



THE SUNY CHARTER SCHOOLS
INSTITUTE

*RENEWAL RECOMMENDATION REPORT
GIRLS PREPARATORY CHARTER
SCHOOL OF NEW YORK*

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INTRODUCTION & REPORT FORMAT

This report is the primary means by which the SUNY Charter Schools Institute (the “Institute”) transmits to the State University of New York Board of Trustees (the “SUNY Trustees”) its findings and recommendations regarding a school’s Application for Charter Renewal, and more broadly, details the merits of a school’s case for renewal. The Institute has created and issued this report pursuant to 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*** (the “SUNY Renewal Policies”).¹

THE INSTITUTE MAKES ALL RENEWAL RECOMMENDATIONS BASED ON

A SCHOOL’S
APPLICATION
FOR CHARTER
RENEWAL

INFORMATION
GATHERED DURING
THE CHARTER TERM

ACADEMIC
PERFORMANCE

FISCAL SOUNDNESS

LEGAL COMPLIANCE

RENEWAL
EVALUATION VISIT



Most importantly, the Institute analyzes the school’s record of academic performance and the extent to which it has met its academic Accountability Plan goals.

1. Revised September 4,
2013 and available at: [www.
newyorkcharters.org/SUNY-
Renewal-Policies/](http://www.newyorkcharters.org/SUNY-Renewal-Policies/).

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REPORT FORMAT

This renewal recommendation report compiles the evidence below using the ***State University of New York Charter Renewal Benchmarks*** (the “SUNY Renewal Benchmarks”),² which specify in detail what a successful school should be able to demonstrate at the time of the renewal review. The Institute uses the four interconnected renewal questions below for framing benchmark statements to determine if a school has made an adequate case for renewal.



RENEWAL QUESTIONS

1. IS THE SCHOOL AN ACADEMIC SUCCESS?
2. IS THE SCHOOL AN EFFECTIVE, VIABLE ORGANIZATION?
3. IS THE SCHOOL FISCALLY SOUND?
4. IF THE SUNY TRUSTEES RENEW THE EDUCATION CORPORATION'S AUTHORITY TO OPERATE THE SCHOOL, ARE ITS PLANS FOR THE SCHOOL REASONABLE, FEASIBLE, AND ACHIEVABLE?

Additional information about the SUNY renewal process and an overview of the requirements for renewal under the New York Charter Schools Act of 1998 (as amended, the “Act”) are available on the Institute’s website at: www.newyorkcharters.org/renewal/.

2. Version 5.0, May 2012, available at: www.newyorkcharters.org/SUNY-Renewal-Benchmarks/.

This report contains appendices that provide additional statistical and organizationally related information including a largely statistical school overview, copies of any school district comments on the Application for Charter Renewal, and the SUNY Fiscal Dashboard information for the school. If applicable, the appendices also include additional information about the education corporation and its schools including additional evidence on student achievement of other education corporation schools.



RENEWAL RECOMMENDATION

Full-Term Renewal The Institute recommends that the SUNY Trustees approve the Application for Charter Renewal of Girls Preparatory Charter School of New York and renew Public Prep Charter School Academies’ authority to operate the school for a period of five years with authority to provide instruction to students in Kindergarten – 8th grade in such configuration as set forth in its Application for Charter Renewal, with a projected total enrollment of 600 students.



To earn a **Subsequent Full-Term Renewal**, a school must demonstrate that it has met or come close to meeting its academic Accountability Plan goals.³

REQUIRED FINDINGS

In addition to making a recommendation based on a determination of whether the school has met the SUNY Trustees’ specific renewal criteria, the Institute makes the following findings required by the Act:

- 1:** the school, as described in the Application for Charter Renewal, meets the requirements of the Act and all other applicable laws, rules, and regulations;
- 2:** the education corporation can demonstrate the ability to operate the school in an educationally and fiscally sound manner in the next charter term; and,
- 3:** given the programs it will offer, its structure and its purpose, approving the school to operate for another five years is likely to improve student learning and achievement and materially further the purposes of the Act.⁴

ENROLLMENT AND RETENTION TARGETS

Enrollment and retention targets apply to all operating SUNY authorized charter schools. The Act requires charter schools to make good faith efforts to meet enrollment and retention targets for students with disabilities, English language learners (“ELLs”), and students who are eligible applicants for the federal Free and Reduced Price Lunch (“FRPL”) program. Girls Preparatory Charter School of New York (“Girls Prep NY”) received a full-term renewal from the SUNY Trustees in 2015 and was given targets at that time.

3. SUNY Renewal Policies (p. 14).

4. See New York Education Law § 2852(2).

As required by Education Law § 2851(4)(e), a school must include in its renewal application information regarding the efforts it will put in place to meet or exceed SUNY's enrollment and retention targets. SUNY and the New York State Board of Regents (the "Board of Regents") approved the methodology for setting targets in October 2012, and the Institute communicated specific targets for each school, where applicable, in July 2013. Since that time, new schools receive targets during their first year of operation and others receive targets at renewal.

Girls Prep NY meets its enrollment target for economically disadvantaged students and meets its retention target for students with disabilities. The school does not currently meet its enrollment and retention targets for ELLs. The gentrification of Manhattan's Lower East Side has not aided the school's ELL or general student recruitment. The school will continue to make good faith efforts to meet its enrollment and retention by working closely with the Public Preparatory Network Inc. ("Public Prep Network," "PP," or the "network"), operations team to recruit and retain students using the following practices:

- hosting family information sessions and family tours for prospective families, which include information on the school's special education and ELL programs;
- canvassing and posting flyers at local neighborhood organizations and residences with information about the school;
- engaging current families through referral to identify potential families for the school;
- translating promotional materials into languages other than English including Spanish and Haitian Creole, the predominant languages spoken in the neighborhood of the school;
- offering a wide range of special education services to recruit and retain students with disabilities; and,
- providing support to families to ensure a high quality special education program to retain students.

For additional information on the school's enrollment and retention target progress, see Appendix A.

PRELIMINARY RENEWAL RECOMMENDATION

CONSIDERATION OF SCHOOL DISTRICT COMMENTS

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

As of the date of this report, the Institute has not received district comments in response to the renewal application. A summary of public comments submitted to the Institute appears in Appendix C.

SCHOOL BACKGROUND AND EXECUTIVE SUMMARY

GIRLS PREPARATORY CHARTER SCHOOL OF NEW YORK

BACKGROUND

The SUNY Trustees granted Girls Prep NY its original charter on January 27, 2004. The school opened its doors in the fall of 2005 initially serving 90 students in Kindergarten and 1st grade. The school is authorized to serve 675 students in Kindergarten – 8th grade during the 2019-20 school year. If renewed, the school will align its enrollment to historical actuals to serve students in Kindergarten through 8th grade with a projected total enrollment of 600 students. For 2019-20, Girls Prep NY implemented a Pre-Kindergarten program, which requires an annual review. The Institute will conduct the review visit in the spring given the program is new.

The current charter term expires on June 30, 2020. A subsequent charter term would enable the school to operate through June 30, 2025. The elementary school grades (“Kindergarten – 4th”) of Girls Prep NY are co-located in a New York City Department of Education (“NYCDOE”) building at 442 East Houston Street, New York, NY. The building also houses P.S. 188 The Island School, a district school serving students in Kindergarten – 8th grade and P.S. 94, a district 75 school serving students with disabilities. The middle school, 5th – 8th grade, of Girls Prep NY are co-located in a NYCDOE building located at 420 East 12th Street, New York, NY. The building also houses East Side Community School, a district school serving students in 6th – 12th grade. Both Girls Prep NY locations are located in New York Community School District (“CSD”) 1.

The mission of Girls Prep NY is:

“ *At Girls Prep, scholars are challenged to think and work hard every day.*

We start early with the end of college completion in mind.

We create a warm and joyful culture of rigor in which scholars build strong character by adopting the core values of sisterhood, merit, responsibility, and scholarship.

Our scholars master the ability to read, write, listen, speak, create, and think deeply across disciplines, with a particular focus on science, the arts, and math. They work independently and in teams to solve problems collaboratively.

A Girls Prep alumna will be a resilient young scholar of bold intellect. She will be an empathetic leader, knowledgeable and curious about the world. She will be a goal-oriented decision-maker empowered to make choices that will lead to life success.

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The Act allows authorizers to grant charter school education corporations the authority to operate more than one school under Education Law § 2853(1)(b-1) through the approval of new schools as set forth in the Act, or through merger with one or more education corporations. The 2014 merger of Boys Preparatory Charter School of New York (“Boys Prep NY”) and Girls Prep Bronx into Girls Preparatory Charter School of the Bronx (“Girls Prep Bronx”) into the renamed education corporation established Public Prep Charter School Academies (“Public Prep Academies”). In March 2019, the SUNY Trustees granted Public Prep Academies the authority to operate Girls Preparatory Charter School of the Bronx II, which has not yet opened.

Public Prep Network, a New York not-for-profit corporation, serves as the management organization for Public Prep Academies through a contract. The network delivers services such as professional development support, management and operation services, human resources support, development, budgeting, and financial reporting.

SCHOOL BACKGROUND AND EXECUTIVE SUMMARY

EXECUTIVE SUMMARY

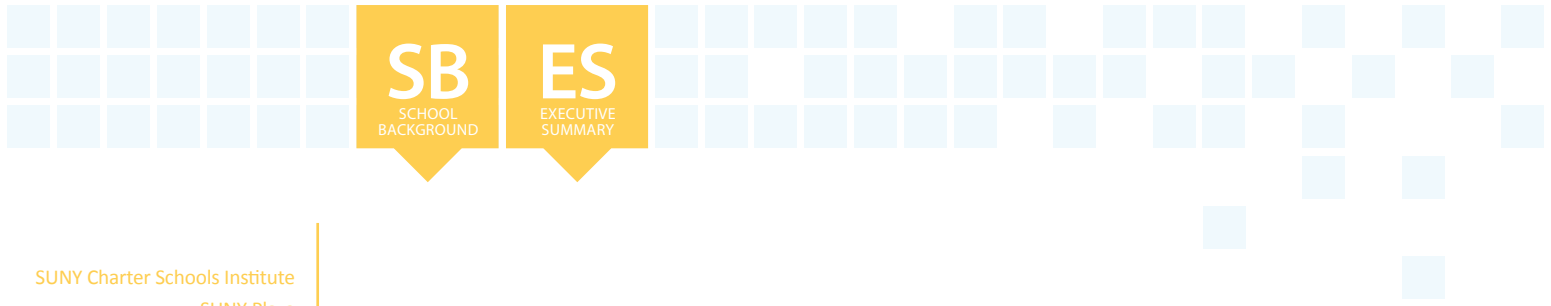
Girls Prep NY is an academic success having met its Accountability Plan goals for the current charter term. Girls Prep NY demonstrates success in the following ways:

- Girls Prep NY posted high achievement in English language arts (“ELA”) exceeding the targets for all comparative and growth measures in all five years of its Accountability Period. In 2018-19, the school outperformed 79% of all public schools across the state in ELA.
- Girls Prep NY posted consistently strong comparative achievement in mathematics over the term. In all five years of its Accountability Period, the school outperformed its local district and performed higher than expected to a meaningful degree compared to demographically similar schools across the state.
- The school demonstrates strong achievement for its at-risk students especially students with disabilities. In 2018-19, the school’s students with disabilities outperformed their district counterparts in ELA and mathematics, and posted mean growth percentiles in both subject areas that exceeded 50.

Girls Prep NY demonstrates strong leadership with clear support from the network. With set targets for student achievement and consistent structures and procedures, the school improved its academic program over the current charter term. Teachers benefit from effective leadership coaching and feedback cycles with a strong leadership team in place. Leaders fully support teachers with intellectual preparation, and the Institute saw high quality instruction across the school. The network prioritizes building capacity in leaders to ensure leaders have the experience required to effectively lead their schools.

Based on the Institute’s review of the school’s performance as posted over the charter term; a review of the Application for Charter Renewal submitted by the school; a review of academic, organizational, governance and financial documentation; and a renewal visit to the school, the Institute finds that the school meets the required criteria for charter renewal.

The Institute recommends the SUNY Trustees grant Girls Prep NY a Subsequent Full-Term Renewal of five years.



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NOTEWORTHY

Girls Prep NY has an impressive record of graduates. Ninety percent of the school’s first group of scholars were accepted into college, and 77% of that cohort matriculated into their first year. Girls Prep students are attending a variety of colleges and universities including SUNY Buffalo and New Paltz, Howard University, Yale University, New York University, and Smith College. In 2021, Girls Prep NY will celebrate its first cohort of college graduates.



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ACADEMIC PERFORMANCE



IS THE SCHOOL AN ACADEMIC SUCCESS?

Having met its key Accountability Plan goals in the current charter term, Girls Prep NY is an academic success. The school's leadership team ensures that teachers are fully prepared and engage students with higher order thinking activities to develop and improve teaching and learning.

At the beginning of the Accountability Period,⁵ the school developed and adopted an Accountability Plan that set academic goals in the key subjects of ELA and mathematics. For each goal in the Accountability Plan, specific outcome measures define the level of performance necessary to meet that goal. The Institute examines results for five required Accountability Plan measures to determine ELA and mathematics goal attainment. Because the Act requires charters be held “accountable for meeting measurable student achievement results”⁶ and states the educational programs at a charter school must “meet or exceed the student performance standards adopted by the board of regents”⁷ for other public schools, SUNY's required accountability measures rest on performance as measured by statewide assessments. Historically, SUNY's required measures include measures that present schools':

ABSOLUTE PERFORMANCE, I.E., WHAT PERCENTAGE OF STUDENTS SCORE AT A CERTAIN PROFICIENCY ON STATE EXAMS?

COMPARATIVE PERFORMANCE, I.E., HOW DID THE SCHOOL DO AS COMPARED TO SCHOOLS IN THE DISTRICT AND SCHOOLS THAT SERVE SIMILAR POPULATIONS OF ECONOMICALLY DISADVANTAGED STUDENTS?

GROWTH PERFORMANCE, I.E., HOW MUCH DID THE SCHOOL GROW STUDENT PERFORMANCE AS COMPARED TO THE GROWTH OF SIMILARLY SITUATED STUDENTS?

5. Because the SUNY Trustees make a renewal decision before student achievement results for the final year of a charter term become available, the Accountability Period ends with the school year prior to the final year of the charter term. For a school in a subsequent charter term, the Accountability Period covers the final year of the previous charter term and ends with the school year prior to the final year of the current charter term. In this renewal report, the Institute uses “charter term” and “Accountability Period” interchangeably.

6. Education Law § 2850(2)(f).

7. Education Law § 2854(1)(d).

Every SUNY authorized charter school has the opportunity to propose additional measures of success when crafting its Accountability Plan. Girls Prep NY did not provide any additional measures of success in the Accountability Plan it adopted.

The Institute analyzes every measure included in the school's Accountability Plan to determine its level of academic success, including the extent to which the school has established and maintained a record of high performance, and established progress toward meeting its academic Accountability Plan goals throughout the charter term. Since 2009, the Institute has examined but consistently de-emphasized the two absolute measures under each goal in elementary and middle schools' Accountability Plans because of changes to the state's

assessment system. The analysis of elementary and middle school performance continues to focus primarily on the two comparative measures and the growth measure while also considering the two required absolute measures and any additional evidence the school presents using additional measures identified in its Accountability Plan. The Institute identifies the required measures (absolute proficiency, absolute Measure of Interim Progress (“MIP”) attainment,⁸ comparison to local district, comparison to demographically similar schools, student growth, and high school graduation and college going rates, where applicable) in the Performance Summaries appearing in Appendix B.

The Institute analyzes all measures under the school’s ELA and mathematics goals (and high school graduation and college preparation goals for schools enrolling students in high school grades) while emphasizing the school’s comparative performance and growth to determine goal attainment. The Institute calculates a comparative effect size to measure the performance of Girls Prep NY relative to all public schools statewide that serve the same grade levels and that enroll similar concentrations of economically disadvantaged students. It is important to note that this measure is a comparison measure and therefore any changes in New York’s assessment system do not compromise its validity or reliability. Further, the school’s performance on the measure is not relative to the test, but relative to the strength of Girls Prep NY’s demonstrated student learning compared to other schools’ demonstrated student learning.

The Institute uses the state’s growth percentile analysis as a measure of Girls Prep NY’s comparative year-to-year growth in student performance on the state’s ELA and mathematics exams. The measure compares a school’s growth in assessment scores to the growth in assessment scores of the subset of students throughout the state who performed identically on previous years’ assessments. According to this measure, median growth statewide is at the 50th percentile. This means that to signal the school’s ability to grow student achievement at the same rate as schools serving similar students across the state in one year’s time the expected percentile performance is 50. To signal a school is increasing students’ performance above their peers (students statewide who scored previously at the same level), the school must post a percentile performance that exceeds 50.

The Accountability Plan also includes science and ESSA goals, the latter of which replaced the No Child Left Behind Act (“NCLB”) goals. Please note that for schools located in New York City, the Institute uses the CSD as the local school district.

8. During the 2017-18 school year, the state finalized and approved its Every Student Succeeds Act (“ESSA”) plan. As such, the Institute established changes to required goals and measures in order to align with the new accountability system. The Institute now requires schools to report a Performance Index (“PI”) with the target of meeting or exceeding the state’s MIP.

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HAS THE SCHOOL MET OR COME CLOSE TO MEETING ITS ACADEMIC ACCOUNTABILITY PLAN GOALS?

During its fourth charter term, Girls Prep NY met its key academic Accountability Plan goals in ELA and mathematics. The school outperformed the district in every year of its Accountability Period in both subjects and performed higher than expected compared to similar schools in each year of the term. The school met its science and NCLB/ESSA goals.

Girls Prep NY met its ELA goal over the charter term exceeding all comparative and growth targets included under its goal during every year of the charter term. From 2014-15 through 2018-19, Girls Prep NY's students enrolled in at least their second year posted ELA proficiency rates that exceeded the district performance each year. Notably in 2017-18, with 69% of the school's students enrolled for at least two years scoring at or above proficiency, the school outperformed the district by 15 percentage points. The school also exceeded the target for its comparative effect size measure in all five years of its Accountability Period. Each year, Girls Prep NY posted an effect size of at least 0.93 indicating that the school performed higher than expected to a large degree compared to schools across the state enrolling similar percentages of economically disadvantaged students. Girls Prep NY demonstrated strong growth over the term: from 2014-15 to 2018-19 the school posted a mean growth percentile that exceeded the target of 50 each year.

Girls Prep NY met its mathematics goal over the charter term. The school's students enrolled for at least two years outperformed the district's students in all five years of the Accountability Period. In 2017-18, the school posted its highest mathematics proficiency rate of the term and outperformed the district by 15 percentage points. From 2014-15 to 2018-19, Girls Prep NY posted effect sizes higher than 0.75 each year and exceeded the target of 0.3. This performance indicates that in comparison to demographically similar schools across New York State, the school performed higher than expected to a meaningful degree every year. After posting a mean growth percentile that fell slightly below the target in 2014-15, the school increased its average growth to at least meeting the target for the remainder of the term. From 2015-16 to 2018-19, the school's average growth score met or exceeded the target of 50.

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The school also met its science goal exceeding the absolute and comparative target in each year of the Accountability Period. From 2014-15 through 2018-19, Girls Prep NY students enrolled in at least their second year posted proficiency rates on the state science exam that exceeded the absolute target of 75% by at least 12 points. The school also surpassed the district performance each year. Notably in 2017-18, the school posted a 96% proficiency rate exceeding the absolute target by 21 points and the district achievement by 26 points.

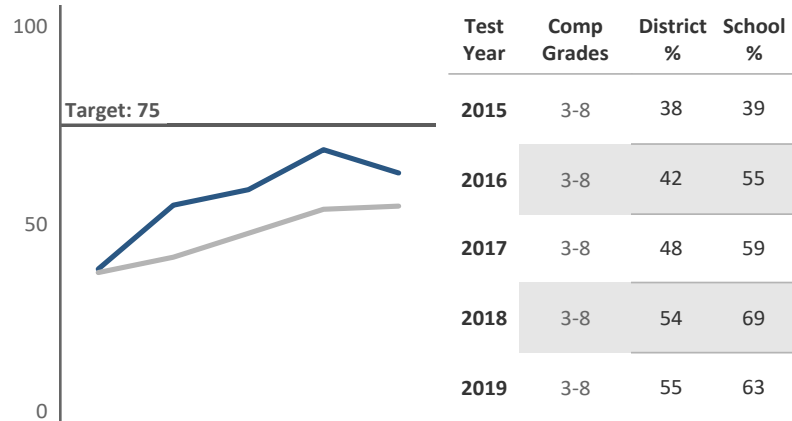
Girls Prep NY met its NCLB/ESSA goal remaining in good standing under the state's accountability system over the charter term.

