I. SCHOOL INFORMATION AND COVER PAGE (To be Completed By All Charter Schools)

Created: 07/29/2015
Last updated: 07/30/2015

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

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1. SCHOOL NAME AND AUTHORIZER

(Select name from the drop down menu)

COMMUNITY PARTNERSHIP CS (SUNY TRUSTEES) 331300860810

2. CHARTER AUTHORIZER

(For technical reasons, please re-select authorizer name from the drop down menu).

SUNY-Authorized Charter School

3. DISTRICT / CSD OF LOCATION

NYC CSD 13

4. SCHOOL INFORMATION

	PRIMARY ADDRESS	PHONE NUMBER	FAX NUMBER	EMAIL ADDRESS
	241 Emerson Place Brooklyn NY, 11205	718-399-3824	718-399-2149	info@cpcsschool.org

4a. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES

Contact Name	Jubilee Mosley
Title	Lower School Principal
Emergency Phone Number (###-###-####)	(No response)

5. SCHOOL WEB ADDRESS (URL)

http://www.cpcsschool.org/

6. DATE OF INITIAL CHARTER

2000-01-01 00:00:00

7. DATE FIRST OPENED FOR INSTRUCTION

2000-08-01 00:00:00

8. FINAL VERIFIED BEDS ENROLLMENT FOR THE 2014-15 School Year as reported to Department's Office of Information and Reporting Services (via the NYC DOE for charter schools in NYC) in August.

403

9. GRADES SERVED IN SCHOOL YEAR 2014-15

Check all that apply

Grades Served	K, 1, 2, 3, 4, 5, 6, 7, 8

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

	Yes/No	Name of CMO/EMO
	Yes	Beginning with Children

10a. Please provide the name and contact information for each of the following individuals who are management level personnel associated with the CMO.

	Name	Work Phone	Alternate Phone	Email Address	Contact this individual also in emergencies
CEO (e.g., network superintendent)	Denniston Reid	[redacted]		[redacted]	Yes
CFO (e.g., network CFO)	Geraldeen Licurse	[redacted]		[redacted]	No
Compliance Contact	Natalie Bledman	[redacted]		[redacted]	No
Complaint Contact	Martin Ragde			[redacted]	No

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11. FACILITIES

Will the School maintain or operate multiple sites?

	Yes, 2 sites

12. SCHOOL SITES

Please list the sites where the school will operate in 2015-16.

	Physical Address	Phone Number	District/CSD	Grades Served at Site	School at Full Capacity at Site	Facilities Agreement
Site 1 (same as primary site)	241 Emerson Place 3rd Floor, P. S. 270 Brooklyn NY 11205	718-399-3824	CSD 13	K-4	Yes	DOE space
Site 2	114 Kosciusko Street 3rd Floor, P.S. 256 Brooklyn NY 11216	718-636-3904	CSD 13	5-8	Yes	DOE space
Site 3						

12a. Please provide the contact information for Site 1 (same as the primary site).

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Jubilee Mosley	[redacted]		[redacted]
Operational Leader	Tahira Norton	[redacted]		[redacted]
Compliance Contact	Natalie Bledman	[redacted]		[redacted]
Complaint Contact	Martin Ragde			[redacted]

12b. Please provide the contact information for Site 2.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Roseann Gonzales	[redacted]		[redacted]
Operational Leader	Tahira Norton	[redacted]		[redacted]
Compliance Contact	Natalie Bledman	[redacted]		[redacted]
Complaint Contact	Martin Ragde			[redacted]

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14. Were there any revisions to the school's charter during the 2014-2015 school year? (Please include both those that required authorizer approval and those that did not require authorizer approval).

No

15. Name and Position of Individual(s) Who Completed the 2014-15 Annual Report.

Jen Pasek, Consultant

16. Our signatures below attest that all of the information contained herein is truthful and accurate and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws, regulations,

and rules. We understand that if any information in any part of this report is found to have been deliberately misrepresented, that will constitute grounds for the revocation of our charter. Check YES if you agree and use the mouse on your PC or the stylist on your mobile device to sign your name).

Responses Selected:

Yes

Signature, Head of Charter School

Signature, President of the Board of Trustees

Thank you.

Appendix A: Link to the New York State School Report Card

Last updated: 07/29/2015

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Charter School Name:

1. NEW YORK STATE REPORT CARD

Provide a direct URL or web link to the most recent New York State School Report Card for the charter school (See https://reportcards.nysed.gov/).

(Charter schools completing year one will not yet have a School Report Card or link to one. Please type "URL is not available" in the space provided).

http://data.nysed.gov/profile.php?instid=800000045417

COMMUNITY PARTNERSHIP CHARTER SCHOOL

2014-15 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

September 15, 2015

By Beginning with Children, Jubilee Mosley, and Rose Anne Gonzalez

Lower School: 241 Emerson Pl, Brooklyn, NY 11205
Phone: (718) 399-3824 **Email**: info@cpcsschool.org

Middle School: 114 Kosciuszko St, Brooklyn, NY
Phone: (718) 636-3904 **Email**: info@cpcsschool.org

Beginning with Children, Jubilee Mosley (CPCS LS Principal) and Rose Anne Gonzalez (CPCS MS Principal) prepared this 2014-15 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Martin Ragde	Chair/President Executive Committee
Katie Cunningham	Office, Vice Chair, Academic Excellence/Principal Review Committee Chair Executive Committee
Rubens Amedee	School Committee Nominating Committee
Sonia Gulardo	Academic Excellence/Principal Review School Committee
David Stutt	Office, Treasurer Finance / Audit Committee Chair
Rebecca Baneman	Legal Committee School Committee
Peter Bordonaro	Nominating School Committee
Clare Cusack	Executive Committee Academic Excellence/Principal Review Legal Committee
Amy Kolz	Finance/Audit Committee Academic Excellence/Principal Review Co-Secretary
Kiisha Morrow	Co-Secretary School Committee Nominating Committee
Oma Holloway	Finance /Audit Committee School Committee
Jubilee Mosley	Member Ex-Officio/ Lower School Principal School Committee
Rose Anne Gonzalez	Member Ex-Officio/ Middle School Principal School Committee
Esosa Ogbahon	Member Ex-Officio/Principal School Committee

Jubilee Mosley has served as the CPCS Lower School leader since June 1st, 2015.
Rose Anne Gonzalez has served as the CPCS Middle School leader since June 1st, 2015.

INTRODUCTION

Community Partnership Charter School (CPCS) was founded in 2000 by a group of parents in Fort Greene, Brooklyn and the Beginning with Children Foundation (BwCF). At CPCS, families, educators, and community members join together in creating a strong academic base in which students learn to read, write, and perform mathematically at levels that exceed citywide averages. Students are expected to achieve high levels in an environment that values kindness and respect.

There were three significant shifts at Community Partnership Charter School this year. Firstly, almost forty-five percent of the teaching staff were either not renewed because of lack of performance or certification or chose to resign to seek other opportunities. Secondly, we completed a year-long search process to identify the permanent replacement for our former school director Melanie Bryon. Ms. Bryon resigned in June of 2014 and we named Adjowah Scott as interim director by August of that year. It was important to us that the entire school community participate in the process to identify the next permanent leader, so we launched a national search in October 2014. The search process featured opportunities for representatives of all stakeholders to engage the three finalists before the Board rendered its final decision. In March, 2015, the Board named Jubilee Mosley as the new permanent director of CPCS lower school. Finally, in the midst of the search for a new lower school director, Keisha Rattray (middle school director) informed the Board of her intention not to continue her tenure after June 24, 2015. At that point the Board weighed the strengths of the finalists for the lower school director role and contemplated whether the strengths of one particular finalist meshed well with its view of requisite leadership in a simultaneous transition at the middle school. We found that with her extensive middle school experience, Rose Anne Gonzalez would be the best candidate to assume leadership at CPCS middle school. Rose Anne accepted the Board's offer and both she and Jubilee began working at CPCS on June 1, 2015.

With the installation of two new leaders and an influx of new teaching staff, we have launched/re-launched efforts to continuously strengthen the school's implementation of *Journeys* by Houghton Mifflin(K-4), *Math in Focus*(K-8) and Singapore Math, revise report cards including parent portal and executive systemic school-wide and grade/subject based data meetings. We will also continue efforts to consistently coach and develop teachers and leaders throughout the school year as well as monitor student progress in mastering of grade level standards. We have engaged new partners in efforts to deepen our professional development opportunities for leaders and teacher. Both Bronx Charter School for Excellence and Uncommon have begun sets of collaboration with us as we continue efforts to reshape our teaching of reading.

Last summer, we welcomed new and returning families back to Community Partnership Charter Middle School for the 2014-15 school year. There was an increased focus on building a positive school culture characterized by events that celebrated scholar

successes while educating families about how the shifts in the common core impact teaching and learning.

Complementary to the academic engagement of families, we also provided opportunities for socialization. Families were encouraged to join us for family visiting days, which were hosted in the fall and spring. Family visiting was an opportunity for parents to experience a portion of the day with their children. Additionally, we hosted our first culture night. In partnership with an organization, International Youth Fellowship, parents were invited to celebrate the cultural diversity that exists within our school community. Many families attired in traditional garb, brought food, drinks and dessert to share. Our gymnasium transformed into a cultural museum with several artifacts from countries around the globe. Through these events, we hoped that families would gain a better understanding of the changes in our academic environment as well as gain a better awareness of the day-to-day culture in our school.

Academic opportunities were afforded to many of our high performing scholars. Programs such as TEAK Fellowship, Breakthrough NY, Harlem Educational Activities Fund (HEAF), Oliver Scholars and Prep for Prep engaged our scholars in their rigorous admissions screening. In collaboration with Beginning with Children and Bronx Charter School of Excellence, several of our alum and rising 8th graders attended the Science Institute at Colgate University this past summer. There, scholars were able to gain an understanding of what it means to be a college student studying on campus and explore areas of science and math under the tutelage of Colgate's esteemed faculty.

We were proud to bid farewell to our 3rd graduating class of 32 scholars. 87%, were accepted to their first or second choice school and 94% were matched with a HS that offered advanced placement classes, thus increasing their chances of graduating from high school and attending and graduating from a 4 –year university.

As we look ahead to the 2015-16 school year, we are hopeful that Community Partnership Charter Middle School will continue to be a school that fosters academic achievement that provides opportunities to our scholars and families.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2011-12	48	51	48	50	53	49	50	29	-	-	-	-	-	378
2012-13	50	49	49	51	52	52	49	42	26	-	-	-	-	420
2013-14	46	46	52	48	51	46	52	38	36	-	-	-	-	415
2014-15	45	43	52	45	44	46	39	55	33	-	-	-	-	402

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts
CPCS students will become proficient readers and writers of the English language.

Background

CPCS has traditionally developed lifelong readers who enjoy reading a wide range of literature and factual material to make sense of the world and influence its direction. Literacy is integrated throughout the day in a print-rich environment that fosters a love of reading. Students select their own independent reading books and are encouraged to read at different times throughout the day. In addition to the language arts block, morning meetings are rich opportunities for teachers to model reading strategies to students. Non-fiction content-area reading is also included in the social studies and science curriculum.

CPCS offers a wide range of books for students, through extensive classroom libraries, which include meaningful, culturally relevant texts, as well as classic stories and engaging books on a variety of topics, themes and levels, and a book room that supplements classroom materials with multiple copies of texts for targeted guided reading groups. With guidance, each student is able to freely select books from the classroom library for his or her independent reading. In grades 3-5, classes are departmentalized, with a dedicated ELA teacher in each grade who teaches the Literacy Block.

In 2014 -2015, CPCS began its second year of the process to fully overhaul its approach to teaching reading. CPCS selected the Journeys Common Core literacy program developed by Houghton Mifflin in grades K-4. Journeys embeds Common Core based instruction into every unit and lesson and is a comprehensive program that provides the resources needed to plan, teach and engage, as well as, assess our students.

All lower school teachers prepared for Journeys Common Core instruction during our 2014 Summer Institute where they participated in hands on professional development conducted by Journeys consultants. Teachers were able to delve into the curriculum unit by unit and review all components of the program. Teachers worked in grade groups to prepare grade specific planning and were able to review the texts and all support materials in advance. Teachers were able to take a deep dive into the intervention components and plan for differentiated instruction for below, on and above grade level students.

