

Application: Bronx Charter School For Excellence 7 (formerly, Boys Prep)

Susan Tan 
2025-2026 Annual Report

Summary

ID: 0000000244
Status: Annual Report Submission
Last submitted: Sep 15 2026 03:22 PM (EDT)

Entry 1 – School Information and Cover Page

Completed - Aug 3 2026

Instructions

Required of ALL Charter Schools

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

Entry 1 – School Information and Cover Page

(New schools that were not open for instruction for the 2025-2026 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, 2026**) or you may not be assigned the correct tasks.

BASIC INFORMATION

a. LEGAL SCHOOL NAME (as chartered)

(Select name from the drop down menu)

BOYS PREPARATORY CHARTER SCHOOL OF NEW YORK

b. Unofficial or Popular School Name

Boys Prep/ Bronx Excellence 7

c. CHARTER AUTHORIZER (As of June 30th, 2026)

Please select the correct authorizer as of June 30, 2026 or you may not be assigned the correct tasks.

SUNY BOARD OF TRUSTEES

c. School Unionized

Is your charter school unionized?

No

d. District/CSD of Location

New York City Community School District # 7

e. Date of Approved Initial Charter

Aug 1 2013

f. Date School First Opened for Instruction

Aug 1 2014

g. Approved School Mission

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

We are authorized by SUNY.

h. Approved Key Design Elements

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

We are authorized by SUNY.

i. School Website Address

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

j. Authorized Charter Enrollment for 2025-2026 School Year

743

k. Actual Enrollment on June 30, 2026, Excluding Pre-K Program Enrollment

376

I. Grades Served

Grades served during the 2025-2026 school year (exclude Pre-K program students):

Responses Selected:

Kindergarten
1
2
3
4
5
6
7
8
9
10
11
12

m. Charter Management Organization/Educational Management Organization

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

Yes

m1. Charter Management Organization Name

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

Excellence Community Schools Inc.

m2. Charter Management Organization Email Address

m3. Charter Management Organization Phone Number

718-828-7301

FACILITIES INFORMATION

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

Will the school maintain or operate multiple sites in 2026-2027?

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

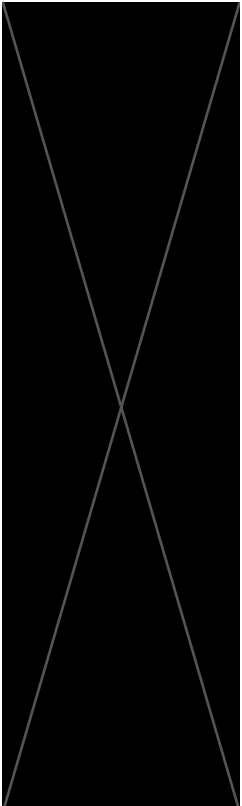
School Site 1 (Primary)

n1. SCHOOL SITES

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

	Physical Address	Phone Number	District/CSD	Grades Served at Site for 2025-2026 School Year (K-5, 6-9, etc.)	Grades to be Served at Site for 2026-2027 school year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 1	192 East 151st Street Bronx, NY 10451	718-742-4321	New York City Community School District # 7	K-8	K-8	K-8

n1a. Please provide the contact information for Site 1.

	Name	Title	Work Phone	Alternate Phone	Email Address
School Leader	Troy Wilson	Principal	718-742-4321		
Operational Leader	Jessica Agbi	Director of School Operations	718-742-4321		
Compliance Contact	Monica Rios	Director of Operations and Finance	718-742-4321		
Complaint Contact	Troy Wilson	Principal	718-742-4321		
DASA Coordinator	Traci Weeks	HR Manager	718-892-1309		
Phone Contact for After Hours Emergencies	Leroy Clarke	Facilities Manager	718-742-4321		

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

Private Space

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

Responses Selected:

Not Co-Located

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

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

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

Fire inspection certificates must be updated annually. For the upcoming school year 2026-2027, please submit a current fire inspection certificate.

If the fire inspection certificate will expire between the August 3, 2026 submission of the Annual Report and the November 2 Annual Report submission, please submit the new certificate with the Annual Report entries due no later than 11:59 PM on November 2, 2026.

Site 1 Certificate of Occupancy (COO)

[Boys prep_CO.pdf](#)

Filename: Boys prep_CO.pdf.pdf **Size:** 76.4 kB

Site 1 Fire Inspection Report

This is required, marked optional for administrative purposes.

[Boys Prep School Fire alarm Inspection.pdf](#)

Filename: Boys Prep School Fire alarm Inspection.pdf.pdf **Size:** 1.2 MB

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

Separate by semi-colon (;)

N/A

p1. Total Number of School Calendar Days

180

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

July 2026	0
August 2026	0
September 2026	119
October 2026	147
November 2026	119
December 2026	119
January 2027	133
February 2027	105
March 2027	154
April 2027	119
May 2027	140
June 2027	105

CHARTER REVISIONS DURING THE 2025-2026 SCHOOL YEAR

q. Summary of Material and Non-Material Charter Revisions submitted or approved since August 1, 2025, including updates to the school's board of trustees' by-laws, enrollment policy, discipline policy, or complaint policy.

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

Does the school have any material or non-material revision requests that have been submitted or approved since August 1, 2025?

Yes

q2. Summary of Charter Revisions

	Category (Select Best Description)	Specific Revision (150 word limit)	Date Approved by BOT (if applicable)	Date Approved by Authorizer (if applicable)
1	Change/Termination of CMO Contract	Excellence Community Schools manages Public Prep Academies Schools which includes Boys Preparatory Charter School of New York, Girls Preparatory Charter School of the Bronx, Girls Preparatory Charter School of the Bronx II, and Girls Preparatory Charter School of New York, since summer 2025.	05/28/2025	07/01/2025
2	Change in Grade Level Configuration	Boys Preparatory Charter School of New York requests a charter revision to serve 594 students in grades K-8 starting in the 2026-27 school year through the end of the current charter term.	01/13/2026	03/13/2026
3	Change in School Name	Boys Prep (Boys Preparatory Charter School of New York) at 192 E 151 Street will officially become Bronx Charter School for Excellence 7.	05/29/2026	07/01/2026
4				

5				
---	--	--	--	--

More revisions to add?

No

ATTESTATIONS

r. Name/Position of Person Completing/Submitting the 2025-2026 Annual Report. (To type in a phone number with an extension, please use this format: 123-456-7890-3. The dash and number 3 at the end of the phone number refers to the individual's phone extension. Do not type in the work extension or the abbreviation for it - just the dash and the extension number after the phone number).

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

s. Our signatures (Executive Director/School, Leader/Head of School, and Board President) below attest that all of the information contained herein is truthful and accurate and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws, regulations, and rules. We understand that if any information in any part of this report is found to have been deliberately misrepresented, this will constitute grounds for the revocation of our charter.

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

Responses Selected:

Yes

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

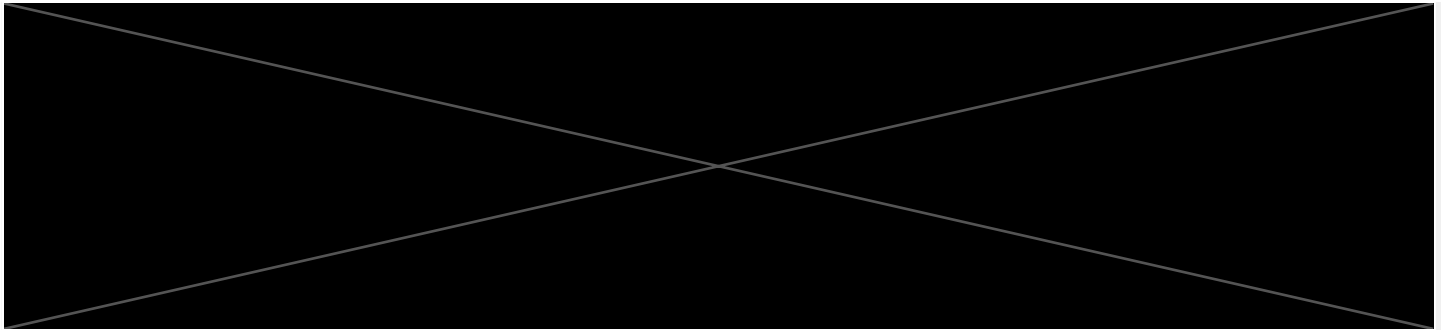
Our E-Signatures (not digital signatures) (Executive Director/School Leader/Head of School and Board President) below attest that our school has reviewed, understands and will comply with the employee clearance and fingerprint requirements as outlined in Entry 7 and found in the [NYSED CSO Fingerprint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

Responses Selected:

Yes

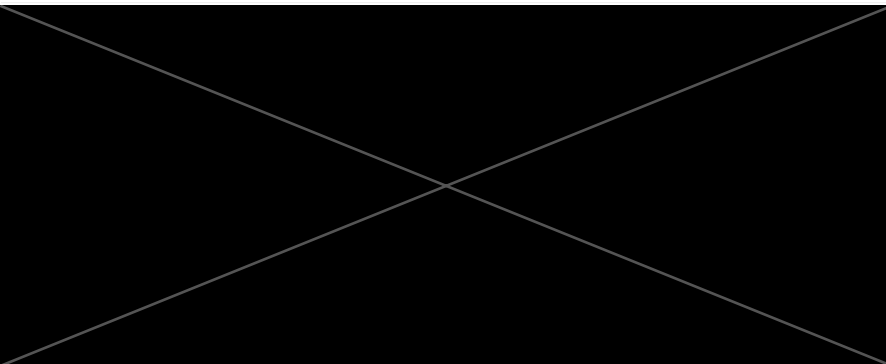
Signature, Head of Charter School

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



Signature, President of the Board of Trustees

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



Date

Jul 30 2026



Thank you.

Entry 2 – Links to Critical Documents on School Website

Completed - Jul 22 2026

Instructions

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

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

1. Current Annual Report (i.e., 2025-2026 Annual Report);^[1] Please note: schools are responsible for redacting their own annual reports for posting.
2. All Board of Trustees documents, including calendar, meeting notices, agendas, and board meeting minutes;
3. New York State School Report Card - This report captures school-level enrollment and demographic information, staff qualifications, electronic student records, and attendance rates, as prescribed by New York State law.^[2] Even if there is no school data yet reported, a direct web link to the most recent [New York State School Report Card](#) for the charter school must be provided;
4. Authorizer-approved DASA Policy and Authorizer-approved School Discipline Policy (**For Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY**);
5. District-wide safety plan, not a building-level safety plan (as per the [2024 Emergency Response Plan Memo – Charter Schools Only](#));
6. Authorizer-approved FOIL Policy; and
7. Subject matter list of FOIL records.

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

^[2] School Report Card data is included in the reporting requirements for New York charter schools in 8 NYCRR 119.3.

Entry 2 – Links to Critical Documents on School Website

School Name: Bronx Charter School For Excellence 7 (formerly, Boys Prep)

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

By law, each charter school is required to maintain certain notices and policies listed on its website. Please insert the [link to the page on the school's website](#) where each document can be accessed.

	Link to Documents
1. Current Annual Report (i.e., 2025-2026 Annual Report)	https://www.excellenceschools.org/policies-procedures
2. Board meeting notices, agendas, and documents, including board meeting minutes	https://www.excellenceschools.org/about-us/board-of-trustees
3. New York State School Report Card. This report captures school-level enrollment and demographic information, staff qualifications, electronic student records, and attendance rates, as prescribed by New York State law. Even if there is no school data yet reported, a direct web link to the most recent New York State School Report Card for the charter school must be provided.	https://data.nysed.gov/profile.php?instid=800000071084
4a. Authorizer-approved DASA Policy (For Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY)	
4b. Authorizer-approved School Discipline Policy (For Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY)	
5. District-wide safety plan, not a building level safety plan (as per the 2024 Emergency Response Plan Memo)	https://www.excellenceschools.org/policies-procedures
6. Authorizer-approved FOIL Policy	https://www.excellenceschools.org/legal
7. Subject matter list of FOIL records (e.g., see NYSED Subject Matter List)	https://www.excellenceschools.org/legal

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

Responses Selected:

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



Thank you.