ACADEMIC PERFORMANCE

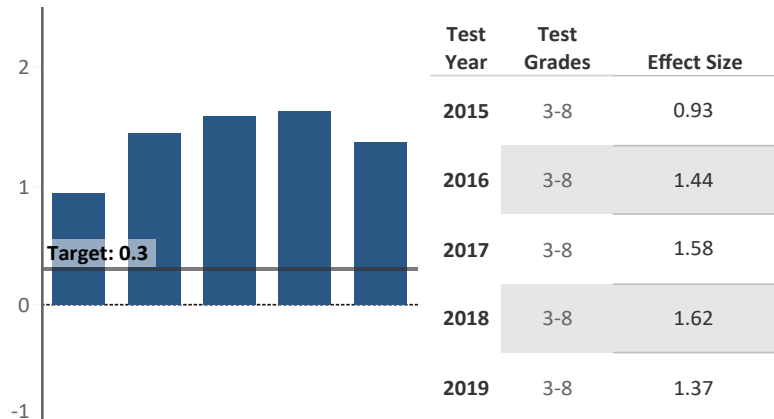
GIRLS PREPARATORY CHARTER SCHOOL OF NEW YORK

ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL

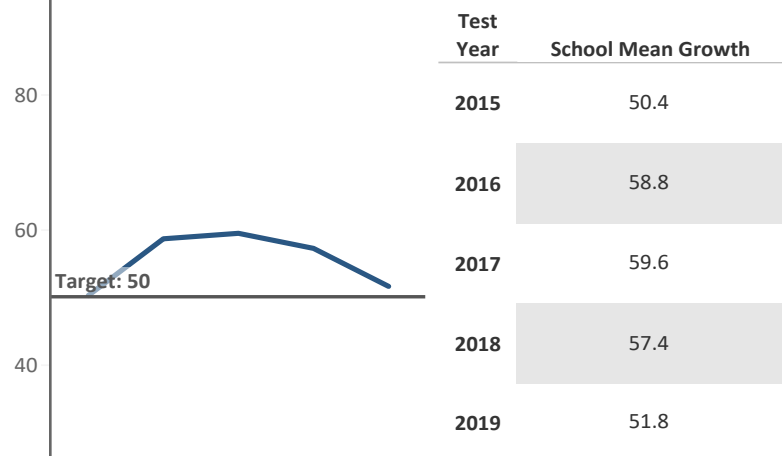
Comparative Measure: District Comparison. Each year, the percentage of students at **the school** in at least their second year performing at or above proficiency in ELA will be greater than that of students in the same tested grades in the district.



Comparative Measure: Effect Size. Each year, the school will exceed its predicted level of performance by an effect size of 0.3 or above in **ELA** according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.



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



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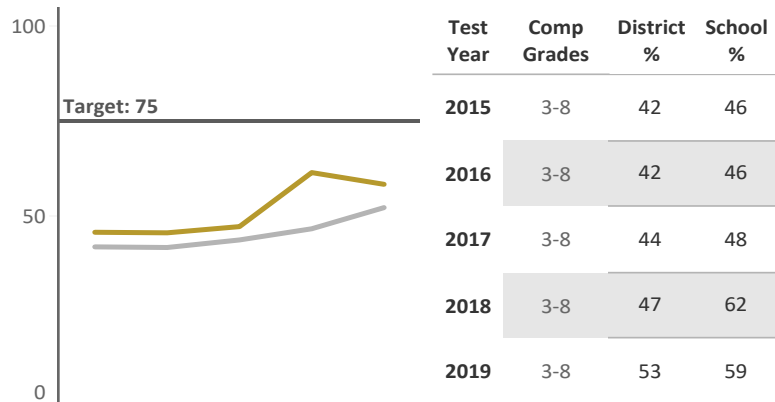
ACADEMIC PERFORMANCE

GIRLS PREPARATORY CHARTER SCHOOL OF NEW YORK

MATHEMATICS ACCOUNTABILITY PLAN GOAL

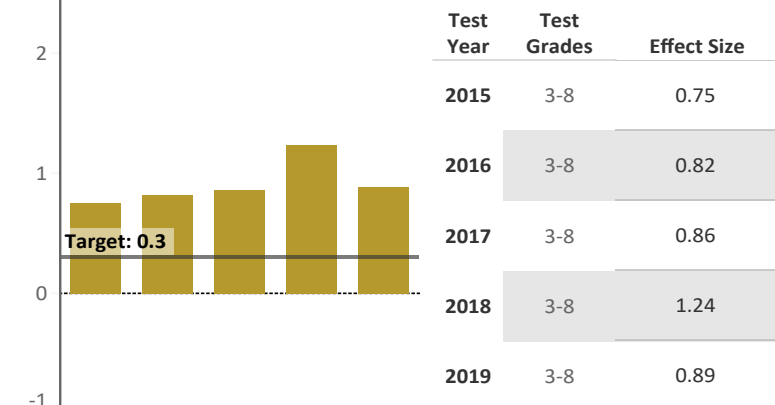
Comparative Measure:

District Comparison. Each year, the percentage of students at **the school** in at least their second year performing at or above proficiency in Mathematics will be greater than that of students in the same tested grades in **the district**.



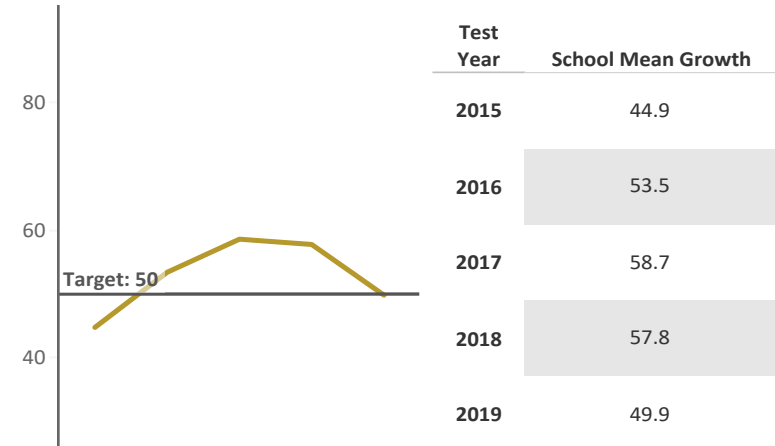
Comparative Measure: Effect

Size. Each year, the school will exceed its predicted level of performance by an effect size of 0.3 or above in **mathematics** according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.



Comparative Growth

Measure: Mean Growth Percentile. Each year, the school's unadjusted mean growth percentile for all students in grades 4-8 will be above target of 50 in **mathematics**.



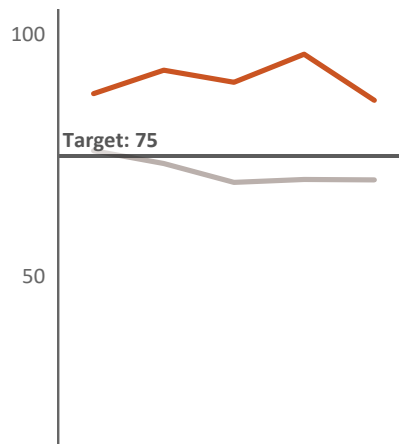
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ACADEMIC PERFORMANCE

GIRLS PREPARATORY CHARTER SCHOOL OF NEW YORK

SCIENCE ACCOUNTABILITY PLAN GOAL

Science: Comparative Measure. Each year, the percentage of students at the school in at least their second year performing at or above proficiency in **science** will exceed that of students in the same tested grades in the **district**.



Test Year	District %	School %
2015	76	88
2016	73	93
2017	70	90
2018	70	96
2019	70	87

SPECIAL POPULATIONS PERFORMANCE

	2017	2018	2019
Enrollment Receiving Mandated Academic Services	113	122	126
Tested on State Exam	80	76	85
School Percent Proficient on ELA Exam	17.5	26.3	25.9
District Percent Proficient	11.4	18.7	16.2
	2017	2018	2019
ELL Enrollment	18	14	9
Tested on NYSESLAT Exam	15	12	8
School Percent 'Commanding' or Making Progress on NYSESLAT	26.7	25.0	25.0

The academic outcome data about the performance of students receiving special education services and ELLs above is not tied to separate goals in the 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."

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DOES THE SCHOOL HAVE AN ASSESSMENT SYSTEM THAT IMPROVES INSTRUCTIONAL EFFECTIVENESS AND STUDENT LEARNING?

Girls Prep NY has an assessment system that improves instructional effectiveness and student learning. The school has assessments to measure student performance and strategically group students for targeted instruction and intervention. Instructional leaders leverage data to improve the school's instructional practices and to drive instructional planning, coaching, and professional development.

- Girls Prep NY regularly administers valid and reliable assessments that align with state standards. The school's assessments include Northwest Evaluation Association MAP ("MAP"), interim assessments created by the network, biweekly mathematics quizzes, close reading mastery assessments, unit assessments, and daily exit tickets. The network ensures that assessments are closely aligned to the rigor of state assessments. To measure students' reading levels, the school administers the Strategic Teaching and Evaluation of Progress ("STEP") assessment to Kindergarten – 7th grade students three to four times a year. STEP data drives the school's literacy instruction and subsequent guided reading groups.
- Girls Prep NY has a valid and reliable process for scoring and analyzing assessments. The network norms rubrics and scoring procedures for interim assessments, networkwide mathematics assessments, and close reading assessments and uses Illuminate, an online data system, to score the assessments. At the elementary level, the leadership team dedicates significant time to norming on the administration of STEP so that all teachers administering the assessment have a clear understanding of how to score the assessments.
- The school makes assessment data accessible to teachers, school leaders, and board members. Teachers upload interim assessments, quizzes, and other network wide assessments via Illuminate. Teachers use Illuminate to access schoolwide performance data across grade levels and content areas, and compare results to other schools within the network to identify gaps and determine where they need to focus academic support. Data reports break down student performance by standard so that instructional staff can plan appropriate interventions.
- Teachers use assessment results to meet student needs by adjusting classroom instruction, grouping students, and identifying students for special intervention. After each interim assessment cycle, academic directors share schoolwide trends and how the school is performing compared to other schools in the network during schoolwide

professional development sessions. Instructional leaders use the results to drive instructional priorities over the next marking period. One example of this practice is after each biweekly quiz, the mathematics department at the middle school level meets to review student data from Illuminate. The team isolates the two lowest standards, completes an error analysis, schedules opportunities for intervention, and identifies standards for spiraled review. The school uses a tool called the MAP thermometer to identify assessment goals at the individual student level and predict student performance indicating groupings for needed intervention.

- School leaders use assessment results to review student work with teachers in their biweekly coaching check-in meetings. Assessment data drives the coaching focus areas and professional development for each teacher. The teacher effectiveness rubric is rooted in network defined teacher competencies that drive student achievement.
- The school regularly communicates student progress and growth to families. Families access student progress data via the online platform, PowerSchool. After each marking period, families attend family teacher conferences at the school. During conferences, teachers use reports from Illuminate that detail student performance by standard. Between marking periods, both campuses send home student performance reports so that families are aware of student ongoing progress.

DOES THE SCHOOL'S CURRICULUM SUPPORT TEACHERS IN THEIR INSTRUCTIONAL PLANNING?

Girls Prep NY has a comprehensive curricular framework to support teachers with instructional planning. Teachers use a state standards aligned scope and sequence to guide each content area. The school implements schoolwide protocols for intellectual preparation to ensure teachers internalize lesson content and have a clear vision of exemplars for student work.

- The school has an effective curriculum that aligns with state standards. At the middle school level, the school uses the Achievement First Navigator ("AF Navigator") open source mathematics and social studies curricula, and the network developed ELA curriculum. For science, the school uses FOSS science kits. This year, Girls Prep NY is working closely with the Lavinia Group, an external consultant, to refine its close reading and mathematics curricula.
- The school has supporting tools that provide a bridge between the curricular framework and lessons plans. The network provides teachers with a scope and sequence and curricular map for each content area at the beginning of the year. Teachers also

implement network developed unit plans which include formative assessments, essay prompts, key vocabulary and skills, related standards, and pacing guides with daily objectives by grade level and content area. Content teams at the middle school level, and grade level teams at the elementary school level meet weekly to create a joint Week at a Glance (“WAG”) document that reflects the pacing guide for each unit. WAGs from different grade level and content teams include a high level agenda and a preview of assessments and homework. Teachers access exemplar lesson plans for each content area on the school’s shared drive. Based on these documents, teachers know what to teach and when to teach it.

- The school has a process for selecting, developing and reviewing its curriculum documents and its resources for delivering the curriculum. School leaders use student performance data to assess the rigor of the school’s curriculum. Based on student performance and needs, school leaders implement additional resources, as needed. School leaders, with support from the network, preview all curriculum additions and review for content alignment as well as ensure each new resource meets grade level expectations, alignment to NYS standards, and single sex education needs. The network also works with the school to establish mechanisms to allow teachers to provide insight and suggestions on curricular resources that will better engage the all female population.
- Teachers plan purposeful and focused lessons. This school year, intellectual preparation is a schoolwide priority at the school. Leaders require teachers to intellectually prepare for each lesson using the Girls Prep intellectual prep protocol. The protocol allows teachers to have a deep understanding of what mastery looks like as well as possible student misconceptions. It also allows teachers to target and develop clear, scaffolded, checks for understanding as well as identify which students to prioritize for support or coaching during guided and independent work.

IS HIGH QUALITY INSTRUCTION EVIDENT THROUGHOUT THE SCHOOL?

High quality instruction is evident across Girls Prep NY classrooms. Teachers plan purposeful lessons that align to the school’s curriculum and challenge student thinking. Teachers maximize learning time with appropriate pacing, efficient transitions, and effective student groupings. As shown in the chart that follows, during the renewal visit, Institute team members conducted 23 classroom observations following a defined protocol used in all renewal visits.

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NUMBER OF CLASSROOM OBSERVATIONS

CONTENT AREA	GRADE									
	K	1	2	3	4	5	6	7	8	Total
ELA	1	1	1	2	3	1	3	1		13
Math			1		1		3		1	6
Science									1	1
Social Studies								1	1	2
Specials								1		1
Total	1	1	2	2	4	1	6	3	3	23

- Teachers deliver purposeful lessons with clear objectives aligned to state standards (21 out of 23 classrooms observed). Lesson content aligns to clear student objectives and grade level expectations. Teachers make frequent reference to previous skills or knowledge and the lesson objective. Most classrooms have a co-teaching model in place. Teachers effectively use different co-teaching strategies to alternate between circulating the room and leading discussion or using small group and parallel group differentiated instruction configurations.
- Most teachers consistently use effective techniques to check for student understanding (14 out of 23 classrooms observed). In classrooms with effective checks for understanding, teachers use a variety of techniques to gauge student learning, including planning strategic questions, encouraging a wide variety of students to participate, circulating to review student work, and visual checks such as thumbs up or down. In successful checks, teachers effectively used the data they collected in real time to appropriately move ahead in the lesson or to circle back to address students' misconceptions. In other classrooms, teachers did not consistently leverage opportunities to check for understanding, missing opportunities to modify or adjust their instruction in the moment to meet the needs of the students.
- Most teachers engage students in higher order thinking (15 out of 23 classrooms observed). Leaders focus feedback and professional development on supporting teachers to challenge students to develop depth of understanding as well as higher order thinking and problem-solving skills. Teachers use effective strategies to incorporate higher order thinking during lessons including requiring students to explain and defend answers by providing evidence from the text. For example, one teacher used a Socratic seminar format for students to evaluate whether religious freedom or profit was more important for early American colonists.

- Most teachers effectively manage classrooms and maximize learning time with clear lesson focus and expectations for students (19 out of 23 classrooms observed). Teachers prepare lesson materials in advance allowing them to move students quickly through lesson activities. The school's learning culture across classrooms supports clear routines and student engagement during lessons. For example, teachers use anchor charts to support students during lessons and sustain time on task. Teachers are able to successfully redirect students if they exhibit off task behavior and apply the school's core value expectations and consequences consistently across classrooms.

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DOES THE SCHOOL HAVE STRONG INSTRUCTIONAL LEADERSHIP?

Girls Prep NY has strong instructional leadership. Instructional leaders, with leadership support from the network, engage in consistent coaching aligned to schoolwide priorities, and hold teachers accountable for high quality instruction and student performance. The school's deliberate coaching practices and effective use of teacher leaders help build capacity in all teachers.

- Girls Prep NY's leadership establishes high expectations for academic achievement and teacher performance. School leaders focus on high quality classroom instruction and environment, intellectual preparation of teachers to drive student growth and achievement, and teacher's ability to respond to data. Leaders expect that all teachers are prepared to respond to students in the moment, leverage student thinking in deepening understanding, and drive student discourse to a higher level. Teachers are aware of the schoolwide and individual goals and priorities for their Kindergarten – 8th grade areas, and leaders hold them to high expectations with clear student achievement goals as demonstrated through clear metrics and growth areas on performance evaluations.
- The instructional leadership at Girls Prep NY is adequate to support the development of the teaching staff. At each level, both principals lead a team comprised of academic directors, directors of operations, directors of student and family affairs, and an assistant director of student support is shared between the two schools. Academic directors play a central role in coaching and providing feedback to department and grade team leaders and teachers, analyzing assessment data, and reviewing instructional plans. The instructional leaders meet weekly to discuss assessment results, share information from classroom observations, and plan professional development activities. Network academic leaders also provide regular support and supervision to each of the principals to build their capacity.

- Instructional leaders provide sustained, effective coaching for teachers to improve instructional planning and pedagogical practices. At the start of the school year, leaders collaborate with teachers to set individual goals based on schoolwide priorities, which include professional and student achievement goals. Leaders monitor teacher progress toward meeting these goals throughout the year and provide appropriate coaching support via weekly informal classroom observations, check-in meetings, and formal review meetings. The network provides regular coaching for leaders via network coaches who conduct walkthroughs and review data with principals and provide differentiated support that varies in frequency based on leaders' developmental needs.
- Teachers have several opportunities to plan within and across grade levels. Teachers in the elementary and middle school levels meet weekly in grade level team and content teams, respectively, to analyze student work and plan lessons. The special education and ELL staff members also attend these meetings. During weekly grade team meetings, teachers also engage in monitoring the progress of students struggling academically and develop interventions to support the needs of students at risk of academic failure.
- Instructional leaders implement a comprehensive professional development program that develops the competencies and skills of teachers and is directly related to classroom practice. Leaders plan professional development topics based on observations and feedback to teachers, and plan with instructional coaches to ensure that sessions are useful and relevant. All staff members at the elementary and middle school levels engage in three weeks of summer academy and weekly professional development sessions during the school year. Department chairs for the middle school level and grade team leaders at the elementary level participate as members of the instructional leadership team and participate in development opportunities to improve teacher practice. Professional development sessions cover a variety of topics aligned to the schools' goals and priorities for the year, such as intellectual preparation, student discourse, knowledge transfer, and tier one instruction. After a professional development session, instructional coaches follow up with teachers by observing for the learned skill or reviewing student work and provide feedback to teachers. Because of the multiple touchpoints that coaches have with teachers, coaches identify early on when a teacher needs extra support. As such, teachers' mid and end of year evaluations reflect growth throughout the year.
- The school's instructional leaders provide sustained, systemic, and effective coaching that improves teachers' pedagogical skills. The school has consistent practices in place in regard to expectations for observations and feedback loops, as well as other areas to support teachers. The school uses the Danielson Framework for Teaching rubric to evaluate teachers and leaders based on clear criteria that connect to schoolwide and individual goals. School leaders support a networkwide pathway for teacher development based on individual development needs identified by coaches and grounded in two of the

four domains of the Danielson Framework. For example, instructional coaches identified engagement of students with questioning strategies and peer to peer discussions as two of the areas for teacher growth and development, and this was evident in classrooms. The schoolwide adult learning goal is 80% of teachers are proficient in key performance areas in the rubric by the end of the school year.

