APPENDIX A: 2025-26 CHARTER SCHOOL ANNUAL REPORT

PART 1: SCHOOL INFORMATION AND EXECUTIVE SUMMARY	
Name of Charter School:	Year School Opened:
Edmonds Cofield Preparatory Academy for Young Men	2025
Street Address:	City/Zip Code:
794 Dixwell Avenue	New Haven, CT 06511
School Director:	School Director Contact Information:
Adam Rosenberg	adam.rosenberg@ECPAnewhaven.org /203-691-6535
Grades Authorized to Serve in 2025-2026:	Charter Term:
5-8	2024-2027

School Performance Best Practices

1. In 250 words or less, what best practices are employed by the school that have contributed significantly to the academic success of students?

ECPA completed its founding year in 2025–26, serving grades 5 and 6. Four design decisions have carried the most weight.

A coherent, standards-aligned core curriculum. Amplify ELA, Amplify Science (NGSS-aligned), and InquirED social studies, with mathematics moving from Singapore Math to Eureka Math (Grade 5) and enVision Mathematics (Grades 6–8) in August 2026 to strengthen standards alignment and vertical coherence. Teachers work from unit plans naming priority standards, essential outcomes, and common assessments.

A daily WIN block. Every scholar receives a “What I Need” period for intervention and enrichment, with placement driven by classroom data, NWEA MAP Growth, and Smarter Balanced Interim Assessment Blocks rather than by fixed grouping.

A short data cycle. Results are analyzed in biweekly data-team meetings, and intervention plans are reviewed and adjusted every six weeks. From 2026-27 a weekly Wednesday early dismissal reserves each afternoon for professional learning, community collaboration and common planning.

Brotherhood and advisory structures. Daily advisory and morning meeting pair every young man with a consistent adult mentor. In a school chartered expressly to interrupt the chronic absenteeism, disengagement, and dropout patterns affecting New Haven’s young men, relational structure is academic infrastructure rather than culture programming.

Instructional quality is monitored through formal and informal observation on the Connecticut Common Core of Teaching Rubric for Effective Teaching, aligned walkthrough tools, and weekly coaching cycles. ECPA recorded 100% participation on both the Smarter Balanced Assessment and the NGSS Science Assessment in its first year of operation.

2. What is the school intended to improve through its best practices?

With one completed year of operation, ECPA's improvement agenda is concrete and near-term.

Retention above all else. ECPA enrolled 45 scholars in October 2025 and finished the year with 38 — 16% mid-year attrition, concentrated in grade 5 (6 scholars, 25%) against grade 6 (1 scholar, 5%). Retention is the school's single largest operational priority, addressed through a structured grade 5 transition and onboarding program, earlier family outreach at the first signs of disengagement, and advisory-based check-ins.

Attendance. The school exists to interrupt chronic absenteeism among New Haven's young men, so its own attendance is the first test of the model. ECPA has implemented weekly attendance and engagement monitoring with a defined family-outreach trigger.

Establishing an academic baseline. With one year of operation and no published accountability index, ECPA's immediate aim is to establish credible baselines — NWEA MAP Growth across fall, winter, and spring, and the first reportable Smarter Balanced and NGSS results — against which multi-year progress can be measured.

Enrollment growth and multilingual access. ECPA projects 120 scholars across grades 5–7 in 2026–27 and full 5–8 span in 2027–28. Its EL/ML rate of 9% is below the New Haven district rate, and raising it is an explicit recruitment priority pursued through partnerships with bilingual community organizations and adult ESL programs. **Governance completeness.** The Board is seating its New Haven Public Schools representative, parent representative, and teacher representative to complete the composition.
3. How does the school provide evidence that the best practices are yielding an improvement?
ECPA's evidence base is deliberately short-cycle, because a founding school cannot wait for annual state results to learn whether its practices are working. **1. Interim assessment on a three-point cycle.** NWEA MAP Growth is administered in fall, winter, and spring to measure achievement and growth; Smarter Balanced Interim Assessment Blocks gauge standard-specific mastery; and curriculum-embedded unit and benchmark assessments run in all four core content areas. Teachers add daily formative checks, written responses, and performance tasks. **2. A fixed review cadence with a decision attached.** Results are analyzed in biweekly data-team meetings that drive WIN block placement, small-group instruction, reteaching, and intervention plans, and those plans are reviewed and adjusted on a six-week cycle. Evidence that does not change a grouping or a support has not been used. **3. Retention and engagement data.** Weekly attendance and engagement monitoring with a defined family-outreach trigger, mid-year attrition tracked by grade, and the annual Intent to Return process — which recorded 32 of 38 completing scholars, or 84%, confirming return for 2026–27. Because ECPA's founding-year attrition was concentrated in a single grade, this data directly produced the grade 5 onboarding redesign. **4. State assessment participation and results.** ECPA recorded 100% participation on Smarter Balanced ELA and mathematics and on the NGSS Science Assessment, exceeding the 95% standard. The school will report each calculated Next Generation Accountability System indicator as soon as CSDE publishes results. **5. Independent and external verification.** An annual independent audit and a third-party financial manager give the Board assurance over internal controls and the use of public funds. The Board reviews monthly financial statements against projections, and its Academic Excellence Committee monitors progress toward academic targets. Family perspective is captured through an annual family survey, fall and spring conferences, and a Family Suggestion Box shared weekly through ParentSquare.

SECTION 1: SCHOOL PERFORMANCE

1. **School Goals:** State the school's mission/vision or value statement. Provide the school's mission-specific, measurable goals. Describe your signature approach to family engagement and community outreach that has successfully diversified your student population and ensured meaningful inclusion of underrepresented groups. Describe your efforts to address and improve chronic absenteeism. Describe school progress toward these goals and analyze the effects of providing data as appropriate.

