

# Application: Zeta Bronx Mount Eden

Jessie Ferguson - jessie.ferguson@zetaschools.org  
2020-2021 Annual Report

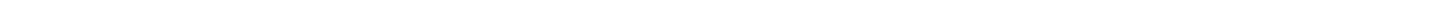
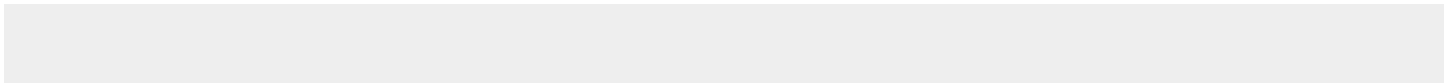
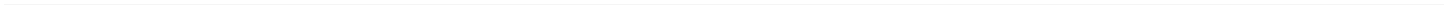
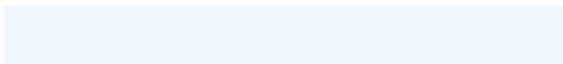
## Entry 1 School Info and Cover Page

Completed Sep 12 2021

[Instructions](#)

### Required of ALL Charter Schools

Each Annual Report begins with a complete Wa! # aQ! a!p! @ Â ó PD wP sie!5 poop poooe0 nnu



a1. Popular School Name

(No response)

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

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

SUNY BOARD OF TRUSTEES

c. DISTRICT /CSD OF LOCATION

CSD # 7 - BRONX

d. DATE OF INITIAL CHARTER

3/2019

e. DATE FIRST OPENED FOR INSTRUCTION

8/2020

h. SCHOOL WEB ADDRESS (URL)

[www.zetaschools.org](http://www.zetaschools.org)



12. NAME OF CMO/EMO AND ADDRESS

NAME OF CMO/EMO	Zeta Charter Schools
PHYSICAL STREET ADDRESS	222 Alexander Avenue
CITY	Bronx
STATE	NY
ZIP CODE	10454
EMAIL ADDRESS	<a href="mailto:info@zetaschools.org">info@zetaschools.org</a>
CONTACT PERSON NAME	Kate Machan

FACILITIES INFORMATION

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m 1. SCHOOL SITES

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

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for coming year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 1	1325 Jerome Ave Bronx, NY 10452	929-458-3000	NYC CSD 9	K-1	Yes, all

m 1a. Please provide the contact information for Site 1.

	Name	Work Phone	Alternate Phone	Email Address
School Leader				

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

Private Space

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

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

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

Site 1 Certificate of Occupancy (COO)

[m1d - Bronx COO.pdf](#)

Filename: m1d - Bronx COO.pdf Size: 215.0 kB

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Site 1 Fire Inspection Report

[m1d - Bronx Fire Inspection Report.pdf](#)

Filename: m1d - Bronx Fire Inspection Report.pdf Size: 355.2 kB

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CHARTER REVISIONS DURING THE 2020-2021 SCHOOL YEAR

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

Yes

n2. Summary of Charter Revisions

	Category (Select Best Description)	Specific Revision (150 word limit)	Date Approved by BOT (if applicable)	Date Approved by Authorizer (if applicable)
1	Change in School Name	Zeta Charter School - New York City 3 will be Zeta Charter School - Mount Eden		
2				
3				
4				
5				

More revisions to add?

No

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

Yes

ATTESTATIONS





Signature, President of the Board of Trustees

A handwritten signature in black ink, appearing to be the initials 'JS', is written on a light gray rectangular background.

Date

Sep 12 2021

Thank you.



## Entry 3 Accountability Plan Progress Reports

Incomplete

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1. School Based Fiscal Contact Information

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

2. Audit Firm Contact Information

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

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


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

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

All completed forms must be collected and uploaded in .PDF format for each individual member. If a trustee is not able or available to complete the form by the deadline, the education@LADP

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Recruitment/Attraction Efforts Toward Meeting Targets

