

The background of the entire page is a solid blue color. Overlaid on this is a grid of lighter blue squares. The grid is not uniform; it is denser in the upper left and middle left areas, and becomes sparser towards the bottom right, where the squares are more widely spaced and some are missing, creating a pixelated or mosaic-like effect.

THE SUNY CHARTER SCHOOLS INSTITUTE

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

Report Date: October 4, 2023

Review Date: July 1, 2023

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Charter Schools Institute
The State University of New York

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CHARTER BACKGROUND

BOYS PREPARATORY CHARTER SCHOOL OF NEW YORK

192 East 151st Street, Bronx, New York | Grades: K-8 | NYC Community School District 7
1160 Beach Avenue, Bronx, New York | Grades: 9-10 | NYC Community School District 12



MISSION

At Public Prep, our mission is to foster a joyful, compassionate, and boldly curious community of learners, through a rigorous, tuition-free and single-gender academic environment. We help scholars see the possibilities for themselves, and prepare every scholar to achieve their highest level of success.

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

Our pre-Kindergarten – 8th grade scholars build strong character, depth of knowledge, and empathy for the world around them. Our approach is rooted in love and justice, and requires an ongoing commitment to delivering high quality, accessible, and anti-racist education.

EDUCATION CORPORATION BACKGROUND

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 is currently authorized to serve 969 students in Kindergarten – 10th grade during the 2023-24 school year.

Public Prep Charter School Academies (“Public Prep Academies” or the “education corporation”), a not-for-profit charter school education corporation, is authorized by the State University of New York Board of Trustees (“the SUNY Trustees”) to operate four charter schools including Boys Preparatory Charter School of New York (“Boys Prep NY”).

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’ Kindergarten – 8th grade programming through a contract. The network delivers services including professional development support, management and operation services, human resources support, development, budgeting, and financial reporting.

CURRENT CHARTER

Serves: Kindergarten – 10th

Chartered Enrollment:
969

Charter Expires on:
July 31, 2024

PROPOSED FUTURE CHARTER

Serves: Kindergarten – 11th

Chartered Enrollment:
795

Charter Expiration:
July 31, 2025

CHARTER BACKGROUND

The school's high school program, Vertex Partnership Academies ("Vertex High"), is a combined high school program between Brilla College Preparatory Charter Schools ("Brilla Schools") and Public Prep Academies. The high school program is overseen jointly by the board of trustees of Brilla Schools and Public Prep Academies. The education corporations contract with Vertex Partnership Academies, Inc. ("Vertex"), a New York not-for-profit management organization, for academic services, management and operations services, human resources support and development, budgeting, and financial reporting for the high school program.

State statute requires the Institute to conduct ongoing monitoring of full-day universal pre-Kindergarten programs at all SUNY authorized charter schools. The Institute evaluated Boys Prep NY's pre-Kindergarten program in spring 2023. The Institute used the New York State Prekindergarten Program Quality Assurance Protocol to guide the program evaluation and incorporated data from the Classroom Assessment Scoring System ("CLASS") and the Early Childhood Environment Rating Scale – Revised ("ECERS-R"), previously collected by the New York City Department of Education ("NYCDOE"). The Institute team finds the program meets the statutory requirements and is effective. All classrooms provide a warm, welcoming environment, and the program benefits from its partnership with Sesame Workshop. The Boys Prep NY's pre-Kindergarten evaluation report is included after this report for the SUNY Trustees' review.

KEY DESIGN ELEMENTS

Academic achievement;



Character development;



College knowledge;



Staff satisfaction and organizational stability; and,



Family and student satisfaction.



RENEWAL RECOMMENDATION

FULL-TERM RENEWAL

Renewal through July 31, 2025. *The Charter Schools Institute (the “Institute”) recommends the SUNY Trustees’ Charter School Committee approve the Application for Charter Renewal of Boys Preparatory Charter School of New York through July 31, 2025 to align the education corporation’s charters and renewal schedule going forward. If renewed, the school will be granted the authority to provide instruction to students in such configuration as set forth in the charter’s Application for Renewal. The Institute makes this recommendation as Boys Preparatory Charter School of New York meets the requirements 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”).¹*

The table below presents information on the Institute’s plan² to align the charter expiration dates of the charters under the education corporation. By the 2024-25 school year, the charter expiration dates for all charter schools under Public Prep Charter School Academies will align. At that time, the Institute will conduct a full renewal review of all schools in the education corporation:

CHARTER	2023-24	2024-25
Boys Prep NY	Charter Expiration	Alignment Year
Girls Prep NY		Charter Expiration
Girls Prep Bronx		Charter Expiration
Girls Prep Bronx II		Charter Expiration

1. SUNY Renewal Policies (p. 12) 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 charter schools.

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 New York Charter Schools Act of 1998 (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 year is likely to improve student learning and achievement and materially further the purposes of the Act.³

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

EXECUTIVE SUMMARY

EXECUTIVE SUMMARY

The information below demonstrates the key findings for the SUNY Trustees and highlights the successes of the charter.

FINDINGS & INFORMATION

Is the charter an academic success?

Boys Prep NY 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.

- In 2021-22, Boys Prep NY outperformed its Community School District (“CSD 7”) by 11 percentage points in English language arts (“ELA”).
- In 2021-22, Boys Prep NY outperformed its CSD by 15 percentage points in mathematics.
- Across Kindergarten – 2nd grade, Boys Prep NY’s reading levels have increased by 22 percentage points from 2021-22 to 2022-23 on the STEP assessment.

Is the charter an effective, viable organization?

Boys Prep NY 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, instructional leaders are able to focus on enhancing the academic program. The Public Prep Academies board implements a committee structure to provide effective governance and oversight to each school in the education corporation. In the last charter term, Public Prep Network significantly increased the capacity of its network academic team to more effectively support all schools across the education corporation including Boys Prep NY. The network leadership deploys resources to each school to support student achievement and growth using trends data from individual schools and across the education corporation.

Is the charter fiscally sound?

Boys Prep NY 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 Boys Prep NY, if renewed. The school plans to continue implementing the same core elements that have led to success in the current charter term. To achieve its college and career readiness vision, Boys Prep NY will continue to provide supports to families and students as they transition to high school. The board plans to continue partnering with Brilla Schools to monitor the expansion of Vertex High.

EXECUTIVE SUMMARY

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 education corporation; a review of academic, organizational, governance, and financial documentation; and a renewal review of the school's academic program, the Institute finds that the school meets the required criteria for renewal.

The Institute recommends that the SUNY Trustees grant Boys Prep NY a Full-Term Subsequent Renewal with an expiration date of July 31, 2025.



DP

DATA PRESENTATION

PAGES: 8-16

AP

ACADEMIC
PERFORMANCE

CP

COMPLIANCE
PERFORMANCE

CS

COMMUNITY
SATISFACTION

SD

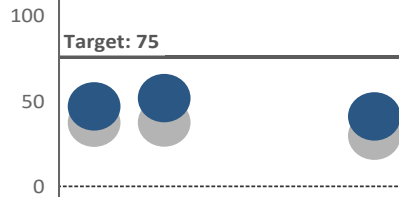
STUDENT
DEMOGRAPHICS

ACADEMIC PERFORMANCE

BOYS PREPARATORY CHARTER SCHOOL OF NEW YORK

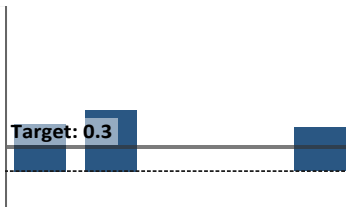
ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL

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



Test Year	Comp Grades	District %	Charter %
2018	3-4	38	47
2019	3-5	38	52
2020	N/A	N/A	N/A
2021	N/A	N/A	N/A
2022	3-8	30	41

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



Test Year	Test Grades	Effect Size
2018	3-4	0.56
2019	3-5	0.74
2020	N/A	N/A
2021	N/A	N/A
2022	3-8	0.52

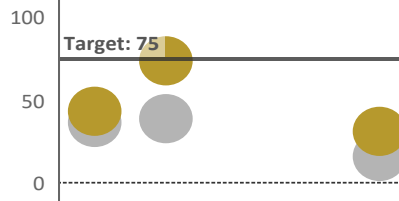
Comparative Growth Measure: Mean Growth Percentile. The charter's unadjusted mean growth percentile for all students in grades 4-8 will be above target of 50 in **ELA**.