Entry 3 – Board of Trustees Membership Table

Completed - Jul 30 2026

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 portal. Please be sure to include and identify parents who are members of the Board of Trustees and indicate whether parents are voting or non-voting members.

Entry 3 – Board of Trustees Membership Table

1. **SUNY-AUTHORIZED** charter schools are required to provide information for VOTING trustees only.

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

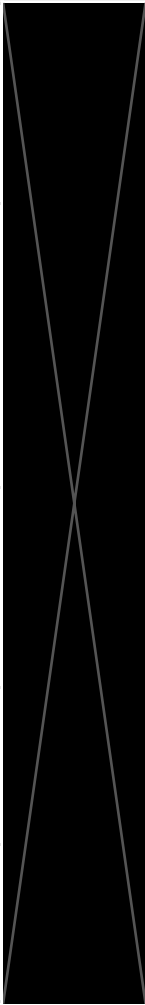
2. **REGENTS, NYCDOE, and BUFFALO BOE-AUTHORIZED** charter schools are required to provide information for all VOTING and NON-VOTING trustees.

Authorizer:

Who is the authorizer of your charter school?

SUNY

1. 2025-2026 Board Member Information (Enter information for each Board of Trustees member).

	Voting Trustee Name	Trustee Email Address	Position on the Board	Committee Affiliation (s)	Voting Member Per By-Laws (Y/N)	Number of Completed Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2025- 2026
1	Boykin Curry IV		Chair	Finance, Academic, Real Estate	Yes	6	07/01/20 25	07/01/20 28	5 or less
2	Nicole Greene		Vice Chair	Academic, Governance, Development	Yes	4	07/01/20 24	07/01/20 27	5 or less
3	Laura Weil		Secretary	Governance, Real Estate	Yes	6	07/01/20 25	07/01/20 28	5 or less
4	Tamara Zachery		Trustee/ Member	Development	Yes	1	07/01/20 23	07/01/20 26	5 or less
5	Kristine Rivera		Trustee/ Member	Governance	Yes	1	07/01/20 25	07/01/20 28	5 or less
6									
7									
8									
9									

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

No

2. Number of board meetings conducted in 2025-2026

5

3. Number of board meetings scheduled for the 2026-2027 school year

5

4. INFORMATION ABOUT MEMBERS OF THE BOARD OF TRUSTEES

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

a. Total number of Voting Members on June 30, 2026	5
b. Total number of Voting Members added during the 2025-2026 school year	1
c. Total number of Voting Members who left the board during 2025-2026 school year	0
d. Maximum number of Voting Members in 2025-2026, as set by the board in by-laws, resolution, or minutes	5
e. Board members attending 8 or fewer meetings during 2025-2026	5

Thank you.

Instructions

Required of ALL Charter Schools

Each member of the charter school's Board of Trustees who served on a charter school education corporation governing one or more charter schools for any period during the 2025-2026 school year must complete and sign the most up-to-date version of the Trustee [Disclosure of Financial Interest Form](#) **no later than 11:59 PM on August 3, 2026**. Acceptable signature formats include:

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

All completed forms must be collected and uploaded in PDF format for each individual member. **The education corporation is responsible for ensuring that each member who served on the board during the 2025-2026 school year completes the form.**

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

[PPA Board Trustee-Financial-Disclosure-Form distributed - Sugned - Boykin Curry](#)

Filename: PPA Board Trustee-Financial-Disclosure-Form_distributed - Sugned - Boykin Curry.pdf **Size:** 272.2 kB

[PPA Board Trustee-Financial-Disclosure-Form distributed - Sugned - Laura Weil](#)

Filename: PPA Board Trustee-Financial-Disclosure-Form_distributed - Sugned - Laura Weil.pdf **Size:** 267.3 kB

[PPA Board Trustee-Financial-Disclosure-Form distributed - Sugned - Nicole Greene](#)

Filename: PPA Board Trustee-Financial-Disclosure-Form_distributed - Sugned - Nicole Greene.pdf **Size:** 272.7 kB

[PPA Board Trustee-Financial-Disclosure-Form distributed - signed - Tamara Zachery](#)

Filename: PPA Board Trustee-Financial-Disclosure-Form_distributed - signed - Tamara Zachery.pdf **Size:** 497.8 kB

[PPA Board of Trustee-Financial Disclosure Form-Kristine Rivera](#)

Filename: PPA Board of Trustee-Financial Disclosure Form-Kristine Rivera.pdf **Size:** 1.3 MB

Entry 6 – Enrollment & Retention of Special Populations

Completed - Jul 30 2026

Instructions

Required of ALL Charter Schools

Describe the good faith efforts the charter school has made in 2025-2026 toward meeting targets to attract and retain the enrollment of students with disabilities (SWD), English language learners (ELL), and students who are economically disadvantaged (ED). In addition, describe the school's plans for meeting or making progress toward meeting its enrollment and retention targets in 2026-2027.

Entry 6 – Enrollment and Retention of Special Populations

Good Faith Efforts to Meet Recruitment Targets

	Describe Recruitment Efforts in 2025-2026	Describe Recruitment Plans for 2026-2027
Students with Disabilities	During the recruitment session, we recruited and served students with disabilities by including accurate, up-to-date information about our special education services (ex. ICT classrooms, related services) in information sessions. During the enrollment process, we asked about special education services and IEPs to ensure we had the most up-to-date information for schools in August. Schools were notified when a student with an IEP was entering mid year. Families also had the opportunity to meet with Student Services staff to discuss their scholar's IEPs when desired.	We will continue to keep our schools and families informed about our special educational services. We will also continue to extend our time and knowledge on a case by case basis for those families who have a child with a disability. It is important for us to maintain this culture of support, as it indicates our commitment to working with families having children with disabilities.
English Language Learners	During the recruitment season, we recruited and served English language learners by continuing to produce enrollment and recruitment materials in English, Spanish, and other languages. Our recruitment team includes native Spanish and Bengali speakers who are able to communicate with families in the language they are most comfortable with. We collected Home Language Identification Surveys during the registration process to ensure schools are aware of families and students who needed to receive information in languages other than English.	We will continue our efforts to recruit and serve English language learners by having recruitment material and applications in Spanish and other languages. Our bilingual staff members will work with non-English speaking families in the recruitment and enrollment process. We will continue to collect Home Language Identification Surveys during registration to be aware of families and students who need to receive information in languages other than English.
Economically Disadvantaged	During the recruitment season, we recruited and served economically disadvantaged populations by continuing to market in New York City Housing Authority developments	We will continue all advertising efforts that we know are viable to areas of economically disadvantaged families, such as community centers, housing

and community centers, daycares, Head Start programs, free and low-cost healthcare facilities, food banks, and local community-based organizations (e.g. houses of worship, after-school programs). Our marketing tactics included bus ads, newspaper ads, digital advertising on social media, and more. Our canvassing efforts targeted bus stops, trains, parks, corner stores, shelters, and libraries. When communicating with families, we informed them that we are a public school and that there is no cost to apply for admission or to attend. We also provided as much assistance as we can for uniforms to families in need.

developments, daycare, etc. We plan to produce advertisements on buses and trains, newspapers, magazines, and social media. We will continue our canvassing efforts in targeted bus stops, trains, parks, corner stores, shelters, and libraries. Our goal is to expand our presence in the neighborhoods we serve.

Good Faith Efforts To Meet Retention Targets

	Describe Retention Efforts in 2025-2026	Describe Retention Plans for 2026-2027
Students with Disabilities	During the 2025-26 school year, we retained students with disabilities by having supports and services for students with disabilities. Every campus had integrated co-teaching classrooms, and our services included Counseling, Speech, Occupational Therapy, and Physical Therapy. Our dedicated Student Service staff worked hard to get students the supports and services the students need, so that eventually the students can be phased out of their Individualized Educational Plans.	We will continue to work with families on a case-by-case basis to educate them about the child's IEP and reasons for the recommended services. We will begin servicing the child as soon as possible. If for any reason, a parent does not agree with the mandated services, we will help them with the appeal process. The ultimate goal is to provide the correct services that enable students to progress from a complex setting to a less complex setting, eventually becoming independent.
English Language Learners	During the 2025-26 school year, we retained English language learners in several ways. We continued to provide high-quality, extensive support to ELL students as they learn English. We provided professional development to staff who support ELLs and ensure teachers have access to the appropriate resources. We created classrooms that are language-rich and enhance students' vocabularies and experiences with language.	We plan to retain English Language Learners in several ways. At registration, we will survey families for household primary language and identify students for NYSITELL testing to assess their level of English proficiency. We will continue to provide high-quality, extensive support to ELL students, as they learn English. We will provide professional development to staff who support ELLs, and ensure teachers have access to the appropriate resources. We will continue to create classrooms that are language-rich and enhance students' vocabularies and experiences with language.
Economically Disadvantaged	During the 2025-26 school year, we retained students from economically disadvantaged populations in several ways. We provided free breakfast and lunch. We provided free school supplies and technology	We plan to retain and serve students from economically disadvantaged populations in several ways. We will research programs available for the specific population and provide families with

to scholars. Additionally, we shared information about community-based organizations with programs such as rental assistance and food banks.

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

Entry 7 – Employee Fingerprint Requirements Attestation

Completed - Jul 22 2026

Instructions

Required of ALL Charter Schools

Review and complete the Employee Fingerprint Requirements Attestation.

Entry 7 – Employee Fingerprint Requirements Attestation

A. TEACH System – Employee Clearance

Required of ALL Charter Schools

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

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

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

B. Emergency Conditional Clearances

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

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

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

Attestation

Responses Selected:

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

Entry 9 – School Calendars

Completed - Jul 30 2026

Instructions

Required of ALL Charter Schools

Charter schools must upload final **2025-2026 and 2026-2027** calendars into the portal **no later than 11:59 PM on August 3, 2026**. The calendars must be separate files.

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

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

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

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

Sample Calendar:

12 Month Calendar 2021-2022				
184 Instructional Days				
July				
Mon	Tues	Wed	Thurs	Fri
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30
August				
Mon	Tues	Wed	Thurs	Fri
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			
September (18)				
Mon	Tues	Wed	Thurs	Fri
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	
October (20)				
Mon	Tues	Wed	Thurs	Fri
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29
November (18)				
Mon	Tues	Wed	Thurs	Fri
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			
December (17)				
Mon	Tues	Wed	Thurs	Fri
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31
January (20)				
Mon	Tues	Wed	Thurs	Fri
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				
February (15)				
Mon	Tues	Wed	Thurs	Fri
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28				
March (23)				
Mon	Tues	Wed	Thurs	Fri
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	
April (15)				
Mon	Tues	Wed	Thurs	Fri
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29
May (21)				
Mon	Tues	Wed	Thurs	Fri
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			
June (17)				
Mon	Tues	Wed	Thurs	Fri
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

Staff Report - August 23rd

Early Dismissal Days

Holiday/Recess (No Students or Staff)

Superintendent's Conference Day (No School for Students)

Regents and School-level Exams

September 8, 2021 All Grade Levels Report

June 24, 2022 - Last Day of School

[Prep Snapshot Calendar 2025-2026](#)

Filename: Prep Snapshot Calendar 2025-2026_.pdf Size: 204.3 kB

[Bronx Snapshot Calendar 2026-2027](#)

Filename: Bronx Snapshot Calendar 2026-2027.pdf Size: 206.6 kB

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

Completed - Sep 15 2026

Instructions

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

SUNY-authorized charter schools must download an Accountability Plan Progress Report template at [Accountability Plan Progress Report](#). Schools serving high school grades must also submit an accompanying High School Data Submission spreadsheet. After completing, SUNY-authorized charter schools must upload the document into the Annual Report Portal **and** into the SUNY Epicenter document management system **no later than 11:59 PM on September 15, 2026**.