	Describe Recruitment Efforts in 2020-2021	Describe Recruitment Plans in 2021-2022
	<p>Zeta Charter Schools are open to all eligible students under New York State law, and Zeta’s recruitment efforts are designed to attract a student body that reflects the diversity of the surrounding community, including those targeted by recruitment and retention all targets.</p> <p>Zeta traditionally uses a wide array of recruitment efforts to recruit applicants, and recently, as a result of the COVID 19 crisis, we began incorporating additional online tools into these efforts. Our recruitment methods include:</p> <ul style="list-style-type: none"> <li>Mailings and distributions to residents of the local Community School District (“CSD”) (“in-district” residents);</li> <li>Advertisements, flyers, and/or marketing materials posted in local newspapers, apartment complexes, public housing complexes, supermarkets, preschools, community centers, and/or community-based organizations that serve in-district residents;</li> <li>A social media campaign including targeted facebook and instagram posts and advertisements, and live virtual events for families</li> </ul>	<p>Zeta Charter Schools are open to all eligible students under New York State law, and Zeta’s recruitment efforts are designed to attract a student body that reflects the diversity of the surrounding community, including those targeted by</p> <p style="text-align: center;">by                      efgned    by</p>





<p>English Language Learners</p>	<p>See above. Zeta specifically recruits English Language Learners through bilingual outreach, including foreign-language mailings, flyers, and posters, and advertisements in foreign-language or bilingual publications. Zeta's application is available in the foreign language predominantly spoken in the community in which the school is located. Zeta's highly successful programs for enrolled ELL students also serve to attract and retain ELL students.</p>	
<p>Students with Disabilities</p>	<p>See above. In addition, Zeta is committed to attracting and serving students with disabilities. The school seeks to attract all students, including special education students, by engaging in outreach, advertising, and other recruitment efforts at a broad range of neighborhoods, preschool programs, and community centers that serve both special education students and other students.</p>	<p>@ 0 ñ#9 Dpe @H ñ#9 D pa 00</p>



	Describe Retention Efforts in 2020-2021	Describe Retention Plans in 2021-2022
	<p>Zeta works to retain all students through the strength of its programs, its strong student and</p>	<p>Zeta works to retain all students through the strength of its programs, its strong student and</p>

	including 1:1 tutoring and small-group instruction. The school maintains highly successful programs for enrolled ELL students, which serves to retain ELL students once enrolled.	including 1:1 tutoring and small-group instruction. The school maintains highly successful programs for enrolled ELL students, which serves to retain ELL students once enrolled.
Students with Disabilities	Zeta works to retain all students through the strength of its programs, its strong student and family culture, its efforts to meet students' individual needs, and its commitment to serving the whole child. Zeta schools work closely with families to serve students with special education needs once enrolled. Zeta offers an array of special education services and partners with the Committee on Special Education ("CSE") to ensure that the special education needs of each child are met.	Zeta works to retain all students through the strength of its programs, its strong student and family culture, its efforts to meet students' individual needs, and its commitment to serving the whole child. Zeta schools work closely with families to serve students with special education needs once enrolled. Zeta offers an array of special education services and partners with the Committee on Special Education ("CSE") to ensure that the special education needs of each child are met.

## Entry 10 - Teacher and Administrator Attrition

Completed Sep 12 2021

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

A. TEACH System - Employee Clearance

Charter schools must ensure that all prospective

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## B. Emergency Conditional Clearances

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

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

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

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

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### Attestation

Responses Selected:

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

## Entry 11 Percent of Uncertified Teachers

Incomplete Hidden from applicant

### Instructions

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

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

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

## Entry 11 Uncertified Teachers

School Name:



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

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

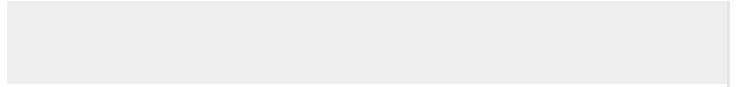


CATEGORY C: PLUS 5 ADDITIONAL UNCERTIFIED TEACHERS

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

CATEGORY D: TOTAL FTE COUNT OF UNFO GOR/1P \$ \_\_\_\_\_

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Required of ALL Charter Schools noting that SUNY-authorized charter schools are not required to 00B>-4 <00041 0 1 T9J /T1 0 1 Tf ( )Tj /C2 1 1 Tf \_\_\_\_\_

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

Zeta Charter School - Mount  
Eden  
2020-21 ACCOUNTABILITY  
PLAN  
PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute  
on:

August 25, 2021

By Kate Machan

1325 Jerome Ave, Bronx, NY 10452

(929) 502-7748







## ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2016-17														
2017-18														
2018-19														
2019-20														
2020-21	60													

## GOAL 1: ENGLISH LANGUAGE ARTS

### ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

#### Goal 1: English Language Arts

Students will demonstrate proficiency in reading, writing, comprehending, and speaking the English language.<sup>1</sup>

#### BACKGROUND

Zeta adapts the THINK Literacy curriculum because of its track record of promoting literacy growth with our target population. THINK Literacy is a framework that teaches students to become avid readers, elegant writers, and critical thinkers. Zeta draws on the THINK Literacy framework, using it as a basis to build out a comprehensive scope and sequence and lesson plans for ELA instruction at Zeta. The THINK framework is heavily relied upon in curricular development for Zeta as it focuses on building students' critical thinking skills, building independence as readers and writers, and teaching students to apply knowledge to real-life situations and across content components. At the heart of THINK Literacy is a deep belief that students become voracious readers and writers by reading and writing voluminously, and develop the ability to express their ideas clearly and articulately through many daily opportunities to think and talk about great books, their experiences, and the world around them. Every day at Zeta, students see excellent teacher models of reading and writing, read and write with teacher guidance and coaching, and put the pieces together during extended blocks of independent reading and writing.

Because THINK Literacy does not specifically address phonics instruction, Zeta supplements THINK Literacy with Success For All ("SFA"), a research-based and proven-effective program that provides children with phonemic knowledge that prepares them to excel as early readers. In Kindergarten and First Grade, students learn through components of SFA that focus on developing

<sup>1</sup> Because the specific ELA goals articulated in Zeta's Accountability Plans relate to the New York State ELA Exams, the results of which are not yet available, those goals are not specifically included herein at this time. Zeta understands that it may choose to revise this report with those goals and the New York State Exam results once they become available.

strong oral language skills, a love of reading, phonemic awareness, phonics, listening comprehension, and writing. These elements create a solid foundation for reading and learning. Zeta's remote school model incorporated both synchronous instruction and learning platforms to ensure that remote students were learning at the same high level as in-person students. These learning platforms supported the school's vision of balanced literacy instruction. Students accessed adaptive literacy content that met the needs of individual students, regardless of where they were as learners. Zeta also ensured all students had access to online libraries, ensuring they could continue to read quality books at school and at home.



ELA IA Performance by Grade				
School	Grade	BOY % OAGL	EOY % OAGL	% OAGL Growth
BX 1, 2, & 3	Overall	41.1%	77.2%	36.1%
	2nd	36.3%	82.5%	46.2%
	3rd	49.2%	68.8%	19.6%
INWD	Overall	40.7%	83.7%	43.0%
	2nd	38.2%	92.2%	54.0%
	3rd	44.6%	70.2%	25.6%
Network		40.9%	80.3%	39.4%

OAGL = on or above grade level, based on Zeta's rigorous grade-level standards students must score 80% or higher on the ELA IA to meet our passing standards  
 BOY % OAGL = % of students performing on or above grade level on their first ELA IA, administered in October 2020  
 EOY % OAGL = % of students performing on or above grade level on their final ELA IA, administered in June 2021  
 % OAGL Growth = % of students performing OAGL at BOY compared to the % of students performing OAGL at EOY

**Students with Low Initial Absolute Achievement on the ELA IA Grew Remarkably over the Year**

The table below looks at students with low absolute achievement at the beginning of the year (i.e., those who did not perform OAGL on the beginning-of-year ELA IA), demonstrating that 72% of these students met or exceeded Zeta's passing standards on the ELA IA by the end of the year—which represents significant growth over the year.

Even when considering our lowest growth subgroup (Inwood 3rd graders), 51.6% of students who didn't pass the ELA IA at the beginning of the year passed by the end of the year, and in our highest growth subgroup (Inwood 2nd graders), 87.3% of students who didn't pass the ELA IA at the beginning of the year passed by the end of the year.

