



THE SUNY CHARTER SCHOOLS
INSTITUTE

*RENEWAL RECOMMENDATION REPORT
BOYS 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/.

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 Boys 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 850 students.

To earn an **Initial Full-Term Renewal**, a school must either:



have compiled a strong and compelling record of meeting or coming close to meeting its academic Accountability Plan goals, and have in place at the time of the renewal review an educational program that, as assessed using the Qualitative Education Benchmarks,³ is generally effective; or,



have made progress toward meeting its academic Accountability Plan goals and have in place at the time of the renewal review an education program that, as assessed using the Qualitative Education Benchmarks, is particularly strong and effective.⁴

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. The Qualitative Education Benchmarks are a subset of the SUNY Renewal Benchmarks.

4. SUNY Renewal Policies (p. 12).

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.⁵

ENROLLMENT AND RETENTION TARGETS

Enrollment and retention targets apply to all open and operating charter schools. Boys Preparatory Charter School of New York (“Boys Prep NY”) received its original charter on May 11, 2010, and has not previously applied for renewal. Charter schools are required 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. As required by Education Law § 2851(4)(e), a school must include in its renewal application information regarding these efforts.

Boys Prep NY makes good faith efforts to meet its enrollment and retention targets. The school meets the enrollment targets for its students who qualify for FRPL and students with disabilities but does not meet the target for ELLs. As a result of leadership turnover and facilities changes throughout the charter term, the school has struggled to meet its retention targets and posted low overall persistence rates. Network and school leaders recognize retention of all student groups, and the recruitment of ELLs as areas for improvement. Leaders identify the transition from multiple co-located school sites to a single privately owned facility as a key lever for future retention efforts. Over the term, the school has increased its retention rates for each at-risk student subgroup. Although Boys Prep NY fell short of meeting all of its retention targets, the school used the following efforts to enroll and retain students to enough success that it will continue to improve upon these strategies in any subsequent charter term:

- advertising in New York City Housing Authority (“NYCHA”) developments, community centers, daycare facilities, healthcare facilities, and other community based organizations;
- including an enrollment preference for students who reside in NYCHA housing in the school’s lottery;
- canvassing the local neighborhood to distribute fliers and other promotional materials;
- mailing recruitment materials to families residing in the district;
- increasing the school’s recruitment team to include at least two members who speak languages other than English;
- translating marketing materials, advertisements, websites, and applications into Spanish; and,
- hosting information sessions for interested families at nearby community centers.

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

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

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

BOYS PREPARATORY CHARTER SCHOOL OF NEW YORK

BACKGROUND

The SUNY Trustees approved the original charter for Boys Prep NY on May 11, 2010. The school opened its doors in the fall of 2014 initially serving 137 students in Kindergarten and 1st grade. The school originally planned for two planning years prior to commencing instruction but increased its planning time in order to recruit a suitable school leader. In order to train the identified leader, the school placed the leader in a one year leadership residency at another school within the education corporation. As a result the school required a four year charter extension upon opening during the 2014-15 school year. The school is currently authorized to serve 450 students in Kindergarten – 5th grade during the 2018-19 school year.

The current charter term expires on July 31, 2019. A subsequent charter term would enable the school to operate through July 31, 2024. The school is located in private space at 192 East 151st Street, Bronx, NY in New York City Community School District (“CSD”) 7. Prior to the 2018-19 school year, the school was located across multiple sites in co-located space in CSD 8.

If renewed, Boys Prep NY requests an expansion to serve students in 6th – 8th grade in the next charter term, with a projected total enrollment of 850 students in Kindergarten – 8th grade. The school submitted plans that included a rationale for expansion as well as staffing, budgets, and instructional plans for the middle school grades expansion. The Institute reviewed the future plans and programmatic elements, and determined the school has the capacity to expand to serve Kindergarten – 8th grade. Boys Prep NY plans to implement an academic program similar to the successful 6th– 8th grade program at Girls Preparatory Charter School of New York (“Girls Prep NY”) and Girls Preparatory Charter School of the Bronx (“Girls Prep Bronx”), the other schools operated by Public Prep Charter School Academies (“Public Prep Academies”). Notably, the school plans to hire a director of high school admissions and college completion to further support its boys in their transition through middle school. Given the success and strength of Boys Prep NY’s and the other schools’ academic programs, the Institute finds that the school’s plans for expansion are reasonable, feasible, and achievable.

Boys Prep NY's mission states:



At Girls/Boys 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/ brotherhood, 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 mathematics. They work independently and in teams to solve problems collaboratively.

A Girls/Boys Prep alumni will be a resilient young woman/man of bold intellect. She/He will be an empathetic leader, knowledgeable and curious about the world. She/He will be a goal oriented decision maker empowered to make choices that will lead to life success.

Girls/Boys Prep is part of Public Prep, the nation's only non-profit network that exclusively develops exceptional, tuition free pre-Kindergarten and single sex elementary and middle public schools. We are determined to graduate 8th grade scholars who thrive in "right fit," high performing public, private, or parochial high schools, and ultimately earn a degree from a four year college or university.

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 education corporation established Public Prep Academies through the 2014 merger of Boys Prep NY and Girls Prep Bronx into Girls Prep NY.

Public Preparatory Network, Inc. ("Public Prep Network" or the "network"), is a New York not-for-profit corporation serving 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, and development, budgeting, and financial reporting.

SCHOOL BACKGROUND AND EXECUTIVE SUMMARY

EXECUTIVE SUMMARY

Boys Prep NY is an academic success, having met or come close to meeting its Accountability Plan goals in its initial charter term. In its first two years with students enrolled in testing grades, Boys Prep NY's academic record, while limited to two years of data, demonstrates the capacity for further success in any future charter term in the following manner:

- In 2017-18, the school posted strong ELA performance, exceeding the target for all comparative and growth measures included under its Accountability Plan goal. Boys Prep NY outperformed the district by nine percentage points and performed higher than expected compared to demographically similar schools.
- While the 2017-18 state exam results cannot be directly compared to the previous year's results, the school made substantial relative improvement in ELA; the school improved its statewide ranking by 15 percentile points and posted a mean growth score above the target.
- The school also posted mathematics achievement that met or came close to meeting its Accountability Plan goals in both years the school produced outcome data. In 2016-17 and 2017-18, the school exceeded the target for its district comparison and comparative effect sizes measures. As a result of the modest decline in absolute proficiency in 2017-18 as well as careful analysis of the school's internal assessment results, the board and network have increased the resources devoted to Boys Prep NY's mathematics program.
- The school first administered the state science exam to its students in 2017-18 and produced a strong first data point, 97% of tested students scored at or above proficiency, exceeding the target by 22 points.
- The school's students with disabilities demonstrated strong comparative and growth performance during the charter term. Notably in 2017-18, the school's students with disabilities posted a proficiency rate in ELA that exceeded their district peers by 11 percentage points. Additionally that year, those students posted mean growth percentiles of 70 in ELA and 53 in mathematics. This level of growth indicates that the school grew the learning of its students with disabilities at greater rates on average than similar students with disabilities statewide.
- The network has demonstrated a strong track record of success. The school's academic program replicates the key elements of the academic programs at the education corporation's two other schools serving students in Kindergarten – 8th grade, Girls Prep NY and Girls Prep Bronx. Both schools have demonstrated commendable achievement over their current charter terms, meeting or coming close to meeting their key academic Accountability Plan goals in ELA and mathematics. Notably, both schools exceeded the targets for all comparative and growth measures in 2017-18.

Over the charter term, Boys Prep NY establishes a particularly strong and effective education program that results in an environment focused on academic achievement. With support from the network, the school improved its curricular and instructional supports. As a result of these improvements, the school has strong systems in place to ensure it will continue to meet or come close to meeting its Accountability Plan goals in subsequent charter terms.

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 that the SUNY Trustees grant Boys Prep NY an Initial Full-Term Renewal of five years with authority to serve 850 students in Kindergarten – 8th grade.

NOTEWORTHY

Boys Prep NY establishes partnerships with the local community to bring in male role models to the school to serve as inspirational figures for students. Annually, the school begins the instructional year with a Male Heroes Welcome Back event during which male community members including fire fighters, businessmen, and custodial staff greet entering students.

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ACADEMIC PERFORMANCE



IS THE SCHOOL AN ACADEMIC SUCCESS?

Boys Prep NY is an academic success as the school meets or comes close to meeting its Accountability Plan goals. The school's academic program is strong and effective, bolstered by regular oversight and support from the network leadership team.

At the beginning of the Accountability Period,⁶ 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”⁷ and states the educational programs at a charter school must “meet or exceed the student performance standards adopted by the board of regents”⁸ 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?

6. 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 an initial charter term, the Accountability Period covers the first four years the school provides instruction to students. In this renewal report, the Institute uses “charter term” and “Accountability Period” interchangeably.

7. Education Law § 2850(2)(f).

8. Education Law § 2854(1)(d).

Every SUNY authorized charter school has the opportunity to propose additional measures of success when crafting its Accountability Plan. Boys Prep NY did not propose 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 initial 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 attainment, 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 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 Boys 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 Boys Prep NY's demonstrated student learning compared to other schools' demonstrated student learning. Notwithstanding the validity of the measures within a given school year, it is important to recognize changes in the administration of the state exams and cautiously interpret year over year trends in achievement scores.

The Institute uses the state's growth percentile analysis as a measure of Boys 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 help students make one year's worth of growth 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 a science goal and a goal for performance under the former No Child Left Behind ("NCLB") accountability system, which will be replaced by the Every Student Succeeds Act ("ESSA") goal in the future.

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BENCHMARK
1A

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

Boys Prep NY met or came close to meeting its Accountability Plan goals in all subjects during the first two years the school produced state test data. The school met its ELA goal, exceeding all of its comparative and growth targets in 2017-18. Boys Prep NY met its mathematics Accountability Plan goal in 2016-17 and came close to meeting the goal in 2017-18. With its first science data point, the school far exceeded the absolute achievement target and met its goal. The school also met its state accountability goal.

Boys Prep NY met its ELA Accountability Plan goal during the first two years that the school enrolled students in state testing grades. In 2017-18, 47% of the school's 3rd and 4th grade students enrolled in at least their second year scored at or above proficiency increasing the gap between the school and the district to nine percentage points. Boys Prep NY posted a comparative effect size that fell just below the target in 2016-17, but then exceeded the target in 2017-18, indicating that the school performed higher than expected to a meaningful degree compared to schools across the state enrolling similar percentages of economically disadvantaged students. The school produced its first growth score in 2017-18, posting a mean growth percentile of eight points above the target of 50. This performance demonstrates the school increased the learning of its students relative to their peers statewide.

Boys Prep NY came close to meeting its mathematics Accountability Plan goal in its initial charter term. In 2016-17, the school outperformed the district by 26 percentage points with 56% of its 3rd grade students enrolled for at least two years scoring at or above proficiency. In comparison to schools across the state enrolling similar percentages of economically disadvantaged students, Boys Prep NY performed higher than expected to a large degree posting an effect size of 0.87 exceeding the target of 0.3. Boys Prep NY's 4th grade students produced the school's first growth score in 2017-18, posting a mean growth percentile eight points below the target of the state median of 50. Although the school fell below its growth target in 2017-18, it continued to exceed the targets for both of its key comparative measures. That year, the school continued to outperform the district by seven percentage points. The school also continued to perform higher than expected in comparison to demographically similar schools statewide.

The state administers its science assessment to 4th and 8th grade students statewide. Boys Prep NY enrolled 4th grade students for the first time during 2017-18, when 97% of the school's students scored at or above proficiency on the assessment, exceeding the absolute target of 75% and exceeding the district comparative target by 13 percentage points.

Boys Prep NY is in good standing according to the state's accountability system, having never been identified as a focus or priority charter school over the term. The school met its state accountability goal.

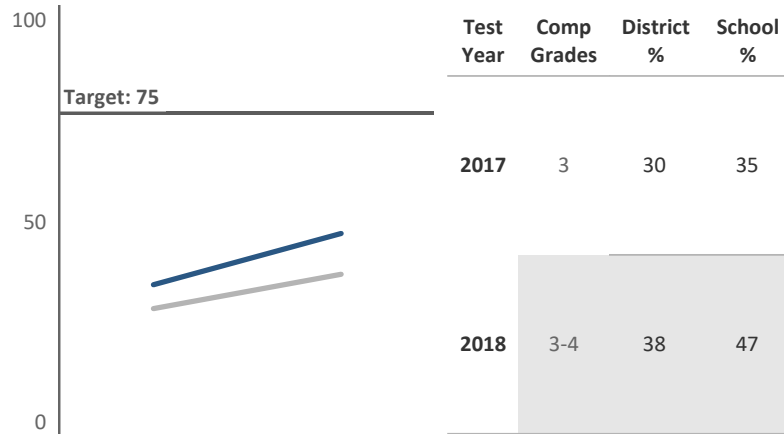
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ACADEMIC PERFORMANCE

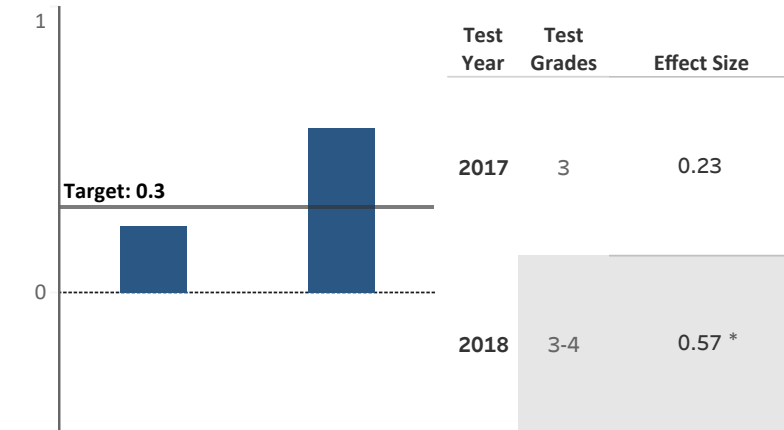
BOYS PREPARATORY CHARTER SCHOOL OF NEW YORK

ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL

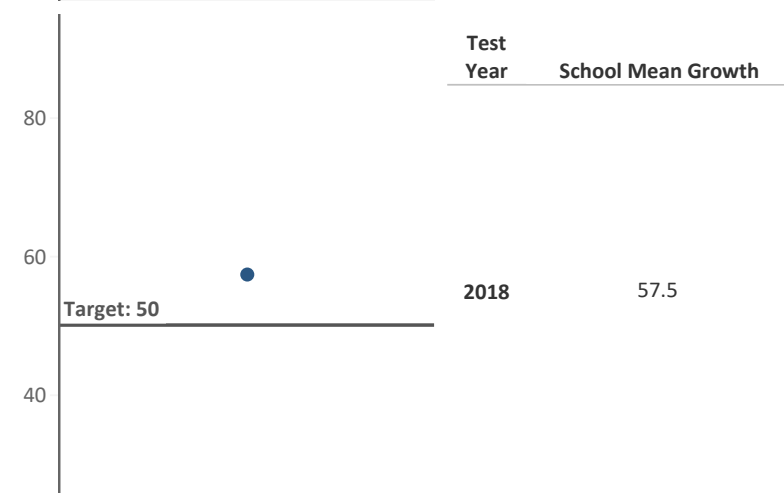
Comparative Measure: District Comparison. Each year, the percentage of students at **the school** in at least their second year performing at or above proficiency in ELA will be greater than that of students in the same tested grades in **the district**.



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 the state's unadjusted median growth percentile in **ELA**.



*This draft effect size is based on the preliminary data available for 2017-18.