- Girls Prep NY’s school leaders hold teachers accountable for delivering high quality instruction and for guiding students to a trajectory of success through consistent and regular coaching and feedback sessions, regular check in meetings with leaders and teachers, and mid and end of year performance evaluations. The school has systems to effectively use assessment and classroom observation data to identify schoolwide trends, inform coaching priorities and professional development topics, and provide targeted feedback to instructional staff. School leaders implement performance improvement plans for teachers who do not meet expectations and regularly monitor progress.

DOES THE SCHOOL MEET THE EDUCATIONAL NEEDS OF AT-RISK STUDENTS?

Girls Prep NY has a strong program to identify and support the educational needs of students who struggle academically. The school has fully developed systems to identify students struggling academically, develops effective supplemental instructional strategies, and monitors data for improvement. The ELL program at the middle school meets the needs of students via the response to intervention (“RTI”) and language acquisition programs. However, the elementary school lacks a defined program to monitor subgroup data and meet the specific needs of ELL students.

- The school uses clear procedures for identifying at-risk students including students with disabilities, ELLs, and students struggling academically. The school conducts a Special Education Student Information System (“SE SIS”) search for all newly enrolled students to identify which students have Individual Education Programs (“IEPs”). Girls Prep NY identifies potential ELLs using home language questionnaires. The school confirms language acquisition needs by administering the New York State Identification Test for English Language Learners (“NYSITELL”) across both schools. The school identifies students who are struggling academically through the multi-tiered student support (“MTSS”) program. The school administers universal screening assessments to identify students performing below expected grade level standards. Grade based student study teams (“SST”) complete student referrals to the schoolwide “supportive tiers for all students increases results” (“STAIR”) teams only after in-class interventions, targeted small group instruction, and data driven instructional cycle have yielded no improvement.

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- Girls Prep NY has effective intervention programs to meet the needs of students with disabilities and students struggling academically. Grade level special education teachers provide integrated co-teaching (“ICT”) and special education teacher support services (“SETSS”) to students with IEPs. The school coordinates related services including a social worker, paraprofessionals that offer one to one student support, and other therapies as indicated on student IEPs. The school maintains a focus on high quality tier one instruction to meet the needs of the majority of students. The school supports teacher development in effective instruction strategies during schoolwide professional development to support and meet the needs of students. Teachers deliver tier two strategic interventions in small groups of five or less in data driven eight week cycles. School based interventionists provide tier three instruction. If none of the foregoing strategies effectively increase student learning, the assistant director of student supports, in conjunction with the family, refers students to the district Committee on Special Education for evaluation for an IEP.
- Girls Prep NY provides services to ELLs through the MTSS framework; however, ELL subgroup performance is not currently monitored or evaluated. Specific goals based on language needs are not currently defined and monitored at the elementary school level. ELLs at the middle school level receive push in and pull out services from a special education teacher. The Institute shared this information with the network, and the network agreed to conduct a review of the protocol at both locations given the existing framework of a successful ELL program.
- General education teachers and specialists use effective strategies to support students. Girls Prep NY has a networkwide universal curriculum goal aimed at meeting the needs of at least 80% of its tier one students. General education teachers differentiate instruction with flexible small groups and ongoing progress monitoring to support students within the general education program. Special education ICT teachers plan and co-teach with general education teachers to support the transfer of strategies to students with disabilities. Teachers also have access to network created checklist with suggested differentiation options to support students with disabilities. Teachers use specific strategies to support ELLs such as personal word walls, academic vocabulary lists, and sentence stems. The school has the opportunity to leverage these strategies schoolwide with more teachers to benefit ELL students.
- The school uses a combination of regular meetings and performance tracking documents to monitor student progress. Grade level and schoolwide teams meet weekly to review student work and performance. Teachers use student study goal trackers, and the STAIR team uses the STAIR sorter which allows school leaders to monitor progress across a variety of data points. Special education teachers use trackers to document and monitor student progress on IEP goals. Teachers share progress monitoring worksheets

for regularly updated IEP goals at weekly grade level meetings. These practices ensure teachers are aware of students' progress towards meeting IEP goals and goals for students struggling academically. The school's current monitoring of ELLs does not consistently ensure students receive effective supports or that teachers communicate or meet ELL academic goals because the school does not have a defined practice to identify and monitor the language acquisition needs of ELLs at the elementary school.

- The school provides training and professional development to identify at-risk students and to help teachers meet students' needs. Girls Prep NY provides professional development and coaching opportunities to support at-risk students in the categories of instruction, compliance, advocacy, and intervention. Professional development topics include co-teaching, purposeful grouping, differentiating instruction, and Universal Design for Learning. The school also benefits from a network coach who conducts brief informal observations of ICT classrooms to identify topics and areas for coaching and development. Teachers and staff members attend external professional development offerings, which they transfer to the entire staff during professional development sessions. Topics include support for ELLs offered by the New York City Collaborative for Inclusive Education.
- The school provides opportunities for coordination between classroom teachers and at-risk program staff members including network supports to identify, plan, and serve the needs of students struggling academically. The school provides 30 minutes of co-planning time daily to special education and general education co-teachers. In addition to this dedicated time, most teachers indicate that they leverage prep and grade level meeting time to share or obtain useful information about student progress. The network coach meets monthly with teachers to lead team meetings and coach or support planning for students with disabilities and those struggling academically.

ORGANIZATIONAL PERFORMANCE



IS THE SCHOOL AN EFFECTIVE, VIABLE ORGANIZATION?

Girls Prep NY is an effective and viable organization that has in place the key design elements identified in its charter. School leaders have improved the school’s curriculum and instruction in all content areas during the current charter term. The Public Prep Academies’ board of trustees (the “board”) meets regularly and ensures the school substantially complies with applicable law and regulations, and works effectively to oversee the school’s academic progress. The school’s instructional, operational, and cultural leaders have established a teacher professional development program that aligns to the school’s stated priorities and mission. Additional detail on the school’s organizational effectiveness follows.

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IS THE SCHOOL FAITHFUL TO ITS MISSION AND DOES IT IMPLEMENT THE KEY DESIGN ELEMENTS INCLUDED IN ITS CHARTER?

Girls Prep NY is faithful to its mission and key design elements. These can be found in the School Background section at the beginning of the report and Appendix A, respectively. The school is committed to a rigorous and comprehensive academic experience and school culture that celebrates and fosters a love of learning. The school infuses character education into multiple parts of the school day, emphasizing values such as sisterhood alongside a commitment to academic achievement. Students have many opportunities that challenge them to develop skills, knowledge, and passion.

SUNY RENEWAL BENCHMARK 2B

ARE PARENTS/GUARDIANS AND STUDENTS SATISFIED WITH THE SCHOOL?

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

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Parent Survey Data. The Institute compiled data from NYCDOE’s 2018-19 NYC School Survey. NYCDOE distributes the survey every year to compile data about school culture, instruction, and systems for improvement. This year, 85% of families who received the survey responded. The majority of survey respondents (92%) indicate satisfaction with the school, and the response rate is sufficient to be useful in framing the results as representative of the school community.

Parent Focus Group. The Institute asks all schools facing renewal to convene a representative set of parents for a focus group discussion. A representative set includes parents of students in attendance at the school for multiple years, parents of students new to the school, parents of students receiving general education services, parents of students with special needs, and parents of ELLs. The five family members in attendance expressed satisfaction with the school’s high quality instruction and academic rigor and engagement. Parents appreciate the culture established by leaders and teachers that values high academic expectations and creates a safe space for student expression. Families expressed that they can easily communicate with teachers and staff, who regularly inform them of how their children are performing. Parents stated one area of improvement is the need for more extracurricular activities.

Persistence in Enrollment. An additional indicator of parent satisfaction is persistence in enrollment. In 2018-19, 81% of Girls Prep NY students returned from the previous year. Student persistence data from previous years of the charter term is available in Appendix A.

The Institute derived the statistical information on persistence in enrollment from its database. No comparative data from the NYCDOE or the New York State Education Department (“NYSED”) is available to the Institute to provide either district or statewide context.

DOES THE SCHOOL’S ORGANIZATION WORK EFFECTIVELY TO DELIVER THE EDUCATIONAL PROGRAM?

The school, with the support of the network, establishes systems to effectively support the delivery of the educational program. The network supports the school with operational and instructional assistance so instructional leaders can solely focus on the academic program and teacher development.

- Girls Prep NY establishes an administrative structure with staff, operational systems, policies, and procedures that allow the school to effectively carry out its academic program. The elementary and middle school levels are each led by a principal, and two distinct leadership teams. At the elementary and middle schools, the leadership

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team consists of a principal, an academic director, a director of operations, an assistant director of student and family affairs, and an assistant director of student support who is shared by the two schools. At the time of renewal, the network provided support to the school by leveraging one of its staff to be at the school twice weekly to ensure continuity because of a vacancy in the elementary school in the director of student affairs position.

- The school's organizational structure establishes distinct lines of accountability with clearly defined roles and responsibilities. Teachers know to whom to go for what. The network maintains job descriptions and evaluation tools for all administrative staff that allow the school's principals to hold staff accountable for all functional areas for which they are responsible. The network and school leaders maximize coordination between the elementary and middle school levels, and across grade levels and content areas.
- The school applies an effective behavior management system with consistency and fidelity. At both the elementary and middle school levels, the behavior management system aligns to Kickboard, the school's online culture data system. The school grounds its behavior management in the schools' core values of sisterhood, scholarship, merit, and responsibility. The school requires scholars to use the core values to guide their choices. Girls Prep NY supports single sex education and espouses the core value of sisterhood by naming every single classroom after a notable female leader. Some examples include Justice Ruth Bader Ginsberg, Oprah Winfrey, and Billie Jean King. To foster a positive school culture, students at the elementary school level earn shout outs or behavior notes for each core value category. In Kindergarten – 4th grade, the school moved away from using the color chart system and adopted the responsive classroom model because students had a challenging time processing what each color meant, and teachers had difficulty reinforcing the color system in their classrooms. At the elementary school level, teachers use logical consequences grounded in the school's code of conduct and based on students' behaviors. At the middle school level, students earn or lose merits based on their actions related to core values and the school's code of conduct as outlined in the family handbook. For example, students receive detention as a consequence for a tier two behavioral infraction, which is administered during lunch, recess, or after school hours.
- Girls Prep NY continues to prioritize retention of high quality staff. Staff members across both campuses report having exceptional levels of instructional support and coaching, in addition to high levels of satisfaction with the school's supportive environment and extensive professional development program. The school promotes teachers to grade team leader positions and supports building capacity to increase retention incentives for new, experienced, and high performing teachers. Leaders at the elementary and middle school levels, in conjunction with their leadership teams, maintain a robust program of activities to engage staff members and maintain morale.

- Girls Prep NY allocates necessary resources to support the achievement of operational and academic goals. The school provides teachers access to adequate technology and invests in curricular resources to support the elementary and middle school programs. The school creates well resourced classrooms with extensive classroom libraries, interactive white boards, and laptops for individualized teaching and learning. Teachers have access to a variety of quality professional development opportunities including external conferences and workshops. School leaders have used their autonomy in staffing to add additional positions based on the specific needs of each campus.
- Girls Prep NY maintains the necessary enrollment for budget purposes. Despite experiencing challenges in recruiting students over the course of the charter term, the school remained within its chartered limits during the charter term. In the Institute's discussion with families, responses indicate high levels of satisfaction with Girls Prep NY. Leaders acknowledge the challenges associated with enrollment and retention of students across the district and will continue to invest resources into student recruitment, specifically focusing on marketing, branding to increase the school's visibility, and family engagement and enrollment.
- In tandem with increased efforts on student recruitment, the network continues to monitor its progress toward meeting enrollment and retention targets for students with disabilities, ELLs, and economically disadvantaged students. Girls Prep NY comes close to meeting its enrollment target for students with disabilities and ELLs. The chief operating officer is working in conjunction with the network's recruitment and retention team to increase marketing efforts to meet all of the school's targets, a task made more difficult by gentrification of the neighborhood including an influx of people who tend not to have school age children.
- School leaders and board members, in partnership with the network, regularly monitor and evaluate the school's programs and make changes if necessary. The school maintains a robust data dashboard system it updates regularly and connects to its student information and data system. School and network leaders use the system to review trends across and within schools, set school and network-level priorities and goals, and monitor performance. School leaders regularly administer surveys to monitor staff satisfaction and school culture, and use the data to make shifts in school programs and initiatives.

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DOES THE BOARD WORK EFFECTIVELY TO ACHIEVE THE SCHOOL'S ACCOUNTABILITY PLAN GOALS?

The Public Prep Academies board works effectively to achieve the school's Accountability Plan goals. During the current charter term, the board developed formal structures to maintain contact with the school community, and reviewed its structures to access information about the school's academic, fiscal, and organizational viability. Based on feedback from school leaders on the challenges of retaining quality staff in a competitive market, this year the board analyzed and adjusted the schools' compensation packages in order to attract, recruit, and retain staff members.

- The Public Prep Academies board effectively governs the school. Possessing skills and experience in finance, legal, and marketing, the board led the school to posting a consistent track record of meeting or coming close to meeting Girls Prep NY Accountability Plan goals. Notwithstanding enrollment that was slightly lower than anticipated, the board managed the school's finances to ensure the school's operations supported improvements to the school's academic program.
- Board committees receive cogent information to provide effective oversight of Girls Prep NY finances and academic program. The finance and development committees meet prior to the board in order to gather and analyze financial information for presentation to the full board. The board receives information from network leaders in order to monitor the school's academic results. School leaders also provide the board with information about teaching and learning at the school. On one of the regular scheduled school visits, board members observed classrooms to experience the effectiveness of teaching and learning. School leaders also provide the board with analysis of assessment data including interim assessment data, which the board finds more specific and predictive of state assessment results.
- The board establishes clear priorities, objectives, and long range goals. Although the board did not formalize its long term goals, the board identifies three clear priorities for this school year: tracking Girls Prep NY graduates to and through college; retaining the school's strongest teachers; and, stabilizing enrollment and retention trends. The board has not yet put in place identified benchmarks or milestones for monitoring attainment of these goals. However, the board monitors the school's performance on these priorities in less formal ways, and regularly discusses them during meetings despite not having identified metrics around these priorities.

- Two members of the education corporation board overlap with the network board, which have joint meetings. In this way, board members receive information about the operations and priorities of both entities regularly. This allows both boards to provide adequate resources to key personnel at the network and schools to ensure the organizations function effectively. Last year, the board analyzed data about teacher salaries and compensation packages in nearby schools, and adjusted the compensation packages at Girls Prep NY to align with market data. The board gives the school leadership an opportunity for input on its budgeting priorities before making final decisions.
- The board does not employ a process to evaluate its own performance. However, board members visit Girls Prep NY at least six times each year, and receive feedback on their performance tangentially through these visits. During visits, board members have conversations with teachers and school leaders, and gather information directly from the school community about how they can work to strengthen the school. Board members also participate in several community functions at the school including the 8th grade graduation ceremony.

DOES THE BOARD IMPLEMENT, MAINTAIN, AND ABIDE BY APPROPRIATE POLICIES, SYSTEMS, AND PROCESSES?

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The board materially and substantially implements, maintains, and abides by adequate policies, systems, and processes to ensure the effective governance and oversight of the school. The board demonstrates a clear understanding of its role in holding the school leadership and network accountable for both academic results and fiscal soundness.

- During the current charter term, the board successfully merged schools in order to streamline governance and operations.
- During the current charter term, the board worked with the board of the network to hold network and school leadership accountable for continuing to increase academic results and fiscal soundness as the overall organization grows. Minutes reflect the board asking for increased information and more access to the network to ensure mission alignment. The board now receives consistent academic and financial information.
- The board demonstrates its financial dedication to the school by committing to extensive fundraising.

- The board started a school visit program where members are invited to the schools eight to 10 times each school year. Board members of both organizations may choose which to attend but some report attending in the fall and the spring to see growth in real time at the locations, and to check on specific issues and initiatives.
- The SUNY Trustees approved another replication the program in March 2019 with an additional girls elementary school in the Bronx to open in fall of 2020.
- Board members conduct exit interviews with any principal to ensure they are aware of issues that may affect work culture, and to ensure they are being thoughtful about retaining talent.
- The network has made changes in senior leadership of the network with the thoughtful and informed input of the Public Prep Academies board.
- The board relies on annual retreats to speak with principals, talk over curriculum, and take practice exams to better understand the academic program first hand.

HAS THE SCHOOL SUBSTANTIALLY COMPLIED WITH APPLICABLE LAWS, RULES AND REGULATIONS, AND PROVISIONS OF ITS CHARTER?

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The education corporation substantially complied with applicable laws, rules and regulations, and provisions of its charter.

- **Complaints.** The Institute received one formal complaint regarding the school. The Institute found that the school did not provide a copy of the complaint policy as required. The school provided written assurance that the complaint policy was distributed to families and now available upon request in the main office.
- **Compliance.** The Institute issued no violation letters during the charter term.
- **ELL Program.** At the time of the visit, the education corporation did not implement a legally compliant program to serve ELLs at the elementary level program in violation of Title VI of the Civil Rights Act of 1964 and federal regulations. The education corporation presented sufficient information of a compliant program and the Institute will continue to monitor the implementation of this program to ensure compliance in this area.
- **Teacher Certification.** The school is above the allowance for uncertified teachers. The education corporation has audited certification status across all schools and presented a multi-faceted plan that will bring the school into compliance. This plan includes biannual monitoring and one on one teacher support services through the New York City Charter School Center, tuition reimbursement, and partnership with the Relay Graduate School of Education in the areas of general and special education.

FISCAL PERFORMANCE



IS THE EDUCATION CORPORATION FISCALLY SOUND?

Based on a review of the fiscal evidence collected through the renewal review, Public Prep Charter School Academies is fiscally sound as is its school, Girls Prep NY. The SUNY Fiscal Dashboard presents color-coded tables and charts indicating that Girls Prep NY and the education corporation have demonstrated fiscal soundness over the majority of the charter term.⁹ (The SUNY Fiscal Dashboard for Girls Prep NY is included in Appendix D and the Fiscal Dashboard for the Public Prep Charter School Academies merged education corporation is included in Appendix F). The discussion that follows relates mainly to the Public Prep Charter School Academies education corporation because a school is not a legally distinct fiscal entity.

Girls Prep NY opened in 2005-06 authorized by SUNY. Public Prep Charter School Academies also has authorization to operate three additional charter schools: Girls Preparatory Charter School of the Bronx, Girls Preparatory Charter School of the Bronx II, and Boys Preparatory Charter School of New York. In addition to analyzing the soundness of the individual charter school, the Institute analyzed the soundness of the not-for-profit education corporation granted the authority to operate the school and finds it too has adequate financial resources to ensure stable operations. The fiscal dashboards reflect the independent entity as fiscally strong prior to and since merging with the other schools.

The network supports Girls Prep NY in the areas of curriculum, student recruitment, human resources, operations, staff recruitment, training, professional development, financial management, and technology under the terms of a management contract that reflects a 15% management fee over the charter term plus \$50,000 per campus in special education revenue.

Operating multiple schools allows for the realization of efficiencies associated with operations and capacity to share programs and resources in the areas of academic program, fiscal management and operational support, human resources, technology and public relations. Reporting to one authorizer streamlines the requirements and expectations.

9. 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 green – gray – red. 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.

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

Girls Prep NY has adequate financial resources to ensure stable operations. Girls Prep NY has employed clear budgetary objectives and budget preparation procedures throughout the charter term.

- The budget process applies the financial expertise of key board members, as well as experiences learned as an operator, to a bottoms-up analysis and approach to determine the required resources needed for achieving the educational goals and outcomes of the education-oriented institution.
- The annual budgeting process is led by the network chief executive officer, chief operating officer, superintendent, and director of finance, along with the school-based principal and director of operations, working together to prepare the annual budgets and cash flow projections. The budget is presented to the board finance committee for review and then presented to the full board for approval. The board receives quarterly budget to actual comparison reports with explanations for any significant variances.
- The projected five-year renewal budget reflects 2.0% increases to per pupil funding after the first year of the new charter term.
- Girls Prep NY will continue operations of its K-8 program in the two co-located facilities. Both locations will continue to provide adequate space for the school to operate through the next charter term.