ELA IA Performance by Students Not Performing OAGL at BOY		
School	Grade	EOY % OAGL
BX 1, 2, & 3	Overall	69.8%
	2nd	76.3%
	3rd	54.8%
INWD	Overall	74.4%
	2nd	87.3%
	3rd	51.6%
Network		72.1%

OAGL = on or above grade level, based on Zeta's rigorous grade-level standards students must score 80% or higher on the ELA IA to meet our passing standards  
 EOY % OAGL = % of students performing on or above grade level on their final ELA IA, administered in June 2021

**English Language Learner Growth Was Notably on Par with or Exceeded Non-English Language Learners on the ELA IA**

The below data shows how our ELL students performed on the ELA IA as compared to their non-ELL peers, and demonstrates that literacy gains were even greater among our ELL students than our non-ELL students.

As reflected below, the percentage of students meeting or exceeding Zeta’s passing standards grew across the network by 39.6 points, while the percentage of our ELL students meeting or exceeding Zeta’s passing standards grew by 57.1 points. The growth of our 2nd grade ELL population is particularly notable. A cross Zeta Bronx schools, 2nd grade students went from 14.3% of ELLs meeting or exceeding Zeta’s passing standards to 57.1% by the end of the year—42.8 points of growth—and Inwood went from 16.7% of ELLs meeting or exceeding Zeta’s passing standards to 87.5%—70.8 points of growth.

ELA IA Performance by ELL Status					
School	Grade	ELL Status	BOY % OAGL	EOY % OAGL	% OAGL Growth
BA 1, 2, & 3	Overall		41.4%	77.2%	36.4%
	Overall	Y	16.7%	58.3%	41.6%
		N	43.0%	78.7%	35.7%
	2nd	Y	14.3%	57.1%	42.8%
		N	37.0%	74.4%	40.5%
	3rd	Y	20.0%	60.0%	40.0%
N		51.8%	69.5%	17.7%	
INWD	Overall		40.7%	83.7%	43.0%
	Overall	Y	14.8%	73.6%	58.8%
		N	46.6%	84.9%	38.3%
	2nd	Y	16.7%	87.5%	70.8%
		N	46.2%	93.9%	47.7%
	3rd	Y	0.0%	25.0%	25.0%
N		47.2%	73.6%	26.4%	
Network	Overall		40.9%	80.3%	39.4%
	Y		15.4%	72.5%	57.1%
	N		44.6%	81.4%	36.8%

ELL Status = is the student identified as an English Language Learner (Y) or not (N)  
 OAGL = on or above grade level, based on Zeta’s rigorous grade-level standards students must score 80% or higher on the ELA IA to meet our passing standards  
 BOY % OAGL = % of students performing on or above grade level on their first ELA IA, administered in October 2020  
 EOY % OAGL = % of students performing on or above grade level on their final ELA IA, administered in June 2021  
 % OAGL Growth = % of students performing OAGL at BOY compared to the % of students performing OAGL at EOY

**New Students Notably Matched Their Returning Peers in Growth on the ELA IA**

Students new to Zeta commonly enter Zeta significantly below grade level. The table below compares the growth of students new to Zeta to that of returning students on the ELA IA, reflecting that new students experienced extraordinary growth over the course of the year.

As reflected below, across the network, new students went from 27.8% meeting or exceeding Zeta's passing standards at the beginning of the year to 72.0% by the end of the year—44.2 points of growth. Of particular note, in 2nd grade across Bronx and Inwood, our new students were able to close the gap with our returning students. Our new 3rd graders grew by approximately 35 points.

ELA IA Performance by Return Status					
School	Grade	Return Status	BOY % OAGL	EOY % OAGL	% OAGL Growth
BX 1, 2, & 3	Overall		41.1%	77.2%	36.1%
	Overall	New	28.9%	70.0%	41.1%
		Returner	44.9%	70.5%	25.6%
	2nd	New	30.3%	82.3%	52.0%
		Returner	37.2%	82.3%	45.1%
	3rd	New	21.4%	50.0%	28.6%
Returner		57.4%	75.0%	17.6%	
INWD	Overall		41.7%	87.5%	45.8%
	Overall	New	24.7%	74.0%	49.3%
		Returner	45.0%	86.6%	41.6%
	2nd	New	35.3%	94.1%	58.8%
		Returner	38.3%	77.8%	39.5%
	3rd	New	17.0%	55.0%	38.0%
Returner		56.4%	75.9%	20.5%	
Network		Overall	40.9%	80.7%	39.8%
		New	27.8%	72.0%	44.2%
		Returner	44.0%	70.0%	26.0%