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

APPR 2026 Bronx Excellence 7 Final

Filename: APPR 2026_Bronx Excellence 7 Final.pdf Size: 533.2 kB

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

Incomplete

Instructions

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

Board of Regents, NYCDOE, and Buffalo BOE-authorized schools must report all Progress Toward Charter Goals as per their currently approved charters **no later than 11:59 PM on November 3, 2026**.

Schools must complete the "Goals" tables as provided in the tables below **OR** upload the most current action plan that includes progress made during the 2025-2026 school year toward achieving or maintaining a "Meets" rating on the 10 Performance Framework benchmarks.

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

Entry 11 – Progress Toward Goals

PROGRESS TOWARD CHARTER GOALS

Board of Regents, NYCDOE, and Buffalo BOE-authorized schools may complete the "Goals" tables as provided in the portal OR upload the most current action plan that includes progress made during the 2025-2026 school year toward achieving or maintaining a "Meets" rating on the 10 Performance Framework benchmarks.

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

No Responses Selected

PROGRESS TOWARD CHARTER GOALS

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

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

1. ACADEMIC STUDENT PERFORMANCE GOALS

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

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

2. ORGANIZATION GOALS

2025-2026 Progress Toward Attainment of Organization Goals

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

5. Do have more organizational goals to add?

(No response)

3. FINANCIAL GOALS

2025-2026 Progress Toward Attainment of Financial Goals

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

Thank you.

Entry 12 – Audited Financial Statements

Incomplete

Required of ALL Charter Schools

ALL charter schools must upload the financial statements and related documents in PDF format into the portal **no later than 11:59 PM on November 2, 2026**. The statements, the independent auditor's report, any advisory and/or management letter, and the internal controls report must be combined into a PDF file with security features such as password protection removed.

ALL SUNY-authorized charter schools must also submit the documents to the SUNY Compass system **no later than 11:59 PM on November 2, 2026**. **SUNY-authorized charter schools** are asked to ensure that security features such as password protection are turned off.

PLEASE NOTE: This task appears as optional until August 3, 2026. Thereafter, it will be identified as a required task due on November 2, 2026.

Entry 13 – Fiscal Year 2026-2027 Budget

Incomplete

Regents, NYCDOE, and Buffalo BOE-authorized charter schools are required to download the budget template from the portal or the [Annual Reports](#) webpage and complete it. Upload the completed template **no later than 11:59 PM on November 2, 2026**. The Assumptions column should be completed for all revenue and expense items unless the item is self-explanatory.

PLEASE NOTE: This task appears as optional until August 3, 2026. Thereafter, it will be identified as a required task due on November 2, 2026.

Optional Additional Documents to Upload (BOR)

Incomplete

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

Trustee Name:

Boykin Curry

Name of Charter School Education Corporation:

Public Prep Charter School Academies

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

board chair

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

☐ Yes ☒ No

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

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

☐ Yes ☒ No

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

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

☐ Yes ☒ No

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

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

☐ Yes ☒ No

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

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

☒ **None**

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

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

☒ **None**

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

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

Business Telephone:

none

Business Address:

none

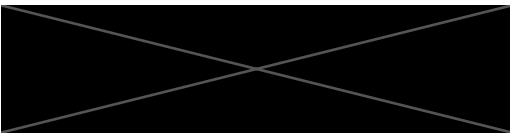
E-mail Address:

none

Home Telephone:



Home Address:



Aug 8, 2025

Signature

Date

Acceptable signature formats include:

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

last revised 04/2022

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

Trustee Name:

Laura A. Weil

Name of Charter School Education Corporation:

Public Prep Charter School Academies

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

Board of Trustees

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

☐ Yes ☒ No

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

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

☐ Yes ☒ No

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

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

☐ Yes ☒ No

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

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

☐ Yes ☒ No

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

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

☒ **None**

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

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

☒ **None**

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

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

Business Telephone:



Business Address:

E-mail Address:



Home Telephone:



Home Address:





August 7, 2025

Signature

Date

Acceptable signature formats include:

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

last revised 04/2022

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

Trustee Name:

Nicole Greene

Name of Charter School Education Corporation:

Public Prep Charter School Academies

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

Vice Chair

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

☐ Yes ☒ No

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

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

☐ Yes ☒ No

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

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

☐ Yes ☒ No

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

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

☐ Yes ☒ No

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

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

☒ **None**

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

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

☒ **None**

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

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

Business Telephone:



Business Address:



E-mail Address:



Home Telephone:



Home Address:



8/12/2025

Signature

Date

Acceptable signature formats include:

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

last revised 04/2022

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

Trustee Name:

Tamara Zachery

Name of Charter School Education Corporation:

Public Prep Charter School Academies

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

N/A

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

☐ Yes ☒ No

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

N/A

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

☐ Yes ☒ No

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

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

☐ Yes ☒ No

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

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

☐ Yes ☒ No

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

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

☒ **None**

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

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

☒ **None**

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

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

Business Telephone:



Business Address:



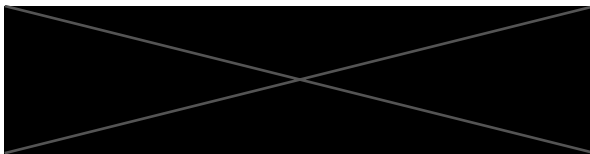
E-mail Address:



Home Telephone:



Home Address:



08/27/2025

Signature

Date

Acceptable signature formats include:

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

last revised 04/2022

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

Trustee Name: Kristine Rivera

Charter School
Education Corporation: Public Prep Charter School Academies

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

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

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and the person's position.

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

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship.

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

☐ Yes ☒ No

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

5. Are you a current or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management ("CMO") services, whether for-profit or not-for-profit, that contracts, or may contract, with the charter school or education corporation?

☒ Yes ☐ No

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

Managing Director of Family & Community Engagement.

6. Do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

☐ Yes ☒ No

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

7. Identify each interest/transaction (and provide the requested information) that you, any of your family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the past five years or your current Board term, whichever is less, and, for new Board members serving less than one year, during the six months prior to service. If there has been no such interest or transaction, check **None**.

☒ **None**

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

8. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship.

If you or an immediate family member are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify the name of the organization, your position in the organization, and the relationship between such organization and the school(s).

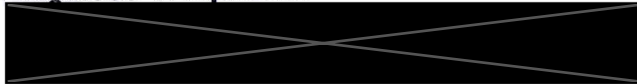
If there was no financial interest, check **None**.

☒ **None**

Organization conducting business with the school(s) and your position if applicable	Nature of business conducted and relationship between organization and the school	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization and the nature of the interest	Steps taken to avoid conflict of interest; the date of the board meeting documenting such steps

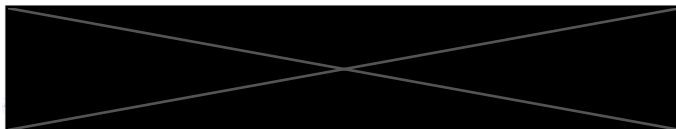
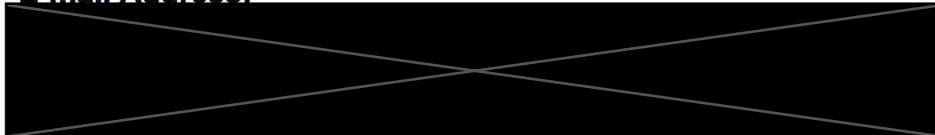
This document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. Please provide only contact information which may be made publicly available.

Business Telephone:



Business Address:

E-mail Address:



Signature

8/1/2026
Date

Acceptable signature formats include:

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

last revised 04/2026

Public Prep – 2025-2026 School Calendar

180 school days

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

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

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

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

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

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

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

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

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

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

Dates to Know:

August 18 – New Teachers/Existing Employees Start/Return

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

Schedule Changes:

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

COLOR CODE DEFINITION:

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

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

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

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

Apr 3-10	Spring Recess
May 25	Memorial Day
June 4	PD/Clerical Day
June 5	Administrative Day
June 19	Juneteenth

Bronx Excellence – 2026-2027 School Calendar

180 school days

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

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

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

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

January 2027						
Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						19

February 2027						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						
						15

March 2027						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
						22

April 2027						
Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	
						17

May 2027						
Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					20

165

June 2027						
Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			15

Dates to Know:

August 24 – New Teachers Start
August 27 - Existing Employees
Return. All Teachers on board.

Schedule Changes:

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

COLOR CODE DEFINITION:

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

Federal Holidays and School Breaks 2026/27 (school closures)

Sep 7	Labor Day
Oct 12	Indigenous Peoples' Day
Nov 3	Election Day/PD
Nov 11	Veteran's Day
Nov 26-27	Thanksgiving Recess

Dec 24-Jan 1	Winter Recess
Jan 1, 2026	New Year's Day
Jan 18	Martin L. King Day
Feb 15-19	Mid-Winter Recess
Feb 15	President's Day

Mar 26	Good Friday
Apr 12-16	Spring Recess
May 31	Memorial Day
June 3&4	PD/Clerical Day
June 18	Juneteenth (Observed)



Bronx Charter School for Excellence 7

**2025-26 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 15, 2026

By

Troy Wilson, School Principal

192 East 151st Street, Bronx New York 10451

(718) 742-4321

2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: K-8

Troy Wilson, School Principal, prepared this 2025-26 Accountability Progress Report on behalf of the charter school's board of trustees:

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

Troy Wilson has served as Principal since 2025.

2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: K-8

SCHOOL OVERVIEW

Originally established as Boys Preparatory Charter School of New York, Bronx Charter School for Excellence 7 (Bronx Excellence 7, Bronx 7) provides strong foundational support for boys from Kindergarten through 8th grade, setting them up for success every day. We hold high standards and push our scholars to meet and exceed these expectations. Our commitment is unwavering—we provide the resources needed to excel and reach their fullest potential.

The demographics of the population served by Bronx Excellence 7 are as follows:

Percentage distribution of 2025-2026 students by race/ethnicity

Ethnicity	Percentage
American Indian or Alaskan Native	1.2%
Asian	1.8%
Black/African American	46.9%
Hispanic/Latino	48.1%
Multiple Ethnicities	0.3%
Native Hawaiian or Other Pacific Islander	0.3%
White	1.2%

In addition, 80.2% of our students are eligible for free or reduced lunch.

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	Un-graded	Total
2023-24	36	45	56	58	75	83	78	74	64	-	569
2024-25	30	31	43	54	55	58	67	67	58	-	463
2025-26	26	22	25	36	41	45	41	43	60	-	339

GOAL 1: ENGLISH LANGUAGE ARTS

Students will become proficient readers of the English language.

BACKGROUND

Bronx Charter School for Excellence 7 implements a high-quality, comprehensive English Language Arts (ELA) curriculum that is aligned to New York State's Next Generation Learning Standards. The reading program provides the foundation needed for students to become proficient readers, including the skills

2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: K-8

and knowledge necessary to understand how phonemes are connected to print, the ability to decode words, and the ability to read fluently. It provides background knowledge and vocabulary to foster comprehension, development of active strategies to construct meaning from print, and development and maintenance of a motivation to read. We chose this curriculum because it allows us to facilitate a literacy approach that incorporates multiple genres, has the flexibility to differentiate, and uses direct instruction to teach foundational skills prior to moving onto more complex content.

The elementary program is grounded in techniques that support explicit and systematic instruction and offers a platform for ongoing professional development for teachers in the critical elements of instruction for phonemic awareness, phonics, fluency, vocabulary, and comprehension strategies. This program is supplemented with guided reading and literature circles based on student learning needs. Students are regularly exposed to authentic texts and provided leveled, guided instruction. Teachers use multiple levels of Bloom's Taxonomy question stems to promote critical thinking. All instructional staff participate in workshops and ongoing modeling throughout the academic year to enhance their skills and optimize their use of curriculum resources.

