

# THE SUNY CHARTER SCHOOLS INSTITUTE

*RENEWAL RECOMMENDATION REPORT  
PUBLIC PREP CHARTER SCHOOL  
ACADEMIES' AUTHORITY TO OPERATE:*

*BOYS PREPARATORY CHARTER SCHOOL OF  
NEW YORK  
GIRLS PREPARATORY CHARTER SCHOOL OF  
NEW YORK  
GIRLS PREPARATORY CHARTER SCHOOL OF  
THE BRONX  
GIRLS PREPARATORY CHARTER SCHOOL OF  
THE BRONX II*

*REPORT DATE: APRIL 2, 2025  
VISIT DATE: DECEMBER 3 – 5, 2024*



**Charter Schools Institute**  
The State University of New York

# CONTENTS

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**1** EDUCATION CORPORATION BACKGROUND

**4** EXECUTIVE SUMMARY

**7** EDUCATION CORPORATION OVERVIEW

**9** ACADEMIC PERFORMANCE

**17** FISCAL DASHBOARD

**22** COMPLIANCE REPORTING

**24** COMMUNITY SATISFACTION & RETENTION

**27** APPENDICES

A: Charter School Overview

B: Benchmark Summary

C: Pre-Kindergarten Program Review

D: Student Demographics

E: Fiscal Benchmarks Summary

## EDUCATION CORPORATION BACKGROUND

# PUBLIC PREP CHARTER SCHOOL ACADEMIES



### MISSION

*At Public Prep, we help scholars see the possibilities for themselves, and prepare every scholar to achieve their highest level of success.*

*We take a scholar-first approach in preparing every young person to realize their inherent greatness. From a very young age, we reinforce to our scholars that they are agents of change. We guide scholars in realizing their power and promise, through the values of scholarship, excellence, community, and integrity. Our scholars develop their abilities to read, write, listen, speak, create, and think critically across disciplines, with a particular focus on science, the arts, and math.*

*Our Pre-K through 8<sup>th</sup> grade scholars build strong character, depth of knowledge, and empathy for the world around them. Our approach is rooted in love and justice, and requires an ongoing commitment to delivering high quality, accessible, and anti-racist education.*

### EDUCATION CORPORATION BACKGROUND

Public Prep Charter School Academies (“Public Prep Academies” or the “education corporation”), a not-for-profit charter school education corporation, is authorized by the State University of New York Board of Trustees (“the SUNY Trustees”) to operate four charter schools: Boys Preparatory Charter School of New York (“Boys Prep NY”), Girls Preparatory Charter School of the Bronx (“Girls Prep Bronx”), Girls Preparatory Charter School of the Bronx II (“Girls Prep Bronx II”), and Girls Preparatory Charter School of New York (“Girls Prep NY”). In response to student enrollment challenges at Girls Prep NY, Public Prep Academies responsibly determined to reduce the number of grades served after the 2023-24 academic year. The school currently serves 9<sup>th</sup> – 11<sup>th</sup> grade and will continue to operate at the high school level in the next charter term.

Earlier in the charter term, Public Prep Academies contracted with Public Preparatory Network, Inc. (“Public Prep Network”), a New York not-for-profit corporation, which served as the charter management organization (“CMO”) for Public Prep Academies’ Kindergarten- 8<sup>th</sup> grade programs. Public Prep Network delivered services including professional development, human resources, financial oversight, and compliance support. The Public Prep Network has made the thoughtful decision to begin ceasing operations and assisted the education corporation in obtaining a new CMO. During the 2024-25 school year, the education corporation contracted with Excellence Community Schools, Inc. (“Excellence Schools” or “the network”), a New York not-for-profit CMO, to transition services and management of the Kindergarten -

### CURRENT EDUCATION CORPORATION SNAPSHOT

First School Opened:  
2005

Total Number of Charters:  
4

Number of Students Served:  
1,923

### PROPOSED FUTURE EDUCATION CORPORATION SNAPSHOT

Serves: Kindergarten – 12<sup>th</sup>

Total Number of Charters:  
4

Number of Students Served:  
2,451

Information about each charter is found on the following page.

## EDUCATION CORPORATION BACKGROUND

8<sup>th</sup> grade program. Excellence Schools, a well-established CMO with a strong record of academic success, has assessed Public Prep Academies' Kindergarten- 8<sup>th</sup> academic program and organizational capacity. The network has established clear priorities for programmatic improvement and provides the schools with professional development and operational supports.

Boys Prep NY, Girls Prep Bronx, and Girls Prep NY are part of a combined high school program with Brilla College Preparatory Charter Schools' ("Brilla Schools") school Brilla College Preparatory Charter School. The joint high school program, Vertex Partnership Academies ("Vertex High"),<sup>1</sup> is overseen jointly by the boards of trustees of Brilla Schools and Public Prep Academies. The education corporations contract with Vertex Partnership Academies, Inc. ("Vertex"), a New York not-for-profit management organization, for academic services, management services, operations, human resources, development, budgeting, and financial reporting for the high school program.

State statute requires the Institute to conduct ongoing monitoring of full-day universal pre-Kindergarten ("pre-K") programs at all SUNY-authorized charter schools. During the fall 2024 renewal visit, the SUNY Charter Schools Institute (the "Institute") evaluated Public Prep Academies' three pre-K programs and found them compliant with statutory requirements. All classrooms provided a welcoming, developmentally appropriate learning environment. Additional details about the pre-kindergarten programs are available in the Appendix of this report.

### Boys Preparatory Charter School of New York



Opening Year: 2014

**Current Enrollment/Grades: 795 | K-11**

**Future Enrollment/Grades: 961 | K-12**

Boys Prep Bronx | 192 East 151<sup>st</sup> St, Bronx, New York | CSD\* 7 | K-8 | Concourse/Motthaven

Vertex Partnership Academies | 1160 Beach Ave, Bronx, New York | CSD 12 | 9-11 | Soundview

### Girls Preparatory Charter School of New York



Opening Year: 2005

**Current Enrollment/Grades: 159 | 9-11**

**Future Enrollment/Grades: 135 | 9-12**

Vertex Partnership Academies | 1160 Beach Ave, Bronx, New York | CSD 12 | 9-11 | Soundview

### Girls Preparatory Charter School of the Bronx



Opening Year: 2009

**Current Enrollment/Grades: 608 | K-5, 9-11**

**Future Enrollment/Grades: 654 | K-5, 9-12**

Girls Prep Bronx Elementary | 681 Kelly St, Bronx, New York | CSD 8 | K-5 | Longwood

Vertex Partnership Academies | 1160 Beach Ave, Bronx, New York | CSD 12 | 9-11 | Soundview

\* New York City Community School District ("CSD")

Please note, under the Act, each charter school is permitted to educate students from Kindergarten through 12<sup>th</sup> grade upon authorizer approval. Each charter school may have multiple facilities or sites to offer their approved grade configuration, as long as, each charter school does not educate students of the same grade level in more than one site.

1. Under the revision, the education corporations will apply separately for renewal of the joint high school program after five years. Therefore, during the 2026-27 school year, the Institute will conduct a full review of the joint high school program.

# EDUCATION CORPORATION BACKGROUND

## Girls Preparatory Charter School of the Bronx II



Opening Year: 2020

Current Enrollment/Grades: 361 | K-8

Future Enrollment/Grades: 701 | K-8

Girls Prep Bronx II | 263 E 203<sup>rd</sup> St, Bronx, New York | CSD 10 | K-8 | Bedford Park

### PUBLIC PREP CHARTER SCHOOL ACADEMIES BOARD OF TRUSTEES<sup>2</sup>

#### CHAIR

Boykin Curry IV

#### VICE CHAIR

Nicole Green

#### SECRETARY

Laura Weil

#### TRUSTEES

Samuel Green

Tamara Zachery

Khairah Klein

### PUBLIC PREP NETWORK BOARD OF TRUSTEES

#### CHAIR

Mark Diker

#### VICE CHAIR

Nicole Green

#### TRUSTEES

Margery Mayer

### KEY DESIGN ELEMENTS

Academic achievement;

+

Character development;

+

College knowledge;

+

Staff satisfaction and operational stability; and,

-

Family and student satisfaction.

+

2. Source: The Institute's board records at the time of report finalization.

"+" : This indicator is generally present.

"-" : This indicator is generally not present.

## EXECUTIVE SUMMARY

### FULL-TERM RENEWAL

**Renewal through 2029-30.** *The SUNY Charter Schools Institute (the “Institute”) recommends the SUNY Trustees’ Charter Schools Committee approve the four Applications for Charter Renewal:*

- *Boys Preparatory Charter School of New York;*
- *Girls Preparatory Charter School of New York;*
- *Girls Preparatory Charter School of the Bronx; and,*
- *Girls Preparatory Charter School of the Bronx II;*

*If each school is renewed, Public Prep Academies will be granted the authority to continue to operate each charter through 2029-30 with the authority to provide instruction to students in such configuration as set forth in each charter’s Application for Renewal. The Institute makes this recommendation based on each charter meeting the criteria for renewal set forth in the Policies for the Renewal of Not-for-Profit Charter School Education Corporations and Charter Schools Authorized by the Board of Trustees of the State University of New York (“SUNY Renewal Policies”).<sup>3</sup>*

*The Institute further recommends the SUNY Trustees renew for a full term of five years the provisional charter of Public Prep Academies, the New York not-for-profit charter school education corporation.*

### EXECUTIVE SUMMARY

Over the charter term, Public Prep Academies has demonstrated a consistent record of high academic achievement across all four schools within the education corporation. The board provides rigorous oversight of the schools and made the decision to transition away from the management organization for its Kindergarten - 8<sup>th</sup> grade programs. In the final year of the charter term, Public Prep Academies contracted with its new CMO, Excellence Schools, to stabilize instructional leadership, strengthen operations, and continue producing strong academic outcomes. Throughout the 2024-25 school year, Excellence Schools systematically assessed areas of strength and weakness across the education corporation in order to provide ongoing instructional and operational supports. Based on its evaluation, the CMO developed clear strategic priorities to maintain leadership stability, improve teacher development, align high quality curriculum across the schools, and increase rigor in middle school classrooms. Excellence Schools is also working to embed differentiation strategies into teacher coaching and improve the schools’ assessment system in order to deliver actionable data to teachers and leaders.

3. *SUNY Renewal Policies (p. 14) are available on the [Institute’s website](#).*

## EXECUTIVE SUMMARY

Vertex High, the joint high school program operated in collaboration with Brilla Schools and Public Prep Academies, provides a high quality academic program that establishes high expectations for teachers and students in its third year of operation. The program implements the International Baccalaureate (“IB”) framework and teachers deliver rigorous instruction that promotes higher order thinking across classrooms. Teachers incorporate effective checks for understanding and maintain a focus on academic excellence which results in high levels of student engagement. Students at Vertex High participate in rigorous research projects, complex analytical writing assignments, and discussions that incorporate real world applications of academic content. As Vertex High continues to grow to serve students across 9<sup>th</sup> -12<sup>th</sup> grade, instructional leaders are working to codify systems and refine the program’s pedagogical approach in alignment with its mission to prepare students for college and career.

### FINDINGS & INFORMATION

#### ***Is the education corporation an academic success?***

Public Prep Academies is an academic success having consistently demonstrated strong academic performance across its schools. Over the charter term, Boys Prep NY, Girls Prep Bronx, Girls Prep Bronx II, and Girls Prep NY met or came close to meeting their key academic Accountability Plan goals in ELA and mathematics. The schools demonstrate success in the following ways:

- In ELA, Public Prep Academies posted aggregate proficiency rates that exceeded the composite district results in every year of the term. Notably, the education corporation posted aggregate mean growth percentiles that surpassed the target of 50 each year.
- In mathematics, the education corporation increased the proportion of students enrolled for at least two years scoring at or above proficient by 24 percentage points from 2021-22 to 2023-24. Public Prep Academies also posted average effect sizes above the 0.3 target indicating that the schools performed higher than expected compared to demographically similar schools.
- Girls Prep Bronx II first enrolled students in state testing grades during 2023-24. That year, the school posted high achievement in both subjects. Notably, 75% of students enrolled in at least their second year scored at or above proficient in mathematics meeting the absolute target and exceeding the district results by 33 percentage points.

#### ***Is the education corporation an effective, viable organization?***

Public Prep Academies is an effective, viable organization supported by its CMO, Excellence Schools. Over the charter term, the education corporation faced organizational challenges including leadership transitions and staff member vacancies that resulted in disruptions to professional development systems, support for school based leaders, and resource allocation. Excellence Schools has evaluated the schools’ organizational capacity and implemented systems with clear reporting structures and lines of accountability. The CMO prioritizes improving instructional supports and increasing recruitment efforts to mitigate any staffing challenges.

## EXECUTIVE SUMMARY

Excellence Schools identified and acknowledged the operational challenges faced by the education corporation throughout the term and is working to tighten systems across the schools. In its first year of providing management support to the education corporation, Excellence Schools deploys network staff to monitor programming on the ground, assess operational effectiveness, and provide instructional support when necessary. The network is strategically building on existing strengths across the schools that include back-office supports, instructional coaching systems, and community engagement initiatives.

### ***Is the education corporation fiscally sound?<sup>4</sup>***

Public Prep Academies is fiscally adequate based on the Institute's review of the renewal documentation. The education corporation established strong methods of budget creation that consider all departments of the network to develop accurate revenue and expense projections. The finance team meets with the board monthly to present an enrollment report and discuss financial trends. During the term, Public Prep Academies addressed enrollment challenges through conservative budgeting and program consolidation, and the 2023-24 annual financial audit did not reveal any significant deficiencies or material weaknesses. However, a separate New York State Education Department ("NYSED") audit found compliance issues related to adherence to the organization's Fiscal Policies and Procedures Manual. Public Prep Academies is working on a corrective action plan to address these findings and ensure complete alignment with established financial protocols. The education corporation maintains a separate bank account with the established amounts for dissolution as required by the charter agreement.

Public Prep Academies demonstrated adequate financial performance during the current charter term, with net assets of \$26.3 million, and 0.9 months of cash on hand as of the 2023-24 school year. The education corporation saw its months of cash decline from 3.2 to 0.9 between the 2022-23 and 2023-24 audit periods. Based on the Institute's review of the historical fiscal data and renewal documentation, the Institute expects Public Prep Academies to maintain more cash on hand during the proposed charter term as it did during the first four years of the current charter term. Public Prep Academies maintains adequate teacher to student ratios and prioritizes spending on facilities improvements, technology for students, and curricular materials.

### ***If the SUNY Trustees renew each charter, are the education corporation's plans for each charter reasonable, feasible, and achievable?***