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DOES THE SCHOOL MAINTAIN APPROPRIATE INTERNAL CONTROLS AND PROCEDURES?

Public Prep Charter School Academies has a history of sound fiscal policies, procedures and practices and maintains appropriate internal controls.

- The Fiscal Policies and Procedures Manual serves as the guide to all financial internal controls and procedures. The manual undergoes ongoing reviews and updates.
- The most recent Public Prep Charter School Academies audit report for June 30, 2019 had no material findings or deficiencies. All prior advisory comments have been addressed and corrected.

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DOES THE SCHOOL COMPLY WITH FINANCIAL REPORTING REQUIREMENTS?

Girls Prep NY and the education corporation have complied with financial reporting requirements.

- The Institute and NYSED have received the required financial reports on time, complete and follow generally accepted accounting principles (GAAP).
- Independent audits of annual financial statements have received unqualified opinions with no material advisory or management letter findings to report.
- The school and education corporation have generally filed key reports timely and accurately including: audit reports, budgets, unaudited quarterly reports of revenue, expenses and enrollment.
- The June 30, 2019 annual audit was received by the Institute by the due date of November 1, 2019 and reported continued fiscal strength with net assets of \$8.1 million as of June 30, 2019.

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DOES THE SCHOOL MAINTAIN ADEQUATE FINANCIAL RESOURCES TO ENSURE STABLE OPERATIONS?

Girls Prep NY and the education corporation have maintained adequate financial resources to ensure stable operations.

- The education corporation has reported both operating surpluses and deficits during the current charter term. The surpluses do exceed any deficits and the education corporation has reported surpluses in each of the last three years.
- The merged education corporation fiscal dashboard in Appendix F reflects fiscally strong with only 12 days of cash on hand to pay liabilities coming due shortly. Facility related costs decreased the cash reserves on hand.
- The education corporation benefits from a combined balance sheet which is a combination of individual schools assets and liabilities. In order to track the operations of any individual school within a merged education corporation, the Institute tracks each individual school's revenues and expenses in order to report operating surpluses or deficits.

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Albany, NY 12246

- Public Prep Charter School Academies had total net assets of approximately \$8.1 million as of June 30, 2019 with Girls Prep NY net assets of \$952,351.
- As a requirement of charter agreements, Public Prep Charter School Academies has established the separate dissolution reserve fund account of \$175,000 for the three operating charters.

SUNY Charter Schools Institute
SUNY Plaza
353 Broadway
Albany, NY 12246

FUTURE PLANS



IF THE SUNY TRUSTEES RENEW THE EDUCATION CORPORATION'S AUTHORITY TO OPERATE THE SCHOOL, ARE ITS PLANS FOR THE SCHOOL REASONABLE, FEASIBLE, AND ACHIEVABLE?

Girls Prep NY plans for the future, if renewed, are reasonable, feasible, and achievable. The school plans to continue to develop its academic program in Kindergarten through 8th grade. The board will focus on developing its capacity to oversee the school's day to day operations and academic achievement.

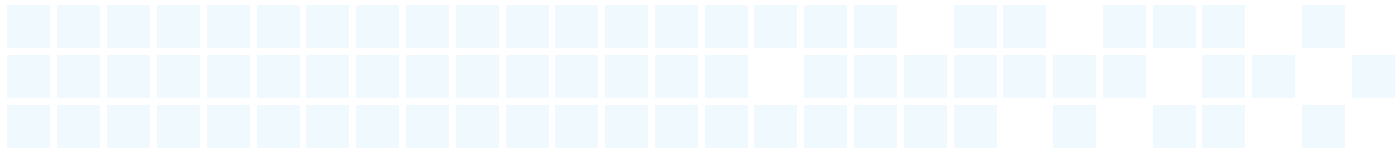
Plans for the School's Structure. The education corporation has provided all of the key structural elements for a charter renewal and those elements are reasonable, feasible, and achievable.

Plans for the Educational Program. In a subsequent charter term, Girls Prep NY will continue enrolling Kindergarten through 8th graders in order to maintain its capacity to continue to develop the elementary and middle academic programs. The school's consistent leadership will continue to drive the improvements realized during the current charter term in order to realize academic success for all students.

Plans for Board Oversight & Governance. Board members express an interest in continuing to serve Girls Prep NY. Should any board members choose to step down, the board has a clear succession plan in place.

Fiscal & Facility Plans. Based on evidence collected through the renewal review, including a review of the 5-year financial plan, Public Prep Charter School Academies presents a reasonable and appropriate fiscal plan for the next charter term including education corporation and school budgets that are feasible and achievable. The chartered enrollment requested for the next term has been aligned to more closely reflect historical actuals during the current charter term.

	CURRENT	END OF NEXT CHARTER TERM
Enrollment	675	600
Grade Span	K-8	K-8
Teaching Staff	63	57
Days of Instruction	180	180



SUNY Charter Schools Institute
SUNY Plaza
353 Broadway
Albany, NY 12246

Girls Prep NY plans to continue operations in its current co-located facilities.

The school’s Application for Charter Renewal contains all necessary elements as required by the Act. The proposed school calendar allots an appropriate amount of instructional time to meet or exceed instructional time requirements, and taken together with other academic and key design elements, should be sufficient to allow the school to meet its proposed Accountability Plan goals.



Girls Prep NY

Ax

APPENDICES

PAGES Ax 1-27

SO^A SCHOOL OVERVIEW	PS^B PERFORMANCE SUMMARIES	DC^C DISTRICT COMMENTS	FD^D FISCAL DASHBOARD	EO^E ED CORP OVERVIEW	EF^F ED CORP FISCAL
PAGE Ax 1	PAGE Ax 6	PAGE Ax 8	PAGE Ax 9	PAGE Ax 13	PAGE Ax 24

APPENDIX A: School Overview

GIRLS PREPARATORY CHARTER SCHOOL OF NEW YORK BOARD OF TRUSTEES

CHAIR

Boykin Curry IV

TRUSTEES

Eric Grannis
 Laura Weil
 Melvin Ming
 Nicole Green
 Paul Vermeylen

SCHOOL LEADERS

ELEMENTARY SCHOOL

Rebekah Adamek (2017-18 to Present)
Patricia Jahaly (2016-17)
Versha Munshi South (2012-13 to 2015-16)
Anne Lackritz (2007-08 to 2011-12)
Miriam Raccach, Acting Principal (2006-07)
Nakia Haskins (2004-05 to 2006-07)

MIDDLE SCHOOL PRINCIPAL

Jessica Strong, Middle School Principal (2017-18 to Present)
Lacy Reed (2015-16 to 2016-17)
Kaitlin Seaver (2012-13 to 2015-16)
Kimberly A. Morcate (2009-10 to 2011-12)

SCHOOL CHARACTERISTICS

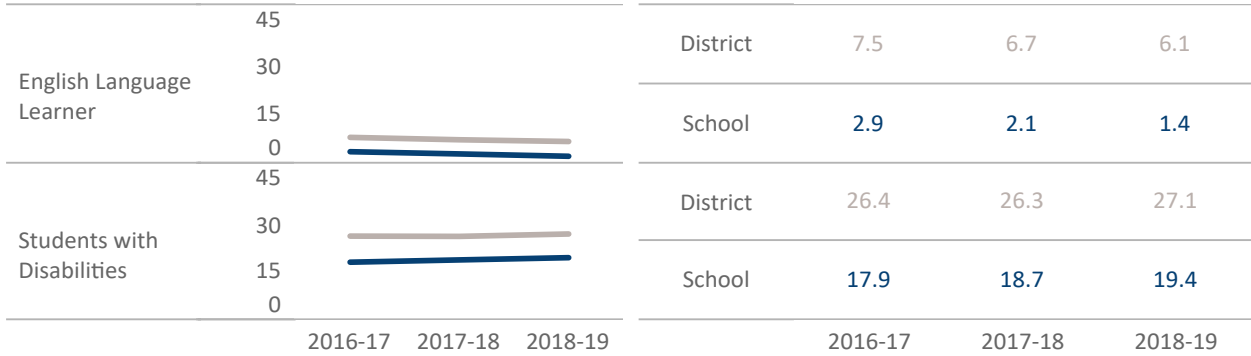
SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	PROPOSED GRADES	ACTUAL GRADES
2015-16	659	595	90%	K-8	K-8
2016-17	675	616	91%	K-8	K-8
2017-18	675	647	96%	K-8	K-8
2018-19	675	615	91%	K-8	K-8
2019-20	675	596	88%	K-8	K-8

APPENDIX A: School Overview

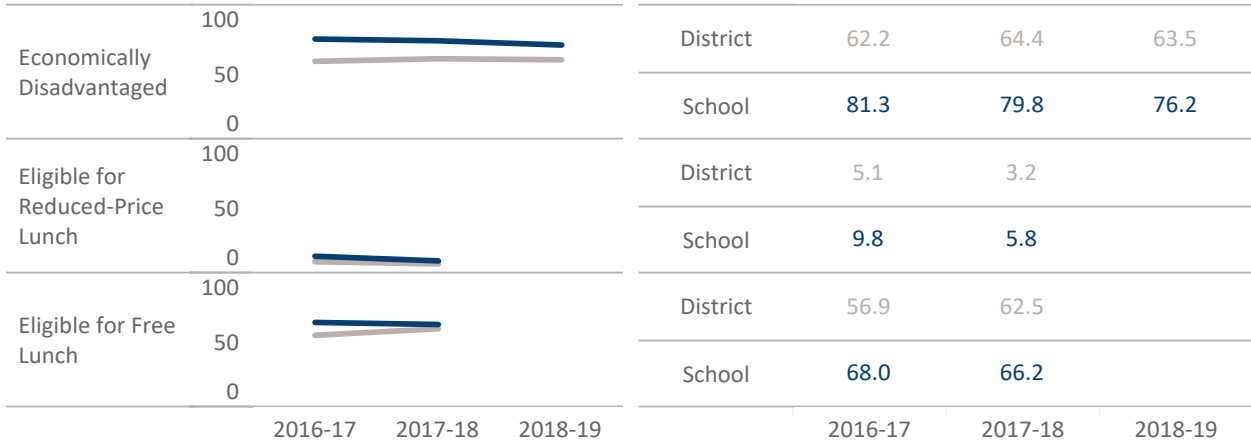
Girls Prep Charter School of New York

Manhattan CSD 1

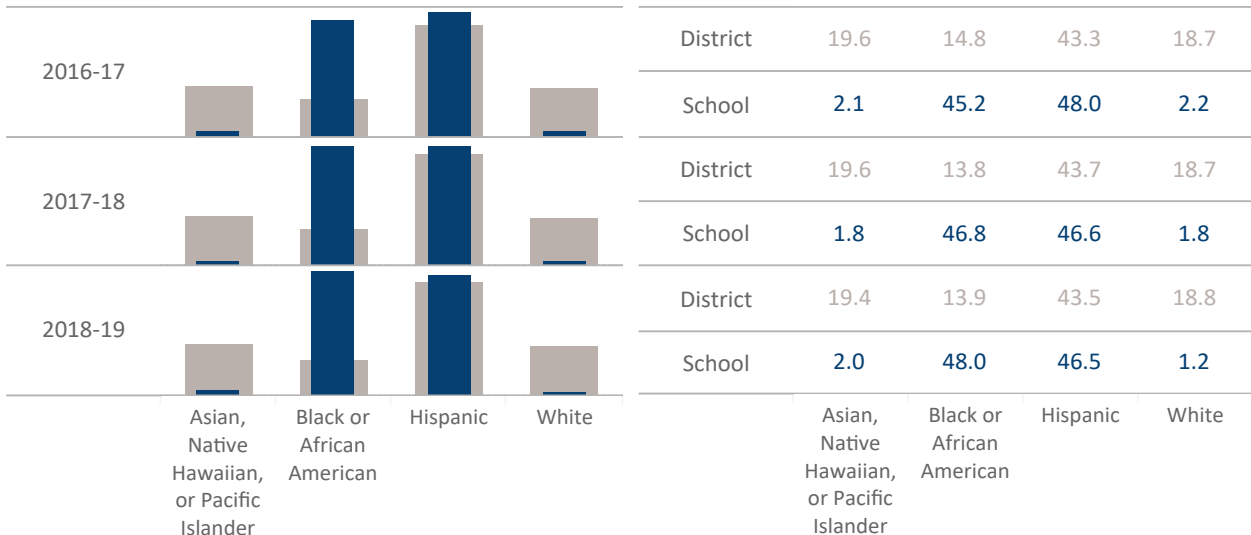
Student Demographics: Special Populations



Student Demographics: Free/Reduced Lunch



Student Demographics: Race/Ethnicity

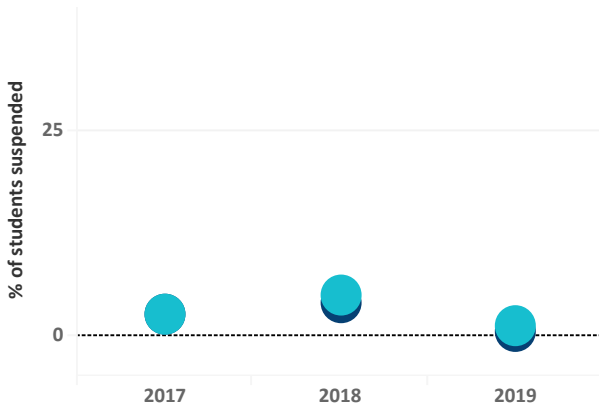


Data reported in these charts reflect BEDS day enrollment counts as reported by the New York State Education Department.

APPENDIX A: School Overview

Girls Prep Charter School of New York

Manhattan CSD 1



	School ISS Rate	School OSS Rate
2017	2.5	2.5
2018	4.9	3.8
2019	1.1	0.3

CSD data suitable for comparison are not available. The percentage rate shown here is calculated using the method employed by the New York City Department of Education ("NYCDOE"): the total number of students receiving an in school or out of school suspension at any time during the school year is divided by the total enrollment, then multiplied by 100.

Persistence in Enrollment: The percentage of students eligible to return from previous year who did return



Expulsions: The number of students expelled from the school each year

	2017	2018	2019
Expulsions	0	0	0

Girls Prep Charter School of New York's Enrollment and Retention Status: 2018-19

		District Target	School
Enrollment	economically disadvantaged	71.1	73.8
	English language learners	9.2	1.4
	students with disabilities	23.1	18.8
Retention	economically disadvantaged	91.3	79.9
	English language learners	90.3	85.7
	students with disabilities	92.7	95.7

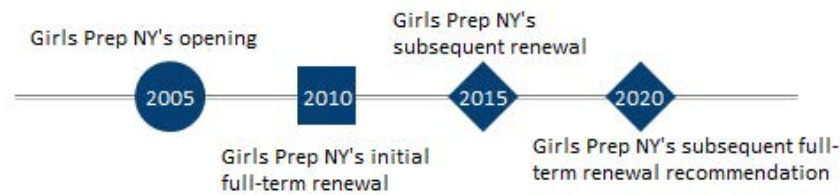
Data reported in these charts reflect information reported by the school and validated by the Institute.

APPENDIX A: School Overview

PARENT SATISFACTION: SURVEY RESULTS

RESPONSE RATE	OVERALL SATISFACTION	TRUST	EFFECTIVE SCHOOL LEADERSHIP	STRONG FAMILY COMMUNITY TIES
85%	92%	79%	89%	94%

TIMELINE OF CHARTER SCHOOL RENEWAL



SCHOOL VISIT HISTORY

SCHOOL YEAR	VISIT TYPE	DATE
2009-10	Initial Renewal Visit	December 15-16, 2009
2013-14	Subsequent Renewal Visit	May 13, 2014
2019-20	Subsequent Renewal Visit	November 20-21, 2019

CONDUCT OF THE RENEWAL VISIT

DATE(S) OF VISIT	EVALUATION TEAM MEMBERS	TITLE
November 20-21, 2019	Denise Gaffor	School Evaluation Analyst
	Vanessa Threatte	Executive Deputy Director for Best Practices and Partnerships
	Viola Pu	Performance and Systems Analyst
	Christina Perry	External Consultant

APPENDIX A: School Overview

KEY DESIGN ELEMENTS:

ELEMENT	EVIDENT?
Academic achievement;	+
Character development;	+
College knowledge;	+
Staff satisfaction and organizational stability; and	+
Family and student satisfaction.	+

APPENDIX B: Performance Summaries

SCHOOL PERFORMANCE SUMMARY: ENGLISH LANGUAGE ARTS

Girls Preparatory Charter School of New York

		2016-17 Grades Served K-8				2017-18 Grades Served K-8				2018-19 Grades Served K-8					
Grades	All % (N)	2+ Years % (N)	MET	Grades	All % (N)	2+ Years % (N)	MET	Grades	All % (N)	2+ Years % (N)	MET	Grades	All % (N)	2+ Years % (N)	MET
3	62.5 (72)	69.4 (49)		3	63.5 (74)	67.8 (59)		3	70.4(71)	73.3(60)		3	70.4(71)	73.3(60)	
4	59.1 (66)	62.7 (51)		4	61.4 (70)	66.0 (47)		4	65.7(70)	65.1(63)		4	65.7(70)	65.1(63)	
5	45.1 (82)	44.6 (56)		5	60.0 (75)	61.5 (52)		5	42.5(80)	44.6(65)		5	42.5(80)	44.6(65)	
6	57.7 (78)	58.7 (63)		6	70.5 (78)	69.2 (65)		6	54.8(84)	62.5(56)		6	54.8(84)	62.5(56)	
7	52.4 (63)	52.5 (61)		7	69.6 (69)	69.6 (69)		7	56.1(66)	54.8(62)		7	56.1(66)	54.8(62)	
8	72.5 (40)	72.5 (40)		8	79.6 (54)	79.6 (54)		8	79.7(64)	79.7(64)		8	79.7(64)	79.7(64)	
All	56.9 (401)	59.1 (320)	NO	All	66.9 (420)	69.1 (346)	NO	All	60.7(435)	63.2(370)	NO	All	60.7(435)	63.2(370)	NO
Absolute Measure															
1. Each year 75 percent of students who are enrolled in at least their second year will perform at or above proficiency on the New York State exam.															
2. Each year the school's aggregate Performance Index on the State exam will meet the state Measure of Interim Progress set forth in the State's ESSA accountability system.															
Grades	PI	AMO		Grades	PI	MIP		Grades	PI	MIP		Grades	PI	MIP	
3-8	149	111	YES	3-8	172	101	YES	3-8	163	105	YES	3-8	163	105	YES
Comparative Measure															
3. Each year the percent of students enrolled in at least their second year and performing at or above proficiency will be greater than that of students in the same grades in the local district.															
4. Each year the school will exceed its predicted performance on the state exam by an effect size of 0.3 or above based on a regression analysis controlling for economically disadvantaged students statewide.															
Grades	School	District		Grades	School	District		Grades	School	District		Grades	School	District	
3-8	59.1	48.1	YES	3-8	69.1	54.1	YES	3-8	63.2	54.9	YES	3-8	63.2	54.9	YES
Grade	% ED	Actual	Predicted	ES	Grade	% ED	Actual	Predicted	ES	Grade	% ED	Actual	Predicted	ES	
3	72.9	62.5	36.5	1.48	3	76.2	63.5	44.0	1.08	3	72.4	607	597.6	1.13	
4	84.5	59.1	29.2	1.64	4	75.6	61.4	41.1	1.05	4	79.7	609	594.9	1.78	
5	83.9	45.1	24.0	1.38	5	82.7	60.0	27.2	2.06	5	70.6	607	597.4	1.33	
6	72.3	57.7	25.2	2.04	6	83.1	70.5	37.8	1.74	6	72.3	603	595.0	0.96	
7	78.8	52.4	31.3	1.12	7	71.8	69.6	33.9	1.96	7	72.5	608	597.0	1.28	
8	72.1	72.5	38.5	1.85	8	74.1	79.6	41.4	1.88	8	72.1	613	597.5	1.89	
All	77.8	56.9	29.9	1.58	All	77.6	66.9	37.4	1.62	All	73.2	607.6	596.5	1.37	
Grades	School	State		Grades	School	State		Grades	School	State		Grades	School	State	
4	60.3			4	54.6			4	62.3			4	62.3		
5	56.1			5	60.4			5	53.3			5	53.3		
6	57.6			6	53.7			6	41.1			6	41.1		
7	62.6			7	55.3			7	49.8			7	49.8		
8	65.1			8	64.5			8	54.0			8	54.0		
All	59.6	50	YES	All	57.4	50	YES	All	51.8	50	YES	All	51.8	50	YES
Growth Measure															
5. Each year, the school's unadjusted mean growth percentile will meet or exceed the target of 50.															