Test Year	Charter Mean Growth
2018	57.5
2019	52.6
2020	N/A
2021	N/A
2022	N/A

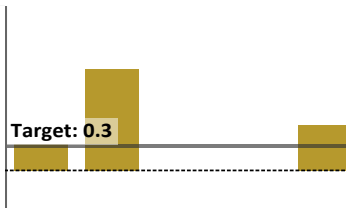
MATHEMATICS ACCOUNTABILITY PLAN GOAL

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



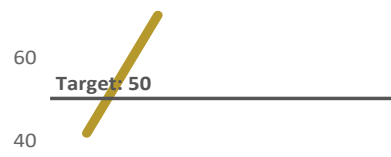
Test Year	Comp Grades	District %	Charter %
2018	3-4	37	44
2019	3-5	39	74
2020	N/A	N/A	N/A
2021	N/A	N/A	N/A
2022	3-7	16	31

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



Test Year	Test Grades	Effect Size
2018	3-4	0.32
2019	3-5	1.23
2020	N/A	N/A
2021	N/A	N/A
2022	3-7	0.56

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

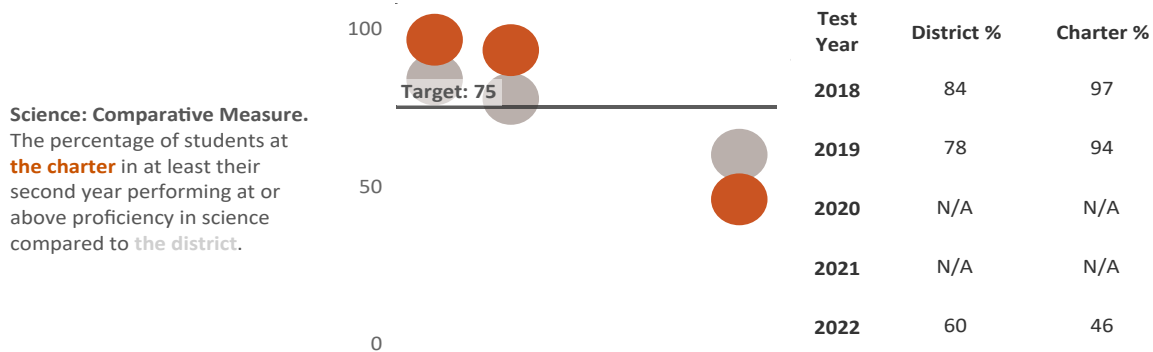


Test Year	Charter Mean Growth
2018	41.8
2019	70.5
2020	N/A
2021	N/A
2022	N/A

ACADEMIC PERFORMANCE

BOYS PREPARATORY CHARTER SCHOOL OF NEW YORK

SCIENCE ACCOUNTABILITY PLAN GOAL



SPECIAL POPULATIONS PERFORMANCE*

	2018	2019	2022
Students with Disabilities Enrollment	77	133	211
Tested on State Exam	24	33	131
Charter Percent Proficient on ELA Exam	25.0	27.3	20.6
District Percent Proficient	13.9	13.5	12.0
ELL Enrollment	14	32	4
Tested on NYSESLAT Exam	14	28	3
Charter Percent 'Commanding' or Making Progress	42.9	28.6	s

* 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?

Boys Prep NY met or came close to meeting its key academic Accountability Plan goals in ELA and mathematics over the charter term. Notably, the school exceeded the targets for all comparative and growth measures in ELA during every year with credible data from 2017-18 through 2021-22. Although science scores declined in 2021-22, the school posted consistently high performance throughout the remainder of the charter term surpassing both the absolute and comparative targets in 2017-18 and 2018-19. The school also met its Every Student Succeeds Act (“ESSA”) goal.

Boys Prep NY met its ELA goals over the term. In each year with credible and reliable data suitable for analysis, the school’s students enrolled in at least their second year posted ELA proficiency rates above the district by at least nine percentage points. The school posted effect sizes above the target of 0.3 during each year. This level of performance indicates that Boys Prep NY performed higher than expected to a meaningful degree in comparison to schools across the state enrolling similar percentages of economically disadvantaged students. In 2017-18 and 2018-19, the school posted mean growth percentiles above the target of 50.

In mathematics, Boys Prep NY consistently outperformed the district in every year with data suitable for comparison. Although the school’s absolute achievement declined in 2021-22, the school’s students enrolled in at least their second year outperformed the district by 15 percentage points. In comparison to demographically similar schools across the state, Boys Prep NY performed higher than expected each year. After posting a mean growth percentile under the target in 2017-18, the school increased its absolute achievement by 30 percentage points in 2018-19 and posted a strong mean growth percentile of 71.

COMPLIANCE REPORTING



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

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

BOYS PREPARATORY CHARTER SCHOOL OF NEW YORK

Annual Reports

The school submitted its annual reports to the Institute and New York State Education Department (“NYSED”) on time and has posted all elements of previous years. The school needs to post the most recent annual report elements to its website in accordance with its charter and the Act. The Institute will ensure compliance prior to the start of the next charter term.

Code of Ethics/Conflict of Interest

At the time of the renewal submission, the education corporation’s code of ethics and conflicts of interest policies were missing several required components. The Institute is working with the education corporation to ensure it adopts a more comprehensive policy.

FOIL

At the time of the renewal submission, the education corporation had a complete Freedom of Information Law policy but did not have a subject matter list available on its website. The Institute will work with the education corporation to update the policy prior to the next charter term.

Teacher Certification

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

At the time of the visit, 35 of the school’s 45 lead teachers were uncertified with 25 of the uncertified teachers meeting the appropriate additional qualifications under the Act. The education corporation offers tuition reimbursement to teachers completing the certification process. Public Prep Academies partners with the New York City Charter Center to provide one on one support services to allow teachers and the network to track progress toward certification. Public Prep Academies offers financial support toward certification expenses including but not limited to tuition, workshops, exam fees, and application fees.

COMPLIANCE REPORTING

In addition, Public Prep Academies partners with the Relay Graduate School of Education, offering:

- Masters of Arts in Teaching (“MAT”): a two-year program leading to teacher certification and graduate degree in chosen specialization area (i.e., content specific, elementary education, special education, etc.);
- Advanced Special Education: a one-year program for teachers holding a general education certificate and looking to become dual certified; and
- MAT + Teaching Residency Program: a one year resident teacher placement in an elementary level classroom culminating in a MAT and certification.

Public Prep Academies also partners with the New York University Steinhardt Teacher Residency program providing a one year resident teacher placement in an elementary level classroom and culminating in a MAT and certification.

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 Survey Data

The Institute compiled data from the New York City Department of Education’s (“NYCDOE’s”) annual family survey from the 2021-22 school year for Boys Prep NY. Of the 36% of families who received the survey and responded, 93% expressed satisfaction with the charter’s program.

Public Comments

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

The NYCDOE held its required hearing on Boys Prep’s renewal application on May 23, 2023 by videoconference. Three people spoke in support of the application. A Public Prep Network representative presented the request for renewal and the network’s appreciation for continued support of the community. A set of parents spoke about how they support renewal and have been happy with the school since its opening, but expressed concerns as to support since returning from the COVID-19 facilities shut down and the need for additional integrated classrooms for students with disabilities and greater communication with families. No one spoke in opposition to the renewal application.

Persistence in Enrollment An additional indicator of parent satisfaction is persistence in enrollment. In 2021-22, 79% of Boys Prep NY 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.

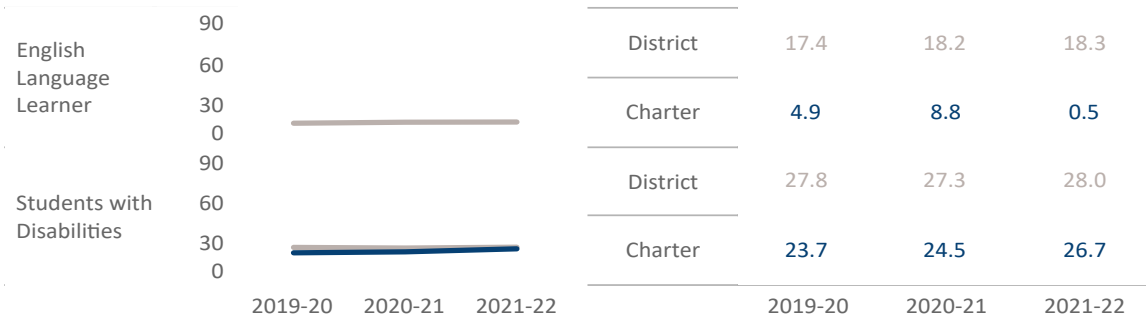
The Institute derived the statistical information on persistence in enrollment from its database. No comparative data from the NYCDOE or the NYSED is available to the Institute to provide either district or statewide context.

STUDENT DEMOGRAPHICS

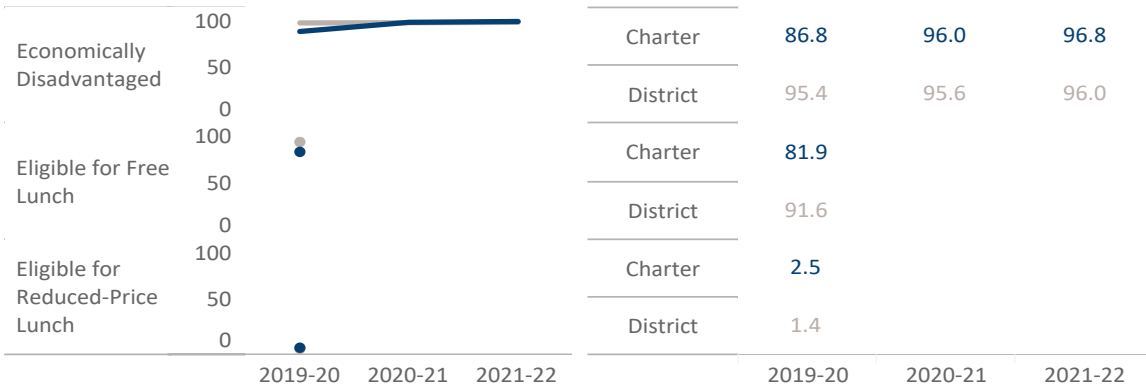
Boys Preparatory Charter School of New York