MISSION STATEMENT

Edmonds Cofield Preparatory Academy for Young Men (ECPA) is where excellent teachers prepare diverse cohorts of young men to be resourceful critical thinkers who have achieved mastery of their learning. Through experience of and exposure to real-world choices and responsibilities, our young men gain pride in themselves, their peers, and their work. Our graduates have entrepreneurial outlooks, a positive impact on society, a lifelong passion for learning, are ready to excel in high school and college, and are career oriented.

Goal Statement	Evidence of Progress Toward Target Goals
Goal 1 — Academic Baseline and Growth. By June 2027, ECPA will establish its first full set of Next Generation Accountability	No accountability index exists for ECPA: the school completed one year of operation, and CSDE has not yet calculated or published a school-level index. What is established is participation — 100% on Smarter Balanced ELA and

System indicators and demonstrate measurable NWEA MAP Growth gains from fall to spring in both ELA and mathematics.	mathematics and on the NGSS Science Assessment, against a 95% minimum standard. Internally, NWEA MAP Growth runs fall, winter, and spring; Smarter Balanced Interim Assessment Blocks gauge standard-specific mastery; and results drive WIN block placement through biweekly data-team meetings and six-week intervention reviews.
Goal 2 — Enrollment Growth. ECPA will enroll 120 scholars across grades 5–7 in 2026–27 and reach its full grades 5–8 span with 180 scholars in 2027–28, progressing toward a terminal enrollment of 240.	ECPA opened in August 2025 with grades 5 and 6 and adds one grade per year. Projected enrollment is 120 (2026–27), 180 (2027–28), 200 (2028–29), 220 (2029–30), and 240 (2030–31). Acting on founding-year enrollment and retention data, the Board revised the terminal projection from the originally chartered 375 to 240 and is formally requesting that decrease — a documented instance of data-informed governance. Recruitment runs through direct mailers, bus and radio advertising, sponsored social media, daily door-to-door canvassing, weekly community tabling, Open Houses, and a family referral and PTO ambassador program.

2. **School Performance:** Summarize the key practices and strategies that have contributed to student achievement, as measured by the Next Generation Accountability Index. Identify the achievement indicators that remain areas for continuous improvement based on the school's performance on the Next Generation Accountability Index.

Accountability index status. The Connecticut State Department of Education has not calculated or published a school-level Next Generation Accountability System index for ECPA. The school completed its founding year in 2025–26 serving grades 5 and 6; the report reflecting that year is pending release. ECPA will report each calculated indicator, with supporting explanation, as soon as CSDE publishes results. For reference, the state accountability index was 69.3 in 2022-23, 70.8 in 2023-24, and 71.8 in 2024-25.

The one indicator already established. Assessment participation. ECPA recorded 100% participation on the Smarter Balanced Assessment in ELA and mathematics and on the NGSS Science Assessment in grade 5, against the 95% minimum standard. Participation is more than a compliance result for a school of this size: with a founding cohort of 45, a small number of untested scholars would have made every future indicator unreliable. Full participation means ECPA's first accountability index, when published, will reflect its entire student body.

Practices positioned to drive the indicators.

Academic Achievement and Academic Growth. A standards-aligned core — Amplify ELA, Amplify Science, InquirED, and mathematics transitioning to Eureka Math and enVision Mathematics in August 2026 — paired with a daily WIN intervention and enrichment block placed by data rather than by fixed grouping. NWEA MAP Growth in fall, winter, and spring provides the internal growth measure until state growth indicators are calculable, which requires consecutive years of state results.

Chronic Absenteeism. Weekly attendance and engagement monitoring with a defined family-outreach trigger, daily advisory, a full-time social worker and Dean of Students, and removal of transportation, meal, and technology barriers.

On-track to High School Graduation and postsecondary indicators. Not applicable to ECPA's grade 5–8 span. Graduation, postsecondary preparation, postsecondary readiness, and postsecondary entrance indicators do not apply.

Indicators anticipated as areas for continuous improvement. ECPA cannot identify improvement areas from an index that does not yet exist, and declines to speculate. It can name where its own data already point. First, retention: 16% founding-year attrition concentrated in grade 5 is the school's clearest weakness and bears directly on every future growth calculation, since growth requires scholars present across consecutive testing cycles. Second, chronic absenteeism, where the school has systems but no established baseline. Third, Progress Toward English Language Proficiency, where a 9% EL/ML enrollment rate below the district's limits both the indicator's reliability and the school's reach into multilingual families. Fourth, science, where grade 5 NGSS results will provide the first signal. ECPA will revise this analysis against actual indicator values as soon as they are published.

SECTION 2: STEWARDSHIP, GOVERNANCE, AND MANAGEMENT

1. **Financial Documents:** As required by C.G.S. § 10-66cc(b)(2) and 10-66pp, the charter school, and if applicable, the charter school management organization of the state or local charter school, (1) shall submit FY 2024-2025 certified audit statements, including the statement of activities showing all revenues from public and private sources, expenditures, and net operating gain/loss, balance sheet and statement of cash flows; (2) the charter school and if applicable, the charter school management organization of the state or local charter school, shall submit a complete copy of the most recently completed Internal Revenue Service form 990, including all parts and schedules, **other than Schedule B** of such form; (3) provide the FY 2025-2026 budget; and (4) provide a FY 2026-2027 board-approved budget.

2. **Financial Condition:** Provide the following financial data for FY 2024-2025

Total margin (net income/total revenue):	**(23.0%)**
Debt to asset ratio (total liabilities/total assets):	**0.76**
Debt service coverage ratio (net income + depreciation + interest expense)/ (annual principal + interest, and lease payments):	**(0.71)**
Current asset ratio (current assets/current liabilities):	**0.54**
Days of (unrestricted cash/((total expenditures-depreciation)/365)):	**48.3 days**
Cash flow (change in cash balance):	**(34,934)**

3. **Governing Board:** Consistent with C.G.S. § 10-66bb(d)(3)(A), provide the information below for all governing board members. The governing board should include teachers, parents, guardians of students enrolled in the school, and the chairperson of the local or regional board of education of the town in which the charter school is located and which has jurisdiction over a school that resembles the approximate grade configuration of the charter school, or the designee of such chairperson, provided such designee is a member of the board of education or the superintendent of schools for the school district, or the superintendent's designee.