CPCS also continued to implement the STEP assessment program K-4 to monitor students' progress in reading. The STEP assessment is similar to a running record in that students read leveled passages to the tester/ instructor while s/he tracks errors. However, the post-read-aloud comprehension questions in STEP are highly calibrated to students' use of specific reading strategies and help teachers to modify instruction in

ways that running record data is not able to. STEP assessment data was collected quarterly at CPCS in the school assessment database to monitor student progress. Staff continued to focus their expertise in analyzing the reasoning behind students' wrong answers, or the miscue analysis, and the comprehension analysis, with support from the STEP staff developers. Through a Dissemination Grant Awarded to CPCS, CPCS LS teachers also collaborated with the shared space Public School to train their teaching staff in the use and analysis of STEP as an assessment tool.

In the middle school, literacy teachers continued to work in collaboration with literacy consultant Isoke Nia and blended Journeys Common Core into the 5th and 6th grade Common Core curriculum mapping that began two years ago and further concretized the common core planning for grades 7 and 8. With the Journeys Common Core Response to Intervention materials CPCS also began to enhance its intervention program for at risk students. Journeys includes a multi-tiered system of support for struggling students. CPCS teachers were called to address three levels of intervention; Tier I supplements the core curriculum with small group support using leveled readers and guided instruction, Tier II combines the core curriculum and small group instruction for students who are at least one year behind with a Write-In Reader that scaffolds the development of vocabulary, phonics and decoding, and Tier III provides supplemental instruction for students who need intensive intervention. On Tier III teachers utilize a Literacy Tool kit that supports instruction in phonics and word study, vocabulary, fluency and comprehension. The kit assesses and prescribes instruction and offers practice and application to ensure mastery. This three tiered intervention system was an addition to the CPCS intervention system and will be refined to provide targeted and intensive support to bridge learning gaps for struggling students and improve learning in 2015 -2016.

This year the ELA department experienced increased coaching. There was a heightened emphasis on weekly observation and feedback; Friday midday content meetings, some after-school work sessions, and one-on-one class data analysis coaching meetings. With that we continue to refine our analysis of data, there was an introduction of the CPCMS data analysis recipe. It was deemed that we needed to increase the opportunities to collectively analyze our students writing across the school in order to make informed decisions as a team about the most pressing scholar needs per grade. Thus, the same data analysis steps will be utilized to ensure that we view our scholars with the same lens. The QWA, an on demand Quarterly Writing Assessment, remains as a formal assessment of student writing. This continues to be designed by the ELA team. The teachers and dean evaluated the performance of the scholars according to the New York State Writing rubric. During the grading, we noted the strengths and deficits of the individual scholars, by class, by grade, and committed to targeted teaching for our students' learning. Similarly we used the RALLY mock assessment to create small groups and Saturday Academy groups to meet the needs of the approaching scholars. Small group and Saturday Academy instruction while promising, was not executed as anticipated. Saturday Academy effectiveness can increase if there is a singular focus on staffing. Moving forward, small group instruction needs to be owned by the teachers and scheduled as a part of the instructional day.

The 2014-2015 academic school year saw the growth of our students with IEPs despite the departure of our special education coordinator who resigned from her position in April. We maintained the use of our established ELA curriculum without any additional supplements. While there were no overt changes to the ELA curriculum, the 5th grade did see an addition of a Langston Hughes author study. A whole school vocabulary focus was added to the existing components. Book Club/Reading Strategies small groups were introduced and led by our reading interventionist for our most struggling 5th, 7th, and 8th graders.

Our Reading and Writing curriculum was completed with fidelity until the final day of our school year. Although the ELA team experienced a resignation mid-year directly before the NYS exam, our veteran teacher assumed the 8th grade instructional reigns. Our scholars did not miss an instructional beat, as evidenced by the successful defense of their respective exit portfolios. The last and arguably most consequential, portion of their 8th grade year culminated in strong, reflective presentations during their exit portfolio defense.

In addition our 5th-7th grades were replete with Writing publishing celebrations as well as the introduction of the Socratic seminar in 7th grade, mock trials during the *To Kill A Mockingbir*d and *Twelve Angry Men* in the 6th grade (which included the teachers acting along with their scholars) units. Langston Hughes author study was a great success in the 5th grade. During the spring, all of our scholars could be found reading a minimum of 30 minutes daily in each grade. Furthermore, there was a sharp increase in our book review submission rate.

The 2014-2015 ELA instruction continues the paradigm shift in teacher thinking—teaching the seven metacognitive strategies for reading; moreover, teaching students how to use writing and reading strategies in different genres to garner meaning *and* to think about how they use the reading and/or writing strategy to ensure the students' automaticity.

This year, while met with individual personal and team challenges, Team ELA persevered and presented as a united front as was evidenced by another successful team produced, directed, led, and hosted ELA Oscars where scholars were formally celebrated for their ELA skills growth. This year the ELA Oscars culminated with a whole school dance party in the gym. BwC donated prizes as well as beverages and other light fare to the celebration.

Goal 1: Absolute Measure
Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State English language arts examination for grades 3-8.

Method

The school administered the New York State Testing Program English language arts assessment to students in third through 8th grade in April 2015. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year's test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year).

2014-15 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested[1]			Total Enrolled
		IEP	ELL	Absent	
3	44				44
4	40			2	42
5	44				44
6	34			1	35
7	51				51
8	32				32
All	245	41	3	3	248

Results

Overall, 24.6 percent of 3-8 students scored at standards 3 and 4 on the NYS ELA exam.

Performance on 2014-15 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	18.18	44	21.62	37
4	17.5	40	17.14	35
5	15.91	44	14.29	35
6	26.47	34	36	25
7	17.65	51	19.15	47
8	46.88	32	46.88	32
All	22.5	245	24.6	211

Evaluation

This goal was not met. The overall percent of students in at least their second year achieving proficiency fell short of the absolute measure goal. Grade 8 scored significantly higher than the average at 46.88 percent proficient. Grades 4, 5, and 7, however, scored significantly lower than the average at 17.14 percent proficient for grade 4, 14.29 percent proficient for grade 5, and 19.15 percent proficient for grade 7.

The school did not meet the measure. There are particular areas of concerns for performance in grades 4, 5, and 7. We looked closely at curriculum and instruction and

1 Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

continue to make significant changes both in personnel and program for the next school year. Common Core instruction was a challenge for both teachers and students in 2014 -2015. New and Returning ELA teachers will receive targeted support in implementing the Common Core curriculum this year.

Additional Evidence

In 2011-12, CPCS demonstrated progress towards charter goals over the previous year. A new baseline for student performance, relative to common core standards, was established with the NYS testing in 2013. As a result, CPCS performed well below its charter goals in 2012-13. After a year of reshaping our approach to literacy instruction, we saw some growth in 2013-14 but decline in 2014-15.

English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2012-13		2013-14		2014-15	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	19.1	47	42.86	42	21.62	37
4	25.6	43	17.02	47	17.14	35
5	24.5	49	30.00	40	14.29	35
6	25.6	39	19.51	41	36	25
7	32.4	37	35.29	34	19.15	47
8	30.8	26	36.11	36	46.88	32
All	25.7	241	29.58	240	24.6	211

Goal 1: Absolute Measure
Each year, the school's aggregate Performance Level Index ("PLI") on the State English language arts exam will meet the Annual Measurable Objective ("AMO") set forth in the state's NCLB accountability system.

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in English language arts. To achieve this measure, all tested students must have a Performance Level Index ("PLI") value that equals or exceeds the 2014-15 English language arts AMO of 97. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.[2]

2 In contrast to SED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

Results

The overall PLI for all grades was 84.2. All tested students have a PLI value that falls short of the 2014-15 English language arts AMO of 97.

English Language Arts 2014-15 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	38.4	39.2	18.4	4.1

PI	=	39.2	+	18.4	+	4.1	=	61.7
				18.4	+	4.1	=	22.5
						PLI	=	84.2

Evaluation

This goal was not met. CPCS's overall PLI fell short of the 2014-15 English language arts AMO by 12.8 points. In 2014-15, a larger percentage of students performed at Level 1 than in previous years. In 2014 -2015 there was continued resistance to curriculum changes and overall expectations. We expect to see improved proficiency levels with a staff and school leadership more committed to the expectations of common core standards and the accompanying exams.

Goal 1: Comparative Measure
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 local school district.

Method

A school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. 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]

Results

The overall percent of students in at least their second year achieving proficiency fell just under the aggregate district proficiency by less than 1 percentage point (0.07).

3 Schools can acquire these data when the New York State Education Department releases its Access database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its News Release webpage.

2014-15 State English Language Arts Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	21.62	37	30.3	322
4	17.14	35	32.6	315
5	14.29	35	29.8	270
6	36	25	17.6	125
7	19.15	47	16.6	123
8	46.88	32	19.6	154
All	24.6	211	25.3	1309

Evaluation

This measure was not met. The average proficiency of CPCS students was 24.6 percent compared to 25.3 percent of the district. While the overall proficiency fell short of the district, this was only seen in grades three through five. Grades 6, 7, and 8, however, far exceeded the aggregate performance of their peers in the district.

Additional Evidence

Historically, CPCS outperforms the district as evidenced by the table below.

English Language Arts Performance of Charter School and Local District by Grade Level and School Year

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2012-13		2013-14		2014-15	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	19.1	28.8	42.86	30.0	21.62	30.3
4	25.6	26.1	17.02	30.5	17.14	32.6
5	24.5	27.6	30.00	32.5	14.29	29.8
6	25.6	17.9	19.51	17.2	36	17.6
7	32.4	17.9	35.29	17.2	19.15	16.6
8	30.8	19.5	36.11	20.4	46.88	19.6
All	25.7	23.2	29.58	25.0	24.6	25.3

Goal 1: Comparative Measure
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

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school's performance to demographically similar public schools state-wide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school's actual performance to the predicted performance of public schools with a similar economically disadvantaged percentage. The difference between the schools' 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 requirement for achieving this measure.

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2014-15 analysis is not yet available. This report contains 2013-14 results, the most recent Comparative Performance Analysis available.

Results

The analysis using last year's data shows an effect size of 0.48 for the six grades combined.

2013-14 **English Language Arts Comparative Performance by Grade Level**

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	82.22	47	40.43	22.59	17.8449	1.25
4	79.59	51	15.69	23.84	-8.15194	-0.57
5	69.77	44	29.55	23.68	5.871732	0.45
6	88	52	21.15	15.21	5.940115	0.50
7	75	36	33.33	20.13	13.19515	0.85
8	69.44	36	36.11	26.73	9.37555	0.57
All	**77.99**	**266**	**28.57**	**21.80**	6.777252	**0.48**

School's Overall Comparative Performance:

Higher than expected to a meaningful degree

Evaluation

This measure was met. It was exceeded in grades 3, 5, 6, 7, and 8 as well as in the whole school. It was not, however, exceeded in grade 4 which trailed the goal of 0.30 significantly. The effect size of 0.48 indicates growth that is higher than expected to a meaningful degree when comparing performance to demographically similar public schools state-wide.

Additional Evidence

The chart below shows comparative data for ELA for CPCS students during the past three years. 2013-14 results show comparative growth that is higher than expected to a meaningful degree, which shows growth compared to 2011-12 and 2012-13.
.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/ Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2011-12	3-7	46	225	56.5	55.3	0.07
2012-13	3-8	74	271	23.6	22.3	0.08
2013-14	3-8	77.99	266	28.57	21.80	0.48

Goal 1: Growth Measure[4]
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 state's unadjusted median growth percentile.

Method

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 2013-14 and also have a state exam score from 2012-13 including students who were retained in the same grade. Students with the same 2012-13 score are ranked by their 2013-14 score and assigned a percentile based on their relative

4 See Guidelines for Creating a SUNY Accountability Plan for an explanation.

growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

Given the timing of the state's release of Growth Model data, the 2014-15 analysis is not yet available. This report contains 2013-14 results, the most recent Growth Model data available.[5]

Results

The analysis using last year's data shows a mean growth percentile of 54.9 for the six grades combined.