Bronx CSD 7

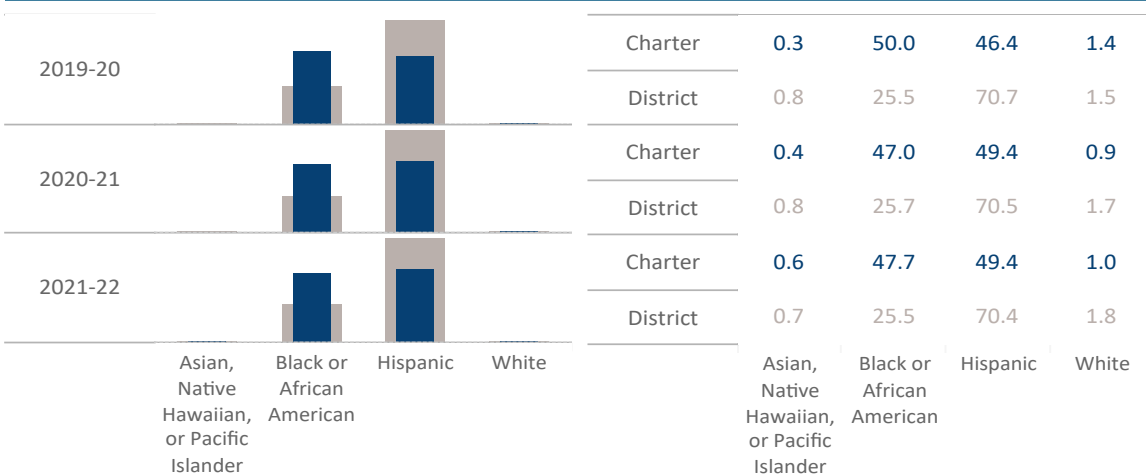
Student Demographics: Special Populations



Student Demographics: Free/Reduced Lunch



Student Demographics: Race/Ethnicity

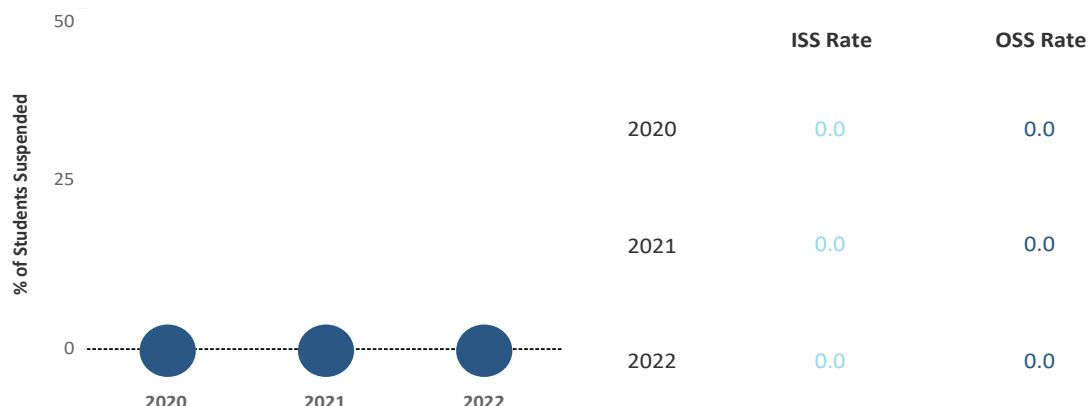


* Data reported in these charts reflect BEDS day enrollment counts as reported by the NYSED except for the charter's 2020-21 ELL enrollment which reflects data reported by the education corporation and validated by the Institute.

STUDENT DEMOGRAPHICS

Boys Preparatory Charter School of New York

Bronx CSD 7



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

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

		2020	2021	2022
2019-20	70.7			
2020-21	82.9	0	0	0
2021-22	78.8			

Boys Preparatory Charter School of New York's Enrollment and Retention Status: 2021-22

		Target	Charter
enrollment	economically disadvantaged	94.5	96.8
	English language learners	20.1	6.0
	students with disabilities	22.8	25.6
retention	economically disadvantaged	91.7	78.8
	English language learners	92.4	NA
	students with disabilities	92.1	77.8

* Data reported in these charts reflect information reported by the education corporation 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 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.

Boys Prep NY makes good faith efforts to meet its enrollment and retention targets. Public Prep Network supports each school 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 school;
- partnering with Vanguard to mail postcards to families in targeted zip codes and surrounding areas;
- advertising in New York City Housing Authority developments, community centers, daycares, pre-Kindergarten programs, free or low cost healthcare facilities, and afterschool programs;
- engaging current families through referral to identify potential families for the school;
- translating promotional materials into languages other than English including Spanish and Haitian Creole, the predominant languages spoken in the neighborhood of the school;
- offering a wide range of special education services to recruit and retain students with disabilities;
- promoting the services offered by the school for ELLs and students with disabilities;
- maintaining Spanish speaking staff members to support families with applications and enrollment; and,
- providing a high quality special education program to retain students.

FISCAL ANALYSIS

IS THE EDUCATION CORPORATION FISCALLY SOUND?

Public Prep Charter School Academies is fiscally sound as is its school, Boys Prep NY, based on the Institute's analysis of the fiscal evidence collected through the renewal review. 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.⁴ The fiscal dashboard for Boys Preparatory Charter School of New York and the merged education corporation can be found at the end of this section. The discussion that follows relates mainly to the Public Prep Charter School Academies education corporation because a school is not a legally distinct fiscal entity.

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 includes a 15% management fee over the charter term. In addition to analyzing the soundness of the individual 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 demonstrate the school and its education corporation are fiscally adequate. Public Prep Academies has \$24.7 million in net assets and 4 months of cash on hand as of June 30, 2022.



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

The education corporation operates pursuant to a long-range financial plan in which it 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.	+
Board members, charter leadership, 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, and the charter implements, appropriate internal controls and procedures. 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 fiscal operations for the charter, was free of any significant deficiencies or material weaknesses in internal controls.	+
The education corporation reviews and updates its Financial Policies and Procedures Manual ("FPPM"), which covers the charter, on a regular basis. The most recent review of the FPPM is found in the next column. The Institute recommends, as a best practice, that the FPPM be reviewed and updated on an annual basis.	SEPTEMBER 2021

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, have been filed in a timely, accurate, and complete manner:

INDICATORS	EVIDENT?
Annual financial statement audit reports, including federal Single Audit report, if applicable.	+

FISCAL ANALYSIS

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 of the charter and those that are due shortly.	+
The education corporation maintains adequate liquid reserves to fund expenses, including those of the charter, in the event of income loss (generally 30 days).	+
The education corporation prepares and monitors cash flow projections for the charter.	+
If the education corporation includes philanthropy in its budget for the charter, it monitors progress toward its development goals on a periodic basis.	+
If necessary, the education corporation pursues district state aid intercepts with 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.	+

FISCAL ANALYSIS

BOYS PREPARATORY CHARTER SCHOOL OF NEW YORK

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 2014-15

	MERGED 2017-18	MERGED 2018-19	MERGED 2019-20	MERGED 2020-21	MERGED 2021-22
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	-	-	-	-	-

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	-	-	-	-	-

Without Donor Restrictions	-	-	-	-	-
With Donor Restrictions	-	-	-	-	-
Total Net Assets	-	-	-	-	-
Total Liabilities and Net Assets	-	-	-	-	-

Resident Student Enrollment	4,723,977	7,950,972	9,984,554	12,031,629	12,982,613
Students with Disabilities	866,382	1,179,268	1,416,765	1,816,767	2,176,402

State and local	65,966	38,161	48,467	46,933	26,379
Federal - Title and IDEA	315,746	454,354	535,108	544,369	772,152
Federal - Other	32,454	42,190	14,856	424,993	1,752,938
Other	-	613,320	471,519	645,981	-
NYC DoE Rental Assistance	-	2,290,278	2,945,034	3,602,668	3,860,447
Food Service/Child Nutrition Program	-	-	379,105	455,992	889,214
Total Operating Revenue	6,004,525	12,568,543	15,795,408	19,569,332	22,460,145

Regular Education	4,190,355	9,078,355	8,436,476	11,069,821	14,684,684
SPED	1,684,599	1,653,307	3,600,014	3,197,227	4,629,107
Other	-	450,033	485,201	707,147	-
Total Program Services	5,874,954	11,181,695	12,521,691	14,974,195	19,313,791
Management and General	657,512	1,087,824	1,391,915	1,805,851	1,986,507
Fundraising	7,368	11,951	16,850	20,709	22,472
Total Expenses - GRAPHS 2, 3 & 4	6,539,834	12,281,470	13,930,456	16,800,755	21,322,770
Surplus / (Deficit) From School Operations	(535,309)	287,073	1,864,952	2,768,577	1,137,375

Contributions	317,300	508,157	145,050	10,000	-
Fundraising	-	-	-	-	-
Miscellaneous Income	(166,185)	124,962	80,442	1,560,809	134,968
Net assets released from restriction	-	-	-	-	-
Total Support and Other Revenue	151,115	633,119	225,492	1,570,809	134,968

Total Unrestricted Revenue	5,895,840	13,268,031	16,116,740	21,238,092	22,595,113
Total Temporally Restricted Revenue	259,800	(66,369)	(95,840)	(97,951)	-
Total Revenue - GRAPHS 2 & 3	6,155,640	13,201,662	16,020,900	21,140,141	22,595,113