Name:	Occupation:	Board Role/Term:	Mailing/Email:	Background Check:
Boise Kimber	Pastor	Board Chairperson — Executive Committee, Finance Committee	drbkimber@gmail.com (203) 996-8347	X Yes ☐ No
Marcellus Edwards	Retired Executive; Adjunct Professor	Board Vice-Chairperson — Executive Committee, Finance Committee	maedwardsiii@yahoo.com (203) 530-0556	X Yes ☐ No
Belinda Carberry	Retired School Administrator	Board Treasurer — Finance Committee, Academic Excellence Committee	belinda_carberry@yahoo.com (203) 901-7149	X Yes ☐ No
Glen Worthy	Education Administrator at Ct. Department of Children and Families	Board Secretary — Governance Committee, Academic Excellence Committee	worthyg2011@gmail.com (203) 685-2139	X Yes ☐ No
Charles Williams	Retired School Administrator	Board Member — Governance Committee, Academic Excellence Committee	cjwill2000@hotmail.com (203) 361-7970	X Yes ☐ No

4. Stewardship, Governance, and Management Best Practices:
Describe your charter school's most effective organizational systems that ensure financial sustainability, operational excellence, and robust accountability.
Board-controlled budgeting with monthly review. The Board approves the annual budget, reviews monthly financial statements, and monitors position against projection. Because revenue scales directly with enrollment, monthly review against an enrollment-linked budget is the school's principal early-warning system. **Independent financial management and audit.** ECPA engages a third-party financial manager for day-to-day accounting and commissions an annual independent audit, so the party recording transactions is not the party reviewing them. The Board retains the auditor directly. **Subordinated management compensation.** Under the agreement negotiated with Elevate Charter Schools — a draft pending Governing Council, legal, and State Board approval through a concurrent material change request — the management fee would be fully subordinated, payable only from operating surplus after all operating obligations, so management cost cannot displace instruction.
Detail your governance structures, fiscal oversight mechanisms, and management practices that have demonstrably strengthened the school's health and performance outcomes.
Governance structure. Four standing committees — Executive, Finance, Governance, and Academic Excellence — with defined officers: Chairperson Boise Kimber, Vice-Chairperson Marcellus Edwards, Treasurer Belinda Carberry, and Secretary Glen Worthy. Academic and fiscal oversight sit separately. **Fiscal oversight.** The Board approves the budget, reviews monthly financials, engages the third-party financial manager, and commissions the independent audit. It meets publicly under the Freedom of Information Act with posted agendas, posted minutes, and a public comment period at every meeting. **Management practices.** The Board hires and supports school leadership, including the Principal and the Deans of Academics and Students, and its Academic Excellence Committee monitors academic targets. All members completed governance training with Pullman & Comley LLC on February 2, 2026.
Explain why these specific approaches were implemented, connecting them to your school's mission and strategic priorities. Present concrete evidence of their effectiveness using key performance indicators, audit results, operational metrics, and stakeholder feedback that demonstrate measurable improvements.
Why these approaches? ECPA serves a founding population that is 93% free or reduced-price meal eligible and 22% special education. For these families the risk is a school that does not survive its start-up years. **Evidence.** The FY 2024-2025 audit by HRT Advisors, LLC (July 14, 2026) returned an unmodified opinion with no going-concern emphasis-of-matter paragraph, and Note 3 records management's expectation of sufficient liquidity. Governance evidence is concrete: reviewing founding-year enrollment and retention data, the Board revised terminal enrollment from the chartered 375 to 240 and formally requested that decrease. The five-year plan projects positive net income every year, from $30,028 in FY2027 to $110,254 in FY2031, on revenue rising from $2,256,763 to $3,989,114 as enrollment grows from 120 to 240. The facility holds a current certificate of occupancy, with fire-marshal and health-district approvals dated November 2025.
Include examples of productive partnerships with local districts that have enhanced your governance practices or operational efficiency.
ECPA's operational partnership with New Haven Public Schools is substantive. The district administers the school-choice lottery through which New Haven residents apply; provides pupil transportation under C.G.S. § 10-66ee; and provides food service through which every scholar receives free breakfast and lunch — economies of scale a school of 45 to 120 scholars could not build alone. The Board is reserving a seat for an NHPS representative to strengthen that connection at the governance level.
Focus on high-impact initiatives rather than comprehensive coverage, limiting your response to 500 words while providing specific, evidence-based insights.
Two controls constrain the school structurally rather than by intention: separation of financial recording from review, and a Board that revised its own enrollment projection downward on the evidence.

SECTION 3: STUDENT POPULATION

1. **Enrollment and Demographic Data:** Provide 2025-2026 student demographic and enrollment information.

Grades Served:	5-6	Percentage of American Indian or Alaska Native:	0%
Student Enrollment:	45	Percentage of Asian:	2%
Percentage of students identified as EL/ML:	9%	Percentage of Black/African American:	64%
Percentage of students eligible for Free/Reduced-Price Meals:	93%	Percentage of Hispanic/Latino: of any race:	27%
		Percentage of Native Hawaiian or Pacific Islander:	0%
Percentage of students with disabilities:	22%	Percentage of Two or More Races:	7%
		Percentage of White:	0%

2025-2026 Enrollment by Grade Level:

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
0	0	0	0	0	0	24	21	0	0	0	0	0	0	**45**

2. **Enrollment Efforts:** Summarize the school's efforts to attract, enroll, and retain a diverse student population that reflects the demographics of the community. Describe strategies aimed at reaching and serving students of color, low-income families, English learners/multilingual learners and students with disabilities. Include outreach initiatives, inclusive enrollment practices and support systems designed to promote equitable access.