2013-14 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
4	58.5	50.0
5	54	50.0
6	53	50.0
7	61	50.0
8	48	50.0
All	**54.9**	50.0

Evaluation

This measure was met. CPCS's mean growth percentile exceeded the statewide median by 4.9 percentage points. CPCS exceeded the statewide median in all grades. This is especially so with grade 7, which exceeded the statewide median by 11 percentage points.

Additional Evidence

The aggregate mean growth percentile of grades 4-6 grew from 51 in 2012-13 to 54.9 in 2013-14.

English Language Arts Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2011-12[6]	2012-13	2013-14	Statewide Median
4	51	55	58.5	50.0
5	51	40	54	50.0
6	63	54	53	50.0

5 Schools can acquire these data from the NYSED's Business Portal: portal.nysed.gov.
6 Grade level results not available.

7	57	54	61	50.0
8		54	48	50.0
All	**61**	**51**	**54.9**	50.0

Goal 1: Growth Measure (G1.5B)
Each year, the proficiency rates of grade-level cohorts on the NYS ELA exams will reduce by one-half the difference between 75 and the proficiency rates on the previous year's NYS ELA exams. If 75 percent or more of the grade-level cohorts obtained proficient scores the previous year, their results will increase in the current year.

Method

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 towards the absolute measure of 75 percent of students performing at or above proficient. Each grade level cohort consists of those students who took the state exam in 2014-15 and also have a state exam score in 2013-14. It includes all current students in grades 4-8 who repeated the grade. These students are included in their current grade level cohort, not the cohort to which they previously belonged. In addition, the school examines the aggregate of all cohorts to determine the growth of all students taking a state exam in both years. CPCS used 2013-14 and 2014-15 scale scores to conduct this analysis.

Results

2014-15 Grade	Cohort Size	Percent Performing At or Above Level 3			Goal Achieved?
		2013-14	Target	2014-15	
4	32	40.63	57.81	15.63	NO
5	30	23.33	49.17	16.67	NO
6	24	33.33	54.17	37.50	NO
7	44	22.73	48.86	20.45	NO
8	31	38.71	56.85	48.39	NO
All	161	31.06	53.03	26.71	NO

Evaluation

CPCS did not meet the measure for any of the five cohorts. The collapsed proficiency rate for all five cohorts combined decreased by 4.35.

Goal 1: Growth Measure (G1.5C)
Each year, on the TerraNova national norm-referenced reading assessment, all grade-level cohorts of students (in grades K-3) will reduce by one half the gap between their average NCE in the previous year and an NCE of 50 in the current year. If a grade-level cohort exceeds an NCE of 50 in the previous year, the cohort is expected to show a positive gain in the current year.

Method

This measure examines the change in performance of the same cohort of students from one year to the next on the TerraNova norm-referenced reading test. Each cohort consists of those students who have norm-referenced reading test results for two consecutive years at the school. It includes students who repeated the grade. The criterion for achieving this measure is for the cohort to reduce by half the difference between average NCE in the first year and the 50th NCE in the second. If a cohort has already achieved an average NCE of 50, it is expected to show some positive growth in the subsequent year. For the 2014-15 school year CPCS administered the TerraNova reading exam to students in grades K-3 in June 2015.

Results

2013-14 Grade	Cohort Size	Average NCE			Goal Achieved?
		2013-14 Avg NCE	Target	2014-15 Avg NCE	
K	45	n/a	n/a	49.66	n/a
1	38	64.83	>= 64.84	47.97	NO
2	42	55.28	>= 55.29	51.12	NO
3	37	55.36	>= 55.37	49.16	NO
All	162	**57.04**	>= 57.05	**48.78**	NO

Evaluation

CPCS did not meet this goal. Third grade students performed below their target, moving from an average NCE of 55.36 in the second grade to an average of 49.16 in the third grade. Second grade students showed a decline from an average NCE of 55.28 in the first grade to 51.12 in the second grade. First grade students showed the most average decline with a decrease from an average NCE of 64.83 in kindergarten to 47.97 in the first grade. Overall, all three cohorts showed significant decline.

<u>Summary of the English Language Arts Goal</u>

CPCS did not achieve the absolute measure of 75% proficiency for all grades. It also did not meet the absolute measure for this year's Annual Measurable Objective set by NYS's NCLB accountability system. The overall PLI for all grades was 84.2.

CPCS did not meet the comparative measure for students in the same tested grades in District 13 as it fell less than 1 percentage point (0.07) under district proficiency levels. However, CPCS 2013-14 effect size comparison did exceed district comparisons in all but 4th grade with an effect size of 0.48.

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.	Did Not Achieve
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state English language arts exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Did Not Achieve
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 local school district.	Did Not Achieve
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 small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2013-14 school district results.)	Achieved
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 state's unadjusted median growth percentile.	Achieved
Growth	Each year, on the TerraNova national norm-referenced reading assessment, all grade-level cohorts of students (in grades K-3) will reduce by one half the gap between their average NCE in the previous year and an NCE of 50 in the current year. If a grade-level cohort exceeds an NCE of 50 in the previous year, the cohort is expected to show a positive gain in the current year.	Did Not Achieve

Action Plan

Data from our performance on the state ELA exam continues to inform our strategic planning for ELA curriculum, instruction and professional development. We have already contracted ongoing PD for the 2015-2016 school year with HMH Journeys Common Core and a STEP consultant.

We will have heightened engagement, development and monitoring of:

- Tight Tier 1 Instruction: Solid Implementation of Journey's Curriculum

- Guided Reading: Targeted Small Group Reading Instruction to help scholars successfully navigate through texts with accuracy, fluency and increased comprehension
- Close Reading PD: Teaching scholars how to strategize, comprehend, and write complete written responses to complex grade level text with the use of the RACE strategy.

  R= Restates all parts of the question before including the answer
  A= Accurately answers the question by drawing the right conclusions
  C=Cites relevant evidence from the text to support conclusions
  E=Explains evidence by adding some type of revelation or connection to larger themes of the story.
- Data Driven Instruction: Frequent and Ongoing Assessment via STEP benchmarks, RALLY and Reading Assessments, reflection, reteach.

MATHEMATICS

Goal 2: Mathematics
CPCS Students will become proficient in the Understanding and Application of Mathematical Skills and Concepts.

Background

This school year marked our official 2nd year using the Math in Focus, Singaporean math curriculum. This curriculum highlights problem solving as a focus of mathematical learning. The program teaches concepts using a concrete-pictorial abstract learning progression and anchors learning in real-world experiences.

Fifty percent of this year's math team were 1st year teachers and seventy one percent of the team were new to teaching the "Math in Focus" way. Therefore, our goals for the year circulated around these five major components:

- Unit & Lesson Planning
- Chapter (Unit) Pacing
- Mathematics Workshop Model
- Professional Development
- Lesson Execution

<u>Unit & Lesson Planning:</u>
Modified from a lesson plan format shared with us by Carrie Treusch, our primary Math in Focus consultant, we adopted a format that pushes our use of the text with greater fidelity, details student misconceptions, teacher anticipated responses, progression of questioning (developing our questioning techniques), student-centered work, and further emphasis on the Math in Focus idea of teaching with "Gradual Release".

The format is easily adjustable to accommodate the progression of learning day-to-day and using this format reduced the amount of time teachers spent planning significantly (Lesson plans could be planned effectively in 22 minutes). The Math in Focus resource material supplied us with outlines for every chapter (unit) taught this year, coupled with in-house developed scope & sequence paved the way for greater teacher investment in making sure lesson plans were submitted to the Academic Dean on time and feedback could be given back to them in a timely manner.

Chapter Unit Pacing:

The math department had to balance teaching with more fidelity to the M.I.F program, attending to the need of our scholars academically, and getting through all the required material faster knowing that the NYS Math Common Core Assessment was happening earlier this school year (cutting our teaching time back by three weeks). Therefore, the pacing calendars developed made the following adjustments:

- Tuesday, March 31, 2015 was the deadline for all major & supporting cluster common core standard content to be taught.
- The amount of days given to teach each chapter (unit) was shortened to closely resemble the time-allotted by Math in Focus.
- Weekly adjustments were made if necessary to pacing calendar only after careful analysis of student progress and agreed upon by the teacher and the academic dean.

Mathematics Workshop Model:

Mirroring the Reading & Writing Workshop Model that was being used in the ELA department, the Math department created a similar Math & Math Foundations Workshop. Model. Four days a week, scholars would have a 60-minute math foundations class that addresses any prerequisite mathematics skills that they would need in order to be more successful in their 60-minute math in focus class. Math foundations classes were also ideal classes for scholars to spend more time completing tasks assigned during their math in focus block, teachers to complete individual student check-ins, and teachers to improve their differentiation techniques (i.e. station teaching and parallel teaching). Math in focus in lessons are planned for 45-minutes. However, in order to accommodate student learning and teacher comfort with the material, Math in Focus classes were given an extra 15-minutes this school year.

Professional Development:

In addition to scheduled check-ins, the 8th grade math (taught by the academic dean) classroom became an observation room for the 5th, 6th, & 7th grade math teachers. The observational focus for teachers was created during their check-ins, prior to them observing the class. This process helped to identify areas of growth and reinforce goals previously set.

Math-in-Focus centered development has been strategically placed throughout school year to assist teachers with lesson planning, lesson plan execution, questioning techniques, and resource management. It was also important to that we worked with the

same consultant, Carrie Treusch, each time to preserve continuity, teacher investment (the team reacted well to her), and it was easier to track teacher progress. Professional Development days were/are:

- 10/29/14 – 10/30/14 – Lesson Planning & Lesson Execution
- 12/9/14 – Lesson Execution Part 2
- 02/10/15 – 02/11/15 – Lesson Pacing (Questioning) & Gradual Release
- 06/16/15 – 06/17/15 – End of the year wrap up / Summer planning.

Lesson Execution:

For our second year using the Math in Focus program, lessons focused on four major areas of Math in Focus:

- Consistently teaching to the concrete, pictorial, and abstract components (C.P.A.) – addresses the "how" and "why" of math, includes, bar models, & real world applications.
- Visualization – helps scholars show & prove their work.
- Math is Thinking – Answering the questions "how do you know what you know?" & "how did you come up with that?, pushing math conversations and accountable talk in class.
- Gradual Release – Teacher moves fluidly from facilitator to support to observer and back again.

Centering lessons around these four components reinforces scholars doing the "heavy-lifting" as quickly as possible; giving them more "at-bats" at the material, and ensuring a higher level of scholar-preparedness for summative assessments.

Goal 2: Absolute Measure
Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State mathematics examination for grades 3-8.

Method

The school administered the New York State Testing Program mathematics assessment to students in 3rd through 8th grade in April 2015. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year's test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year.

2014-15 State Mathematics Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested[7]	Total Enrolled

		IEP	ELL	Absent	
3	44				44
4	40			2	40
5	44				44
6	34			1	35
7	51				51
8	32				32
All	245			3	248

Results

Overall, 36 percent of students in at least their second year performed at levels 3 and 4 on the NYS math exam.

Performance on 2014-15 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	33.9	44	48.65	37
4	43.18	40	57.14	35
5	52.5	44	34.29	35
6	38.24	34	48	25
7	17.65	51	17.02	47
8	18.76	32	18.76	32
All	**33.9**	245	**36**	211

Evaluation

This goal was not met. Grades 3, 4, and 6 scored significantly higher than the average at 48.65 percent proficient for grade 3, 57.14 percent proficient for grade 4, and 48 percent proficient for grade 6. Grade 7 and 8, however, scored significantly lower than the average at 17.02 percent proficient for grade 7 and 18.76 percent proficient for grade 8.

Additional Evidence

7 Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

In 2011-12, CPCS demonstrated progress towards charter goals over the previous year. A new baseline for student performance, relative to common core standards, was established with the NYS testing in 2013. As a result, CPCS performed well below its charter goals in 2012-13. After a year of reshaping our approach to math instruction, we saw some small growth in 2013-14. Unfortunately, however, CPCS saw decline in 2014-15.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2012-13		2013-14		2014-15	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	38.3	47	65.85	41	48.65	37
4	44.2	43	48.94	47	57.14	35
5	32.7	49	20.00	40	34.29	35
6	23.1	39	39.02	41	48	25
7	32.4	37	11.76	34	17.02	47
8	7.7	26	33.33	36	18.76	32
All	31.5	241	37.66	239	36	211

Goal 2: Absolute Measure
Each year, the school's aggregate Performance Level Index (PLI) on the State mathematics exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in mathematics. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the 2014-15 mathematics AMO of 94. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.[8]

Results

The overall PLI for all grades was 108.2. All tested students have a PLI value that exceeds the 2014-15 Mathematics AMO of 94.