OAGL = on or above grade level, based on Zeta's rigorous passing standards students must score 80% or higher on the ELA IA to meet our standards

BOY % OAGL = % of students performing on or above grade level on their first ELA IA, administered in October 2020

EOY % OAGL = % of students performing on or above grade level on their final ELA IA, administered in June 2021

% OAGL Growth = the % of students performing OAGL at BOY compared to the % of students performing OAGL at EOY

**METHOD: FOUNTAS & PINNELL**

The F&P assessment serves as our primary reading assessment used to determine whether a student is reading on or above grade level, based on Zeta's rigorous standards. All students in kindergarten and above participate in the F&P, which is first administered in October for first grade and up (normally September, but adjusted this past year due to COVID-19), and in December for kindergarten. The final F&P assessment of the year is administered in June.

Zeta has highly rigorous standards for what is considered passing on the F&P, benchmarking our

F&P Performance by Grade				
School	Grade	BOY % OAGL	EOY % OAGL	Avg Years Growth
BX 1, 2, & 3	Overall	66.6%	73.7%	1.0
	K-2	66.2%	71.0%	1.0
	3rd	83.9%	89.2%	1.1
INWD	Overall	63.1%	78.4%	0.9
	K-2	60.9%	77.7%	0.9
	3rd	76.4%	92.8%	1.0
Network		66.1%	76.0%	1.0

OAGL = on or above grade level, set to the more rigorous and nationally adopted Teachers College F&P grading scale  
 BOY % OAGL = % of students performing on or above grade level on their first F&P, administered in October 2020  
 EOY % OAGL = % of students performing on or above grade level on their final F&P, administered in June 2021





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TERC Investigations in Number, Data, and Space is a Kindergarten to fifth grade mathematics curriculum aligned to New York State Next Generation Learning Standards

Zeta believes that accurate data about student mastery and growth is essential to creating a school program that meets the academic needs of our students. Zeta is committed to leading with data, using data to drive decisions about curriculum and instruction. To that end, we regularly assess students on all areas of the mathematics curriculum, gaining an accurate view into where students are strong and where they need additional support to master concepts.

#### METHOD: MATHEMATICS INTERNAL ASSESSMENT

Our Math Interim Assessment (IA) is our primary means of assessing whether students in Kindergarten and above are performing math on or above grade level, based on Zeta's internal rigorous standards. The Math IA is aligned to NYS Next Generation Learning Standards.

- A comparison of absolute achievement at the end of the year between our new and returning students.

**A Majority of Students Passed Our Rigorous Math IA, and Almost All Mastered Foundational Skills**

The data below shows how students across the network performed on the Math IA at the end of the year, and also how they performed broken down by question type. Across the network, a significant majority of students passed our Math IA at the end of the year. When broken down by question type, we see even more encouraging results.

As reflected below, students exhibited an impressive mastery of Foundational math—the average score on Foundational questions was roughly 87%, Foundational plus Basic Application was 85%, and on all questions, the average score was 81%. These results are particularly encouraging considering the teaching and learning challenges teachers and students faced this year, and reflect that our students have a strong understanding of the basic skills needed to master grade-level standards and are prepared for their next grade level.

Math IA Performance by Grade					
School	Grade	EOY % Passing	Foundational %	Basic Application %	Complex Application %
BX 1, 2, & 3	Overall	64.7%	86.0%	83.0%	79.6%
	K-2	68.0%	87.7%	84.2%	81.1%
	3rd	45.3%	76.4%	76.2%	71.0%
INWD	Overall	73.4%	88.8%	86.3%	83.3%
	K-2	76.8%	90.7%	88.0%	85.2%
	3rd	53.4%	77.4%	74.1%	71.6%
<b>Network</b>		<b>68.9%</b>	<b>87.4%</b>	<b>84.6%</b>	<b>81.3%</b>

EOY % Passing = % of students passing Zeta's rigorous Math IA at the end of the year