ECPA was chartered expressly to serve the high-need populations named in C.G.S. § 10-66bb(c)(3)(A), and its founding-year enrollment demonstrates it reached them.

Outreach that goes into the neighborhood. Recruitment runs through direct mailers, bus and radio advertising, sponsored social media, daily door-to-door canvassing, weekly community tabling, Open Houses, and a family referral and PTO ambassador program. All materials are translated into Spanish and the enrollment team includes Spanish-speaking staff. Recruitment materials name the school's special education services, EL/ML supports, social worker, advisory, and WIN block explicitly, and state plainly that ECPA is free, public, and open to all.

Inclusive enrollment practice. ECPA participates in the New Haven Public Schools choice process, with New Haven residents assigned through the district's random public lottery and non-residents applying directly. Admission preference runs to returning students, then siblings of enrolled students, then all remaining applicants. ECPA requires no admissions test, interview, essay, or information-session attendance as a condition of applying or enrolling, and does not limit admission on the basis of race, color, religion, creed, national origin, ancestry, ethnicity, disability, intellectual ability, athletic ability, or measures of achievement or aptitude. Applicants not offered a seat are waitlisted in lottery order; when a seat opens at any point in the year it is offered to the next student on that grade's waitlist and filled immediately.

Serving the students once enrolled. Students of color and low-income families: 64% Black or African American and 27% Hispanic or Latino, with 93% free or reduced-price meal eligible; every scholar receives free breakfast and lunch, a laptop, and transportation through New Haven Public Schools. Students with disabilities: 22% of the founding cohort, served in the least restrictive environment with IEP development and implementation overseen by a Special Education Director and Section 504 accommodations in place. English learners/multilingual learners: served by certified TESOL/bilingual staff, with all family communication auto-translated through ParentSquare and live interpretation provided at conferences, Board meetings, and family events. All scholars: SRBI/MTSS tiered academic and behavioral supports coordinated by a school-based data team, a daily WIN intervention block, a school social worker, a nurse, a Dean of Students, restorative and SEL practices, and advisory structures pairing every young man with a consistent adult mentor.

Retention as the honest measure. ECPA lost 16% of its scholars mid-year, concentrated in grade 5 at 25%. Attracting the right students matters less than keeping them, so retention is the school's primary enrollment priority: a structured grade 5 onboarding and transition program, weekly attendance and engagement monitoring with a defined family-outreach trigger, advisory-based check-ins, the annual Intent to Return process, and #WARRIORPRIDE re-enrollment week. Of the 38 scholars completing the year, 84% confirmed intent to return.

Reaching beyond New Haven. Consistent with the statutory interest in reducing racial, ethnic, and economic isolation, ECPA draws 84% of scholars from New Haven, 4% from Hamden, and 11% from other surrounding towns, and will expand outreach further into Hamden and neighboring communities while partnering with bilingual community organizations and adult ESL programs to raise EL/ML enrollment above its current 9%.

3. **Waitlist Data:** Provide waitlist totals below, illustrating demand and community support for the school.

2026-2027 Waitlist:	2027-2028 Waitlist:
Data being compiled	N/A

4. Student Population Best Practices: Outline your charter school's most effective strategies for advancing educational equity through targeted recruitment, enrollment, and retention initiatives. Present specific evidence of impact through enrollment demographics, retention statistics that demonstrate measurable progress toward equity goals. Include any notable collaborations with local districts that have enhanced your ability to serve diverse learners effectively. Focus on your most innovative and impactful practices rather than attempting comprehensive coverage, keeping your response focused and within the space provided below.

ECPA's equity strategy is narrow by design: reach the families least likely to be reached, remove every condition that would screen them out, and then hold on to the students who enroll.

Targeted recruitment — evidence of impact. Daily door-to-door canvassing, weekly community tabling, direct mailers, bus and radio advertising, sponsored social media, Open Houses, and a family referral and PTO ambassador program, with all materials translated into Spanish and Spanish-speaking enrollment staff. The measurable result is a founding cohort whose special education rate (22%) and free/reduced-price meal rate (93%) both substantially exceed New Haven and statewide averages — direct evidence of capacity to attract the populations named in C.G.S. § 10-66bb(c)(3)(A). ECPA reports its shortfall as plainly: at 9%, EL/ML enrollment sits below the district rate, and raising it is an explicit priority pursued through partnerships with bilingual community organizations and adult ESL programs.

Inclusive enrollment — no screen, no barrier, no closed door. No admissions test, interview, essay, or required information session. Participation in the NHPS random public lottery with direct application for non-residents. Waitlist seats are filled immediately whenever they open during the school year rather than at the next enrollment cycle. Enrollment materials name the school's disability and multilingual services rather than leaving families to ask.

Retention — the school's most innovative and most necessary work. ECPA's founding-year attrition of 16%, concentrated at 25% in grade 5 against 5% in grade 6, identified the problem precisely: the transition into a new school at a new grade level, not the school itself. The response is targeted rather than general — a structured grade 5 onboarding and transition program, weekly attendance and engagement monitoring with a defined family-outreach trigger so that contact follows a pattern rather than a date, advisory-based check-ins pairing every young man with a consistent adult mentor, and an annual Intent to Return process anchored by #WARRIORPRIDE re-enrollment week. Retention outcome to date: 32 of 38 completing scholars, or 84%, confirmed return for 2026-27. Equity delivered at enrollment and lost by March is not equity, and ECPA measures itself accordingly.

Collaborations with local districts. New Haven Public Schools administers the choice lottery through which ECPA reaches families across the city, provides pupil transportation under C.G.S. § 10-66ee, and provides food service enabling universal free breakfast and lunch — three capacities that materially expand ECPA's ability to serve low-income and transportation-dependent families. The Board is reserving a seat for an NHPS representative. ECPA also engages bilingual community organizations and adult ESL programs to broaden multilingual access, and partners with educator preparation programs and community agencies to build a diverse staff; in 2025-26 ECPA's 13-member staff was 53.8% Black or African American, 7.7% Hispanic or Latino, 7.7% Two or More Races, and 30.8% White.