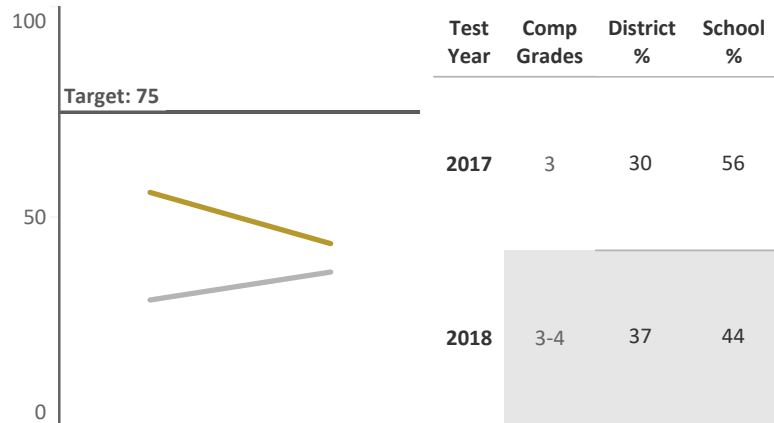
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ACADEMIC PERFORMANCE

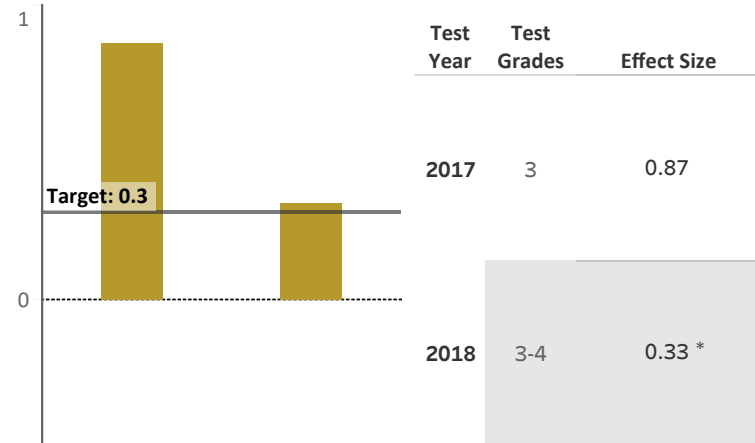
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MATHEMATICS ACCOUNTABILITY PLAN GOAL

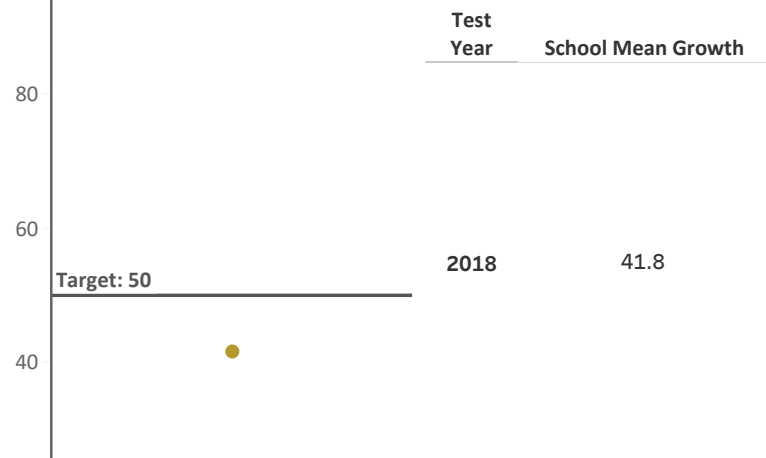
Comparative Measure: District Comparison. Each year, the percentage of students at **the school** in at least their second year performing at or above proficiency in mathematics will be greater than that of students in the same tested grades in **the district**.



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 the state's unadjusted median growth percentile in **Mathematics**.



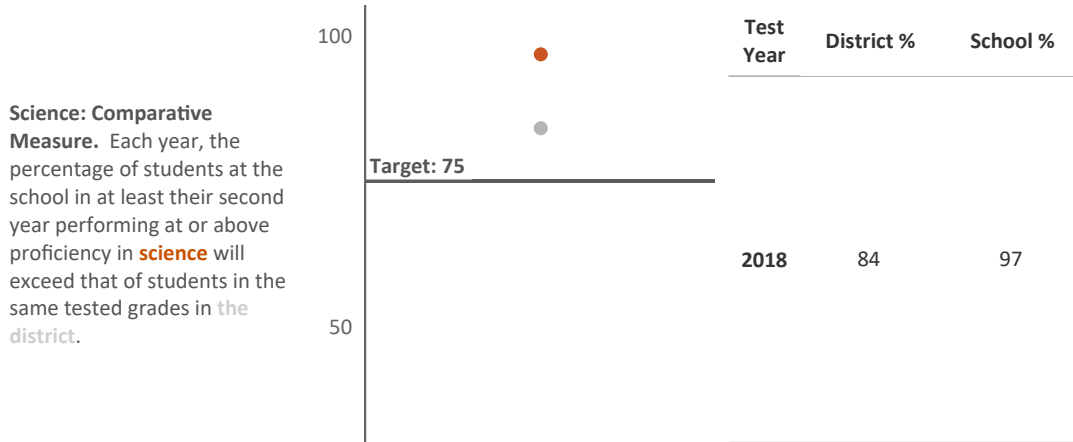
* This draft effect size is based on the preliminary data available for 2017-18.

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ACADEMIC PERFORMANCE

BOYS PREPARATORY CHARTER SCHOOL OF NEW YORK

SCIENCE ACCOUNTABILITY PLAN GOAL



SPECIAL POPULATIONS PERFORMANCE

	2016	2017	2018
Enrollment Receiving Mandated Academic Services	39	60	84
Tested on State Exam	0	7	24
School Percent Proficient on ELA Exam	NA	14.3	25.0
District Percent Proficient		9.8	13.9
	2016	2017	2018
ELL Enrollment	14	16	14
Tested on NYSESLAT Exam	NA*	14	14
School Percent 'Commanding' or Making Progress on NYSESLAT	NA	14.3	42.9

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.

*The 2015-16 NYSESLAT results are unavailable due to an error in data reporting.

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

Boys Prep NY has an assessment system that supports teaching and learning. The school has an established system of regularly administering nationally standardized and network created assessments and leads teachers through a structured process to analyze assessment data and monitor student growth.

- The school regularly administers valid and reliable assessments aligned to the school's curricula and state standards that serve to monitor progress as well as measure absolute growth. The school administers the Northwest Evaluation Association MAP ("MAP") assessment in reading and mathematics and the Strategic Teaching and Evaluation of Progress ("STEP") in ELA three times a year. The school also administers network designed ELA interim assessments and biweekly mathematics assessments, mock state tests, as well as teacher created exit tickets and other classroom formative assessments.
- The school has a reliable process for scoring and analyzing assessments. For example, after every STEP and interim assessment, teachers come together to collaboratively norm grading practices. Academic directors lead teams of teachers through a data analysis process that involves disaggregating data and identifying standards and students in need of improvement. Through this process, teachers create an action planning template that allows them to tailor future instruction to student needs.
- Teachers use data to decide which standards to reteach, make adjustments in small groups, differentiate class instruction, and modify future lessons. In order to meet the needs of students at the beginning of the year while new data are being collected, the school uses the prior year's administration of the STEP assessment and other qualitative data to inform the initial creation of reading groups.
- Boys Prep NY uses a variety of data to evaluate teacher effectiveness and determine professional development topics. Leaders use teacher ratings from informal and formal observations to determine teacher progress toward the school's goals for teacher proficiency based on the school's evaluation framework, which includes areas that rate teachers based on their use of assessment data to drive instructional decisions. For the first part of the school year, leaders review staff surveys and observational data trends to determine professional development topics, and mainly focus on developing and improving teachers' classroom management skills for the first month of the school year. As the year progresses leaders meet to discuss topics based on a roadmap provided by the network as well as data collected from student assessments.

- The school regularly communicates to families about their students' academic performance. The school sends home three formal report cards and three progress reports annually. In addition, every student receives a home visit during the summer and teachers are expected to be in regular contact with families. The school encourages teachers to make positive phone calls to students' families to ensure regular communication between the school and families occurs.

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

Public Prep Network provides Boys Prep NY with a curricular framework aligned to the state standards that guides and supports teachers in instructional planning so teachers know what to teach and when to teach it.

- Boys Prep NY's curricular framework provides a fixed, underlying structure aligned to state standards. The school dedicates ample time to ELA and mathematics by having multiple blocks for each content area so that students develop skills in all aspects of the core content areas. For ELA, the school uses network created curricular programs that focus on a balanced literacy approach with reading and writing workshops, close reading, guided reading, and Foundations for phonics and word skills. For mathematics, the network provides an Investigations and Achievement First ("AF") Navigator based curricular program and Cognitively Guided Instruction ("CGI") for developing a deep, conceptual understanding of mathematics.
- Boys Prep NY and the network provide teachers with supporting tools that create a bridge between the curricular framework and lesson plans. The curricular framework includes an overarching scope and sequence for each subject with monthly pacing guidance along with unit plans. To develop a deep understanding of each unit, teachers unpack them in grade teams and then divide up responsibilities for writing lesson plans by content area. Based on these documents, teachers know what to teach and when to teach it.
- Every summer, network and teacher representatives come together to conduct a thorough review and revision of the curriculum. Leaders recognize a need to improve the reflection process by requiring teachers to submit feedback after each unit so that the network can systematically work to improve curricular tools. Further, the network is working on establishing mechanisms to allow teachers to provide insight and suggestions on curricular resources that will better engage the all male population.

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- To ensure that teachers plan purposeful and focused lessons, leaders expect teachers to submit lesson plans to academic leaders two weeks before execution. Leaders recognize a need to improve the consistency of this system to ensure leaders consistently provide feedback to teachers that improves lesson planning techniques and plans lead to engaging lessons.

IS HIGH QUALITY INSTRUCTION EVIDENT THROUGHOUT THE SCHOOL?

SUNY RENEWAL BENCHMARK 1D

Boys Prep NY's instruction works to ensure that students meet grade level standards. As part of the school's model, teachers dedicate the first six weeks of school to ensuring strong classroom management skills and routines are in place so teachers can focus on delivering rigorous teaching and learning through the remainder of the school year. Leaders plan to shift professional development activities toward improving teachers' abilities to check for understanding and build students' depth of knowledge through lessons. As the school continues to expand into middle school grades, the middle school level will add two academic directors to increase the school's capacity to support new and additional teachers to develop and improve teaching and learning. As shown in the chart below, during the renewal visit, Institute team members conducted 22 observations following a defined protocol used in all renewal visits.

NUMBER OF CLASSROOM OBSERVATIONS

		GRADE						
		K	1	2	3	4	5	Total
CONTENT AREA	ELA		1	2	3	1	2	9
	Math	1		2	4	2	2	11
	Science				1		1	2
	Total	1	1	4	8	3	5	22

- Most teachers deliver lessons with clear objectives aligned to the curriculum (15 out of 22 lessons). With support from the network, teachers are prepared to deliver high quality lessons from the curricular program. Teachers post and review lesson objectives at the start of each lesson, and lesson activities tightly align with posted objectives. Teachers strategically plan lessons to align with previous learning so that objectives build on students' prior knowledge.

- Some teachers successfully use strategies to check for student understanding during lessons (9 out of 22 lessons). During the CGI block teachers allow students to grapple with difficult word problems while teachers circulate to identify student misconceptions to share at the end of the lesson. Through a whole class debrief teachers strategically share out possible ways to solve the problem and target students who had misconceptions in order to discuss what students could do to improve their work. During ELA lessons, teachers strategically plan and meet with struggling readers to conference and discuss strategies to improve reading fluency and comprehension. Leaders recognize a need to continue developing teachers' skills in this area as they recognize some teachers only check for completion or are not acutely aware of student misconceptions.
- As the school began the year focused on classroom management and routines, teachers are developing skills to incorporate higher order thinking activities into lessons with support from leaders (8 out of 22 lessons). In classes where teachers included higher order thinking activities, students demonstrated their thinking using a variety of models that help to build a strong conceptual understanding of the mathematics concepts and standards. Teachers encouraged students to think of multiple ways to display their thinking and to explain why and how they derived an answer. Some teachers utilize a turn and talk strategy to allow students to share their thinking with a peer. Leaders recognize a need to improve teachers' use of higher order thinking and problem solving activities that are included within the curricular framework so that students have more opportunities to engage in rigorous thinking. As the school moves past its start of the year focus on classroom management strategies and culture and relationship building, leaders have targeted professional development sessions that will work to increase teachers' repertoire of strategies to include more opportunities for students to interact with one another and grapple with difficult content.
- Teachers maintain classroom environments with a clear focus on learning (15 out of 22 lessons). School leaders and teachers shared that the school goal was to establish classroom routines and procedures within the first six weeks of school. Students know how to track the speaker, sit attentively, and get to work quickly. During most whole class lessons, teachers engage every student effectively, and students are consistently on task. The school recognizes a need to take the effective whole class strategies to improve small group and group work time to ensure students remain on task and engaged.

SUNY RENEWAL BENCHMARK 1E

DOES THE SCHOOL HAVE STRONG INSTRUCTIONAL LEADERSHIP?

Boys Prep NY has established a leadership team that supports teachers in their planning and instruction. Leaders set a culture of high expectations through professional development sessions, consistent communication, and classroom observation feedback.

- Boys Prep NY's leadership team establishes an environment of clear expectations for student learning and teacher practice. The school's leadership team consists of a principal, two deans of culture, two academic directors, and a director of operations. Leaders communicate clear priorities aligned to the needs of the school. In the first months of the 2018-19 school year, leaders emphasized the codification of strong systems and routines as well as the infusion of the school's core values including brotherhood, responsibility, and merit into classroom culture. The school has developed specific achievement goals for students based on interim assessments, and teachers articulate a vision for student achievement that generally includes high performance.
- Boys Prep NY implements a coaching system that supports its teachers in improving their instructional effectiveness. The school's principal and two academic directors each coach a caseload of teachers across the school conducting regular classroom observations and check in meetings. Additionally, ELA and mathematics specialists from the network conduct periodic informal observations to compliment the school leaders' support and provide coaching models for leaders. Leaders and teachers use an online platform called TeachBoost to deliver and respond to feedback from observations aligned to the school's evaluation framework.
- Instructional leaders provide opportunities for teachers to plan curriculum within and across grade levels as well as with the at-risk program staff. The school devotes the after school block to a four day rotation alternating between grade team meetings, content area meetings, lesson preparation time for teachers, and sessions devoted to building school culture and identifying at-risk supports. During these grade and content area meetings, teachers review curricular documents, student work, and assessment data with academic directors in order to modify unit plans and specific lessons. Teachers also work with at-risk program staff to identify and develop supports for struggling students.
- School and network leaders implement a comprehensive professional development program with activities directly related to classroom practice and aligned to schoolwide priorities. In addition to monthly network delivered whole school professional development sessions and weekly schoolwide meetings, the network offers summer pre-service training for teachers. Starting in the summer and continuing through the

initial months of school, Boys Prep NY's professional development program focuses on equipping all teachers with strategies for establishing classroom environments conducive to learning. Teachers also appreciate specific professional development sessions devoted to deepening the understanding of quality planning for different curriculum components such as CGI.

- Instructional leaders formally evaluate teachers at the end of the school year using clear criteria that teachers understand. Before and after the evaluation, instructional leaders meet with their caseload of teachers to discuss challenges and successes as they relate to specific domains within the school's evaluation framework. After the formal classroom observation, leaders document feedback aligned to the evaluation domains and include a snapshot of student growth over the year as measured by the school's internal assessments. Leaders provide comprehensive and specific feedback that highlights teachers' strengths and recognize a need to increase the amount of detail regarding areas for future improvement.
- Instructional leaders hold teachers accountable for quality instruction and student achievement. If teachers do not meet the performance expectations established by the school, leaders escalate the frequency and intensity of their observations and supports. Leaders use coaching feedback documented in the TeachBoost platform to document teachers' progress. School and network leaders do not rehire teachers who continually fail to make progress against the school's expectations.

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

Boys Prep NY has programs in place to meet the needs of at-risk students including students with disabilities, ELLs, and students struggling academically. The school follows clear procedures to identify at-risk students. At the time of the Institute's visit, aspects of the school's ELL and special education programs were out of compliance. The school submitted a plan in November 2018 detailing specific actions and steps the school took since the visit and moving forward to ensure full compliance.

- Boys Prep NY has clear procedures for identifying students with disabilities, ELLs, and students struggling academically. The school administers the Home Language Identification Survey to identify families that speak languages other than English and subsequently administers the New York State English Identification Test for English Language Learners ("NYSITELL") as necessary. In order to determine students who require academic intervention services, the school's learning support coordinator works with the leadership team to conduct the initial universal screening process of analyzing

MAP and STEP assessment data. Throughout the year, the school holds regular student support team meetings during which leaders, teachers, and at-risk program staff analyze assessment and anecdotal data to identify the school's lowest performers or other outlier students. The school also follows clear procedures for referring students for evaluation for special education services.

