 Math State Exam Window	27 Math State Exam Window	28 Math State Exam Window	29	30
01	02	Notes: 15 Instructional Days				

2022

May

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
01	02 Eid al-Fitr (no school)	03	04	05	06	07
08	09	10	11	12	13	14
15	16	17	18	19	20 Data Day (staff PD, students get remote instruction)	21
22	23	24	25	26	27	28
29	30	31	01	02	03	04
05	06 Memorial Day (no school)	Notes: 24 Instructional Days async instruction is required independent remote instruction for students				

2022

June

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
29	30 Memorial Day (no school)	31	01 MAP Testing (Spring window)	02 MAP Testing (Spring window)	03 MAP Testing (Spring window)	04
05	06	07	08	09 Field Day	10	11
12	13 Trimester 3 Exams	14 Trimester 3 Exams	15 Trimester 3 Exams	16 Trimester 3 Exams	17	18
19	20 Juneteenth observed (no school)	21 Effie Expeditions (1pm dismissal)	22 1pm dismissal & Trimester Three Family Conferences	23 1pm dismissal	24 Last Day of School + Graduation (1pm Dismissal)	25
26	27	28	29	30	01	02
03	04	Notes: 17 Instructional Days				

2022

July

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
26	27	28	29	30	01	02
03 Independence Day	04 Independence Day	05	06	07	08	09
10	11 Summer Academy (8-1)	12 Summer Academy (8-1)	13 Summer Academy (8-1)	14 Summer Academy (8-1)	15 Summer Academy (8-1)	16
17	18 Summer Academy (8-1)	19 Summer Academy (8-1)	20 Summer Academy (8-1)	21 Summer Academy (8-1)	22 Summer Academy (8-1)	23
24	25	26	27	28	29	30
31	01	Notes:				