APPENDIX C: STATEMENT OF ASSURANCES

It is imperative that charter schools–as with all other public schools–adopt and uphold the highest ethical and legal standards while delivering excellent academic opportunities for students and their families.

As the authorized representative of **Edmonds Cofield Preparatory Academy for Young Men**, to the best of my knowledge, I affirm that:

1. Pursuant to C.G.S.A. § 10-66rr, all board members and staff have satisfactorily completed background checks, including a state and national criminal record check and a record check of the Department of Children and Families child abuse and neglect registry.

2. Pursuant to C.G.S.A. § 10-66rr, if applicable, all charter school management organization (CMO) governing board members and staff members, who performs a service involving direct student contact have satisfactorily completed background checks, as described in (1).

3. All contractors doing business with the school, who performs a service involving direct student contact have satisfactorily completed background checks, as described in (1).

4. Records of any and all background checks described above, are on file at **Edmonds Cofield Preparatory Academy for Young Men** and available for random audit by the Connecticut State Department of Education (CSDE).

5. Pursuant to C.G.S.A. § 10-66oo, **Edmonds Cofield Preparatory Academy for Young Men** Governing Board has adopted written anti-nepotism and conflict of interest policies consistent with state law and best practices in nonprofit corporate governance, and pursuant to 10-66bb(d), that no member or employee of the Governing Board has a personal or financial interest in any asset, real or personal, of the charter school.

6. Pursuant to C.G.S.A. § 10-66oo, each member of a governing council of a state or local charter school shall complete training related to charter school governing council responsibilities and best practices at least once during the term of the charter, and that no board member of **Edmonds Cofield Preparatory Academy for Young Men** serves on the board of another charter school or CMO.

7. All public funds received by **Edmonds Cofield Preparatory Academy for Young Men** have been, or are being, expended prudently and in a manner required by law.

8. All Governing Board meetings are open and accessible to the public, and that **Edmonds Cofield Preparatory Academy for Young Men** has posted, and continues to post, on any Internet website that the Governing Board operates, the schedule, agenda, and minutes of each Governing Board meeting, including any meeting of a subcommittee of the Governing Board.

9. **Edmonds Cofield Preparatory Academy for Young Men** does not discriminate in any employment practice, education program, or educational activity on the basis of race, color, religious creed, sex, age, national origin, ancestry, marital status, sexual orientation, gender identity or expression, disability, or any other basis prohibited by Connecticut state and/or federal nondiscrimination laws.

10. **Edmonds Cofield Preparatory Academy for Young Men** does not operate any school location outside the scope of its approved charter or subsequent State Board of Education approval.

By signing this Statement of Assurances on behalf of the Governing Board of **Edmonds Cofield Preparatory Academy for Young Men**, I acknowledge that I understand the terms contained herein and affirm the validity of each statement to the best of my knowledge. I further understand that **Edmonds Cofield Preparatory Academy for Young Men** may be subject to random audit by the CSDE to verify these statements.

Signature: ______________________________

Name of Board Chairperson: Dr. Boise Kimber

Date: August 21, 2026

Addendum A

EDMOND COFIELD PREPARATORY ACADEMY FOR YOUNG MEN

Audited Financial Statements

For the Year Ended June 30, 2025 and 2024

EDMOND COFIELD PREPARATORY ACADEMY FOR YOUNG MEN
FINANCIAL STATEMENTS
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Independent Auditors' Report

To the Board of Directors of
Edmond Cofield Preparatory for Young Men
New Haven, CT 06511

Report on the Audit of the Financial Statements

Opinion

We have audited the accompanying financial statements of Edmond Cofield Preparatory Academy for Young Men (a nonprofit organization) which comprise the statements of financial position as of June 30, 2025 and 2024, and the related statements of activities and changes in net assets, functional expenses and cash flows for the years then ended, and the related notes to the financial statements.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Edmond Cofield Preparatory Academy for Young Men as of June 30, 2025 and 2024, and the changes in their net assets and their cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinion

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. Our responsibilities under these standards are further described in the Auditors' Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of Edmond Cofield Preparatory Academy for Young Men and to meet our other ethical responsibilities in accordance with the relevant ethical requirements relating to our audit.

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

Responsibilities of Management for the Financial Statements

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

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

Auditors' Responsibilities for the Audit of the Financial Statements

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

In performing an audit in accordance with generally accepted auditing standards, we:

1. Exercise professional judgment and maintain professional skepticism throughout the audit

2. Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.

3. Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of Edmond Cofield Preparatory Academy for Young Men's internal control. Accordingly, no such opinion is expressed.

4. Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.

5. Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about Edmond Cofield Preparatory Academy for Young Men's ability to continue as a going concern for a reasonable period of time.

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

Report on Other Legal and Regulatory Requirements

Other Reporting Required by Government Auditing Standards

In accordance with Government Auditing Standards, we have also issued our report dated July 14, 2026, on our consideration of Edmond Cofield Preparatory Academy for Young Men's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of 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 Edmond Cofield Preparatory Academy for Young Men's internal control over financial reporting and compliance.