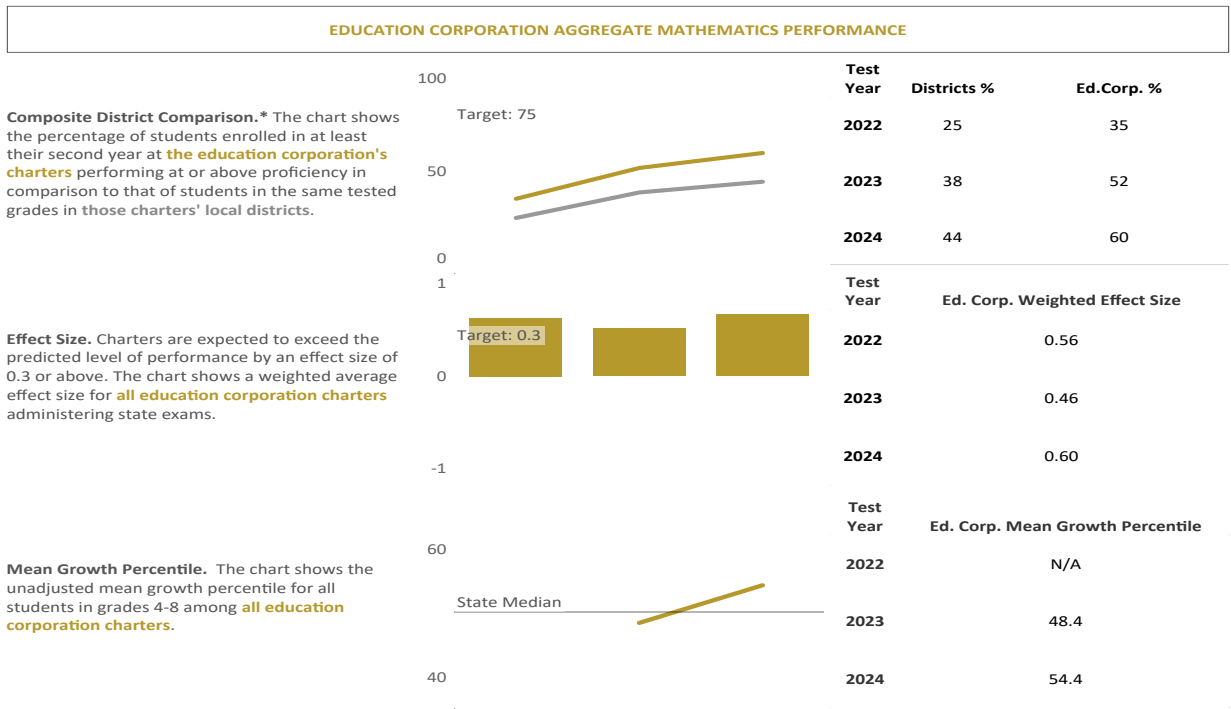
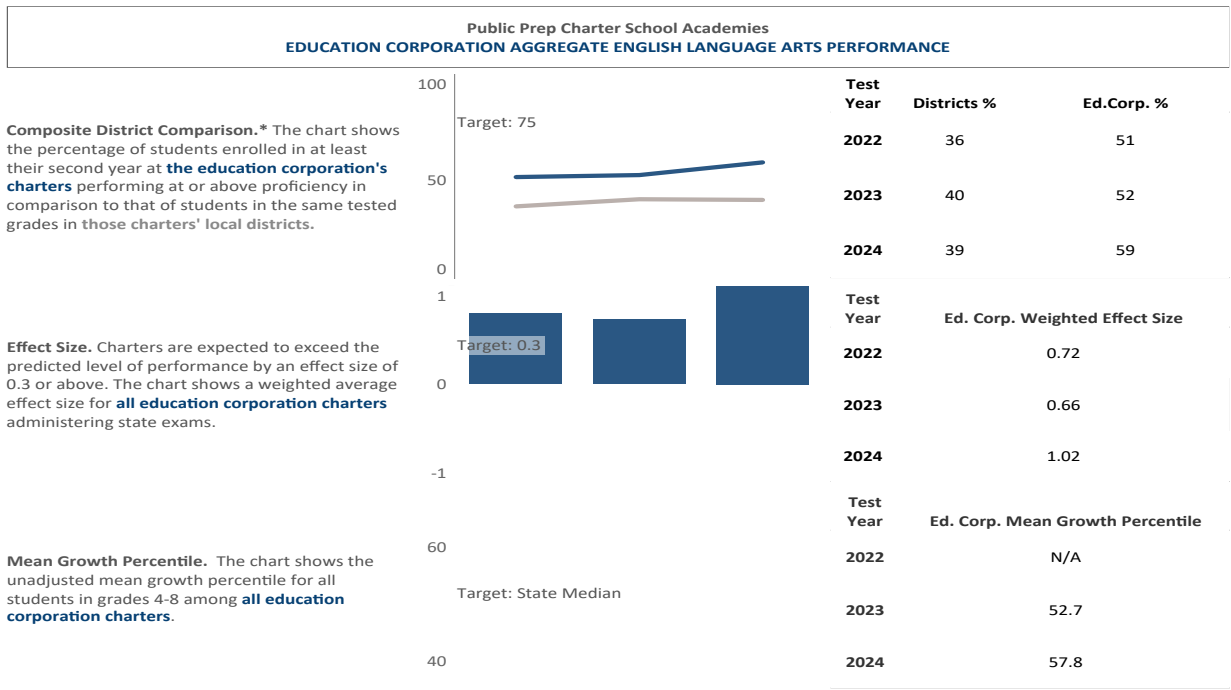
The renewal budget projects the education corporation will return to operating surpluses during the next charter term. The Institute will continue to monitor the transition to Excellence Schools as the new CMO and recognizes that Excellence Schools has taken a strategic approach to assessing financial and operational needs. The network's analysis and planned action steps reflect a thoughtful, data-driven effort to engage stakeholders, maintain operational continuity, and improve instructional quality. Given these efforts, the Institute finds that Public Prep Academies remains fiscally stable and positioned to sustain financial viability throughout the next charter term.

4. The U.S. Department of Education has established fiscal criteria for certain ratios or information with high – medium – low categories, represented in the table as blue – gray – orange. The categories generally correspond to levels of fiscal risk, but must be viewed in the context of each education corporation and the general type or category of school.



# EDUCATION CORPORATION OVERVIEW

## PUBLIC PREP CHARTER SCHOOL ACADEMIES: AGGREGATE ELA AND MATHEMATICS PERFORMANCE FOR ALL CHARTERS

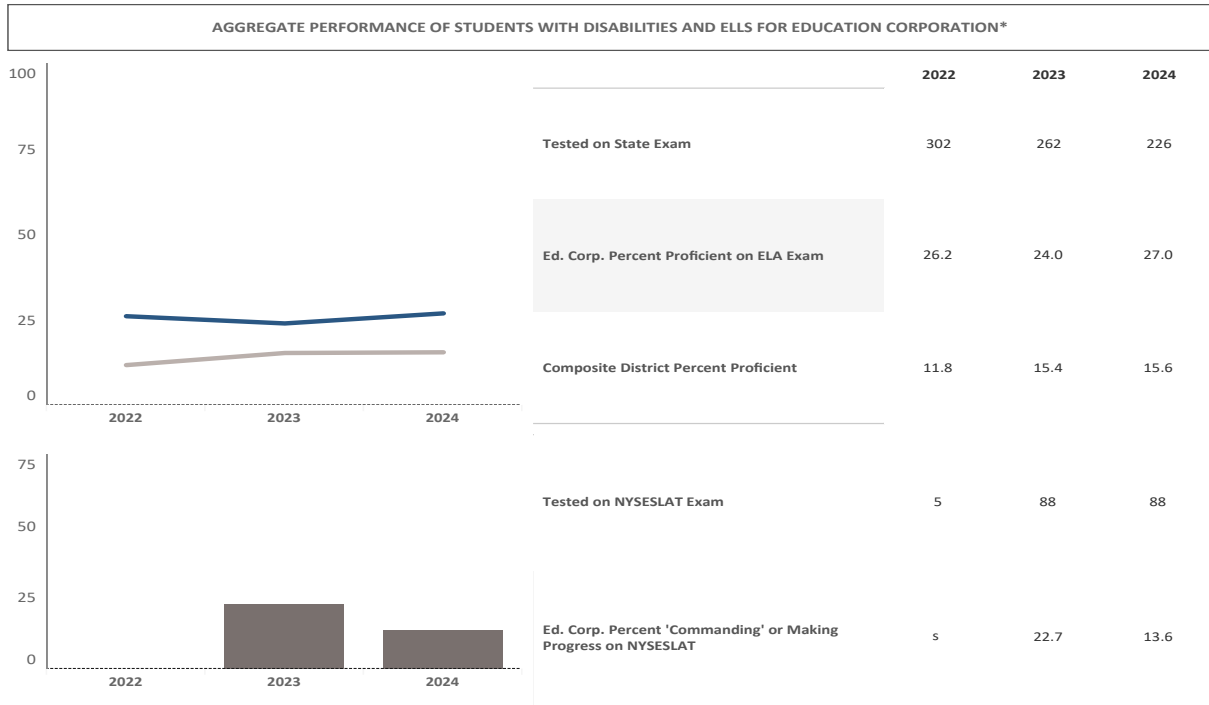
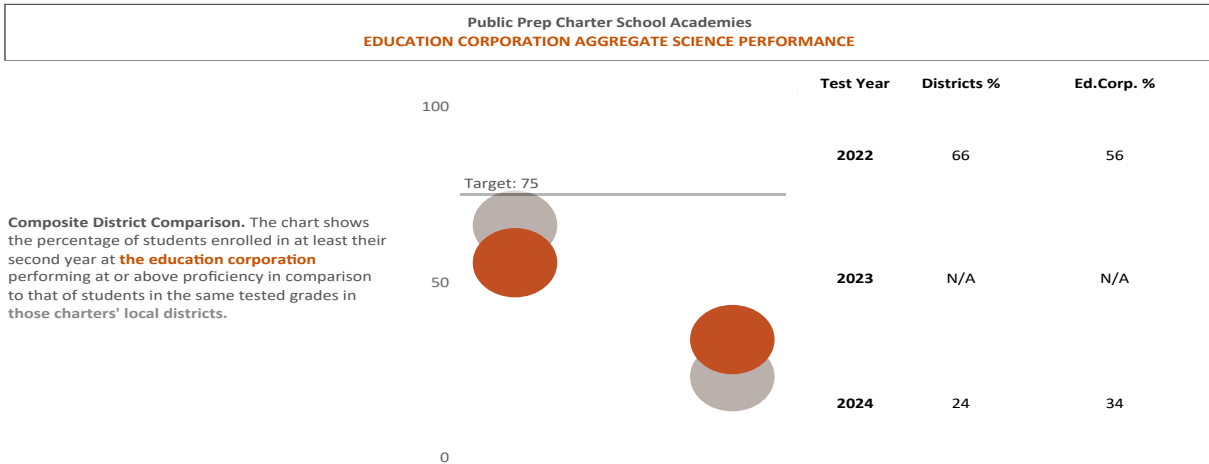


\* The composite district comparison is a weighted proficiency rate including all comparison grades from Districts/New York City Community School Districts ("CSDs") in which a charter in the education corporation is located. The data reflect results for all charters in the education corporation that have produced New York State exam results.



# EDUCATION CORPORATION OVERVIEW

## PUBLIC PREP CHARTER SCHOOL ACADEMIES: AGGREGATE SCIENCE PERFORMANCE FOR ALL CHARTERS

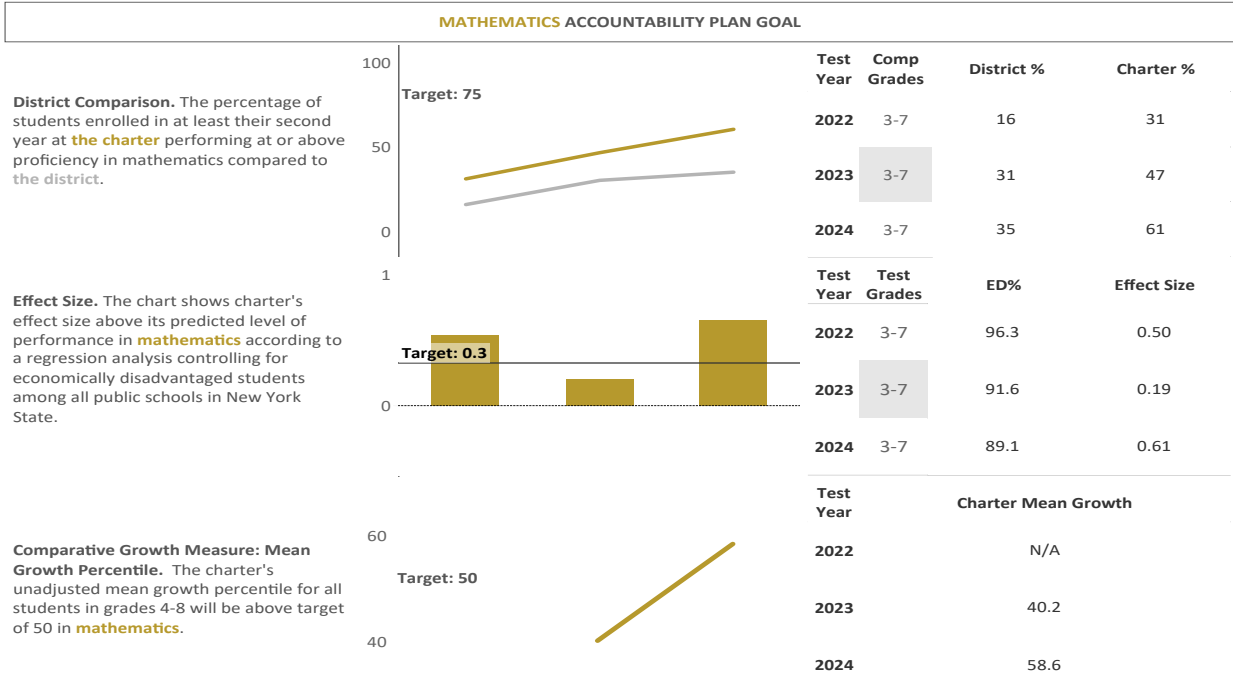
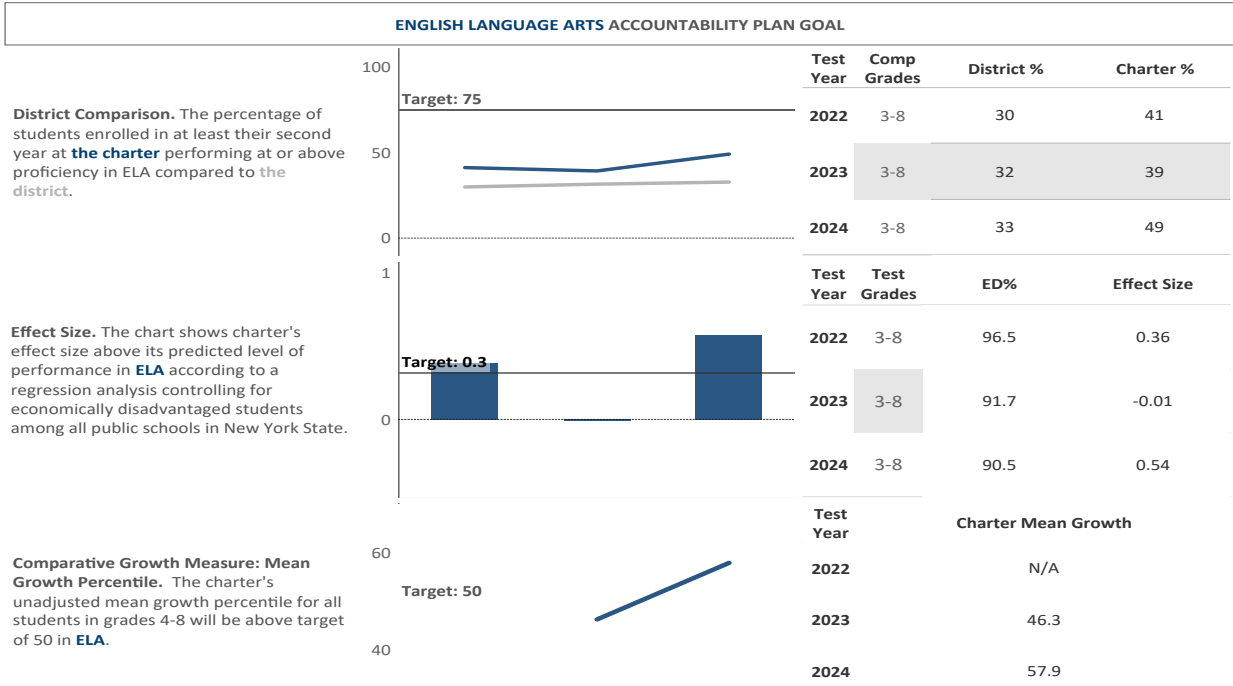


\*The academic outcome data about the performance of students receiving special education services and ELLs above is not tied to separate goals in a charter's formal Accountability Plan. The NYSESLAT, the New York State English as a Second Language Achievement Test, is a standardized state exam. "Making Progress" is defined as moving up at least one level of proficiency. Student scores fall into five categories/proficiency levels: Entering; Emerging; Transitioning; Expanding; and, Commanding. In order to comply with Family Educational Rights and Privacy Act regulations on reporting education outcome data, the Institute does not report assessment results for groups containing five or fewer students and indicates this with an "s".



# ACADEMIC PERFORMANCE

## BOYS PREPARATORY CHARTER SCHOOL OF NEW YORK





# ACADEMIC PERFORMANCE

## BOYS PREPARATORY CHARTER SCHOOL OF NEW YORK

### SCIENCE ACCOUNTABILITY PLAN GOAL



### TESTED PERCENTAGES

	2022		2023		2024	
	ELA	Math	ELA	Math	ELA	Math
School Tested Number	477	472	435	434	381	378
School Tested %	96.4%	95.5%	94.8%	94.8%	92.7%	92.2%
District Tested %	88.4%	89.1%	86.5%	88.2%	85.0%	86.5%

### SPECIAL POPULATIONS PERFORMANCE\*

	2022	2023	2024
Students with Disabilities Tested on State Exam	131	118	106
Charter Percent Proficient on ELA Exam	20.6	16.9	25.5
District Percent Proficient	12.0	13.6	14.8
Tested on NYSESLAT Exam	3	36	42
Charter Percent 'Commanding' or Making Progress	s	19.4	14.3

\* The academic outcome data about the performance of students receiving special education services and English language learners ("ELLs") above is not tied to separate goals in the charter school's formal Accountability Plan. The NYSESLAT, the New York State English as a Second Language Achievement Test, is a standardized state exam. "Making Progress" is defined as moving up at least one level of proficiency. Student scores fall into five categories/proficiency levels: Entering; Emerging; Transitioning; Expanding; and, Commanding. In order to comply with Family Educational Rights and Privacy Act regulations on reporting education outcome data, the Institute does not report assessment results for groups containing five or fewer students and indicates this with an "s".



# ACADEMIC PERFORMANCE

## GIRLS PREPARATORY CHARTER SCHOOL OF NEW YORK

**ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL**

**District Comparison.** The percentage of students enrolled in at least their second year at **the charter** performing at or above proficiency in ELA compared to the district.