Foundational % = average student score on Foundational math questions

Basic App % = average student score on Basic Application

Math IA Performance by ELL Status						
School	Grade	ELL Status	EOY % Passing	Foundational %	Basic Application %	Complex Application %
BX 1, 2, & 3	Overall		64.7%	86.0%	83.0%	79.6%
	Overall	Y	64.2%	88.0%	85.0%	80.5%
		N	64.7%	85.7%	82.6%	79.1%
	K-2	Y	67.7%	88.4%	85.3%	80.9%
		N	68.1%	87.6%	84.0%	81.1%
	3rd	Y	20.0%	82.5%	81.5%	76.0%
N		47.5%	75.8%	75.7%	70.6%	
INWD	Overall		73.4%	88.8%	86.3%	83.3%
	Overall	Y	70.9%	88.3%	86.2%	82.3%
		N	74.4%	88.9%	86.4%	83.6%
	K-2	Y	72.6%	89.2%	87.1%	83.2%
		N	78.7%	91.3%	88.9%	86.1%
	3rd	Y	25.0%	88.8%	83.5%	78.8%
N		55.6%	78.8%	75.1%	72.5%	
Network	Overall		68.9%	87.4%	84.6%	81.3%
	Y		68.4%	88.3%	85.1%	81.8%
	N		69.1%	87.1%	84.3%	81.3%

EOY % Passing = % of students passing Zeta's Rigorous Math IA at the end of the year  
 Foundational % = average student score on Foundational math questions  
 Basic App % = average student score on Basic Application and Foundational questions combined  
 Complex App % = average student score across all question types on the Math IA

### New Students' Math IA Achievement Matched or Exceeded that of Returning Students

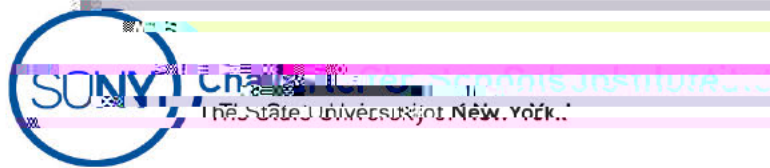
The below data compares the achievement of new-to-Zeta and returning-to-Zeta students on the Math IA, reflecting that in K-2 across the Network, the percent of new students passing our Math IA at the end of the year was nearly identical to our returning students.

Notably, our new students were able to make significant growth this year, and we saw comparable achievement on Foundational questions by our new and returning students.

Math IA Performance by Return Status						
School	Grade	Return Status	EOY % Passing	Foundational %	Basic Application %	Complex Application %
BX 1, 2, & 3	Overall		64.7%	86.0%	83.0%	79.6%
	Overall	New	67.9%	88.3%	85.3%	81.5%
		Returner	60.1%	83.3%	80.3%	77.3%
	K-2	New	70.3%	89.8%	86.5%	82.8%
		Returner	64.6%	84.6%	80.7%	78.4%
	3rd	New	33.3%	66.7%	67.2%	62.0%
Returner		49.0%	79.3%	79.0%	73.8%	
INWD	Overall		73.4%	88.8%	86.3%	83.3%
	Overall	New	69.2%	89.1%	85.6%	81.5%
		Returner	77.9%	88.4%	87.1%	85.3%
	K-2	New	72.6%	91.2%	87.8%	83.6%
		Returner	81.9%	90.0%	89.1%	87.2%
	3rd	New	33.3%	66.7%	82.8%	77.0%
Returner		62.5%	82.2%	79.2%	77.0%	
Network	Overall		68.9%	87.4%	84.6%	81.3%
	New		68.6%	88.7%	85.4%	81.5%
	Returner		69.3%	85.8%	83.7%	81.2%

EOY % Passing = % of students passing Zeta's rigorous Math IA at the end of the year  
 Foundational % = average student score on Foundational math questions  
 Basic App % = average student score on Basic Application and Foundational questions combined  
 Complex App % = average student score across all question types on the Math IA





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

Charter School Name:	Zeta Charter School - Mount Eden
Audit Period:	2020-21
Prior Period:	2019-20
Rept. Due Date:	Monday, November 1, 2021
School Fiscal Contract Name:	Standard Plan
School Fiscal Contract Email:	
School Fiscal Contact Phone:	
School District Name:	Westchester County
School District Contract Name:	Standard Plan
School District Contract Email:	
School District Contract Phone:	

**SUNY CHARTER SCHOOLS MUST SUBMIT THE FOLLOWING REQUIREMENTS:**

Online Portal: <https://www.suny.edu/charter-schools>

**Required 8 Items:**

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

And, if applicable:

The additional items listed below should be included if applicable. Please check the box (x) if the item is not included.