Change in Net Assets	(384,194)	920,192	2,090,444	4,339,386	1,272,343
Net Assets - Beginning of Year - GRAPH 2	2,699,560	2,315,366	3,235,558	5,326,002	9,596,444
Prior Year Adjustment(s)	-	-	-	-	-
Net Assets - End of Year - GRAPH 2	2,315,366	3,235,558	5,326,002	9,665,388	10,868,787

FISCAL ANALYSIS

BOYS PREPARATORY CHARTER SCHOOL OF NEW YORK

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

Total Expenses

2017-18	2018-19	2019-20	2020-21	2021-22
903,762	1,183,266	1,188,718	1,367,750	1,519,850
2,768,079	4,520,688	4,665,235	5,643,337	6,475,427
29,966	17,063	121,862	132,482	104,207
-	-	-	-	-
3,701,807	5,721,017	5,975,815	7,143,569	8,099,484
836,791	1,242,291	1,231,731	1,567,245	1,824,152
32,185	45,095	86,473	113,014	86,685
736,782	1,195,139	1,685,031	2,070,899	2,247,229
-	2,337,277	2,985,034	3,755,359	5,718,985
194,871	132,154	118,031	177,440	163,062
124,778	242,146	319,792	262,621	551,322
12,981	26,942	6,062	33,065	8,376
388,196	565,109	423,350	271,205	621,599
134,557	276,424	348,485	398,161	498,145
376,886	497,876	750,652	1,008,177	1,503,731
6,539,834	12,281,470	13,930,456	16,800,755	21,322,770

CHARTER ANALYSIS

ENROLLMENT

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

2017-18	2018-19	2019-20	2020-21	2021-22
375	450	700	675	790
375	450	700	675	790
316	505	612	745	764
K-4	K-5	K-6	K-7	K-8
-	-	-	-	-

Primary School District: NYC CHANCELLOR'S OFFICE

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

14,521	15,307	16,150	16,123	16,844
3.4%	5.1%	5.2%	-0.2%	4.3%

PER STUDENT BREAKDOWN

Revenue

Operating
Other Revenue and Support
TOTAL - GRAPH 3

18,973	24,892	25,821	26,274	29,396
477	1,254	369	2,109	177
19,451	26,146	26,190	28,383	29,573

Expenses

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

18,564	22,145	20,469	20,104	25,278
2,101	2,178	2,303	2,452	2,629
20,665	24,324	22,772	22,556	27,908
89.8%	91.0%	89.9%	89.1%	90.6%
10.2%	9.0%	10.1%	10.9%	9.4%
-5.9%	7.5%	15.0%	25.8%	6.0%
0.0%	18.6%	18.9%	19.2%	25.5%

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

% of Revenue Expended on Facilities

Student to Faculty Ratio

7.0	5.4	9.3	9.0	7.3
-----	-----	-----	-----	-----

Faculty to Admin Ratio

3.5	4.7	5.1	5.2	5.8
-----	-----	-----	-----	-----

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 ≥ 3.0 / Medium 1.4 - 2.9 / High < 1.4)
Rating (Excellent ≥ 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 ≥ 2.5 / Medium 1.0 - 2.4 / High < 1.0)
Rating (Excellent ≥ 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

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**

MERGED	MERGED	MERGED	MERGED	MERGED
2017-18	2018-19	2019-20	2020-21	2021-22
2,787,502	1,519,657	11,372,057	18,145,824	18,660,948
2,584,738	3,431,440	2,473,293	1,911,476	3,506,391
-	-	-	755,622	-
86,363	726,594	396,099	809,067	715,189
444,812	961,033	-	-	950,280
5,903,415	6,638,724	14,241,449	21,621,989	23,832,808
4,477,322	11,437,573	11,869,023	12,103,870	11,903,211
670,114	677,546	1,765,370	502,325	1,389,605
11,050,851	18,753,843	27,875,842	34,228,184	37,125,624

806,274	1,161,357	1,601,676	1,607,378	1,686,455
2,473,400	2,589,808	2,731,393	3,768,596	2,371,998
235,859	367,358	-	-	475,438
-	246,269	1,640,444	288,882	281,611
-	-	-	-	-
26,004	76,002	26,003	26,003	13,399
3,541,537	4,440,794	5,999,516	5,690,859	4,828,901
91,408	745,908	1,411,977	2,051,013	2,627,815
-	5,398,494	9,064,806	6,563,934	6,262,950
3,632,945	10,585,196	16,476,299	14,305,806	13,719,666

7,142,738	7,797,153	11,299,110	19,919,536	23,403,116
275,168	371,494	100,433	2,842	2,842
7,417,906	8,168,647	11,399,543	19,922,378	23,405,958
11,050,851	18,753,843	27,875,842	34,228,184	37,125,624

25,139,383	28,972,460	30,948,627	33,152,328	32,489,191
3,994,481	4,141,162	4,962,512	5,607,158	5,131,322

1,220,504	1,227,899	1,030,761	711,388	831,801
1,439,614	1,559,964	1,866,012	1,679,870	1,937,826
186,084	208,868	131,866	1,565,181	5,631,744
404,405	1,029,876	1,347,991	1,451,446	5,858,889
-	2,290,278	2,945,034	3,952,468	3,860,447
-	-	379,105	455,992	889,214
32,384,471	39,430,507	43,611,908	48,575,831	56,630,434

22,329,127	29,999,980	26,245,473	29,588,139	38,965,351
6,609,842	7,186,298	9,367,093	7,719,497	10,472,986
358,688	951,852	1,429,589	1,862,681	-
29,297,657	38,138,130	37,042,155	39,170,317	49,438,337
2,821,691	3,936,733	4,495,374	5,268,608	6,045,700
38,165	44,304	53,106	57,986	55,911
32,157,513	42,119,167	41,590,635	44,496,911	55,539,948
226,958	(2,688,660)	2,021,273	4,078,920	1,090,486

325,500	794,147	595,075	11,100	114,333
-	1,823	1,524	-	-
(165,378)	2,643,431	613,024	4,432,815	136,979
-	-	-	-	-
160,122	3,439,401	1,209,623	4,443,915	251,312

32,289,426	42,948,803	44,917,371	53,117,697	56,881,746
255,167	(78,895)	(95,840)	(97,951)	-
32,544,593	42,869,908	44,821,531	53,019,746	56,881,746

387,080	750,741	3,230,896	8,522,835	1,341,798
7,030,826	7,417,906	8,168,647	11,524,673	23,407,595
-	-	-	(125,310)	-
7,417,906	8,168,647	11,399,543	19,922,198	24,749,393

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

2017-18	2018-19	2019-20	2020-21	2021-22
4,388,336	5,119,384	4,650,171	5,161,191	5,628,218
14,165,992	15,657,228	16,203,234	17,414,444	18,214,520
32,618	17,063	121,862	132,482	104,207
-	-	-	-	-
18,586,946	20,793,675	20,975,267	22,708,117	23,946,945
4,218,292	4,607,557	4,405,843	4,832,729	4,860,012
281,618	307,190	368,585	468,855	343,266
3,816,416	4,430,460	5,310,667	5,798,628	5,591,114
-	4,966,308	2,985,034	4,128,936	11,885,503
810,312	630,664	483,026	640,358	520,635
565,652	1,045,456	874,681	805,195	1,994,569
79,624	56,520	28,815	70,137	25,201
1,584,928	2,301,635	1,383,722	962,432	2,061,639
694,121	1,076,798	785,515	904,541	1,272,337
1,149,135	1,902,904	3,989,480	3,176,983	3,038,727
31,787,044	42,119,167	41,590,635	44,496,911	55,539,948

CHARTER ANALYSIS

ENROLLMENT

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

2017-18	2018-19	2019-20	2020-21	2021-22
1,785	1,860	2,110	2,114	2,333
1,785	1,860	2,110	2,114	2,333
1,707	1,842	1,901	2,053	1,917
-	-	-	-	-
-	-	-	-	-

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

18,973	21,403	22,942	23,657	29,541
94	1,867	636	2,164	131
19,067	23,270	23,578	25,821	29,672

Expenses

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

17,165	20,702	19,486	19,076	25,789
1,675	2,161	2,393	2,594	3,183
18,840	22,863	21,879	21,670	28,972
91.1%	90.5%	89.1%	88.0%	89.0%
8.9%	9.5%	10.9%	12.0%	11.0%
1.2%	1.8%	7.8%	19.2%	2.4%
0.0%	12.6%	6.8%	8.5%	21.0%

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

% of Revenue Expended on Facilities

Student to Faculty Ratio

7.4	6.3	8.1	8.4	6.7
-----	-----	-----	-----	-----

Faculty to Admin Ratio

3.8	4.3	4.7	4.4	4.5
-----	-----	-----	-----	-----

Financial Responsibility Composite Scores - GRAPH 6

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

1.8	1.7	2.7	3.0	2.8
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)

2,361,878	2,197,930	8,241,933	15,931,130	19,003,907
7.3%	5.1%	18.3%	30.0%	33.4%
1.7	1.5	2.4	3.8	4.9
MEDIUM	MEDIUM	MEDIUM	LOW	LOW
Good	Good	Good	Excellent	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)

1.6	1.3	2.3	3.7	4.8
MEDIUM	MEDIUM	MEDIUM	LOW	LOW
Good	Good	Good	Excellent	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	0.6	0.6	0.4	0.4
LOW	MEDIUM	MEDIUM	LOW	LOW
Excellent	Good	Good	Excellent	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.)