The middle school program continues this work as scholars progress into departmentalized instruction. Ninety minutes are allocated for ELA each day, with a minimum of 50 minutes devoted to reading using a published program in concert with award winning novels. The program provides a wide variety of genres, word study/vocabulary enrichment, differentiated material, and connections to writing. In addition, each unit begins with essential questions that usher students from knowledge and understanding to synthesis and evaluation. Award-winning novels are directly tied to broader themes taught in other disciplines. Therefore, we can increase reading engagement, stamina, and the connections that allow scholars to make better meaning and sense of the world around them.

Bronx Excellence 7 utilizes the writing workshop model for scholars to experience processed and craft writing. Students improve writing fluency, learn to communicate effectively, and develop knowledge of the English written language system, with an emphasis on syntax and discourse. Students understand the connections between reading and writing to develop as writers, understand and can write across various fictional and non-fictional genres, and develop a love of writing, culminating in publishing parties where written work is celebrated.

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

2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: K-8

evaluate the efficacy of our programming. Moreover, data helps to drive differentiated professional development by strengthening areas of vulnerability and leveraging assets to optimize instruction.

ELEMENTARY AND MIDDLE ELA

ELA Measure 1 - Absolute

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

2025-26 State English Language Arts Exam Number of Students Tested and Not Tested

Grade	Total Tested	Total Enrolled	Percent Tested
3	30	32	93.8%
4	34	37	91.9%
5	40	40	100.0%
6	34	36	94.4%
7	30	31	96.8%
8	51	54	94.4%
All	219	230	95.2%

Performance on 2025-26 State English Language Arts Exam By All Students and Students Enrolled in At Least Their Second Year¹

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	30	6	20.0%	26	5	19.2%
4	34	23	67.6%	31	22	71.0%
5	40	15	37.5%	37	15	40.5%
6	34	15	44.1%	30	14	46.7%
7	30	17	56.7%	30	17	56.7%
8	51	35	68.6%	49	34	69.4%
All	219	111	50.7%	203	107	52.7%

ELA Measure 2 - Absolute

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

2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: K-8

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

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the English language arts test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2025-26 English language arts MIP for all students of **126.5**. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.²

English Language Arts 2025-26 Performance Index (PI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
219	19.2	30.1	32.9	17.8

$$PI = (0 * [19.2\%]_{\text{Level 1}} + 1 * [30.1\%]_{\text{Level 2}} + 2 * [32.9\%]_{\text{Level 3}} + 2.5 * [17.8\%]_{\text{Level 4}}) * 100 = \mathbf{140.4}$$

ELA Measure 3 - Comparative

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

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

2025-26 State English Language Arts Exam
Charter School and District Performance by Grade Level

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

² You can find the statewide MIP goals for 2022-23 to 2028-29 [here](#). Note: 2023-24 and 2022-23 MIP goals were retroactively updated and increased in the new guidance before the 2025-26 school year.

³ Given that district results for the current year are generally not available at this time, for purposes of this report schools should include the district's 2024-25 results as a placeholder for the district's 2025-26 results. Schools can access these data at data.nysed.gov.

2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: K-8

	Number Tested	Percent Proficient	Number Tested	Percent Proficient
3	26	19.2%	645	38.0%
4	31	71.0%	654	41.7%
5	37	40.5%	666	34.4%
6	30	46.7%	630	37.9%
7	30	56.7%	721	39.4%
8	49	69.4%	693	44.2%
All	203	52.7%	4009	39.3%

ELA Measure 4 - Comparative

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

METHOD

Given the timing of the state's release of economically disadvantaged data, the 2025-26 Comparative Performance analysis is not yet available. This report contains 2024-25 results.⁴

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure.

2024-25 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	98.1%	469	444.4	2.32
4	89.3%	455	446.3	0.81
5	77.3%	447	447.9	-0.09
6	87.5%	449	442.8	0.61
7	87.0%	444	445.3	-0.13
8	93.2%	453	445.6	0.81
All	88.6%	452.3	445.3	0.68

⁴ These data can be found in the school's Accountability Summary provided by the Institute in spring 2026.

2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: K-8

ELA Measure 5 - Growth

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

METHOD

Given the timing of the state’s release of Growth Model data, the 2025-26 analysis is not yet available. This report contains 2024-25 results, the most recent Growth Model data available.⁵

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2024-25 and also have a state exam score from 2023-24 including students who were retained in the same grade. Students with the same 2023-24 score are ranked by their 2024-25 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students’ growth percentiles are aggregated school-wide to yield a school’s mean growth percentile.

2024-25 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	44.6	50.0
5	41.2	50.0
6	58.9	50.0
7	57.8	50.0
8	53.8	50.0
All	51.8	50.0

ELA INTERNAL EXAM RESULTS

During 2025-26, in addition to the New York State 3rd – 8th grade exams, the school primarily used the following assessment to measure student growth and achievement in ELA: **Internally developed**

METHOD

The table below shows the proficiency rates of students at the end of the school year. Because it is assumed that students will grow at the normed rate to master grade level content by the conclusion of the school year, these figures demonstrate the percentage of students in grades 3-8 who mastered 75% or more of grade level content at the normed rate since the beginning of the school year.

⁵ These data can be found in the school’s Accountability Summary provided by the Institute in spring 2026.

2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: K-8

End-of-Year Performance of 2025-26 Students from Internal ELA Assessment by Grade Level

Site	Grade	Count of Students	% Proficient
Bronx 7	3	32	12.5%
Bronx 7	4	36	44.4%
Bronx 7	5	40	35.0%
Bronx 7	6	35	42.9%
Bronx 7	7	30	53.3%
Bronx 7	8	53	67.9%
Bronx 7	All	226	44.7%

SUMMARY OF THE ELA GOAL

Bronx Excellence 7 met the achievement target for four of five measures and did not meet the target for one measure.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Not Met
Absolute	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	Met
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the school district of comparison.	Met
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	Met
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.	Met
TOTAL	Of the required measures, the school met:	4/5

EVALUATION OF ELA GOAL

Bronx Excellence 7 exceeded the performance target for four of five measures and did not meet the target for one measure; the school met the overall goal.

Measure 1 – Absolute: Overall, 52.7% of students enrolled in at least their second year were proficient on the New York State exam for grades 3-8.

2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: K-8

Measure 2 – Absolute: The school’s performance index was 140.4, which exceeded the achievement measure target of 126.5.

Measure 3 – Comparative: Bronx Excellence 7 students enrolled in at least their second year outperformed their district counterparts in most grades and overall. The overall proficiency rate for these continuously enrolled students was 52.7%, compared to 39.3% within the school district of comparison.

Measure 4 – Comparative: The school’s overall effect size was .68, which met the target, but grades five and seven fell below expectations. Grades three, four, six and eight exceeded the target.

Measure 5 – Growth: The mean growth percentile was 51.8, which surpassed the 50.0 achievement measure target.

ADDITIONAL CONTEXT AND EVIDENCE

The school is now managed by Excellence Community Schools, a non-profit charter management organization (CMO), and began its transition to the Excellence Model in school year 2025-26. Founded in Parkchester in 2004, Excellence Community Schools operates multiple high-performing charter schools and has earned multiple National Blue Ribbon distinctions from the U.S. Department of Education. Academic growth and achievement is a key priority for Excellence Community Schools and the Bronx Excellence 7 leadership team.

ELA ACTION PLAN

Bronx Excellence 7 will prioritize literacy as a schoolwide instructional focus. Strong literacy instruction prepares scholars to read complex texts closely, think critically about what they have read, engage in rigorous academic discourse, and communicate their ideas effectively through writing. Bronx Excellence 7 will implement an integrated approach that connects reading, writing, speaking, listening, and critical thinking across grade levels and content areas. A central component will be the consistent use of data to identify scholar strengths, skill gaps, and areas requiring additional instructional support. Teachers and school administrators will analyze formative and interim assessment results, identify trends at the scholar, classroom, grade, cohort, and subgroup levels, and establish measurable instructional goals.

Bronx Excellence 7 will strengthen scholars' comprehension through a focus on close reading and sustained engagement with high-quality, complex texts. Novel studies will provide scholars with opportunities to engage deeply with complete texts and develop reading stamina, vocabulary, background knowledge, comprehension, and the ability to analyze increasingly complex ideas across a text. Bronx Excellence 7 will also increase the frequency and quality of academic discourse across classrooms. Scholars will regularly articulate their thinking, respond to the ideas of others, ask questions, defend claims with evidence, and revise their thinking based on new information. Socratic seminars will serve as one strategy for developing these skills and Project-Based Learning will provide scholars with authentic opportunities to apply literacy skills across contexts.

2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: K-8

Increasing scholar writing proficiency will be an explicit component of Bronx Excellence 7's literacy strategy as well. Scholars will write frequently and across content areas, both as a means of demonstrating mastery and as a tool for developing deeper thinking and comprehension. Writing data and scholar work will become part of the ongoing instructional analysis process to identify trends, calibrate expectations for quality, determine instructional gaps, and monitor progress over time.

Bronx Excellence 7 will provide intensified literacy support for scholars demonstrating the greatest academic need. Student-level data will be used to determine specific areas of focus and develop targeted intervention plans. Scholars identified as having specialized learning needs will receive instruction aligned with their individual learning profiles and Individualized Education Programs. In addition to mandated services, accommodations, and goals, identified scholars will receive daily targeted small-group literacy instruction. Intervention groups will be strategically and flexibly organized according to skill needs, allowing instruction to target specific gaps, and progress-monitoring data will be constantly analyzed.

Bronx Excellence 7's staffing and professional learning strategies will support the successful implementation of this literacy approach. Teachers will participate in weekly observation and coaching cycles, differentiated based on educator need. Bronx Excellence 7 administrators will ensure educators see effective practices modeled, practice new strategies, receive actionable feedback, reflect on implementation, and apply their learning directly within the classroom.

Through this comprehensive approach, Bronx Excellence 7 will establish a literacy culture in which scholars read closely, think critically, discuss meaningfully, and write purposefully. The integration of data-driven instruction, novel studies, close reading, Socratic seminars, Project-Based Learning, intentional writing instruction, targeted intervention, and sustained teacher coaching will provide a coherent strategy for accelerating literacy achievement.

GOAL 2: MATHEMATICS

Bronx Excellence 7 students will demonstrate steady progress in the understanding and application of mathematical skills and concepts.

BACKGROUND

Bronx Excellence 7 uses Next Generation math standards and Eureka Math², which sequences mathematical progressions into modules. The curriculum aligns well with the school's approach to learning and provides a foundation of knowledge, skills, and competencies upon which to build as students advance in content and grade level. We selected this curricular approach because it allows students to engage with exciting, intriguing, and animated content that provides enhanced opportunities to explore, expand upon, and broaden the depth of mathematical discourse, real-world connections, reasoning, critical thinking, and problem solving. This includes computational, procedural, and conceptual knowledge that supports and builds success in mathematics with authentic problem

2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: K-8

solving. The program centers on teaching with a concrete-pictorial-abstract learning progression through real-world, hands-on experiences. It encourages students to use various mental strategies to solve problems and focus on finding solutions. It builds conceptual understanding rather than rote memorization, with an emphasis on critical thinking and problem solving and focuses on deep knowledge building to understand mathematics conceptually.

Our math program also uses key concepts as building blocks for more complex treatments in articulated, logical, modular progressions using a narrative approach to build coherence. Students are encouraged to use math talk to build mathematical vocabulary to discuss concepts in context. Scholars are expected to learn content and processes of mathematics to become lifelong mathematical thinkers. Middle school students continue to work with the standards-aligned, coherent, and focused curriculum that reflects the logical and sequential nature of mathematics. The curriculum simultaneously develops conceptual understanding, computational fluency, and problem-solving skills within real-world context. Our program is research-based and provides robust professional development for teachers, inclusive of teacher-led instructional videos and tools to target instruction based on student need.

