



# THE SUNY CHARTER SCHOOLS INSTITUTE

*RENEWAL RECOMMENDATION REPORT  
GIRLS PREPARATORY CHARTER  
SCHOOL OF THE BRONX*

**Report Date: March 9, 2022**

**Review Date: September 15, 2021**

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

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## CHARTER SCHOOL BACKGROUND

# GIRLS PREPARATORY CHARTER SCHOOL OF THE BRONX

681 Kelly Street Bronx, New York | Grades: K-5 | Community School District 8  
890 Cauldwell Avenue Bronx, New York | Grades: 6-8 | Community School District 8



### MISSION

*At Girls Prep Bronx, scholars are challenged to think and work hard every day. We start early with the end of college completion in mind. We create a warm and joyful culture of rigor in which scholars build strong character by adopting the core values of sisterhood, merit, responsibility, and scholarship. Our scholars master the ability to read, write, listen, speak, create, and think deeply across disciplines, with a particular focus on science, the arts, and math. They work independently and in teams to solve problems collaboratively. A Girls Prep alumna will be a resilient young scholar of bold intellect. She will be an empathetic leader, knowledgeable and curious about the world. She will be a goal-oriented decision maker empowered to make choices that will lead to life success.*

### CURRENT CHARTER

Serves: Kindergarten – 8<sup>th</sup>

Chartered Enrollment:  
735

Charter Expiration:  
July 31, 2022

### PROPOSED FUTURE CHARTER

Serves: Kindergarten – 11<sup>th</sup>

Chartered Enrollment:  
867

Charter Expiration:  
July 31, 2025

### KEY DESIGN ELEMENTS

Academic achievement;



Character development;



College knowledge;



Staff satisfaction and organizational stability; and,



Family and student satisfaction



## CHARTER SCHOOL BACKGROUND

### EDUCATION CORPORATION BACKGROUND

The State University of New York Board of Trustees (the “SUNY Trustees”) approved the original charter for Girls Preparatory Charter School of the Bronx (“Girls Prep Bronx”), under the name Girls Preparatory Charter School of East Harlem, on September 9, 2008. The charter doors opened in fall 2009, serving 132 students in Kindergarten – 1<sup>st</sup> grade.

The New York Charter Schools Act of 1998 (as amended, the “Act”) allows authorizers to grant charter school education corporations the authority to operate more than one charter under Education Law § 2853(1)(b-1) through the approval of new charters as set forth in the Act, or through merger with one or more education corporations. The 2014 merger of Girls Prep Bronx and Boys Preparatory Charter School of New York (“Boys Prep NY”) into Girls Preparatory Charter School of New York (“Girls Prep NY”) established Public Prep Charter School Academies (“Public Prep Academies” or the “education corporation”). In March 2019, the SUNY Trustees granted Public Prep Academies the authority to operate Girls Preparatory Charter School of the Bronx II, which opened in the fall of 2020.

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

Girls Prep Bronx also participates in the NYCDOE’s Universal pre-Kindergarten program and provides three classrooms of pre-Kindergarten students at its elementary program site. The Institute conducts annual oversight activities for all Universal pre-Kindergarten programs at SUNY authorized charter schools.



### NOTEWORTHY

Public Prep Academies was featured on The Today Show during the current school year with a young woman scholar speaking during a segment for International Day of the Girl. The scholar had the opportunity to ask questions to hosts of The Today Show.

## CHARTER SCHOOL BACKGROUND

### SUMMARY OF COVID-19 RESPONSE

Girls Prep Bronx quickly pivoted to remote instruction at the onset of the COVID-19 pandemic in March 2020. The charter distributed laptops and WiFi devices to students and delivered instruction through a synchronistic and asynchronistic model. During 2020-21, Girls Prep Bronx offered a full remote version of learning for families as well as a hybrid model. Starting in October 2020, Girls Prep Bronx gave families the option to return for in-person learning, of which approximately 50% of families chose to do so. The charter maintained hybrid and remote learning environments until about November 2020, and then, when case counts began to rise again in New York City, Girls Prep Bronx transitioned to a full remote model until March 2021. At that point, the charter offered families a hybrid or full remote model for learning. Public Prep Academies applied for and received a \$125,000 grant from the Robin Hood Foundation to support families. With these funds, the education corporation, including Girls Prep Bronx, provided assistance with rent, groceries, and other basic necessities to Public Prep Academies' families. The education corporation also conducted a supply distribution multiple times throughout the year. During these days, families could come to Girls Prep Bronx to pick up any necessary school supplies such as pencils, paper, journals, technology, and math manipulative materials.

## RENEWAL RECOMMENDATION

### FULL-TERM RENEWAL

**Renewal through 2024-25.** *The Charter Schools Institute (the “Institute”) recommends that the SUNY Trustees’ Charter Schools Committee approve the Application for Charter Renewal of Girls Preparatory Charter School of the Bronx through July 31, 2025 to align Public Prep Academies’ charters and renewal schedule going forward. The Institute makes this recommendation as Girls Preparatory Charter School of the Bronx meets the requirements for subsequent renewal set forth in the Policies for 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”).<sup>1</sup>*

The table below presents information on the Institute’s plan<sup>2</sup> to align the expiration dates of the charters under the education corporation. By the 2024-25 school year, all charters in the Public Prep Charter School Academies education corporation will align. At that time, the Institute will conduct a full review and renewal of all charters in the education corporation:

CHARTER	2021-22	2022-23	2023-24	2024-25	2025-26
Boys Prep			Charter Expiration	Anticipated True Up	
Girls Prep NY				Charter Expiration	
Girls Prep Bronx	Charter Expiration			Anticipated True Up	
Girls Prep Bronx 2				Charter Expiration	

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

2. The above plan does not guarantee a specific renewal outcome for the education corporation or any of its charters.

## RENEWAL RECOMMENDATION



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

### REQUIRED FINDINGS

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

- 1: the charter, 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 charter in an educationally and fiscally sound manner in the next charter term; and,
- 3: given the programs it will offer, its structure, and its purpose, approving the charter to operate for another three years is likely to improve student learning and achievement and materially further the purposes of the Act.<sup>3</sup>

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



## EXECUTIVE SUMMARY

### EXECUTIVE SUMMARY

During its five year charter term, Girls Prep Bronx is an academic success having met or came close to meeting its key Accountability Plan goals. The table below demonstrates the key findings for the SUNY Trustees and highlights the successes of the charter.

### FINDINGS & INFORMATION

#### *Is the charter an academic success?*

Girls Prep Bronx is an academic success having met or come close to meeting its key Accountability Plan goals. The charter implements the same core elements of Public Prep Academies' charters, which has led to academic success for students in testing grades when state tests were regularly available before disruptions to state testing caused by COVID-19.

#### *Is the charter an effective, viable organization?*

Girls Prep Bronx is an effective viable organization supported by the Public Prep Network. With clear operational supports from both the network and charter-based operations team members, charter instructional leaders are able to solely focus on constantly enhancing the academic program. The Public Prep Academies board implements a committee structure to provide effective governance and oversight to each charter in the education corporation.

#### *Is the charter fiscally sound?*

Girls Prep Bronx is fiscally sound based on the fiscal evidence collected through renewal review. The education corporation has met its fiscal benchmarks throughout the charter term and presents a reasonable and appropriate fiscal plan for the next charter term.

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

Public Prep Academies presents reasonable, feasible, and achievable plans for Girls Prep Bronx, if renewed. The charter plans to continue implementing the same core elements that has led to success in the current charter term. In addition, the SUNY Trustees previously approved a charter revision to allow Girls Prep Bronx students to continue into the high school grades through participation in a co-educational join high school program with Brilla College Preparatory Schools to commence in 2022-23.

## EXECUTIVE SUMMARY

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

The Institute recommends that the SUNY Trustees grant Girls Prep Bronx a Subsequent Full Term renewal with an expiration date of July 31, 2025.



# DP

DATA PRESENTATION

PAGES: 9-17

AP

ACADEMIC  
PERFORMANCE

CP

COMPLIANCE  
PERFORMANCE

CS

COMMUNITY  
SATISFACTION

SD

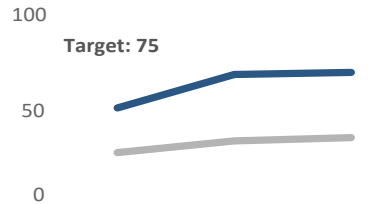
STUDENT  
DEMOGRAPHICS

## ACADEMIC PERFORMANCE

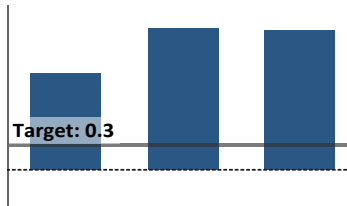
### GIRLS PREPARATORY CHARTER SCHOOL OF THE BRONX

#### ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL

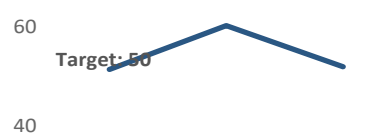
**District Comparison.** The percentage of students at **the charter** performing at or above proficiency in ELA compared to the district.



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



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



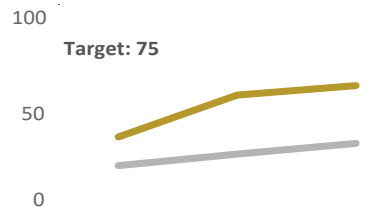
Test Year	Comp Grades	District %	Charter %
2017	3-8	28	51
2018	3-8	34	68
2019	3-8	36	69

Test Year	Test Grades	Effect Size
2017	3-8	1.17
2018	3-8	1.72
2019	3-8	1.69

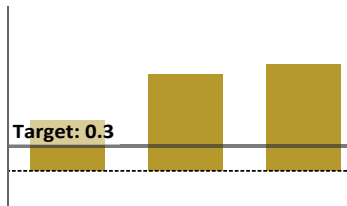
Test Year	Charter Mean Growth
2017	51.3
2018	60.0
2019	51.8

#### MATHEMATICS ACCOUNTABILITY PLAN GOAL

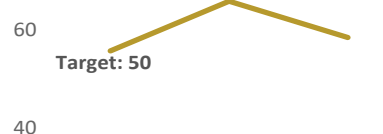
**District Comparison.** The percentage of students at **the charter** performing at or above proficiency in mathematics compared to the district.