1.0	0.4	3.3	4.9	4.0
MEDIUM	HIGH	LOW	LOW	LOW
Good	Poor	Excellent	Excellent	Excellent

FUTURE PLANS

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

The education corporation's plans for Boys Prep NY's future charter term, if renewed, are reasonable, feasible, and achievable.

BOYS PREPARATORY CHARTER SCHOOL OF NEW YORK

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. Boys Prep NY 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.

Plans for Board Oversight & Governance. Board members express interest in continuing to serve Public Prep Academies.

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 as well as its partnership with Brilla Schools in Vertex High.

Boys Prep NY privately leases a facility at 192 E. 151st Street. The facility includes two science labs, music and art rooms, a gym, two multipurpose rooms to facilitate whole school meetings, as well as classroom space for up to 1,000 students. For part of the charter term, Girls Prep Bronx II co-located with Boys Prep NY in this space.

	CURRENT	END OF NEXT CHARTER TERM
Enrollment	969	795
Grade Span	K – 10	K – 11
Teaching Staff	81	102
Days of Instruction	180	180

Boys Prep NY

Ax

APPENDICES

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SUMMARY

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APPENDIX A: CHARTER SCHOOL OVERVIEW

PUBLIC PREP CHARTER SCHOOL ACADEMIES BOARD OF TRUSTEES

CHAIR	TRUSTEES
Boykin Curry IV	Samuel Greene
VICE CHAIR	Tamara Zachery
Nicole Greene	Paul Vermylen
SECRETARY	Juan Mejia
Laura Weil	Khairah Klein

CHARTER CHARACTERISTICS

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	GRADES SERVED
2019-20	700	612	87%	K – 6
2020-21	675	745	110%	K – 7
2021-22	790	764	97%	K – 8
2022-23	902	688	76%	K – 9
2023-24	969	Not Yet Available	Not Yet Available	K – 10

CHARTER 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
2023-24	Renewal Review	July 1, 2023

CONDUCT OF THE RENEWAL REVIEW

DATE(S) OF REVIEW	EVALUATION TEAM MEMBERS	TITLE
July 1, 2023	Vickie Masséus	School Evaluation Analyst

BENCHMARK SUMMARY

For strong performing SUNY authorized charter schools that implement a common school design across multiple charters, the Institute provides an analysis and description of the charters' academic design structured 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 school 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. Public Prep Academies' assessment strategy consists of regularly measuring academic growth and absolute performance with embedded assessment and frequent progress monitoring. School leaders across the education corporation intentionally triangulate data collected at various points in the school year, as well as data collected in a variety of formats. The education corporation administers the network's assessment suite consisting of network-developed interim assessments, the NWEA MAP assessment in both ELA and mathematics, and in the elementary school programs, the Strategic Teaching and Evaluation of Progress ("STEP") assessment to measure scholar achievement via paper and pencil tests, a computer adaptive test, and a one-on-one literacy assessment with a teacher, respectively.

Network leaders, school leaders, and teachers have a clear understanding of student achievement successes and needs based on the results from the assessment suite. All schools within the network 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 improving student achievement and meeting academic performance benchmarks. Based on 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 has a rigorous curricular program that effectively supports teachers with instructional planning and aligns with New York state standards. The Kindergarten – 8th grade ELA and social studies curriculum provides units that consist of common components such as a variety of rigorous texts, aligned assessments, clear enduring understandings, interdisciplinary connections, and lesson guides to support teacher planning and delivery of lessons that develop content knowledge, reading, and writing skills. In the early grades, schools across the education corporation take a systematic approach to teaching foundational skills that are grounded in Science of Reading and informed by Success for ALL and Wilson Foundations.

In the middle school program, schools use the Read 180 Intervention program to provide intensive, accelerated reading skill development. For mathematics, Public Prep Academies uses Cognitively Guided Instruction in every grade level, a mathematics approach that develops a deep, conceptual understanding of mathematics. During the daily 90 minute mathematics block when lessons build students' mastery of grade level standards and conceptual understanding, students engage in 30 minutes of mathematics discourse to build on their natural number sense and intuitive problem-solving processes. By 8th grade, every scholar is enrolled in

Regents level Algebra I. 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.

PEDAGOGY

High quality instruction is evident throughout each Public Prep Academies school. Teachers craft 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. Across the education corporation, teachers challenge students with rigorous content and embed opportunities for higher order thinking throughout lessons. Teachers frequently ask students to elaborate on their answers and provide specific evidence to back up assertions. Teachers provide immediate and targeted feedback to students to support them during lessons. 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. Teachers implement clear and consistent routines with a sense of urgency to ensure students engage throughout lessons.

INSTRUCTIONAL LEADERSHIP

Public Prep Academies has strong instructional leadership. Each school 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 elementary program and middle school programs, 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 being 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.

To accelerate learning, the network infuses 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.

AT RISK PROGRAM

Public Prep Academies meets the educational needs of at-risk students. Each school uses clear identification processes for students struggling academically, students with disabilities, and 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 entering Kindergarten or new to New York City, the schools 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 schools have a detailed multi-tiered student support program ("MTSS") and use universal screening assessments to identify students

performing below expected grade level standards. Each school uses a supportive tiers for all students to increase results team. The team provides support to teachers in developing and implementing interventions through its MTSS program. If students do not make progress through the MTSS, then the charter will refer students for special education services evaluations 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 school designs targeted interventions in small group settings or one on one with a variety of programs. Each school 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 school 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 school provides push in and pull out support with targeted English language acquisition instruction for ELLs.

Leaders at each school 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 schools to focus on social emotional learning. In response to interrupted instruction due to COVID-19, Public Prep Academies added a co-teacher in every Kindergarten – 2nd grade classroom for the 2021-22 and 2022-23 school years.

ORGANIZATIONAL CAPACITY

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

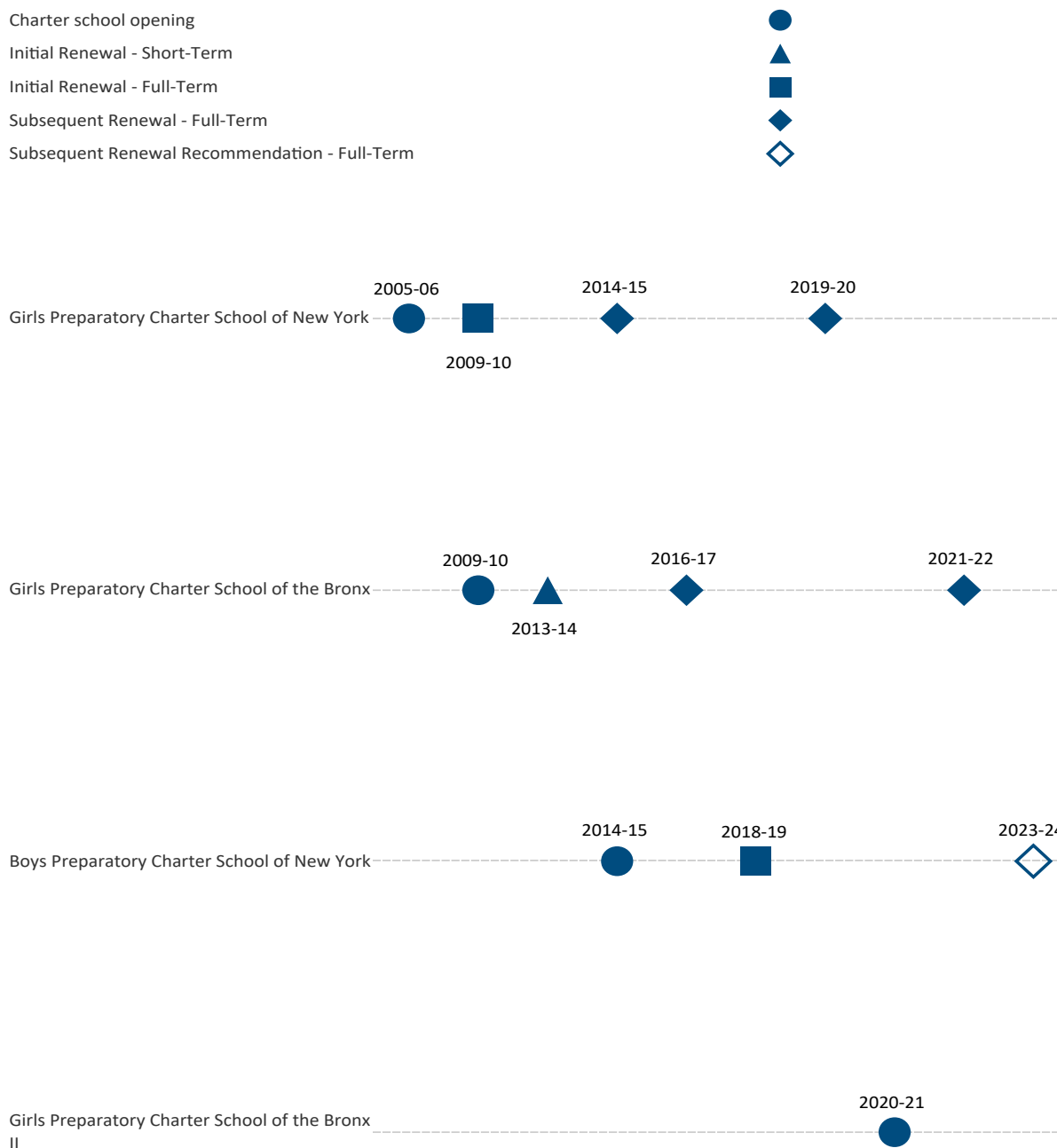
True to its key design element of single-sex education, Public Prep Academies’ schools name classrooms after men and women who have made significant contributions in their communities. Students learn the importance of finding their voice, advocating for themselves, and connecting as a community. Boys Prep NY espouse the core values of brotherhood.