8 In contrast to NYSED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

Mathematics 2014-15 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	25.7	40.4	24.5	9.4

PI	=	40.4	+	24.5	+	9.4	=	74.3
				24.5	+	9.4	=	33.9
						PLI	=	108.2

Evaluation

This goal was met. CPCS's overall PLI exceeded the 2014-15 Mathematics AMO by 14.2 points.

Goal 2: Comparative Measure
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 local school district.

Method

A school compares the performance of tested students enrolled in at least their second year to that of all tested students in the surrounding public school district. 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.[9]

Results

The overall percent of students in at least their second year achieving proficiency exceeded aggregate district proficiency by 10.5 percentage points.

2014-15 State Mathematics Exam
Charter School and District Performance by Grade Level

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

9 Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its News Release webpage.

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2nd Year		All District Students	
		Tested		Tested
3	48.65	37	36.8	391
4	57.14	35	31.0	302
5	34.29	35	35.8	325
6	48	25	15.8	110
7	17.02	47	16.0	120
8	18.76	32	6.6	45
All	36	211	25.5	1293

Evaluation

This measure was met. The average proficiency of CPCS students was 36 percent compared to 25.5 percent of the district. Furthermore, students in all grades performed significantly higher than the aggregate performance of their peers in the district.

Additional Evidence

As evidenced in the table below, CPCS has outperformed the district in math year to year.

Mathematics Performance of Charter School and Local District by Grade Level and School Year

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2012-13		2013-14		2014-15	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	38.3	30.3	65.85	34.3	48.65	36.8
4	44.2	29.7	48.94	33.0	57.14	31.0
5	32.7	24.0	20.00	32.5	34.29	35.8
6	23.1	14.0	39.02	20.0	48	15.8
7	32.4	10.1	11.76	12.0	17.02	16.0
8	7.7	11.9	33.33	8.9	18.76	6.6
All	31.5	20.3	37.66	24.2	36	25.5

Goal 2: Comparative Measure
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

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school's performance to demographically similar public schools state-wide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school's actual performance to the predicted performance of public schools with a similar economically disadvantaged percentage. The difference between the schools' 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 requirement for achieving this measure.

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2014-15 analysis is not yet available. This report contains 2013-14 results, the most recent Comparative Performance Analysis available.

Results

The analysis using last year's data shows an effect size of 0.48 for the six grades combined.

2013-14 **Mathematics Comparative Performance by Grade Level**

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	82.22	47	60.87	31.74003	29.12997	1.58
4	79.59	51	47.06	31.83539	15.22461	0.77
5	69.77	44	20.45	33.1304	-12.6804	-0.67
6	88	52	35.29	22.23991	13.05009	0.70
7	75	36	11.11	22.47258	-11.3626	-0.59
8	69.44	36	33.33	17.6368	15.6932	0.76
All	**77.99**	266	36.07395	26.96818	9.105763	**0.48**

School's Overall Comparative Performance:
Higher than expected to a meaningful degree

Evaluation

This measure was met. It was exceeded in grades 3, 4, 6, and 8 as well as in the whole school. It was not, however, exceeded in grades 5 and 7 which trailed the goal of 0.30 significantly. The effect size of 0.40 indicates growth that is higher than expected to a small degree when comparing performance to demographically similar public schools state-wide.

Additional Evidence

The chart below shows comparative data for ELA for CPCS students during the past three years. 2013-14 results show comparative growth that is higher than expected to a meaningful degree, which shows growth from 2012-13.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/ Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2011-12	3 - 7	46	225	76.9	12.5	0.77
2012-13	3 -8	74	271	30.3	23.5	0.40
2013-14	3-8	77.99	266	36.07	26.9	0.48

Goal 2: Growth Measure[10]
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 state's unadjusted median growth percentile.

Method

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 2013-14 and also have a state exam score in 2012-13 including students who were retained in the same grade. Students with the same 2012-13 scores are ranked by their 2013-14 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. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

Given the timing of the state's release of Growth Model data, the 2014-15 analysis is not yet available. This report contains 2013-14 results, the most recent Growth Model data available.[11]

Results

The analysis using last year's data shows a mean growth percentile of 42 for the six grades combined.

2013-14 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
4	54.5	50.0
5	30.5	50.0
6	47	50.0
7	44.5	50.0
8	42	50.0
All	**43.7**	50.0

Evaluation

This measure was not met. CPCS's mean growth percentile trailed the statewide median by 6.3 percentage points. CPCS exceeded the statewide median by 4.5 points in grade 4. Unfortunately, the other grades trailed the statewide median significantly.

10 See Guidelines for Creating a SUNY Accountability Plan for an explanation.
11 Schools can acquire these data from the NYSED's business portal: portal.nysed.gov.

This is especially so with grade 5, which trailed the statewide median by 19.5 percentage points. We anticipate a higher growth percentile for the 2015 scores.

Additional Evidence

The aggregate mean growth percentile of grades 4-6 grew slightly from 42 in 2012-13 to 43.7 in 2013-14.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2011-12[12]	2012-13	2013-14	Statewide Median
4	55	47	54.5	50.0
5	63	46	30.5	50.0
6	60	39	47	50.0
7	67	51	44.5	50.0
8		18	42	50.0
All	58	42	43.7	50.0

Goal 2: Growth Measure (G2.5B)
Each year, the proficiency rates of grade-level cohorts on the NYS Math exams will reduce by one-half the difference between 75 and the proficiency rates on the previous year's NYS Math exams. If 75 percent or more of the grade-level cohorts obtained proficient scores the previous year, their results will increase in the current year.

Method

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 towards the absolute measure of 75 percent of students performing at or above proficient. Each grade level cohort consists of those students who took the state exam in 2014-15 and also have a state exam score in 2013-14. It includes all current students in grades 4-8 who repeated the grade. These students are included in their current grade level cohort, not the cohort to which they previously belonged. In addition, the school examines the aggregate of all cohorts to determine the growth of all students taking a state exam in both years. CPCS used 2013-14 and 2014-15 scale scores to conduct this analysis.

12 Grade level results not available.

Results

2014-15 Grades	Cohort Size	Percent Performing At or Above Level 3			Goal Achieved?
		2013-14	Target	2014-15	
4	32	59.38	67.19	56.25	NO
5	30	53.33	64.17	40.00	NO
6	24	20.83	47.92	50.00	YES
7	44	38.64	56.82	18.18	NO
8	31	12.90	43.95	19.35	NO
All	161	37.89	56.44	34.78	NO

Evaluation

CPCS only met the measure for one of the five cohorts. The collapsed proficiency rate for all five cohorts combined decreased by 3.11. This new proficiency rate represents the new benchmark for proficiency based on NYS common core assessments.

Goal 2: Growth Measure (G2.5C)
Each year, on the TerraNova national norm-referenced math assessment, all grade-level cohorts of students (in grades K-3) will reduce by one half the gap between their average NCE in the previous year and an NCE of 50 in the current year. If a grade-level cohort exceeds an NCE of 50 in the previous year, the cohort is expected to show a positive gain in the current year.

Method

This measure examines the change in performance of the same cohort of students from one year to the next on the TerraNova norm-referenced math test. Each cohort consists of those students who have norm-referenced reading test results for two consecutive years the school. It includes students who repeated the grade. The criterion for achieving this measure is for the cohort to reduce by half the difference between average NCE in the first year and the 50th NCE in the second. If a cohort has already achieved an average NCE of 50, it is expected to show some positive growth in the subsequent year. For the 2014-15 school year CPCS administered the TerraNova math exam to students in grades K-3 in June 2015.

Results

2014-15 Grades	Cohort Size	Average NCE			Goal Achieved?
		2013-14	Target	2014-15	
K	45	n/a	n/a	60.07	n/a

1	38	71.20	>= 71.21	48.68	NO
2	42	62.85	>= 62.86	57.12	NO
3	37	58.28	>= 58.29	57.73	NO
All	162	64.12	>= 64.13	54.65	NO

Evaluation

None of the three cohorts met the goal. Third grade students showed decline, moving from an average NCE of 58.28 in the second grade to an average of 54.65 in the third grade. Second grade students showed similar decline from an average NCE of 62.85 in the first grade to 57.12 in the second grade. First grade students showed the most declination with a decrease from an average NCE of 71.20 in kindergarten to 48.68 in first grade. Overall all three cohorts showed significant decline.

Summary of the Mathematics Goal

The overall percent of students in at least their second year achieving proficiency, in each grade, fell short of the absolute measure goal.

CPCS's overall PLI exceeded the 2014-15 Mathematics AMO by 14.2 points. While the majority of students were not proficient, a larger percentage of those students performed at Level 2 than Level 1, indicating a larger percentage of partially proficient students than below proficient students.

One of the five cohorts improved the score to meet the year to year target. The collapsed proficiency rate for all five cohorts combined decreased by 3.11. This new proficiency rate represents the new benchmark for proficiency based on NYS common core assessments.

CPCS's mean growth percentile trailed the statewide median by 6.3 percentage points. CPCS exceeded the statewide median by 4.5 points in grade 4. Unfortunately, the other grades trailed the statewide median significantly. This is especially so with grade 5, which trailed the statewide median by 19.5 percentage points.

None of the three cohorts met the goal based on the TerraNova administration. Third grade students showed decline, moving from an average NCE of 58.28 in the second grade to an average of 54.65 in the third grade. Second grade students showed similar decline from an average NCE of 62.85 in the first grade to 57.12 in the second grade. First grade students showed the most declination with a decrease from an average NCE of 71.20 in kindergarten to 48.68 in first grade. Overall all three cohorts showed significant decline.

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.	Did Not Achieve
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on	Achieved

	the state mathematics exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	
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 local school district.	Achieved
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 small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2013-14 school district results.)	Achieved
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 state's unadjusted median growth percentile.	Did Not Achieve
Growth	Each year, on the TerraNova national norm-referenced reading assessment, all grade-level cohorts of students (in grades K-3) will reduce by one half the gap between their average NCE in the previous year and an NCE of 50 in the current year. If a grade-level cohort exceeds an NCE of 50 in the previous year, the cohort is expected to show a positive gain in the current year.	Did Not Achieve

Action Plan

Data from our performance on the state Math exam and TerraNova continues to inform our strategic planning for mathematics curriculum and instruction and professional development. We have already contracted ongoing *Math in Focus* PD for the 2015-2016 school year.

We will have heightened engagement, development and monitoring of:

- Tight Tier 1 Instruction: Solid Implementation of Math in Focus Curriculum
- Explain Your Thinking/Show What You Know Fridays
    - Constructed Response/Word Problems
    - Use of Problem Solving Graphic Organizer to solve one step and multi-step word problems
        1. Read to Understand the problem
        2. Plan
        3. Solve
        4. Check
- Data Driven Instruction: Frequent and Ongoing Assessment via STEP benchmarks, RALLY and Reading Assessments, reflection, reteach

SCIENCE

Goal 3: Science
CPCS students will become proficient in Science.

Background

In 2014 – 2015 CPCS continued to support a rich experiential science curriculum provided by science specialists in a variety of programmatic delivery models. Kindergarten teachers taught science in the classroom. In grades 1 and 2 science instruction was provided to students in the science classroom setting, by a science specialist for two hours weekly. In grades 3-4 science was taught by the math classroom teacher in three 60 minute blocks per week. Middle school science was taught by science specialists in grades 5-8.

The lower school science specialist coordinated an annual science fair for students in grades 3-4. This science fair was a huge success this year as it allowed students to demonstrate their capacity for original scientific inquiry. The school also hosted a Science and Technology night during which families came to learn about science and technology and participated in fun and educational activities.

In middle school, through Beginning with Children (BwC), a select group of scholars were able to study and explore the various branches of medicine in the Doctors for a Day program with Doctors at the University of California Irvine. BwC also afforded some of our scholars the opportunity to study at Colgate University. The week long Science Institute at Colgate exposed our scholars to the rigors of college level science and the preparation required to tackle the rigorous curriculum. An explicit goal of the program was to build an awareness of what it takes to be accepted, enrolled and succeed in a college environment. These annual events, alongside our rigorous science instruction, have created a school culture in which students see themselves as scientists and technology enthusiasts.