Test Year	Comp Grades	District %	Charter %
2022	3-8	54	56
2023	3-8	60	62
2024	4-8	59	65

**Effect Size.** The chart shows charter's effect size above its predicted level of performance in **ELA** according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

Test Year	Test Grades	ED%	Effect Size
2022	3-8	82.5	0.87
2023	3-8	88.7	1.10
2024	4-8	91.5	1.51

**Comparative Growth Measure: Mean Growth Percentile.** The charter's unadjusted mean growth percentile for all students in grades 4-8 will be above target of 50 in **ELA**.

Test Year	Charter Mean Growth
2022	N/A
2023	57.1
2024	58.3

**MATHEMATICS ACCOUNTABILITY PLAN GOAL**

**District Comparison.** The percentage of students enrolled in at least their second year at **the charter** performing at or above proficiency in mathematics compared to the district.

Test Year	Comp Grades	District %	Charter %
2022	3-7	48	36
2023	3-7	56	57
2024	4-7	62	60

**Effect Size.** The chart shows charter's effect size above its predicted level of performance in **mathematics** according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

Test Year	Test Grades	ED%	Effect Size
2022	3-7	83.8	0.64
2023	3-7	88.7	0.78
2024	4-7	93.6	0.74

**Comparative Growth Measure: Mean Growth Percentile.** The charter's unadjusted mean growth percentile for all students in grades 4-8 will be above target of 50 in **mathematics**.

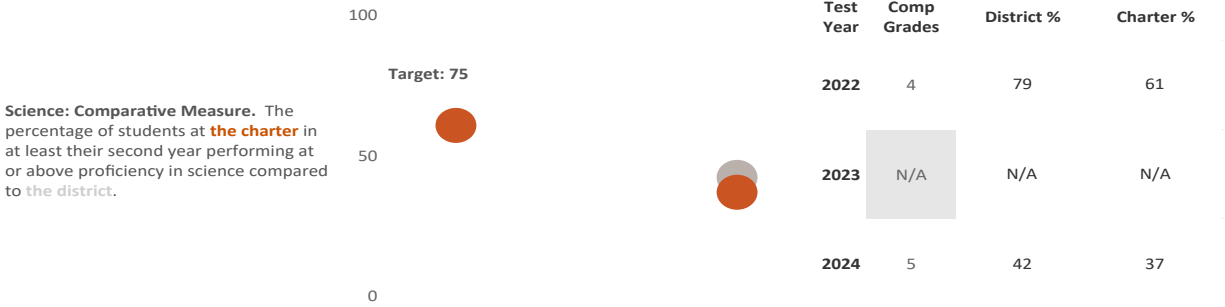
Test Year	Charter Mean Growth
2022	N/A
2023	54.0
2024	57.4



# ACADEMIC PERFORMANCE

## GIRLS PREPARATORY CHARTER SCHOOL OF NEW YORK

### SCIENCE ACCOUNTABILITY PLAN GOAL



### TESTED PERCENTAGES

	2022		2023		2024	
	ELA	Math	ELA	Math	ELA	Math
School Tested Number	292	293	215	213	138	135
School Tested %	96.4%	97.7%	99.1%	98.2%	97.9%	95.7%
District Tested %	80.2%	79.0%	76.0%	80.7%	78.9%	81.2%

### SPECIAL POPULATIONS PERFORMANCE\*

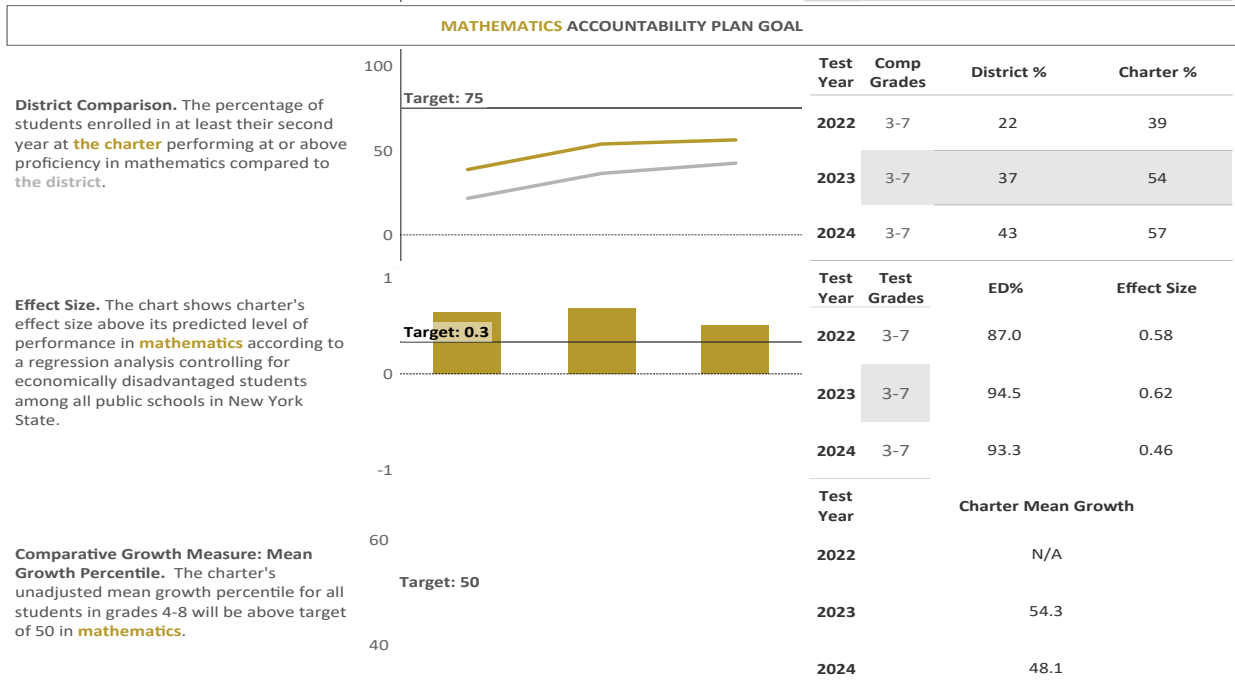
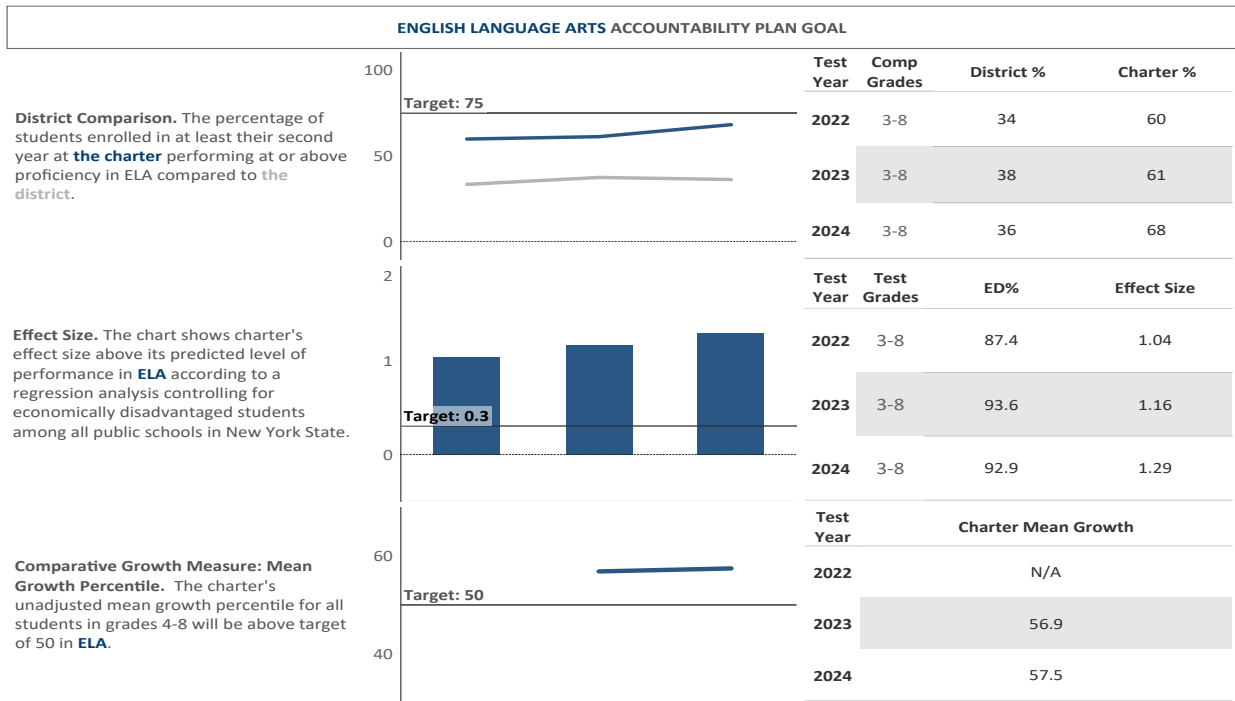
	2022	2023	2024
Students with Disabilities Tested on State Exam	78	62	39
Charter Percent Proficient on ELA Exam	26.9	25.8	35.9
District Percent Proficient	16.5	22.7	22.2
Tested on NYSESLAT Exam	0	3	6
Charter Percent 'Commanding' or Making Progress	N/A	s	0.0

\* The academic outcome data about the performance of students receiving special education services and English language learners ("ELLs") above is not tied to separate goals in the charter school's formal Accountability Plan. The NYSESLAT, the New York State English as a Second Language Achievement Test, is a standardized state exam. "Making Progress" is defined as moving up at least one level of proficiency. Student scores fall into five categories/proficiency levels: Entering; Emerging; Transitioning; Expanding; and, Commanding. In order to comply with Family Educational Rights and Privacy Act regulations on reporting education outcome data, the Institute does not report assessment results for groups containing five or fewer students and indicates this with an "s".



# ACADEMIC PERFORMANCE

## GIRLS PREPARATORY CHARTER SCHOOL OF THE BRONX

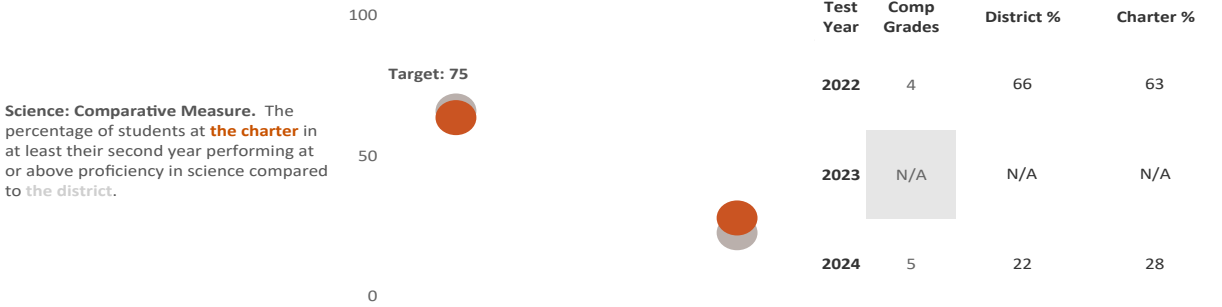




# ACADEMIC PERFORMANCE

## GIRLS PREPARATORY CHARTER SCHOOL OF THE BRONX

### SCIENCE ACCOUNTABILITY PLAN GOAL



### TESTED PERCENTAGES

	2022		2023		2024	
	ELA	Math	ELA	Math	ELA	Math
School Tested Number	408	410	402	395	359	355
School Tested %	96.5%	96.9%	95.3%	93.8%	95.5%	94.4%
District Tested %	88.1%	87.7%	88.2%	89.5%	86.4%	89.4%

### SPECIAL POPULATIONS PERFORMANCE\*

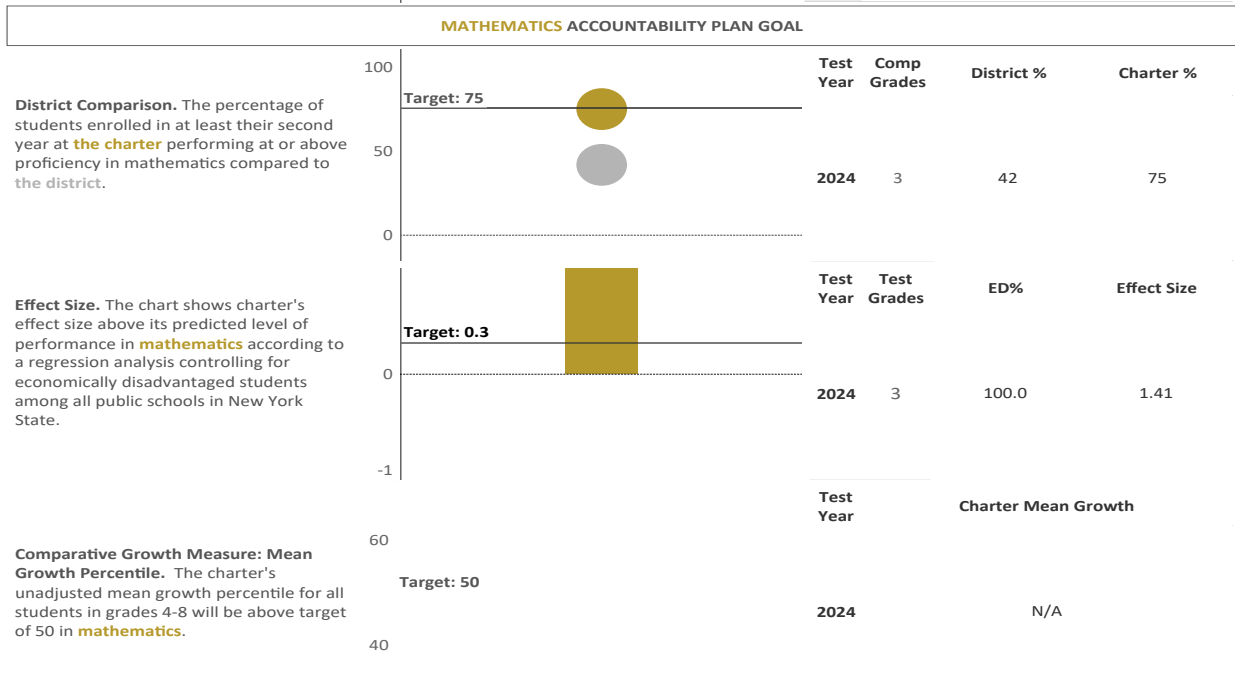
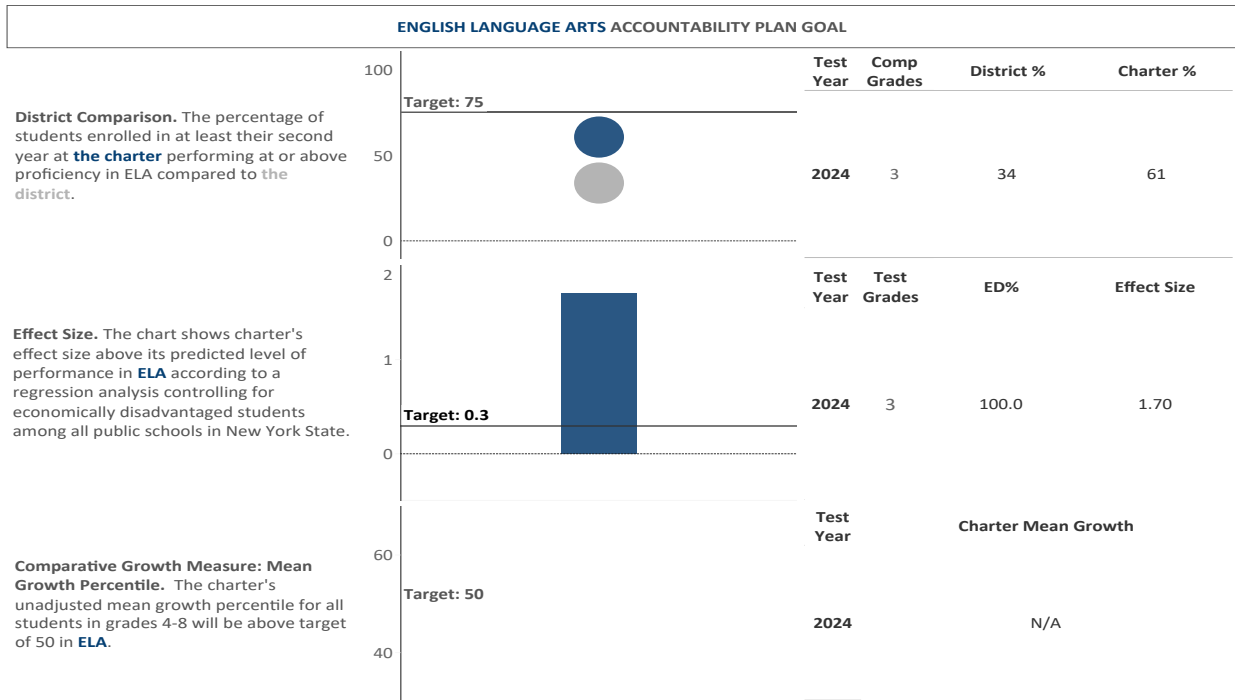
	2022	2023	2024
Students with Disabilities Tested on State Exam	93	82	73
Charter Percent Proficient on ELA Exam	33.3	32.9	26.0
District Percent Proficient	10.6	14.6	14.3
Tested on NYSESLAT Exam	2	49	30
Charter Percent 'Commanding' or Making Progress	s	24.5	20.0

\* The academic outcome data about the performance of students receiving special education services and English language learners ("ELLs") above is not tied to separate goals in the charter school's formal Accountability Plan. The NYSESLAT, the New York State English as a Second Language Achievement Test, is a standardized state exam. "Making Progress" is defined as moving up at least one level of proficiency. Student scores fall into five categories/proficiency levels: Entering; Emerging; Transitioning; Expanding; and, Commanding. In order to comply with Family Educational Rights and Privacy Act regulations on reporting education outcome data, the Institute does not report assessment results for groups containing five or fewer students and indicates this with an "s".