APPENDIX B: Performance Summaries

SCHOOL PERFORMANCE SUMMARY: MATHEMATICS

Girls Preparatory Charter School of New York

		2016-17 Grades Served K-8				2017-18 Grades Served K-8				2018-19 Grades Served K-8					
Grades	All % (N)	2+ Years % (N)	MET	Grades	All % (N)	2+ Years % (N)	MET	Grades	All % (N)	2+ Years % (N)	MET	Grades	All % (N)	2+ Years % (N)	MET
<p>1. Each year 75 percent of students who are enrolled in at least their second year will perform at proficiency on the New York State exam.</p>															
3	55.6 (72)	61.2 (49)		3	85.3 (75)	86.7 (60)		3	78.9 (71)	80.3 (61)		3	78.9 (71)	80.3 (61)	
4	47.7 (65)	52.0 (50)		4	60.0 (70)	61.7 (47)		4	58.6 (70)	60.3 (63)		4	58.6 (70)	60.3 (63)	
5	32.9 (82)	25.0 (56)		5	42.7 (75)	42.3 (52)		5	42.3 (78)	43.8 (64)		5	42.3 (78)	43.8 (64)	
6	58.2 (79)	60.9 (64)		6	42.3 (78)	38.5 (65)		6	48.8 (82)	55.4 (56)		6	48.8 (82)	55.4 (56)	
7	44.4 (63)	45.9 (61)		7	72.1 (68)	72.1 (68)		7	43.9 (66)	43.5 (62)		7	43.9 (66)	43.5 (62)	
8	37.5 (40)	37.5 (40)		8	67.9 (53)	67.9 (53)		8	68.8 (64)	68.8 (64)		8	68.8 (64)	68.8 (64)	
All	46.6 (401)	47.5 (320)	NO	All	61.1 (419)	61.7 (345)	NO	All	56.4 (431)	58.6 (370)	NO	All	56.4 (431)	58.6 (370)	NO
<p>2. Each year the school's aggregate Performance Index on the State exam will meet the Measure of Interim Progress set forth in the State's ESSA accountability system.</p>															
3-8	130	109	YES	3-8	161	103	YES	3-8	153	107	YES	3-8	153	107	YES
<p>3. Each year the percent of students enrolled in at least their second year and performing at or above proficiency will be greater than that of students in the same grades in the local district.</p>															
<p>4. Each year the school will exceed its predicted performance on the state exam by an effect size of 0.3 or above based on a regression analysis controlling for economically disadvantaged students statewide.</p>															
<p>5. Each year, the school's unadjusted mean growth percentile will meet or exceed the target of 50.</p>															
<p>Comparison: Manhattan CSD 1</p>															
Grades	School	District													
3-8	47.5	44.0	YES	3-8	61.7	46.9	YES	3-8	58.6	52.5	YES	3-8	58.6	52.5	YES
Grade	% ED	Actual	Predicted	ES	Grade	% ED	Actual	Predicted	ES	Grade	% ED	Actual	Predicted	ES	
3	72.9	55.6	41.9	0.70	3	76.2	85.3	46.9	1.86	3	72.4	609	597.7	1.24	
4	84.5	47.7	29.3	0.93	4	75.6	60.0	40.7	0.92	4	79.7	606	595.8	1.03	
5	83.9	32.9	29.1	0.20	5	82.7	42.7	31.9	0.58	5	70.6	601	597.7	0.37	
6	72.3	58.2	31.0	1.37	6	83.1	42.3	31.4	0.5	6	72.3	602	597.4	0.53	
7	78.8	44.4	24.3	0.99	7	71.8	72.1	33.7	1.88	7	72.5	604	597.7	0.68	
8	72.1	37.5	15.7	1.18	8	74.1	67.9	24.0	1.93	8	72.1	616	596.9	1.69	
All	77.7	46.6	29.7	0.86	All	77.6	61.1	35.3	1.24	All	73.2	606.0	597.2	0.89	
<p>Comparison: Manhattan CSD 1</p>															
Grades	School	State													
4	47.0	55.4	39.4	4	55.4	39.4	4	39.4	39.4	4	39.4	39.4	4	39.4	
5	47.2	48.3	41.9	5	48.3	41.9	5	41.9	41.9	5	41.9	41.9	5	41.9	
6	64.7	49.1	58.5	6	49.1	58.5	6	58.5	58.5	6	58.5	58.5	6	58.5	
7	70.2	63.4	58.2	7	63.4	58.2	7	58.2	58.2	7	58.2	58.2	7	58.2	
8	70.1	79.0	52.0	8	79.0	52.0	8	52.0	52.0	8	52.0	52.0	8	52.0	
All	58.7	50	50	All	57.8	50	50	50	49.9	50	50	49.9	50	50	

APPENDIX C: District Comments

SUMMARY OF PUBLIC COMMENTS

The New York City Department of Education held its required hearing on Girls Prep NY's renewal application on October 22, 2019 at the school. Twenty-five people were present. Thirteen spoke in favor of the renewal application while no one spoke in opposition. The school leader provided a history of the school, its mission, core values and the high quality options the graduates attain. Parents praised the strong academics and well-rounded education. Students stated the school prepares them for the future and has a strong sense of community. Staff praised the school as a great place to work.

APPENDIX D: Fiscal Dashboard

GIRLS PREPARATORY CHARTER SCHOOL OF NEW YORK

NOTE: Effective 2014-15 the school merged into the education corporation, "Public Prep Charter School Academies." Accordingly, see the education corporation report containing the "Balance Sheet" for all schools merged into the education corporation.

SCHOOL INFORMATION

BALANCE SHEET

Assets

Current Assets

Cash and Cash Equivalents - GRAPH 1
 Grants and Contracts Receivable
 Accounts Receivable
 Prepaid Expenses
 Contributions and Other Receivables

Total Current Assets - GRAPH 1

Property, Building and Equipment, net
 Other Assets

Total Assets - GRAPH 1

Liabilities and Net Assets

Current Liabilities

Accounts Payable and Accrued Expenses
 Accrued Payroll and Benefits
 Deferred Revenue
 Current Maturities of Long-Term Debt
 Short Term Debt - Bonds, Notes Payable
 Other

Total Current Liabilities - GRAPH 1

Deferred Rent/Lease Liability
 All other L-T debt and notes payable, net current maturities

Total Liabilities - GRAPH 1

Net Assets

Unrestricted
 Temporarily restricted

Total Net Assets

Total Liabilities and Net Assets

ACTIVITIES

Operating Revenue

Resident Student Enrollment
 Students with Disabilities

Grants and Contracts

State and local
 Federal - Title and IDEA
 Federal - Other
 Other
 NYC DoE Rental Assistance
 Food Service/Child Nutrition Program

Total Operating Revenue

Expenses

Regular Education
 SPED
 Other

Total Program Services

Management and General
 Fundraising

Total Expenses - GRAPHS 2, 3 & 4

Surplus / (Deficit) From School Operations

Support and Other Revenue

Contributions
 Fundraising
 Miscellaneous Income
 Net assets released from restriction

Total Support and Other Revenue

Total Unrestricted Revenue

Total Temporarily Restricted Revenue

Total Revenue - GRAPHS 2 & 3

Change in Net Assets

Net Assets - Beginning of Year - GRAPH 2

Prior Year Adjustment(s)

Net Assets - End of Year - GRAPH 2

	Opened 2005-06				
	MERGED	MERGED	MERGED	MERGED	MERGED
	2014-15	2015-16	2016-17	2017-18	2018-19
Assets					
Current Assets					
Cash and Cash Equivalents - GRAPH 1	-	-	-	-	-
Grants and Contracts Receivable	-	-	-	-	-
Accounts Receivable	-	-	-	-	-
Prepaid Expenses	-	-	-	-	-
Contributions and Other Receivables	-	-	-	-	-
Total Current Assets - GRAPH 1	-	-	-	-	-
Property, Building and Equipment, net	-	-	-	-	-
Other Assets	-	-	-	-	-
Total Assets - GRAPH 1	-	-	-	-	-
Liabilities and Net Assets					
Current Liabilities					
Accounts Payable and Accrued Expenses	-	-	-	-	-
Accrued Payroll and Benefits	-	-	-	-	-
Deferred Revenue	-	-	-	-	-
Current Maturities of Long-Term Debt	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	-	-	-	-	-
Total Current Liabilities - GRAPH 1	-	-	-	-	-
Deferred Rent/Lease Liability	-	-	-	-	-
All other L-T debt and notes payable, net current maturities	-	-	-	-	-
Total Liabilities - GRAPH 1	-	-	-	-	-
Net Assets					
Unrestricted	-	-	-	-	-
Temporarily restricted	-	-	-	-	-
Total Net Assets	-	-	-	-	-
Total Liabilities and Net Assets	-	-	-	-	-
ACTIVITIES					
Operating Revenue					
Resident Student Enrollment	7,801,664	8,377,862	8,893,732	9,447,059	9,683,961
Students with Disabilities	1,199,556	1,431,314	1,602,539	1,511,710	1,582,838
Grants and Contracts					
State and local	367,953	388,038	391,483	384,505	398,818
Federal - Title and IDEA	312,556	250,172	313,828	447,063	396,323
Federal - Other	-	85,597	107,913	88,710	85,184
Other	6,625	-	-	-	-
NYC DoE Rental Assistance	-	-	-	-	-
Food Service/Child Nutrition Program	-	-	-	-	-
Total Operating Revenue	9,688,354	10,532,983	11,309,495	11,879,047	12,147,124
Expenses					
Regular Education	6,985,945	7,191,735	7,446,741	8,378,633	11,263,984
SPED	2,264,425	2,274,584	2,229,663	2,128,006	2,966,053
Other	-	-	-	-	47,000
Total Program Services	9,250,370	9,466,319	9,676,404	10,506,639	14,277,037
Management and General	870,294	991,220	939,957	1,015,421	1,427,515
Fundraising	9,316	9,898	10,351	14,259	14,955
Total Expenses - GRAPHS 2, 3 & 4	10,129,980	10,467,437	10,626,712	11,536,319	15,719,507
Surplus / (Deficit) From School Operations	(441,626)	65,546	682,783	342,728	(3,572,383)
Support and Other Revenue					
Contributions	75,653	27,166	16,979	3,200	94,795
Fundraising	-	1,154	-	-	1,823
Miscellaneous Income	3,010	5,483	87	762	2,468,818
Net assets released from restriction	-	-	-	-	-
Total Support and Other Revenue	78,663	33,803	17,066	3,962	2,565,436
Total Unrestricted Revenue	9,767,017	10,566,786	11,333,165	11,887,642	14,725,086
Total Temporarily Restricted Revenue	-	-	(6,604)	(4,633)	(12,526)
Total Revenue - GRAPHS 2 & 3	9,767,017	10,566,786	11,326,561	11,883,009	14,712,560
Change in Net Assets	(362,963)	99,349	699,849	346,690	(1,006,947)
Net Assets - Beginning of Year - GRAPH 2	1,176,373	813,410	912,759	1,612,608	1,959,298
Prior Year Adjustment(s)	-	-	-	-	-
Net Assets - End of Year - GRAPH 2	813,410	912,759	1,612,608	1,959,298	952,351

APPENDIX D: Fiscal Dashboard

GIRLS PREPARATORY CHARTER SCHOOL OF NEW YORK

NOTE: Effective 2014-15 the school merged into the education corporation, "Public Prep Charter School Academies." Accordingly, see the education corporation report containing the "Balance Sheet" for all schools merged into the education corporation.

SCHOOL INFORMATION - (Continued)

Functional Expense Breakdown

	2014-15	2015-16	2016-17	2017-18	2018-19
Personnel Service					
Administrative Staff Personnel	733,071	800,188	1,608,875	1,826,389	1,900,999
Instructional Personnel	4,373,232	4,771,318	5,037,347	4,925,905	5,188,036
Non-Instructional Personnel	900,638	918,255	11,526	2,652	-
Personnel Services (Combined)	-	-	-	-	-
Total Salaries and Staff	6,006,941	6,489,761	6,657,748	6,754,946	7,089,035
Fringe Benefits & Payroll Taxes	1,422,779	1,422,850	1,381,831	1,598,893	1,598,235
Retirement	174,433	166,075	152,883	130,681	125,150
Management Company Fees	764,785	989,777	1,035,108	1,425,853	1,495,482
Building and Land Rent / Lease	-	6,745	13,047	-	2,627,251
Staff Development	111,821	123,848	249,983	321,766	250,716
Professional Fees, Consultant & Purchased Services	103,730	137,498	104,368	194,886	479,718
Marketing / Recruitment	92	13,324	9,133	28,912	14,627
Student Supplies, Materials & Services	409,045	511,308	478,982	568,055	666,104
Depreciation	274,637	158,325	206,415	213,377	490,222
Other	861,716	368,551	337,213	298,950	882,967
Total Expenses	10,129,980	10,388,062	10,626,712	11,536,319	15,719,507

SCHOOL ANALYSIS

ENROLLMENT

	2014-15	2015-16	2016-17	2017-18	2018-19
Original Chartered Enrollment	525	659	675	675	675
Final Chartered Enrollment (includes any revisions)	634	659	675	675	675
Actual Enrollment - GRAPH 4	565	595	616	647	615
Chartered Grades	K-8	K-8	K-8	K-8	K-8
Final Chartered Grades (includes any revisions)	-	-	-	-	-

Primary School District: NYC CHANCELLOR'S OFFICE

Per Pupil Funding (Weighted Avg of All Districts)

	2014-15	2015-16	2016-17	2017-18	2018-19
Per Pupil Funding	13,877	13,877	14,027	14,527	15,307
Increase over prior year	2.5%	0.0%	1.1%	3.4%	5.1%

PER STUDENT BREAKDOWN

Revenue

	2014-15	2015-16	2016-17	2017-18	2018-19
Operating	17,157	17,702	18,351	18,350	19,743
Other Revenue and Support	139	57	28	6	4,170
TOTAL - GRAPH 3	17,297	17,759	18,379	18,356	23,913

Expenses

	2014-15	2015-16	2016-17	2017-18	2018-19
Program Services	16,382	15,909	15,701	16,230	23,205
Management and General, Fundraising	1,558	1,682	1,542	1,591	2,345
TOTAL - GRAPH 3	17,939	17,592	17,243	17,820	25,550
% of Program Services	91.3%	90.4%	91.1%	91.1%	90.8%
% of Management and Other	8.7%	9.6%	8.9%	8.9%	9.2%
% of Revenue Exceeding Expenses - GRAPH 5	-3.6%	0.9%	6.6%	3.0%	-6.4%

Student to Faculty Ratio

	2014-15	2015-16	2016-17	2017-18	2018-19
Student to Faculty Ratio	6.8	7.0	6.0	7.8	7.1

Faculty to Admin Ratio

	2014-15	2015-16	2016-17	2017-18	2018-19
Faculty to Admin Ratio	4.0	7.7	4.9	3.5	3.3

Financial Responsibility Composite Scores - GRAPH 6

	2014-15	2015-16	2016-17	2017-18	2018-19
Score	0.0	0.0	0.0	0.0	0.0
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 / Fiscally Needs Monitoring < 1.0	N/A	N/A	N/A	N/A	N/A

Working Capital - GRAPH 7

	2014-15	2015-16	2016-17	2017-18	2018-19
Net Working Capital	0	0	0	0	0
As % of Unrestricted Revenue	0.0%	0.0%	0.0%	0.0%	0.0%
Working Capital (Current) Ratio Score	0.0	0.0	0.0	0.0	0.0
Risk (Low ≥ 3.0 / Medium 1.4 - 2.9 / High < 1.4)	N/A	N/A	N/A	N/A	N/A
Rating (Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.4)	N/A	N/A	N/A	N/A	N/A

Quick (Acid Test) Ratio

	2014-15	2015-16	2016-17	2017-18	2018-19
Score	0.0	0.0	0.0	0.0	0.0
Risk (Low ≥ 2.5 / Medium 1.0 - 2.4 / High < 1.0)	N/A	N/A	N/A	N/A	N/A
Rating (Excellent ≥ 2.5 / Good 1.0 - 2.4 / Poor < 1.0)	N/A	N/A	N/A	N/A	N/A

Debt to Asset Ratio - GRAPH 7

	2014-15	2015-16	2016-17	2017-18	2018-19
Score	0.0	0.0	0.0	0.0	0.0
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)	N/A	N/A	N/A	N/A	N/A
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)	N/A	N/A	N/A	N/A	N/A

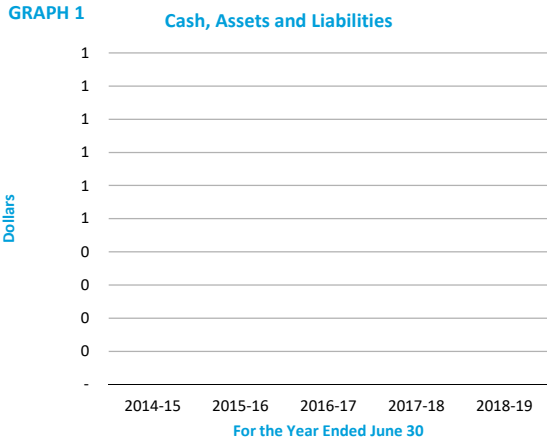
Months of Cash - GRAPH 8

	2014-15	2015-16	2016-17	2017-18	2018-19
Score	0.0	0.0	0.0	0.0	0.0
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)	N/A	N/A	N/A	N/A	N/A
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)	N/A	N/A	N/A	N/A	N/A

APPENDIX D: Fiscal Dashboard

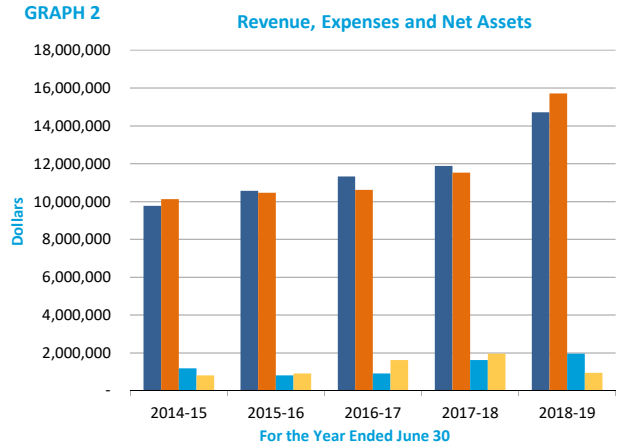
GIRLS PREPARATORY CHARTER SCHOOL OF NEW YORK

NOTE: Effective 2014-15 the school merged into the education corporation, "Public Prep Charter School Academies." Accordingly, see the education corporation report containing the "Balance Sheet" for all schools merged into the education corporation.



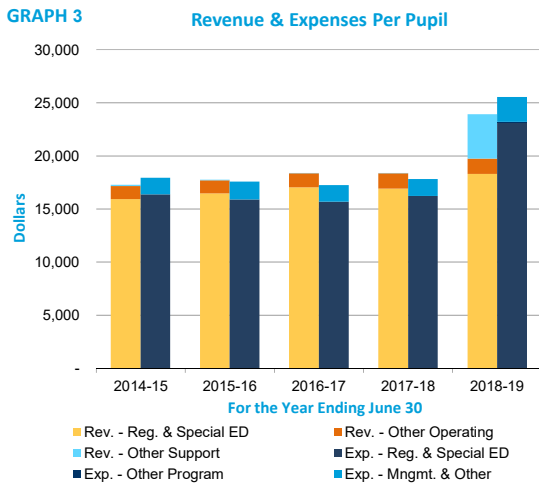
■ Cash ■ Current Assets ■ Current Liabilities ■ Total Assets ■ Total Liabilities

This chart illustrates the relationship between assets and liabilities and to what extent cash reserves makes up current assets. Ideally for each subset, subsets 2 through 4, (i.e. current assets vs. current liabilities), the column on the left is taller than the immediate column on the right; and, generally speaking, the bigger that gap, the better.