Math is taught daily for a minimum of 60 minutes for elementary school and 90 minutes for middle school. During the class, content is introduced to the whole group. The teacher uses real-time data collected throughout the lesson, such as checks for understanding or questioning methods, along with unit quizzes and tests, and informal performance assessments. Additional assessments include formal and informal measures such as exit tickets, performance tasks, interim and state exams, and unit quizzes and tests. Data garnered from these measures is used to formulate small group interventions, assess curriculum efficacy, inform lesson planning, and guide professional development.

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

ELEMENTARY AND MIDDLE MATHEMATICS

Math Measure 1 - Absolute

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

METHOD

2025-26 State Mathematics Exam
Number of Students Tested and Not Tested

2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: K-8

Grade	Total Tested	Total Enrolled	Percent Tested
3	30	32	93.8%
4	34	37	91.9%
5	40	40	100.0%
6	33	36	91.7%
7	30	31	96.8%
8	51	54	94.4%
All	218	230	94.8%

Performance on 2025-26 State Mathematics Exam

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

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	30	11	36.7%	26	10	38.5%
4	34	29	85.3%	31	27	87.1%
5	40	21	52.5%	37	21	56.8%
6	33	14	42.4%	29	13	44.8%
7	30	18	60.0%	30	18	60.0%
8	51	33	64.7%	49	32	65.3%
All	218	126	57.8%	202	121	59.9%

Math Measure 2 - Absolute

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

METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the mathematics test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2025-26 mathematics MIP for all students of **130.4**. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

Mathematics 2025-26 Performance Index (PI)

2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: K-8

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
218	14.7	27.5	40.8	17.0

$$PI = (0 * [14.7\%]_{Level\ 1} + 1 * [27.5\%]_{Level\ 2} + 2 * [40.8\%]_{Level\ 3} + 2.5 * [17.0\%]_{Level\ 4}) * 100 = \mathbf{151.6}$$

Math Measure 3 - Comparative

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

METHOD

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.⁶

2025-26 State Mathematics Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Number Tested	Percent Proficient	Number Tested	Percent Proficient
3	26	38.5%	664	57.2%
4	31	87.1%	661	50.1%
5	37	56.8%	666	45.5%
6	29	44.8%	622	33.9%
7	30	60.0%	727	44.4%
8	49	65.3%	630	35.9%
All	202	59.9%	3970	44.7%

Math Measure 4 - Comparative

⁶Schools can access these data when the NYSED releases its database containing grade level ELA and mathematics results for all schools and districts statewide at data.nysed.gov. If 2025-26 district data is not available, schools should compare to 2024-25 district data.

2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: K-8

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

METHOD

Given the timing of the state's release of economically disadvantaged data, the 2025-26 Comparative Performance analysis is not yet available. This report contains 2024-25 results.⁷

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure.

2024-25 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	98.1%	482	448.4	2.22
4	89.3%	466	450.4	1
5	77.3%	446	449.6	-0.26
6	87.5%	455	444.6	0.73
7	87%	455	449.6	0.36
8	-	-	-	-
All	87.8%	460.3	448.4	0.79

Math Measure 5 - Growth

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

METHOD

Given the timing of the state's release of Growth Model data, the 2025-26 analysis is not yet available. This report contains 2024-25 results, the most recent Growth Model data available.⁸

⁷ These data can be found in the school's Accountability Summary provided by the Institute in spring 2026.

⁸ These data can be found in the school's Accountability Summary provided by the Institute in spring 2026.

2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: K-8

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2024-25 and also have a state exam score in 2023-24 including students who were retained in the same grade. Students with the same 2023-24 scores are ranked by their 2024-25 scores and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile.

2024-25 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	44.5	50.0
5	31.0	50.0
6	67.0	50.0
7	58.1	50.0
8	-	50.0
All	51.2	50.0

MATHEMATICS INTERNAL EXAM RESULTS

During 2025-26, in addition to the New York State 3rd – 8th grade exams, the school primarily used the following assessment to measure student growth and achievement in mathematics: **Internally developed**

METHOD

The table below shows the proficiency rates of students at the end of the school year. Because it is assumed that students will grow at the normed rate to master grade level content by the conclusion of the school year, these figures demonstrate the percentage of students in grades 3-8 who mastered 75% or more of grade level content at the normed rate since the beginning of the school year.

End-of-Year Performance of 2025-26 Students from Internal math Assessment by Grade Level

Site	Grade	Count of Students	% Proficient
Bronx 7	3	32	15.6%
Bronx 7	4	36	75.0%
Bronx 7	5	40	42.5%
Bronx 7	6	35	31.4%
Bronx 7	7	30	60.0%
Bronx 7	8	53	52.8%
Bronx 7	All	226	46.9%

2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: K-8

SUMMARY OF THE MATHEMATICS GOAL

Bronx Excellence 7 met the performance target for four out of five measures and did not meet the target for one measure.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State Mathematics exam for grades 3-8.	Not Met
Absolute	Each year, the school's aggregate PI on the state's mathematics exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	Met
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.	Met
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	Met
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.	Met
TOTAL	Of the required measures, the school met:	4/5

EVALUATION OF THE MATHEMATICS GOAL

Bronx Excellence 7 exceeded the performance target for four of the five mathematics measures and did not meet the target for one measure; the school met the overall goal.

Measure 1 – Absolute: Overall, 59.9% of students enrolled in at least their second year were proficient on the New York State math exam for grades 3-8, which fell below the target. In addition, some students enrolled in at least their second year took the Algebra 1 Regents Exam, and 100% passed.

Measure 2 – Absolute: The school's performance index was 151.6, which exceeded the achievement measure target of 130.4.

Measure 3 – Comparative: Bronx Excellence 7 students enrolled in at least their second year outperformed their district counterparts in most grades and overall. The overall proficiency rate for these continuously enrolled students was 59.9%, compared to 44.7% within the school district of comparison.

Measure 4 – Comparative: Most individual grades surpassed the .3 effect size achievement measure target, and the overall effect size for the school was .79.

2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: K-8

Measure 5 – Growth: The school’s overall MGP was 51.2, surpassing the 50.0 target.

ADDITIONAL CONTEXT AND EVIDENCE

The school is now managed by Excellence Community Schools, a non-profit charter management organization (CMO), and began its transition to the Excellence Model in school year 2025-26. Founded in Parkchester in 2004, Excellence Community Schools operates multiple high-performing charter schools and has earned multiple National Blue Ribbon distinctions from the U.S. Department of Education. Academic growth and achievement is a key priority for Excellence Community Schools and the Bronx Excellence 7 leadership team.

Performance on the Regents Algebra I Exam Of 8 th Grade Students Enrolled in At Least Their Second Year ⁹				
Year	Charter School		School District	
	Number Tested	Percent Passing	Number Tested	Percent Passing
2023-24	49	51.0%	1414	29%
2024-25	48	52.1%	2168	24%
2025-26	4	100%	-	-

MATHEMATICS ACTION PLAN

Bronx Excellence 7 will strengthen instructional practices that move scholars beyond procedural fluency toward conceptual understanding, mathematical reasoning, problem solving, and application. Classrooms will provide scholars consistent opportunities to explore concepts, make connections between representations, explain their reasoning, and apply mathematical knowledge to authentic and increasingly complex problems. A key instructional priority will be strengthening scholars’ ability to comprehend and interpret mathematical information. Teachers will explicitly support scholars in identifying relevant information within word problems, understanding mathematical vocabulary, interpreting graphs and data displays, analyzing diagrams and visual models, and effectively utilizing number lines. Instruction will emphasize the connection between reading comprehension and mathematical problem solving.

Bronx Excellence 7 will strengthen the intentional use of retrieval practice. Teachers will routinely revisit previously taught concepts and skills, to strengthen retention and connect prior learning to new content. Retrieval practice will be informed by formative assessment data and incorporated into instructional routines.

⁹Schools can access these data when the NYSED releases its database containing grade level regents results for all schools and districts statewide at data.nysed.gov. If 2025-26 district data is not available, schools should compare to 2024-25 district data.

2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: K-8

Mathematical discourse will serve as a central component of daily instruction. Scholars will explain their mathematical thinking, compare strategies, defend solutions, ask questions, analyze errors, and respond to the reasoning of their peers. Mathematics instruction will also emphasize real-world application. Teachers will connect concepts to authentic scenarios that demonstrate how math is used to solve problems, interpret information, make decisions, and understand the world around them. Where appropriate, Project-Based Learning and interdisciplinary opportunities will allow scholars to apply mathematics through authentic tasks.

Excellence 7 will implement an intensified cycle of intervention and progress monitoring. Scholar-level data will be analyzed to identify trends with specific standards, prerequisite skills, and mathematical concepts. This analysis will establish targeted instructional priorities and scholar groupings will be intentional, flexible, data-informed, and skill-specific.

Teachers will participate in professional learning focused specifically on the Standards for Mathematical Practice and how these practices should be evident within daily instruction. Professional learning will strengthen teachers' ability to design learning experiences that require scholars to make sense of problems, persevere through challenging tasks, reason abstractly and quantitatively, construct mathematical arguments, critique reasoning, use mathematical tools strategically, attend to precision, and recognize patterns and structures. Instructional leaders will reinforce this learning through ongoing classroom observation, coaching, modeling, and collaborative planning.

GOAL 3: SCIENCE

Students will become proficient in all grade level science expectations.

BACKGROUND

The science curriculum is based on the New York State P-12 Science Learning Standards (NYSP-12SLS) and focuses on three dimensions of learning – Science and Engineering Practices, Disciplinary Core Ideas, and Crosscutting Concepts. Under the guidance of the standards, the science program takes an inquiry-based approach to learning. It provides students with opportunities to build connections that link science to technology and societal impacts and provides the skills and knowledge our students need to become scientifically literate citizens of the 21st century. This approach aligns to our commitment to inspire conscientious, inquisitive, knowledgeable, and lifelong scholars. Students practice solving problems creatively, thinking critically, working cooperatively in teams, using technology effectively, and developing positive science attitudes.

Science instruction at Bronx Excellence 7 is differentiated for all learning styles and incorporates several methods of instructional delivery and assessment. Instruction emphasizes active, hands-on exploration in the early grades that help students build their understanding of key concepts. It invites students to develop and explain concepts in their own words orally, through writing, and drawing. Students are

2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: K-8

provided with options and projects that allow them to demonstrate mastery of content. Young learners are encouraged to actively explore, discover, and learn about the natural world.

The middle school science program is also governed by the NYSP-12SLS. Key ideas and performance indicators are used to prepare our students to further develop and cultivate science abilities and understanding. Guided by teachers, students continually learn content to complete hands-on scientific investigations, blended with literacy-rich activities and interactive digital tools. They also learn to develop hypotheses and provide reasoning using evidence. With practice, trial, and error, students in grades 5-8 demonstrate their understanding of scientific processes, skills, and procedures. Varied opportunities allow students to demonstrate appropriate scientific language, procedures, and proficiency, culminating in the state examinations. Assessments include classroom assignments, discourse, experiments, quizzes and tests, and presentations. Data is used to inform instruction, evaluate program efficacy and differentiate professional development.

ELEMENTARY AND MIDDLE SCIENCE

Science Measure 1 - Absolute

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

The school administered the New York State Testing Program science assessment to students in 5th and 8th grade in spring 2026. The table below summarizes the performance of students enrolled for at least two years.