# ACADEMIC PERFORMANCE

## GIRLS PREPARATORY CHARTER SCHOOL OF THE BRONX II



# ACADEMIC PERFORMANCE

## GIRLS PREPARATORY CHARTER SCHOOL OF THE BRONX II

**SCIENCE ACCOUNTABILITY PLAN GOAL**

**Science: Comparative Measure.** The percentage of students at **the charter** in at least their second year performing at or above proficiency in science compared to **the district**.

N/A

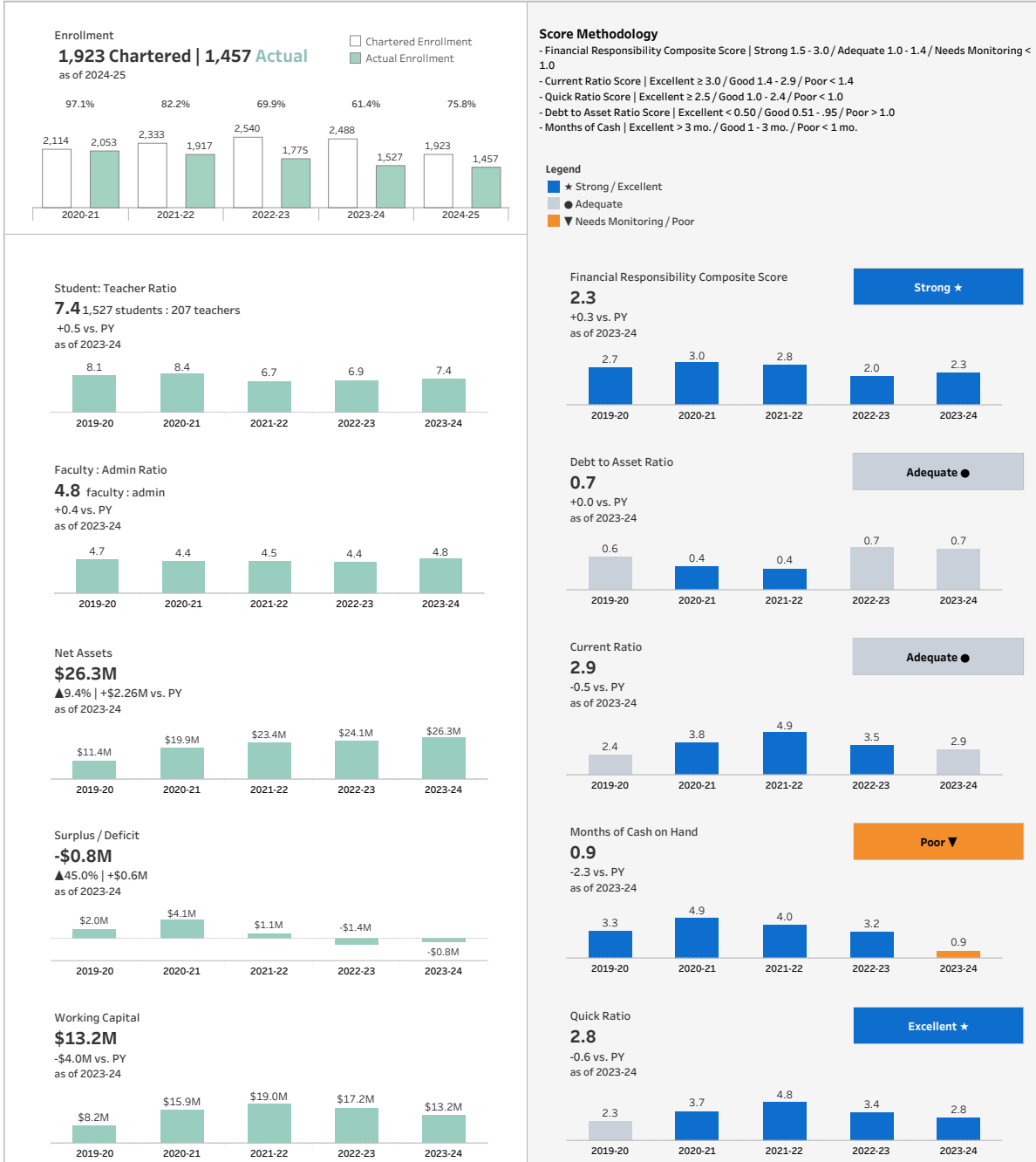
TESTED PERCENTAGES			
	2024		
	ELA		Math
School Tested Number	35		36
School Tested %	97.2%		100.0%
District Tested %	82.4%		87.6%

SPECIAL POPULATIONS PERFORMANCE*	
	2024
Students with Disabilities Tested on State Exam	8
Charter Percent Proficient on ELA Exam	12.5
District Percent Proficient	15.8
Tested on NYSESLAT Exam	10
Charter Percent 'Commanding' or Making Progress	0.0

\* The academic outcome data about the performance of students receiving special education services and English language learners ("ELLs") above is not tied to separate goals in the charter school's formal Accountability Plan. The NYSESLAT, the New York State English as a Second Language Achievement Test, is a standardized state exam. "Making Progress" is defined as moving up at least one level of proficiency. Student scores fall into five categories/proficiency levels: Entering; Emerging; Transitioning; Expanding; and, Commanding. In order to comply with Family Educational Rights and Privacy Act regulations on reporting education outcome data, the Institute does not report assessment results for groups containing five or fewer students and indicates this with an "s".

# FISCAL DASHBOARD

## PUBLIC PREP CHARTER SCHOOL ACADEMIES:



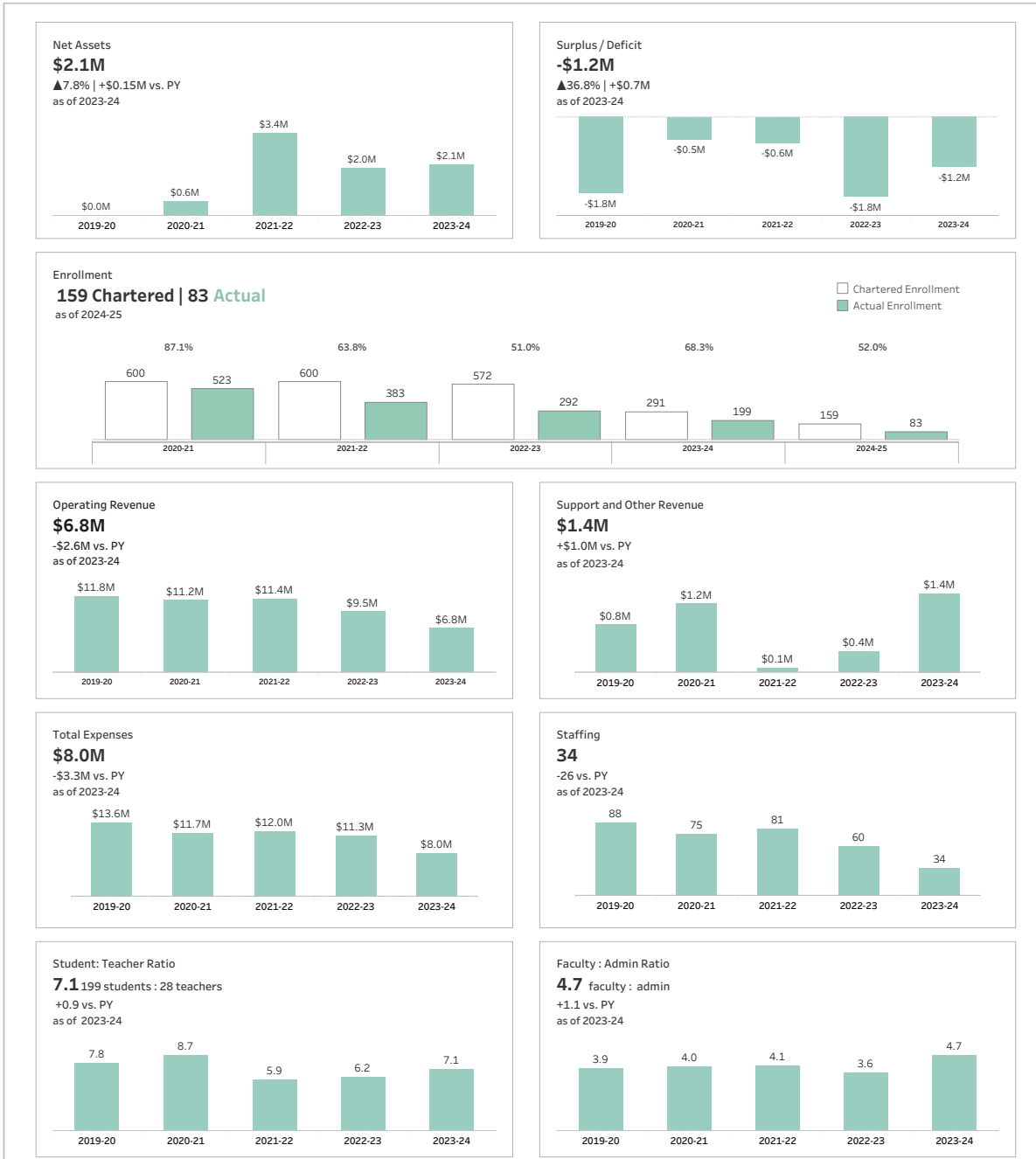
# FISCAL DASHBOARD

## BOYS PREPARATORY CHARTER SCHOOL OF NEW YORK



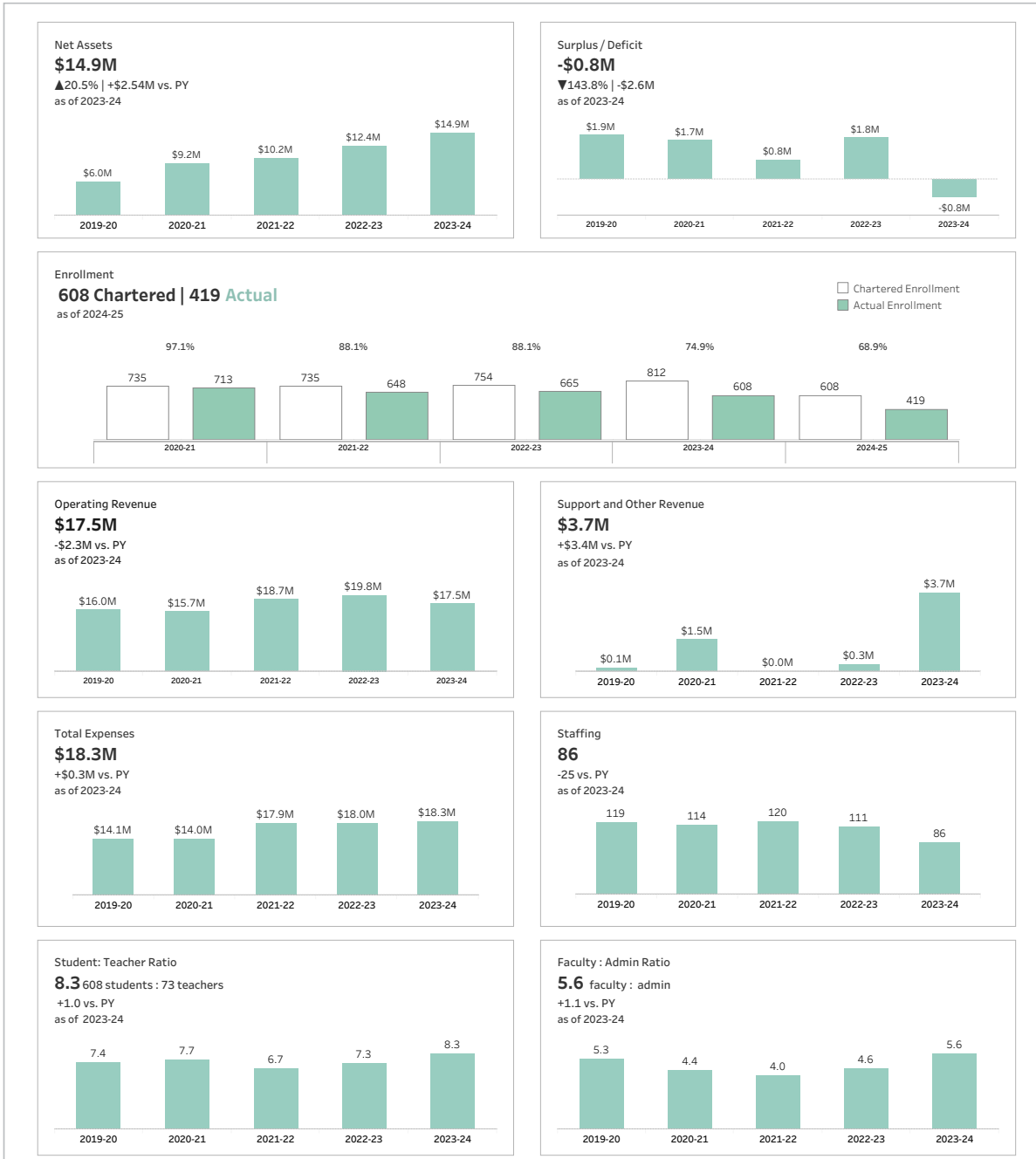
# FISCAL DASHBOARD

## GIRLS PREPARATORY CHARTER SCHOOL OF NEW YORK



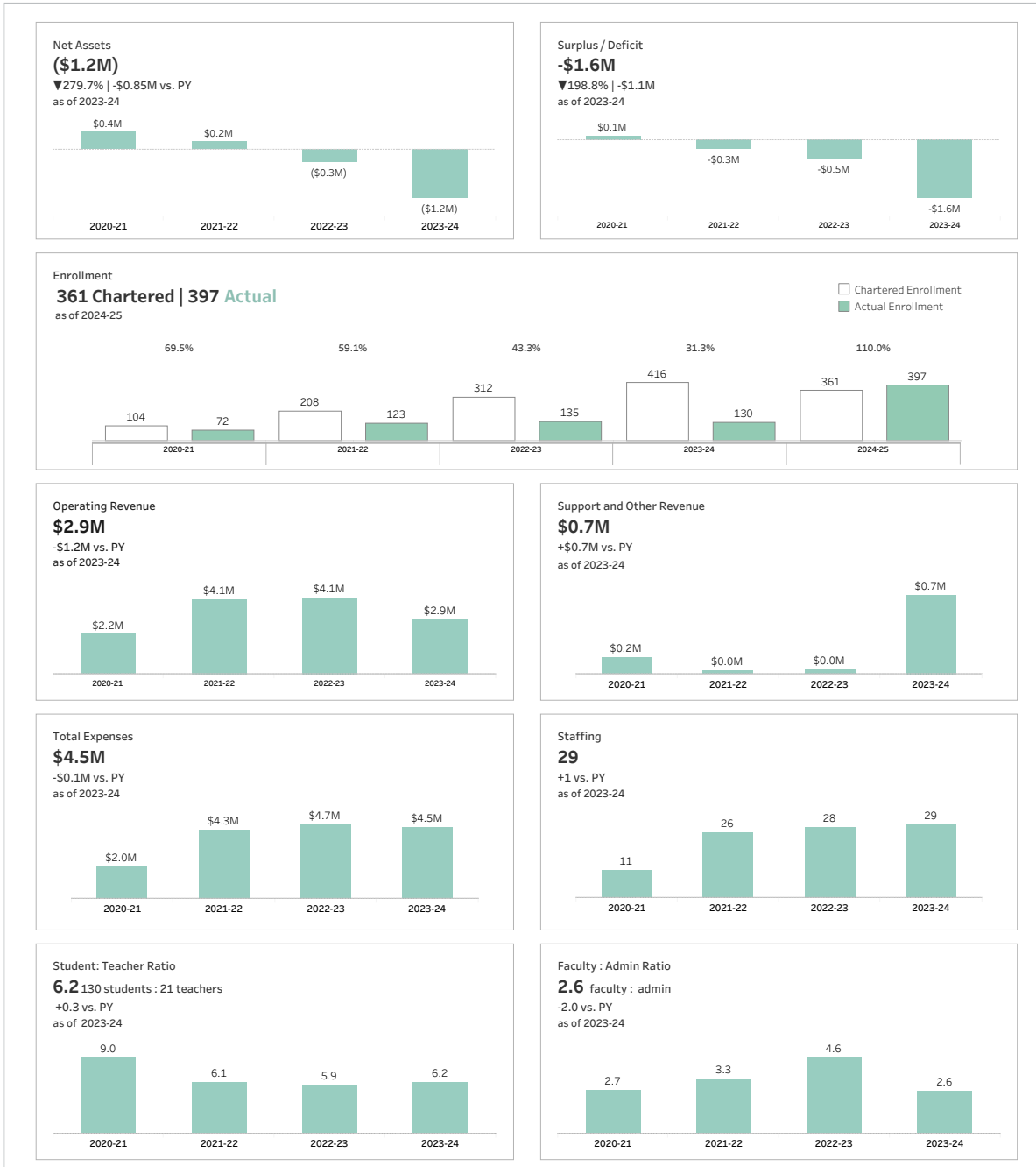
# FISCAL DASHBOARD

## GIRLS PREPARATORY CHARTER SCHOOL OF THE BRONX



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## GIRLS PREPARATORY CHARTER SCHOOL OF THE BRONX II



## COMPLIANCE REPORTING



### HAS EACH CHARTER DUE FOR RENEWAL SUBSTANTIALLY COMPLIED WITH APPLICABLE LAWS, RULES AND REGULATIONS, AND PROVISIONS OF ITS CHARTER?