- Boys Prep NY delivers targeted intervention supports supplemented with adaptive online curricula to meet the needs of its struggling students. The school's two interventionists provide pull out and push in services to students identified by the student support team. At-risk program staff deliver a variety of tiered interventions, escalating or ending the interventions as necessary based on systematic data collection and review. Additionally, the school delivers commercial programs such as Read 180 to meet the needs of at-risk students.
- For students with Individualized Education Programs ("IEPs"), Boys Prep NY provides mandated services such as special education teacher support services ("SETSS"), integrated co-teaching ("ICT"), and related services. The learning support coordinator and two interventionists deliver SETSS through pull out and push in sessions throughout the day. The school has at least one ICT classroom in each grade. However, at the time of the Institute's visit, the school had one teacher vacancy in the 5th grade ICT classroom and had not implemented a clear plan to ensure all ICT teachers were properly certified or exempt. The Institute requested the education corporation submit a plan to come into compliance. On November 30, 2018, the network submitted a plan to place certified or qualified teachers into ICT classrooms to ensure that Boys Prep NY has appropriate staffing in each classroom.
- At the time of the visit, the school was working to hire a trained ELL services provider to deliver supports to its ELL students. The school addressed the needs of its ELLs through a combination of its intervention supports and strategies embedded into its core instructional program through professional development. The network intervention coach and school learning support coordinator modified curricular documents and shared strategies with general education teachers during weekly professional development. However, at the time of the renewal visit in October 2018, as no staff at the school have adequate certification or training, the school does not act with necessary urgency to build capacity to support its ELLs. On November 30, 2018, the network submitted, and the Institute reviewed, a plan to come into compliance with ELL services. Boys Prep NY hired a full time ELL specialist as of November 5, 2018. The school onboarded and initiated ELL services soon after the ELL specialist began employment and now provides pull out and push in services for ELLs using a prescribed program for English language development. Additionally, the ELL specialist is working to host workshops for families who speak languages other than English.

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- The school's at-risk program staff monitor the progress and success of the school's at-risk population, and share the information with general education teachers. Interventionists collect data as part of students' intervention plans developed by the student support team. SETSS instructors and ICT teachers use IEP goal trackers to monitor progress of students with disabilities. For ELLs and all at-risk students, the at-risk program staff and leadership team review interim assessment data during weekly student support team meetings and share relevant trends to staff as necessary.
- Boys Prep NY has structures in place to support coordination between at-risk program providers and general education teachers. ICT co-teachers have dedicated co-planning time each week. At-risk program staff and general education teachers meet on a weekly basis to discuss students' progress during student support team meetings and in professional learning communities. Additionally, general education teachers have ample opportunities to collaborate with specialists on an ad hoc basis frequently doing so to share lesson modifications or suggestions for specific students.

ORGANIZATIONAL PERFORMANCE



IS THE SCHOOL AN EFFECTIVE, VIABLE ORGANIZATION?

Boys Prep NY is an effective and viable organization. The school’s organizational structure provides effective operational support to allow instructional leaders to focus on the academic program. The network and board provide effective support and oversight.

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

Boys 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 infuses character education into multiple parts of the school day, emphasizing values such as brotherhood alongside a commitment to academic achievement. Over the charter term, the school has improved its staff retention and made progress towards establishing stable leadership.

ARE PARENTS/GUARDIANS AND STUDENTS SATISFIED WITH THE SCHOOL?

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

Parent Survey Data. The Institute compiled data from the New York City Department of Education’s (the “NYCDOE’s”) 2017-18 NYC School Survey. NYCDOE distributes the survey every year to compile data about school culture, instruction, and systems for improvement. In 2017-18, 55% of families who received the survey responded. The majority of survey responses (96%) indicate satisfaction with the school. The response rate is high enough 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 10 parents in attendance at the focus group expressed strong satisfaction

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with how the school establishes a safe environment focused on academic achievement. Parent participants emphasized that the school’s clear and consistent discipline system was an especially important aspect of the school’s success. Additionally, parents expressed satisfaction with the rigor and amount of student work. Parents indicated that the school could improve by offering increased exposure to the arts in the curriculum.

Persistence in Enrollment. An additional indicator of parent satisfaction is persistence in enrollment. In 2017-18, 72% of Boys 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 organization effectively supports the delivery of the academic program. Boys Prep NY has effective leadership structures at the school and network level that are responsive to teacher needs. The school has a clear discipline system that supports teachers in maintaining classrooms with a clear focus on academic achievement.

- Boys Prep NY establishes an organizational structure in alignment with the school’s needs and priorities, allowing leaders to effectively deliver its academic program. The school’s principal oversees two deans of culture, and two academic directors. The school’s director of operations reports to the managing director of finance and operations at the network. This structure allows academic leaders to primarily focus on instructional support. Network staff meet biweekly with the principal and academic directors to provide additional support to the school’s core academic leadership team. Teachers and staff are aware of to whom to report for specific matters and who evaluates them. The school recognizes a need to streamline lines of accountability for the student support services team as interventionists currently receive supervision from the academic directors, the student support services coordinator, and network staff.

- The school has a clear discipline system in place at the administrative level that is consistently and effectively applied across the school. The student and family affairs team (“SFA”), headed by two deans of culture, delivers professional development to all teachers regarding the school’s clear tiered system of interventions and behavior consequences. Classroom teachers use a color coded level system to monitor and communicate student infractions in the classroom. For more serious behaviors, teachers implement a set of escalating management strategies and can call the SFA team for in class supports. The school endeavors to keep students in the classroom and minimize send outs. The deans of culture run schoolwide morning meetings to reiterate the behavior norms and build up the core values of the school. In the fall of 2016-17, the second dean of culture was hired to help mitigate the increasing behavior challenges noticed by school and network staff. As a result of added capacity and consistent policy implementation, suspensions dramatically declined in the fall of 2018-19 compared to the same time during the prior school year.
- The school struggled to retain quality staff over the charter term. Since gaining approval for the school, the network prioritized finding the right principal to lead a new type of school focused on all boys within the network. Though earlier leaders did not work out, network leaders took on interim roles while the board and network conducted an extensive search for the current school leader. Additionally, at the time of the Institute’s visit in October, two key instructional positions remained vacant. To help improve the school’s retention of teachers, leaders plan to develop more leadership opportunities for teachers and to develop more flexible teaching loads. Despite this turnover, the school’s program has produced laudable academic achievement over the term.
- The school maintains student enrollment that allows it to meet its budgetary needs. While falling under its chartered enrollment over the term, the school’s actual enrollment remained within its allotted collar. The board, network, and school leadership recognize that the school has struggled to retain students over the charter term. Prior to the 2018-19 school year, the school was located in two separate sites in co-located space far from public transportation. The board and leaders identify the completion of the new single-site facility as a key effort to improve student retention in a future charter term.
- The school implements many strategies to meet its enrollment and retention targets for special education students, ELLs, and students who qualify for FRPL, such as canvassing local community organizations, providing translation services of all marketing materials, and highlighting the work of special education support staff during all family orientations. While the school does not systematically monitor progress towards meeting the targets, leaders are generally aware of the effectiveness of the strategies and make adjustments as necessary.

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- The network monitors and gathers feedback about its schools' programs to make some necessary changes. Network academic staff conduct a monthly walkthrough of the school in addition to biweekly meetings with leaders. Additionally, they administer a survey to teachers about all aspects of the program. As a result of network qualitative observations and teacher feedback identifying management as an area of concern, the network implemented a clear professional development focus on routines and procedures for 2018-19. However, teachers and leaders at Boys Prep NY do not have a formal system for holistically evaluating the program and suggesting large scale changes. For example, the school is still developing a process to review the entire curriculum to make changes better suited for the school's unique population.

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

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The Public Prep Academies board is deeply reflective about the school's progress toward meeting its Accountability Plan goals. The board establishes a clear vision for the school and supports network and school staff to meet its high expectations.

- Board members bring a variety of skills and experiences that enable them to oversee the school's program and deploy resources where necessary. The board implements a committee structure that facilitates effective communication between the network, the school, and the board. In alignment with Public Prep Academies' self identified areas of need, the board seeks to recruit members with expertise in real estate, public relations, and curriculum development. Additionally, the board plans to establish an academic committee to further analyze the school's achievement data and academic program.
- With an executive committee meeting regularly with network staff, the board has established a system to regularly monitor the school's academic program and finances. Network and school leaders regularly present updates on student achievement, nonacademic data, and all relevant aspects of the school's operations. As a result of the school's location change, the board has increased its scrutiny of student recruitment and retention data and efforts. Additionally, the board is reflective on the implications of the school's discipline policy and closely monitors student culture data, including suspensions.

- The board identifies clear priorities and long term goals. In the short term, the board establishes priorities of further standardizing the curricula across all Public Prep Academies' schools and increasing the rigor of its mathematics program in response to the state test results. Additionally, with a new leadership team and facility secured, the board is closely monitoring the program through visits and meetings at the school site in order to assess the stability of the program. In order to track academic progress, the board has established specific proficiency targets in ELA and mathematics. In the long term, the board is endeavoring to further build out the school's culture of college readiness by offering more opportunities for young men to visit postsecondary institutions.
- The board is thoughtful in its planning regarding the recruitment and retention of strong leaders and teachers after the school experienced high levels of turnover. After multiple leaders cycling through the school at the beginning of the charter term, board members interviewed final candidates for the current principal position and conducted extensive reference checks. Although the board is deeply reflective about contingencies for unexpected leadership turnover, they have yet to develop a formal plan to build a strong talent pipeline. The board examines similar schools' teacher benefits and retention strategies and seeks to develop more attractive compensation packages.
- The board is self reflective about its performance, collecting feedback from the network and teaching staff, as well as visiting the school site on a regular basis. Additionally, the board reviews school quality review data from outside consultants on an annual basis. As a result of the board's comprehensive analysis of the feedback, the board has increased its visits to the school site and shifted its focus from operational logistics to focus more on the academic program.

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

The board materially and substantially implements, maintains, and abides by appropriate 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 its schools in order to streamline governance and operations of the schools. While the board oversees all the schools, board members are assigned to individual schools to provide deeper oversight.

- While the board was focused more on fundraising and the potential of the private facility at the beginning of the charter term, the board increasingly held the network accountable for academic results. 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 is financially dedicated to the school by committing to extensive fundraising.
- With a focus on partnership opportunities, the board strives to provide enhanced programming to students.
- The board has worked to meet with school leaders to discuss improvement plans as part of its efforts to expand input toward evaluating the network.
- The board, with the network, endeavored to build a private facility during the current charter term. While the board received reporting as to the progress of the project, the project ended up being late and vastly over budget.
- The network took certain financial responsibility for its share of the additional costs. While the board appeared to offer solutions such as a dedicated project manager, it was not evident that the board was in full control of the project.

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

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The education corporation substantially complies with applicable laws, rules and regulations, and provisions of its charter with several minor exceptions.

- **Annual Reports.** While Boys Prep NY properly submitted its annual reports to the Institute and NYSED, the school has not posted recent annual reports on its website in accordance with the Act. The Institute will follow up with the school to update the website prior to the next charter term.
- **Teacher Certification.** The school is out of compliance regarding the number of teachers allowed to be uncertified. The education corporation has presented a multi-faceted plan that will bring the school into compliance including 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. The education corporation is also exploring partnerships with other higher education institutions to build a residency program.

- **ELL Program.** At the time of the visit, the education corporation did not implement a legally compliant program to serve ELLs in violation of Title VI of the Civil Rights Act of 1964 and federal regulations. As of November 30, 2018, the education corporation presented sufficient information of the implementation of a compliant program. The Institute will continue to monitor the implementation of this program to ensure continued compliance in this area.
- **Conflicts of Interest.** The education corporation's code of ethics needs to be updated to comply with provisions of the New York General Municipal Law and to incorporate necessary conflicts of interest provisions. The by-laws should be updated for any correlating references. The Institute will ensure these policies are updated prior to the start of the next charter term.
- **Complaints.** The Institute received no formal complaints regarding the school.
- **Compliance.** The Institute issued no violation letters during the charter term.
- **FERPA.** The school manifested a technical deficiency regarding the provision of an access log on hard copy student files. The school provided an assurance that the issue would be addressed by the beginning of the new charter term.

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FISCAL PERFORMANCE



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.

IS THE EDUCATION CORPORATION FISCALLY SOUND?

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

The network supports Boys Prep NY in the area of curriculum, student assessment, recruitment, training, assessment and accountability, professional development, financial management and technology under the terms of a management contract that reflects a 15% management fee over the charter term.

Boys Prep NY opened in 2014-15 authorized by the SUNY Trustees. Effective October 1, 2014, Boys Prep NY and Girls Prep Bronx, merged with Girls Prep NY with the latter as the surviving entity. In addition to analyzing the soundness of the individual charter schools, 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 adequate prior to the merger and fiscally adequate as a merged entity.

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

Boys Prep NY has financial resources to ensure stable operations. Working with the network, Boys Prep NY has employed clear budgetary objectives and budget preparation procedures throughout the charter term.

- The budget process is led by the chief executive officer, superintendent, and managing director of finance and operations with consultation with school leaders in addition to the board finance committee. Each year the budget is developed using a model designed to

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achieve self sufficiency of unique requirements of any particular program offered without the use of private philanthropy. The budgets are based on historical actual revenues and expenses and programmatic changes to ensure that the staff can properly support the proposed enrollment.

- The projected five-year renewal budget reflects anticipated revenues and expenses associated with planned enrollment changes with the facility development and as the school continues to grow grades with the plan to serve Kindergarten through 8th grade, if renewed.
- After three years of being in NYCDOE co-located space, Boys Prep NY won a landmark legal decision that guarantees permanent public funding for private facilities for all grades. Boys Prep NY completed construction of its facility before the start of the 2018-19 school year and currently houses the elementary grades. The building also has the ability to house the expanding middle school grades, if approved. An affiliated not for profit, Friends of Girls Prep, with a common board leased the private facility. Costs of leasehold improvements are being shared between the landlord and the affiliated entity with the school.

DOES THE SCHOOL MAINTAIN APPROPRIATE INTERNAL CONTROLS AND PROCEDURES?

Boys Prep NY has a history of sound fiscal policies, procedures, and practices and maintains appropriate internal controls.

- The network 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 Academies audit report had no material findings or deficiencies.

DOES THE SCHOOL COMPLY WITH FINANCIAL REPORTING REQUIREMENTS?

Boys Prep NY and the education corporation comply with financial reporting requirements.

- The Institute, NYCDOE, 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 advisory or management letter findings to report.

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- 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 school submitted the audited financial statements for the year ended June 30, 2018 to the Institute by the November 1, 2018 due date. The audit report shows continued fiscal strength.

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

Boys Prep NY and the education corporation maintain financial resources to ensure stable operations.

- The school opened in 2014-15, and has reported operating deficits the last two years, which were offset against the significant accumulated net assets derived from previous surplus years. The school's net assets were approximately \$2.3 million as of June 30, 2018.
- The merged education corporation fiscal dashboard in Appendix F reflects fiscally strong.
- The education corporation benefits from a combined balance sheet that 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.
- Public Prep Academies had total net assets of approximately \$7.1 million as of June 30, 2018 and had one month of cash on hand to be used for liabilities coming due shortly, which is the Institute's standard.
- As a requirement of charter agreements, Public Prep Academies has established the separate bank account for the merged dissolution fund reserve of \$175,000.

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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?

The education corporation's plans for the school are reasonable, feasible, and achievable. Boys Prep NY seeks to expand to serve students in the middle school grades.

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. Boys Prep NY plans to continue to implement the core elements of its educational program that enabled the school to meet or come close to meeting its key Accountability Plan goals in the current charter term. These elements are likely to enable the school to meet its academic goals in the next charter term. Boys Prep NY will expand to serve students in Kindergarten – 8th grade over the next charter term using the core of the middle school program in the education corporation adapted for all male education. The school will increase its staffing and services offered regarding transition to high school, college, and other postsecondary options.

Plans for Board Oversight & Governance. Board members express an interest in continuing to serve Boys Prep NY in the next charter term and may add additional trustees in the future.

Fiscal & Facility Plans. Based on evidence collected through the renewal review, including a review of the five-year financial plan, Public Prep 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 education corporation intends to maintain its contractual relationship with the network. The Institute has reviewed the proposed terms of such contract and will review and approve the final contract, and any other network contracts, when executed.

	CURRENT	END OF NEXT CHARTER TERM
Enrollment	450	850
Grade Span	K-5	K-8
Teaching Staff	47	77
Days of Instruction	180	180

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After three years of being in NYCDOE co-located space, Boys Prep NY won a landmark legal decision that guarantees permanent public funding for private facilities for all grades. Boys Prep NY will continue to serve its elementary grades and begin serving its middle school grades, if approved, in the newly constructed, privately leased facility.