Charter School Performance on 2025-26 State Science Exam
By Students Enrolled in At Least Their Second Year

Grade	Students in At Least Their 2 nd Year		
	Number Tested	Number Proficient	Percent Proficient
5	37	13	35.1%
8	47	32	68.1%
All	84	45	53.6%

Science Measure 2 - Comparative

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

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

2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: K-8

school had tested students in at least their second year and the results for the respective grades in the school district of comparison.¹⁰

2025-26 State Science Exam Charter School and District Performance by Grade Level						
	Charter School Students in at Least 2 nd Year			All District Students		
Grade	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
5	37	13	35.1%	644	175	27.2%
8	47	32	68.1%	442	152	34.4%
All	84	45	53.6%	1086	327	30.1%

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

Bronx Excellence 7 met the performance target for one of two measures and continues to work toward meeting the science goal.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	Not Met
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the school district of comparison.	Met
TOTAL	Of the required measures, the school met:	1/2

EVALUATION OF THE SCIENCE GOAL

Bronx Excellence 7 met the target for one of two science measures and continues to work toward meeting the goal. The school's overall proficiency rate for students enrolled in at least their second year was 53.6%. However, continuously enrolled students exceeded the performance of their district peers, with an overall proficiency rate of 53.6% compared to 30.1%.

ADDITIONAL CONTEXT AND EVIDENCE

The school is now managed by Excellence Community Schools, a non-profit charter management organization (CMO), and began its transition to the Excellence Model in school year 2025-26. Founded in

¹⁰ Given that district results for the current year are generally not available at this time, for purposes of this report schools should include the district's 2024-25 results as a placeholder for the district's 2025-26 results. District results can be found at data.nysed.gov.

2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: K-8

Parkchester in 2004, Excellence Community Schools operates multiple high-performing charter schools and has earned multiple National Blue Ribbon distinctions from the U.S. Department of Education. Academic growth and achievement is a key priority for Excellence Community Schools and the Bronx Excellence 7 leadership team.

Performance on Regents Exam in **Living Environment** Of 8th Grade Students Enrolled in At Least Their Second Year¹¹

Year	Charter School		School District	
	Number Tested	Percent Passing	Number Tested	Percent Passing
2023-24	46	32.6%	1417	36%
2024-25	35	42.9%	873	32%
2025-26	-	-	-	-

ACTION PLAN

Bronx Excellence 7 will increase scholars' opportunities to investigate, question, analyze, experiment, and communicate as scientists. A continued instructional priority will be scholars' ability to develop scientific claims and justify their reasoning using relevant and sufficient evidence. Scholars will use scientific knowledge to explain phenomena, analyze information, evaluate evidence, and communicate conclusions. Teachers will incorporate the claim-evidence-reasoning framework and scientific writing so that scholars strengthen their ability to communicate complex ideas using accurate scientific vocabulary, evidence, and logical reasoning.

Bronx Excellence 7 will use a developmental progression that builds scientific knowledge, inquiry skills, academic vocabulary, and reasoning across grade levels and will expand scholars' access to laboratory-based and hands-on scientific experiences. Performance data will be analyzed by standard and skill to identify areas of unfinished learning and misconceptions. Scholar groupings will be developed around demonstrated needs, with targeted small-group instruction and reteaching used to address gaps while maintaining access to rigorous grade-level science content.

Scientific literacy will remain an important component of the instructional approach. Teachers will develop scholars' knowledge and application of scientific terminology, ensuring that vocabulary is taught within meaningful scientific contexts, and will increase cross-curricular connections between science and mathematics, allowing scholars to recognize how mathematical reasoning can be used to interpret scientific evidence and strengthen conclusions. Interdisciplinary connections will extend to literacy instruction as well. Through this interdisciplinary approach, scholars will experience reading, writing,

¹¹ Schools can access these data when the NYSED releases its database containing grade level regents results for all schools and districts statewide at data.nysed.gov. If 2025-26 district data is not available, schools should compare to 2024-25 district data.

2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: K-8

mathematics, and science as interconnected tools for investigating and understanding complex problems.

Bronx Excellence 7 will support these instructional priorities through ongoing professional learning, observation, coaching, and collaborative planning. Observation and coaching cycles will examine the alignment between scientific content, laboratory experiences, grade-level standards, and scholar demonstration of understanding. Observations will also examine the level of cognitive responsibility held by scholars and evidence of strong science instruction. School leaders will provide targeted feedback, modeling, collaborative planning, and coaching. Student work, formative assessments, laboratory products, scientific writing, interim assessments, and classroom observation data will be reviewed throughout the year to evaluate the effectiveness of these instructional practices.

Through this approach, Bronx Excellence 7 will establish a clear science-learning progression: strengthening foundational scientific inquiry and reasoning, intensifying support to improve performance, developing increasingly sophisticated laboratory and analytical skills through the middle grades, and identifying and preparing scholars for advanced science coursework.

2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: K-8

GOAL 4: ESSA

ESSA Measure 1

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

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

Schools can find their 2025-26 Preliminary Accountability Status in the [Information and Reporting Services Portal \(IRSP\)](#), in the download titled “2025-26 Preliminary Accountability Determinations ROS”. All schools, including schools in their first year of operating, should have a 2025-26 Preliminary Accountability Status by the time this report is being compiled.

Accountability Status by Year

Year	Status
2023-24	Local Support and Improvement (Good Standing)
2024-25	Local Support and Improvement (Good Standing)
2025-26	Local Support and Improvement (Good Standing)

ADDITIONAL CONTEXT AND EVIDENCE

Bronx Excellence 7, formerly Boys Prep, has remained in good standing and has met this goal every year of reporting.



A PAVION COMPANY

Inspection Report

Presented To
Boys Preparatory School

For
Boy's Preparatory School
192 E 151st St
Bronx, NY 10451



**This site has been inspected
and tested in compliance
with applicable standards.**

Completed:
Friday, May 01, 2026

Tested By:

David Surrency

AFA Protective Systems, Inc.
519 8th Ave floor 4
New York, NY 10018

Accepted By:

Marcelo

Boys Preparatory School
192 E 151st St
Bronx, NY 10451

Scan Code to Access
Nspec Cloud Portal



Inspection Information

CUSTOMER INFORMATION

Name:	Boys Preparatory School	Address:	192 E 151st St
City:	Bronx	State:	NY
ZIP:	10451	Phone:	(212) 346-6000

BUILDING INFORMATION

Name:	Boy's Preparatory School	Occupancy Type:	Educational (Group E)
Address:	192 E 151st St	City:	Bronx
State:	NY	ZIP:	10451
Retransmission Entity:	AFA Protective Systems, Inc	Monitoring Company Account Number:	51-2805
Retransmission Entity Phone:	(888) 232-1873		

COMPANY INFORMATION

Name:	AFA Protective Systems, Inc.	Address:	519 8th Ave floor 4
City:	New York	State:	NY
Zip:	10018	License:	12000300939
Email:	-	Phone:	(866) 518-1493

AUTHORITY HAVING JURISDICTION

Name:	Bronx FD	Address:	-
City:	-	State:	-
Zip:	-	Email:	-
Phone:	(718) 824-2045		

MONITORING COMPANY

Name:	AFA Protective Systems, Inc	Address:	155 Michael Dr
City:	Syosset	State:	NY
Zip:	11791	Email:	csfax@afap.com
phone:	(888) 232-1873		

TESTING SUMMARY

EQUIPMENT TYPE	TOTAL	TESTED	PASSED	FAILED
Control Unit	1	1 (100%)	1 (100%)	0 (0%)
Communicator	0	0 (0%)	0 (0%)	0 (0%)
Supervising Station Monitoring	1	0 (0%)	0 (0%)	0 (0%)
Annunciator	1	1 (100%)	1 (100%)	0 (0%)
Auxiliary Power Supply	0	0 (0%)	0 (0%)	0 (0%)
Alarm Initiated Device	156	78 (50%)	78 (50%)	0 (0%)
Supervisory Signal Device	24	22 (92%)	22 (92%)	0 (0%)
Auxiliary Device	0	0 (0%)	0 (0%)	0 (0%)
Alarm Notification Appliance	0	0 (0%)	0 (0%)	0 (0%)

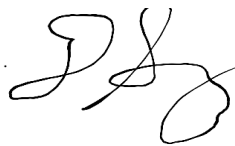
Fire Alarm System - NFPA 72 (2013)

This inspection was conducted in accordance with NFPA 72 Standards and the codes established by the local Authorities Having Jurisdiction for the site inspected. NFPA 72 provides established guidelines for the testing of fire alarm systems, including fire detection, emergency communication and signaling. According to law governing fire codes, AFA Protective Systems is mandated by the State of New York and New York City to report any deficiencies found during this inspection to Authorities Having Jurisdiction and/or the local Compliance engine.

If you have any questions regarding this report or require additional services. Please contact our Service Team at 888-232-1873 or support-afany@afap.com.

Victor Guzman,
Service Manager
AFA Protective Systems
(516) 496-2322 ext. 1324
vguzman@afap.com

Tested By:



David Surrency

AFA Protective Systems, Inc.
519 8th Ave floor 4
New York, NY 10018

Accepted By:



Marcelo

Boys Preparatory School
192 E 151st St
Bronx, NY 10451

Control Unit 1

Location

Location	-
----------	---

Specification

Type/Make/Model	EST / I O series
-----------------	------------------

Software Firmware

Revision Number	-
Onsite Location Of Documentation	-

Primary Power

Nominal Voltage	120
Amps	-

Overcurrent Protection

Type	-
Amps	-
Location	-
Disconnecting Means Location	-

Visual/ Functional

Control Unit	Tested visually and functionally
Lamps/LEDs/LCDs	Tested visually and functionally
Fuses	Tested visually and functionally
Trouble Signal	Tested visually and functionally
Disconnect Switch	Tested visually and functionally
Ground-Fault Monitoring	Tested visually and functionally

Batteries

Battery Date	-
Battery Type	-
Nominal Voltage	-
Amps/Hour Rating	-
Standby Mode (hrs)	-
Alarm Mode (mins)	-

Visual/ Functional

Load Voltage	Tested visually and functionally
Charge Test	Tested visually and functionally
Discharge Test	Tested visually and functionally
Battery Condition	Tested visually and functionally

Result

	● Passed
--	----------

Notes

Number	-
--------	---

Supervising Station Monitoring

Specification

Type/Make/Model			
AFA PROTECTIVE			

Supervising Station Monitoring

Alarm Signal Tested visually and functionally	Alarm Restoration Tested visually and functionally	Trouble Signal Tested visually and functionally	Trouble Restoration Tested visually and functionally
Supervisory Signal Tested visually and functionally	Supervisory Restoration Tested visually and functionally		