Goal 3: Absolute Measure
Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State science examination.

Method

The school administered the New York State Testing Program science assessment to students in 4th and 8th grade in spring 2015. The school converted each student's raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year to score at proficiency.

Results

The CPCS overall cohort proficiency rate in grade 4 and 8 is 84%, which significantly outpaces the 75% absolute measure goal.

Charter School Performance on 2014-15 State Science Exam
By All Students and Students Enrolled in At Least Their Second Year

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2nd Year		All Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	100	32	100	37
8	68.76	32	68.76	32
All	**85.5**	64	**84.4**	64

Evaluation

This measure was met. CPCS outpaced the 75% absolute measure goal by 9.4 percentage points. Grade 4 performed significantly well at 100 percent proficient.

Additional Evidence

Grade 4 saw an increase from 97.87 percent in 2013-14 to 100 percent in 2014-15. The proficiency rate among 8th grade students fell short of the 75% goal we have established for each grade level, however, the aggregated proficiency rate of the school is 84.4%.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2012-13		2013-14		2014-15	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4	100	43	97.87	47	100	32
8	73.1	26	71.43	35	68.76	32
All	89.9	69	86.59	82	84.4	64

Goal 3: Comparative Measure

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 local school district.

Method

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

Results

Over eighty-four percent of CPCS students were proficient on the 4th and 8th grade science exams in 2015. We are unable to compare that level of proficiency to District 13 as district-level data are no longer released.

2014-15 State Science Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	100	32	N/A	N/A
8	68.76	32	N/A	N/A
All	85.5	64	N/A	N/A

Evaluation

The school met the 75 percent expectation for its student's performance. The 2014-15 district results have not been released.

Additional Evidence

CPCS consistently outperforms the local district in science.

Science Performance of Charter School and Local District
by Grade Level and School Year

Grade	Percent of Charter School Students at Proficiency and Enrolled in At Least their Second Year Compared to Local District Students					
	2012-13		2013-14		2014-15	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
4	100	84	97.87	82	100	N/A
8	73.1	44	71.43	40	68.76	N/A

All	89.9	64	86.59	62	84.4	N/A

Summary of the Science Goal

CPCS achieved the absolute goal in science and generally outperforms the local district based on most recent results available.

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.	Achieved
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 local school district.	Results Pending

Action Plan

CPCS science specialists will continue to implement science in grades 5-8 and strengthen our core science instruction in seventh and eighth grades. In the lower school, science has been transferred to the K-4 teachers to be taught in the classroom supplemented by the science lab. K-4 teachers will utilize the FOSS science units of study to ensure that all grade level science standards and content are met. We will continue to develop our project-based approach to science and demonstrate student learning via the Science Fair and Science & Technology nights. Students will continue to participate in extracurricular science programs that enhance the science content including but not limited to the Doctors for a Day program and the Colgate Science Institute.

NCLB

Goal 4: NCLB
Under the state's NCLB accountability system, the CPCS's Accountability Status will be "Good Standing" each year.

Goal 4: Absolute Measure
Under the state's NCLB accountability system, the school's Accountability Status is in good standing: the state has not identified the school as a Focus School nor determined that it has met the criteria to be identified as school requiring a local assistance plan.

Method

Because *all* students are expected to meet the state's learning standards, the federal No Child Left Behind legislation stipulates that various sub-populations and demographic categories of students among all tested students must meet state proficiency standards. New York, like all states, established a system for making these determinations for its public schools. Each year the state issues School Report Cards. The report cards indicate each school's status under the state's No Child Left Behind (NCLB) accountability system.

Results

CPCS meets all NCLB criteria and continues to maintain its "Good Standing" accountability status under the NCLB Accountability System.

Evaluation

CPCS met this measure.

Additional Evidence

CPCS has met the NCLB accountability measures outlined by New York State Education Department each year of this charter period.

NCLB Status by Year

Year	Status
2011-12	Good Standing
2012-13	Good Standing
2013-14	Good Standing
2014-15	Good Standing

Art, Music, Physical Education, and Technology

Goal 5:
CPCS Students will participate in Social Studies, Art, Music, Physical Education and Technology

Goal 5: Absolute Measure (G5.1)
Every CPCS student will participate in Social Studies, Art, Music, Physical Education, and Technology classes as part of their weekly class schedule.

Results

Students in grades K-4 participated in Social Studies, Art, Music, Physical Education and Technology classes at least once a week. In grades 5-8, specialty teachers taught their subject twice a week on a trimester basis. Specialty teachers are responsible for ensuring 100 percent participation in class.

Evaluation

CPCS met this measure.

Type	Measure	Outcome
Absolute	CPCS Students will Participate in Social Studies, Art, Music, Physical Education and Technology	Achieved

Action Plan

CPCS will continue to create additional opportunities to enhance our students' studies in these subjects next year. Particular emphasis will continue to be placed on improving technology integration in the classroom and also on providing opportunities for students to learn about potential professions in the arts.

Appendix B: Total Expenditures and Administrative Expenditures per Child

Last updated: 07/29/2015

Page 1

Charter School Name:

B. Financial Information

This information is required of ALL charter schools. Provide the following measures of fiscal performance of the charter school in Appendix B (Total Expenditures and Administrative Expenditures Per Child):

1. Total Expenditures Per Child

To calculate **'Total Expenditures per Child'** take total expenditures (from the unaudited 2014-15 Schedule of Functional Expenses) and divide by the year end per pupil count. (Integers Only. No dollar signs or commas).

Line 1: Total Expenditures	6437502
Line 2: Year End Per Pupil Count	403
Line 3: Divide Line 1 by Line 2	15974

2. Administrative Expenditures per Child

To calculate **'Administrative Expenditures per Child'** take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the unaudited 2014-15 Schedule of Functional Expenses) and divide by the year end per pupil count. The relevant portion that must be included in this calculation is defined as follows:

Administrative Expenditures: Administration and management of the charter school includes the activities and personnel of the offices of the chief school officers, the treasurer, the finance or business offices, the purchasing unit, the employee personnel offices, the records management offices, or a public information and services offices. It also includes those administrative and management services provided by other organizations or corporations on behalf of the charter school for which the charter school pays a fee or other compensation.

Please note the following:

- Do not include the FTE of personnel dedicated to administration of the instructional programs.
- Do not include Employee Benefit costs or expenditures in the above calculations.
- A template for the Schedule of Functional Expenses is provided on page 20 of the 2014-15 Annual Report Guidelines to assist schools identify the categories of expenses needed to compute the two per pupil calculations. This template does not need to be completed or submitted on August 1st as it will be submitted November 1st as part of the audited financial statements. Therefore schools should use unaudited amounts for these per pupil calculations. (See the 2014-15 Annual Report Guidelines in "Resources" area of your portal task page).

To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2014-15 Schedule of Functional Expenses) and divide by the year end per pupil count. (Integers Only. No dollar signs or commas).

Line 1: Relevant Personnel Services Cost (Row)	00
Line 2: Management and General Cost (Column)	00
Line 3: Sum of Line 1 and Line 2	826927
Line 4: Year End Per Pupil Count	403
Line 5: Divide Line 3 by the Year End Per Pupil Count	2052

Thank you.

Charter Schools Institute
The State University of New York

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

Charter School Name:	**Community Partnership Charter School Education Corporation**
Audit Period:	2014-15
Prior Period:	*enter prior period*
Report Due Date:	Monday, November 02, 2015
Date Submitted:	October 28, 2015
School Fiscal Contact Name:	Brian Stemmer
School Fiscal Contact Email:	[redacted]
School Fiscal Contact Phone:	[redacted]
School Audit Firm Name:	Citrin Cooperman & Company, LLP
School Audit Contact Name:	Adam Reiss
School Audit Contact Email:	areiss@citrincooperman.com
School Audit Contact Phone:	212-697-1000

The following items are required to be included:

- The independent auditor's report on financial statements and notes.
- Excel template file containing the Financial Position, Statement of Activities, Cash Flow and Functional Expenses worksheets.
- Reports on internal controls over financial reporting and on compliance.

The additional items listed below should be included if applicable. Please explain the reason(s) if the items are not included. Examples might include: a written management letter was not issued; the school did not expend federal funds in excess of the Single Audit Threshold of $500,000; the management letter response will be submitted by the following date (should be no later than 30 days from the submission of the report); etc.

Item	If not included, state the reason(s) below (*if not applicable fill in* **"N/A"**):
Management Letter	Not issued
Management Letter Response	N/A
Form 990	Not included - return is still in the process of being prepared
Federal Single Audit (A-133)[1]	N/A
Corrective Action Plan	N/A

Please also send an ELECTRONIC copy of: 1.)This transmital form; 2.) Audited Financial Report; and if applicable 3.) Management Letter and Response; 4.) Federal Single Audit (A-133) ONLY to the following offices via email. A copy of the Excel file containing the four schedules Does NOT need to be included.

NYS Education Department Public School Choice Programs 89 Washington Avenue Room 462 EBA Albany, New York 12234 charterschools@mail.nysed.gov	NYS Education Department Office of Audit Services 89 Washington Avenue Room 524 EBA Albany, New York 12234 FSandA133@mail.nysed.gov

[1] A copy of the Federal Single Audit must be filed with the Federal Audit Clearinghouse. Please refer to the current "OMB Circu

COMMUNITY PARTNERSHIP CHARTER SCHOOL EDUCATION CORI

Statement of Financial Position

#NAME?

Enter Prior Period on "Transmittal Form & School Info" tab

ASSETS	2014-15
CURRENT ASSETS	
Cash and cash equivalents	1490937
Grants and contracts receivable	414772
Accounts receivables	2336
Prepaid expenses	28141
Contributions and other receivables	0
TOTAL CURRENT ASSETS	1,936,186
PROPERTY, BUILDING AND EQUIPMENT, net	117116
OTHER ASSETS	3160032
TOTAL ASSETS	**5,213,334**
LIABILITIES AND NET ASSETS	
CURRENT LIABILITIES	
Accounts payable and accrued expenses	81180
Accrued payroll and benefits	643230
Deferred Revenue	0
Current maturities of long-term debt	0
Short Term Debt - Bonds, Notes Payable	0
Other	248984
TOTAL CURRENT LIABILITIES	973,394
LONG-TERM DEBT and NOTES PAYABLE, net current maturities	0
TOTAL LIABILITIES	973,394
NET ASSETS	
Unrestricted	4239940
Temporarily restricted	0
TOTAL NET ASSETS	4,239,940
TOTAL LIABILITIES AND NET ASSETS	**5,213,334**

COMMUNITY PARTNERSHIP CHARTER SCHOOPORATION
Statement of Financial P
#NAME?

Enter Prior Period on "Transmittal Form & School Info" tab

ASSETS	?	IOI
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CURRENT ASSETS		
Cash and cash equivalents		$-
Grants and contracts receivable		-
Accounts receivables		-
Prepaid expenses		-
Contributions and other receivables		-
TOTAL CURRENT ASSETS		-
PROPERTY, BUILDING AND EQUIPMENT, net		-
OTHER ASSETS		-
TOTAL ASSETS		**-**
LIABILITIES AND NET ASSETS		
CURRENT LIABILITIES		
Accounts payable and accrued expenses		$-
Accrued payroll and benefits		-
Deferred Revenue		-
Current maturities of long-term debt		-
Short Term Debt - Bonds, Notes Payable		-
Other		-
TOTAL CURRENT LIABILITIES		-
LONG-TERM DEBT and NOTES PAYABLE, net current maturities		-
TOTAL LIABILITIES		-
NET ASSETS		
Unrestricted		-
Temporarily restricted		-
TOTAL NET ASSETS		-
TOTAL LIABILITIES AND NET ASSETS		**-**

COMMUNITY PARTNERSHIP CHARTER SCHOOL EDUCATION CORPORAT

Statement of Activities

#NAME?