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.

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APPENDICES

PAGES Ax 1-28

SO^A SCHOOL OVERVIEW PAGE Ax 1	PS^B PERFORMANCE SUMMARIES PAGE Ax 6	DC^C DISTRICT COMMENTS PAGE Ax 8	FD^D FISCAL DASHBOARD PAGE Ax 9	EO^E ED CORP OVERVIEW PAGE Ax 13	EF^F ED CORP FISCAL PAGE Ax 25
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APPENDIX A: School Overview

BOYS PREPARATORY CHARTER SCHOOL OF NEW YORK BOARD OF TRUSTEES

CHAIR

Ravenel Boykin Curry IV

TRUSTEES

Eric Grannis
 Nicole Kail Greene
 Laura A. Weil
 H. Melvin Ming
 Paul Vermeylen, Jr.

SCHOOL LEADERS

PRINCIPAL

Khalek Kirkland, Principal (July 2018 to Present)
Josie Carbone, Interim Principal Upper School (November 2017 to June 2018)
Janelle Bradshaw, Interim Principal Lower School (November 2017 to June 2018)
Trevor Naidoo, Interim Principal (July 2017 to November 2017)
Kristan Norgrove, Principal (2015-16 to June 2017)
Peter Herzberg, Founding Principal (2014-15)

SCHOOL CHARACTERISTICS

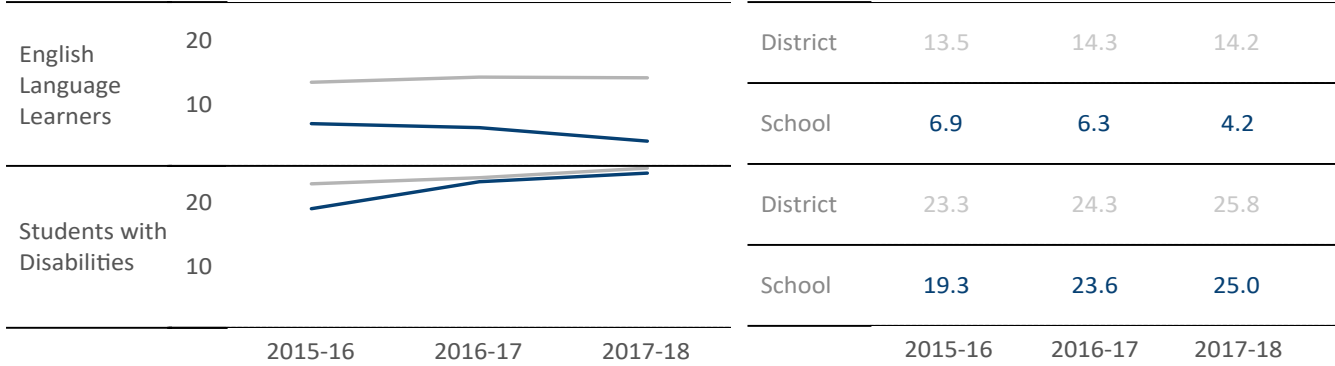
SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	PROPOSED GRADES	ACTUAL GRADES
2014-15	144	137	95%	K-1	K-1
2015-16	220	208	95%	K-2	K-2
2016-17	300	248	83%	K-3	K-3
2017-18	375	316	84%	K-4	K-4
2018-19	450	514	114%	K-5	K-5

APPENDIX A: School Overview

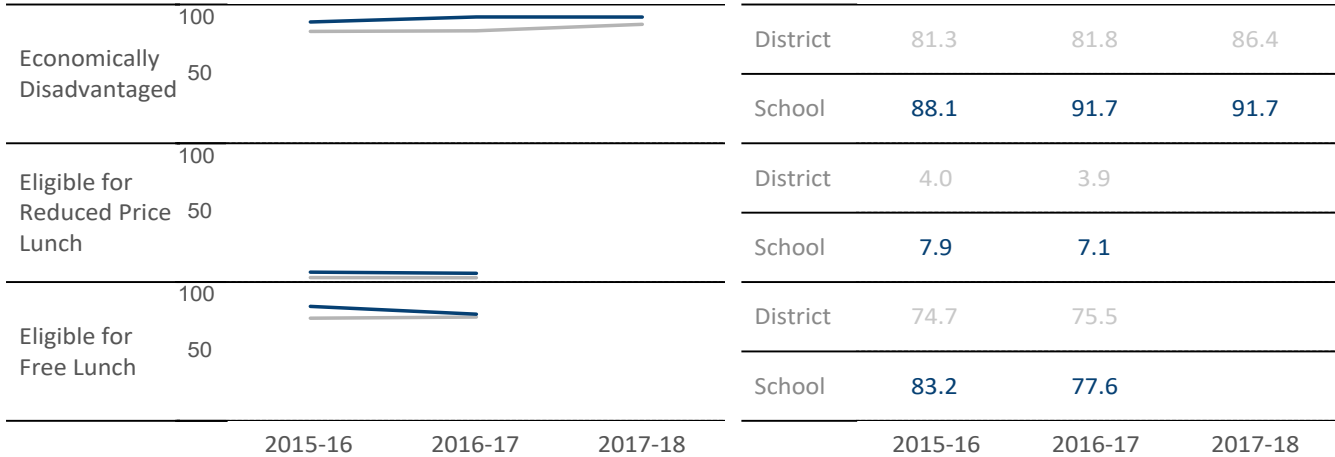
Boys Prep Charter School

Bronx CSD 8

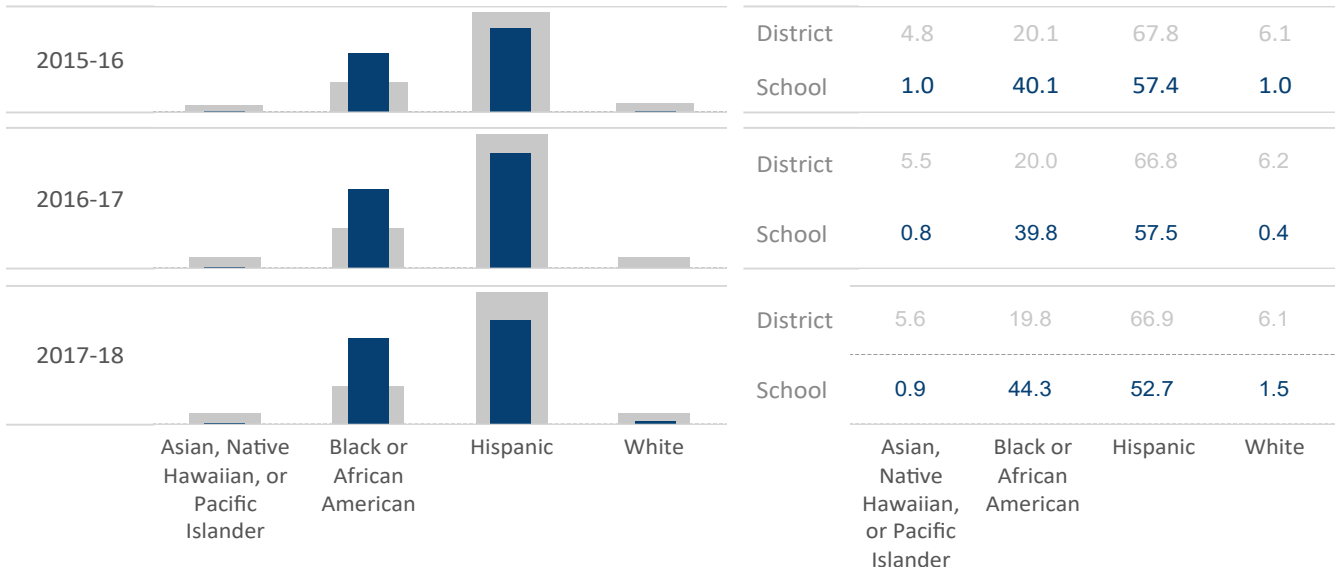
Student Demographics: Special Populations



Student Demographics: Free/Reduced Lunch



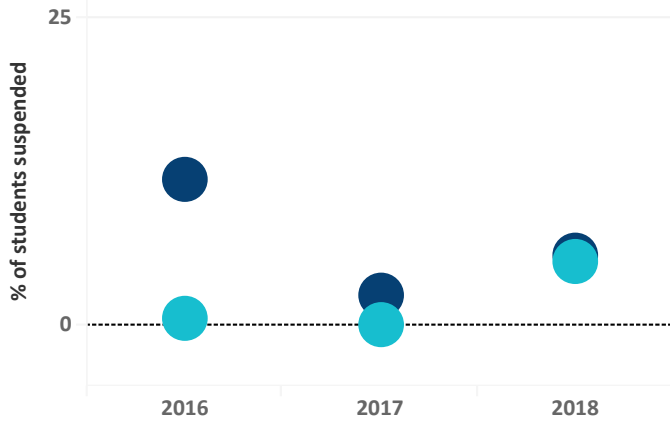
Student Demographics: Race/Ethnicity



APPENDIX A: School Overview

Boys Prep Charter School

Bronx CSD 8



	School ISS Rate	School OSS Rate
2016	0.5	11.9
2017	0.0	2.4
2018	5.1	5.7

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

	2016	2017	2018
Expulsions	0	0	0

Boys Prep Charter School's Enrollment and Retention Status: 2017-18

		District Target	School
Enrollment	economically disadvantaged	88.8	91.7
	English language learners	12.7	4.2
	students with disabilities	19.5	24.7
Retention	economically disadvantaged	92.6	73.4
	English language learners	92.1	75.0
	students with disabilities	93.1	80.0

APPENDIX A: School Overview

PARENT SATISFACTION: SURVEY RESULTS



TIMELINE OF CHARTER SCHOOL RENEWAL



SCHOOL VISIT HISTORY

SCHOOL YEAR	VISIT TYPE	DATE
2014-15	First Year Visit	May 27, 2015
2018-19	Initial Renewal Visit	October 10-11, 2018

CONDUCT OF THE RENEWAL VISIT

DATE(S) OF VISIT	EVALUATION TEAM MEMBERS	TITLE
October 10-11, 2018	Sinnjinn Bucknell	Senior Performance and Systems Analyst
	Jenn David-Lang	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: Mathematics Boys Preparatory Charter School of New York

	2015-16 Grades Served: K-2			2016-17 Grades Served: K-3			2017-18 Grades Served: K-4			MET
	Grades	All Students % (N)	2+ Years Students % (N)	Grades	All Students % (N)	2+ Years Students % (N)	Grades	All Students % (N)	2+ Years Students % (N)	
ABSOLUTE MEASURES 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.	3	0	0	3	51.4 (37)	55.9 (34)	3	40.4 (47)	45.0 (40)	NO
	4	0	0	4	0	0	4	44.4 (36)	41.9 (31)	
	5	0	0	5	0	0	5	0	0	
	6	0	0	6	0	0	6	0	0	
	7	0	0	7	0	0	7	0	0	
	8	0	0	8	0	0	8	0	0	
	All	0	0	All	51.4 (37)	55.9 (34)	All	42.2 (83)	43.7 (71)	
2. Each year the school's aggregate Performance Level Index on the State exam will meet the Annual Measurable Objective set forth in the State's accountability system.	Grades	PLI	AMO	Grades	PLI	AMO	Grades	PI	MIP	
				3	141	109	3-4	132		NA
COMPARATIVE MEASURES 3. Each year the percent of students enrolled in at least their second year and performing at proficiency will be greater than that of students in the same grades in the local district.	Comparison:			Comparison: Bronx District 8			Comparison: Bronx District 8			
	Grades	School	District	Grades	School	District	Grades	School	District	
				3	55.9	30.2	3-4	43.7	36.9	YES
	% ED	Actual	Predicted	% ED	Actual	Predicted	% ED	Actual	Predicted	Effect Size
				92.7	51.4	33.0	94.6	42.2	35.8	0.33
4. Each year the school will exceed its predicted percent of students at proficiency on the State exam by at least a small Effect Size (at least 0.3) based on its percentage of Economically Disadvantaged students.	Grades	School	State	Grades	School	State	Grades	School	State	
	4			4	41.8		4	41.8		
	5			5	0.0		5	0.0		
	6			6	0.0		6	0.0		
	7			7	0.0		7	0.0		
	8		8	0.0		8	0.0			
	All		All	41.8		All	41.8	50.0		NO
GROWTH MEASURE 5. Each year, the school's unadjusted mean growth percentile will meet or exceed the target of 50.	Grades	School	State	Grades	School	State	Grades	School	State	
	4			4			4			
	5			5			5			
	6			6			6			
	7			7			7			
	8			8			8			
	All			All			All			NA

APPENDIX C: District Comments

SUMMARY OF PUBLIC COMMENTS

The New York City Department of Education held its required hearing on Boys Preparatory Charter School of New York's renewal on December 10, 2018 at the school. Twenty-seven people were present and eight people spoke in support of the renewal application. Parents spoke about the culture of high expectations with the main objective being college completion. Parents are grateful for the community atmosphere created by teachers who are warm and welcoming while keeping parents abreast of learning through online applications. Parents also appreciated the numerous trips to college campuses.

APPENDIX D: Fiscal Dashboard

BOYS 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

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
 Regular Education & SPED (combined)
 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		MERGED		MERGED		Opened 2014-15	
	2013-14	2014-15	2015-16	2016-17	2016-17	2016-17	2017-18	2017-18
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	-	-	-	-	-	-	-	-
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	-	1,972,031	2,901,770	3,550,551	4,723,977			
Students with Disabilities	-	584,923	417,559	574,852	866,382			
Grants and Contracts								
State and local	-	107,304	12,147	23,127	65,966			
Federal - Title and IDEA	-	-	148,177	166,079	315,746			
Federal - Other	-	-	39,540	66,149	32,454			
Other	-	489,949	-	-	-			
NYC DoE Rental Assistance	-	-	-	-	-			
Food Service/Child Nutrition Program	-	-	-	-	-			
Total Operating Revenue	-	3,154,207	3,519,193	4,380,758	6,004,525			
Expenses								
Regular Education	-	2,270,400	2,650,446	2,998,326	4,190,355			
SPED	-	447,741	787,004	1,119,600	1,684,599			
Regular Education & SPED (combined)	-	-	-	-	-			
Other	-	-	-	-	-			
Total Program Services	-	2,718,141	3,437,450	4,117,926	5,874,954			
Management and General	-	363,567	367,219	388,817	657,512			
Fundraising	-	3,869	3,430	4,086	7,368			
Total Expenses - GRAPHS 2, 3 & 4	-	3,085,577	3,808,099	4,510,829	6,539,834			
Surplus / (Deficit) From School Operations	-	68,630	(288,906)	(130,071)	(535,309)			
Support and Other Revenue								
Contributions	-	540,582	315,343	2,182,380	317,300			
Fundraising	-	-	6,227	1,985	-			
Miscellaneous Income	-	-	881	2,509	(166,185)			
Net assets released from restriction	-	-	-	-	-			
Total Support and Other Revenue	-	540,582	322,451	2,186,874	151,115			
Total Unrestricted Revenue	-	3,694,789	3,841,644	6,567,632	6,155,640			
Total Temporarily Restricted Revenue	-	-	-	-	-			
Total Revenue - GRAPHS 2 & 3	-	3,694,789	3,841,644	6,567,632	6,155,640			
Change in Net Assets	-	609,212	33,545	2,056,803	(384,194)			
Net Assets - Beginning of Year - GRAPH 2	-	-	609,212	642,757	2,699,560			
Prior Year Adjustment(s)	-	-	-	-	-			
Net Assets - End of Year - GRAPH 2	-	609,212	642,757	2,699,560	2,315,366			

APPENDIX D: Fiscal Dashboard

BOYS 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

	2013-14	2014-15	2015-16	2016-17	2017-18
Personnel Service					
Administrative Staff Personnel	-	277,217	325,836	545,115	903,762
Instructional Personnel	-	1,084,129	1,694,557	2,151,030	2,768,079
Non-Instructional Personnel	-	140,160	387,926	29,410	29,966
Personnel Services (Combined)	-	-	-	-	-
Total Salaries and Staff	-	1,501,506	2,408,319	2,725,555	3,701,807
Fringe Benefits & Payroll Taxes	-	344,869	522,226	610,785	836,791
Retirement	-	5,040	32,867	43,921	32,185
Management Company Fees	-	714,606	342,998	408,616	736,782
Building and Land Rent / Lease	-	-	-	-	-
Staff Development	-	43,185	44,347	183,037	194,871
Professional Fees, Consultant & Purchased Services	-	571,575	98,126	87,150	124,778
Marketing / Recruitment	-	118,637	4,443	3,408	12,981
Student Supplies, Materials & Services	-	142,180	171,276	188,565	388,196
Depreciation	-	32,315	96,893	102,263	134,557
Other	-	(388,337)	97,253	157,529	376,886
Total Expenses	-	3,085,577	3,818,748	4,510,829	6,539,834