Result

Not Tested			
------------	--	--	--

Annunciator 1

Location

Location	Main / 1st / main lobby
----------	-------------------------

Specification

Type/Make/Model	EST
-----------------	-----

Result

	● Passed
--	----------

Notes

Number	-
--------	---

Alarm Initiated Device

Location	Specification	Result	Notes
Location Main / 5th	Type/Make/Model Water Flow / System Sensor	Result ●Passed	Number -
Location Main / 4th	Type/Make/Model Water Flow / System Sensor	Result ●Passed	Number -
Location Main / 3rd	Type/Make/Model Water Flow / System Sensor	Result ●Passed	Number -
Location Main / 2nd	Type/Make/Model Water Flow / System Sensor	Result ●Passed	Number -
Location Main / 1st	Type/Make/Model Water Flow / System Sensor	Result ●Passed	Number -
Location Main / Walden Avenue / mechanical room	Type/Make/Model Water Flow / System Sensor	Result ●Passed	Number -
Location Main	Type/Make/Model Smoke Detector / Edwards	Result ●Passed	Number -
Location Main	Type/Make/Model Smoke Detector / Edwards	Result ●Passed	Number -
Location Main	Type/Make/Model Smoke Detector / Edwards	Result ●Passed	Number -
Location Main	Type/Make/Model Smoke Detector / Edwards	Result ●Passed	Number -
Location Main	Type/Make/Model Smoke Detector / Edwards	Result ●Passed	Number -
Location Main	Type/Make/Model Smoke Detector / Edwards	Result ●Passed	Number -
Location Main	Type/Make/Model Smoke Detector / Edwards	Result ●Passed	Number -
Location Main	Type/Make/Model Smoke Detector / Edwards	Result ●Passed	Number -
Location Main	Type/Make/Model Smoke Detector / Edwards	Result ●Passed	Number -
Location Main	Type/Make/Model Smoke Detector / Edwards	Result ●Passed	Number -
Location Main	Type/Make/Model Smoke Detector / Edwards	Result ●Passed	Number -
Location Main	Type/Make/Model Smoke Detector / Edwards	Result ●Passed	Number -
Location Main	Type/Make/Model Smoke Detector / Edwards	Result ●Passed	Number -
Location Main	Type/Make/Model Smoke Detector / Edwards	Result ●Passed	Number -
Location Main	Type/Make/Model Smoke Detector / Edwards	Result ●Passed	Number -
Location Main	Type/Make/Model Smoke Detector / Edwards	Result ●Passed	Number -
Location Main	Type/Make/Model Smoke Detector / Edwards	Result ●Passed	Number -
Location Main	Type/Make/Model Smoke Detector / Edwards	Result ●Passed	Number -
Location Main	Type/Make/Model Smoke Detector / Edwards	Result ●Passed	Number -
Location Main	Type/Make/Model Smoke Detector / Edwards	Result ●Passed	Number -
Location Main	Type/Make/Model Smoke Detector / Edwards	Result ●Passed	Number -
Location Main	Type/Make/Model Smoke Detector / Edwards	Result ●Passed	Number -

Location	Specification	Result	Notes
Location	Type/Make/Model	Result	Number
Main	Smoke Detector / Edwards	● Passed	-
Location	Type/Make/Model	Result	Number
Main	Smoke Detector / Edwards	● Passed	-
Location	Type/Make/Model	Result	Number
Main	Smoke Detector / Edwards	● Passed	-
Location	Type/Make/Model	Result	Number
Main	Smoke Detector / Edwards	● Passed	-
Location	Type/Make/Model	Result	Number
Main	Smoke Detector / Edwards	● Passed	-
Location	Type/Make/Model	Result	Number
Main	Smoke Detector / Edwards	● Passed	-
Location	Type/Make/Model	Result	Number
Main	Smoke Detector / Edwards	● Passed	-
Location	Type/Make/Model	Result	Number
Main	Smoke Detector / Edwards	● Passed	-
Location	Type/Make/Model	Result	Number
Main	Smoke Detector / Edwards	● Passed	-
Location	Type/Make/Model	Result	Number
Main	Smoke Detector / Edwards	● Passed	-
Location	Type/Make/Model	Result	Number
Main	Smoke Detector / Edwards	● Passed	-
Location	Type/Make/Model	Result	Number
Main	Smoke Detector / Edwards	● Passed	-
Location	Type/Make/Model	Result	Number
Main	Smoke Detector / Edwards	● Passed	-
Location	Type/Make/Model	Result	Number
Main	Smoke Detector / Edwards	● Passed	-
Location	Type/Make/Model	Result	Number
Main	Smoke Detector / Edwards	● Passed	-
Location	Type/Make/Model	Result	Number
Main	Smoke Detector / Edwards	● Passed	-
Location	Type/Make/Model	Result	Number
Main	Smoke Detector / Edwards	● Passed	-
Location	Type/Make/Model	Result	Number
Main	Smoke Detector / Edwards	● Passed	-
Location	Type/Make/Model	Result	Number
Main	Smoke Detector / Edwards	● Passed	-
Location	Type/Make/Model	Result	Number
Main	Heat Detector / Edwards	● Passed	-

[illegible]

Location	Specification	Result	Notes
Location Main	Type/Make/Model Duct Smoke Detector / Edwards	Result Not Tested	Number -
Location Main	Type/Make/Model Duct Smoke Detector / Edwards	Result Not Tested	Number -
Location Main	Type/Make/Model Duct Smoke Detector / Edwards	Result ● Passed	Number -
Location Main	Type/Make/Model Combination Smoke/CO / Edwards	Result ● Passed	Number -
Location Main	Type/Make/Model Combination Smoke/CO / Edwards	Result Not Tested	Number -
Location Main	Type/Make/Model Combination Smoke/CO / Edwards	Result ● Passed	Number -
Location Main	Type/Make/Model Combination Smoke/CO / Edwards	Result Not Tested	Number -
Location Main	Type/Make/Model Combination Smoke/CO / Edwards	Result Not Tested	Number -
Location Main	Type/Make/Model Combination Smoke/CO / Edwards	Result Not Tested	Number -
Location Main	Type/Make/Model Combination Smoke/CO / Edwards	Result Not Tested	Number -
Location Main	Type/Make/Model Combination Smoke/CO / Edwards	Result Not Tested	Number -
Location Main	Type/Make/Model Combination Smoke/CO / Edwards	Result Not Tested	Number -
Location Main	Type/Make/Model Combination Smoke/CO / Edwards	Result Not Tested	Number -
Location Main	Type/Make/Model Combination Smoke/CO / Edwards	Result Not Tested	Number -
Location Main	Type/Make/Model Combination Smoke/CO / Edwards	Result Not Tested	Number -
Location Main	Type/Make/Model Combination Smoke/CO / Edwards	Result Not Tested	Number -

Location	Specification	Result	Notes
Location Main	Type/Make/Model Combination Smoke/CO / Edwards	Result Not Tested	Number -
Location Main	Type/Make/Model Combination Smoke/CO / Edwards	Result Not Tested	Number -
Location Main	Type/Make/Model Combination Smoke/CO / Edwards	Result ●Passed	Number -
Location Main	Type/Make/Model Combination Smoke/CO / Edwards	Result ●Passed	Number -
Location Main	Type/Make/Model Combination Smoke/CO / Edwards	Result Not Tested	Number -
Location Main	Type/Make/Model Combination Smoke/CO / Edwards	Result Not Tested	Number -
Location Main	Type/Make/Model Combination Smoke/CO / Edwards	Result ●Passed	Number -
Location Main	Type/Make/Model Combination Smoke/CO / Edwards	Result Not Tested	Number -
Location Main	Type/Make/Model Combination Smoke/CO / Edwards	Result Not Tested	Number -
Location Main	Type/Make/Model Combination Smoke/CO / Edwards	Result Not Tested	Number -
Location Main	Type/Make/Model Combination Smoke/CO / Edwards	Result Not Tested	Number -
Location Main	Type/Make/Model Combination Smoke/CO / Edwards	Result ●Passed	Number -
Location Main	Type/Make/Model Combination Smoke/CO / Edwards	Result ●Passed	Number -
Location Main	Type/Make/Model Combination Smoke/CO / Edwards	Result ●Passed	Number -
Location Main	Type/Make/Model Combination Smoke/CO / Edwards	Result ●Passed	Number -
Location Main	Type/Make/Model Combination Smoke/CO / Edwards	Result Not Tested	Number -

Location	Specification	Result	Notes
Location Main	Type/Make/Model Combination Smoke/CO / Edwards	Result Not Tested	Number -
Location Main	Type/Make/Model Combination Smoke/CO / Edwards	Result Not Tested	Number -
Location Main	Type/Make/Model Combination Smoke/CO / Edwards	Result Not Tested	Number -
Location Main	Type/Make/Model Combination Smoke/CO / Edwards	Result Not Tested	Number -
Location Main	Type/Make/Model Combination Smoke/CO / Edwards	Result ● Passed	Number -
Location Main	Type/Make/Model Combination Smoke/CO / Edwards	Result Not Tested	Number -
Location Main	Type/Make/Model Combination Smoke/CO / Edwards	Result Not Tested	Number -
Location Main	Type/Make/Model Combination Smoke/CO / Edwards	Result Not Tested	Number -
Location Main	Type/Make/Model Combination Smoke/CO / Edwards	Result Not Tested	Number -
Location Main	Type/Make/Model Combination Smoke/CO / Edwards	Result Not Tested	Number -
Location Main	Type/Make/Model Combination Smoke/CO / Edwards	Result Not Tested	Number -
Location Main	Type/Make/Model Combination Smoke/CO / Edwards	Result Not Tested	Number -
Location Main	Type/Make/Model Combination Smoke/CO / Edwards	Result Not Tested	Number -
Location Main	Type/Make/Model Combination Smoke/CO / Edwards	Result Not Tested	Number -
Location Main	Type/Make/Model Combination Smoke/CO / Edwards	Result Not Tested	Number -
Location Main	Type/Make/Model Combination Smoke/CO / Edwards	Result Not Tested	Number -
Location Main	Type/Make/Model Combination Smoke/CO / Edwards	Result Not Tested	Number -

Location	Specification	Result	Notes
Location Main	Type/Make/Model Combination Smoke/CO / Edwards	Result Not Tested	Number -
Location Main	Type/Make/Model Combination Smoke/CO / Edwards	Result Not Tested	Number -
Location Main	Type/Make/Model Combination Smoke/CO / Edwards	Result Not Tested	Number -
Location Main	Type/Make/Model Combination Smoke/CO / Edwards	Result Not Tested	Number -
Location Main	Type/Make/Model Combination Smoke/CO / Edwards	Result Not Tested	Number -
Location Main	Type/Make/Model Combination Smoke/CO / Edwards	Result Not Tested	Number -
Location Main	Type/Make/Model Combination Smoke/CO / Edwards	Result Not Tested	Number -
Location Main	Type/Make/Model Combination Smoke/CO / Edwards	Result ●Passed	Number -
Location Main	Type/Make/Model Combination Smoke/CO / Edwards	Result Not Tested	Number -
Location Main	Type/Make/Model Combination Smoke/CO / Edwards	Result ●Passed	Number -
Location Main	Type/Make/Model Combination Smoke/CO / Edwards	Result ●Passed	Number -
Location Main	Type/Make/Model Combination Smoke/CO / Edwards	Result ●Passed	Number -
Location Main	Type/Make/Model Combination Smoke/CO / Edwards	Result ●Passed	Number -
Location Main	Type/Make/Model Combination Smoke/CO / Edwards	Result ●Passed	Number -
Location Main	Type/Make/Model Combination Smoke/CO / Edwards	Result ●Passed	Number -
Location Main	Type/Make/Model Combination Smoke/CO / Edwards	Result ●Passed	Number -
Location Main	Type/Make/Model Combination Smoke/CO / Edwards	Result ●Passed	Number -

Location	Specification	Result	Notes
Location Main	Type/Make/Model Combination Smoke/CO / Edwards	Result ●Passed	Number -
Location Main	Type/Make/Model Combination Smoke/CO / Edwards	Result ●Passed	Number -
Location Main	Type/Make/Model Combination Smoke/CO / Edwards	Result ●Passed	Number -
Location Main	Type/Make/Model Combination Smoke/CO / Edwards	Result ●Passed	Number -
Location Main	Type/Make/Model Combination Smoke/CO / Edwards	Result ●Passed	Number -
Location Main	Type/Make/Model Combination Smoke/CO / Edwards	Result ●Passed	Number -
Location Main	Type/Make/Model Combination Smoke/CO / Edwards	Result Not Tested	Number -
Location Main	Type/Make/Model Combination Smoke/CO / Edwards	Result Not Tested	Number -
Location Main	Type/Make/Model Combination Smoke/CO / Edwards	Result Not Tested	Number -
Location Main	Type/Make/Model Combination Smoke/CO / Edwards	Result Not Tested	Number -
Location Main	Type/Make/Model Combination Smoke/CO / Edwards	Result Not Tested	Number -
Location Main	Type/Make/Model Combination Smoke/CO / Edwards	Result Not Tested	Number -
Location Main	Type/Make/Model Combination Smoke/CO / Edwards	Result Not Tested	Number -
Location Main	Type/Make/Model Combination Smoke/CO / Edwards	Result Not Tested	Number -
Location Main	Type/Make/Model Combination Smoke/CO / Edwards	Result Not Tested	Number -
Location Main	Type/Make/Model Combination Smoke/CO / Edwards	Result Not Tested	Number -