HRT Advisors, LLC

HRT Advisors, LLC
South Windsor, Connecticut
July 14, 2026

Edmond Cofield Preparatory Academy for Young Men
Statement of Financial Position
June 30, 2025 and 2024

	Year Ended June 30	
	2025	**2024**
Assets:		
Current Assets:		
Cash and cash equivalents	$ 95,738	$ 130,671
Grants receivable	91,100	163,003
Prepaid expenses	-	6,435
Total Current Assets	186,838	300,109
Property and Equipment:		
Property, plant, and equipment - net of accumulated depreciatio	74,547	86,971
Operating Lease - right-of-use assets	187,553	352,214
Net Property and Equipment	262,099	439,185
Other Assets:		
Security Deposit	23,130	23,130
Total Assets	**$ 472,067**	**$ 762,424**
Liabilities and Net Assets:		
Current Liabilities:		
Accounts payable	$ 173,257	$ 160,421
Accrued expenses	-	982
Short term operating lease liabilities	172,776	164,661
Total Current Liabilities	346,033	326,064
Long Term Liabilities:		
Long term operating lease liabilities	14,777	187,553
Total Long Term Liabilities	14,777	187,553
Net Assets:		
Without donor restrictions	111,257	248,807
Total Net Assets	111,257	248,807
Total Liabilities and Net Assets	**$ 472,067**	**$ 762,424**

Notes to the financial statements are an integral part of the basic financial statements

Edmond Cofield Preparatory Academy for Young Men
Statement of Activities
For the years ended June 30, 2025 and 2024

	Year Ended June 30	
NET ASSETS WITHOUT DONOR RESTRICTIONS	**2025**	**2024**
Revenues and Support		
Grants and contracts		
Federal grants	$ 498,276	$ 228,143
State grants	-	300,000
Foundation grants	100,000	2,500
Other revenue	-	750
Total Revenues and Support	598,276	531,393
Expenses		
Program Service	$ 391,349	$ 150,459
General and administrative	344,477	147,360
Fundraising	-	-
Total Expenses	735,827	297,819
Change in Net Assets	(137,550)	233,574
Net Assets, Beginning	248,807	15,234
Net Assets, End	$ 111,257	$ 248,807

Edmond Cofield Preparatory Academy for Young Men
Statement of Functional Expenses
For the year ended June 30, 2025

	Program	Management and General	Fundraising	Total Expenses
Employee Compensation				
Salaries	$123,835	$ 116,565	$ -	$ 240,400
Employee Benefits	14,299	13,460	-	27,759
Payroll Taxes	11,315	10,650	-	21,965
Total Employee Compensation	149,449	140,675	-	290,124
Other Expenses				
Professional fees	10,000	8,768	-	18,768
Management & Legal Fees	66,050	63,948	-	129,998
Rent	91,341	85,978	-	177,320
Technology	-	-	-	-
Travel	3,631	-	-	3,631
Office, postage, and shipping	-	3,428	-	3,428
Insurance	15,487	14,578	-	30,065
Advertising and recruitment	14,253	-	-	14,253
Relocation		10,000	-	10,000
Repairs and Maint	5,356	5,042		10,398
Equipment	25,774	4,263	-	30,037
Depreciation	6,400	6,024		12,424
Dues and membership	3,608	1,476	-	5,083
Miscellaneous	-	298	-	298
Total Other Expenses	241,900	203,803	-	445,703
Total Functional Expenses	$391,349	$ 344,477	$ -	$ 735,827

Edmond Cofield Preparatory Academy for Young Men
Statement of Functional Expenses
For the Year Ended June 30, 2024

	Program	Management and General	Fundraising	Total Expenses
Employee Compensation				
Salaries	$ 27,783	$ 27,783	$ -	$ 55,566
Employee Benefits	621	621	-	1,242
Payroll Taxes	2,168	2,168	-	4,336
Total Employee Compensation	30,572	30,572	-	61,144
Other Expenses				
Professional fees	80,568	80,568	-	161,136
Management & Legal Fees	12,500	17,775	-	30,275
Depreciation	-	-	-	-
Audit	-	4,100	-	4,100
Rent	7,388	7,388	-	14,776
Technology	1,800	482	-	2,282
Office, postage, and shipping	-	689	-	689
Insurance	491	491	-	982
Advertising and recruitment	13,177	652	-	13,829
Student transportation services	439	-	-	439
Equipment	888	888	-	1,776
Dues and membership	2,637	659	-	3,296
Miscellaneous	-	3,096	-	3,096
Total Other Expenses	119,888	116,788	-	236,676
Total Functional Expenses	$ 150,460	$ 147,360	$ -	$ 297,820

Edmond Cofield Preparatory Academy for Young Men
Statement of Cash Flows
For the year ended June 30, 2025 and 2024

	Year Ended June 30	
	2025	2024
Cash Flows From Operating Activities:		
Total change in net assets	$ (137,550)	$ 233,574
Adjustments to reconcile change in net assets to net cash provided by (used in) operating activities:		
Depreciation and amortization	12,424	-
Changes in operating assets:		
Accounts receivable	71,904	(163,003)
Other current assets	6,435	(29,565)
Changes in operating liabilities:		
Accounts payable	12,836	160,421
Accrued expenses	(982)	982
Net Cash Used in Operating Activities	(34,934)	202,409
Net Cash Provieded in Investing Activities		
Purchase of property and equipment	-	(86,971)
Net Cash Provided in Investing Activities	-	(86,971)
Net Increase in Cash and Cash Equivalents	(34,934)	115,438
Cash and Cash Equivalents at Beginning of Year	130,671	15,234
Cash and Cash Equivalents at End of Year	$ 95,738	$ 130,671
Supplementary Cash-Flow Information		
Cash Paid for Income Taxes	$ -	$ -
Cash Paid for Interest Expense	$ -	$ -

Note 1 – Nature of Activities

Edmond Cofield Preparatory Academy for Young Men (the School) is a not-for-profit organization incorporated under the laws of the State of Connecticut. The School's charter is granted by the State of Connecticut's Department of Education and is based on the ideas of global education, student achievement as well as family and community involvement.

On March 7, 2023, the State Board of Education in the State of Connecticut approved the Academy's charter.

The School is currently in the developmental stage and has not yet commenced their planned principal operations. The School's efforts are currently devoted to securing funding through federal and state agencies, acquiring professional educators and staff, and increasing enrollment for the 2025 school year. The School is subject to all the risks inherent in a developmental stage, including the need to secure additional funding and secure enrollment of students.