SCHOOL ANALYSIS

ENROLLMENT

	2013-14	2014-15	2015-16	2016-17	2017-18
Original Chartered Enrollment	282	357	432	300	375
Final Chartered Enrollment (includes any revisions)	-	144	220	300	375
Actual Enrollment - GRAPH 4	-	137	208	248	316
Chartered Grades	K-3	K-5	K-5	K-3	K-4
Final Chartered Grades (includes any revisions)	Planning Year	K-1	K-2	-	-

Primary School District: NYC CHANCELLOR'S OFFICE

Per Pupil Funding (Weighted Avg of All Districts)	2013-14	2014-15	2015-16	2016-17	2017-18
	-	13,877	13,877	14,027	14,521
Increase over prior year	0.0%	100.0%	0.0%	1.1%	3.4%

PER STUDENT BREAKDOWN

Revenue

Operating	-	23,023	16,923	17,690	18,973
Other Revenue and Support	-	3,946	1,551	8,831	477
TOTAL - GRAPH 3	-	26,969	18,474	26,521	19,451

Expenses

Program Services	-	19,840	16,530	16,629	18,564
Management and General, Fundraising	-	2,682	1,782	1,587	2,101
TOTAL - GRAPH 3	-	22,522	18,313	18,216	20,665
% of Program Services	0.0%	88.1%	90.3%	91.3%	89.8%
% of Management and Other	0.0%	11.9%	9.7%	8.7%	10.2%
% of Revenue Exceeding Expenses - GRAPH 5	0.0%	19.7%	0.9%	45.6%	-5.9%

Student to Faculty Ratio

	-	6.9	7.7	7.5	7.0
--	---	-----	-----	-----	-----

Faculty to Admin Ratio

	-	4.4	5.4	3.3	3.5
--	---	-----	-----	-----	-----

Financial Responsibility Composite Scores - GRAPH 6

Score	2013-14	2014-15	2015-16	2016-17	2017-18
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 / Fiscally Needs Monitoring < 1.0	0.0	0.0	0.0	0.0	0.0
	N/A	N/A	N/A	N/A	N/A

Working Capital - GRAPH 7

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

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

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

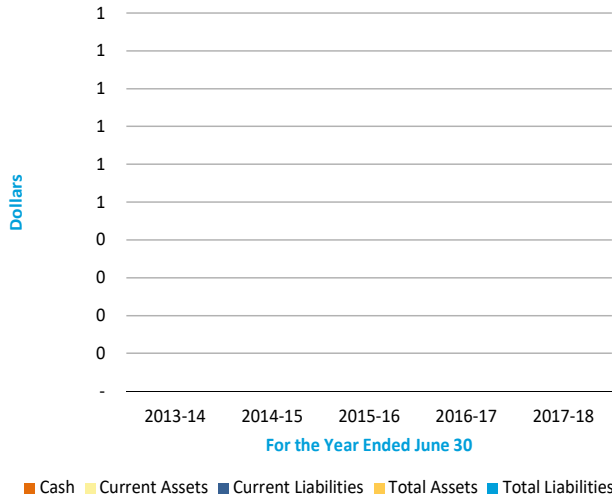
Score	0.0	0.0	0.0	0.0	0.0
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)	N/A	N/A	N/A	N/A	N/A
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)	N/A	N/A	N/A	N/A	N/A

APPENDIX D: Fiscal Dashboard

BOYS PREPARATORY CHARTER SCHOOL OF NEW YORK

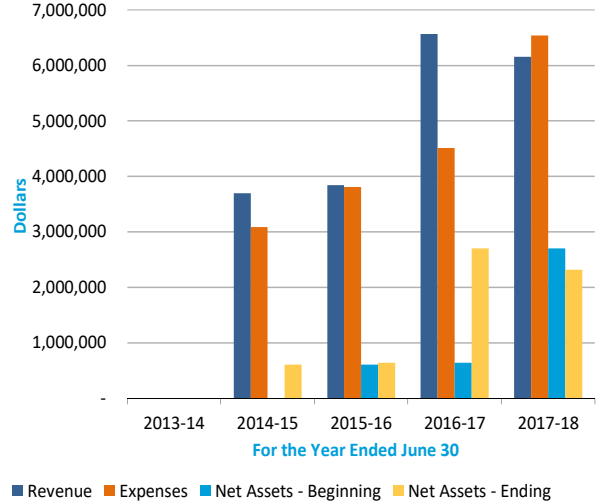
NOTE: Effective 2014-15 the school merged into the education corporation, "Public Prep Charter School Academies." Accordingly, see the education corporation report containing the "Balance Sheet" for all schools merged into the education corporation.

GRAPH 1 Cash, Assets and Liabilities



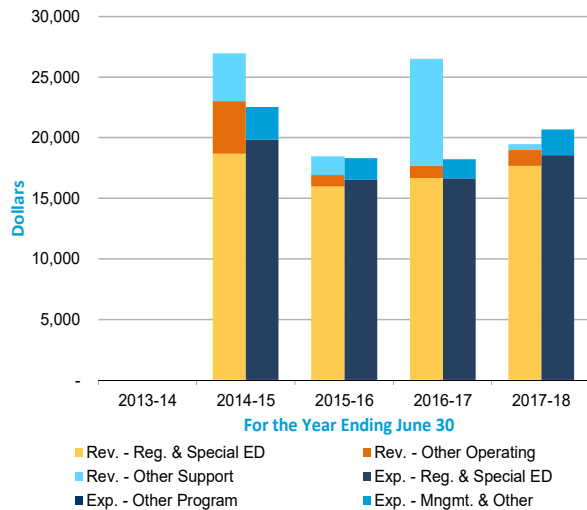
This chart illustrates the relationship between assets and liabilities and to what extent cash reserves makes up current assets. Ideally for each subset, subsets 2 through 4, (i.e. current assets vs. current liabilities), the column on the left is taller than the immediate column on the right; and, generally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

GRAPH 2 Revenue, Expenses and Net Assets



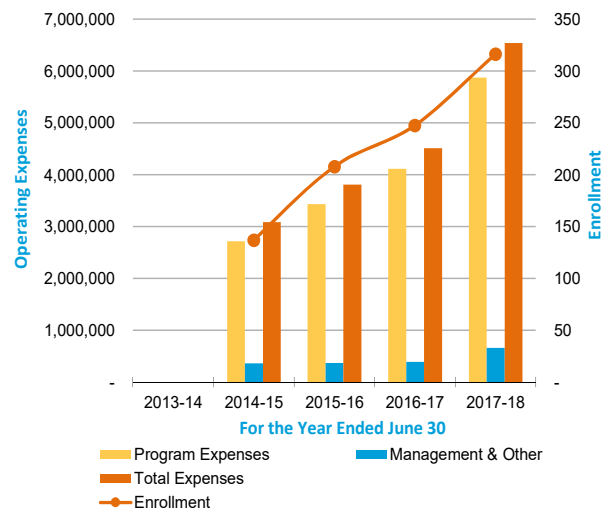
This chart illustrates total revenue and expenses each year and the relationship those subsets have on the increase/decrease of net assets on a year-to-year basis. Ideally subset 1, revenue, will be taller than subset 2, expenses, and as a result subset 3, net assets - beginning, will increase each year,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

GRAPH 3 Revenue & Expenses Per Pupil



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



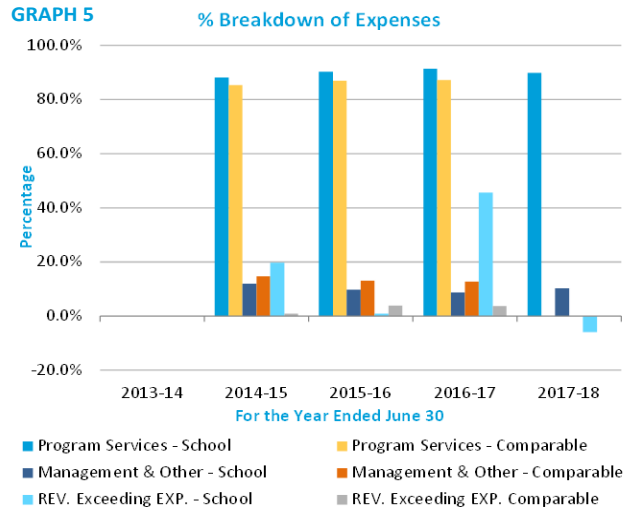
This chart illustrates to what extent the school's operating expenses have followed its student enrollment pattern. A baseline assumption that this data tests is that operating expenses increase with each additional student served. This chart also compares and contrasts growth trends of both, giving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

APPENDIX D: Fiscal Dashboard

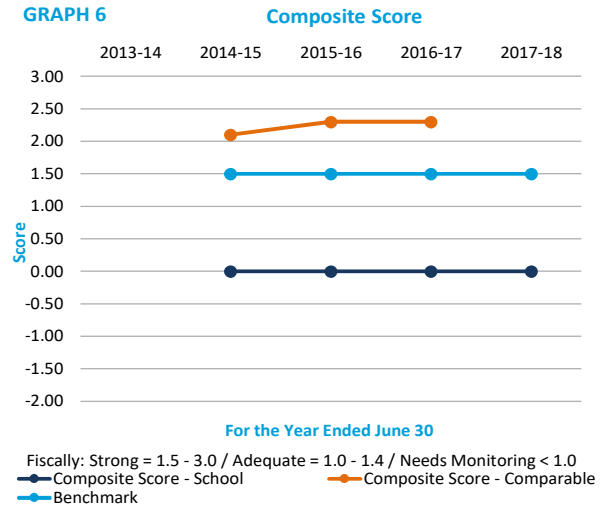
BOYS PREPARATORY CHARTER SCHOOL OF NEW YORK

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.

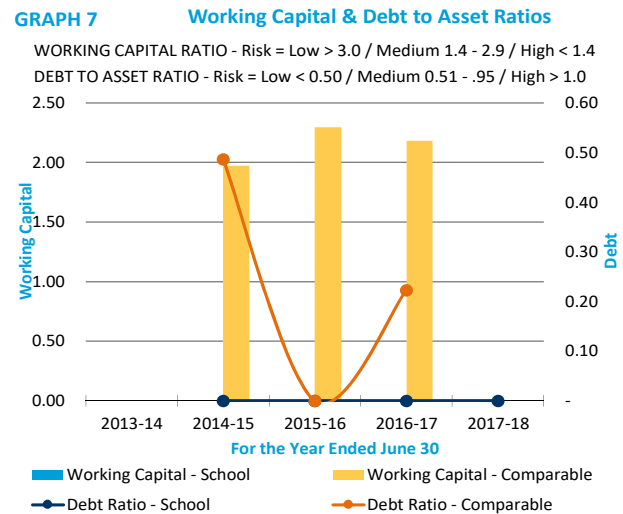
Comparable School, Region or Network: All SUNY Authorized Charter Schools (Including Closed Schools)



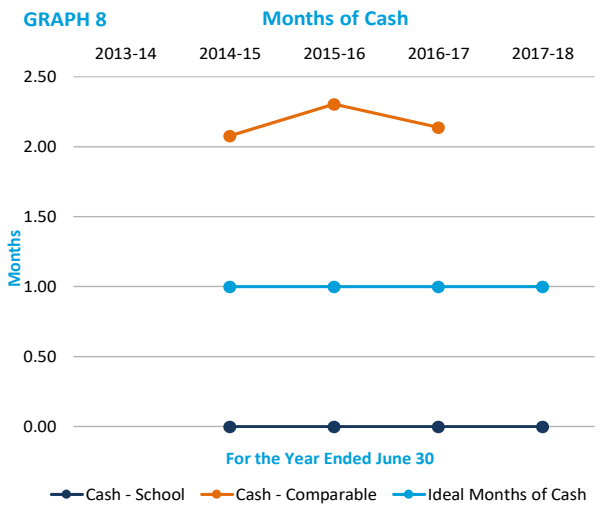
This chart illustrates the percentage expense breakdown between program services and management & others as well as the percentage of revenues exceeding expenses. Ideally the percentage expense for program services will far exceed that of the management & other expense. The percentage of revenues exceeding 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.



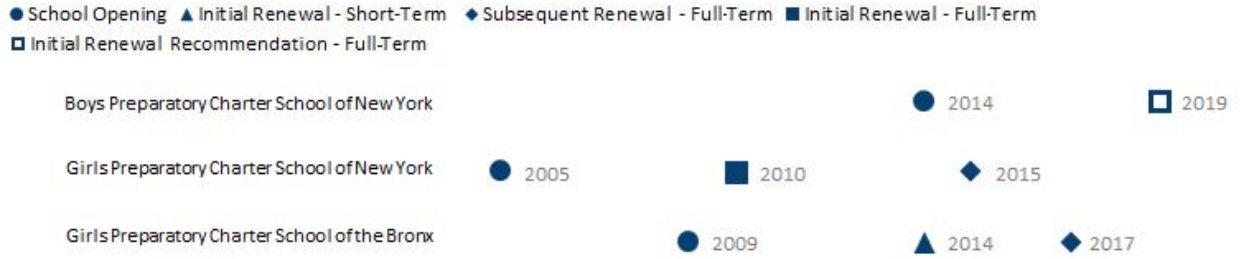
This chart illustrates working capital and debt to asset ratios. The working capital ratio indicates if a school has enough short-term assets to cover its immediate liabilities/short term debt. The debt to asset ratio indicates what proportion of debt a school has relative to its assets. The measure 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



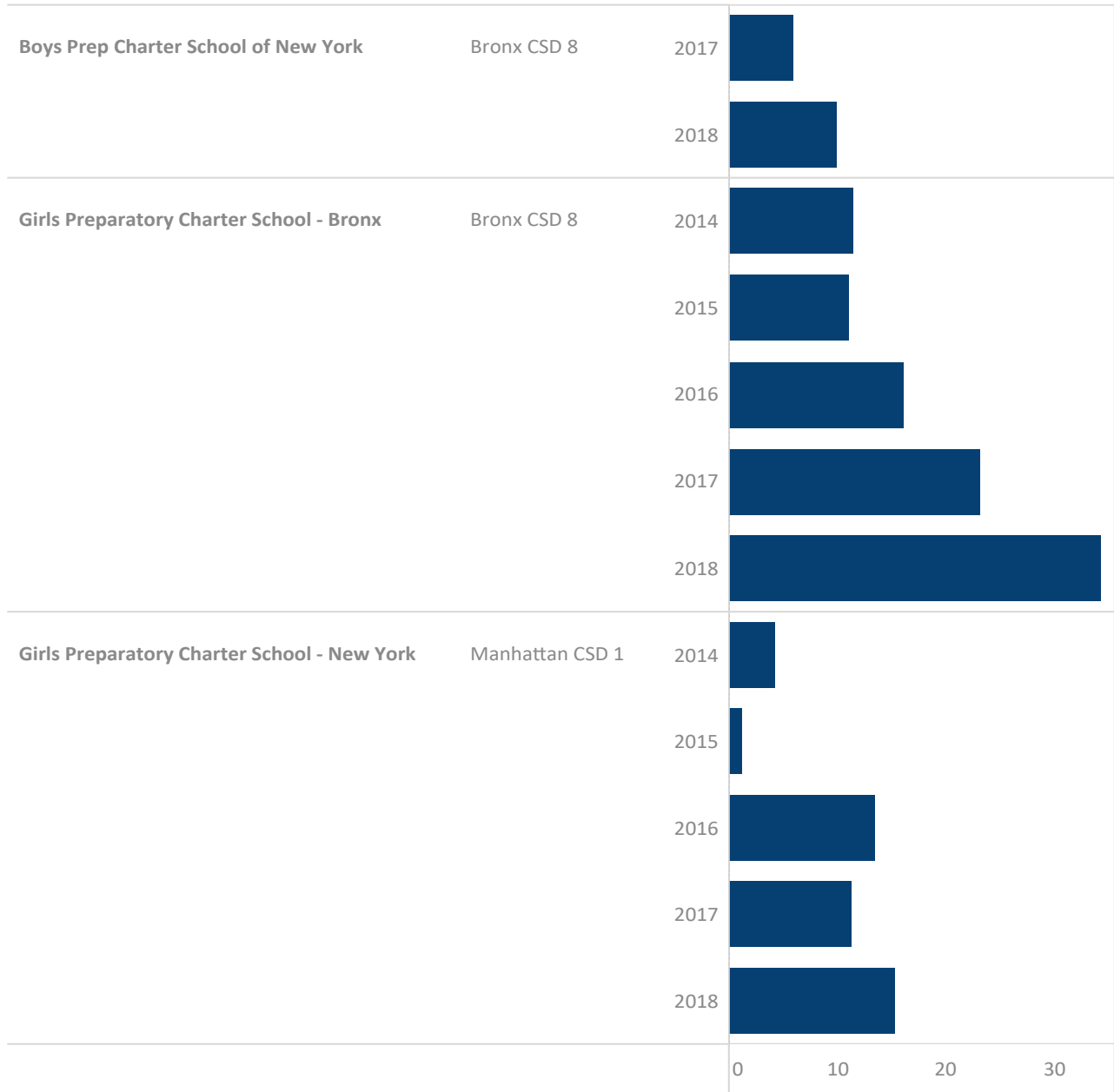
APPENDIX E: Education Corporation Overview