*The education corporation substantially complies with applicable laws, rules and regulations, and provisions of its charter. During the current charter term, the education corporation demonstrates a clear record of compliance with the terms of its charter including the timely submission of required reporting to the Institute.*

#### PUBLIC PREP ACADEMIES

##### **Annual Report**

The education corporation submitted its annual reports to the Institute and NYSED on time but has not posted the most recent reports directly on its website on the date of submission as required by the Act. The Institute will ensure compliance prior to the start of the next charter term.

##### **FOIL**

The education corporation has a complete Freedom of Information Law (“FOIL”) policy but its subject matter list requires minor revision to include the annual date of review. The Institute will ensure compliance prior to the start of the next charter term.

##### **Teacher Certification**

The Act allows charters to hire up to 15 uncertified lead teachers contingent upon those teachers meeting certain requirements including: two years of Teach for America experience; three years of teaching experience; status as a higher education professor; exceptional experience in a subject; or, teaching science, technology, engineering, and mathematics (“STEM”) or career and technical education courses.

Public Prep Academies partners with the New York City Charter Center to provide 1:1 teacher support services tracking each teacher’s pathway to certification. Public Prep Academies offers up to \$2,000 in reimbursement for related certification costs and tuition. Through a partnership with Relay Graduate School of Education, the education corporation also offers opportunities in Relay’s Masters of Arts in Teaching two-year program, Advanced Special Education one-year program, and MAT + Teaching Residency program. The schools also partner with New York University’s Steinhardt Teacher Residency program placing qualified student teachers in classrooms for a two year commitment.

## COMPLIANCE REPORTING

### BOYS PREPARATORY CHARTER SCHOOL OF NEW YORK

**Teacher Certification** At the time of the renewal review the school employed 34 lead teachers. Of the 34 lead teachers, 24 were uncertified, nine over the allowable limit. Twenty-two of the 24 uncertified teachers met the appropriate qualifications under the Act.

### GIRLS PREPARATORY CHARTER SCHOOL OF THE BRONX

**Teacher Certification** At the time of the renewal review the school employed 21 lead teachers. Of the 21 lead teachers, 14 were uncertified, within the allowable limit. Eleven of the 14 uncertified teachers met the appropriate qualifications under the Act.

### GIRLS PREPARATORY CHARTER SCHOOL OF THE BRONX II

**Teacher Certification** At the time of the renewal review the school employed 28 lead teachers. Of the 28 lead teachers, 21 were uncertified, six over the allowable limit. Thirteen of the 21 uncertified teachers met the appropriate qualifications under the Act.

## COMMUNITY SATISFACTION & ENROLLMENT AND RETENTION

To report on parent satisfaction with the school’s program, the Institute used satisfaction survey data, information gathered from parents representing a cross section of students, and data regarding persistence in enrollment.

### ***Parent Survey Data***

The Institute compiled data from the New York City Department of Education’s (“NYCDOE’s”) annual family survey for the 2023-24 school year for each school due for renewal.

For Boys Prep NY, eight percent of families responded to the survey with 95% satisfaction rate.

For Girls Prep Bronx, three percent of families responded with an 82% satisfaction rate.

For Girls Prep Bronx II, 19% of families responded with a 96% satisfaction rate.

The Institute acknowledges the survey rates may not be representative of each school’s full community.

### ***Parent Feedback***

The 10 family representatives present at the Institute’s focus group appreciated teachers’ dedication to students’ academic success. Parents expressed appreciation for the positive relationships between staff members and students and praised the education corporation’s high academic expectations. Parents highlighted open communication with teachers and engagement opportunities but expressed concern about leadership and staffing changes. Parents indicated that these staffing challenges impacted instructional consistency and school culture.

Some families also questioned the consistency of resource distribution, academic supports, extracurriculars, and intervention services across school sites. Parents indicated that they would appreciate increased transparency regarding leadership transitions, more frequent communication, and stronger instructional supports. While parents reported that they remain committed to Public Prep Academies’ mission, they emphasized the need for greater leadership stability and better structures for academic and social-emotional supports.

### ***Public Comments***

In accordance with the Act, the Institute notified the district in which the charter is located regarding the Application for Charter Renewal. The full text of any written comments received from the district appears below, which also includes a summary of any public comments.

The NYCDOE held its required hearing on the Public Prep Academies renewal application via videoconference on October 21, 2024. No one spoke in support of or in opposition to the application.

## COMMUNITY SATISFACTION & ENROLLMENT AND RETENTION

### **Enrollment and Retention**

Public Prep Academies makes good faith efforts to meet the enrollment and retention targets for its schools. Each of the four schools exceeds or comes close to the enrollment targets for economically disadvantaged students and students with disabilities. In contrast, the schools do not meet their ELL enrollment targets. Retention rates across the four schools are low and fall below the subgroup targets. The education corporation is working to improve its family engagement efforts and improve social-emotional supports with the intention of increasing student retention.

### **Persistence in Enrollment**

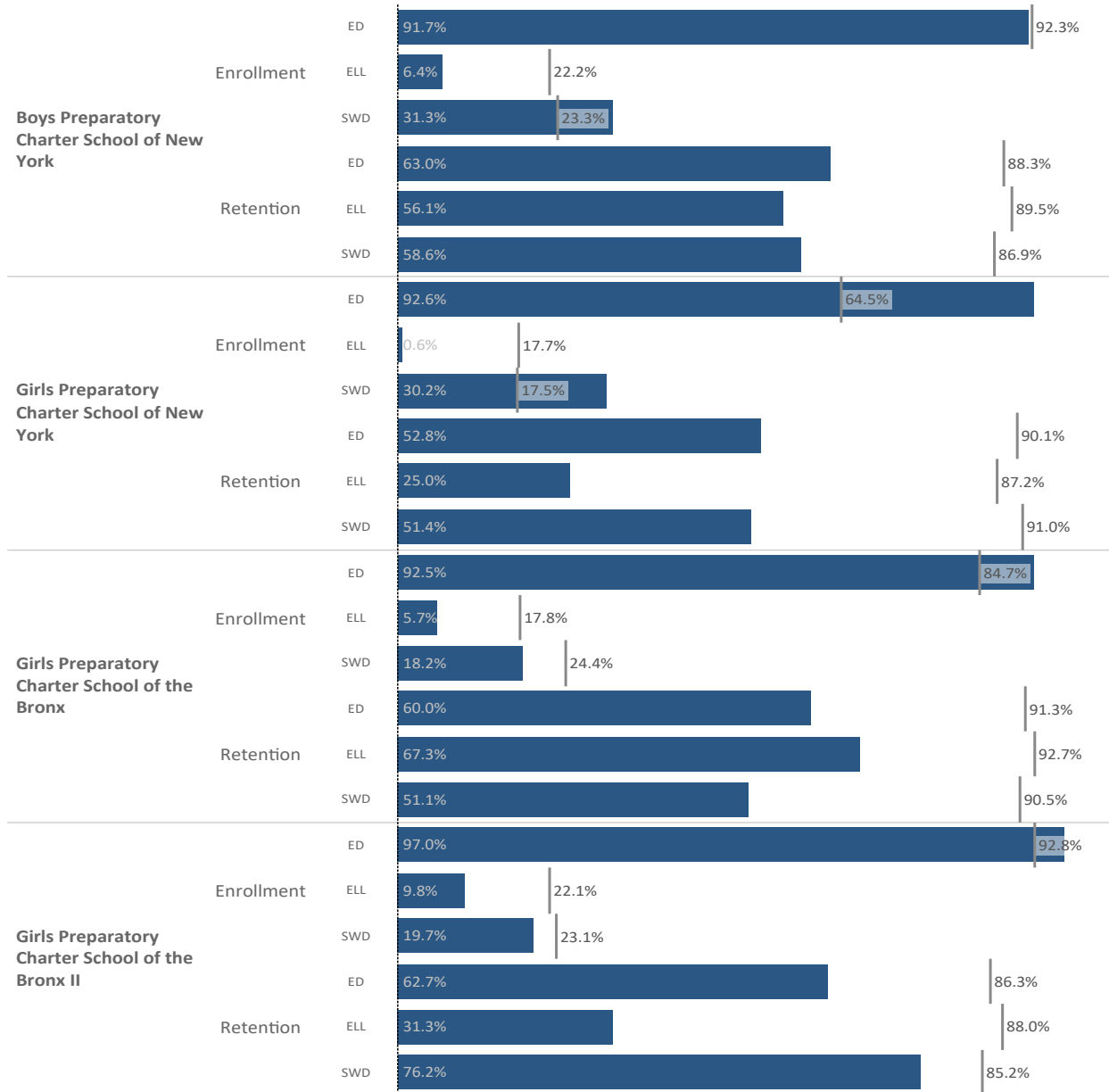
Student persistence serves as an important indicator of parent satisfaction. In 2023-24, 60% of Public Prep Academies students re-enrolled from the previous year. The student demographics section of the report provides a comprehensive breakdown of persistence rates throughout the charter term.

*The Institute derived the statistical information on persistence in enrollment from its database. No comparative data from the NYCDOE or the NYSED is available to the Institute to provide either district or statewide context.*



# COMMUNITY SATISFACTION & ENROLLMENT AND RETENTION

## ENROLLMENT AND RETENTION TARGETS



The chart illustrates the **current enrollment and retention percentages** against the **enrollment and retention targets** for each operating charter in the education corporation. As required by Education Law § 2851(4)(e), a charter must include in its renewal application information regarding the efforts it has, and will, put in place to meet or exceed SUNY's enrollment and retention targets for students with disabilities, ELLs, and FRPL students. This analysis is based on the most recent enrollment and retention data supplied to the Institute by the education corporation.

Public Prep Charter  
School Academies

# Ax

## APPENDICES

PAGES Ax 1-19

<b>CO</b> <sup>A</sup> CHARTER OVERVIEW PAGE Ax 1	<b>BS</b> <sup>B</sup> BENCHMARK SUMMARY PAGE Ax 3	<b>PR</b> <sup>C</sup> PRE-K REVIEW PAGE Ax 8	<b>SD</b> <sup>D</sup> STUDENT DEMOGRAPHICS PAGE Ax 10	<b>FB</b> <sup>E</sup> FISCAL BENCHMARKS PAGE Ax 17
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**BOYS PREPARATORY CHARTER SCHOOL OF NEW YORK – SCHOOL CHARACTERISTICS**

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT <sup>1</sup>	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	GRADES SERVED
2020-21	675	745	110%	K-7
2021-22	790	764	97%	K-8
2022-23	902	683	76%	K-9
2023-24	969	590	61%	K-10
2024-25	795	558	70%	K-11

**GIRLS PREPARATORY CHARTER SCHOOL OF NEW YORK – SCHOOL CHARACTERISTICS**

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT <sup>1</sup>	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	GRADES SERVED
2020-21	600	523	87%	K-8
2021-22	600	383	64%	K-8
2022-23	572	292	51%	K-9
2023-24	291	199	68%	1-10
2024-25	159	83	52%	9-11

**GIRLS PREPARATORY CHARTER SCHOOL OF THE BRONX – SCHOOL CHARACTERISTICS**

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT <sup>1</sup>	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	GRADES SERVED
2020-21	735	713	97%	K-8
2021-22	735	648	88%	K-8
2022-23	754	665	88%	K-9
2023-24	812	608	75%	K-10
2024-25	608	419	69%	K-5,9-11

**GIRLS PREPARATORY CHARTER SCHOOL OF THE BRONX II – SCHOOL CHARACTERISTICS**

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	GRADES SERVED
2020-21	104	72	69%	K
2021-22	208	123	59%	K-1
2022-23	312	135	43%	K-2
2023-24	416	130	31%	K-3
2024-25	361	397	110%	K-8

1. Source: Institute’s Official Enrollment Binder. (Figures may differ slightly from New York State Report Cards, depending on date of data collection.)



**CHARTER VISIT HISTORY**

SCHOOL YEAR	VISIT TYPE	DATE
2009-10	Initial Renewal Visit- Girls Prep NY First Year Visit- Girls Prep Bronx	December 15 – 16, 2009 April 20, 2010
2011-12	Evaluation Visit- Girls Prep Bronx	February 9 – 10, 2012
2012-13	Evaluation Visit- Girls Prep Bronx	May 16, 2013
2013-14	Initial Renewal Visit- Girls Prep Bronx Subsequent Renewal Visit- Girls Prep NY	October 8 – 9, 2013 May 13, 2014
2014-15	First Year Visit- Boys Prep NY	May 27, 2015
2016-17	Subsequent Renewal Visit- Girls Prep Bronx	November 15, 2016
2018-19	Initial Renewal Visit- Boys Prep NY	October 10 – 11, 2018
2019-20	Subsequent Renewal Visit- Girls Prep NY	November 20 – 21, 2019
2021-22	Subsequent Renewal Visit- Girls Prep Bronx	September 15, 2021
2023-24	Renewal Review- Boys Prep NY	July 1, 2023
2024-25	Renewal Visit- Boys Prep NY Renewal Visit- Gris Prep NY Renewal Visit- Girls Prep Bronx Renewal Visit- Girls Prep Bronx II	December 3 – 5, 2024

**CONDUCT OF THE RENEWAL REVIEW**

DATE(S) OF REVIEW	EVALUATION TEAM MEMBERS	TITLE
December 3 –5, 2024	Desree Cabrall-Njenga	School Evaluator
	Ciani Jones	Senior Analyst
	Dr. Tanya Lewis-Jones	Director of New Charters

## BENCHMARK SUMMARY

### ACADEMIC ACHIEVEMENT

Public Prep Academies demonstrated strong performance from 2021-22 through 2023-24. The four schools within the education corporation met or came close to meeting their key academic Accountability Plan goals in English language arts (“ELA”) and mathematics over the term. Notably in 2023-24, Girls Prep Bronx II posted its first set of state exam scores and exceeded all applicable comparative targets included with its ELA and mathematics goals.

Each school under review met or came close to meeting its ELA goal over the term. From 2021-22 to 2023-24, students enrolled in at least their second year at each school posted proficiency rates that exceeded the results for the local district by at least two percentage points. Notably, Girls Prep Bronx outperformed the local district by 32 percentage points in 2023-24. The schools posted comparative effect sizes that exceeded the target of 0.3 in the majority of years of the term. In 2023-24, each school performed higher than expected to at least a meaningful degree in comparison to schools across the state enrolling similar proportions of economically disadvantaged students. Public Prep Academies also demonstrated strong growth over the term. In 2023-24, the education corporation posted an aggregate mean growth percentile that exceeded the target by eight points.

In mathematics, the education corporation’s schools met or came close to meeting the goal over the term. From 2021-22 to 2023-24, Public Prep Academies’ students enrolled in at least their second year scored at or above proficiency at rates that exceeded the composite district average by at least 10 percentage points. The four schools under renewal review also posted positive comparative effect sizes each year indicating performance higher than expected compared to demographically similar schools across the state. The schools also posted commendable mean growth percentiles in the years with data suitable for analysis. Notably in 2023-24, Boys Prep NY posted a mean growth percentile nine points above the target of 50 which corroborated its 14 percentage point increase in proficiency from 2022-23 into 2023-24.

### ASSESSMENT

Public Prep Academies has many components of an assessment system that improve student performance. Excellence Schools is working closely with each Public Prep Academies school to review the assessment systems and identify areas of strength within the system and areas for improvement. Public Prep Academies has a structured assessment system in which schools routinely conduct assessments, which include NWEA MAP (“MAP”) and internally developed exams that comprehensively measure student progress. The suite of assessments is sufficient to support teachers in making data-driven decisions about classroom instruction.