Location	Specification	Result	Notes
Location	Type/Make/Model	Result	Number
Main	Combination Smoke/CO / Edwards	Not Tested	-
Location	Type/Make/Model	Result	Number
Main / 1st	Ansul	Not Tested	-

Supervisory Signal Device

Location	Specification	Result	Notes
Location	Type/Make/Model	Result	Number
Main / walden Avenue streetside / mechanical room	Fire Pump	Not Tested	-
Location	Type/Make/Model	Result	Number
Main / walden Avenue streetside / mechanical room	Fire Pump Running	Not Tested	-
Location	Type/Make/Model	Result	Number
Main / 5th	Tamper / Reliable	●Passed	-
Location	Type/Make/Model	Result	Number
Main / 4th	Tamper / Reliable	●Passed	-
Location	Type/Make/Model	Result	Number
Main / 3rd	Tamper / Reliable	●Passed	-
Location	Type/Make/Model	Result	Number
Main / 2nd	Tamper / Reliable	●Passed	-
Location	Type/Make/Model	Result	Number
Main / 1st	Tamper / Reliable	●Passed	-
Location	Type/Make/Model	Result	Number
Main / 1st	Tamper / Reliable	●Passed	-
Location	Type/Make/Model	Result	Number
Main / 1st	Tamper / Reliable	●Passed	-
Location	Type/Make/Model	Result	Number
Main / 1st	Tamper / Reliable	●Passed	-
Location	Type/Make/Model	Result	Number
Main / 1st	Tamper / Reliable	●Passed	-
Location	Type/Make/Model	Result	Number
Main / 1st	Tamper / Reliable	●Passed	-
Location	Type/Make/Model	Result	Number
Main / 1st	Tamper / Reliable	●Passed	-
Location	Type/Make/Model	Result	Number
Main / 1st	Tamper / Reliable	●Passed	-
Location	Type/Make/Model	Result	Number
Main / 1st	Tamper / Reliable	●Passed	-
Location	Type/Make/Model	Result	Number
Main / 1st	Tamper / System Sensor	●Passed	-
Location	Type/Make/Model	Result	Number
Main / 1st	Tamper / System Sensor	●Passed	-
Location	Type/Make/Model	Result	Number
Main / 1st	Tamper / System Sensor	●Passed	-
Location	Type/Make/Model	Result	Number
Main / 1st	Tamper / System Sensor	●Passed	-
Location	Type/Make/Model	Result	Number
Main / 1st	Tamper / System Sensor	●Passed	-

Comments

Number	COMMENT	IMAGE
1	all paperwork madiaz@publicprep.org note Upon arrival, I was told that Sprinkler has tested by the sprinkler company as well as the standpipe Capital also Casey fire tested entire fire alarm system already and Afa inspector tested Fire Alarm devices as a spot inspection building engine engineer/custodianis aware Tested fire alarm inspection completed	



A PAVION COMPANY

Conclusion

Thank you for trusting AFA Protective Systems to provide the NFPA 72 (2013) Fire Alarm Inspection for your site. Please see the attached report for detailed information on your system, each device inspected, its "Pass or Fail" status, and any applicable comments or recommendations. All of the inspection information has been stored on our secure servers and is also available to you via the QR code included in this report. If you have any questions regarding our findings, please contact us.

AFA Protective Systems, a Pavion company, has been providing the best, innovative security, fire and technology solutions for homes and business in the Northeast since 1873. We can design, install, maintain, monitor and service a wide variety of equipment and systems for your facility. We take the time to understand your needs and customize solutions to fit your budget.

As a full-service provider, we are able to offer a comprehensive suite of services, including:

- 24/7 Professional monitoring of security, fire, and life safety devices
- Service of most existing security, fire, video, and access control systems
- Inspections of fire, security, video, and other systems
- Design and installation of new security, fire and life safety, video systems and more
- Solutions for BDA, mass notification, blue light emergency, nurse calls, and ARCS
- Technology solutions for business systems and communications

For more information on this report or any of our services, please visit us online at afap.com. We appreciate your business and look forward to serving you again.

Victor Guzman,
Service Manager
AFA Protective Systems
(516) 496-2322 ext. 1324
vguzman@afap.com

Tested By:
David Surrency
AFA Protective Systems, Inc.
519 8th Ave floor 4
New York, NY 10018

Accepted By:
Marcelo
Boys Preparatory School
192 E 151st St
Bronx, NY 10451



Certificate of Occupancy

CO Number: 2001065-0000005

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

A.	Borough: BRONX Address: 192 EAST 151ST STREET Building Identification Number(BIN): 2001065	Block Number: 2348 Lot Number(s): 7501 Additional Lot Number(s): Application Type: A1 - ALTERATION TYPE 1	Full Building Certificate Type: Final Date Issued: 03/06/2023
This building is subject to this Building Code: 2014			
This Certificate of Occupancy is associated with job# 220152652-01			
B.	Construction Classification: II-A: 1 HOUR PROTECTED - NON-COMBUST Building Occupancy Group classification: E - EDUCATIONAL Multiple Dwelling Law Classification: Not Available		
	No. of stories: 5	Height in feet: 75	No. of dwelling units: Not Available
C.	Fire Protection Equipment: Fire Alarm System, Sprinkler System		
D.	Parking Spaces and Loading Berths: Open Parking Spaces: 0 Enclosed Parking Spaces: 0 Total Loading Berths: Not available		
E.	This Certificate is issued with the following legal limitations: Restrictive Declaration: None Zoning Exhibit: None BSA Calendar Number(s): None CPC Calendar Number(s): None		
Borough Comments:			

Borough Commissioner

Commissioner

 Acting Commissioner of Buildings



Permissible Use and Occupancy

FLOOR	Occ Group	Max. Persons Permitted	Live Loads (lbs per sq ft)	Zoning Use Group	Dwelling or Rooming Units	Job Reference	Certificate of Occupancy Type
Cellar	F-2	3	OG	3		220152652	Final
Description of Use:	Mechanical and/or electrical equipment rooms MECHANICAL ROOM, ELECTRIC ROOM, GAS/WATER ROOM, UTILITY ROOM				Exceptions:		
Floor 1	E	234	120	3		220152652	Final
Description of Use:	Academies and schools CLASSROOMS (AGES 5-6 YEARS - 152 KIDS)				Exceptions:		
Floor 1	A-3	147	120	3		220152652	Final
Description of Use:	Community/Exhibition/Lecture Hall MULTI-PURPOSE ROOM (UNCONCENTRATED TABLES AND CHAIRS)				Exceptions:		
Floor 1	E	4	120	3		220152652	Final
Description of Use:	Academies and schools STAFF LOUNGE				Exceptions:		
Floor 1	E	203	120	3		220152652	Final
Description of Use:	Academies and schools KINDERGARTEN AND PRE-KINDERGARTEN (BATHROOMS IN CLASSROOMS) (AGES 4-5 YEARS - 54 KIDS)				Exceptions:		



Permissible Use and Occupancy

FLOOR	Occ Group	Max. Persons Permitted	Live Loads (lbs per sq ft)	Zoning Use Group	Dwelling or Rooming Units	Job Reference	Certificate of Occupancy Type
Floor 1	A-3	84	120	3		220152652	Final
Description of Use:	Cafeteria - school up to grade 12 EDU CAFETERIA				Exceptions:		
Floor 1	E	18	120	3		220152652	Final
Description of Use:	Academies and schools STAFF OFFICES, CONFERENCE ROOM				Exceptions:		
Floor 1	S-2	3	120	3		220152652	Final
Description of Use:	Storage of non combustible materials STORAGE CLOSETS, GARBAGE ROOM, WALK-IN BOX, WALK-IN FREEZER, JANITOR'S CLOSET				Exceptions:		
Floor 1	S-2	1	120	3		220152652	Final
Description of Use:	Storage of non combustible Materials BICYCLE STORAGE FOR 9 BIKES				Exceptions:		
Floor 1	E	3	120	3		220152652	Final
Description of Use:	Academies and schools KITCHEN				Exceptions:		



Permissible Use and Occupancy

FLOOR	Occ Group	Max. Persons Permitted	Live Loads (lbs per sq ft)	Zoning Use Group	Dwelling or Rooming Units	Job Reference	Certificate of Occupancy Type
Floor 2	E	565	100	3		220152652	Final
Description of Use:	Academies and schools CLASSROOMS _ 1ST, 2ND AND 3RD GRADE (AGES 5-9 YEARS - 302 KIDS)				Exceptions:		
Floor 2	E	17	100	3		220152652	Final
Description of Use:	Academies and schools LIBRARY				Exceptions:		
Floor 2	S-2	4	100	3		220152652	Final
Description of Use:	Storage of non combustible materials STORAGE CLOSET, JANITORS CLOSET, IT ROOM. MECHANICAL ROOM				Exceptions:		
Floor 2	A-3	245	100	3		220152652	Final
Description of Use:	Health Club/ Gym/ Fitness Center GYMNASIUM				Exceptions:		
Floor 3	S-2	1	100	3		220152652	Final
Description of Use:	Storage of non combustible materials STORAGE CLOSET, JANITOR'S CLOSET, MECHANICAL ROOM				Exceptions:		



Permissible Use and Occupancy

FLOOR	Occ Group	Max. Persons Permitted	Live Loads (lbs per sq ft)	Zoning Use Group	Dwelling or Rooming Units	Job Reference	Certificate of Occupancy Type
Floor 3	E	5	100	3		220152652	Final
Description of Use:	Academies and schools STAFF OFFICES & CONFERENCE ROOM				Exceptions:		
Floor 3	A-3	228	100	3		220152652	Final
Description of Use:	Community/Exhibition/Lecture Hall MULTI-PURPOSE ROOM				Exceptions:		
Floor 3	E	153	100	3		220152652	Final
Description of Use:	Academies and schools CLASSROOMS _ 4TH GRADE (AGES 8-10 YEARS - 98 KIDS)				Exceptions:		
Floor 4	S-2	1	100	3		220152652	Final
Description of Use:	Storage of non combustible Materials JANITOR'S CLOSET & MECHANICAL ROOM				Exceptions:		
Floor 4	E	15	100	3		220152652	Final
Description of Use:	Academies and schools LIBRARY				Exceptions:		



Permissible Use and Occupancy

FLOOR	Occ Group	Max. Persons Permitted	Live Loads (lbs per sq ft)	Zoning Use Group	Dwelling or Rooming Units	Job Reference	Certificate of Occupancy Type
Floor 4	E	303	100	3		220152652	Final
Description of Use:	Academies and schools CLASSROOMS _ 6TH, 7TH AND 8TH GRADES (AGES 10 - 14 YEARS - 247 KIDS)				Exceptions:		
Floor 5	S-2	1	100	3		220152652	Final
Description of Use:	Storage of non combustible materials JANITOR'S CLOSET				Exceptions:		
Floor 5	E	261	100	3		220152652	Final
Description of Use:	Academies and schools CLASSROOMS _ 5TH GRADE (AGES 9 - 11 YEARS - 96 KIDS)				Exceptions:		
Floor 5	E	72	100	3		220152652	Final
Description of Use:	Academies and schools ACCESSORY TERRACE				Exceptions:		
Roof	S-1	0	100	3		220152652	Final
Description of Use:	Storage of Flammable or Combustible Materials ELEVATOR MACHINE ROOM AND MECHANICAL UNITS				Exceptions:		

CofO Comments:

Borough Commissioner

Commissioner

 Acting Commissioner of Buildings