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



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



Test Year	Comp Grades	District %	Charter %
2017	3-8	24	39
2018	3-8	30	60
2019	3-8	35	65

Test Year	Test Grades	Effect Size
2017	3-8	0.62
2018	3-8	1.18
2019	3-8	1.30

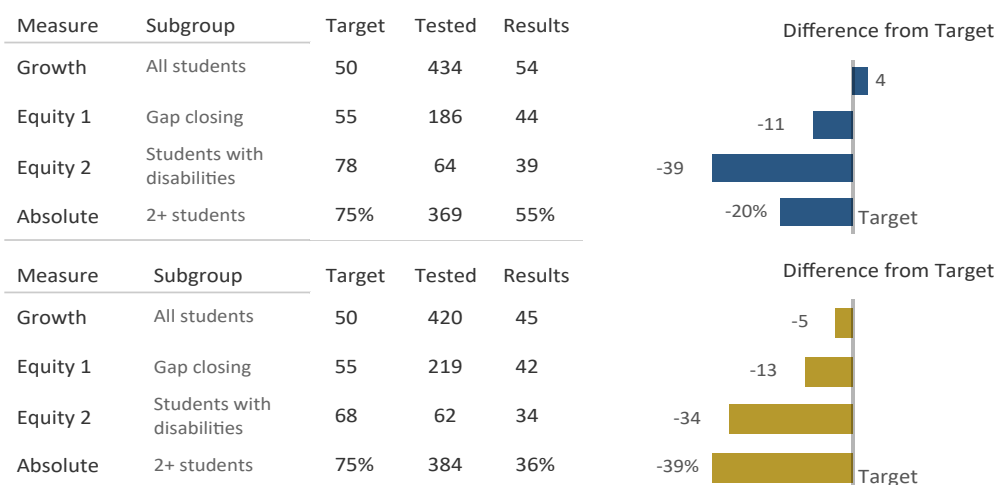
Test Year	Charter Mean Growth
2017	55.7
2018	65.8
2019	58.4

## ACADEMIC PERFORMANCE

### GIRLS PREPARATORY CHARTER SCHOOL OF THE BRONX



#### BASLINE INTERNAL ASSESSMENT RESULTS 2020-21 ELA AND MATHEMATICS - NWEA MAP\*



#### SPECIAL POPULATIONS PERFORMANCE\*\*

	2017	2018	2019
Students with Disabilities Enrollment	131	137	141
Tested on State Exam	97	102	98
Charter Percent Proficient on ELA Exam	19.6	33.3	42.9
District Percent Proficient	7.5	11.5	11.9
ELL Enrollment	46	46	39
Tested on NYSESLAT Exam	35	46	38
Charter Percent 'Commanding' or Making Progress	17.1	26.1	47.4

\* For description of internal assessments, see section 1A.

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



## ACADEMIC PERFORMANCE



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

During its five year subsequent charter term, Girls Prep Bronx met or came close to meeting its key Accountability Plan goals in English language arts (“ELA”) and mathematics. The charter exceeded the targets for all comparative and growth measures under both goals from 2016-17 to 2018-19. In the absence of state exam data suitable for analysis in 2020-21, the charter administered the nationally normed NWEA MAP assessment to measure to student growth and achievement. Girls Prep Bronx also met its science, No Child Left Behind (NCLB), and Every Student Succeeds Act (ESSA) goals over the term.

From 2016-17 to 2018-19, the charter’s students enrolled in at least their second year scored at or above proficiency on the state’s ELA and mathematics exams at rates that exceeded the district each year. In comparison to all public schools across the state enrolling similar percentages of economically disadvantaged students, Girls Prep Bronx performed higher than expected over the term in both subjects. Notably, the charter increased its proficiency rates from 2016-17 to 2018-19 by 18 percentage points in ELA and 26 percentage points in mathematics. In alignment with this increase in absolute achievement, the charter also posted mean growth percentiles that exceeded the target of 50 each year.

Given the absence of reliable and credible performance data from the state’s ELA and mathematics assessments for 3<sup>rd</sup> – 8<sup>th</sup> grade students in 2019-20 and 2020-21, the Institute worked with charters and testing experts to develop a set of performance measures for use with internal and nationally normed assessments. The measures provide a guidepost for schools and the general public to understand performance growth and grade level proficiency in ELA and mathematics. This year, the measures serve to establish a baseline for future analyses of school performance. The measures are:

1. Growth Measure: Each year, students grow at the normed rate according to the beginning of year baseline score.
2. Equity Measure 1: Each year, the median growth of students with low initial absolute achievement is greater than the target.
3. Equity Measure 2: Each year, the median growth of students with disabilities, English language learners, and/or other disadvantaged student groups is greater than the median growth of the charter’s general education students.
4. Absolute Measure: Each year, 75 percent of 3<sup>rd</sup> through 8<sup>th</sup> grade students who are enrolled in at least their second year will perform at or above the equivalent of grade level standards.

During the 2020-21 school year, Girls Prep Bronx administered the nationally normed NWEA MAP assessment to demonstrate success on its key academic Accountability Plan goals of ELA and mathematics. The charter generated growth and achievement results aligned to the four measures established by the Institute. That year, Girls Prep Bronx students enrolled in at least their second year posted rates of achieving the New York State proficiency equivalent of 55% and 36% in ELA and mathematics, respectively. While this level of achievement was under the target of 75%, the charter posted median growth percentiles that demonstrate progress towards proficiency for all students.

## COMPLIANCE REPORTING



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

*The Public Prep Academies board materially and substantially complies with applicable laws, rules and regulations, and provisions of its charter. The board implements, maintains, and abides by adequate policies, systems, and processes to ensure the effective oversight of the charter and oversight of Public Prep Network, which, per the management contract, is jointly responsible for many of the education corporation's compliance obligations.*

#### GIRLS PREPARATORY CHARTER SCHOOL OF THE BRONX

##### **Annual Reports**

The Public Prep Academies' website contained the 2019 annual report but not the reports for 2020 or 2021 in violation of the Act. In addition, the website did not include the latest annual fiscal audit, which the Act also requires. The Institute will work with Public Prep Academies to have it post the requisite documents.

##### **Bylaws**

The Public Prep Academies' bylaws were in need of minor revisions to be in compliance with the Education Law and amendments to the N.Y. Not-For-Profit Corporation Law. The Institute will work with Public Prep Academies to amend the bylaws prior to the beginning of the next charter term.

##### **FOIL**

The Public Prep Academies' website Freedom of Information Law ("FOIL") information correctly provides the email for FOIL requests and a mailing address to inspect records but needs to provide mailing addresses for the records access officer and for appeals. The website also provides correct email contact information for FOIL appeals in two places, but in a third, incorrectly lists the Institute as the FOIL appeals entity. The website also omits the required list of records kept by the education corporation. The Institute will work with Public Prep Academies to update the website to provide the required list and proper mailing addresses for FOIL requests and appeals.

##### **Policies and Procedures**

Several of the charter's policies and procedures need minor revision. The 504 policy as presented in the family handbook is under developed. The discipline policy does not contain a reference to the federal Gun Free Schools Act, which is partially but not fully captured by a separate dangerous weapons policy that references state not federal law. The students with disabilities discipline policy omits certain information about manifestation determination reviews and does not reference behavioral intervention plans. The attendance policy does not provide all of the information needed regarding dropping students from enrollment in accordance with Education Law subdivision

## COMPLIANCE REPORTING

3202(1-a). The Family Educational Rights and Privacy Act (FERPA) policy and notice omits certain required information. In some cases, the Public Prep Academies board does not record in its meeting minutes the votes to go into and out of executive session as required by the New York Open Meetings Law. The Institute will work with Public Prep Academies to remedy the above deficiencies and update policies and procedures as needed.

### ***Teacher Certification***

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

The charter is not within the allowable limit of the number of uncertified teachers. At the time of the renewal review, of the 64 teaching staff, 23 were certified, 16 met the requirements of the Act (which is one over the limit), and 25 were neither certified nor properly exempt under the Act based on the documentation submitted to the Institute. The charter has been aware of this issue. Network-wide, through the implementation of supports and partnerships, Public Prep Academies works toward compliance and provides teachers with resources to reach certification if they do not have credentials or adequate years of experience. The education corporation's human resources and finance manager supports teachers through the certification process by outlining and navigating the steps needed to become fully certified. Each spring and fall, Public Prep Academies sends uncertified teacher rosters to the New York City Charter School Center for analyses and the creation of detailed action plans and offers the Center's one on one certification support services for uncertified teachers. The education corporation also offers a tuition reimbursement program providing up to \$2,000 in reimbursement of expenses toward certification. Public Prep Academies also partners with the Relay Graduate School of Education's Masters of Arts in Teaching ("MAT") two year program, Advanced Special Education one year program, and MAT + Teaching Residency Program providing a one year resident teacher placement for graduate students who then have a two year commitment to remain with Public Prep Academies after graduation.



## COMMUNITY SATISFACTION

To report on parent satisfaction with the charter's program, the Institute used satisfaction survey data and data regarding persistence in enrollment.

### PARENT SATISFACTION: SURVEY RESULTS

RESPONSE RATE	OVERALL SATISFACTION	EFFECTIVE SCHOOL LEADERSHIP	STRONG FAMILY & COMMUNITY TIES	TRUST
21%	91%	96%	92%	95%

#### Parent Survey Data

The Institute compiled data from the charter's 2020-21 family satisfaction survey. The Institute recognizes that generally district and charter schools had low participation rates in surveys due to the COVID-19 pandemic. In 2020-21, 21% of families who received the survey responded. Of those families, 91% expressed satisfaction with the charter's program.

#### Public Comments

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

The New York City Department of Education ("NYCDOE") held its required hearing on Girls Prep Bronx's renewal application on November 9, 2021 by videoconference. Fourteen people spoke in support of the application. The network executive director provided a history of the charter in the community and how its founding class matriculated into college in the fall of 2021 and how a graduate from the flagship charter is now a teacher at the Girls Prep Bronx middle school program. Teachers spoke of how the charter hires high quality talent and how it is a privilege to work among talented professionals. Students spoke of how prepared they were for high school, which led to college success and how the core values prepared them for college and beyond. Students also spoke of the guidance they received to prioritize and reach for their goals. One student with learning disabilities spoke of all the supports available from teachers. A parent spoke about what the charter has done for the community and her family. No one spoke in opposition.