While the suite of assessments is clear, Public Prep Academies does not provide teachers with timely access to assessment data. Teachers report experiencing delays in receiving assessment results, which hampers their ability to make immediate instructional decisions. Excellence Schools is working with Public Prep Academies to review data collection practices to ensure teachers receive results in a timely manner.

Teachers use weekly assessment data from exit tickets and quizzes to monitor student understanding and adjust instruction. However, based on interviews and a documentation review, leaders do not consistently hold teachers accountable for implementing these formative assessments, resulting in issues with data

reliability. School leaders conduct weekly data meetings where teachers review results, identify trends, and refine instructional strategies. At the time of the visit, Excellence Schools began initiating efforts to promote discussions on lesson planning, instructional strategies, and data usage to enhance teachers' collaborative approach to data-driven decision making.

## CURRICULUM

Public Prep Academies' curricular framework supports teachers with instructional planning. The schools implement Eureka Math and Amplify Science, new additions to the suite of curricula the schools adopted during this charter term. For ELA, the schools use a science of reading approach with resources developed from the Lavinia Insight Humanities program. These programs offer a standards-aligned approach to teaching and learning. Public Prep Academies also adapt the programs to meet specific needs of students with a commitment to focusing on increasing academic rigor and student engagement. Stakeholders report that teaching rigorous content and engagement have improved since adopting the new mathematics and science curricula.

The school's curricular framework includes a structured approach providing teachers with essential tools like curricular maps and scope and sequence documents. With these tools in place, teachers know what to teach and when. Through each school's collaborative planning structures, including both grade level and content area team meetings, teachers have a clear approach to intellectual preparation for lessons, which equips teachers to internalize content and address student misconceptions effectively. Through Public Prep Academies' clear structures for planning, teachers plan purposeful lessons. Leaders monitor teachers' implementation of the curricular programs and provide feedback regularly that helps to improve teachers' practice. Leaders recognize a need to improve pacing, specifically for ELA and mathematics, to allow for more implementation of higher order thinking activities.

## PEDAGOGY

High quality instruction is evident in some classrooms across Public Prep Academies. Teachers deliver purposeful lessons with clear objectives aligned with state standards. Leaders require teachers to annotate lesson plans, identify student misconceptions, and complete student work as part of the instructional preparation routines. With these practices in place, most teachers demonstrate high levels of preparation leading to strong student engagement. However, the Institute did not observe these practices as consistent across the education corporation.

Teachers use effective strategies to check for understanding across most elementary program classrooms, and leaders recognize a need to make these practices more consistent across the middle school program classrooms. In classrooms with effective checks for understanding, teachers leverage student misconceptions to adjust instruction and modify the curricular programs to meet specific student needs. As teachers observe specific trends in student learning, they propose curricular program adjustments to leaders to best meet the specific needs of Public Prep Academies' students. Most teachers make good attempts to engage students in higher order thinking activities. For example, in a few elementary program classrooms, teachers used exemplar student work and engaged students in a discussion to evaluate the quality of the work. Middle school leaders recognize the need to improve teachers' efforts to include problem solving activities to foster critical thinking skills.

Most classrooms demonstrate effective management strategies and efficient transitions to maximize learning time. Public Prep Academies fosters positive and culturally responsive classroom environments. In most classrooms, students demonstrate internalized routines and behavioral expectations creating an environment conducive to learning. At the time of the renewal visit, Excellence Schools leaders observed in classrooms to recognize specific needs and began developing plans for improving instruction. Leaders recognize the need to improve aspects of the middle school program including building teachers skills for engaging students and providing higher order thinking activities. Leaders plan to identify teaching strengths and disseminate those best practices across the education corporation to better align teaching and learning.

### INSTRUCTIONAL LEADERSHIP

At the time of the renewal visit, Excellence Schools worked with Public Prep Academies leaders to identify specific areas of strength and improvement for the instructional leadership systems. The Institute observed clear instructional leadership teams at each program. However, leaders varied in their level of consistency of implementation of the education corporation's instructional leadership systems. Therefore, teachers across the network received inconsistent levels of support for their coaching and development. Excellence Schools recognizes the need to improve this area and has plans to better align leader structures across the schools. One consistent feature across all school programs is Public Prep Academies' instructional leaders all establish high expectations for teacher performance and student success.

Each school leader consistently conducts classroom observations and provides feedback to teachers as a driver for teacher support. However, principals do not ensure teachers receive coaching support consistently in regard to frequency, quality, and follow up. Public Prep Academies expects school leaders to hold weekly meetings for grade level and/or content area teachers to review student data, observations, and professional development initiatives. Some principals regularly hold these meetings with teachers and demonstrate more effective practices across classrooms due to leaders' diligent follow through with teachers on the school's initiatives. In other programs, leaders do not consistently use teacher meeting time to focus on school priorities.

Excellence Schools recognizes the issues across instructional leadership systems lead to uneven implementation of the high quality Public Prep Academies school model. To improve these systems, Excellence Schools embeds current Excellence Schools staff members to observe and collect qualitative and quantitative data to clearly understand each program's strengths and areas for improvement. From this work, Excellence Schools will develop and conduct professional development sessions focused on improving instructional leadership systems across the Public Prep Academies schools.

### AT RISK

Public Prep Academies meets the educational needs of at-risk students including students struggling academically, students with disabilities, and English language learners ("ELLs"). The schools implement compliant procedures for identifying ELLs and students with disabilities. To identify students struggling academically, the schools administer MAP assessments at the beginning of the year for diagnostic data on students. After each assessment cycle, academic leaders and teachers review data to identify students to review through their Response to Intervention ("RTI") program and develop interventions. The RTI program includes daily intervention blocks for ELA and mathematics to supplement core instruction. Teachers

identify specific needs through the RTI process and implement strategies through small group instruction and individualized support. Each program’s interventionists collaborate with classroom teachers to modify instruction and provide small group support.

Public Prep Academies provides students with individualized education programs (“IEPs”) integrated co-teaching (“ICT”) classrooms, special education teacher support services (“SETSS”), and related services provided by both the schools and the district. SETSS providers use resources to align lessons with students’ IEP goals. Resources include Success for All, Leveled Literacy Intervention, and Orton Gillingham for reading support and Do the Math for foundational mathematics skills. At the time of the renewal visit, schools experienced staffing gaps in some ICT classrooms, leading to an inconsistent program for some students. Leaders are aware of the learning gaps and plan to provide compensatory services to ensure special education students receive their mandated academic services. Special education teachers closely monitor students’ progress toward meeting IEP goals and set incremental goals to meet every two months.

Public Prep Academies creates ELL instructional groups based on students’ English language acquisition levels at the start of each school year. Leaders review progress quarterly to adjust the student groupings to ensure ELLs receive instruction at their appropriate level. In addition to push in and pull out services, ELL specialists conduct classroom observations to inform targeted professional development focused on integrating ELL teaching strategies into the general education classroom practices. Excellence Schools recognizes that ELL support varies across programs and is working to identify specific practices to improve to ensure that each program delivers high quality ELL supports.

Public Prep Academies ensures at-risk program teachers receive professional development to improve their practice and coordinate with classroom teachers. School-based directors of student support (“DSS”) provide regular coaching to at-risk teachers through clear observation and feedback cycles. Each DSS provides regular, high quality feedback on at-risk teachers’ lesson plans. Public Prep Academies implements weekly grade level meetings with participation from at-risk teachers to provide time for coordination with classroom teachers.

## ORGANIZATIONAL CAPACITY

During the current school year, Excellence Schools is supporting Public Prep Academies with improving the organization to help effectively deliver the educational program. Excellence Schools is spending the year observing and analyzing Public Prep Academies’ current systems to build an improvement plan, as the organization has struggled with many operational challenges over the current charter term. Given staff member vacancies, Public Prep Academies’ reporting structures lack clarity regarding roles, responsibilities, and decision making authority. These issues lead academic leaders to focus more on operational issues than academic priorities. Excellence Schools recognizes the problems within the organizational structures and will address how it can best remedy operational issues to allow principals to focus on academics.

Over the term, Public Prep Academies has struggled to retain quality staff members. Vacancies exist across the organization. To ensure vacancies do not adversely affect student learning, leaders and other staff members have to serve as substitute teachers, which pulls them away from their daily responsibilities for instructional leadership. For example, in some program sites, not enough teachers are available to provide a fulsome ICT setting, which further strains the special education department in determining compensatory services. Public Prep Academies also struggled to provide resources to teachers promptly this school year. Teachers report not receiving curricular resources in a timely manner, which hinders lesson planning and execution.

Excellence Schools is cognizant of the issues that exist across operational systems. As Excellence Schools leaders continue to analyze and understand the full extent of operational issues, it will have a clear plan to expand its network capabilities to fully support each Public Prep Academies school through the remainder of the school year and into the next charter term.

### BOARD OVERSIGHT & GOVERNANCE

The Public Prep Academies board provides oversight and governance to ensure the education corporation achieves its Accountability Plan goals and long-term priorities. The board monitors student performance, operational priorities, and fiscal health to ensure alignment with the school's mission and benchmarks.

The board has identified long-term sustainability and governance improvements as priorities, leading to the selection of Excellence Schools as the new CMO to provide services to the education corporation. Board members have worked to ensure a smooth leadership transition by focusing on stabilizing school operations, strengthening instructional leadership, and reinforcing fiscal management. Excellence Schools' leadership provides regular updates allowing the board to track progress and evaluate key benchmarks for school improvement.

With members experienced in education, finance, and operations, the board remains actively engaged in governance and strategic planning. Joint meetings enhance collaboration with Excellence Schools, ensuring school leaders have the resources and support necessary to implement each program. The board continues to refine its governance practices by employing data driven decision making and stakeholder engagement to maintain stability and ensure long-term success for Public Prep Academies.

## PRE-KINDERGARTEN PROGRAM REVIEW

New York City charter schools have the opportunity to contract with the New York City Department of Education (“NYCDOE”) to provide a universal pre-Kindergarten (“pre-K”) program. State statute requires the Institute to conduct ongoing monitoring for full day universal pre-K programs at all SUNY authorized charter schools. The Institute conducted its annual visit to the pre-K program in each year of the current charter term. During renewal, the Institute conducted a review of the pre-K program. The NYCDOE and New York City Department of Health and Mental Hygiene (“NYCDOH”) conducts detailed reviews annually focusing on program compliance in regard to the facility, teacher certification, health standards, and finances. The Institute reviews this information as needed. Given the focus from the NYCDOE and NYCDOH, the Institute reviews programmatic elements related to teacher and student interactions, family engagement, and academic program requirements.

### REQUIRED PROGRAM INFORMATION

*Curriculum:*  
AppleTree Institute Every Child Ready (“ECR”)

*Initial Screener:*  
ECR Tools

*Authentic Assessment:*  
ECR Tools

*Teacher/Student Interaction Evaluation:*  
CLASS

*Environmental Evaluation:*  
NYCDOE Tool

### PROGRAM SUMMARY

Public Prep Academies has established effective pre-Kindergarten (“pre-K”) programs across Boys Prep Bronx, Girls Prep Bronx, and Girls Prep Bronx II. In 2023-24, Girls Prep New York did not offer a pre-K program as the school began winding down operations at its elementary location. During the first part of the term, Public Prep Academies had a partnership with Sesame Workshop to provide curriculum and other resources. After a review of curricular programs and student results, the programs transitioned to partner with AppleTree Institute for professional development and curriculum during the 2022-23 school year. Both programs feature warm, welcoming environments with teachers who prioritize establishing student-centered classrooms.

### ACADEMIC SUMMARY

Now in its second year of roll out, Public Prep Academies pre-K programs implement AppleTree Institute’s Every Child Ready (“ECR”) curriculum. The curricular program features scripted lessons, small group instruction plans, and themes aligned with developmentally appropriate concepts for pre-K. Teachers establish print rich classrooms with child-created materials related to each thematic unit. At the time of the visit, the Boys Prep classrooms faced heating issues, and despite moving to new spaces, the program continued to operate with high quality instruction. AppleTree conducts monthly visits to the program to provide professional development and coaching to teachers. AppleTree consultants align observations with the Classroom Assessment Scoring System (“CLASS”) protocol to ensure teachers receive feedback related to developmentally appropriate pedagogy for pre-K aged students.

### FAMILY ENGAGEMENT SUMMARY

Public Prep Academies pre-K programs engage with families in a variety of ways starting with drop off in the classrooms each morning. This procedure brings families in to see what students are working on and an informal time for families to connect with teachers and other families. Teachers prepare newsletters at the beginning of each unit to inform families of the upcoming theme as well as activities and ways to engage



children at home to extend learning. The programs host many events for families to come in and learn about the classrooms. For example, at the time of the visit, the programs held a gratitude day in which families came in for the full day and celebrated thankfulness.

**ANNUAL AUTHORIZER VISITS - BOYS PREPARATORY CHARTER SCHOOL OF NEW YORK**

SCHOOL YEAR	DATE
2020-21	May 18, 2021
2021-22	February 15, 2022
2022-23	February 13, 2023
2023-24	February 29, 2024
2024-25	December 5, 2024

**ANNUAL AUTHORIZER VISITS - GIRLS PREPARATORY CHARTER SCHOOL OF NEW YORK**

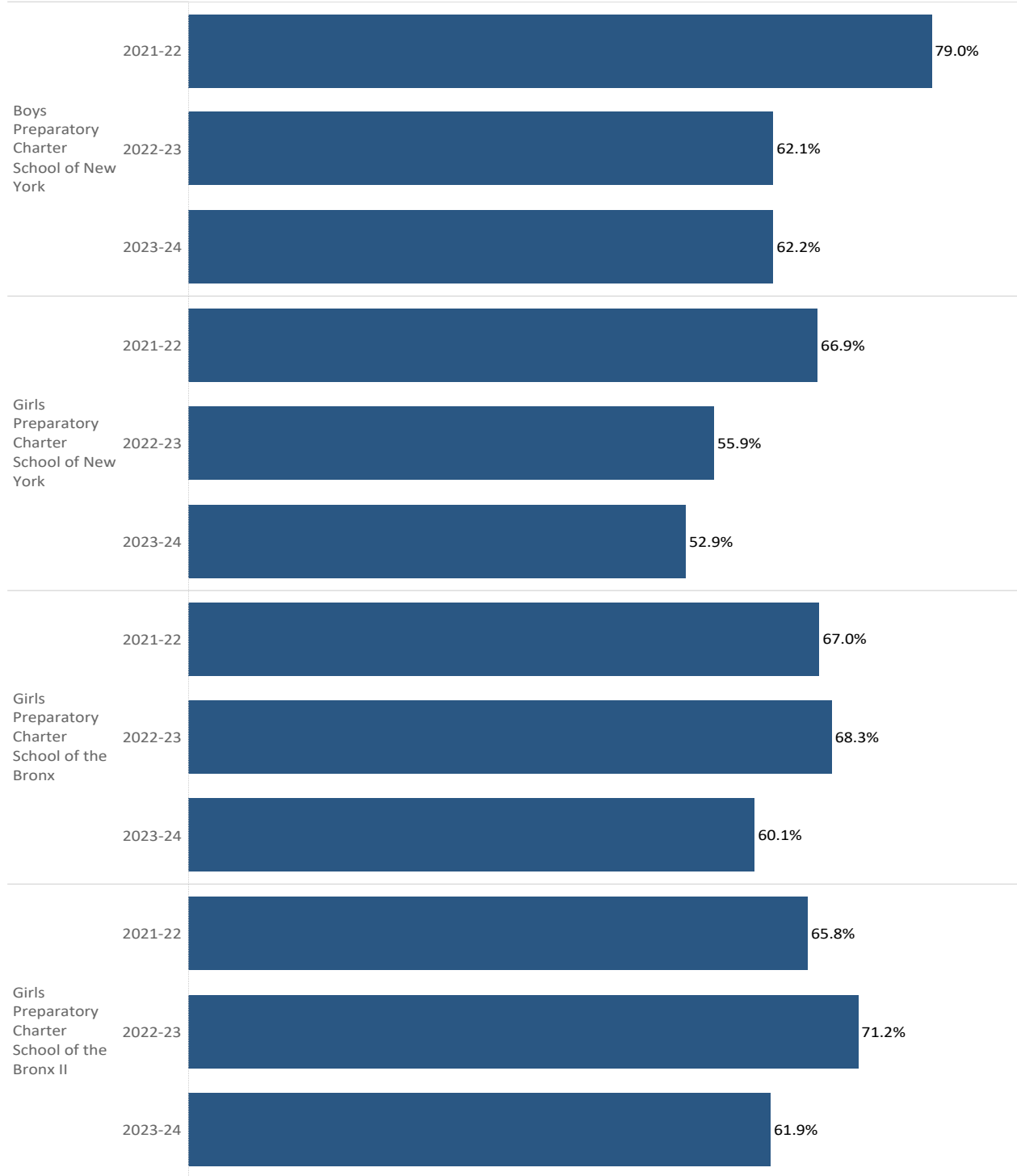
SCHOOL YEAR	DATE
2020-21	May 18, 2021
2021-22	February 16, 2022
2022-23	February 13, 2023