BOARD OVERSIGHT AND GOVERNANCE

Public Prep Academies' board works effectively to achieve each school's Accountability Plan goals. The board establishes a clear committee structure where members discuss the priorities of the education corporation and the progress toward meeting priority benchmarks. The committees report back to the full board with regular updates and action plans. The board also provides effective oversight of academic programs and supports to ensure the successful delivery of the educational program.

Network leaders provide the board with regular updates on student performance and the board effectively reviews the network's performance and support to charters across the education corporation. The board works closely with school and network leaders to review other priorities such as attendance, discipline, operations, and fiscal health. Two Public Prep Academies board members overlap with the network thereby maintaining effective oversight of the operations and priorities of the network regularly.

EDUCATION CORPORATION TIMELINE OF CHARTER RENEWAL



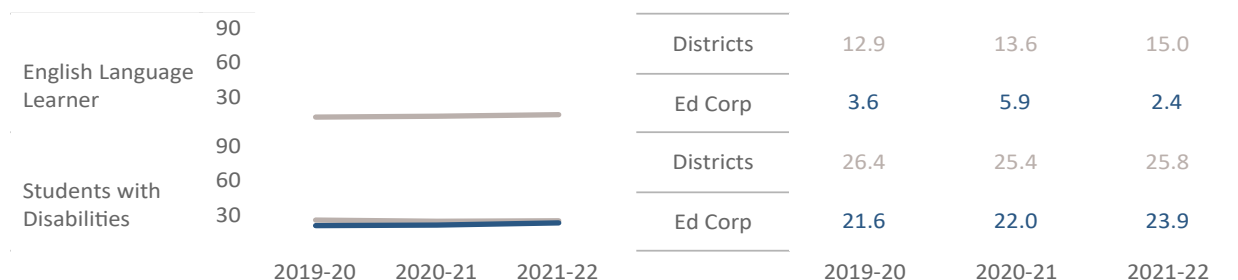
APPENDIX C: EDUCATION CORPORATION OVERVIEW

EDUCATION CORPORATION CHARTER CHARACTERISTICS

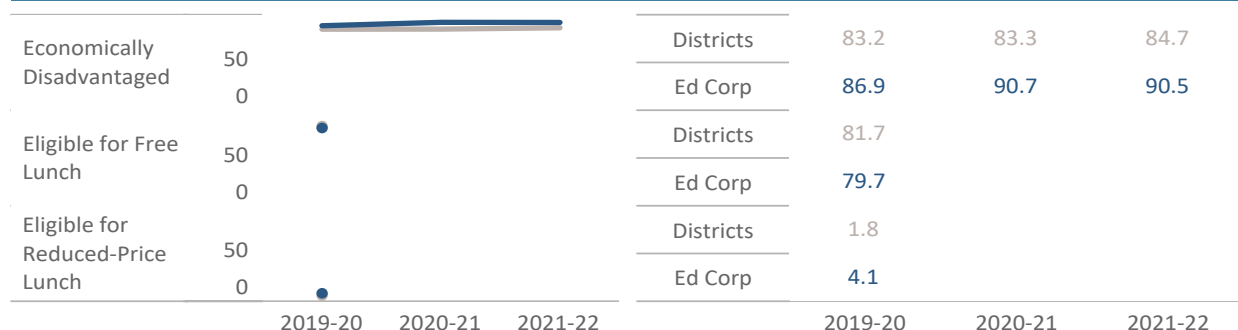
CHARTER	LOCAL DISTRICT	CO LOCATED	CHARTERED ENROLLMENT	GRADE SPAN
Girls Prep NY	NYC	Yes	628	1 – 10
Girls Prep Bronx	NYC	Yes	812	K – 10
Boys Prep NY	NYC	Yes	969	K – 10
Girls Prep Bronx II	NYC	No	416	K – 3

Public Prep Charter School Academies Aggregate Education Corporation Enrollment and Persistence

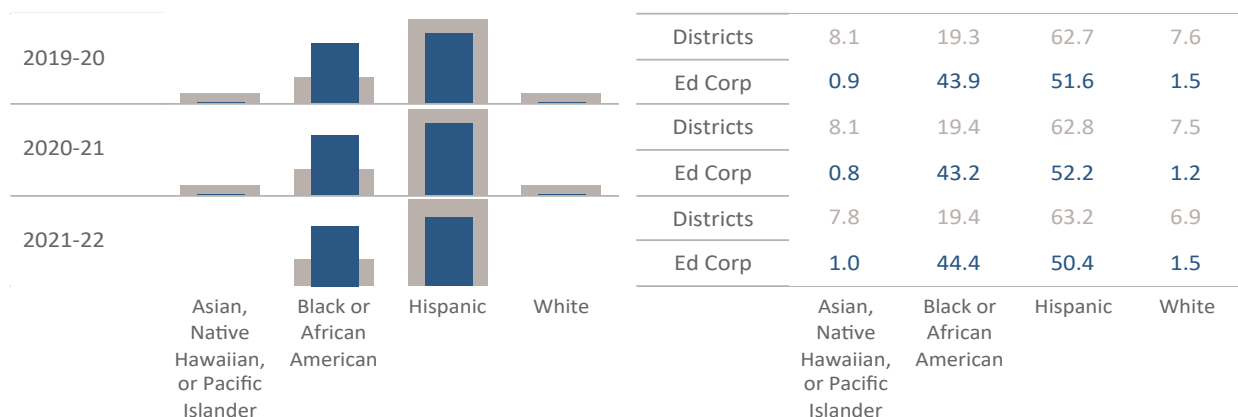
Aggregate Education Corporation Demographics: Special Populations



Aggregate Education Corporation Demographics: Free/Reduced Lunch



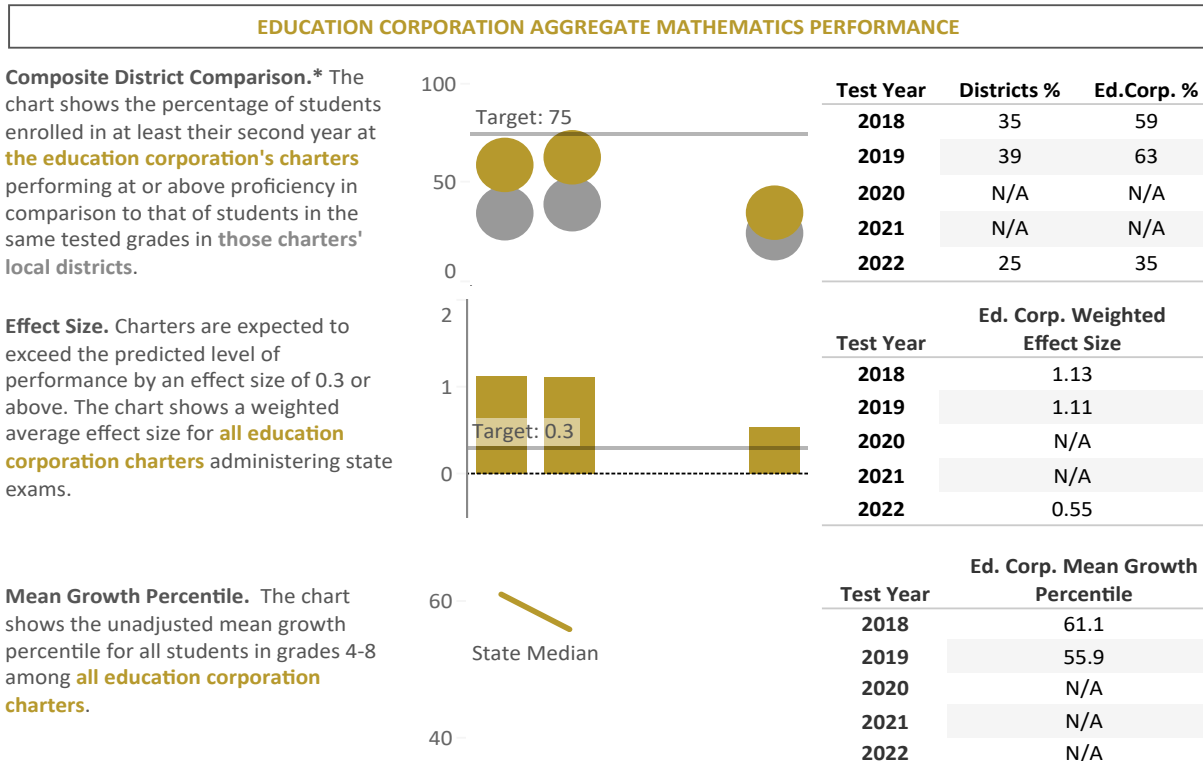
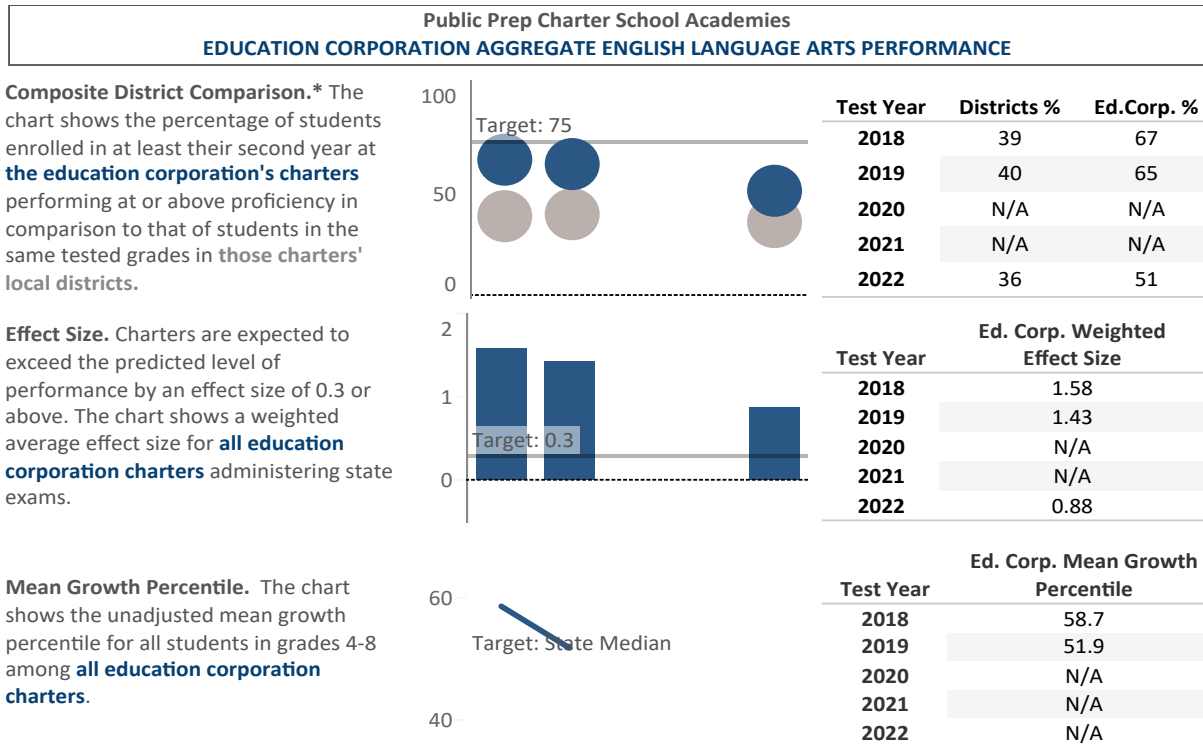
Aggregate Education Corporation Demographics: Race/Ethnicity