**Persistence in Enrollment** An additional indicator of parent satisfaction is persistence in enrollment. In 2020-21, 87% of Girls Prep Bronx students returned from the previous year. Student persistence data from previous years of the charter term is available in student demographics section of the report.

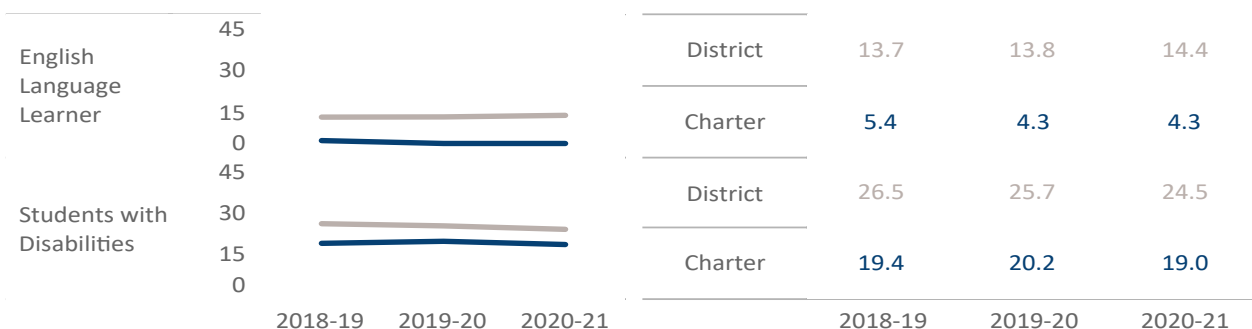
*The Institute derived the statistical information on persistence in enrollment from its database. No comparative data from the NYCDOE or the New York State Education Department ("NYSED") is available to the Institute to provide either district or statewide context.*

## STUDENT DEMOGRAPHICS

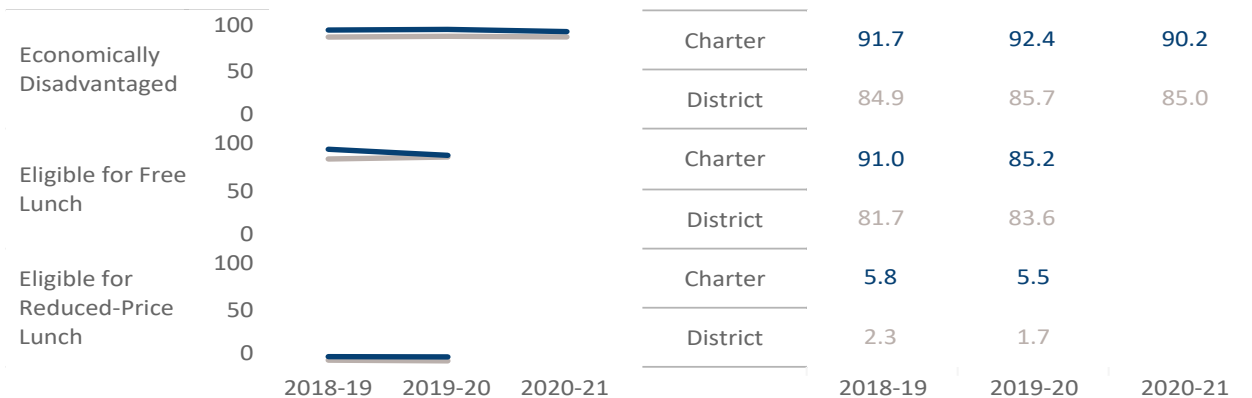
### Girls Preparatory Charter School of the Bronx

Bronx CSD 8

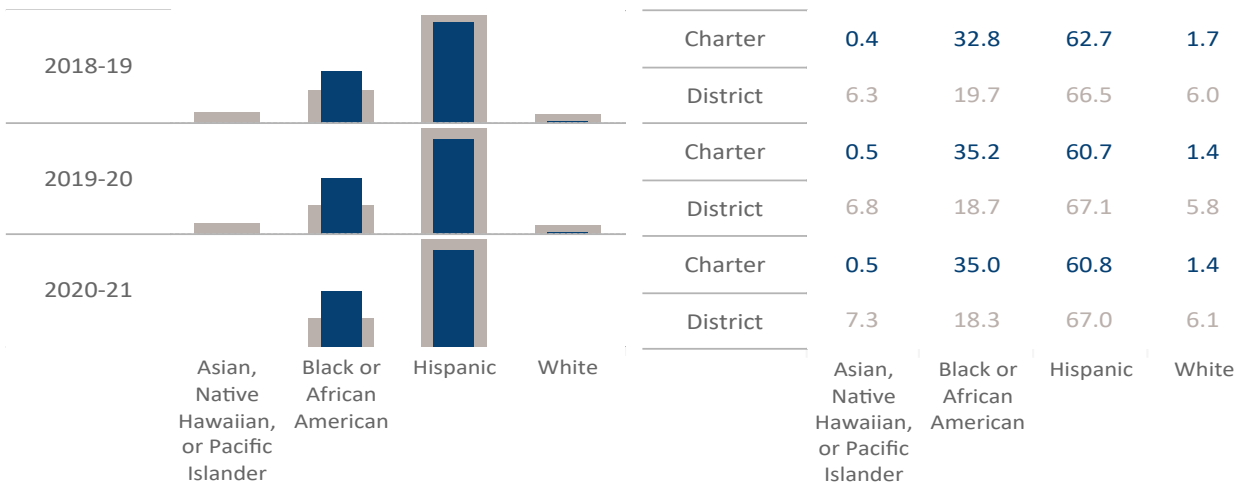
#### Student Demographics: Special Populations



#### Student Demographics: Free/Reduced Lunch



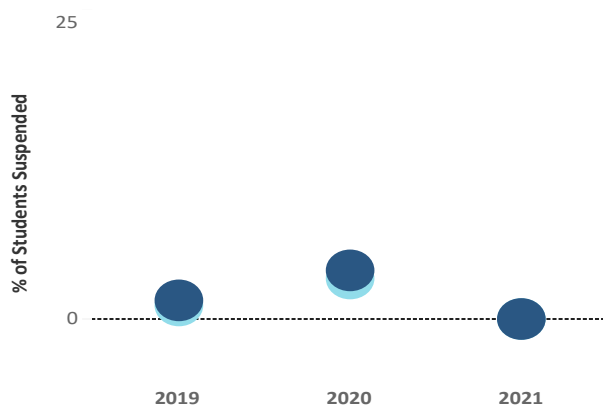
#### Student Demographics: Race/Ethnicity



\* Data reported in these charts reflect BEDS day enrollment counts as reported by the NYSED except for the charter's 2020-21 ELL enrollment which reflects data reported by the charter and validated by the Institute.

## STUDENT DEMOGRAPHICS

### Girls Preparatory Charter School of the Bronx



### Bronx CSD 8

	ISS Rate	OSS Rate
2019	1.1	1.5
2020	3.3	4.0
2021	0.0	0.0

Data suitable for comparison are not available. The percentage rate shown here is calculated using the method employed by 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

2018-19	81.9
2019-20	85.4
2020-21	87.0

**Expulsions:** The number of students expelled from the charter each year

2019	2020	2021
0	0	0

### Girls Preparatory Charter School of the Bronx's Enrollment and Retention Status: 2020-21

		Target	Charter School
enrollment	economically disadvantaged	88.5	89.8
	English language learners	12.3	4.3
	students with disabilities	20.6	18.9
retention	economically disadvantaged	90.7	87.0
	English language learners	89.9	96.9
	students with disabilities	91.7	88.5

\* Data reported in these charts reflect information reported by the charter and validated by the Institute.

## STUDENT DEMOGRAPHICS

### ENROLLMENT AND RETENTION TARGETS

As required by Education Law § 2851(4)(e), a school must include in its renewal application information regarding the efforts it will put in place to meet or exceed SUNY's enrollment and retention targets for students with disabilities, English language learners ("ELLs"), and students who are eligible applicants for the federal Free and Reduced Price Lunch ("FRPL") program. The Institute examines each charter's progress toward meeting or coming close to meeting its targets over the charter term as well as the efforts it has and will put in place to meet or continue to meet those targets.

Girls Prep Bronx makes good faith efforts to meet its enrollment and retention targets. Public Prep Network supports each charter in the education corporation with the following efforts to recruit subgroups of students:

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

## FISCAL ANALYSIS

### IS THE EDUCATION CORPORATION FISCALLY SOUND?

*Public Prep Academies is fiscally sound as is its charter, Girls Prep Bronx, based on the Institute's review of the fiscal evidence collected through the renewal review. The SUNY Fiscal Dashboard presents color-coded tables and charts indicating that Girls Prep Bronx and the education corporation have demonstrated fiscal soundness over the majority of the charter term.<sup>4</sup> The fiscal dashboard for Girls Prep Bronx and the merged education corporation can be found at the end of this section. The discussion that follows relates mainly to the Public Prep Academies education corporation because the charter is not a legally distinct fiscal entity.*



Girls Prep Bronx opened in 2009-10 authorized by the SUNY Trustees. Public Prep Academies is authorized to operate three additional operating charter schools. In addition to analyzing the soundness of the individual charter, the Institute analyzed the soundness of the not-for-profit education corporation granted the authority to operate the charter and finds it too has adequate financial resources to ensure stable operations.

Public Prep Network supports Girls Prep Bronx in the areas of curriculum, student evaluation, recruiting, training, professional development, financial management, and technology under the terms of a management contract that reflects a 15% management fee over the charter term. The financial model is intended to ensure that a fully enrolled charter is financially sustainable operating the academic program solely through public funding.



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

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

INDICATORS	EVIDENT?
The education corporation has clear budgetary objectives and budget preparation procedures for the charter.	+
Education corporation board members, charter management, and staff members contribute to the budget process for the charter, as appropriate.	+

4. The U.S. Department of Education has established fiscal criteria for certain ratios or information with high – medium – low categories, represented in the table as 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.

"+" : This indicator is generally present.

"-" : This indicator is generally not present.

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

"N/A" : This indicator is not applicable.

## FISCAL ANALYSIS

The education corporation frequently compares its long-range fiscal plan for the charter to actual progress and adjusts it to meet changing conditions.

+

The education corporation routinely analyzes budget variances for the charter; the education corporation board addresses material variances and makes necessary revisions.

+

Actual expenses are equal to, or less than, actual revenue with no material exceptions.