Examples might include a written report:

Single Audit Threshold of \$750,000; the manager's response to the auditor's report; or the manager's response to the auditor's report, if not applicable, within 30 days from the submission of the report, etc. If not applicable, please check the box (x).

If not included, please state the reason(s) below. (x) if not applicable.

4) Management Letter	
5) Manager's written response	
6) Form 990 or Extension Form 9968	
7) Federal Single Audit/ Uniform Guidance in 2 CFR Part 200, Subpart F	
8) Corrective Action Plan	



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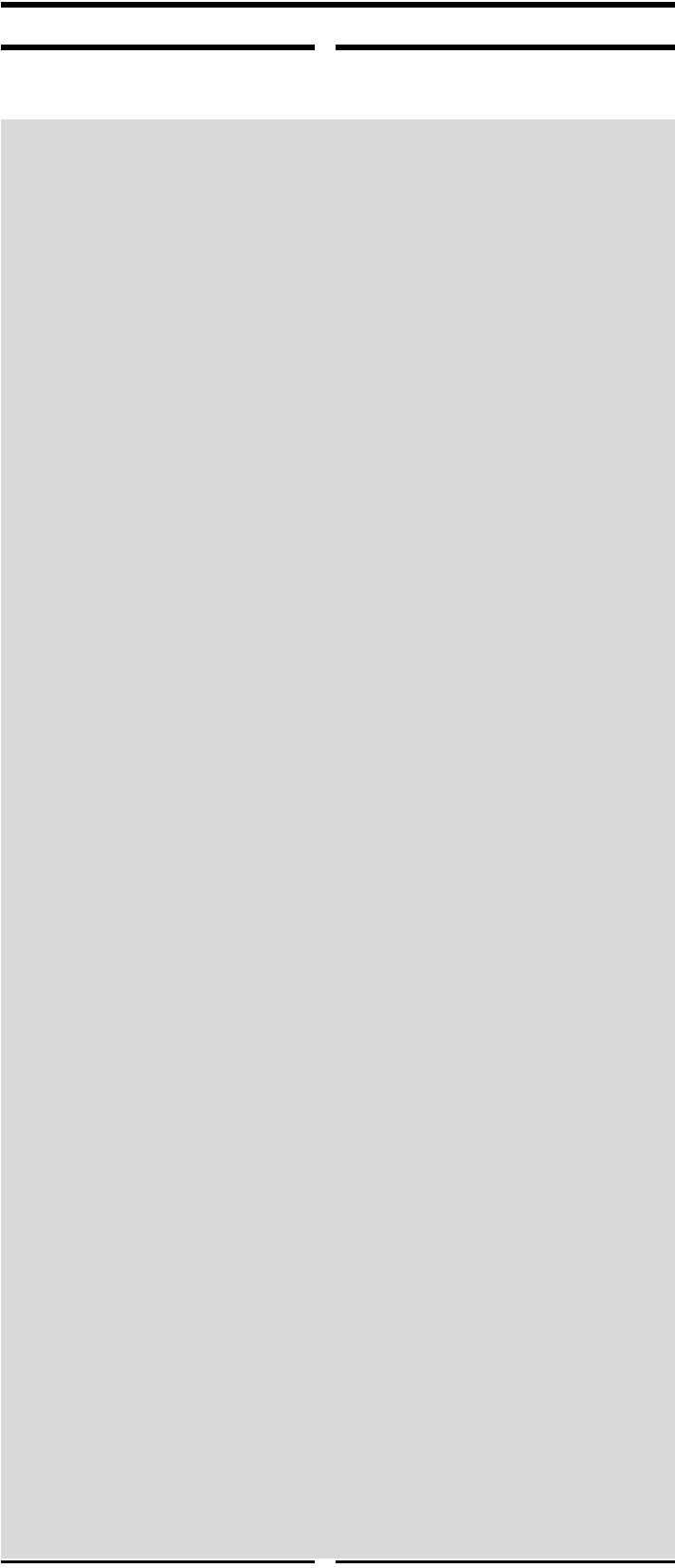
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ZETA CHARTER SCHOOL, MOJAVE, CALIFORNIA