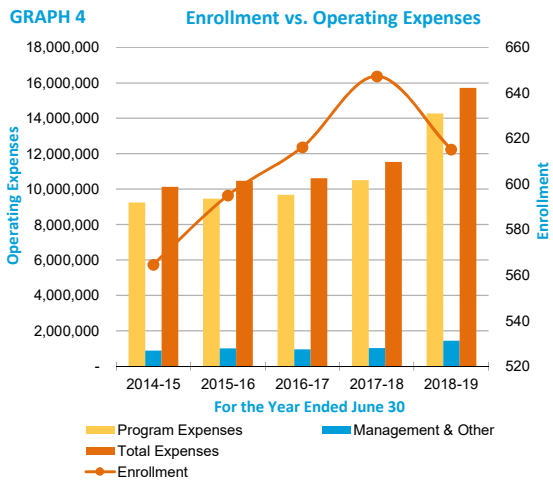


■ Revenue ■ Expenses ■ Net Assets - Beginning ■ Net Assets - Ending

This chart illustrates total revenue and expenses each year and the relationship those subsets have on the increase/decrease of net assets on a year-to-year basis. Ideally subset 1, revenue, will be taller than subset 2, expenses, and as a result subset 3, net assets - beginning, will increase each year, building a more fiscally viable school.



This chart illustrates the breakdown of revenue and expenses on a per pupil basis. Caution should be exercised in making school-by-school comparisons since schools serving different missions or student populations are likely to have substantially different educational cost bases. Comparisons with similar schools with similar dynamics are most valid.



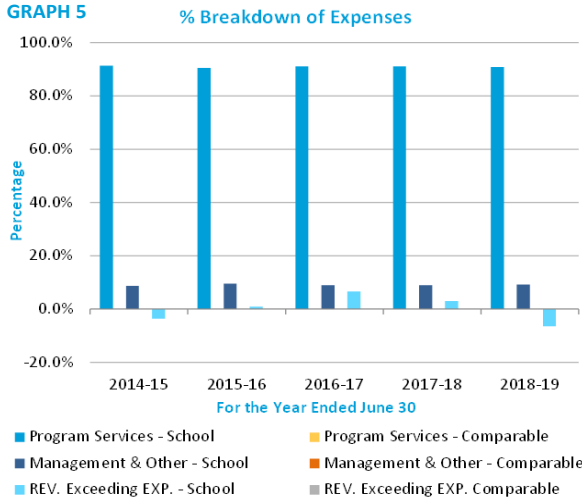
This chart illustrates to what extent the school's operating expenses have followed its student enrollment pattern. A baseline assumption that this data tests is that operating expenses increase with each additional student served. This chart also compares and contrasts growth trends of both, giving insight into what a reasonable expectation might be in terms of economies of scale.

APPENDIX D: Fiscal Dashboard

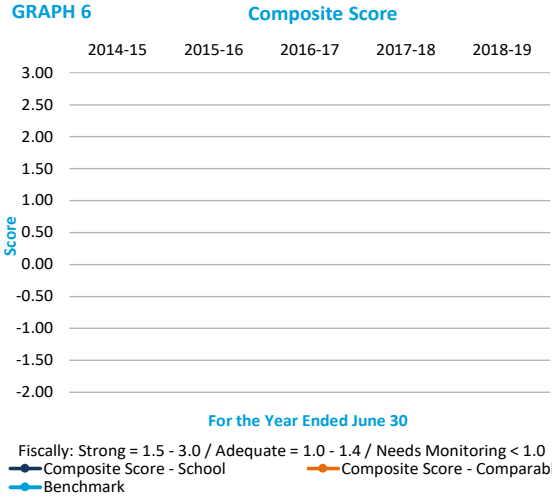
GIRLS PREPARATORY CHARTER SCHOOL OF NEW YORK

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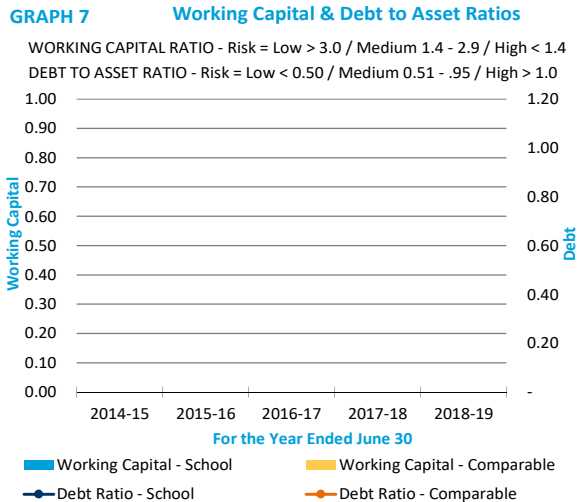
Comparable School, Region or Network: -



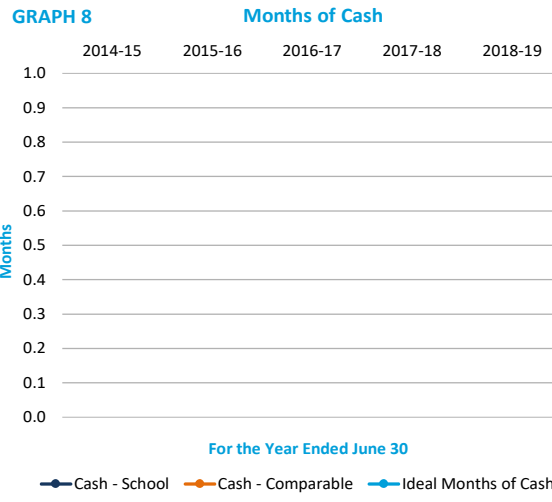
This chart illustrates the percentage expense breakdown between program services and management & others as well as the percentage of revenues exceeding expenses. Ideally the percentage expense for program services will far exceed that of the management & other expense. The percentage of revenues exceeding expenses should not be negative. Similar caution, as mentioned on GRAPH 3, should be used in comparing schools.



This chart illustrates a school's composite score based on the methodology developed by the United States Department of Education (USDOE) to determine whether private not-for-profit colleges and universities are financially strong enough to participate in federal loan programs. These scores can be valid for observing the fiscal trends of a particular school and used as a tool to compare the results of different schools.



This chart illustrates working capital and debt to asset ratios. The working capital ratio indicates if a school has enough short-term assets to cover its immediate liabilities/short term debt. The debt to asset ratio indicates what proportion of debt a school has relative to its assets. The measure gives an idea to the leverage of the school along with the potential risks the school faces in terms of its debt-load.

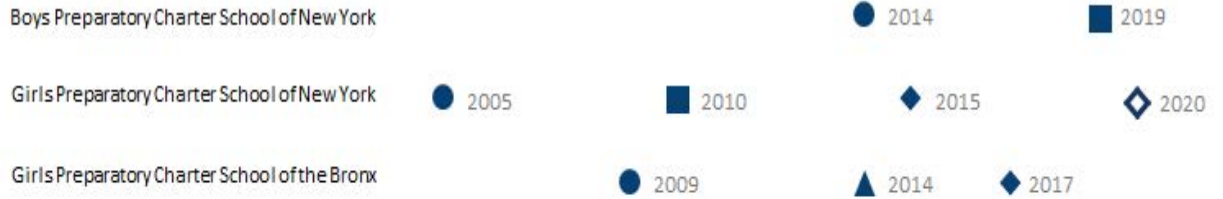


This chart illustrates how many months of cash the school has in reserves. This metric is to measure solvency – the school's ability to pay debts and claims as they come due. This gives some idea of how long a school could continue its ongoing operating costs without tapping into some other, non-cash form of financing in the event that revenues were to cease flowing to the school.

APPENDIX E: Education Corporation Overview

EDUCATION CORPORATION TIMELINE OF CHARTER RENEWAL

- School Opening ▲ Initial Renewal - Short-Term ◆ Subsequent Renewal - Full-Term ■ Initial Renewal - Full-Term
- ◆ Subsequent Renewal Recommendation - Full-Term



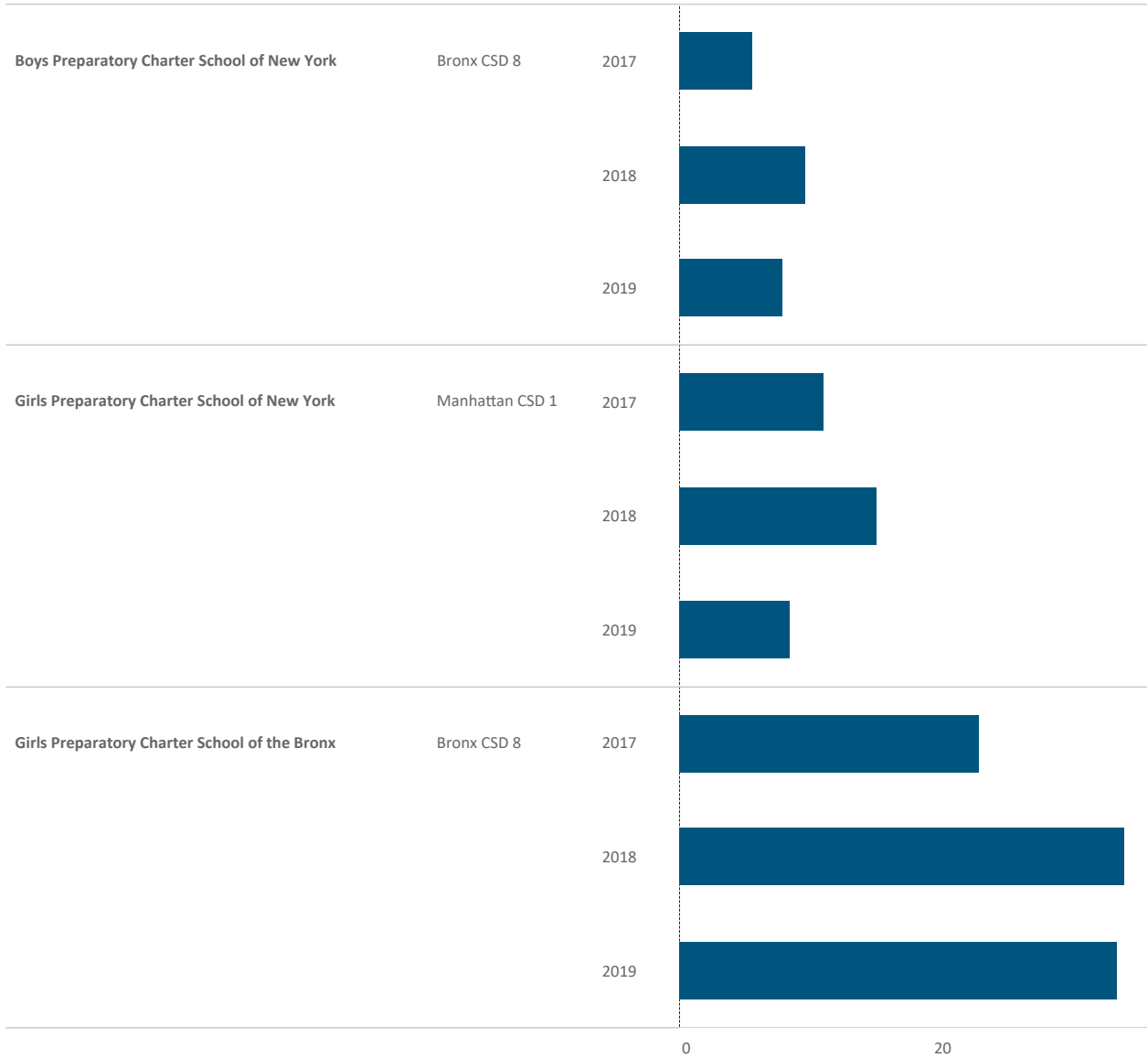
APPENDIX E: Education Corporation Overview

EDUCATION CORPORATION SCHOOL CHARACTERISTICS

SCHOOL	LOCAL DISTRICT	CO-LOCATED	CHARTERED ENROLLMENT	GRADE SPAN
Girls Preparatory Charter School of New York	CSD 1	Yes	675	K-8
Girls Preparatory Charter School of the Bronx	CSD 8	Yes	735	K-8
Boys Preparatory Charter School of New York	CSD 7	No	700	K-6
Girls Preparatory Charter School of the Bronx II	CSD 7	Not Open	Planning Year	Planning Year

APPENDIX E: Education Corporation Overview

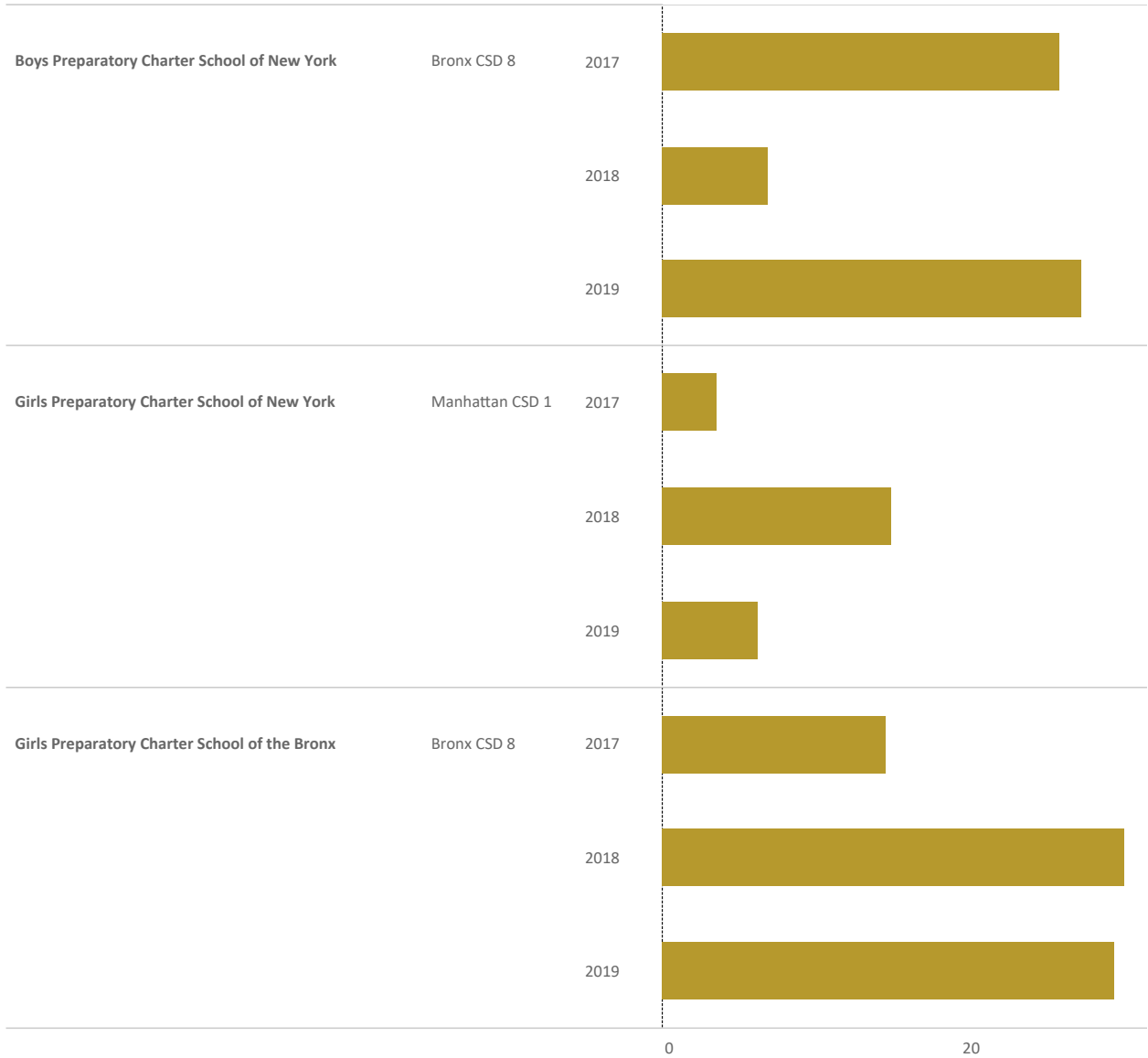
DIFFERENCE BETWEEN SCHOOLS AND DISTRICT SCORES: ELA



District difference for each year broken down by school and district (in NYC, the Institute uses the CSD). These charts compare a school's performance to that of the district. Each bar represents the difference between the school's performance and the district's. A positive result (showing the bar to the right of zero) indicates the amount by which the school outscored the district. A negative result (with the bar to the left of zero) illustrates the amount by which the school performed lower than the district. A score of zero indicates that the school performed exactly even with the district. School scores reflect the achievement of students enrolled for at least two years per the schools' Accountability Plans.

APPENDIX E: Education Corporation Overview

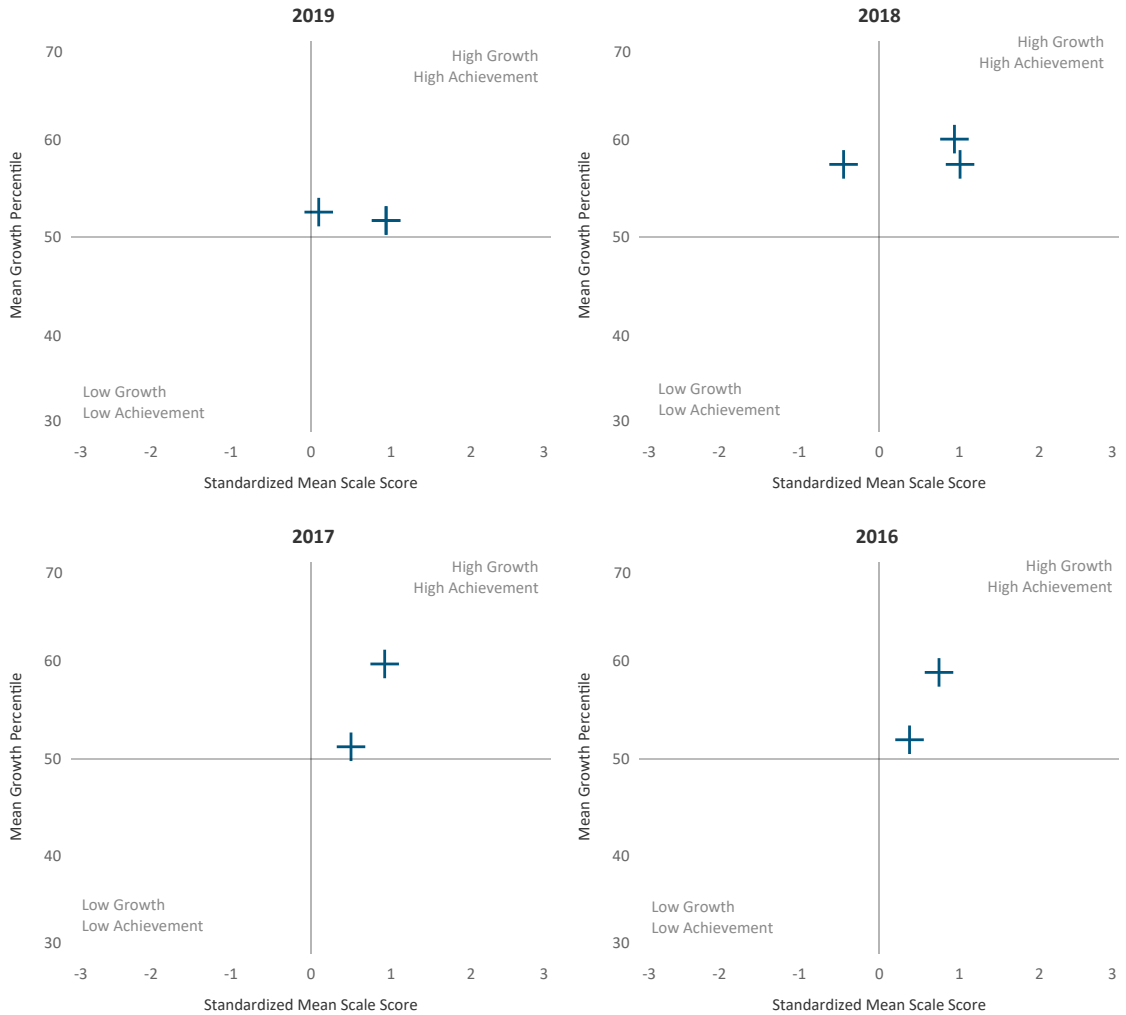
DIFFERENCE BETWEEN SCHOOLS AND DISTRICT SCORES: MATH



District difference for each year broken down by school and district (in NYC, the Institute uses the CSD). These charts compare a school's performance to that of the district. Each bar represents the difference between the school's performance and the district's. A positive result (showing the bar to the right of zero) indicates the amount by which the school outscored the district. A negative result (with the bar to the left of zero) illustrates the amount by which the school performed lower than the district. A score of zero indicates that the school performed exactly even with the district. School scores reflect the achievement of students enrolled for at least two years per the schools' Accountability Plans.