+

## DOES THE CHARTER MAINTAIN APPROPRIATE INTERNAL CONTROLS AND PROCEDURES?

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

INDICATORS	EVIDENT?
The education corporation has a history of sound fiscal policies, procedures and practices, and maintains appropriate internal controls at the charter.	+
The most recent education corporation audit report, which covers the fiscal operations of the charter, was free of any significant deficiencies or material weaknesses in internal controls.	P
The education corporation reviews and updates the Financial Policies and Procedures manual, which covers the charter, on a regular basis.	DECEMBER 2021

The education corporation's most recent audit report included an advisory letter comment regarding significant auditor adjustments. During the 2020-21 fiscal year, the education corporation transitioned to a new financial consultant. During the transition, the education corporation did not properly report the required financial information for the different charters and programs. This resulted in auditor adjustments with a negative net effect on net assets of \$17,000. The education corporation has worked with the new consultant and developed a detailed checklist to be used while closing the books monthly, quarterly, and semi-annually to ensure all financial transactions are recorded properly.

## FISCAL ANALYSIS

### DOES THE CHARTER COMPLY WITH FINANCIAL REPORTING REQUIREMENTS?

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

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

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

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

INDICATORS	EVIDENT?
The education corporation maintains sufficient cash on hand to pay current bills for the charter and those that are due shortly.	+
The education corporation maintains adequate liquid reserves to fund expenses in the event of income loss (generally 30 days).	+

## FISCAL ANALYSIS

The education corporation prepares and monitors cash flow projections for the charter.

+

If the education corporation includes philanthropy in its budget for the charter, the education corporation monitors progress toward its development goals on a periodic basis.

N/A

If necessary, the education corporation pursues district state aid intercepts with the NYSED to ensure adequate per pupil funding for the charter.

N/A

The education corporation accumulates unrestricted net assets that are equal to or exceed two percent of the charter's operating budget for the upcoming year.

+

The education corporation is in compliance with all loan covenants related to the charter.

+

The charter has reported operating surpluses in each year of the current charter term accumulating net assets of \$9.2 million. This contributes to overall net assets of the merged education corporation of \$19.9 million as of June 30, 2021. The merged education corporation fiscal dashboard also reflects the merged entity as fiscally strong with 4.9 months of cash on hand to pay liabilities due shortly as of June 30, 2021. The education corporation benefits from a combined balance sheet, which is a combination of individual charter assets and liabilities. All financial loan covenants are in compliance with lender requirements. In order to track the operations of any individual charter within a merged education corporation, the Institute tracks each individual charter's revenues and expenses in order to report operating surpluses or deficits. As a requirement of the SUNY charter agreement, Public Prep Academies has funded and maintained the separate escrow account in the amount of \$200,000 in case of dissolution of any of the charters.



## FISCAL ANALYSIS

### GIRLS PREPARATORY CHARTER SCHOOL OF THE BRONX

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

#### CHARTER INFORMATION

#### BALANCE SHEET

##### Assets

##### Current Assets

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

##### Total Current Assets - **GRAPH 1**

Property, Building and Equipment, net  
Other Assets

##### Total Assets - **GRAPH 1**

##### Liabilities and Net Assets

##### Current Liabilities

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

##### Total Current Liabilities - **GRAPH 1**

Deferred Rent/Lease Liability

All other L-T debt and notes payable, net current maturities

##### Total Liabilities - **GRAPH 1**

##### Net Assets

Without Donor Restrictions  
With Donor Restrictions

##### Total Net Assets

##### Total Liabilities and Net Assets

#### ACTIVITIES

##### Operating Revenue

Resident Student Enrollment  
Students with Disabilities

##### Grants and Contracts

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

##### Total Operating Revenue

##### Expenses

Regular Education  
SPED  
Other

##### Total Program Services

Management and General  
Fundraising

##### Total Expenses - **GRAPHS 2, 3 & 4**

##### Surplus / (Deficit) From School Operations

##### Support and Other Revenue

Contributions  
Fundraising  
Miscellaneous Income  
Net assets released from restriction

##### Total Support and Other Revenue

##### Total Unrestricted Revenue

##### Total Temporally Restricted Revenue

##### Total Revenue - **GRAPHS 2 & 3**

##### Change in Net Assets

##### Net Assets - Beginning of Year - **GRAPH 2**

Prior Year Adjustment(s)

##### Net Assets - End of Year - **GRAPH 2**

	Opened 2009-10				
	MERGED	MERGED	MERGED	MERGED	MERGED
	2016 17	2017 18	2018 19	2019 20	2020 21
Cash and Cash Equivalents - <b>GRAPH 1</b>	-	-	-	-	-
Grants and Contracts Receivable	-	-	-	-	-
Accounts Receivable	-	-	-	-	-
Prepaid Expenses	-	-	-	-	-
Contributions and Other Receivables	-	-	-	-	-
<b>Total Current Assets - GRAPH 1</b>	-	-	-	-	-
Property, Building and Equipment, net	-	-	-	-	-
Other Assets	-	-	-	-	-
<b>Total Assets - GRAPH 1</b>	-	-	-	-	-

Accounts Payable and Accrued Expenses	-	-	-	-	-
Accrued Payroll and Benefits	-	-	-	-	-
Deferred Revenue	-	-	-	-	-
Current Maturities of Long-Term Debt	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	-	-	-	-	-
<b>Total Current Liabilities - GRAPH 1</b>	-	-	-	-	-
Deferred Rent/Lease Liability	-	-	-	-	-
All other L-T debt and notes payable, net current maturities	-	-	-	-	-
<b>Total Liabilities - GRAPH 1</b>	-	-	-	-	-

Without Donor Restrictions	-	-	-	-	-
With Donor Restrictions	-	-	-	-	-
<b>Total Net Assets</b>	-	-	-	-	-
<b>Total Liabilities and Net Assets</b>	-	-	-	-	-

10,575,986	10,968,347	11,337,527	12,044,928	11,533,086
1,504,663	1,616,389	1,379,056	1,941,738	1,893,045

680,525	770,033	790,920	592,959	411,728
472,614	676,805	709,287	696,811	704,444
124,668	64,920	81,494	57,214	513,794
370,099	404,405	416,556	638,022	598,101

-	-	-	-	-
-	-	-	-	-
13,728,555	14,500,899	14,714,840	15,971,672	15,654,198

9,264,459	9,760,139	9,657,641	8,822,681	9,535,520
2,400,557	2,797,237	2,566,938	3,302,680	2,140,432
337,186	358,688	454,819	699,054	708,880

12,002,202	12,916,064	12,679,398	12,824,415	12,384,832
1,086,075	1,148,758	1,421,394	1,217,699	1,559,870
12,299	16,538	17,398	20,717	20,078

13,100,576	14,081,360	14,118,190	14,062,831	13,964,780
------------	------------	------------	------------	------------

627,979	419,539	596,650	1,908,841	1,689,418
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1,600	5,000	191,195	125,000	-
-	-	-	24	-
(355,375)	45	49,651	19,109	1,511,405
-	-	-	-	-

(353,775)	5,045	240,846	144,133	1,511,405
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13,374,780	14,505,944	14,955,686	16,115,805	17,165,603
------------	------------	------------	------------	------------

-	-	-	-	-
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13,374,780	14,505,944	14,955,686	16,115,805	17,165,603
------------	------------	------------	------------	------------

274,204	424,584	837,496	2,052,974	3,200,823
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2,444,454	2,718,658	3,143,242	3,980,738	6,033,712
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-	-	-	-	-
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2,718,658	3,143,242	3,980,738	6,033,712	9,234,535
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## FISCAL ANALYSIS

### GIRLS PREPARATORY CHARTER SCHOOL OF THE BRONX

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

#### CHARTER INFORMATION - (Continued)

##### Functional Expense Breakdown

Personnel Service  
Administrative Staff Personnel  
Instructional Personnel  
Non-Instructional Personnel  
Personnel Services (Combined)  
**Total Salaries and Staff**  
Fringe Benefits & Payroll Taxes  
Retirement  
Management Company Fees  
Building and Land Rent / Lease / Facility Financing  
Staff Development  
Professional Fees, Consultant & Purchased Services  
Marketing / Recruitment  
Student Supplies, Materials & Services  
Depreciation  
Other

2016 17	2017 18	2018 19	2019 20	2020 21
1,616,757	1,658,185	2,035,119	1,838,417	1,885,649
5,645,047	6,472,008	5,948,504	6,499,525	6,409,874
-	-	-	-	-
-	-	-	-	-
7,261,804	8,130,193	7,983,623	8,337,942	8,295,523
1,613,021	1,782,608	1,767,031	1,755,586	1,710,794
173,227	118,752	136,945	144,391	182,629
1,229,872	1,653,781	1,739,839	2,071,737	2,007,850
-	-	1,780	-	2,601
328,011	293,675	247,794	210,803	209,263
493,103	245,988	323,592	262,371	273,254
12,043	37,731	14,951	13,433	16,550
805,263	628,677	1,070,422	495,261	331,516
402,377	346,187	310,152	264,846	280,405
379,160	473,299	522,061	506,461	654,395
12,697,881	13,710,891	14,118,190	14,062,831	13,964,780

Total Expenses

#### CHARTER ANALYSIS

##### ENROLLMENT

Original Chartered Enrollment  
Final Chartered Enrollment (includes any revisions)  
Actual Enrollment - **GRAPH 4**  
Chartered Grades  
Final Chartered Grades (includes any revisions)

2016 17	2017 18	2018 19	2019 20	2020 21
672	735	735	735	735
672	735	735	735	735
732	743	722	741	713
K-8	K-8	K-8	K-8	K-8
-	-	-	-	-

##### Primary School District: NYC CHANCELLOR'S OFFICE

Per Pupil Funding (Weighted Avg of All Districts)  
Increase over prior year

14,402	14,027	14,527	15,307	16,150
100.0%	-2.7%	3.4%	5.1%	5.2%

##### PER STUDENT BREAKDOWN

###### Revenue

Operating  
Other Revenue and Support  
**TOTAL - GRAPH 3**

18,751	19,516	20,379	21,554	21,940
(483)	7	334	195	2,118
18,268	19,523	20,712	21,749	24,059

###### Expenses

Program Services  
Management and General, Fundraising  
**TOTAL - GRAPH 3**  
% of Program Services  
% of Management and Other