**ANNUAL AUTHORIZER VISITS - GIRLS PREPARATORY CHARTER SCHOOL OF THE BRONX II**

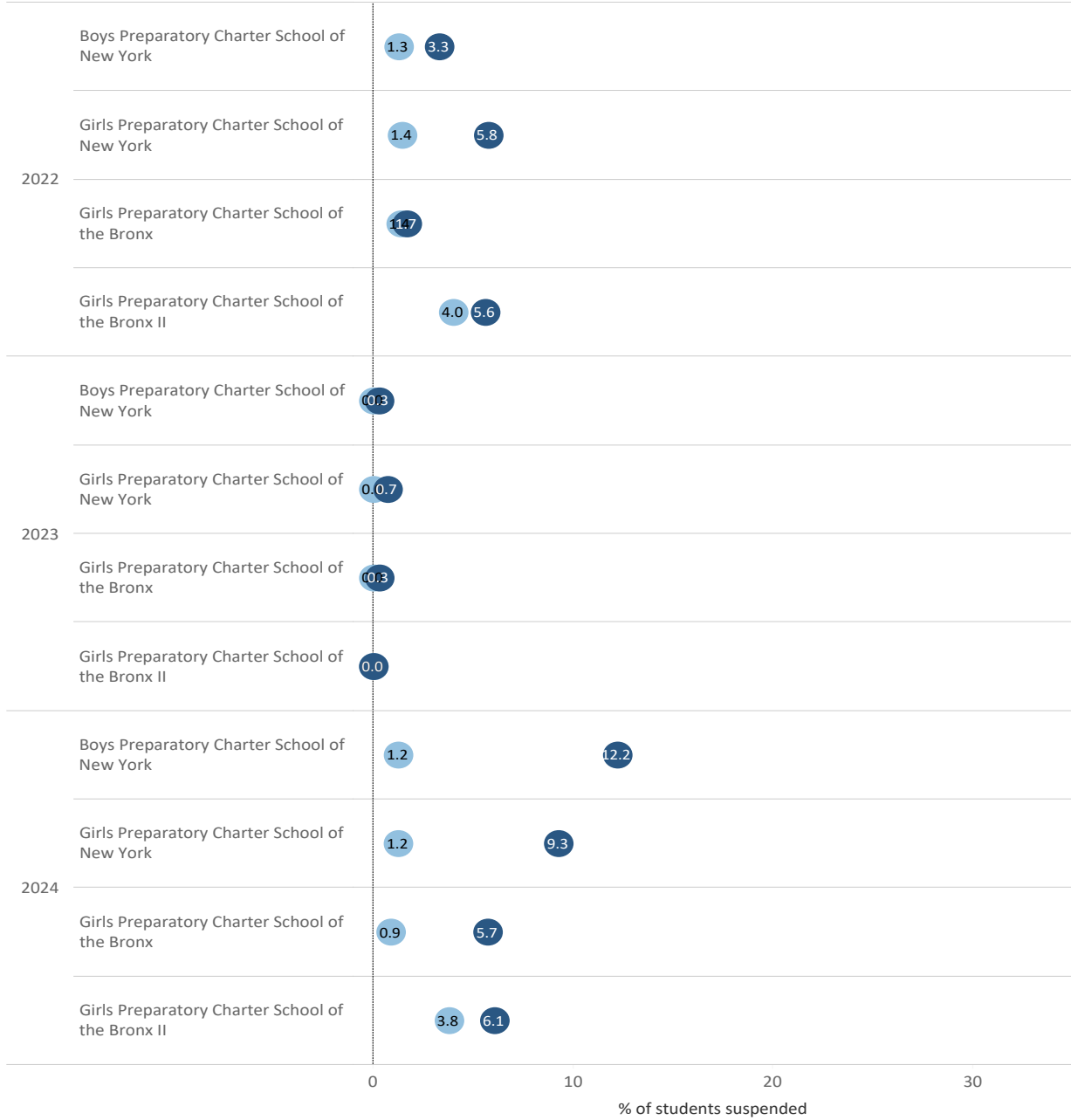
SCHOOL YEAR	DATE
2020-21	May 18, 2021
2021-22	February 15, 2022
2022-23	February 13, 2023
2023-24	February 29, 2024
2024-25	December 5, 2024



EDUCATION CORPORATION PERSISTENCE IN ENROLLMENT



**Suspensions: The education corporation's out of school suspension rate and in school suspension rate.**



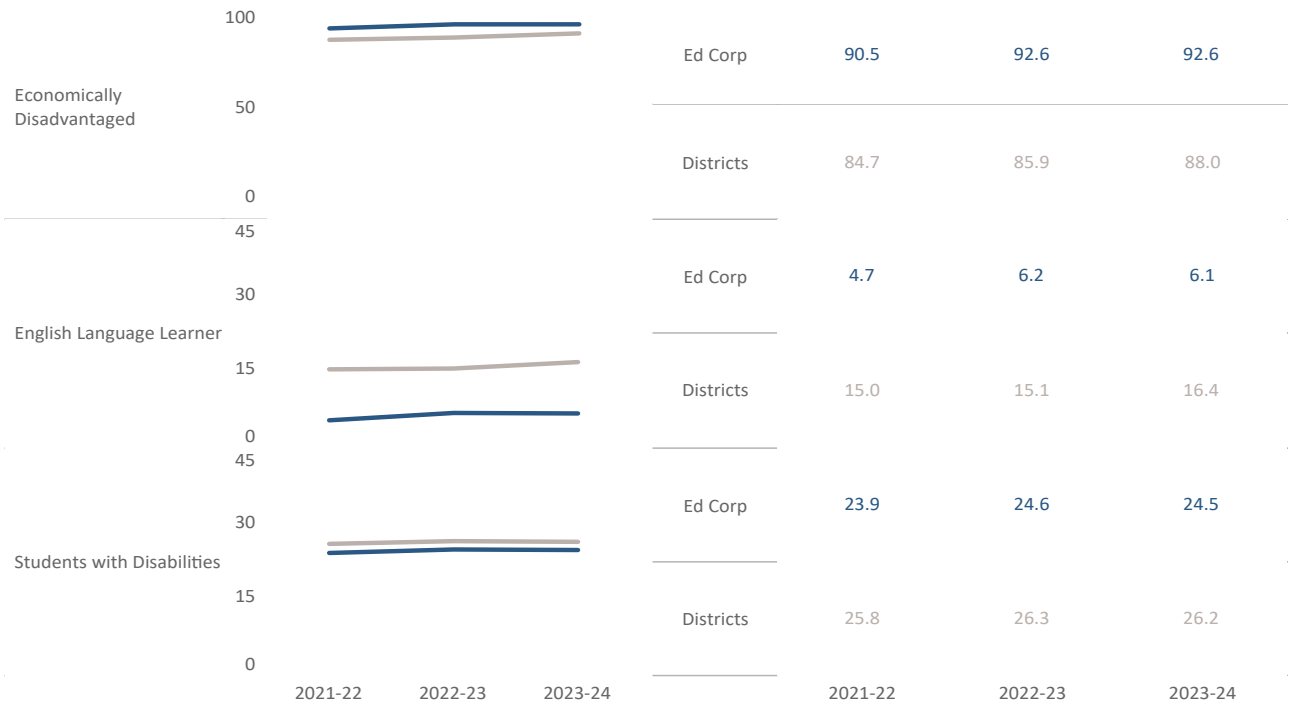
Data suitable for comparison are not available. The percentage rate shown here is calculated using the method employed by the NYCDOE: the total the number of students receiving an out of school suspension at any time during the school year is divided by the total enrollment, then multiplied by 100.

During the most recent school year, the education corporation expelled 0 students.

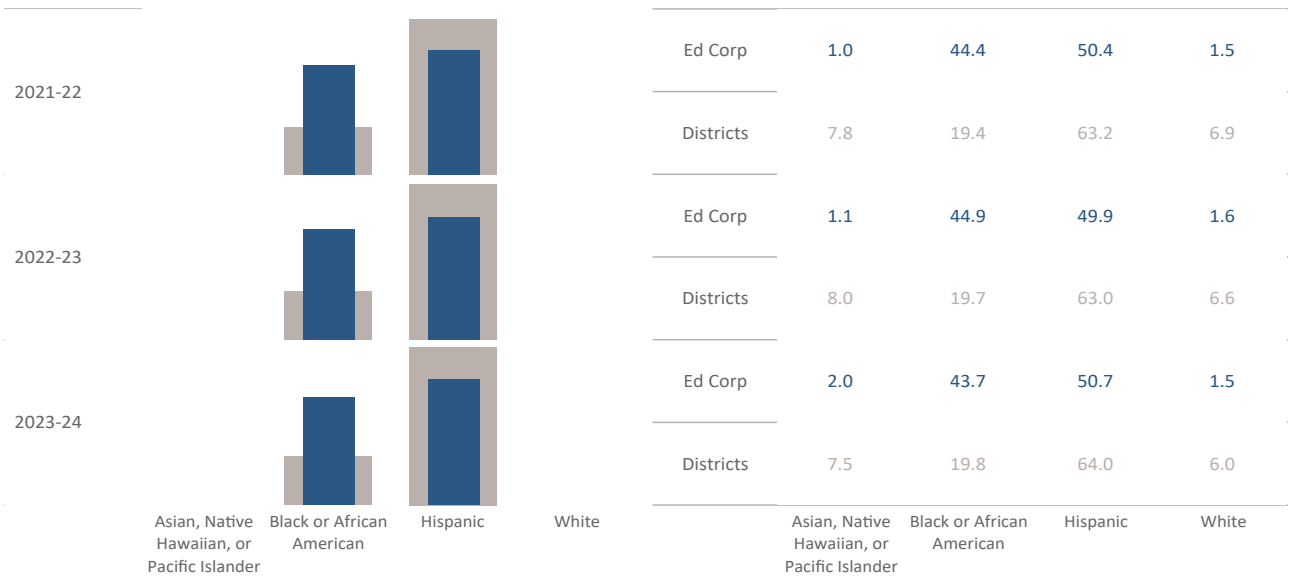


Public Prep Charter School Academies Aggregate Education Corporation Enrollment

Aggregate Education Corporation Demographics: Sub-populations



Aggregate Education Corporation Demographics: Race/Ethnicity

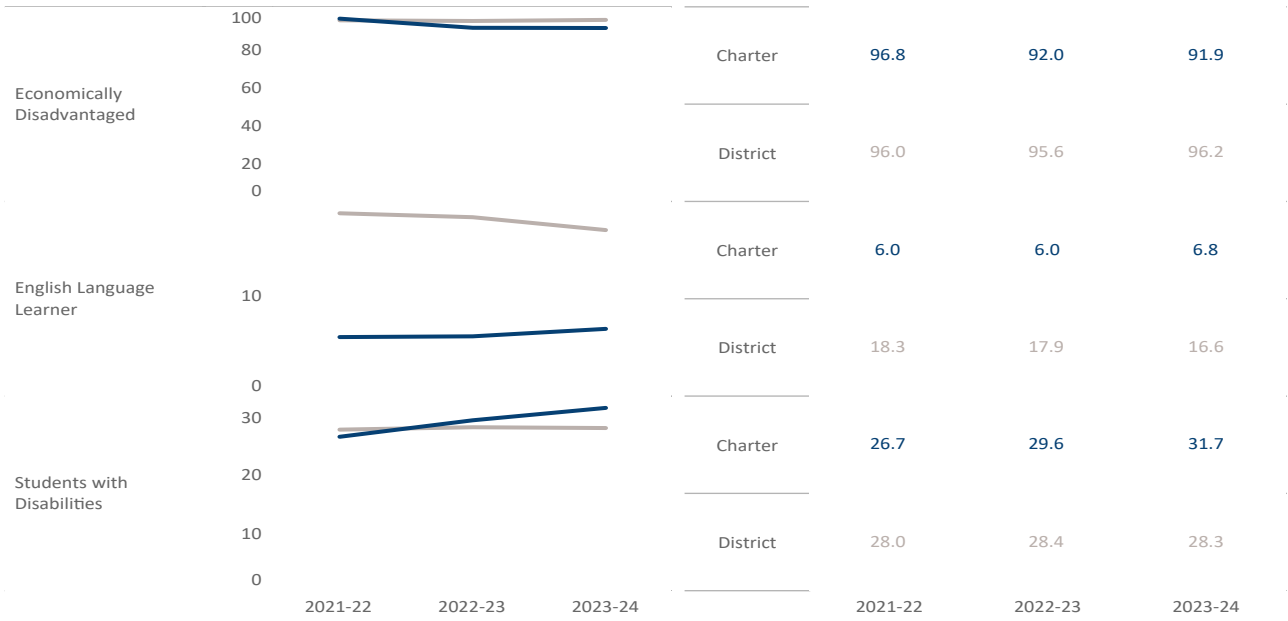




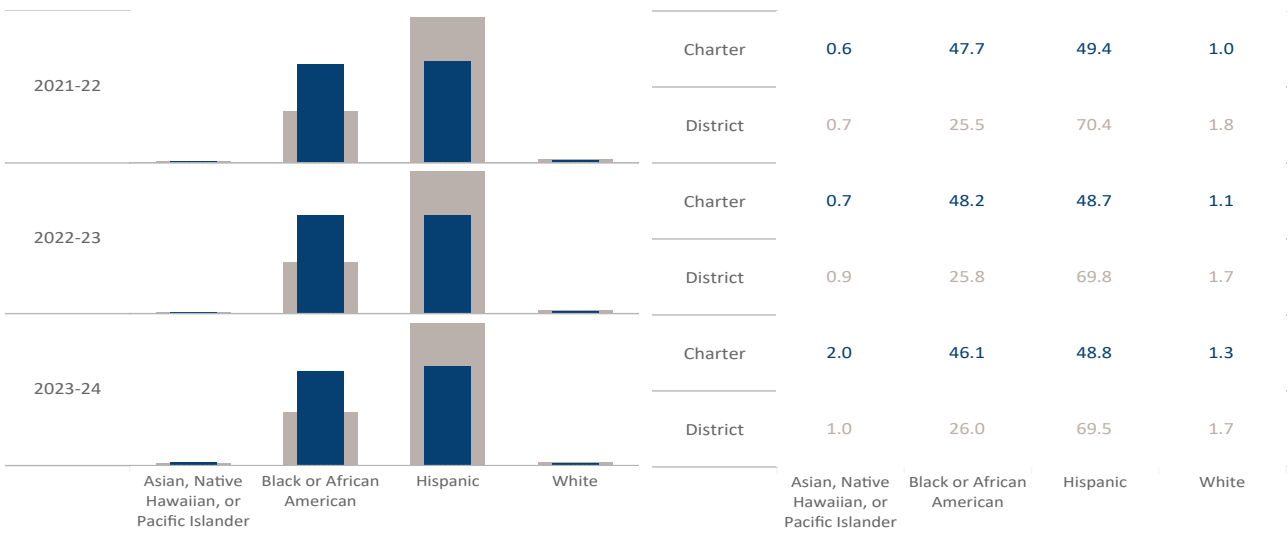
Boys Preparatory Charter School of New York

Bronx CSD 7

Student Demographics: Sub populations



Student Demographics: Race/Ethnicity



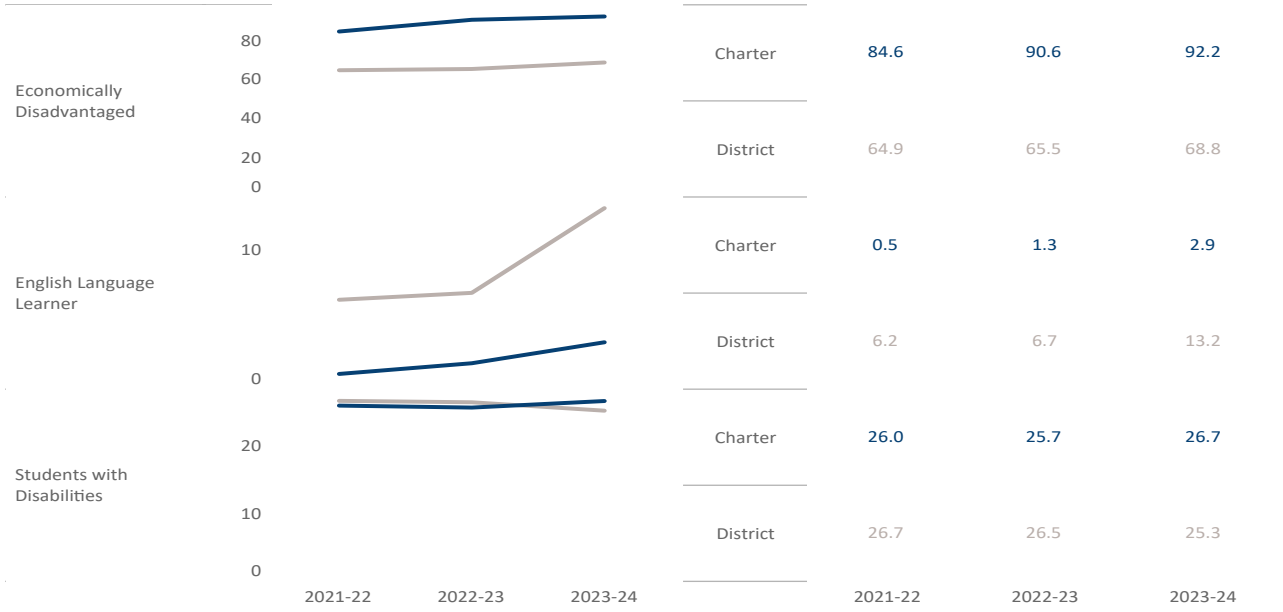
\* Data reported in these charts reflect BEDS day enrollment counts as reported by the New York State Education Department ("NYSED").