Enter Prior Period on "Transmittal Form & School Info" tab

	2014-15		
	Unrestricted	Temporarily Restricted	Total
REVENUE, GAINS AND OTHER SUPPORT			
Public School District			
Resident Student Enrollment	7409160	$-	$7,409,160
Students with disabilities	718831	-	718,831
Grants and Contracts			
State and local	733314	-	733,314
Federal - Title and IDEA	31191	-	31,191
Federal - Other	4294	-	4,294
Other	0	-	-
Food Service/Child Nutrition Program	0	-	-
TOTAL REVENUE, GAINS AND OTHER SUPPORT	8,896,790	-	8,896,790
EXPENSES			
Program Services			
Regular Education	5678911	$-	$5,678,911
Special Education	2620372	-	2,620,372
Other Programs	0	-	-
Total Program Services	8,299,283	-	8,299,283
Management and general	864081	-	864,081
Fundraising	109933	-	109,933
TOTAL OPERATING EXPENSES	9,273,297	-	9,273,297
SURPLUS / (DEFICIT) FROM SCHOOL OPERATIONS	(376,507)	-	(376,507)
SUPPORT AND OTHER REVENUE			
Contributions			
Foundations	17373	$-	$17,373
Individuals	0	-	-
Corporations	0	-	-
Fundraising	0	-	-
Interest income	40462	-	40,462
Miscellaneous income	2600	-	2,600
Net assets released from restriction	0	-	-
TOTAL SUPPORT AND OTHER REVENUE	60,435	-	60,435
CHANGE IN NET ASSETS	(316,072)	-	(316,072)
NET ASSETS BEGINNING OF YEAR	4556012	-	4,556,012
PRIOR YEAR/PERIOD ADJUSTMENTS	0	-	-
NET ASSETS END OF YEAR	$4,239,940	$-	$4,239,940

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COMMUNITY PARTNERSHIP CHARTER SCHOOL EDUCATION CORPORATION
Statement of Cash Flows
#NAME?

Enter Prior Period on "Transmittal Form & School Info" tab

	2014-15	?
		*Please briefly explain any
CASH FLOWS - OPERATING ACTIVITIES		
Increase (decrease) in net assets	-316072	$-
Revenues from School Districts	0	-
Accounts Receivable	2630	-
Due from School Districts	0	-
Depreciation	60589	-
Grants Receivable	-131014	-
Due from NYS	0	-
Grant revenues	0	-
Prepaid Expenses	34068	-
Accounts Payable	-122940	-
Accrued Expenses	58821	-
Accrued Liabilities	0	-
Contributions and fund-raising activities	0	-
Miscellaneous sources	0	-
Deferred Revenue	0	-
Interest payments	0	-
Unrealized gains (losses) on investments	-7744	-
Other	-6026	-
NET CASH PROVIDED FROM OPERATING ACTIVITIES	$(427,688)	$-
CASH FLOWS - INVESTING ACTIVITIES	$	$
Purchase of equipment	-24153	-
Other	200000	-
NET CASH PROVIDED FROM INVESTING ACTIVITIES	$175,847	$-
CASH FLOWS - FINANCING ACTIVITIES	$	$
Principal payments on long-term debt	0	-
Other	0	-
NET CASH PROVIDED FROM FINANCING ACTIVITIES	$-	$-
NET (DECREASE) INCREASE IN CASH AND CASH EQUIVALENTS	$(251,841)	$-
Cash at beginning of year	1742778	-
CASH AND CASH EQUIVALENTS AT END OF YEAR	$1,490,937	$-

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COMMUNITY PARTNERSHIP CHARTER SCHOOL EDUCATION COR
Statement of Functional Expenses
#NAME?

Enter Prior Period on "Transmittal Form & School Info" tab

		2014-15				
		Program Services				S
	No. of Positions	Regular Education	Special Education	Other Education	Total	Fund-raising
Personnel Services Costs		$	$	$	$	$
Administrative Staff Personnel	9	324874	48545	-	373,419	0
Instructional Personnel	86	3054503	1894184	-	4,948,687	0
Non-Instructional Personnel	8	30487	4556	-	35,043	0
Total Salaries and Staff	103.00	3,409,864	1,947,285	-	5,357,149	-
Fringe Benefits & Payroll Taxes		683491	400667	-	1,084,158	0
Retirement		52475	30761	-	83,236	0
Management Company Fees		669492	100039	-	769,531	109933
Legal Service		0	0	-	-	0
Accounting / Audit Services		0	0	-	-	0
Other Purchased / Professional / Consulting Services		127572	28543	-	156,115	0
Building and Land Rent / Lease / Facility Finance Interest		0	0	-	-	0
Repairs & Maintenance		4738	708	-	5,446	0
Insurance		42865	6405	-	49,270	0
Utilities		0	0	-	-	0
Supplies / Materials		171356	28703	-	200,059	0
Equipment / Furnishings		20470	3059	-	23,529	0
Staff Development		191381	28597	-	219,978	0
Marketing / Recruitment		75058	11216	-	86,274	0
Technology		33096	4945	-	38,041	0
Food Service		14392	2151	-	16,543	0
Student Services		97736	14604	-	112,340	0
Office Expense		35552	5311	-	40,863	0
Depreciation		49373	7378	-	56,751	0
OTHER		0	0	-	-	0
Total Expenses		$5,678,911	$2,620,372	$-	$8,299,283	$109,933

PORATION

			?
upporting Services			
Management and General	Total	Total	
$	$	$	$
298889	298,889	672,308	-
0	-	4,948,687	-
146317	146,317	181,360	-
445,206	445,206	5,802,355	-
94273	94,273	1,178,431	-
7238	7,238	90,474	-
219865	329,798	1,099,329	-
5325	5,325	5,325	-
29599	29,599	29,599	-
10785	10,785	166,900	-
0	-	-	-
833	833	6,279	-
7264	7,264	56,534	-
0	-	-	-
0	-	200,059	-
0	-	23,529	-
0	-	219,978	-
0	-	86,274	-
5337	5,337	43,378	-
0	-	16,543	-
0	-	112,340	-
34518	34,518	75,381	-
3838	3,838	60,589	-
0	-	-	-
$864,081	$974,014	$9,273,297	$-

Audited Financial Statement Checklist

Last updated: 11/01/2015

Page 1

Charter School Name:

1. Please check each item that is included in the 2014-15 Audited Financial Statement submitted for your charter school.

	Yes/No
Audited Financial Statements (including report on compliance and report on internal control over financial reporting)	Yes
Single Audit (if applicable)	Not Applicable
CSP Agreed Upon Procedures (if applicable)	Not Applicable
Management Letter	Not Applicable
Report on Extracurricular Student Activity Accounts (if applicable)	Not Applicable
Corrective Action Plans for any Findings	Not Applicable

2. Please indicated if there is a finding(s) noted in any of the following sections of your charter school's 2014-15 Audited Financial Statement.

	Yes/No
Report on Compliance	Not Applicable
Report on Internal Control over Financial Reporting	Not Applicable
Single Audit	Not Applicable
CSP Agreed Upon Procedures Report	Not Applicable
Management Letter	Not Applicable

Thank you.

Appendix E: Disclosure of Financial Interest Form

Last updated: 10/20/2015

Page 1

All trustees who served on an education corporation governing one or more charter schools during the 2014-2015 school year must complete the form in Appendix E (Disclosure of Financial Interest Form). The Disclosure of Financial Interest Forms are due on November 1, 2015. A link to a safe and secure form that each Trustee must complete by the November 1, 2015 dealine will be provide here by September 1, 2015 or sooner.

ALL charter schools or merged education corporations must complete the Board of Trustees Membership Table within the online portal in Appendix F (Board of Trustees Membership Table). The Board of Trustees Membership Table must be submitted by August 1, 2015.

Regents-authorized charter schools must upload a complete set of board of trustee Meeting Minutes from July 2014-June 2015 into Appendix G (Board Minutes). Board of Trustee Meeting Minutes must be submitted by August 1, 2015.

Yes, each member of the school's Board of Trustees will receive a link to the Disclosure of Financial Interest Form.

Yes

Thank you.

Appendix F: BOT Membership Table

Last updated: 07/30/2015

Page 1

1. Current Board Member Information

	Trustee Name	Email Address	Committee Affiliation(s)	Voting Member? (Y/N)	Area of Expertise, and/or Additional Role and School (parent, staff member, etc.)	Number of Terms Served and Length of Each (Include election date and term expiration)
1	Martin Ragde	[redacted]	Chair/Board President	Yes	Finance	1 Term of 1 Year
2	Katie Cunningham	[redacted]	Vice Chair/Vice President	Yes	Education/Family Engagement	1 Term of 1 Year
3	David Stutt	[redacted]	Treasurer	Yes	Finance	1 Term of 1 Year
4	Kiisha Morrow	[redacted]	Secretary	Yes	Legal	1 Term of 1 Year
5	Amy Kolz	[redacted]	Secretary	Yes	Journalist	1 Term of 1 Year
6	Rubens Amedee	[redacted]	Trustee/Member	Yes	Finance	1 Term of 1 Year
7	Rebecca Baneman	[redacted]	Trustee/Member	Yes	Legal	1 Term of 1 Year
8	Peter Bordonaro	[redacted]	Trustee/Member	Yes	Education	1 Term of 1 Year
9	Oma Holloway	[redacted]	Trustee/Member	Yes	Parent/Community Activist	1 Term of 1 Year
10	Clare Cusack	[redacted]	Trustee/Member	Yes	Legal	1 Term of 1 Year
11	Sonia Gulardo	[redacted]	Trustee/Member	Yes	Education/Family Engagement	1 Term of 1 Year
12	Rose Anne Gonzalez	[redacted]	Other	No	Principal; CPCS MS	1 Term of 1 Year
13	Jubilee Mosley	[redacted]	Other	No	Principal; CPCS LS	1 Term of 1 Year
14	Esosa Ogbahon	[redacted]	Other	No	Principal; BwCCS 2	1 Term of 1 Year
15						
16						
17						
18						

19						
20						

2. Total Number of Members Joining Board during the 2014-15 school year

(No response)

3. Total Number of Members Departing the Board during the 2014-15 school year

(No response)

4. According to the School's by-laws, what is the maximum number of trustees that may comprise the governing board?

15

5. How many times did the Board meet during the 2014-15 school year?

12

6. How many times will the Board meet during the 2015-16 school year?

12

Thank you.

For the 2014-2015 school year our recruitment efforts were in part comprised of visits to local preschools, UPK programs by Community Partnership Charter School (CPCS) staff or Community Partnership Charter School Educational Corporation (CPCSEC) staff.

CPCS and CPCSEC staff also canvassed local establishments such as churches and public housing complexes to personally recruit families, handing out applications and flyers. In addition, staff circulated flyers in local laundromats and grocery stores.

Using Vanguard Direct, mailings were sent to families with children who were of the appropriate age to be incoming Kindergarteners for the 2014-2015 school year. The mailings were sent to the communities near the school that have high populations of high needs children. These mailings included bilingual (English and Spanish) applications and flyers highlighting our school and its programmatic offerings. In the mailers, instructions were also provided on how to apply online to CPCS.

CPCS works to retain its students with special needs by providing a high level of Sped and At-risk supports both inside and outside of the classroom. Services for special needs students are provided by SETSS Teachers, ICT Teachers and a full-time Social Worker. These services will continue during the 2015-16 school year.

For the 2015-2016 school year our recruitment efforts will be comprised of visits to local preschools, UPK programs. Our recruitment efforts will continue to be done in Spanish and English. In 2015-16, we will add Haitian-Creole materials to our recruitment efforts. In addition, we'll seek to identify Pre-Ks that serve students with disabilities in order to further our recruitment of students with disabilities. Finally, our efforts will continue to target communities that are identified as high needs based on free and reduced price lunch participation.

Appendix I: Teacher and Administrator Attrition

Last updated: 07/30/2015

Report changes in teacher and administrator staffing.

Page 1

Charter School Name:

Instructions for completing the Teacher and Administrator Attrition Tables

ALL charter schools should provide, for teachers and administrators only, the full time equivalent (FTE) of staff on June 30, 2014, the FTE for added staff from July 1, 2014 through June 30, 2015, and the FTE for any departed staff from July 1, 2014 through June 30, 2015 using the two tables provided.