16,393	17,383	17,560	17,307	17,358
1,500	1,568	1,993	1,671	2,214
17,893	18,951	19,552	18,978	19,572
91.6%	91.7%	89.8%	91.2%	88.7%
8.4%	8.3%	10.2%	8.8%	11.3%
2.1%	3.0%	5.9%	14.6%	22.9%
0.0%	0.0%	0.0%	0.0%	0.0%

% of Revenue Exceeding Expenses - **GRAPH 5**

% of Revenue Expended on Facilities

##### Student to Faculty Ratio

6.7	7.3	6.4	7.4	7.7
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##### Faculty to Admin Ratio

4.1	4.4	5.1	5.3	4.4
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##### Financial Responsibility Composite Scores - GRAPH 6

Score  
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  
As % of Unrestricted Revenue  
Working Capital (Current) Ratio Score  
Risk (Low  $\geq 3.0$  / Medium 1.4 - 2.9 / High < 1.4)  
Rating (Excellent  $\geq 3.0$  / Good 1.4 - 2.9 / Poor < 1.4)

0	0	0	0	0
0.0%	0.0%	0.0%	0.0%	0.0%
0.0	0.0	0.0	0.0	0.0
N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A

##### Quick (Acid Test) Ratio

Score  
Risk (Low  $\geq 2.5$  / Medium 1.0 - 2.4 / High < 1.0)  
Rating (Excellent  $\geq 2.5$  / Good 1.0 - 2.4 / Poor < 1.0)

0.0	0.0	0.0	0.0	0.0
N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A

##### Debt to Asset Ratio - GRAPH 7

Score  
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)  
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)

0.0	0.0	0.0	0.0	0.0
N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A

##### Months of Cash - GRAPH 8

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

0.0	0.0	0.0	0.0	0.0
N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A

## FISCAL ANALYSIS

### PUBLIC PREP CHARTER SCHOOL ACADEMIES (COMBINED)

#### CHARTER INFORMATION

##### BALANCE SHEET

###### Assets

###### Current Assets

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

###### Total Current Assets - **GRAPH 1**

Property, Building and Equipment, net  
Other Assets

###### Total Assets - **GRAPH 1**

###### Liabilities and Net Assets

###### Current Liabilities

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

###### Total Current Liabilities - **GRAPH 1**

Deferred Rent/Lease Liability

All other L-T debt and notes payable, net current maturities

###### Total Liabilities - **GRAPH 1**

###### Net Assets

Without Donor Restrictions  
With Donor Restrictions

###### Total Net Assets

###### Total Liabilities and Net Assets

##### ACTIVITIES

###### Operating Revenue

Resident Student Enrollment  
Students with Disabilities

###### Grants and Contracts

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

###### Total Operating Revenue

###### Expenses

Regular Education  
SPED  
Other  
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 Temporally 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	MERGED	MERGED
2016 17	2017 18	2018 19	2019 20	2020 21
2,497,441	2,787,502	1,519,657	11,372,057	18,145,824
1,840,416	2,584,738	3,431,440	2,473,293	1,911,476
501,411	-	-	-	755,622
469,936	86,363	726,594	396,099	809,067
-	444,812	961,033	-	-
5,309,204	5,903,415	6,638,724	14,241,449	21,621,989
2,168,372	4,477,322	11,437,573	11,869,023	12,103,870
2,926,009	670,114	677,546	1,765,370	502,325
10,403,585	11,050,851	18,753,843	27,875,842	34,228,184

818,552	806,274	1,161,357	1,601,676	1,607,378
2,511,739	2,473,400	2,589,808	2,731,393	3,768,596
42,468	235,859	367,358	-	-
-	-	246,269	1,640,444	288,882
-	-	-	-	-
-	26,004	76,002	26,003	26,003
3,372,759	3,541,537	4,440,794	5,999,516	5,690,859
-	91,408	745,908	1,411,977	2,051,013
-	-	5,398,494	9,064,806	6,563,934
3,372,759	3,632,945	10,585,196	16,476,299	14,305,806

7,010,825	7,142,738	7,797,153	11,299,110	19,919,536
20,001	275,168	371,494	100,433	2,842
7,030,826	7,417,906	8,168,647	11,399,543	19,922,378
10,403,585	11,050,851	18,753,843	27,875,842	34,228,184

23,020,269	25,139,383	28,972,460	30,948,627	33,152,328
3,682,054	3,994,481	4,141,162	4,962,512	5,607,158

1,095,135	1,220,504	1,227,899	1,030,761	711,388
952,521	1,439,614	1,559,964	1,866,012	1,679,870
298,730	186,084	208,868	131,866	1,565,181
370,099	404,405	1,029,876	1,347,991	1,451,446
-	-	2,290,278	2,945,034	3,952,468
-	-	-	379,105	455,992
29,418,808	32,384,471	39,430,507	43,611,908	48,575,831

19,709,526	22,329,127	29,999,980	26,245,473	29,588,139
5,749,820	6,609,842	7,186,298	9,367,093	7,719,497
337,186	358,688	951,852	1,429,589	1,862,681
25,796,532	29,297,657	38,138,130	37,042,155	39,170,317
2,414,849	2,821,691	3,936,733	4,495,374	5,268,608
26,736	38,165	44,304	53,106	57,986
28,238,117	32,157,513	42,119,167	41,590,635	44,496,911
1,180,691	226,958	(2,688,660)	2,021,273	4,078,920

2,200,959	325,500	794,147	595,075	11,100
1,985	-	1,823	1,524	-
(352,779)	(165,378)	2,643,431	613,024	4,432,815
-	-	-	-	-
1,850,165	160,122	3,439,401	1,209,623	4,443,915

31,275,577	32,289,426	42,948,803	44,917,371	53,117,697
(6,604)	255,167	(78,895)	(95,840)	(97,951)
31,268,973	32,544,593	42,869,908	44,821,531	53,019,746

3,030,856	387,080	750,741	3,230,896	8,522,835
3,999,970	7,030,826	7,417,906	8,168,647	11,399,543
-	-	-	-	-
7,030,826	7,417,906	8,168,647	11,399,543	19,922,378

## FISCAL ANALYSIS

### PUBLIC PREP CHARTER SCHOOL ACADEMIES (COMBINED)

#### CHARTER INFORMATION - (Continued)

##### Functional Expense Breakdown

Personnel Service  
Administrative Staff Personnel  
Instructional Personnel  
Non-Instructional Personnel  
Personnel Services (Combined)  
**Total Salaries and Staff**  
Fringe Benefits & Payroll Taxes  
Retirement  
Management Company Fees  
Building and Land Rent / Lease / Facility Financing  
Staff Development  
Professional Fees, Consultant & Purchased Services  
Marketing / Recruitment  
Student Supplies, Materials & Services  
Depreciation  
Other

##### Total Expenses

2016 17	2017 18	2018 19	2019 20	2020 21
3,770,747	4,388,336	5,119,384	4,650,171	5,161,191
12,833,424	14,165,992	15,657,228	16,203,234	17,414,444
40,936	32,618	17,063	121,862	132,482
-	-	-	-	-
16,645,107	18,586,946	20,793,675	20,975,267	22,708,117
3,605,637	4,218,292	4,607,557	4,405,843	4,832,729
370,030	281,618	307,190	368,585	468,855
2,673,597	3,816,416	4,430,460	5,310,667	5,798,628
13,047	-	4,966,308	2,985,034	4,128,936
761,031	810,312	630,664	483,026	640,358
684,621	565,652	1,045,456	874,681	805,195
24,584	79,624	56,520	28,815	70,137
1,472,810	1,584,928	2,301,635	1,383,722	962,432
711,055	694,121	1,076,798	785,515	904,541
873,902	1,149,135	1,902,904	3,989,480	3,176,983
27,835,423	31,787,044	42,119,167	41,590,635	44,496,911

#### CHARTER ANALYSIS

##### ENROLLMENT

Original Chartered Enrollment  
Final Chartered Enrollment (includes any revisions)  
Actual Enrollment - **GRAPH 4**  
Chartered Grades  
Final Chartered Grades (includes any revisions)

2016 17	2017 18	2018 19	2019 20	2020 21
1,647	1,785	1,860	2,110	2,114
1,647	1,785	1,860	2,110	2,114
1,596	1,707	1,842	1,901	2,053
-	-	-	-	-
-	-	-	-	-

##### Primary School District:

Per Pupil Funding (Weighted Avg of All Districts)  
Increase over prior year

-	-	-	-	-
0.0%	0.0%	0.0%	0.0%	0.0%

##### PER STUDENT BREAKDOWN

###### Revenue

Operating  
Other Revenue and Support  
**TOTAL - GRAPH 3**

###### Expenses

Program Services  
Management and General, Fundraising  
**TOTAL - GRAPH 3**  
% of Program Services  
% of Management and Other

% of Revenue Exceeding Expenses - **GRAPH 5**

% of Revenue Expended on Facilities

18,432	18,973	21,403	22,942	23,657
1,159	94	1,867	636	2,164
19,591	19,067	23,270	23,578	25,821
16,163	17,165	20,702	19,486	19,076
1,530	1,675	2,161	2,393	2,594
17,692	18,840	22,863	21,879	21,670
91.4%	91.1%	90.5%	89.1%	88.0%
8.6%	8.9%	9.5%	10.9%	12.0%
10.7%	1.2%	1.8%	7.8%	19.2%
0.0%	0.0%	12.6%	6.8%	8.5%

##### Student to Faculty Ratio

6.5	7.4	6.3	8.1	8.4
-----	-----	-----	-----	-----

##### Faculty to Admin Ratio

4.2	3.8	4.3	4.7	4.4
-----	-----	-----	-----	-----

##### Financial Responsibility Composite Scores - GRAPH 6

Score  
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 /  
Fiscally Needs Monitoring < 1.0

2.5	1.8	1.7	2.7	3.0
Fiscally Strong	Fiscally Strong	Fiscally Strong	Fiscally Strong	Fiscally Strong

##### Working Capital - GRAPH 7

Net Working Capital  
As % of Unrestricted Revenue  
Working Capital (Current) Ratio Score  
Risk (Low ≥ 3.0 / Medium 1.4 - 2.9 / High < 1.4)  
Rating (Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.4)

1,936,445	2,361,878	2,197,930	8,241,933	15,931,130
6.2%	7.3%	5.1%	18.3%	30.0%
1.6	1.7	1.5	2.4	3.8
MEDIUM	MEDIUM	MEDIUM	MEDIUM	LOW
Good	Good	Good	Good	Excellent

##### Quick (Acid Test) Ratio

Score  
Risk (Low ≥ 2.5 / Medium 1.0 - 2.4 / High < 1.0)  
Rating (Excellent ≥ 2.5 / Good 1.0 - 2.4 / Poor < 1.0)

1.4	1.6	1.3	2.3	3.7
MEDIUM	MEDIUM	MEDIUM	MEDIUM	LOW
Good	Good	Good	Good	Excellent

##### Debt to Asset Ratio - GRAPH 7

Score  
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)  
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)

0.3	0.3	0.6	0.6	0.4
LOW	LOW	MEDIUM	MEDIUM	LOW
Excellent	Excellent	Good	Good	Excellent

##### Months of Cash - GRAPH 8

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

1.1	1.0	0.4	3.3	4.9
MEDIUM	MEDIUM	HIGH	LOW	LOW
Good	Good	Poor	Excellent	Excellent

## FUTURE PLANS



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

*The education corporation's plans for Girls Prep Bronx's future charter term, if renewed, are reasonable, feasible, and achievable. The charter demonstrates academic success.*

#### GIRLS PREPARATORY CHARTER SCHOOL OF THE BRONX

**Plans for the Charter'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.** Girls Prep Bronx will continue to implement the same core elements of its academic program that allowed the charter to meet or come close to meeting its key Accountability Plan goals over the current charter term. The charter will also participate in a joint high school program, which the SUNY Trustees separately approved, that will offer students an International Baccalaureate Programme in a co-educational setting.