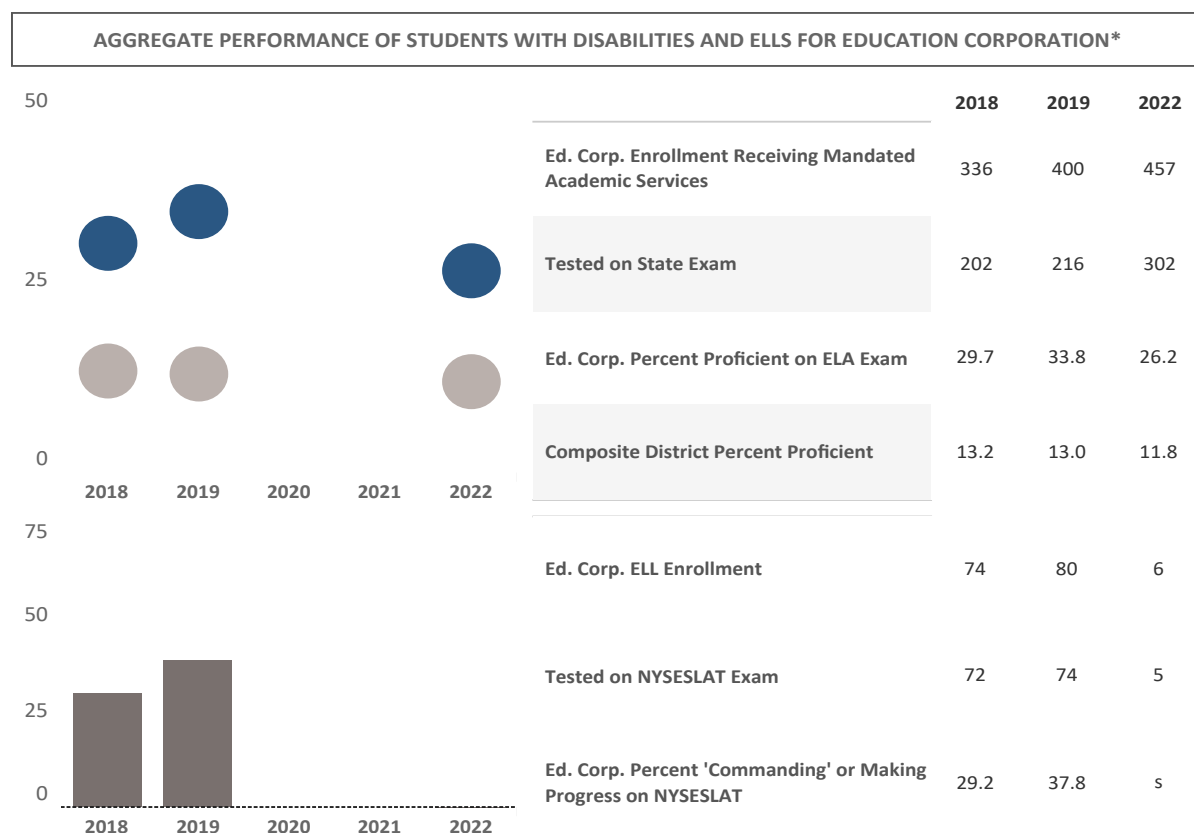
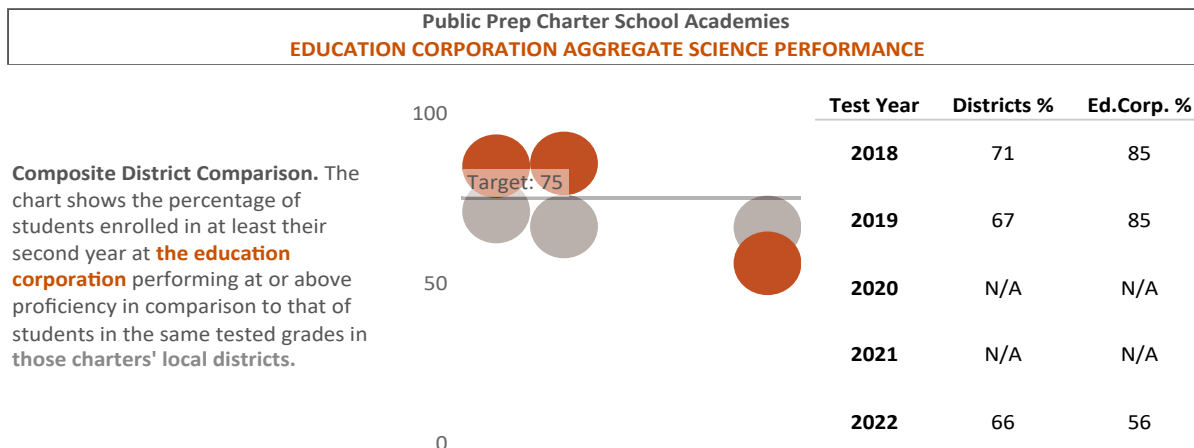
Aggregate Education Corporation Persistence in Enrollment