Statement of Cash Flows

as of June 30, 2021

2020-21

2019-20

CASH FLOWS - OPERATING ACTIVITIES

Increase (decrease) in receivables	-	-
Revenue from School Districts	-	-
Accounts Receivable	-	-
Due from School Districts	-	-
Depreciation	-	-
Grants Receivable	-	-
Due from NYS	-	-
Grants	-	-
Prepaid Expenses	-	-
Accounts Payable	-	-
Accrued Expenses	-	-
Accounts Payable	-	-
Contributions and fund-raising activities	-	-
Miscellaneous sources	-	-
Deferred revenue	-	-
Interest payable	-	-
Other	-	-
Other	-	-

NET CASH PROVIDED FROM OPERATING ACTIVITIES

CASH FLOWS - INVESTING ACTIVITIES

Purchase of equipment	-	-
Other	-	-

NET CASH PROVIDED FROM INVESTING ACTIVITIES

CASH FLOWS - FINANCING ACTIVITIES

Principal payments on long-term debt	-	-
Other	-	-

NET CASH PROVIDED FROM FINANCING ACTIVITIES

NET (DECREASE) INCREASE IN CASH AND CASH EQUIVALENTS

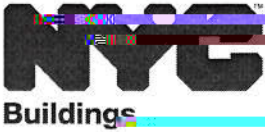
Cash at beginning of year	-	-
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CASH AND CASH EQUIVALENTS AT END OF YEAR









Rick Chandler, P.E.  
Commissioner

July 05, 2017

Applicant: Bryan G. Geller, P.E. (Attention: James F. Coligato, E.S.P.)  
1208 1<sup>st</sup> Avenue, 10<sup>th</sup> Floor  
New York, NY 10104

Werner R. de Feo, AIA  
Borough Commissioner

1932 Arthur Avenue  
Bronx NY 10457  
www.nyc.gov/buildings

Owner: Archdiocese of New York  
1011 First Avenue  
Real Estate Office, 19<sup>th</sup> Floor  
New York, NY 10022

718 690 4709 tel  
718 579 6767 fax

Re: 222 Alexander Avenue, AKA 222-224 Alexander Avenue  
331-341 East 137 Street, 346 East 138 Street  
BIN # 2097031, Block 2298, Lot 101  
Zoning District R6, Bronx

To whom it may concern:

This is in response to your request received on May 10, 2017 for a Letter of No Objection (LNO) for a School (Elementary School) through 8<sup>th</sup> Grade, Use Group 3 at 222 Alexander Avenue. The Department of Buildings Property Profile Overview (PPO) shows four buildings on this lot. The Certificate of Occupancy (CO) No. 59104 issued on May 02, 1990 for one of the buildings on this lot, the existing building, shows the building was classified as a building not permitted for Zoning Use group (UG) 4 and Building Code Occupancy Group (UG) E (BC 1968). The Department of Finance (DOF) records indicate the property is currently zoned R6.

An inspection conducted by this Department on 5/15/17, 5:00 PM in the story school building with an existing interior fire alarm system (which is currently online) at this location. However, the inspection report recommends several items that need to be addressed. The inspection report is attached herewith.

A school as defined in the Zoning Resolution (ZR) 12-10, providing full-time instruction and course of study that meets requirements under applicable sections of the New York State Education Law is classified as UG 3. Although this property is primarily a Community Facility (House of Worship, Rectories or Parish Houses), UG 4, if the records submitted with the LNO request indicate that a school building was in operation prior to the regulations that mandated a CO be issued to any new building or use, in addition an elementary school is shown at 222 Alexander Avenue, lot 101, the school per New York State public school zoning.

Therefore, Department of Buildings (DOB) has no objection to a School (Elementary School) through 8<sup>th</sup> Grade, Use Group 3, at 222 Alexander Avenue.

If this building is hereafter altered or its use changes an application for such alterations or work or change of use must be filed and a Certificate of Occupancy shall be obtained pursuant to the NYC administrative construction code of the Administrative Code.

I trust this information has been of assistance to you,

Sincerely

Werner R. de Feo, AIA  
Borough Commissioner