APPENDIX E: Education Corporation Overview

ELA GROWTH AND ACHIEVEMENT: 2015-16 THROUGH 2018-19

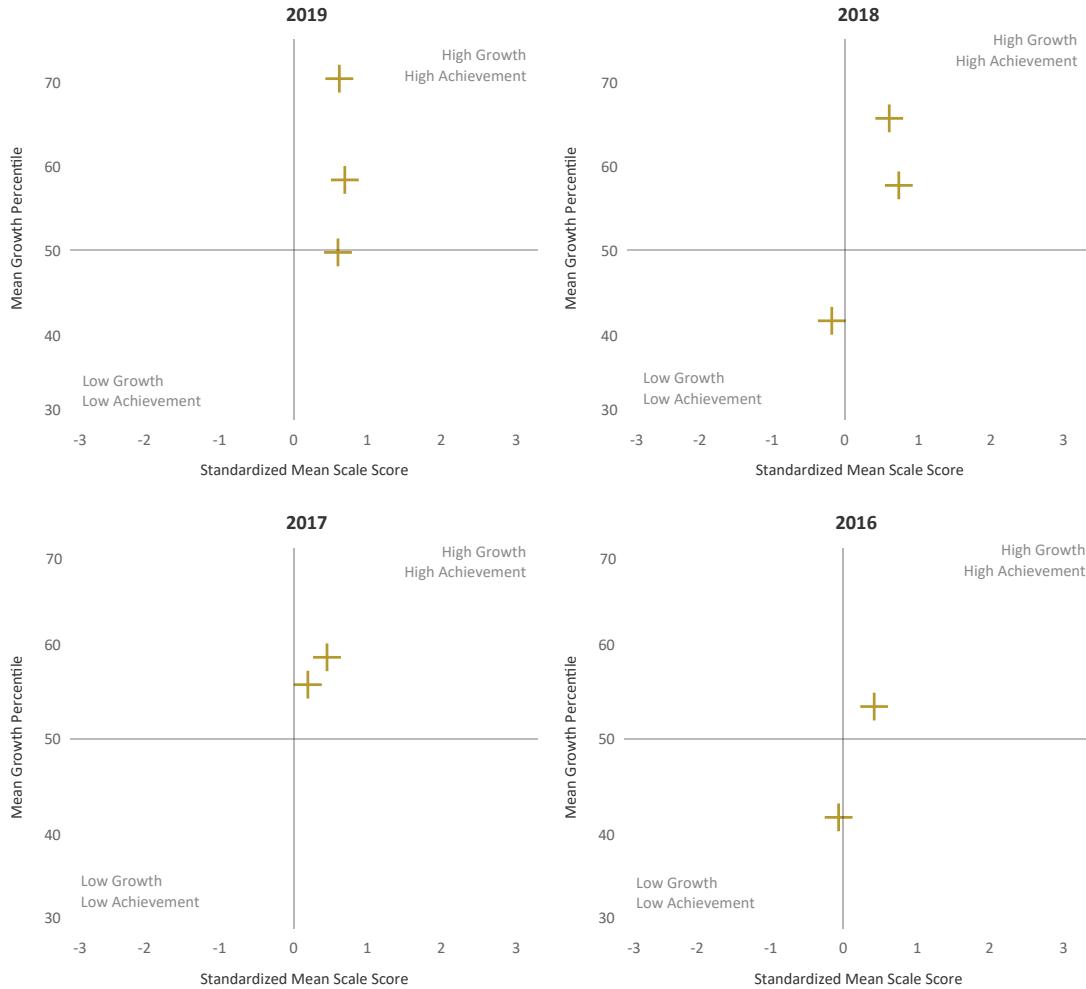


These charts compare a school's ability to grow student achievement with a school's absolute student performance. Schools located in the upper right hand quadrant of each chart show strong results in helping students make learning gains while at the same time helping students achieve strong absolute scores on state assessments. Schools in the lower right hand quadrant show strong absolute scores but lower growth. Because the student growth percentile uses the previous year's scale score as a baseline, it becomes more difficult for a school to maintain strong overall growth scores when students already post high absolute scores.

These charts are produced by comparing growth as measured by the state's student growth percentile to its overall achievement as measured by scale score standardized to the statewide grade level mean over each year for which data are available during the charter term. The growth axis (labeled Mean Growth Percentile) represents the statewide median growth score. The achievement axis (labeled Standardized Mean Scale Score) represents the statewide mean-centered achievement level for each grade served by each school.

APPENDIX E: Education Corporation Overview

MATH GROWTH AND ACHIEVEMENT: 2015-16 THROUGH 2018-19



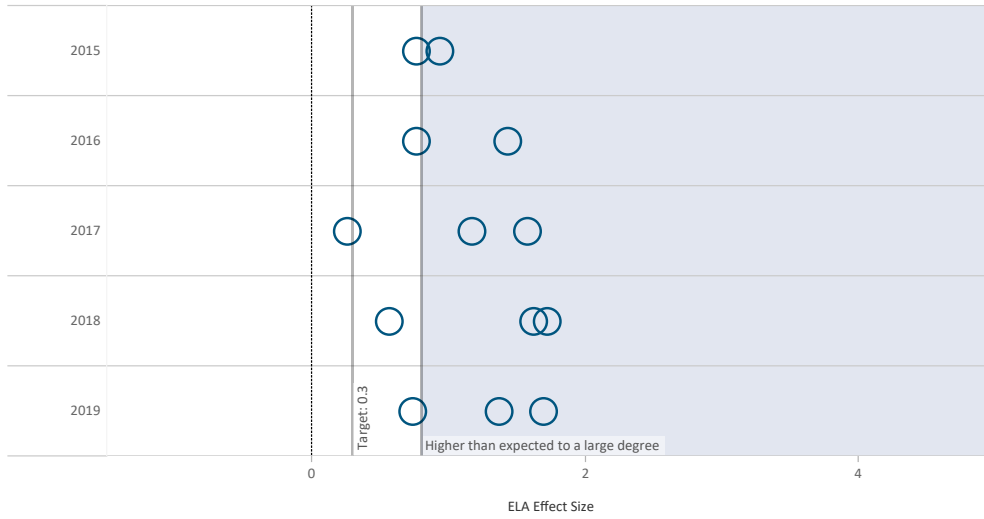
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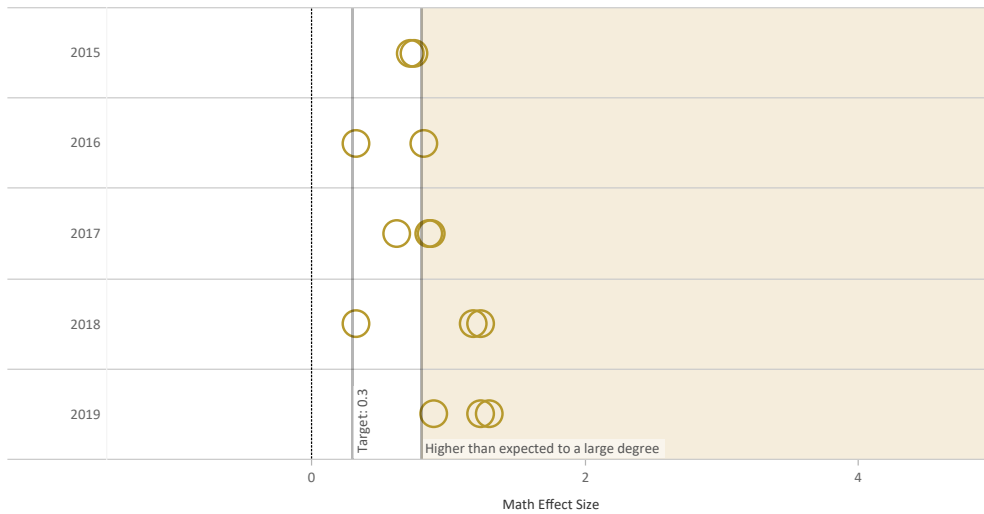
APPENDIX E: Education Corporation Overview

ELA AND MATH EFFECT SIZE DOT PLOTS: 2014-15 THROUGH 2018-19

ELA Effect Size by Year and School



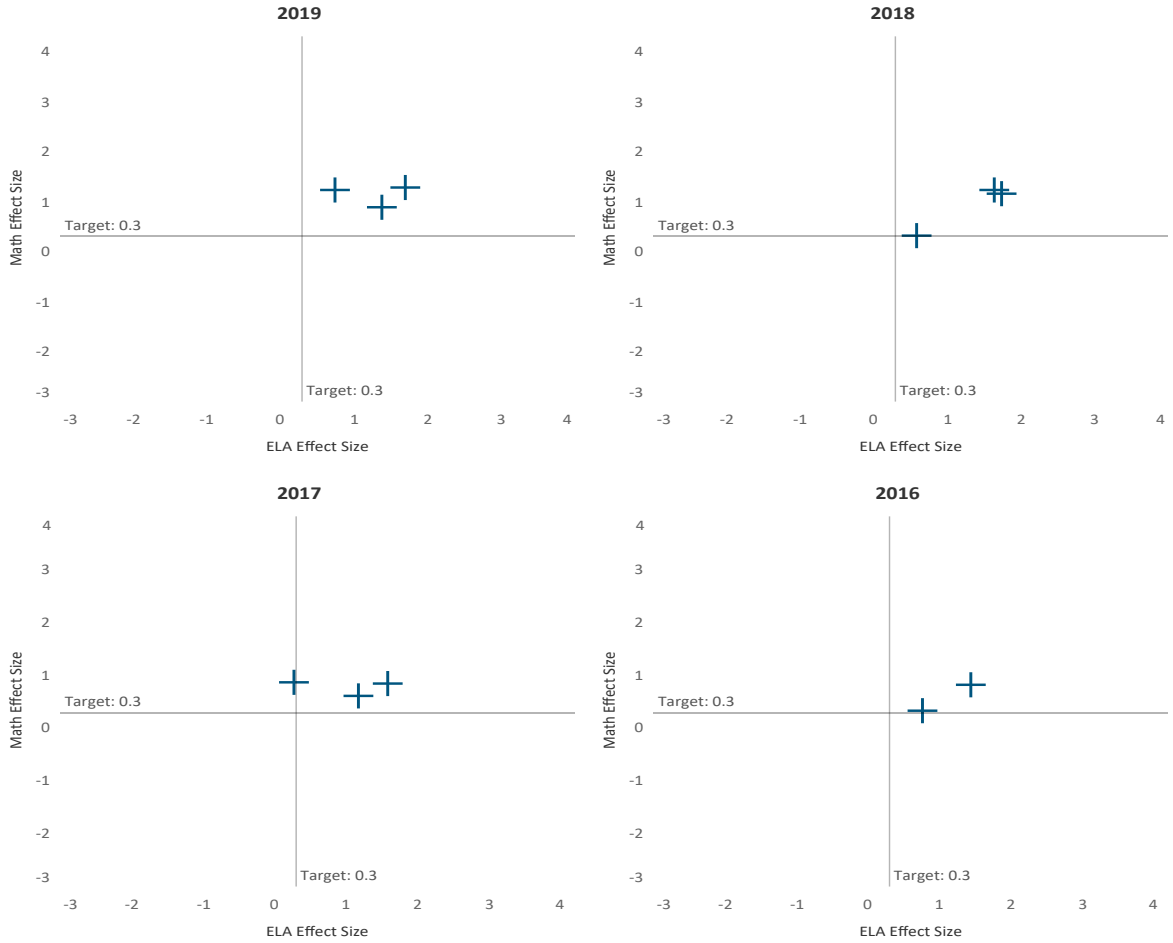
Math Effect Size by Year and School



The charts illustrate the comparative effect size performance at each school across the ed corp by each year for which data are available throughout the charter term. Schools performing at or above 0.3 are meeting SUNY's benchmark for the measure. Schools performing at or above 0.8 are performing higher than expected to a large degree in comparison to schools enrolling similar levels of economically disadvantaged students.

APPENDIX E: Education Corporation Overview

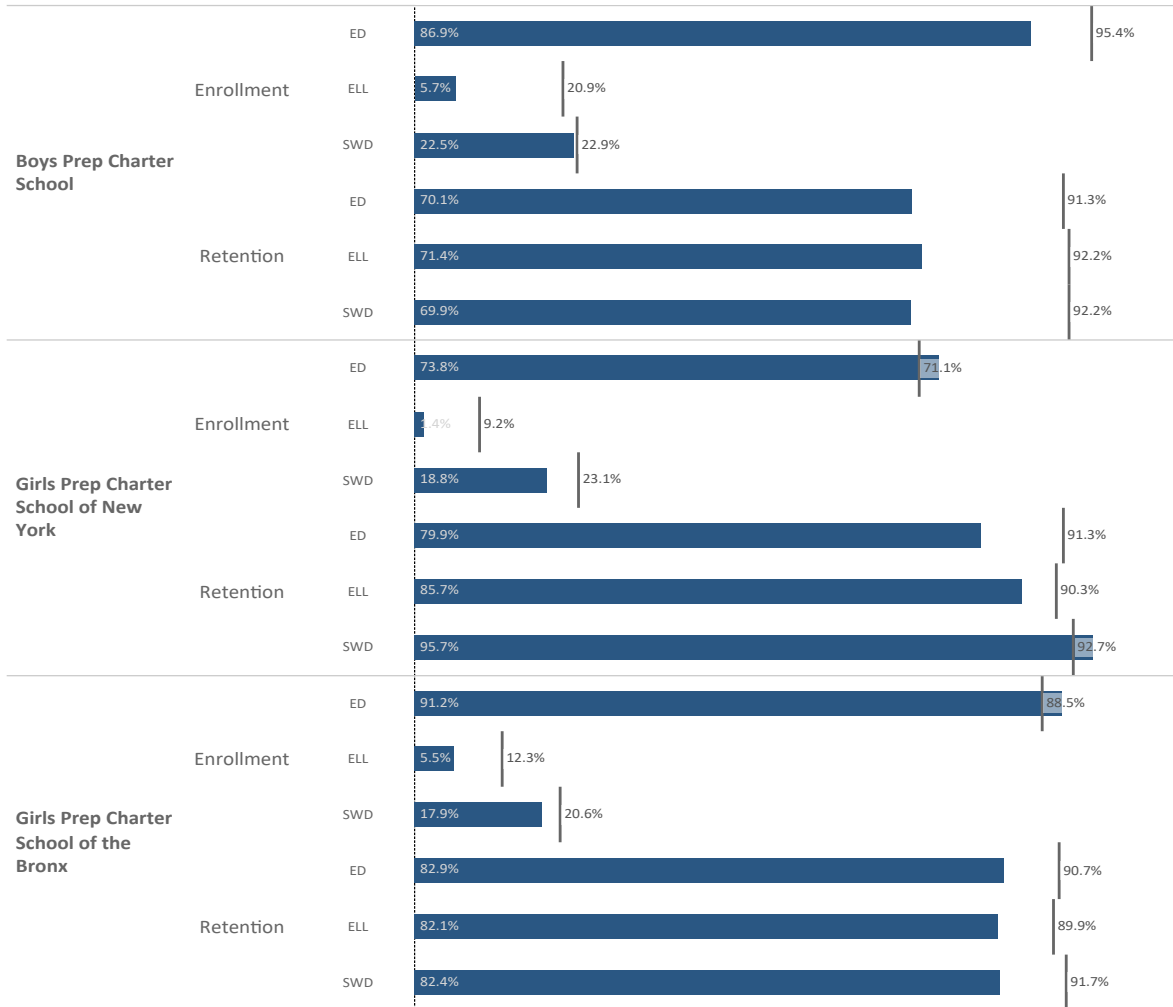
ELA AND MATH EFFECT SIZE SCATTER PLOTS 2015-16 THROUGH 2018-19



The charts compare a school's ELA and math effect sizes over each year for which data are available during the charter term. An effect size measures school performance in comparison to other schools statewide enrolling students with similar proportions of economic disadvantage. Schools with an ELA or math effect size that is less than 0 performed lower than expected based on the economic disadvantage statistic. Schools posting an effect size greater than 0 but less than 0.3 perform about the same as the comparison schools. Schools with an ELA or math effect size greater than 0.3 (SUNY's performance target for the measure) outperformed similar schools statewide to a meaningful degree, while schools with effect sizes greater than 0.8 perform higher than expected to a large degree.

APPENDIX E: Education Corporation Overview

ENROLLMENT AND RETENTION TARGETS



The chart illustrates the **current enrollment and retention percentages** against the **enrollment and retention targets** for each operating school in the education corporation. As required by Education Law § 2851(4)(e), a school 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 2018-19 enrollment and retention data supplied to the Institute by the network.

APPENDIX E: Education Corporation Overview

Suspensions: Public Prep Charter School Academies 's out of school suspension rate and in school suspension rate.



Although Community School District (“CSD”) and school suspension rates are presented on the same graph, a direct comparison between the rates is not possible because available CSD data includes Kindergarten through 12th grades and school data includes only the grades served by the school. The percentage rate shown here is calculated using the method employed by the New York City Department of Education: 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 school year ending in 2017, 2018, and 2019, Public Prep schools expelled 0 students.