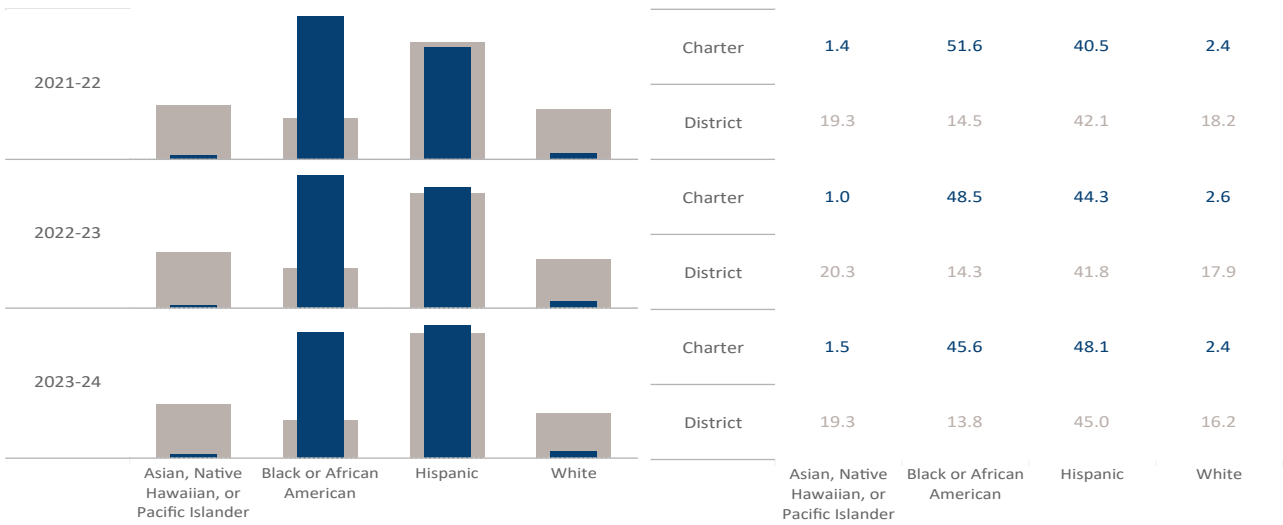
Girls Preparatory Charter School of New York

Manhattan CSD 1

## Student Demographics: Sub populations



## Student Demographics: Race/Ethnicity



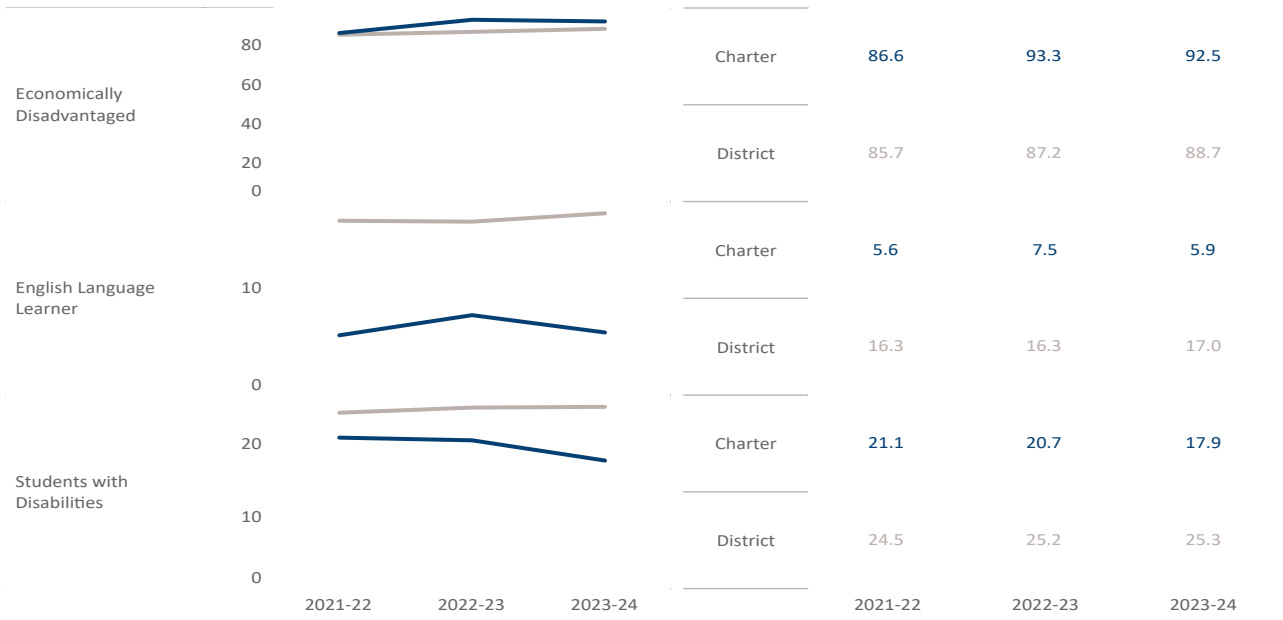
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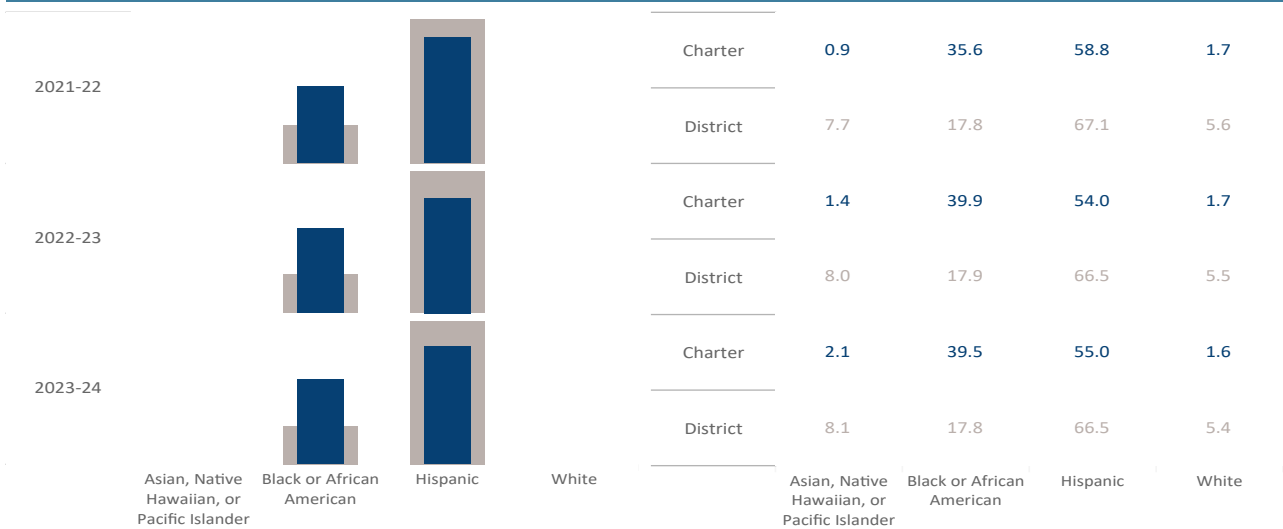
Girls Preparatory Charter School of the Bronx

Bronx CSD 8

Student Demographics: Sub populations



Student Demographics: Race/Ethnicity



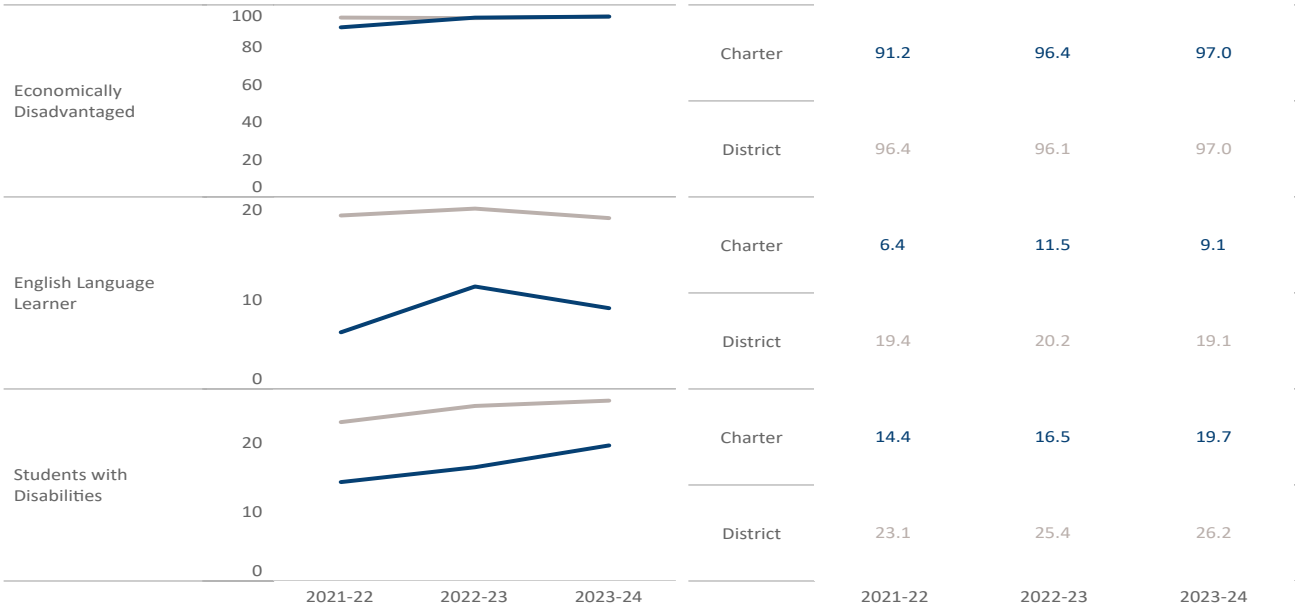
\* Data reported in these charts reflect BEDS day enrollment counts as reported by the NYSED.



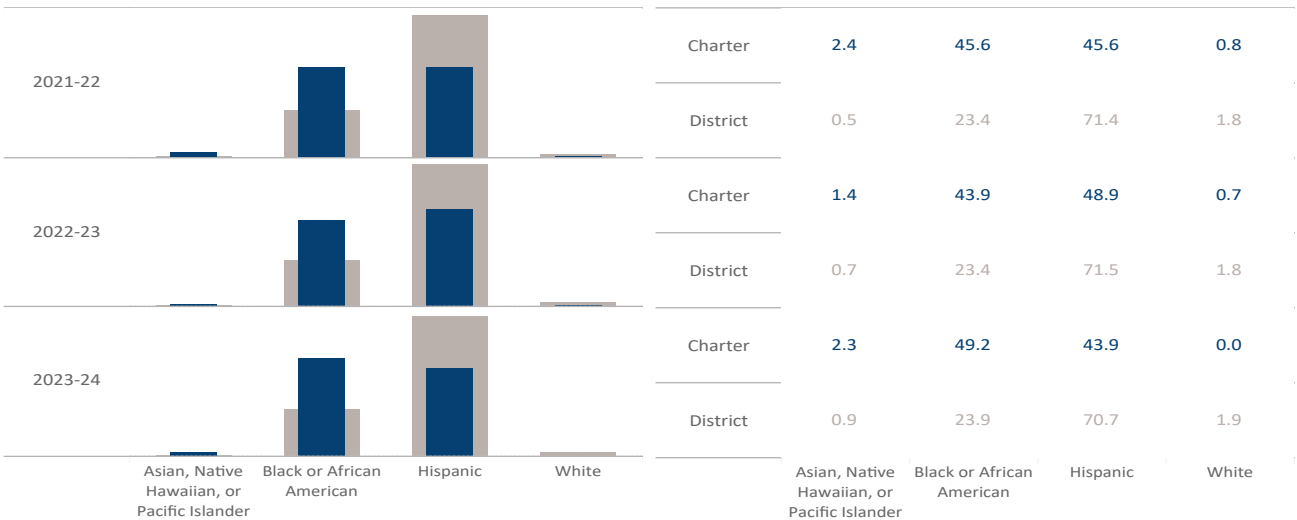
Girls Preparatory Charter School of the Bronx II

Bronx CSD 7

Student Demographics: Sub populations



Student Demographics: Race/Ethnicity



\* Data reported in these charts reflect BEDS day enrollment counts as reported by the NYSED.



## FISCAL BENCHMARK SUMMARY?



### DOES THE EDUCATION CORPORATION OPERATE PURSUANT TO A FISCAL PLAN IN WHICH IT CREATES REALISTIC BUDGETS THAT IT MONITORS AND ADJUSTS WHEN APPROPRIATE?

*The education corporation operates pursuant to a long-range financial plan in which the education corporation creates realistic budgets that it monitors and adjusts when appropriate. The following elements are generally present:*

INDICATORS	EVIDENT?
The education corporation has clear budgetary objectives and budget preparation procedures for each charter.	+
Education corporation board members, charter management, and staff members contribute to the budget process for each charter, as appropriate.	+
The education corporation frequently compares its long-range fiscal plan for each charter to actual progress and adjusts it to meet changing conditions.	+
The education corporation routinely analyzes budget variances for each charter; the education corporation board addresses material variances and makes necessary revisions.	+
Actual expenses are equal to, or less than, actual revenue with no material exceptions.	+

### DOES THE EDUCATION CORPORATION MAINTAIN APPROPRIATE INTERNAL CONTROLS AND PROCEDURES?

*The education corporation maintains appropriate internal controls and procedures, which are implemented by each charter. The following elements are generally present:*

INDICATORS	EVIDENT?
The education corporation has a history of sound fiscal policies, procedures and practices, and appropriate internal controls at each charter.	+
The most recent education corporation audit report, which covers fiscal operations for each charter, was free of any significant deficiencies or material weaknesses in internal controls.	+
The education corporation reviews and updates its Financial Policies and Procedures Manual (“FPPM”), which covers the charter, on a regular basis. The most recent review of the FPPM is found in the next column. The Institute recommends, as a best practice, that the FPPM be reviewed and updated on an annual basis.	SEPT 2021

“+” : This indicator is generally present.

“-” : This indicator is generally not present.

“P” : The education corporation is progressing toward this indicator being present.

“N/A” : This indicator is not applicable.

## DOES THE EDUCATION CORPORATION COMPLY WITH FINANCIAL REPORTING REQUIREMENTS?

*The education corporation complies with financial reporting requirements by providing the SUNY Trustees and NYSED with required financial reports that are on time, complete, and follow generally accepted accounting principles. The following reports, which include information about each charter, have been filed in a timely, accurate, and complete manner:*

INDICATORS	EVIDENT?
Annual financial statement audit reports, including federal Single Audit report, if applicable.	+
Annual budgets.	+
Un-audited quarterly reports of income, expenses, and enrollment.	+
Bi-monthly enrollment reports to the sending districts and, if applicable, to NYSED including proper documentation regarding the level of special education services provided to students.	N/A
Grant expenditure reports.	N/A

## DOES THE EDUCATION CORPORATION MAINTAIN ADEQUATE FINANCIAL RESOURCES TO ENSURE STABLE OPERATIONS?

*The education corporation maintains adequate financial resources for each charter to ensure stable operations. Critical financial needs of the charter are not dependent on variable income (grants, donations, and fundraising). The following elements are generally present:*

INDICATORS	EVIDENT?
The education corporation maintains sufficient cash on hand to pay current bills of each charter and those that are due shortly.	+
The education corporation maintains adequate liquid reserves to fund expenses, including those of each charter, in the event of income loss (generally 30 days).	-
The education corporation prepares and monitors cash flow projections for each charter.	+
If the education corporation includes philanthropy in its budget for each charter, it monitors progress toward its development goals on a periodic basis.	N/A

## APPENDIX E: FISCAL BENCHMARK SUMMARY



INDICATORS	EVIDENT?
<p>If necessary, the education corporation pursues district state aid intercepts with NYSED to ensure adequate per pupil funding for each charter.</p>	<p><b>N/A</b></p>
<p>The education corporation accumulates unrestricted net assets that are equal to or exceed two percent of each charter’s operating budget for the upcoming year.</p>	<p><b>+</b></p>
<p>The education corporation is in compliance with all loan covenants related to each charter.</p>	<p><b>+</b></p>
<p>The Institute expects Public Prep Academies to maintain more cash on hand during the proposed charter term as they did during the first four years of the current charter term.</p>	



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