Note 2 – Summary of Significant Accounting Policies

Basis of Presentation

The accompanying financial statements have been prepared on the accrual basis of accounting in accordance with accounting principles generally accepted in the United States of America. Net assets and revenues, expenses, gains and losses are classified based on the existence or absence of donor-imposed restrictions. Accordingly, net assets of the Academy and changes therein are classified and reported as follows:

> *Net assets with donor restrictions* - Net assets subject to stipulations imposed by donors, and grantors. Some donor restrictions are temporary in nature; those restrictions will be met by actions of the Academy's or by the passage of time. Other donor restrictions are perpetual in nature, whereby the donor has stipulated the funds be maintained in perpetuity.
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> *Net assets without donor restrictions* - Net assets that are not subject to donor-imposed restrictions and may be expended for any purpose in performing the primary objectives of the Academy. These net assets may be used at the discretion of the Academy's management and the board of directors. Expenses are reported as decreases in net assets without donor restrictions.

Gains and losses on investments and other assets or liabilities are reported as increases or decreases in net assets without donor restrictions unless their use is restricted by explicit donor stipulation or by law.

Donor restricted contributions are reported as increases in net assets with donor restrictions. When a restriction expires, net assets are reclassified from net assets with donor restrictions to net assets without donor restrictions in the statements of activities.

Cash and Cash Equivalents

For the purposes of the Statement of Cash Flows, the School considers all highly liquid debt instruments purchased with an original maturity of three months or less to be cash equivalents. There were no cash equivalents as of June 30, 2025 and 2024.

Grants and Accounts receivables

Grants receivable represent unconditional promises to give. Grants receivable are recorded at net realizable value. As of June 30, 2025 and 2024, grants receivable balance is $91,100 and $163,003, respectively. The School has determined that no allowance for expected credit losses for grants receivable is necessary as of June 30, 2025 and 2024. Such an estimate is based on management's assessments of the creditworthiness of its grantors, the aging of its receivable, as well as current economic conditions and historical information.

Revenue Recognition

Grants and contracts

Federal, State and private awards are used to finance education programs and capital improvements. Funds received in advance for which qualifying expenditures have not been incurred are reflected as refundable advances in the accompanying statement of financial position. The School recognizes grants to the extent that eligible grant costs are incurred. Receivables are recognized to the extent costs have been incurred, but not reimbursed. Revenue from the state and local governments resulting from the School's charter status is based on the number of students enrolled and is recorded when services are performed in accordance with the charter agreement.

Contributions

Contributions are recognized by the School when a donor makes a promise to give that is, in substance, unconditional. Contributions that are restricted by the donor, but whose restrictions are met in the same period, are reported as increases to unrestricted net assets. All other donor-restricted contributions are reported as increases to temporarily restricted net assets. When a restriction expires, temporarily restricted net assets are reclassified to unrestricted net assets. Contributed services received from Board Members and volunteers are not recorded in the financial statements since these services do not meet the criteria for recognition as contributed services.

Property, Furniture, Fixtures and Equipment

Property and equipment are stated at cost. The Academy has established a $3,000 threshold above which assets are capitalized. Property and equipment acquired with certain government contract funds is recorded as an expense pursuant to the terms of the contract in which the government funding sources retain ownership of the property. Leasehold improvements will be amortized over the lesser of the useful life of the leasehold improvement or the remaining term of the lease.

Functional allocation of expenses

Expenses that can be directly identified with the program or supporting service to which they relate are charged accordingly. Other expenses by function have been allocated among program and supporting service classifications using bases determined by management to be reasonable.

Income taxes

The School is classified by the Internal Revenue Service as exempt from income tax under Section 501(a) of the Internal Revenue Code as a public education school described in Section 501(c)(3). The School has no unrecognized tax benefits as of the years ended June 30, 2025 and 2024. The School's Federal and State income tax returns prior to fiscal year 2022 are closed and management continually evaluates expiring statutes of limitations, audits, proposed settlements, changes in tax law and new authoritative rulings. If applicable, the School would recognize interest and penalties associated with tax matters as part of management and general expenses in the statement of activities and changes in net assets and include accrued interest and penalties in accrued expenses in the statement of financial position. The School did not recognize any interest or penalties associated with tax matters for the years ended June 30, 2025 and 2024.

Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America 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 revenue and expenses during the reporting period. Actual results could differ from those estimates. Significant estimates include useful lives of property and equipment and allowance for doubtful accounts.

Subsequent events

Management has reviewed subsequent events through July 14, 2026, which is the date the financial statements were approved and available for issuance.

Note 3 – Liquidity and Availability of Funds

The financial assets available for general expenditure, that is, without donor or other restrictions limiting their use, within one year of the statement of financial position date, are as follows:

	2025	2024
Cash and Cash Equivalents	$ 95,738	$ 130,671
Grants receivables	91,100	163,003
Total financial assets available to meet general expenditures within the next 12 months	$ 186,838	$ 293,674

The School manages its liquidity by preparing annual budgets that provide sufficient funds to operate within a prudent range of financial soundness and stability and meet other obligations as they become due. The availability of liquid funds to meet general expenditures is subject to the government funding of the program as well as other fundraising efforts. At this time, the School anticipates there being sufficient liquidity to meet its general obligations.

Note 4 – Concentrations

For the years ended June 30, 2025 and 2024, the School received approximately 83% and 99% of its revenue, which is subject to specific requirements, from Federal and State grants, respectively.

Note 5 – Property and Equipment

The following is a summary of property and equipment for the years ended June 30, 2025 and 2024 is as follows:

	2025	2024
Furniture, fixtures, and equipment	$ 86,971	$ 86,971
	86,971	86,971
Less: Accumulated Depreciation	(12,424)	-
Net property, furniture, fixtures and equipmen	$ 74,547	$ 86,971

Depreciation expense was $12,424 and $0 for the years ended June 30, 2025 and 2024.