2013-14 Teacher Attrition Table

	FTE Teachers on June 30, 2014	FTE Teachers Additions 7/1/14 – 6/30/15	FTE Teacher Departures 7/1/14 – 6/30/15
	38	19	17

2013-14 Administrator Position Attrition Table

	FTE Administrator Positions On 6/30/2014	FTE Administrator Additions 7/1/14 – 6/30/15	FTE Administrator Departures 7/1/14 – 6/30/15
	6	4	5

Thank you

COMMUNITY PARTNERSHIP CHARTER SCHOOL EDUCATION CORPORATION

FINANCIAL STATEMENTS AND SUPPLEMENTARY INFORMATION

YEAR ENDED JUNE 30, 2015

COMMUNITY PARTNERSHIP CHARTER SCHOOL EDUCATION CORPORATION
YEAR ENDED JUNE 30, 2015

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INDEPENDENT AUDITOR'S REPORT

To the Board of Trustees
Community Partnership Charter School Education Corporation

Report on the Financial Statements

We have audited the accompanying financial statements of Community Partnership Charter School Education Corporation ("CPCSEC") (a nonprofit organization), which comprise the statement of financial position as of June 30, 2015, and the related statement of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

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

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Community Partnership Charter School Education Corporation as of June 30, 2015, and the change in its net assets and its cash flows for the year then ended, in accordance with accounting principles generally accepted in the United States of America.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated October 30, 2015, on our consideration of CPCSEC's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering CPCSEC's internal control over financial reporting and compliance.

Emphasis of Matter

As discussed in Note 1 to the financial statements, on October 1, 2014, Beginning with Children Charter School 2 and Community Partnership Charter School merged. The surviving education corporation has been renamed Community Partnership Charter School Education Corporation and the third provisional charter granted in 2012 to Community Partnership Charter School was renewed as part of this merger expiring on July 31, 2017. Our opinion is not modified with respect to that matter.

Citrin Cooperman & Company, LLP
CERTIFIED PUBLIC ACCOUNTANTS

New York, New York
October 30, 2015

COMMUNITY PARTNERSHIP CHARTER SCHOOL EDUCATION CORPORATION
STATEMENT OF FINANCIAL POSITION
JUNE 30, 2015

ASSETS

Cash and cash equivalent	$ 1,490,937
Investments	3,160,032
Grants receivable	414,772
Accounts and interest receivable	2,336
Prepaid expenses and other current assets	28,141
Property and equipment, net of accumulated depreciation of $336,950	117,116
TOTAL ASSETS	$ 5,213,334

LIABILITIES AND NET ASSETS

Liabilities:	
Accounts payable and accrued expenses	$ 724,410
Due to NYC Department of Education	18,131
Due to Beginning with Children Foundation, net	230,853
Total liabilities	973,394
Contingencies (Note 7)	
Net assets:	
Board-designated for facility and personnel costs	1,200,000
Undesignated	3,039,940
Total net assets	4,239,940
TOTAL LIABILITIES AND NET ASSETS	$ 5,213,334

See accompanying notes to financial statements.

COMMUNITY PARTNERSHIP CHARTER SCHOOL EDUCATION CORPORATION
STATEMENT OF ACTIVITIES
FOR THE YEAR ENDED JUNE 30, 2015

Operating revenue:	
State and local per pupil operating revenue	$ 8,159,182
Government grants	737,608
Total operating revenue	8,896,790
Operating expenses:	
Program services:	
Regular education	5,678,911
Special education	2,620,372
Total program services	8,299,283
Supporting services:	
Management and general	864,081
Fundraising	109,933
Total supporting services	974,014
Total operating expenses	9,273,297
Deficit on government-funded school operations	(376,507)
Other revenue:	
Contributions and grants - private	17,373
Investment earnings	40,462
Other income	2,600
Total other revenue	60,435
Change in net assets	(316,072)
Net assets - beginning	4,556,012
NET ASSETS - ENDING	$ 4,239,940

See accompanying notes to financial statements.

COMMUNITY PARTNERSHIP CHARTER SCHOOL EDUCATION CORPORATION
STATEMENT OF FUNCTIONAL EXPENSES
FOR THE YEAR ENDED JUNE 30, 2015

	Program Services			Supporting Services			
	Regular Education	Special Education	Total Program Services	Management and General	Fundraising	Total Supporting Services	Total
Personnel services:							
Administrative staff personnel	$ 324,874	$ 48,545	$ 373,419	$ 298,889	$ -	$ 298,889	$ 672,308
Instructional personnel	3,054,503	1,894,184	4,948,687	-	-	-	4,948,687
Non-instructional personnel	30,487	4,556	35,043	146,317	-	146,317	181,360
Total personnel services	3,409,864	1,947,285	5,357,149	445,206	-	445,206	5,802,355
Fringe benefits and payroll taxes	683,491	400,667	1,084,158	94,273	-	94,273	1,178,431
Retirement	52,475	30,761	83,236	7,238	-	7,238	90,474
Central service fee	669,492	100,039	769,531	219,865	109,933	329,798	1,099,329
Legal service	-	-	-	5,325	-	5,325	5,325
Accounting and audit services	-	-	-	29,599	-	29,599	29,599
Consulting services	127,572	28,543	156,115	10,785	-	10,785	166,900
Repairs and maintenance	4,738	708	5,446	833	-	833	6,279
Insurance	42,865	6,405	49,270	7,264	-	7,264	56,534
Supplies and materials	171,356	28,703	200,059	-	-	-	200,059
Equipment and furnishings	20,470	3,059	23,529	-	-	-	23,529
Staff development	191,381	28,597	219,978	-	-	-	219,978
Marketing and recruitment	75,058	11,216	86,274	-	-	-	86,274
Technology	33,096	4,945	38,041	5,337	-	5,337	43,378
Food service	14,392	2,151	16,543	-	-	-	16,543
Student services	97,736	14,604	112,340	-	-	-	112,340
Office expense	35,552	5,311	40,863	34,518	-	34,518	75,381
Depreciation	49,373	7,378	56,751	3,838	-	3,838	60,589
TOTAL	$ 5,678,911	$ 2,620,372	$ 8,299,283	$ 864,081	$ 109,933	$ 974,014	$ 9,273,297

See accompanying notes to financial statements.

COMMUNITY PARTNERSHIP CHARTER SCHOOL EDUCATION CORPORATION
STATEMENT OF CASH FLOWS
FOR THE YEAR ENDED JUNE 30, 2015

Operating activities:	
Change in net assets	$ (316,072)
Adjustments to reconcile change in net assets to net cash used in operating activities:	
Unrealized gain on investments	(7,744)
Depreciation	60,589
Changes in assets and liabilities:	
Grants receivable	(131,014)
Accounts and interest receivable	2,630
Accounts payable and accrued expenses	(64,119)
Due to Beginning with Children Foundation	228,052
Due to/from NYC Department of Education, net	(234,078)
Prepaid expenses and other current assets	34,068
Net cash used in operating activities	(427,688)
Investing activities:	
Purchase of property and equipment	(24,153)
Proceeds from sale of investments	875,000
Purchase of investments	(675,000)
Net cash provided by investing activities	175,847
Net decrease in cash and cash equivalent	(251,841)
Cash and cash equivalent - beginning	1,742,778
CASH AND CASH EQUIVALENT - ENDING	$ 1,490,937

See accompanying notes to financial statements.

NOTE 1. ORGANIZATION AND NATURE OF OPERATIONS

Principal Business Activity

Community Partnership Charter School Education Corporation is an education corporation that operates two charter schools in the borough of Brooklyn, New York.

Effective October 1, 2014, Beginning with Children Charter School 2 ("BwCCS2") merged into Community Partnership Charter School ("CPCS"), the surviving entity. Concurrent with the merger, CPCS changed its name to Community Partnership Charter School Education Corporation ("CPCSEC").

On July 1, 2014 the Board of Regents of the University of the State of New York granted a fourth provisional charter to CPCS for the merger of BwCCS2 and CPCS to form CPCSEC expiring on July 31, 2017.

CPCSEC'S mission is to provide personalized education for each student, addressing weaknesses and reinforcing strengths through individualized instruction, dynamic curriculum, ongoing assessment, and parental/community engagement. CPCSEC puts the needs of the whole student first, transcending the academic rigor of the classroom and nurturing the development of children from their formative years through college.

The New York City Department of Education ("NYCDOE") provides free and reduced-price lunches and transportation directly to a majority of CPCSEC's students.

NOTE 2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Basis of Financial Statement

The accompanying financial statements have been prepared on an accrual basis of accounting in conformity with accounting principles generally accepted in the United States of America ("GAAP") and is presented in accordance with accounting requirements for not-for-profit organizations. These requirements provide that all not-for-profit organizations provide a statement of financial position, a statement of activities, and a statement of cash flows, and that net assets be classified as unrestricted, temporarily restricted, or permanently restricted based on the existence or absence of donor stipulations regarding their use.

Use of Estimates

The preparation of financial statements in conformity with GAAP requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements, and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

Cash and Cash Equivalents

CPCSEC maintains cash in deposit accounts which, at times, may exceed federally insured limits. CPCSEC has not experienced any losses in these accounts. CPCSEC considers all highly liquid instruments purchased with a maturity of three months or less to be cash equivalents.

NOTE 2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Contributions

The financial statements of CPCSEC reflects contributions received from the public and other organizations. Contributions are recognized in the statement of activities as revenue in the period in which they are received or unconditionally promised. CPCSEC reports gifts of cash and other assets as restricted support if they are received with donor stipulations that limit their use. When a donor restriction expires, that is, when a stipulated time restriction ends or purpose restriction is accomplished, temporarily restricted net assets are reclassified as unrestricted net assets and reported in the statement of activities as "Net assets released from restriction." Amounts received with donor stipulations that limit their use to certain purposes are reported as unrestricted support if the stipulated purpose restriction is accomplished in the same year.

Grants and Refundable Advances

Revenue from the state and local governments resulting from CPCSEC's charter status, which is based on the number of students enrolled, is recorded when services are performed in accordance with the charter agreement. Amounts received prior to services being rendered on behalf of students are recognized as amounts due to NYCDOE. Revenue from federal, state and local government cost reimbursement grants and contracts is recognized as revenue when qualifying expenditures are incurred. Amounts received in excess of expenditures incurred are recognized as refundable advances.

Grants Receivable

Grants receivable is stated at the amount management expects to collect. Management evaluates such receivables and establishes an allowance for doubtful accounts based on a history of write-offs and collections and current credit conditions. At June 30, 2015, management determined that no allowance was required.

Contributed Services

Contributed services are reported as contributions at their fair value if such services create or enhance nonfinancial assets, would have been purchased if not provided by donation, require special skills, and are provided by individuals possessing such skills.

A number of volunteers have made a contribution of their time to CPCSEC to develop academic and other programs and to serve on the board of trustees. The value of this contributed time is not reflected in the financial statements inasmuch as those services would not typically be purchased had they not been provided by donation.

Investments

Investments are reported at fair value. Fair value is the price that would be received to sell an asset or paid to transfer a liability in an orderly transaction between market participants at the measurement date. See Note 8 for discussion of fair value measurements.

Purchases and sales of securities are recorded on a trade-date basis. Interest income is recorded on the accrual basis. Net appreciation (depreciation) includes the CPCSEC's gains and losses on investments bought and sold, as well as held, during the year.

NOTE 2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Investments (Continued)

One financial institution held 100% of CPCSEC's investments at June 30, 2015. These certificates of deposit are Securities Investor Protection Corporation insured.

Property and Equipment

CPCSEC capitalizes all purchases of property and equipment in excess of $1,000 and with a useful life of greater than one year. Property and equipment are carried at cost. Depreciation is computed using the straight-line method over the estimated useful lives of the respective assets.

Net Assets

Unrestricted net assets are net assets that are not restricted by donors or for which donor-imposed restrictions have expired. Board designated net assets were established by the board of trustees to provide a fiscally prudent reserve for unforeseen facility, personnel and other issues. Temporarily restricted net assets are restricted by donors for a specific purpose or for a specified time period beyond the current fiscal year. At June 30, 2015, CPCSEC had no temporarily or permanently restricted net assets.

Functional Allocation of Expenses

The costs of providing the various programs and other activities have been summarized on a functional basis in the accompanying statement of functional expenses. Certain costs have been allocated among program and supporting services.