EDUCATION CORPORATION SCHOOL CHARACTERISTICS

School	Local District	Co-located?	Chartered Enrollment	Grade Span
Boys Preparatory Charter School of New York	CSD 7	No	450	K-5
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

APPENDIX E: Education Corporation Overview

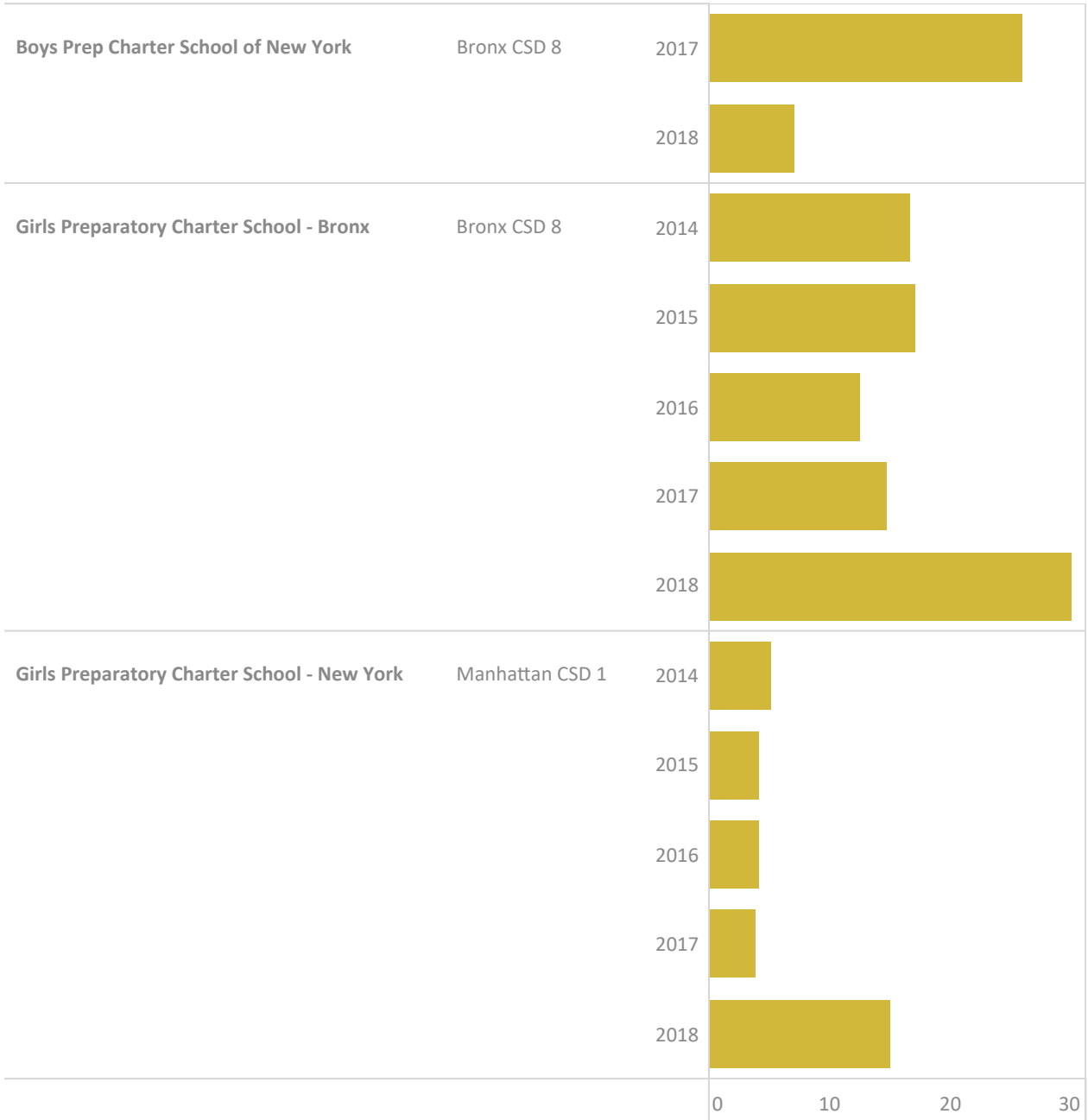
DIFFERENCE BETWEEN SCHOOLS AND DISTRICT SCORES: ELA



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

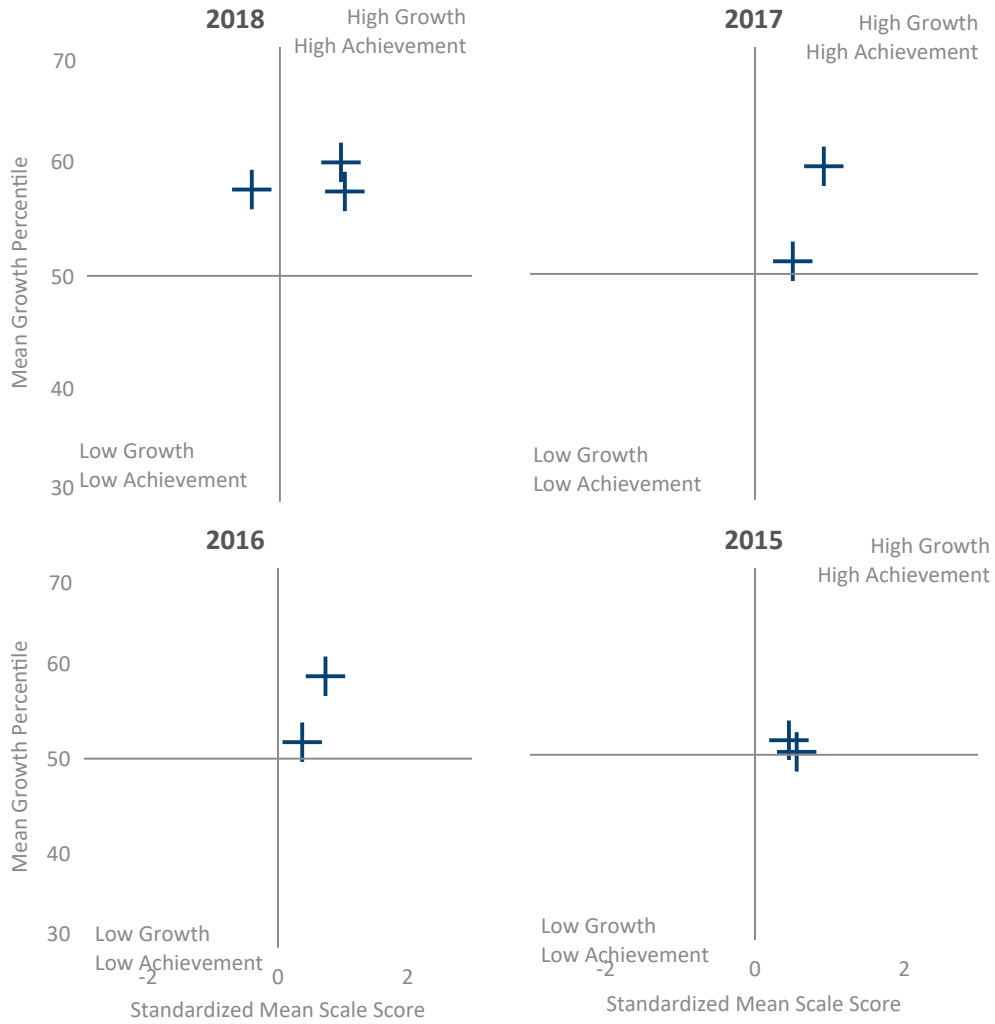
DIFFERENCE BETWEEN SCHOOLS AND DISTRICT SCORES: MATH



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: 2014-15 THROUGH 2017-18

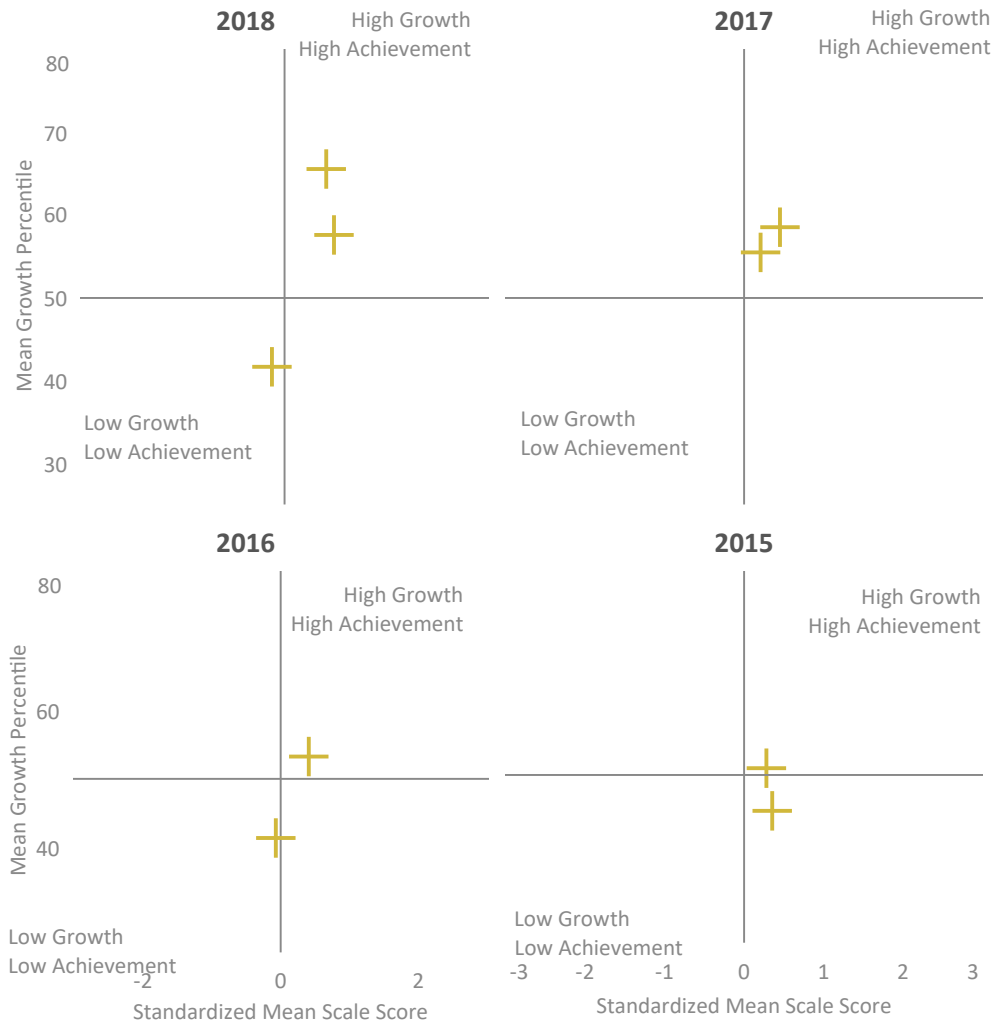


These charts compare a school's ability to grow student achievement with a school's absolute student performance. Schools located in the upper right hand quadrant of each chart show strong results in helping students make learning gains while at the same time helping students achieve strong absolute 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: 2014-15 THROUGH 2017-18



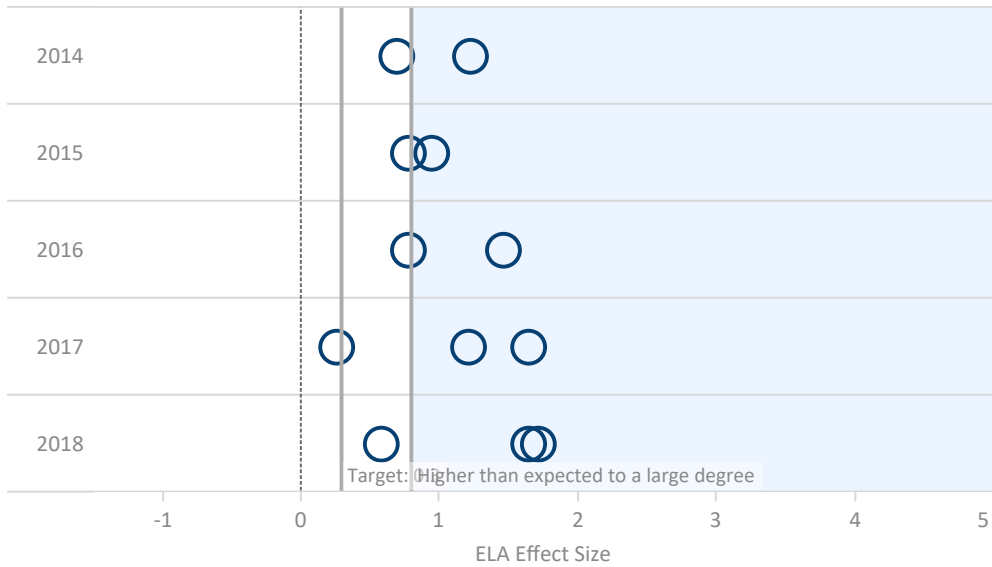
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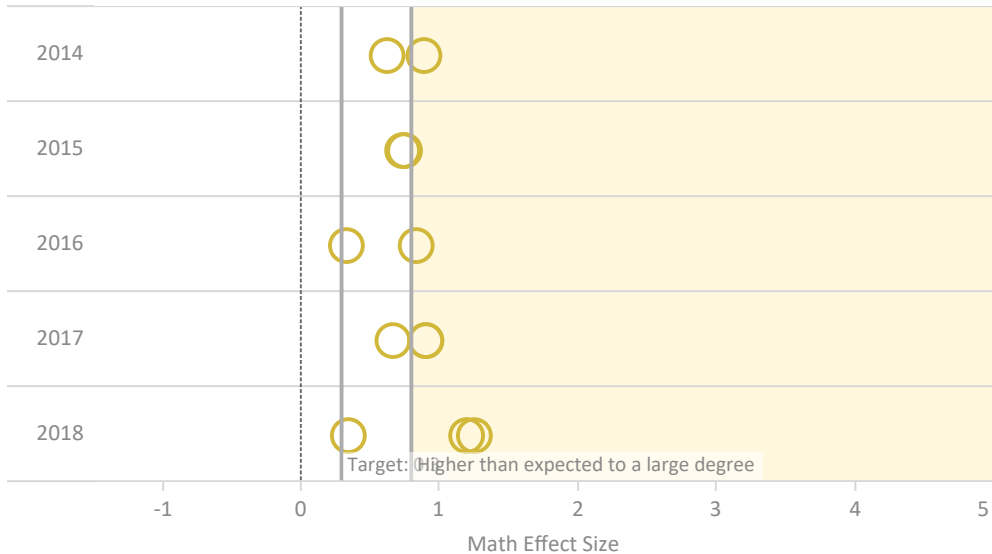
APPENDIX E: Education Corporation Overview