**Plans for Board Oversight & Governance.** Board members express interest in remaining on the board in a future charter term, and the board may recruit additional members.

**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 charter budgets that are feasible and achievable. The education corporation intends to maintain its contractual relationship with the network, and the Institute reviews the agreements.

Girls Prep Bronx currently operates its program in two NYCDOE co-located spaces. The charter plans to remain in the same facility spaces during the next charter term. The proposed joint high school program will be separately housed in a new site that Public Prep Academies has not yet identified, but which should add any additional expense for the charter based on the terms of the revision.

	CURRENT	END OF NEXT CHARTER TERM
<b>Enrollment</b>	735	867
<b>Grade Span</b>	K-8	K-11
<b>Teaching Staff</b>	75	70 (K-8)
<b>Days of Instruction</b>	180	180



Girls Prep Bronx

# Ax

## APPENDICES

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## PUBLIC PREP CHARTER SCHOOL ACADEMIES BOARD OF TRUSTEES

CHAIR	TRUSTEES
Boykin Curry	Tamara Zachery
VICE CHAIR	Khairah Klein
Nicole Greene	Eric Grannis
TREASURER	Peter Morrissey
Paul Vermynen, Jr.	
SECRETARY	
Laura Weil	

## CHARTER SCHOOL LEADERS

ELEMENTARY
<i>Tomasz Krzyzostaniak (2017-18 to Present)</i>
<i>Sharon Stevens (2016-17)</i>
<i>Josie Carbone (2009-10 to 2015-16)</i>

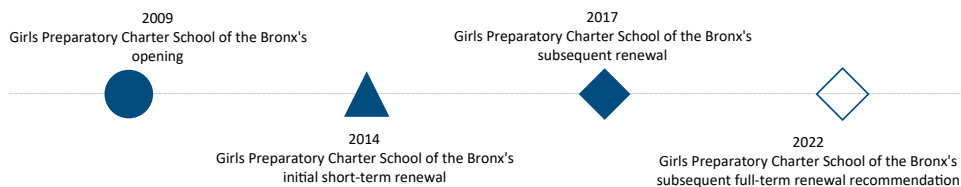
MIDDLE SCHOOL
<i>Cate Prefontaine (2019-20 to Present)</i>
<i>Michael Farkosh (October 2016 to 2018-19)</i>
<i>Martha Zornow (2014-15 to October 2016)</i>

## CHARTER CHARACTERISTICS

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	GRADES SERVED
2017-18	735	743	101%	K-8
2018-19	735	722	98%	K-8
2019-20	735	741	101%	K-8
2020-21	735	713	97%	K-8
2021-22	735	649	88%	K-8

## APPENDIX A: CHARTER SCHOOL OVERVIEW

### TIMELINE OF CHARTER SCHOOL RENEWAL



### CHARTER VISIT HISTORY

SCHOOL YEAR	VISIT TYPE	DATE
2009-10	First Year Visit	April 20, 2010
2011-12	Evaluation Visit	February 9-10, 2012
2012-13	Evaluation Visit	May 16, 2013
2013-14	Initial Renewal Visit	October 8-9, 2013
2016-17	Subsequent Renewal Visit	November 15, 2016
2021-22	Subsequent Renewal Review	September 15, 2021

### CONDUCT OF THE RENEWAL REVIEW

DATE(S) OF REVIEW	EVALUATION TEAM MEMBERS	TITLE
September 15, 2021	Andrew Kile	Managing Director of School Evaluation



## BENCHMARK SUMMARY

For strong performing SUNY authorized charter school education corporations that implement a common school design across multiple charters, the Institute provides an analysis and description of the charters' academic design structure using the Qualitative Education Benchmarks. This subset of the SUNY Renewal Benchmarks focuses on assessment, curriculum, pedagogy, leadership, at-risk programs, organizational capacity, and board oversight. The following program description analyzes and reports on the charter design that produced the high quality outcomes captured in the body of this renewal report.

### ASSESSMENT

Public Prep Academies has an assessment system that improves instructional effectiveness and student learning. Each charter school uses a range of assessments so that teachers are able to triangulate results to gain a full understanding of each students' achievement levels. The charter schools diligently rolled out their assessment program this fall to collect diagnostic student achievement information so that teachers are well-informed at the start of the 2021-22 school year. Assessments include network-created interim assessments, NWEA MAP ("MAP") assessment, and the STEP assessment. Network leaders, school leaders, and teachers have a clear understanding of student achievement successes and needs based on the results from the assessment suite. Charter schools within the network also have clear data analysis systems and procedures in place. Academic directors lead teachers through a data analysis process that results in teachers creating a clear action plan for moving student achievement forward. Within these plans, teachers effectively determine which standards to reteach, make adjustments to small groupings, and identify students for intervention services and differentiated lessons.

### CURRICULUM

Public Prep Academies' curricular program supports teachers with instructional planning. The network provides clear programs for each charter to utilize, and this includes multiple periods of both English language arts ("ELA") and mathematics to support student learning. For ELA, the network utilizes Insight Humanities and designs a balanced literacy program that incorporates social studies, inclusive, culturally relevant literature, and close reading. The curricular program infuses the single sex learning model of the charters' key design elements by highlighting a wide range of perspectives of powerful women and men writers and thinkers. In mathematics, the network provides each charter with curricular resources from Investigations and Illustrative Mathematics. The charters also dedicate time in every grade level for Cognitively Guided Instruction, a mathematics approach that develops a deep, conceptual understanding of mathematics. To mitigate learning loss, the network is infusing acceleration strategies into each unit of study. These strategies include reviewing units of study in professional learning communities to understand the necessary prerequisite skills, priority standards, and pre-designing interventions with consistent progress monitoring. In addition to implementing a variety of learning strategies in the classroom, a key feature of the Public Prep Academies' curricular program is authentic field learning, which traditionally includes annual college trips and visits by the BioBus, a bus that visits schools for students to experience hands on science learning. During the COVID-19 pandemic, the network compiles available virtual experiences so that students experience the field learning in a safe way.

## PEDAGOGY

High quality instruction is evident throughout each Public Prep Academies charter. Most classrooms across the education corporation feature an integrated co-teaching (“ICT”) model, and to help mitigate learning losses, the network hired a co-teacher for every Kindergarten – 2<sup>nd</sup> grade classroom for the next two school years. The network trains teachers over the summer to utilize the most effective co-teaching models in order to ensure students receive immediate and targeted feedback and support during lessons. Teachers are skilled at crafting lesson objectives that tightly align with the state standards as well as previous learning. Teachers utilize a wide range of strategies to check for understanding, and then appropriately adjust instruction to meet specific needs. Teachers utilize a wide range of strategies to engage students in higher order thinking. Students engage in learning together through small group work and partnerships. Teachers ask higher level questions and engage students in discussion about the content.

## INSTRUCTIONAL LEADERSHIP

Public Prep Academies has strong instructional leadership. Each charter has a clear structure with delineated duties between an elementary program principal, middle school program principal, and academic directors, directors of operations, and directors of student and family affairs at each program. The network provides multiple opportunities for principals to collaborate and learn from one another to share best practices across the entire education corporation. Leaders engage in consistent coaching aligned to schoolwide priorities, and hold teachers accountable for high quality instruction and student performance. At the respective elementary program and middle school program, principals lead weekly leadership meetings with instructional leaders to discuss assessment results, share information from classroom observations, and plan professional development activities. These weekly meetings result in leaders fully informed and consistent in understanding each charter’s priorities, strengths, and areas for improvement. Leaders turnkey this level of collaboration with grade level and content teams to equally ensure staff members are aligned to each charter’s priorities.

## AT RISK PROGRAM

Public Prep Academies meets the educational needs of at-risk students. Each charter uses clear identification processes for students struggling academically, students with disabilities, and English language learners (“ELLs”). The charters review historical information from New York City Department of Education (“NYCDOE”) systems to identify any subgroup status of incoming students who have been in a NYCDOE school previously. For students new to the system, the charters administer a home language survey, then follow up with specific students for an interview, followed by the New York State Identification Test for English Language Learners (“NYSITELL”), if necessary. For students struggling academically, the charters have a detailed multi-tiered student support program (“MTSS”) and uses universal screening assessments to identify students performing below expected grade level standards. Each charter uses a supportive tiers for all students to increase results (“STAIR”) team to provide support to teachers in developing and implementing interventions through its MTSS. If students do not make progress through the MTSS, then the charter will refer students for special education services evaluation with the district committee on special education. Each charter has robust programs to meet the needs of at-risk students. For students struggling academically, each charter designs

targeted interventions in small group settings or one on one with a variety of programs. Each charter implements a dedicated intervention block during the school day where assistant directors of student support, interventionists, and classroom teachers provide targeted small group support. Each charter has at least one integrated co-teaching (“ICT”) classroom per grade level and provides special education teacher support services (“SETSS”) to students with disabilities. Each charter provides push in and pull out support with targeted English language acquisition instruction for ELLs.