2019-20	2019-20	78.6
2020-21	2020-21	85.1
2021-22	2021-22	75.6

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

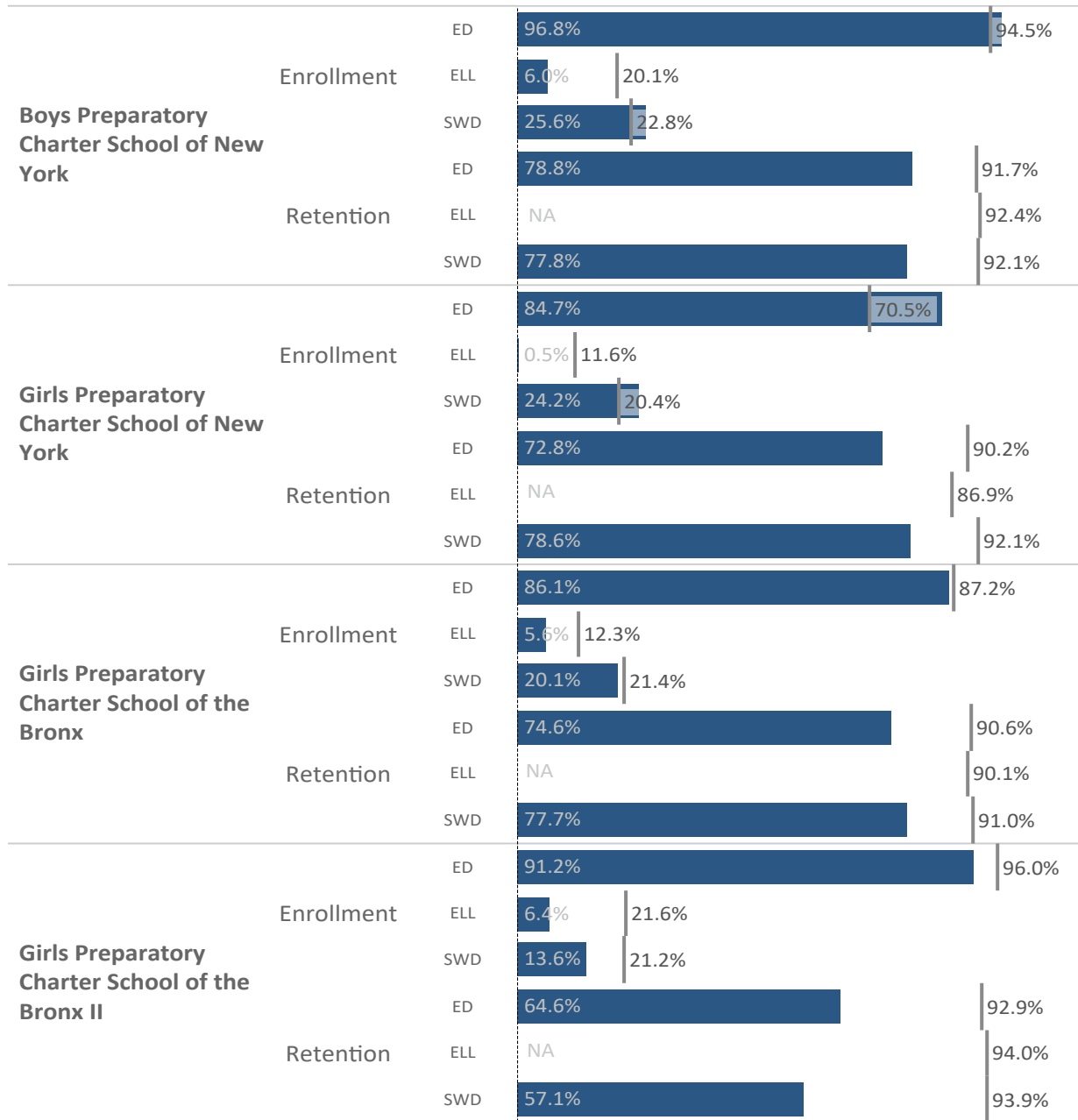


PUBLIC PREP CHARTER SCHOOL ACADEMIES: AGGREGATE SCIENCE PERFORMANCE FOR ALL CHARTERS



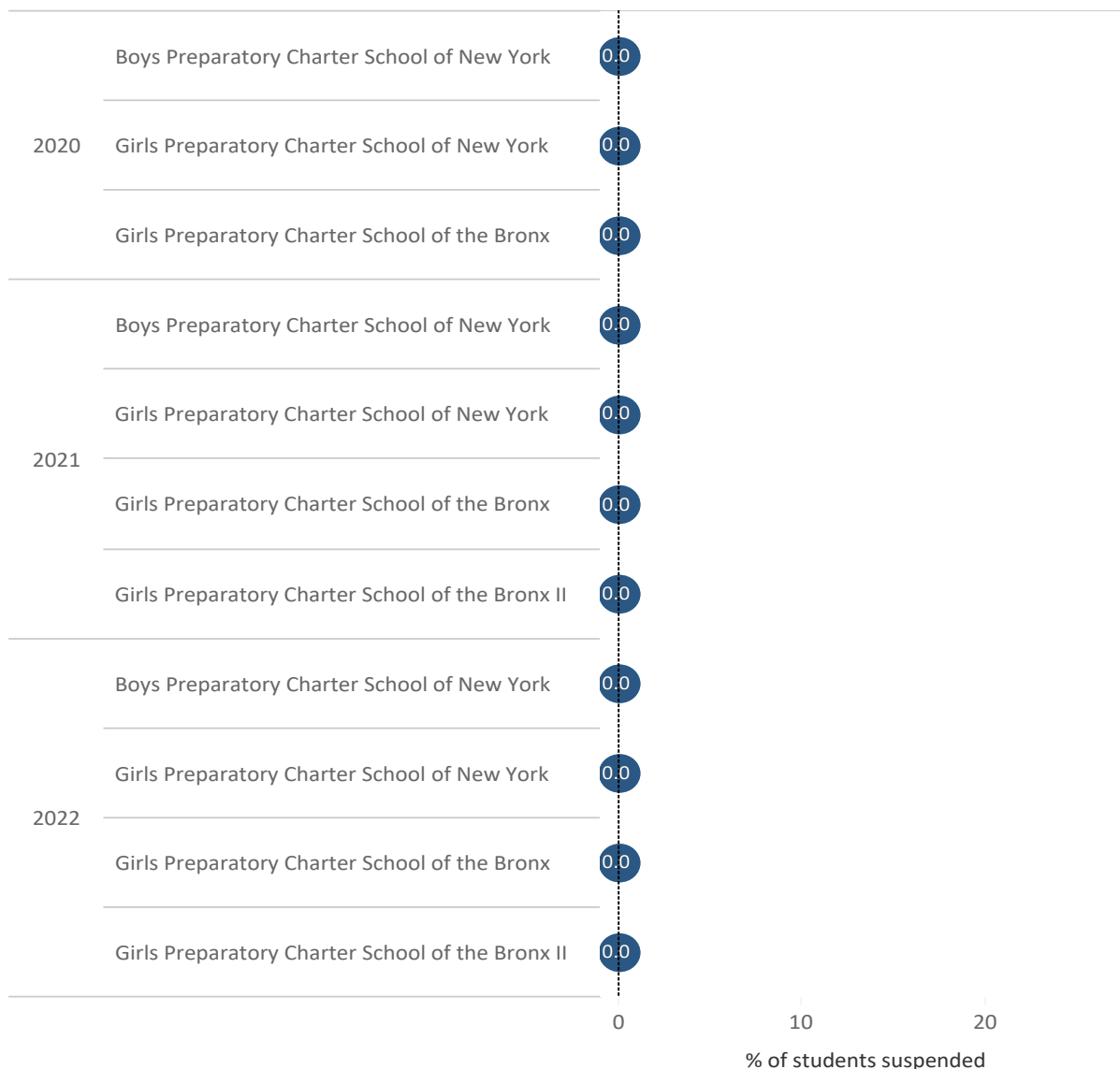
*The academic outcome data about the performance of students receiving special education services and ELLs above is not tied to separate goals in a charter's formal Accountability Plan. The NYSESLAT, the New York State English as a Second Language Achievement Test, is a standardized state exam. "Making Progress" is defined as moving up at least one level of proficiency. Student scores fall into five categories/proficiency levels: Entering; Emerging; Transitioning; Expanding; and, Commanding.

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



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

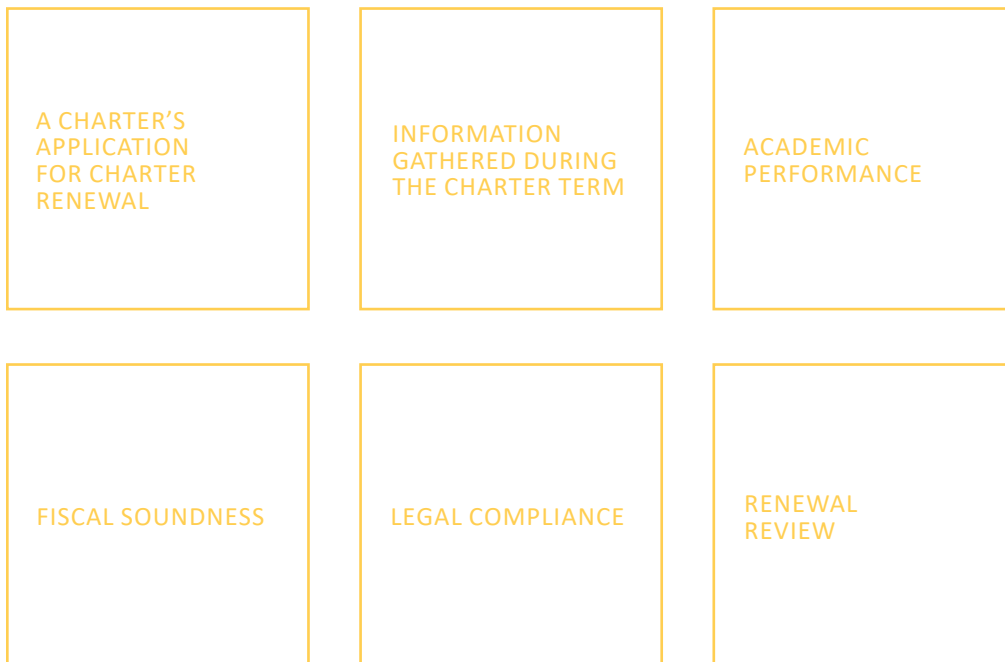
During the most recent school year, the education corporation expelled 0 students.

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'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



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 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”),² which specify in detail what a successful charter 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 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 school 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 schools 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, 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.

At the beginning of the Accountability Period,³ 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"⁴ and states the educational programs at a charter school must "meet or exceed the student performance standards adopted by the board of regents"⁵ 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 PERFOR-
MANCE, I.E., HOW DID THE
CHARTER 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 education corporation'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'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 charter 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 3rd – 8th grade form the basis of data required to analyze the required accountability measures for elementary and middle schools. 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 is not sufficiently reliable or credible for cogent analyses of charter 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, charters reported data on a variety of norm-referenced and internally developed assessments to demonstrate student academic success. This renewal report contemplates charter 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