ELA AND MATH EFFECT SIZE DOT PLOTS: 2013-14 THROUGH 2017-18

ELA Effect Size by Year and School



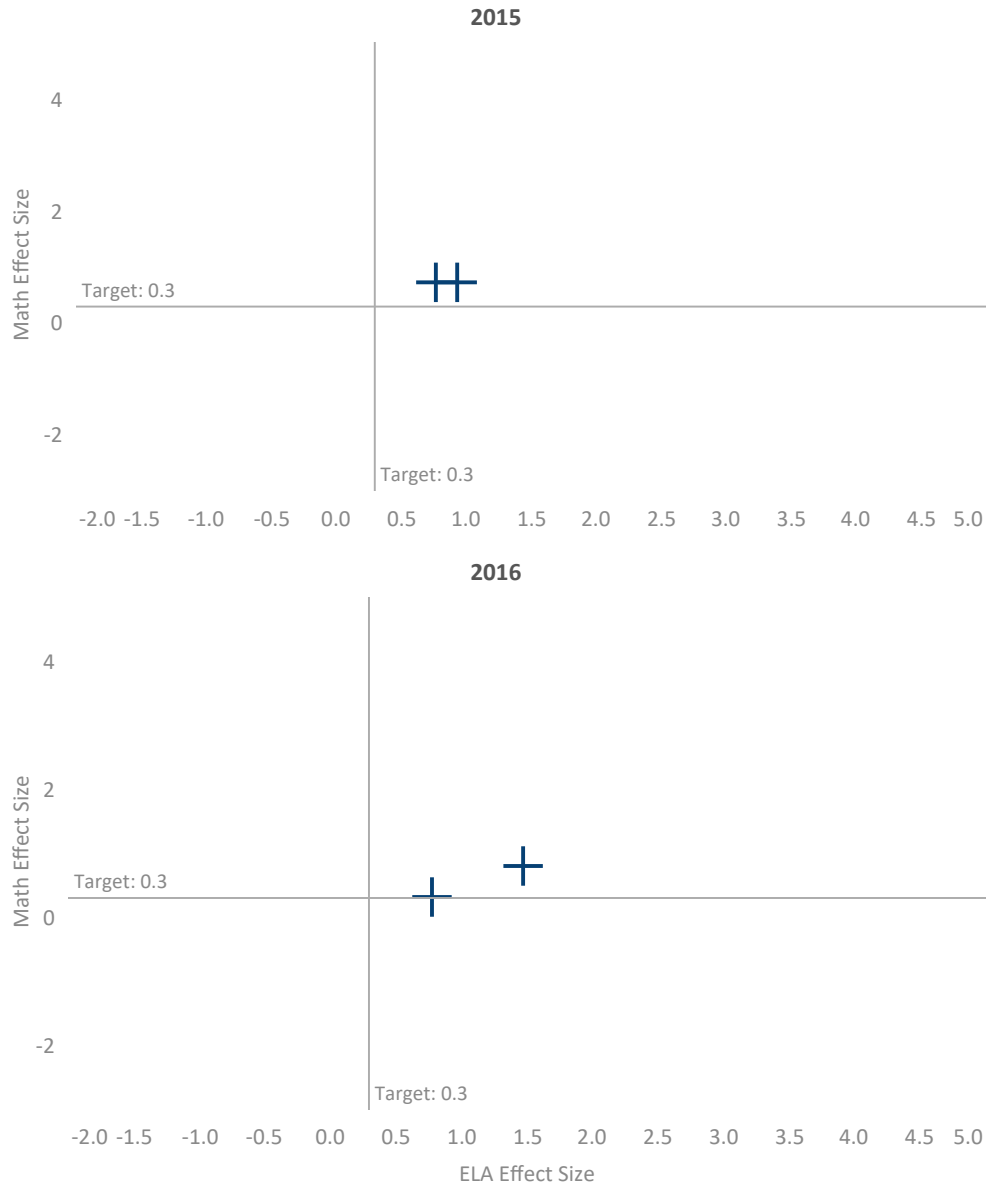
Math Effect Size by Year and School



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

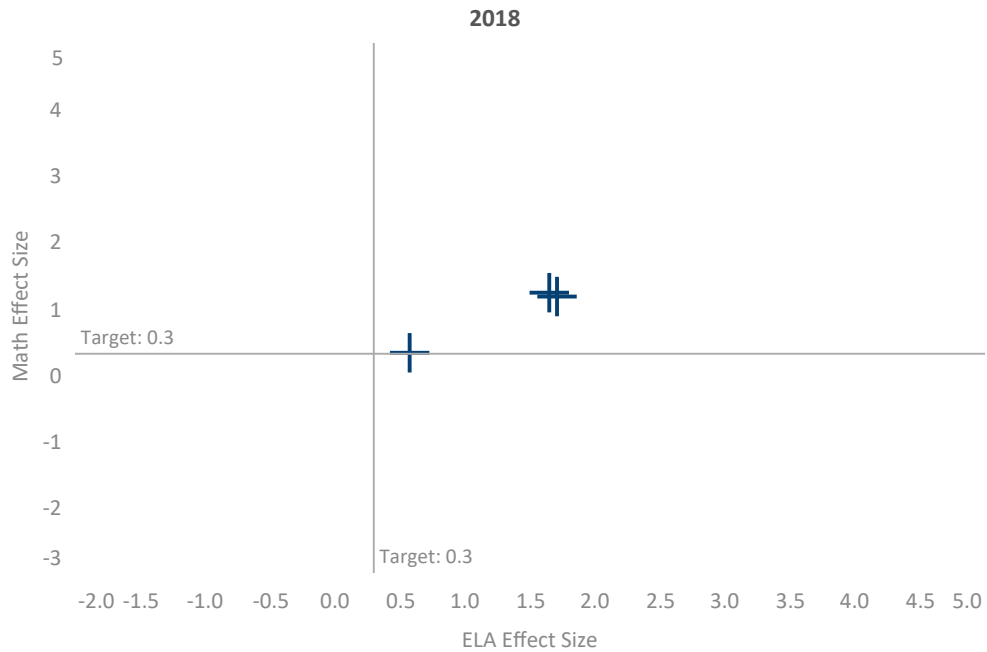
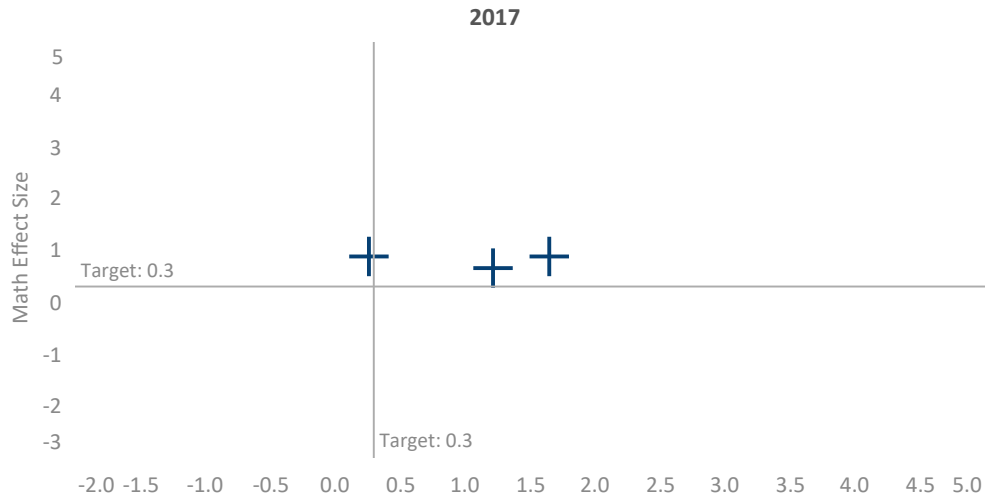
ELA AND MATH EFFECT SIZE SCATTER PLOTS 2014-15 THROUGH 2015-16



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

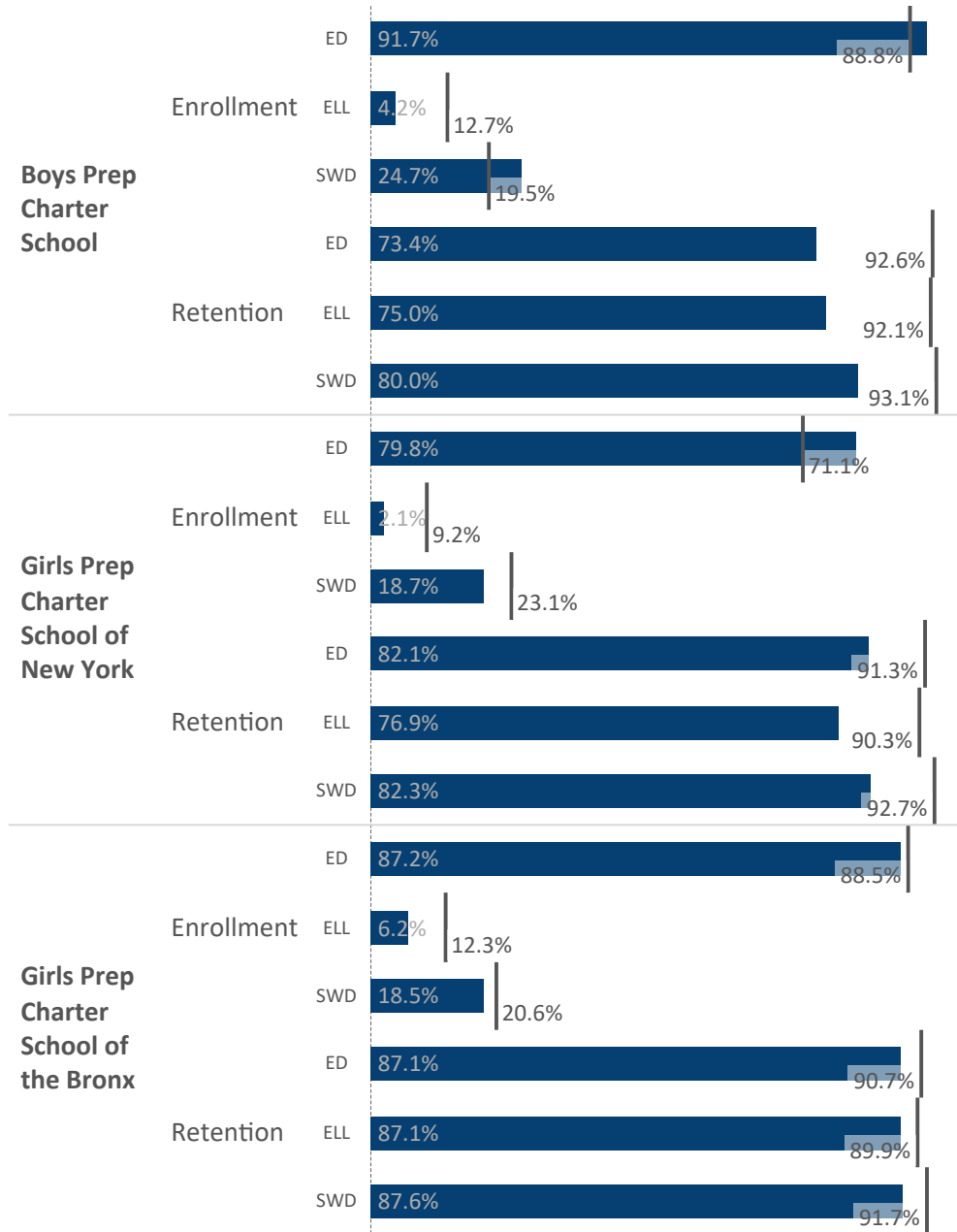
ELA AND MATH EFFECT SIZE SCATTER PLOTS 2016-17 THROUGH 2017-18



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APPENDIX E: Education Corporation Overview

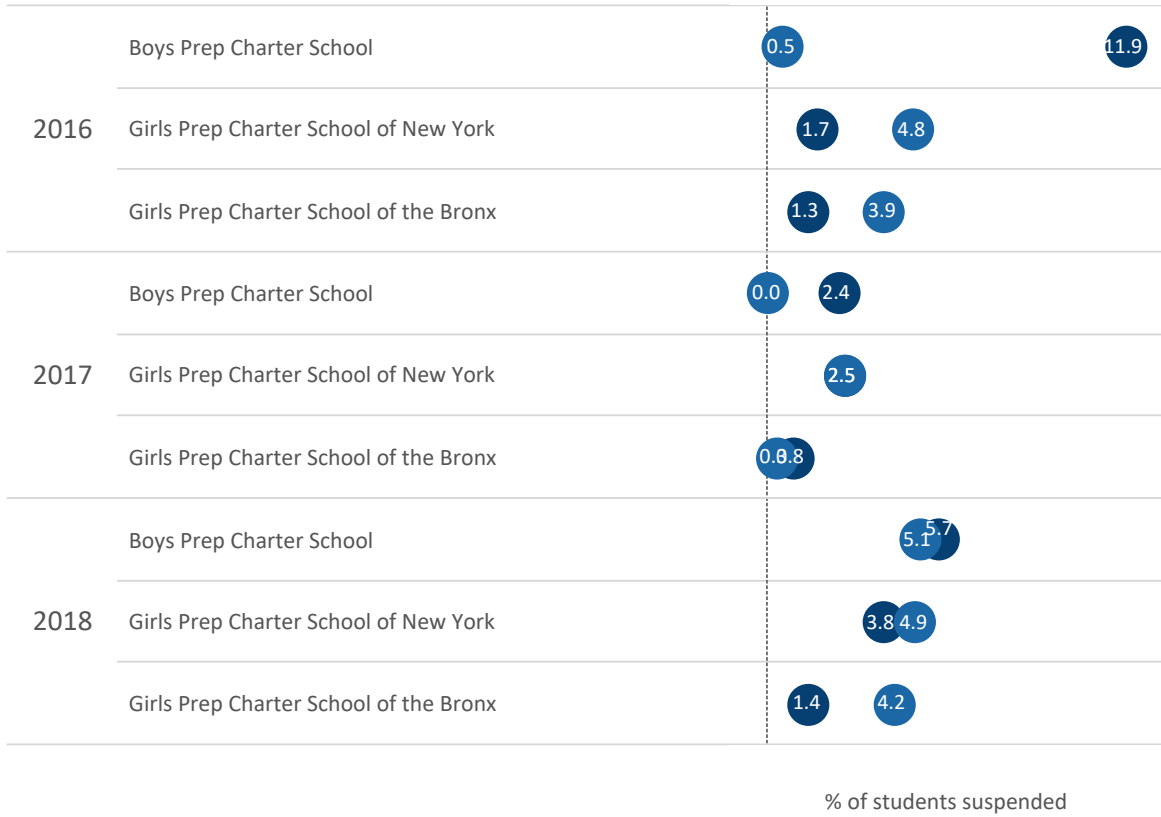
ENROLLMENT AND RETENTION TARGETS



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 2017-18 enrollment and retention data supplied to the Institute by the network.