Leaders at each charter program level have clear practices for collecting data and conducting action planning with teachers through grade or content team meetings. Leaders also utilize information from student achievement data and general observations on supports for at-risk students to determine specific and targeted topics for professional development that specifically relates to supporting at-risk students. The network also provides a coach who conducts brief informal observations of ICT classrooms to identify topics and areas for coaching and development. The network also provides opportunities for teachers to attend external professional development through organizations like the New York City Collaborative for Inclusive Education. In addition to academic supports, the network provides resources for charters to focus on social emotional learning. Charters implement RULER, a social emotional curricular framework developed by the Yale Center for Emotional Intelligence. During COVID-19, the network also established a partnership with Partnership for Children, which provides charters with additional social workers and programming supports for social emotional learning.

## ORGANIZATIONAL CAPACITY

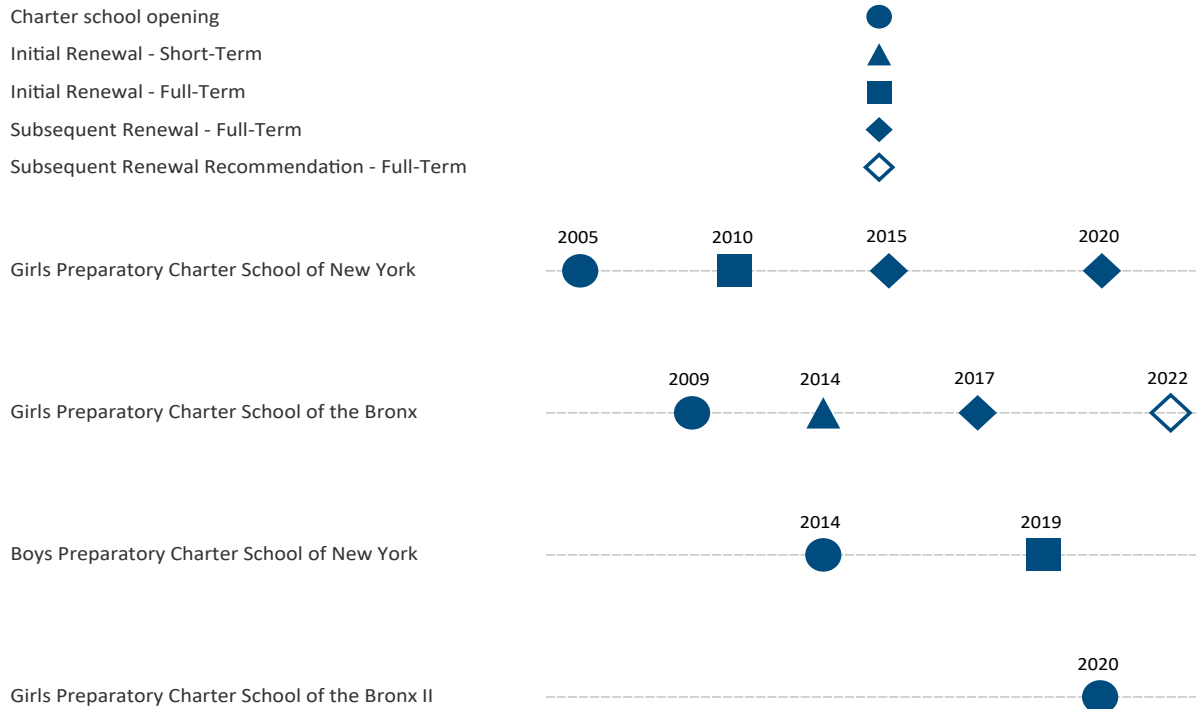
Public Prep Academies, with support from the network, establishes systems to effectively support the delivery of the educational program at each charter. The network provides back office operational support as well as instructional support through curriculum design and coaching for charter leaders. With these support mechanisms in place, instructional leaders are able to solely focus on the academic program and teacher development. Each charter in the education corporation has an elementary and middle school program. When leadership vacancies arise at the charter level, network leaders step in to provide direct support by filling roles until a new hire is made or leave is over. Across each charter, with clear reporting structures in place, teachers know whom to go to for what. The network fully supports each charter with resource allocation to support the achievement of operational and academic goals. The network also supports to monitor enrollment at each charter. The network and education corporation recognize the challenges with enrollment at Girls Prep NY due to changing demographics of the neighborhood. The network is committed to supporting recruitment efforts and make attempts at trying innovative ways to recruit families to the charter.

True to its key design element of single-sex education, Public Prep Academies’ charters name classrooms after men and women who have made significant contributions in their communities, at each respective charter. Students learn the importance of finding their voice, advocating for themselves, and connecting as a community. The charters espouse the core values of sisterhood or brotherhood, respective to the specific single-sex population of the respective charter.

## BOARD OVERSIGHT AND GOVERNANCE

The Public Prep Academies board works effectively to achieve each charter's Accountability Plan goals. The board establishes a clear committee structure in which members discuss various issues that pertain to the charters in the education corporation, then report back to the full board with updates and actions for the full board. Board committees receive cogent information to provide effective oversight of the education corporation finances and academic programs. The finance and development committees meet before the full board meeting in order to gather and analyze financial information for presentation to the full board. The board also delegates responsibility to committees to handle real estate matters. Network leaders provide regular updates to both committees and the full board and ensure that the board has accurate and up to date information on student performance and other co-academic factors. Charter leaders also provide the board with anecdotal and quantitative data regarding each respective charter. The board establishes a consistent annual process of goal and priority setting for each charter. The board will review relevant information, then working closely with both network and charter leaders, determine specific priorities for each school year. The board effectively evaluates the performance of the network. With two Public Prep Academies board members overlapping with the network board, the education corporation board receives information about the operations and priorities of the network regularly. Both boards also conduct business through a joint meeting model throughout the year. This allows both boards to provide adequate resources to key personnel at the network and charter levels to ensure the organizations function effectively. The Public Prep Academies board also meets simultaneously with the Friends of the Girls Preparatory Charter School of New York, Inc., at various times during the year.

## EDUCATION CORPORATION TIMELINE OF CHARTER RENEWAL



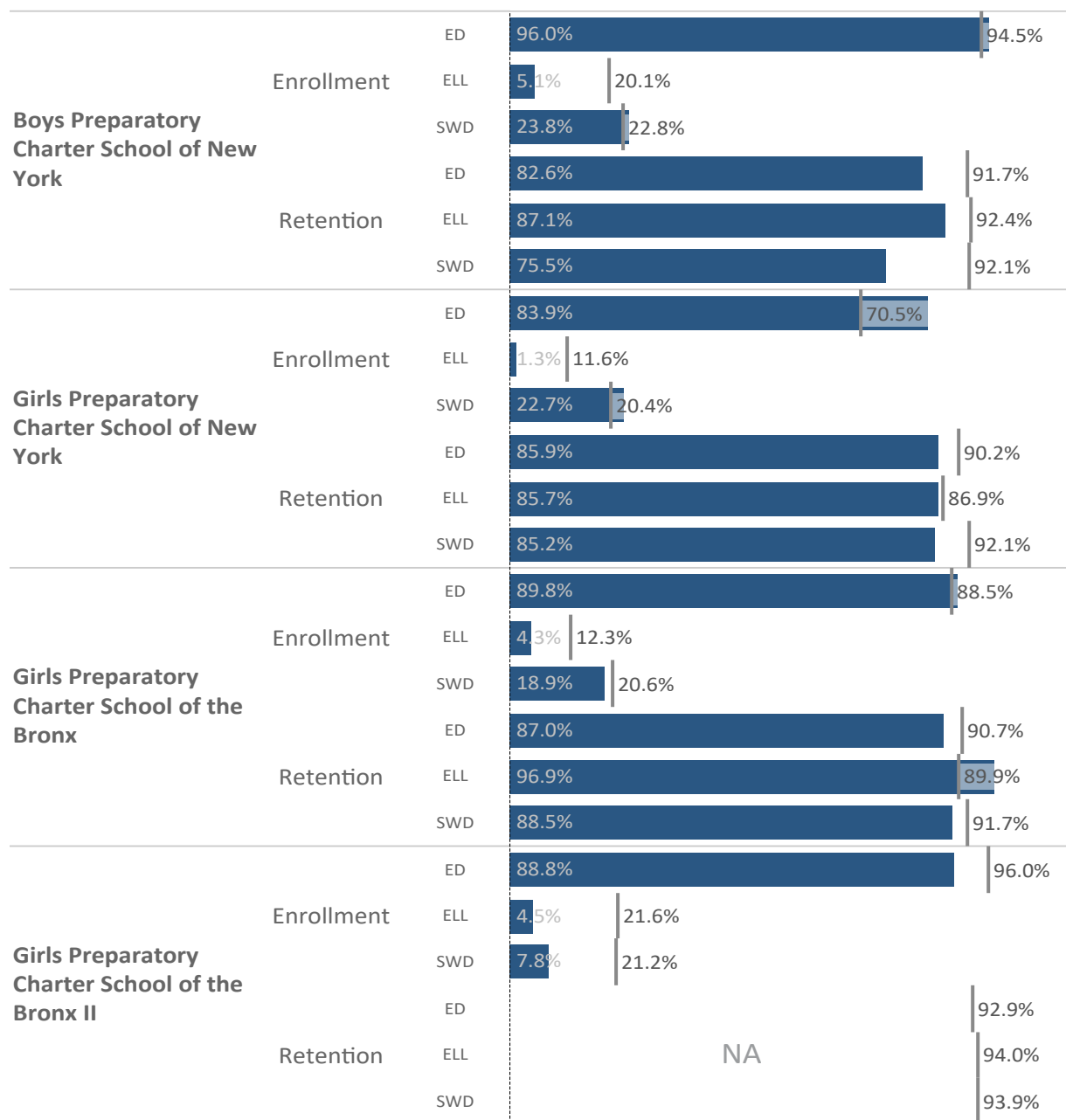
## APPENDIX C: EDUCATION CORPORATION OVERVIEW

### EDUCATION CORPORATION CHARTER CHARACTERISTICS

CHARTER	LOCAL DISTRICT	CO LOCATED	CHARTERED ENROLLMENT	GRADE SPAN
Boys Preparatory Charter School of New York	Bronx CSD 8	Private	790	K-8
Girls Preparatory Charter School of New York	Manhattan CSD 1	Co-located	600	K-8
Girls Preparatory Charter School of the Bronx	Bronx CSD 8	Co-located	735	K-8
Girls Preparatory Charter School of the Bronx II	Bronx CSD 7	Private	208	K-1