Note 6 – Operating Leases

On May 29, 2024, the School signed a two-year lease at a new facility located at 93 Edwards Street in New Haven, CT starting at $14,777 per month, terminating on July 30, 2026.

Facility rental expense was $177,320 and $14,777 for the years ended June 30, 2025, and 2024.

Future minimum lease payments are as follows:

Maturity Analysis	**Operating Lease**
2026	$ 177,320
2027	14,777
Total undiscounted cash flows	192,097
Less: Present value discount	(4,544)
Total Lease liabilities	$ 187,553

Other information related to operating lease for year ended June 30, 2025 are as follows:

Lease Expense	**June 30, 2025**
Operating lease expense	177,320
Total	$ 177,320

Other Information	
Operating cash flows from operating leases	$ 177,320
Weighted-average remaining lease term in years for operating leases	1.08
Weighted-average discount rate for operating leases	4.82%

Note 7 – Net Assets with Donor Restrictions

Net assets with donor restrictions may be purpose or time restricted. There were not any net assets with donor restrictions for use as of the years ended June 30, 2025, and 2024.

Note 8 – Risk Management

The Academy is exposed to various risks of loss related to torts; thefts of, damage to, and destruction of assets; actions by employees, parents, and natural disasters. The Academy maintains commercial insurance to protect itself from these risks. The Academy entered into contractual relationships with certain governmental funding sources. The governmental agencies may request

the return of funds as a result of noncompliance by the Academy, as well as additional funds for the use of facilities. The accompanying financial statements make no provision for the possible

disallowance or refund because management does not believe that there are any liabilities to be recorded.

Addendum B

Edmonds Cofield Preparatory Academy for Young Men		
		Budget
Revenue		
Number of students		80
Per-pupil revenue		$1,100,000
Student entitlements		$63,750
Grants		$400,000
In-kind services		$0
Private contributions		$500,000
Total Revenue		$2,063,750
Expenditures		
Salaries and Benefits		
Salary-Administrators	111A	$295,000
Salary-Teachers	111B	$473,000
Salary-Educational Aides	112A	$0
Salary-Support staff	112B	$202,500
Salary-Other (stipends)	119	$37,000
Benefits	200	$191,007
Subtotal		$1,198,507
Services and Activities		
In-service development staff	322	$19,975
Pupil services	323	$74,000
Field trips	324	$3,600
Parent activities	325	$920
Professional tech services	330	$34,084
Accounting	330	$60,000
Audit	331	$0
Student transportation	510	$15,500
Communication	530	$2,736
Telephone	530	$18,000
Postage and shipping	530	$756
Travel	580	$16,710
Subtotal		$246,281
Physical Plant		
Rent	400	$183,312
Utilities	400	$0
Custodial services	400	$63,648
Maintenance and repairs	400	$35,004
Renovations/ expansion	400	$0
Subtotal		$281,964

Marketing and Development		
Charter Management Org.	590	$0
Advertising	590	$4,872
Printing	590	$1,500
Insurance	590	$11,000
Subtotal		$17,372
Supplies and Equipment		
Supplies-Instructional	611	$110,613
Supplies-Administrative	612	$4,080
Textbooks	641	$9,180
Library books	642	$1,500
Supplies-General	690	$20,000
Computers	700	$42,163
Furniture	700	$30,400
Vehicles	700	$0
Other Equipment	700	$15,384
Subtotal		$233,320
Total Expenditures		$1,977,444
Net		$86,306

Edmonds Cofield Preparatory Academy

Approved FY27 Budget Summary

	FY26 Actuals + Projection	FY26 Annual Budget	Variance	FY27 Proposed Budget
REVENUE				
Total 4100 State Grants	653,205	1,100,000	59%	1,458,400
Total 4200 Federal Grants	662,159	463,750	143%	69,329
Total 4300 Contributions	400,000	500,000	80%	400,000
Total 4400 Other Revenue	33,354	-	0%	43,354
TOTAL REVENUE	**1,748,718**	**2,063,750**		**1,971,083**
EXPENSES				
Total 5100 Administrative Expenses	330,457	295,000	112%	402,590
Total 5200 Instructional Staff	369,591	473,000	78%	525,367
Total 5300 Non-Instructional Staff	73,723	202,500	36%	127,812
Total 5400 Bonus and Stipends	31,320	37,000	85%	15,000
Total 5500 Payroll Taxes	82,287	89,074	92%	91,156
Total 5600 Employee Benefits	120,296	101,933	118%	200,300
Total 6000 Professional Development	20,540	19,975	103%	9,500
Total 6100 Professional/Contracted Services	313,348	169,004	185%	122,000
Total 6200 Travel Expenses	4,000	16,710	24%	1,150
Total 6300 Marketing and Development	11,372	6,372	178%	19,000
Total 7100 Curriculum & Classroom Expenses	159,654	252,420	63%	116,000
Total 7200 Board Expenses	-		- 0%	-
Total 7300 Fundraising Expenses	-		- 0%	-
Total 8100 Facility Related Expenses	255,385	281,964	91%	267,050
Total 8200 Insurance Expense	37,000	11,000	336%	39,000
Total 8300 Technology/Communication	9,859	20,736	48%	15,000
Total 8400 General & Administrative	16,884	756	2233%	15,300
Total 8500 Miscellaneous Expense	6,092	-	0%	2,600
Total 8600 Other Non-Cap Expenses	-		- 0%	-
TOTAL OPERATING EXPENSES	**1,841,808**	**1,977,444**		**1,968,825**
OPERATING NET INCOME/(LOSS)	**(93,090)**	**86,306**		**2,258**
Total 8700 Other Expenditures	-		- 0%	-
NET INCOME	(93,090)	86,306		2,258
TOTAL CAPITAL EXPENDITURES	183,000	-	0%	-