APPENDIX E: Education Corporation Overview

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



Community School District (“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: 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 2015-16, 2016-17, 2017-18 school years, Public Prep Charter School Academies 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

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

	MERGED	MERGED	MERGED	MERGED
	2013-14	2014-15	2015-16	2016-17
Cash and Cash Equivalents - GRAPH 1	-	2,201,322	2,996,430	4,482,724
Grants and Contracts Receivable	-	468,991	1,270,313	1,821,811
Accounts Receivable	-	-	-	797,397
Prepaid Expenses	-	573,628	441,163	461,979
Contributions and Other Receivables	-	110,882	-	-
Total Current Assets - GRAPH 1	-	3,354,823	4,707,906	7,563,911
Property, Building and Equipment, net	-	1,827,981	1,862,249	2,141,152
Other Assets	-	-	-	670,009
Total Assets - GRAPH 1	-	5,182,804	6,570,155	10,375,072

Accounts Payable and Accrued Expenses	-	364,805	677,783	806,849
Accrued Payroll and Benefits	-	1,752,345	2,305,125	2,472,000
Deferred Revenue	-	40,518	28,331	42,468
Current Maturities of Long-Term Debt	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-
Other	-	-	(76,008)	-
Total Current Liabilities - GRAPH 1	-	2,157,668	2,935,231	3,321,317
L-T Debt and Notes Payable, net current maturities	-	-	-	91,408
Total Liabilities - GRAPH 1	-	2,157,668	2,935,231	3,321,317

Unrestricted	-	2,990,136	3,608,319	7,033,754
Temporarily restricted	-	35,000	26,605	20,001
Total Net Assets	-	3,025,136	3,634,924	7,053,755
Total Liabilities and Net Assets	-	5,182,804	6,570,155	10,375,072

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

Resident Student Enrollment	-	17,414,881	20,472,336	23,020,269
Students with Disabilities	-	2,838,544	3,332,782	3,682,054
State and local	-	509,576	892,992	1,095,135
Federal - Title and IDEA	-	707,230	870,705	952,521
Federal - Other	-	-	209,149	298,730
Other	-	518,367	-	-
NYC DoE Rental Assistance	-	-	-	-
Food Service/Child Nutrition Program	-	-	-	-
Total Operating Revenue	-	21,988,598	25,777,964	29,048,709

Expenses

Regular Education
 SPED
 Regular Education & SPED (combined)
 Other

Total Program Services

Management and General
 Fundraising

Total Expenses - GRAPHS 2, 3 & 4

Regular Education	-	15,758,490	17,755,648	19,709,526
SPED	-	4,802,720	5,446,172	5,749,820
Regular Education & SPED (combined)	-	-	-	-
Other	-	-	-	-
Total Program Services	-	20,561,210	23,201,820	25,459,346
Management and General	-	2,028,461	2,351,006	2,349,340
Fundraising	-	22,212	24,167	26,736
Total Expenses - GRAPHS 2, 3 & 4	-	22,611,883	25,576,993	27,835,422

Surplus / (Deficit) From School Operations

	-	(623,285)	200,971	1,213,287
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Support and Other Revenue

Contributions
 Fundraising
 Miscellaneous Income
 Net assets released from restriction

Total Support and Other Revenue

Contributions	-	763,909	395,072	2,200,959
Fundraising	-	-	7,381	1,985
Miscellaneous Income	-	3,153	6,364	2,600
Net assets released from restriction	-	-	-	-
Total Support and Other Revenue	-	767,062	408,817	2,205,544

Total Unrestricted Revenue

Total Temporarily Restricted Revenue

Total Revenue - GRAPHS 2 & 3

	-	22,755,660	26,186,781	31,260,857
	-	-	-	(6,604)
Total Revenue - GRAPHS 2 & 3	-	22,755,660	26,186,781	31,254,253

Change in Net Assets

Net Assets - Beginning of Year - GRAPH 2

Prior Year Adjustment(s)

Net Assets - End of Year - GRAPH 2

	-	143,777	609,788	3,418,831
Net Assets - Beginning of Year - GRAPH 2	-	2,881,359	3,025,136	3,634,924
Prior Year Adjustment(s)	-	-	-	-
Net Assets - End of Year - GRAPH 2	-	3,025,136	3,634,924	7,053,755

APPENDIX F: Ed Corp Fiscal Dashboard

PUBLIC PREP CHARTER SCHOOL ACADEMIES (COMBINED)

SCHOOL INFORMATION - (Continued)

Functional Expense Breakdown

	2013-14	2014-15	2015-16	2016-17	2017-18
Personnel Service					
Administrative Staff Personnel	-	1,684,712	1,969,709	3,770,747	4,388,336
Instructional Personnel	-	9,869,461	11,608,370	12,833,424	14,165,992
Non-Instructional Personnel	-	1,797,465	2,181,511	40,936	32,618
Personnel Services (Combined)	-	-	-	-	-
Total Salaries and Staff	-	13,351,638	15,759,590	16,645,107	18,586,946
Fringe Benefits & Payroll Taxes	-	2,952,452	3,451,607	3,605,637	4,218,292
Retirement	-	346,797	406,816	370,030	281,618
Management Company Fees	-	2,220,759	2,416,638	2,673,597	3,816,416
Building and Land Rent / Lease	-	-	16,000	13,047	-
Staff Development	-	323,693	321,003	761,031	810,312
Professional Fees, Consultant & Purchased Services	-	785,234	522,607	684,621	565,652
Marketing / Recruitment	-	120,825	43,678	24,584	79,624
Student Supplies, Materials & Services	-	1,187,555	1,219,576	1,472,810	1,584,928
Depreciation	-	568,745	574,261	711,055	694,121
Other	-	754,184	782,835	873,902	1,149,135
Total Expenses	-	22,611,882	25,514,611	27,835,423	31,787,044

SCHOOL ANALYSIS

ENROLLMENT

	2013-14	2014-15	2015-16	2016-17	2017-18
Original Chartered Enrollment	-	1,404	1,688	1,647	1,785
Final Chartered Enrollment (includes any revisions)	-	1,305	1,481	1,647	1,785
Actual Enrollment - GRAPH 4	-	1,248	1,454	1,596	1,707
Chartered Grades	-	-	-	-	-
Final Chartered Grades (includes any revisions)	-	-	-	-	-

Primary School District:

Per Pupil Funding (Weighted Avg of All Districts)	2013-14	2014-15	2015-16	2016-17	2017-18
Increase over prior year	0.0%	0.0%	0.0%	0.0%	0.0%

PER STUDENT BREAKDOWN

Revenue

	2013-14	2014-15	2015-16	2016-17	2017-18
Operating	-	17,623	17,726	18,200	18,736
Other Revenue and Support	-	615	281	1,382	94
TOTAL - GRAPH 3	-	18,237	18,007	19,582	18,830

Expenses

	2013-14	2014-15	2015-16	2016-17	2017-18
Program Services	-	16,479	15,954	15,951	16,954
Management and General, Fundraising	-	1,643	1,633	1,489	1,669
TOTAL - GRAPH 3	-	18,122	17,588	17,440	18,623
% of Program Services	0.0%	90.9%	90.7%	91.5%	91.0%
% of Management and Other	0.0%	9.1%	9.3%	8.5%	9.0%
% of Revenue Exceeding Expenses - GRAPH 5	0.0%	0.6%	2.4%	12.3%	1.1%

Student to Faculty Ratio

2013-14	7.3	7.5	6.5	6.7
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Faculty to Admin Ratio

2013-14	4.6	7.5	4.2	4.2
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Financial Responsibility Composite Scores - GRAPH 6

Score	2013-14	2014-15	2015-16	2016-17	2017-18
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 / Fiscally Needs Monitoring < 1.0	0.0	2.3	2.5	3.0	2.4
	N/A	Fiscally Strong	Fiscally Strong	Fiscally Strong	Fiscally Strong

Working Capital - GRAPH 7

	2013-14	2014-15	2015-16	2016-17	2017-18
Net Working Capital	0	1,197,155	1,772,675	4,242,594	2,365,398
As % of Unrestricted Revenue	0.0%	5.3%	6.8%	13.6%	7.4%
Working Capital (Current) Ratio Score	0.0	1.6	1.6	2.3	1.7
Risk (Low ≥ 3.0 / Medium 1.4 - 2.9 / High < 1.4)	N/A	MEDIUM	MEDIUM	MEDIUM	MEDIUM
Rating (Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.4)	N/A	Good	Good	Good	Good

Quick (Acid Test) Ratio

Score	2013-14	2014-15	2015-16	2016-17	2017-18
Risk (Low ≥ 2.5 / Medium 1.0 - 2.4 / High < 1.0)	0.0	1.3	1.5	2.1	1.7
	N/A	MEDIUM	MEDIUM	MEDIUM	MEDIUM
Rating (Excellent ≥ 2.5 / Good 1.0 - 2.4 / Poor < 1.0)	N/A	Good	Good	Good	Good

Debt to Asset Ratio - GRAPH 7

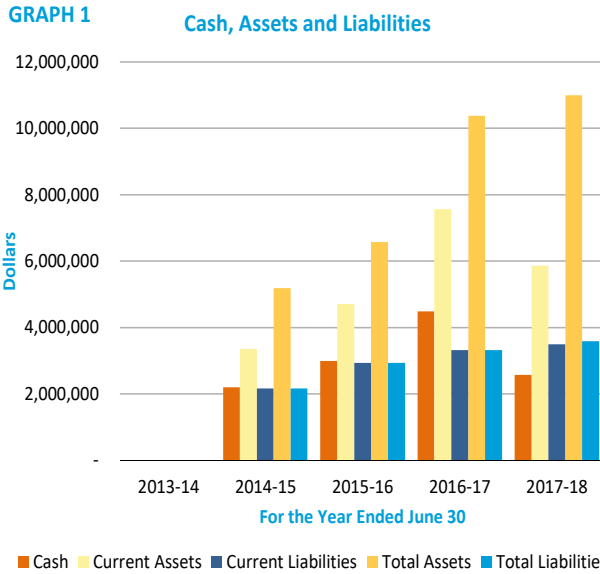
Score	2013-14	2014-15	2015-16	2016-17	2017-18
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)	0.0	0.4	0.4	0.3	0.3
	N/A	LOW	LOW	LOW	LOW
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)	N/A	Excellent	Excellent	Excellent	Excellent

Months of Cash - GRAPH 8

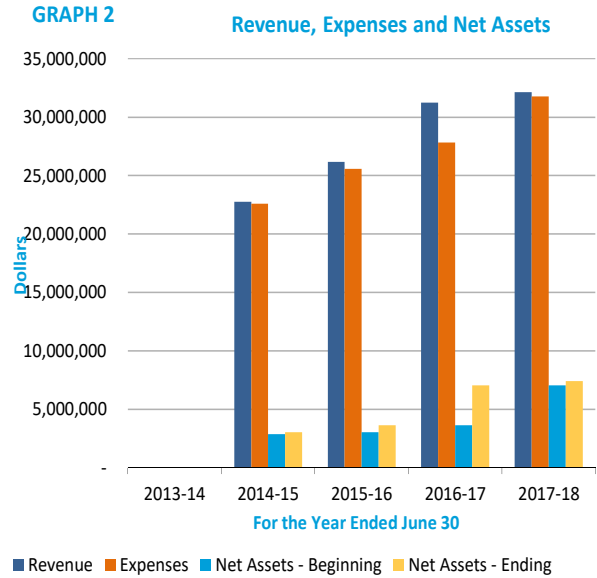
Score	2013-14	2014-15	2015-16	2016-17	2017-18
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)	0.0	1.2	1.4	1.9	1.0
	N/A	MEDIUM	MEDIUM	MEDIUM	MEDIUM
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)	N/A	Good	Good	Good	Good

APPENDIX F: Ed Corp Fiscal Dashboard

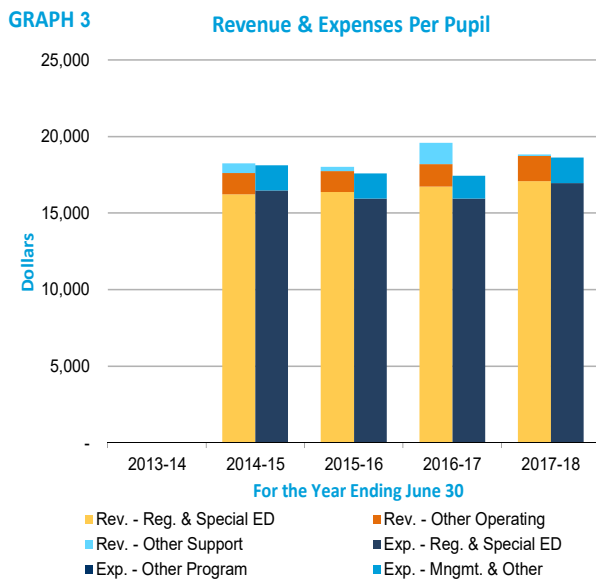
PUBLIC PREP CHARTER SCHOOL ACADEMIES (COMBINED)



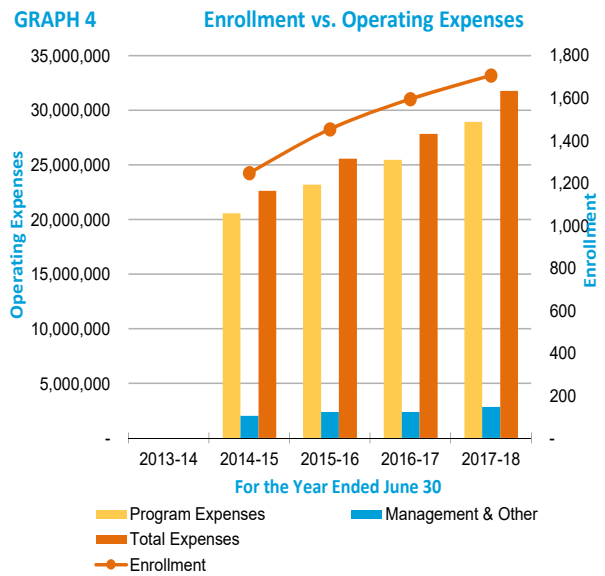
This chart illustrates the relationship between assets and liabilities and to what extent cash reserves makes up current assets. Ideally for each subset, subsets 2 through 4, (i.e. current assets vs. current liabilities), the column on the left is taller than the immediate column on the right; and, generally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



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.

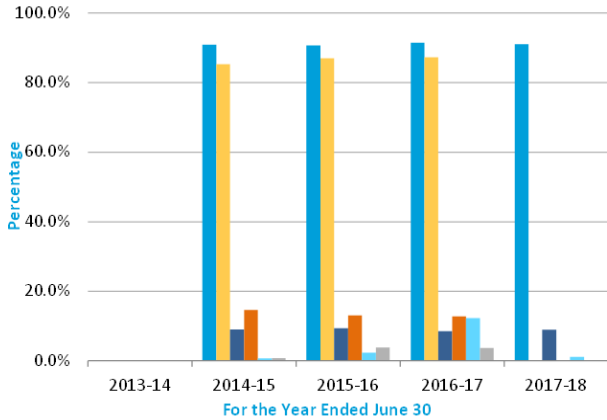
APPENDIX F: Ed Corp Fiscal Dashboard

PUBLIC PREP CHARTER SCHOOL ACADEMIES (COMBINED)

Comparable School, Region or Network: All SUNY Authorized Charter Schools (Including Closed Schools)

GRAPH 5

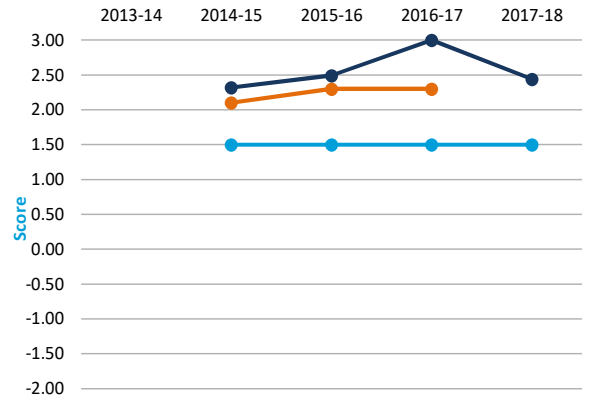
% Breakdown of Expenses



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.

GRAPH 6

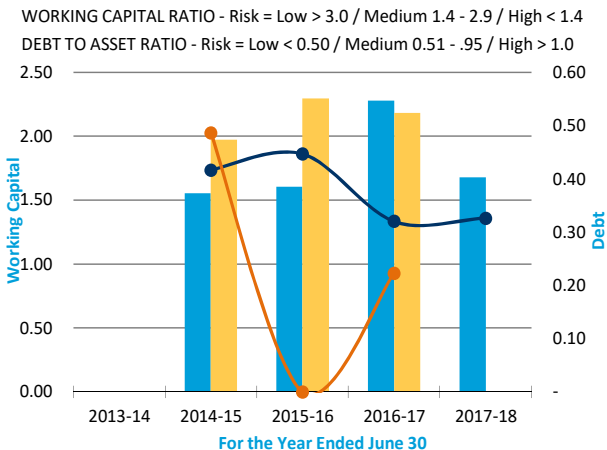
Composite Score



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.

GRAPH 7

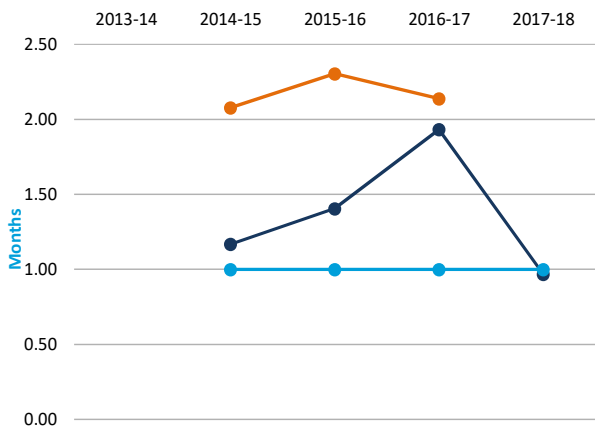
Working Capital & Debt to Asset Ratios



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.

GRAPH 8

Months of Cash



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.