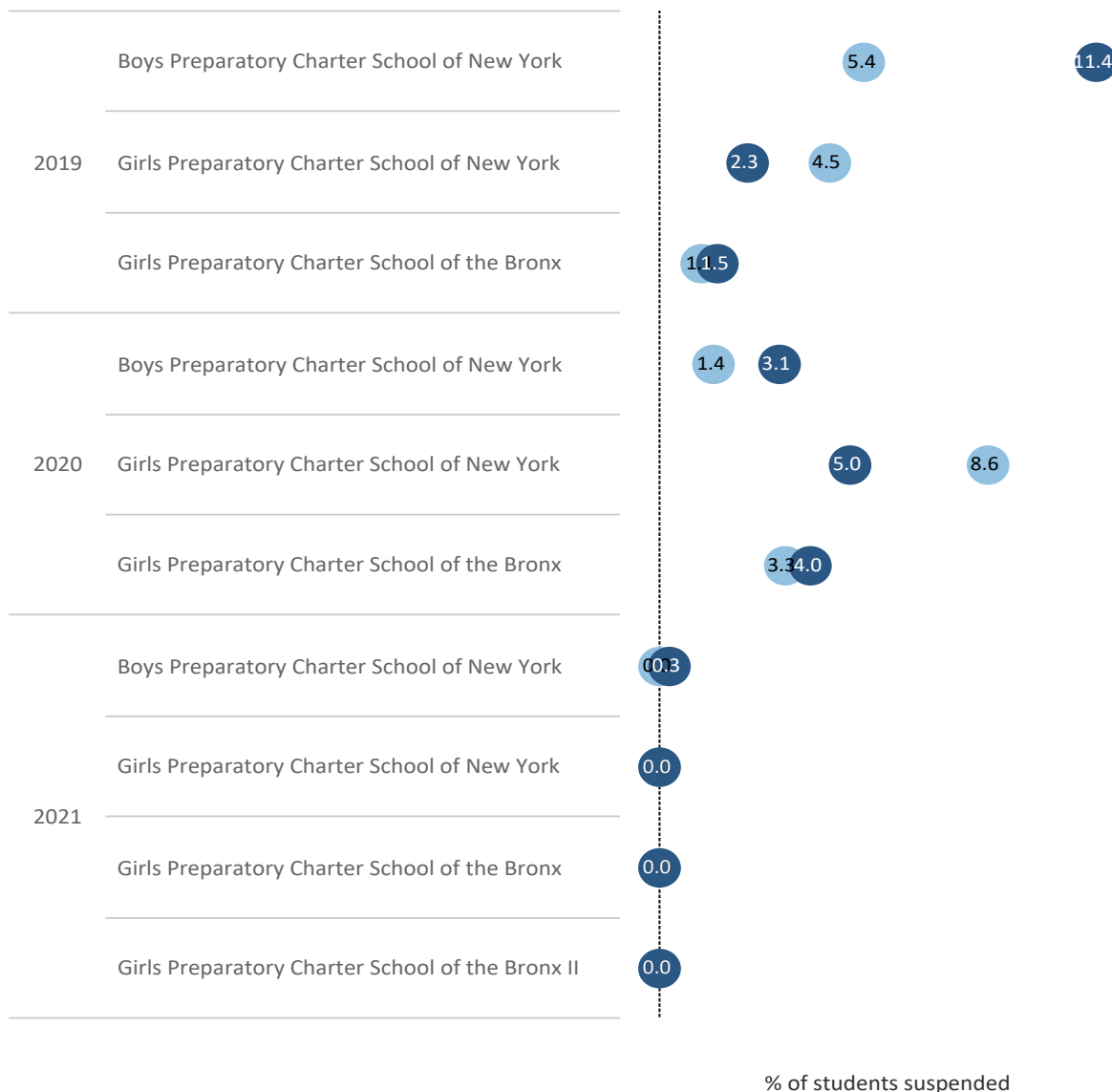
## APPENDIX C: EDUCATION CORPORATION OVERVIEW

### ENROLLMENT AND RETENTION TARGETS



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

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



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

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

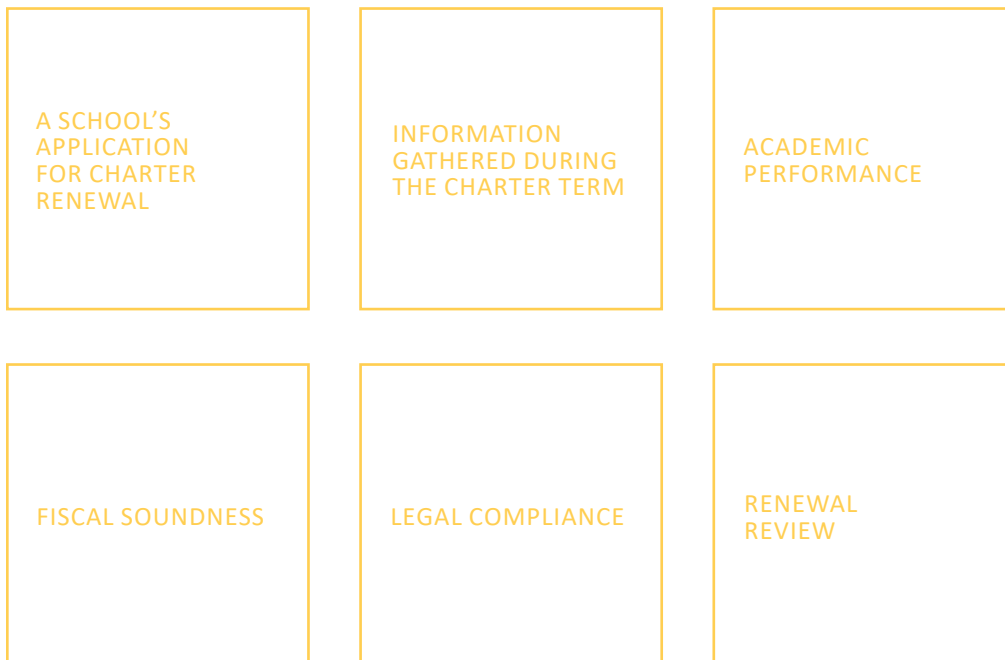


The sections below contain general information about the SUNY Trustees' and Institute's approach to renewal.

#### 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 charter school's Application for Charter Renewal, and more broadly, details the merits of a charter 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").<sup>1</sup>

#### THE INSTITUTE MAKES ALL RENEWAL RECOMMENDATIONS BASED ON



***Most importantly, the Institute analyzes the charter'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 on the [Institute's website](#).

## REPORT FORMAT

This renewal recommendation report compiles evidence using the *State University of New York Charter Renewal Benchmarks* (the “SUNY Renewal Benchmarks”),<sup>2</sup> which specify in detail what a successful charter 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 charter has made an adequate case for renewal.

## RENEWAL QUESTIONS



**IS THE CHARTER AN ACADEMIC SUCCESS?**

**IS THE CHARTER AN EFFECTIVE, VIABLE ORGANIZATION?**

**IS THE CHARTER FISCALLY SOUND?**

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

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



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](#).

2. Version 5.0, May 2012, are available on the [Institute's website](#).



## IS THE CHARTER AN ACADEMIC SUCCESS? THE INFORMATION BELOW HIGHLIGHTS THE INSTITUTE'S AND SUNY TRUSTEES' APPROACH TO ACCOUNTABILITY PLANS FOR EACH SUNY AUTHORIZED CHARTER SCHOOL.

At the beginning of the Accountability Period,<sup>3</sup> the charter developed and adopted an Accountability Plan that set academic goals for performance in the key subjects of ELA and mathematics, as well as science and the federal Every Student Succeeds Act ("ESSA"). High school Accountability Plans also include goals for High School Graduation, College Preparation, and Social Studies. 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 all required Accountability Plan measures to determine goal attainment. The Act requires charters be held "accountable for meeting measurable student achievement results"<sup>4</sup> and states the educational programs at a charter school must "meet or exceed the student performance standards adopted by the board of regents"<sup>5</sup> 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 charters':

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

COMPARATIVE PERFOR-  
MANCE, I.E., HOW DID THE  
SCHOOL DO AS COMPARED  
TO SCHOOLS IN THE  
DISTRICT AND SCHOOLS  
THAT SERVE SIMILAR  
POPULATIONS OF ECO-  
NOMICALLY DISADVAN-  
TAGED STUDENTS?

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

Absolute, comparative, and growth achievement provide a basis for triangulating charter performance within each academic goal area. Furthermore, every SUNY authorized charter school may propose additional, mission aligned goals and measures of success when crafting its Accountability Plan. The final Accountability Plan adopted by the charter school's board and approved by the Institute is included in the charter and frames the analysis of the charter's student achievement results.

The Institute consistently emphasizes comparative and growth performance over absolute measures in its analysis of goal attainment. Nevertheless, the Institute analyzes every measure included in a charter school's Accountability Plan to determine its level of academic success, including the extent to which each charter has established and maintained a record of high performance and demonstrated progress toward meeting its academic Accountability Plan goals throughout the charter term. Whether or not a charter includes additional measures in its Accountability Plan, the Institute considers all available evidence of charter performance at the time of renewal.

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

4. Education Law § 2850(2)(f).

5. Education Law § 2854(1)(d).

State assessment data in ELA, mathematics, and science in 3<sup>rd</sup> – 8<sup>th</sup> grade form the basis of data required to analyze the required accountability measures for elementary and middle school programs. These data were not available in 2019-20 following the state’s cancellation of all state exams during the start of the COVID-19 pandemic. Although schools participated in state assessments in ELA and mathematics in 2020-21, the participation rates that year were inconsistent. The resulting data are not sufficiently reliable or credible for cogent analyses of school academic performance. In response, the Institute provided all SUNY authorized charter schools a framework for the analysis of norm-referenced and internally developed exam data. To every extent possible, the Institute attempted to maintain a consistent framework of examining absolute, comparative, and growth performance. During 2019-20 and 2020-21, charter schools reported data on a variety of norm-referenced and internally developed assessments to demonstrate student academic success. This renewal report contemplates charter school performance during the pandemic through the lenses of absolute and growth performance on norm-referenced and internally developed ELA, mathematics, and science assessments along with high school completion and college readiness data.



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