APPENDIX E: Education Corporation Overview

PERSISTENCE IN ENROLLMENT



APPENDIX F: Ed Corp Fiscal Dashboard

PUBLIC PREP CHARTER SCHOOL ACADEMIES (COMBINED)

SCHOOL INFORMATION

BALANCE SHEET

Assets

Current Assets

Cash and Cash Equivalents - GRAPH 1	
Grants and Contracts Receivable	
Accounts Receivable	
Prepaid Expenses	
Contributions and Other Receivables	

Total Current Assets - GRAPH 1

Property, Building and Equipment, net	
Other Assets	

Total Assets - GRAPH 1

Liabilities and Net Assets

Current Liabilities

Accounts Payable and Accrued Expenses	
Accrued Payroll and Benefits	
Deferred Revenue	
Current Maturities of Long-Term Debt	
Short Term Debt - Bonds, Notes Payable	
Other	

Total Current Liabilities - GRAPH 1

Deferred Rent/Lease Liability	
All other L-T debt and notes payable, net current maturities	

Total Liabilities - GRAPH 1

Net Assets

Unrestricted	
Temporarily restricted	

Total Net Assets

Total Liabilities and Net Assets

ACTIVITIES

Operating Revenue

Resident Student Enrollment	
Students with Disabilities	
Grants and Contracts	
State and local	
Federal - Title and IDEA	
Federal - Other	
Other	
NYC DoE Rental Assistance	
Food Service/Child Nutrition Program	

Total Operating Revenue

Expenses

Regular Education	
SPED	
Other	
Total Program Services	
Management and General	
Fundraising	

Total Expenses - GRAPHS 2, 3 & 4

Surplus / (Deficit) From School Operations

Support and Other Revenue

Contributions	
Fundraising	
Miscellaneous Income	
Net assets released from restriction	

Total Support and Other Revenue

Total Unrestricted Revenue	
Total Temporarily Restricted Revenue	

Total Revenue - GRAPHS 2 & 3

Change in Net Assets

Net Assets - Beginning of Year - GRAPH 2

Prior Year Adjustment(s)

Net Assets - End of Year - GRAPH 2

	MERGED 2014-15	MERGED 2015-16	MERGED 2016-17	MERGED 2017-18	MERGED 2018-19
Assets					
Current Assets					
Cash and Cash Equivalents - GRAPH 1	2,201,322	3,114,836	2,497,441	2,787,502	1,519,657
Grants and Contracts Receivable	468,991	1,298,888	1,840,416	2,584,738	3,431,440
Accounts Receivable	-	-	501,411	-	-
Prepaid Expenses	573,628	446,812	469,936	86,363	726,594
Contributions and Other Receivables	110,882	-	-	444,812	-
Total Current Assets - GRAPH 1	3,354,823	4,860,536	5,309,204	5,903,415	5,677,691
Property, Building and Equipment, net	1,827,981	2,324,349	2,168,372	4,477,322	11,437,573
Other Assets	-	-	2,926,009	670,114	1,638,579
Total Assets - GRAPH 1	5,182,804	7,184,885	10,403,585	11,050,851	18,753,843
Liabilities and Net Assets					
Current Liabilities					
Accounts Payable and Accrued Expenses	364,805	722,625	818,552	806,274	1,161,357
Accrued Payroll and Benefits	1,752,345	2,371,839	2,511,739	2,473,400	2,589,808
Deferred Revenue	40,518	28,331	42,468	235,859	367,358
Current Maturities of Long-Term Debt	-	-	-	-	246,269
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	-	62,120	-	26,004	76,002
Total Current Liabilities - GRAPH 1	2,157,668	3,184,915	3,372,759	3,541,537	4,440,794
Deferred Rent/Lease Liability	-	-	-	91,408	745,908
All other L-T debt and notes payable, net current maturities	-	-	-	-	5,398,494
Total Liabilities - GRAPH 1	2,157,668	3,184,915	3,372,759	3,632,945	10,585,196
Net Assets					
Unrestricted	2,990,136	3,971,810	7,010,825	7,142,738	7,797,153
Temporarily restricted	35,000	28,160	20,001	275,168	371,494
Total Net Assets	3,025,136	3,999,970	7,030,826	7,417,906	8,168,647
Total Liabilities and Net Assets	5,182,804	7,184,885	10,403,585	11,050,851	18,753,843
ACTIVITIES					
Operating Revenue					
Resident Student Enrollment	17,414,881	20,472,336	23,020,269	25,139,383	28,972,460
Students with Disabilities	2,838,544	3,332,782	3,682,054	3,994,481	4,141,162
Grants and Contracts					
State and local	509,576	892,992	1,095,135	1,220,504	1,227,899
Federal - Title and IDEA	707,230	870,705	952,521	1,439,614	1,559,964
Federal - Other	-	209,802	298,730	186,084	208,868
Other	518,367	520,006	370,099	404,405	1,029,876
NYC DoE Rental Assistance	-	-	-	-	2,290,278
Food Service/Child Nutrition Program	-	-	-	-	-
Total Operating Revenue	21,988,598	26,298,623	29,418,808	32,384,471	39,430,507
Expenses					
Regular Education	15,758,490	17,755,648	19,709,526	22,329,127	29,999,980
SPED	4,802,720	5,446,172	5,749,820	6,609,842	7,186,298
Other	-	993,660	337,186	358,688	951,852
Total Program Services	20,561,210	24,195,480	25,796,532	29,297,657	38,138,130
Management and General	2,028,461	2,470,745	2,414,849	2,821,691	3,936,733
Fundraising	22,212	24,167	26,736	38,165	44,304
Total Expenses - GRAPHS 2, 3 & 4	22,611,883	26,690,392	28,238,117	32,157,513	42,119,167
Surplus / (Deficit) From School Operations	(623,285)	(391,769)	1,180,691	226,958	(2,688,660)
Support and Other Revenue					
Contributions	763,909	822,572	2,200,959	325,500	794,147
Fundraising	-	7,381	1,985	-	1,823
Miscellaneous Income	3,153	7,454	(352,779)	(165,378)	2,643,431
Net assets released from restriction	-	-	-	-	-
Total Support and Other Revenue	767,062	837,407	1,850,165	160,122	3,439,401
Total Unrestricted Revenue	22,755,660	27,136,030	31,275,577	32,289,426	42,948,803
Total Temporarily Restricted Revenue	-	-	(6,604)	255,167	(78,895)
Total Revenue - GRAPHS 2 & 3	22,755,660	27,136,030	31,268,973	32,544,593	42,869,908
Change in Net Assets	143,777	445,638	3,030,856	387,080	750,741
Net Assets - Beginning of Year - GRAPH 2	2,881,359	3,025,136	3,999,970	7,030,826	7,417,906
Prior Year Adjustment(s)	-	529,196	-	-	-
Net Assets - End of Year - GRAPH 2	3,025,136	3,999,970	7,030,826	7,417,906	8,168,647

APPENDIX F: Ed Corp Fiscal Dashboard

PUBLIC PREP CHARTER SCHOOL ACADEMIES (COMBINED)

SCHOOL INFORMATION - (Continued)

Functional Expense Breakdown

	2014-15	2015-16	2016-17	2017-18	2018-19
Personnel Service					
Administrative Staff Personnel	1,684,712	1,969,709	3,770,747	4,388,336	5,119,384
Instructional Personnel	9,869,461	11,608,370	12,833,424	14,165,992	15,657,228
Non-Instructional Personnel	1,797,465	2,181,511	40,936	32,618	17,063
Personnel Services (Combined)	-	-	-	-	-
Total Salaries and Staff	13,351,638	15,759,590	16,645,107	18,586,946	20,793,675
Fringe Benefits & Payroll Taxes	2,952,452	3,451,607	3,605,637	4,218,292	4,607,557
Retirement	346,797	406,816	370,030	281,618	307,190
Management Company Fees	2,220,759	2,416,638	2,673,597	3,816,416	4,430,460
Building and Land Rent / Lease	-	16,000	13,047	-	4,966,308
Staff Development	323,693	321,003	761,031	810,312	630,664
Professional Fees, Consultant & Purchased Services	785,234	522,607	684,621	565,652	1,045,456
Marketing / Recruitment	120,825	43,678	24,584	79,624	56,520
Student Supplies, Materials & Services	1,187,555	1,219,576	1,472,810	1,584,928	2,301,635
Depreciation	568,745	574,261	711,055	694,121	1,076,798
Other	754,184	782,835	873,902	1,149,135	1,902,904
Total Expenses	22,611,882	25,514,611	27,835,423	31,787,044	42,119,167

SCHOOL ANALYSIS

ENROLLMENT

	2014-15	2015-16	2016-17	2017-18	2018-19
Original Chartered Enrollment	1,404	1,688	1,647	1,785	1,860
Final Chartered Enrollment (includes any revisions)	1,305	1,481	1,647	1,785	1,860
Actual Enrollment - GRAPH 4	1,248	1,454	1,596	1,707	1,842
Chartered Grades	-	-	-	-	-
Final Chartered Grades (includes any revisions)	-	-	-	-	-

Primary School District:

Per Pupil Funding (Weighted Avg of All Districts)	2014-15	2015-16	2016-17	2017-18	2018-19
Increase over prior year	0.0%	0.0%	0.0%	0.0%	0.0%

PER STUDENT BREAKDOWN

Revenue

Operating	17,623	18,084	18,432	18,973	21,403
Other Revenue and Support	615	576	1,159	94	1,867
TOTAL - GRAPH 3	18,237	18,660	19,591	19,067	23,270

Expenses

Program Services	16,479	16,638	16,163	17,165	20,702
Management and General, Fundraising	1,643	1,716	1,530	1,675	2,161
TOTAL - GRAPH 3	18,122	18,353	17,692	18,840	22,863
% of Program Services	90.9%	90.7%	91.4%	91.1%	90.5%
% of Management and Other	9.1%	9.3%	8.6%	8.9%	9.5%
% of Revenue Exceeding Expenses - GRAPH 5	0.6%	1.7%	10.7%	1.2%	1.8%

Student to Faculty Ratio

2014-15	2015-16	2016-17	2017-18	2018-19
7.3	7.5	6.5	7.4	6.3

Faculty to Admin Ratio

2014-15	2015-16	2016-17	2017-18	2018-19
4.6	7.5	4.2	3.8	4.3

Financial Responsibility Composite Scores - GRAPH 6

Score	2014-15	2015-16	2016-17	2017-18	2018-19
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 / Fiscally Needs Monitoring < 1.0	1.7	1.8	2.5	1.8	1.7
	Fiscally Strong	Fiscally Strong	Fiscally Strong	Fiscally Strong	Fiscally Strong

Working Capital - GRAPH 7

Net Working Capital	1,197,155	1,675,621	1,936,445	2,361,878	1,236,897
As % of Unrestricted Revenue	5.3%	6.2%	6.2%	7.3%	2.9%
Working Capital (Current) Ratio Score	1.6	1.5	1.6	1.7	1.3
Risk (Low ≥ 3.0 / Medium 1.4 - 2.9 / High < 1.4)	MEDIUM	MEDIUM	MEDIUM	MEDIUM	HIGH
Rating (Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.4)	Good	Good	Good	Good	Poor

Quick (Acid Test) Ratio

Score	2014-15	2015-16	2016-17	2017-18	2018-19
Risk (Low ≥ 2.5 / Medium 1.0 - 2.4 / High < 1.0)	1.3	1.4	1.4	1.6	1.1
Rating (Excellent ≥ 2.5 / Good 1.0 - 2.4 / Poor < 1.0)	Good	Good	Good	Good	Good

Debt to Asset Ratio - GRAPH 7

Score	2014-15	2015-16	2016-17	2017-18	2018-19
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)	0.4	0.4	0.3	0.3	0.6
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)	Excellent	Excellent	Excellent	Excellent	Good

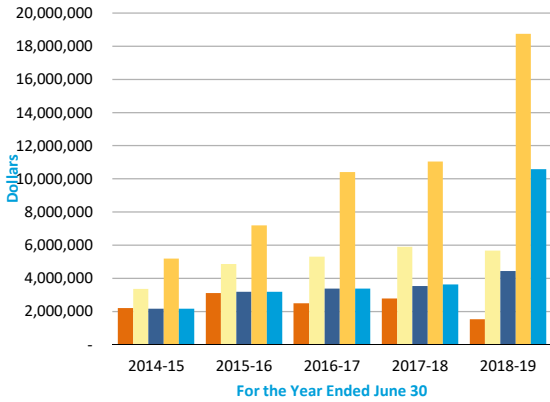
Months of Cash - GRAPH 8

Score	2014-15	2015-16	2016-17	2017-18	2018-19
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)	1.2	1.4	1.1	1.0	0.4
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)	Good	Good	Good	Good	Poor

APPENDIX F: Ed Corp Fiscal Dashboard

PUBLIC PREP CHARTER SCHOOL ACADEMIES (COMBINED)

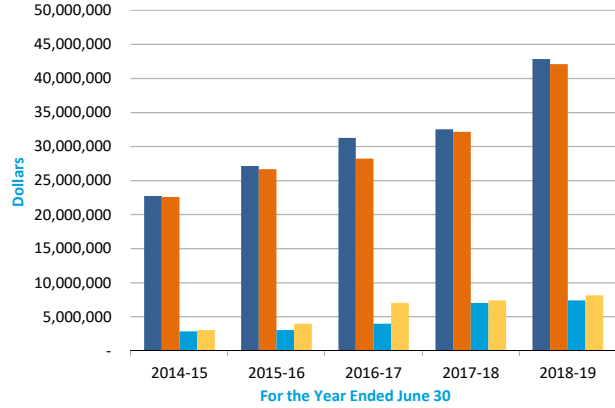
GRAPH 1 Cash, Assets and Liabilities



■ Cash ■ Current Assets ■ Current Liabilities ■ Total Assets ■ Total Liabilities

This chart illustrates the relationship between assets and liabilities and to what extent cash reserves makes up current assets. Ideally for each subset, subsets 2 through 4, (i.e. current assets vs. current liabilities), the column on the left is taller than the immediate column on the right; and, generally speaking, the bigger that gap, the better.

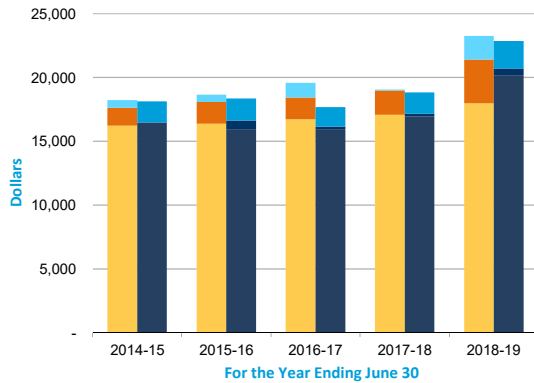
GRAPH 2 Revenue, Expenses and Net Assets



■ Revenue ■ Expenses ■ Net Assets - Beginning ■ Net Assets - Ending

This chart illustrates total revenue and expenses each year and the relationship those subsets have on the increase/decrease of net assets on a year-to-year basis. Ideally subset 1, revenue, will be taller than subset 2, expenses, and as a result subset 3, net assets - beginning, will increase each year, building a more fiscally viable school.

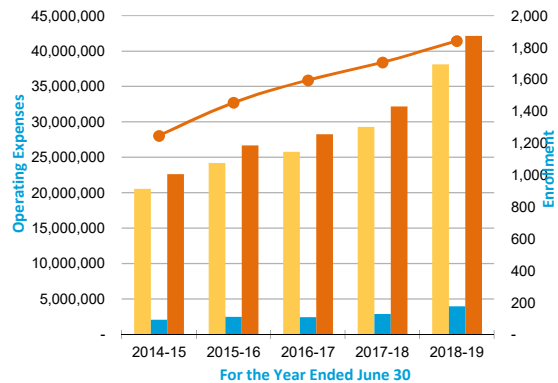
GRAPH 3 Revenue & Expenses Per Pupil



■ Rev. - Reg. & Special ED ■ Rev. - Other Support ■ Exp. - Other Program ■ Rev. - Other Operating ■ Exp. - Reg. & Special ED ■ Exp. - Mngmt. & Other

This chart illustrates the breakdown of revenue and expenses on a per pupil basis. Caution should be exercised in making school-by-school comparisons since schools serving different missions or student populations are likely to have substantially different educational cost bases. Comparisons with similar schools with similar dynamics are most valid.

GRAPH 4 Enrollment vs. Operating Expenses



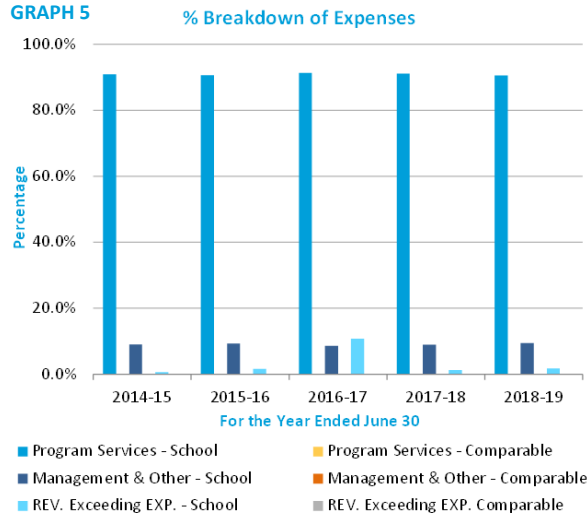
■ Program Expenses ■ Management & Other ■ Total Expenses — Enrollment

This chart illustrates to what extent the school's operating expenses have followed its student enrollment pattern. A baseline assumption that this data tests is that operating expenses increase with each additional student served. This chart also compares and contrasts growth trends of both, giving insight into what a reasonable expectation might be in terms of economies of scale.

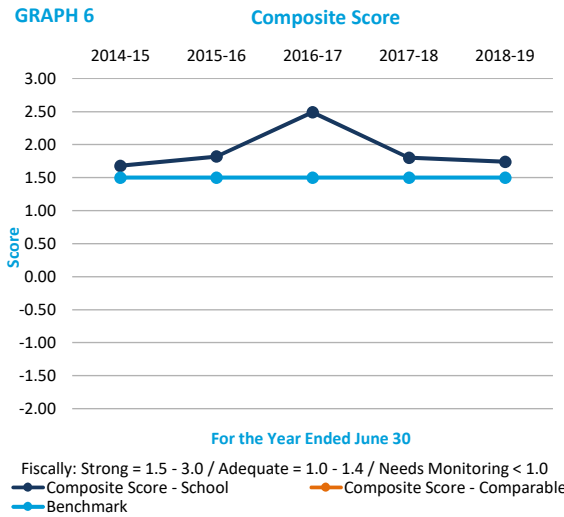
APPENDIX F: Ed Corp Fiscal Dashboard

PUBLIC PREP CHARTER SCHOOL ACADEMIES (COMBINED)

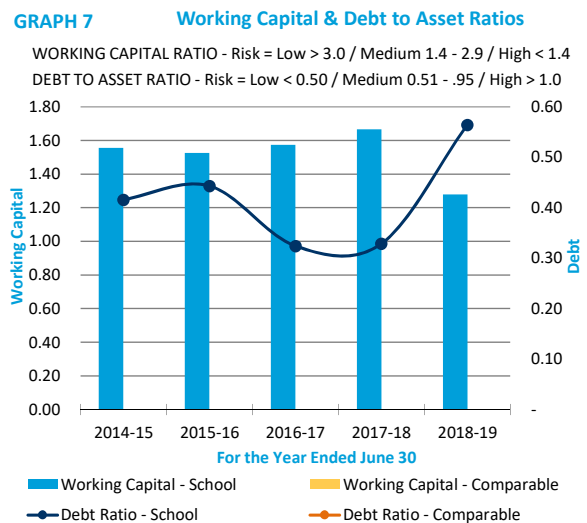
Comparable School, Region or Network: -



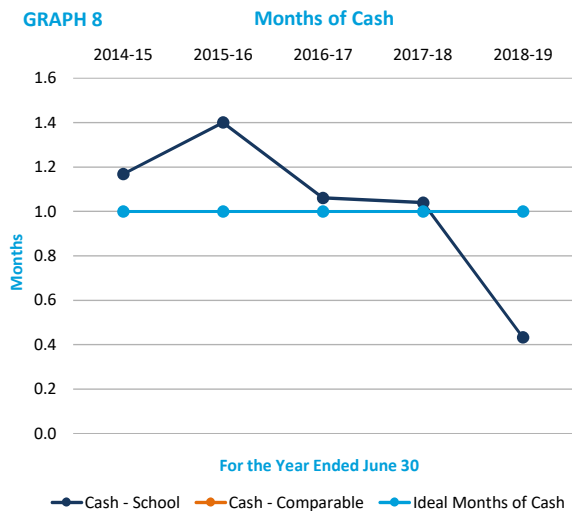
This chart illustrates the percentage expense breakdown between program services and management & others as well as the percentage of revenues exceeding expenses. Ideally the percentage expense for program services will far exceed that of the management & other expense. The percentage of revenues exceeding expenses should not be negative. Similar caution, as mentioned on GRAPH 3, should be used in comparing schools.



This chart illustrates a school's composite score based on the methodology developed by the United States Department of Education (USDOE) to determine whether private not-for-profit colleges and universities are financially strong enough to participate in federal loan programs. These scores can be valid for observing the fiscal trends of a particular school and used as a tool to compare the results of different schools.



This chart illustrates working capital and debt to asset ratios. The working capital ratio indicates if a school has enough short-term assets to cover its immediate liabilities/short term debt. The debt to asset ratio indicates what proportion of debt a school has relative to its assets. The measure gives an idea to the leverage of the school along with the potential risks the school faces in terms of its debt-load.



This chart illustrates how many months of cash the school has in reserves. This metric is to measure solvency – the school's ability to pay debts and claims as they come due. This gives some idea of how long a school could continue its ongoing operating costs without tapping into some other, non-cash form of financing in the event that revenues were to cease flowing to the school.