Income Taxes

CPCSEC is a not-for-profit organization and is exempt from federal income taxes under Section 501(c)(3) of the Internal Revenue Code (the "Code"), and from state income taxes. As a not-for-profit entity, CPCSEC is subject to unrelated business income tax ("UBIT"), if applicable.

CPCSEC recognizes and measures its unrecognized tax benefits in accordance with Financial Accounting Standards Board ("FASB") Accounting Standards Codification ("ASC") 740, *Income Taxes*. Under that guidance, CPCSEC assesses the likelihood, based on their technical merit, that tax positions will be sustained upon examination based on the facts, circumstances, and information available at the end of each period. The measurement of unrecognized tax benefits is adjusted when new information is available, or when an event occurs that requires a change.

Management has evaluated CPCSEC's tax positions and has concluded that CPCSEC has taken no uncertain tax positions that require adjustment to the financial statements. Generally, CPCSEC is no longer subject to income tax examinations by U.S. federal or state taxing authorities for years before 2011.

NOTE 2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Fair Value Measurements

FASB ASC 820, *Fair Value Measurement*, establishes a framework for measuring fair value. That framework provides a fair value hierarchy that prioritizes the inputs to valuation techniques used to measure fair value. The hierarchy gives the highest priority to unadjusted quoted prices in active markets for identical assets or liabilities (Level 1 measurements) and the lowest priority to unobservable inputs (Level 3 measurements). Categorization within the valuation hierarchy is based upon the lowest level of input that is significant to the fair value measurement. Valuation techniques used need to maximize the use of observable inputs and minimize the use of unobservable inputs. Under this standard, fair value is defined as the exit price, or the amount that would be received to sell an asset or paid to transfer a liability in an orderly transaction between market participants as of the measurement date.

The three levels of the fair value hierarchy under FASB ASC 820 are described as follows:

Level 1 inputs to the valuation methodology are unadjusted quoted prices for identical assets or liabilities in active markets that CPCSEC has the ability to access.

Level 2 inputs to the valuation methodology include: quoted prices for similar assets or liabilities in active markets; quoted prices for identical assets or liabilities in inactive markets; inputs other than quoted prices that are observable for the asset or liability; and, inputs that are derived principally from or corroborated by observable market data by correlation or other means. If the asset or liability has a specified (contractual) term, the Level 2 input must be observable for substantially the full term of the asset or liability.

Level 3 inputs to the valuation methodology are unobservable and significant to the fair value measurement.

CPCSEC assesses the levels of the investments at each measurement date, and transfers between levels are recognized on the actual date of the event or change in the circumstances that caused the transfer in accordance with its accounting policy regarding the recognition of transfers between levels of the fair value hierarchy. There were no transfers among Levels 1, 2 and 3 during fiscal year 2015.

Subsequent Events

In accordance with FASB ASC 855, *Subsequent Events*, CPCSEC has evaluated subsequent events through October 30, 2015, the date on which these financial statements were available to be issued. There were no material subsequent events that required recognition or additional disclosure in these financial statements.

NOTE 3. RELATED-PARTY TRANSACTIONS

The Beginning with Children Foundation (the "Foundation") is a not-for-profit organization dedicated to improving the educational opportunities of underserved children. The Foundation is a cofounder of CPCSEC.

NOTE 3. RELATED-PARTY TRANSACTIONS (CONTINUED)

As an educational manager to charter schools for the fiscal year ended June 30, 2015, the Foundation entered into an amended Memorandum of Understanding ("MOU") agreement with CPCSEC. Pursuant to the terms of the MOU agreement, CPCSEC agreed to pay service fees to the Foundation in the amount of $1,099,329 for the fiscal year ended June 30, 2015. The Foundation supported CPCSEC in the areas of leadership and strategy, curriculum and assessment, research and evaluation, teacher development and recruitment, parent and family engagement, business services, compliance, development, technology, communications, board development and evaluation of effectiveness. At June 30, 2015, $230,853 was due to the Foundation.

NOTE 4. PROPERTY AND EQUIPMENT

Property and equipment consisted of the following at June 30, 2015:

		Estimated Useful Life
Computer equipment	$ 301,395	3 years
Furniture and fixtures	133,478	5 - 7 years
Leasehold improvements	19,193	5 years
	454,066	
Less: accumulated depreciation	(336,950)	
Property and equipment, net	$ 117,116	

Depreciation expense was $60,589 for the year ended June 30, 2015.

NOTE 5. SCHOOL FACILITIES

CPCSEC occupies space in three public schools owned by the NYCDOE located in Brooklyn, New York, which have been made available to CPCSEC at no charge.

NOTE 6. EMPLOYEE BENEFIT PLAN

CPCSEC maintains a defined contribution plan under Section 401(k) of the Code covering all eligible employees. Under the plan, CPCSEC provides matching contributions. In addition, CPCSEC may elect, on a discretionary basis, to contribute a percentage of all qualified employees' compensation to the profit-sharing component of the plan. The amount charged to operations for contributions to the defined contribution plan was $90,474 for the year ended June 30, 2015.

NOTE 7. CONTINGENCIES

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

NOTE 8. FAIR VALUE MEASUREMENTS

Assets and liabilities measured at fair value are based on one or more of three valuation techniques identified in the table below. The valuation techniques are as follows:

(a) *Market approach.* Prices and other relevant information generated by market transactions involving identical or comparable assets or liabilities;

(b) *Cost approach.* Amount that would be required to replace the service capacity of an asset (replacement cost); and

(c) *Income approach.* Techniques to convert future amounts to a single present amount based on market expectations (including present value techniques, option-pricing and excess earnings models).

The following table summarizes CPCSEC's assets measured at fair value on a recurring basis, categorized by GAAP's valuation hierarchy as of June 30, 2015.

Description	Level 1: Quoted Prices in Active Markets for Identical Assets	Level 2: Significant Other Observable Inputs	Level 3: Significant Unobservable Inputs	Total	Valuation Technique
June 30, 2015:					
Money market fund (included in cash and cash equivalent)	$ 281,493	$ -	$ -	$ 281,493	(a)
Certificates of deposit (included in investments)	-	3,160,032	-	3,160,032	(b)
Total	$ 281,493	$ 3,160,032	$ -	$ 3,441,525	

The following are descriptions of the valuation methodologies used for assets measured at fair value. There have been no changes in methodologies used at June 30, 2015:

The money market fund is valued at cost plus accrued interest, which approximates fair value.

The certificates of deposits are stated at amortized cost, which approximates fair value.

SUPPLEMENTARY INFORMATION

COMMUNITY PARTNERSHIP CHARTER SCHOOL EDUCATION CORPORATION
COMBINING STATEMENT OF ACTIVITIES BY SCHOOL LOCATION
FOR THE YEAR ENDED JUNE 30, 2015

	October 1, 2014 - June 30, 2015	July 1, 2014 - June 30, 2015		
	Beginning with Children Charter School 2	Community Partnership Charter School - Lower School	Community Partnership Charter School - Middle School	Total
Operating revenue:				
State and local per pupil operating revenue	$ 2,246,820	$ 3,331,228	$ 2,581,134	$ 8,159,182
Government grants	94,551	400,506	242,551	737,608
Total operating revenue	2,341,371	3,731,734	2,823,685	8,896,790
Operating expenses:				
Program services:				
Regular education	1,325,731	2,678,864	1,674,316	5,678,911
Special education	611,737	1,236,082	772,553	2,620,372
Total program services	1,937,468	3,914,946	2,446,869	8,299,283
Supporting services:				
Management and general	201,783	407,585	254,713	864,081
Fundraising	25,654	51,837	32,442	109,933
Total supporting services	227,437	459,422	287,155	974,014
Total operating expenses	2,164,905	4,374,368	2,734,024	9,273,297
Surplus (deficit) on government-funded school operations	176,466	(642,634)	89,661	(376,507)
Other revenue:				
Contributions and grants - private	6,298	5,181	5,894	17,373
Investment earnings	14,019	12,282	14,161	40,462
Other income	1,123	728	749	2,600
Total other revenue	21,440	18,191	20,804	60,435
CHANGE IN NET ASSETS	$ 197,906	$ (624,443)	$ 110,465	$ (316,072)

See accompanying notes to financial statements.

INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

To the Board of Trustees
Community Partnership Charter School Education Corporation

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Community Partnership Charter School Education Corporation ("CPCSEC") (a nonprofit organization), which comprise the statement of financial position as of June 30, 2015, and the related statements of activities, functional expenses and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated October 30, 2015.

Internal Control Over Financial Reporting

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

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

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

Compliance and Other Matters

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

Purpose of this Report

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

Citrin Cooperman & Company, LLP
CERTIFIED PUBLIC ACCOUNTANTS

New York, New York
October 30, 2015

Required Form: 2014-15 Appendix E - Trustee Disclosure of Financial Interest Form

Created Tuesday, September 22, 2015

https://nysed.fluidsurveys.com/account/surveys/537586/responses/export//s/Regents-Appendix-E-BOT-Form/4d7abb35e7cf8549d8

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	Amy	Kolz

2. *Your Home Address:

2. *Your Home Address: | Street Address	[redacted]
2. *Your Home Address: | City/State	[redacted]
2. *Your Home Address: | Zip	[redacted]

3. *Your Business Address

3. *Your Business Address | Street Address	[redacted]
3. *Your Business Address | City/State	[redacted]
3. *Your Business Address | Zip	[redacted]

4. *Daytime Phone Number:

[redacted]

5. *E-mail Address:

[redacted]

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

Community Partner Charter School Education Corporation

Beginning with Children Charter School II

Community Partnership Charter School

8. Select all positions you have held on the Board:

(check all that apply)

(No response)

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

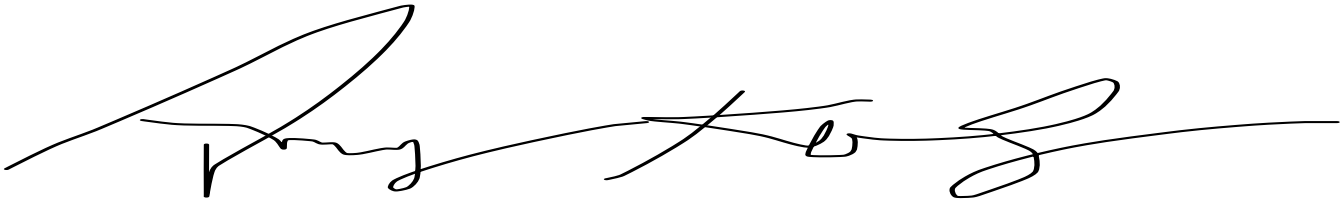
11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

12. Are you a member, director, officer or employee of an organization formally partnered with a school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee



Thank you.

Required Form: 2014-15 Appendix E - Trustee Disclosure of Financial Interest Form

Created Tuesday, November 03, 2015
Updated Monday, November 30, 2015
https://nysed.fluidsurveys.com/account/surveys/537586/responses/export//s/Regents-Appendix-E-BOT-Form/7b60c4f5f7e0ca4aab

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	Joy	Rankin

2. *Your Home Address:

2. *Your Home Address: | Street Address	[redacted]
2. *Your Home Address: | City/State	[redacted]
2. *Your Home Address: | Zip	[redacted]

3. *Your Business Address

3. *Your Business Address | Street Address	[redacted]
3. *Your Business Address | City/State	[redacted]
3. *Your Business Address | Zip	[redacted]

4. *Daytime Phone Number:

[redacted]

5. *E-mail Address:

[redacted]

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

Community Partner Charter School Education Corporation

Beginning with Children Charter School II

Community Partnership Charter School

8. Select all positions you have held on the Board:

(check all that apply)

- Other, please specify...: Trustee

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

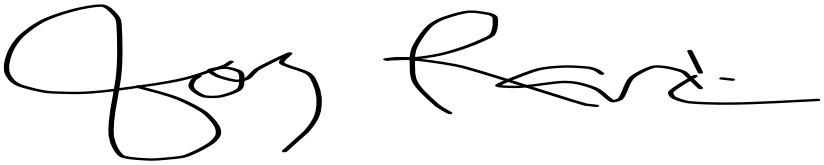
11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

12. Are you a member, director, officer or employee of an organization formally partnered with a school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee



Thank you.