

THE SUNY CHARTER SCHOOLS INSTITUTE

SCHOOL EVALUATION REPORT
**INTELLECTUS PREPARATORY
CHARTER SCHOOL**

VISIT DATE: APRIL 21 – 22, 2026
REPORT DATE: AUGUST 4, 2026

SUNY Charter Schools Institute

H. Carl McCall SUNY Building

353 Broadway

Albany, NY 12246

518.445.4250

www.newyorkcharters.org



Charter Schools Institute
The State University of New York

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INTRODUCTION

INTRODUCTION

This School Evaluation Report offers an analysis of evidence collected during the school visit to Intellectus Preparatory Charter School (“Intellectus Prep”) on April 21-22, 2026. While the SUNY Charter Schools Institute (the “Institute”) conducts a comprehensive review of evidence related to all the [State University of New York Charter Renewal Benchmarks](#) (the “SUNY Renewal Benchmarks”) near the end of a charter term, most mid-cycle charter school evaluation visits focus on a subset of these benchmarks addressing the academic success of the school and the effectiveness and viability of the charter school organization. The SUNY Renewal Benchmarks provide a framework for examining the quality of the educational program, focusing on teaching and learning (e.g., curriculum, pedagogy, assessment, and services for at-risk students), as well as instructional leadership, organizational capacity, and board oversight. The Institute uses the established criteria on a regular basis to provide schools with a consistent set of expectations leading up to renewal.

The Institute provided the school an Accountability Summary that outlines the school’s previous three years of performance, if available, and the extent to which the school is meeting, coming close to meeting, or not meeting its Accountability Plan goals. For more information about the school’s performance, see the 2024-25 School Performance Review section below.

This report serves as a summary of the school’s program based on the Qualitative Education Benchmarks. The Institute intends this selection of information to be an exception report in order to highlight areas of concern. As such, limited detail about positive elements of the educational program is not an indication that the Institute does not recognize other indicators of program effectiveness.

The Appendix to the report contains a School Overview with descriptive and historical information about the school, as well as background information on the conduct of the visit. Together this information puts the visit in the context of the school’s current charter term.

While the Institute posts the evaluation report on its website and makes it publicly available, the Institute encourages school leaders to share the report with its stakeholders including, but not limited to, the full board of trustees, staff members, and families.





SCHOOL BACKGROUND

INTELLECTUS PREPARATORY CHARTER SCHOOL

175 -177 Gramatan Ave, Mount Vernon, NY 10550 | Grades: 6-10 | Mount Vernon City School District



MISSION

Intellectus Prep delivers an equitable educational experience for scholars in grades 6 –12. Through experiential learning, restorative practice, and personal development, scholars are prepared to compete academically, contribute socially, and choose their pathway to college and career.

CURRENT CHARTER

Opened:
2022-23

Serves:
6th – 10th

Chartered Enrollment:
424

Charter Expiration:
July 31, 2027

KEY DESIGN ELEMENTS

Experiential learning	+
Enjoyment of learning	+
Counseling for all	+
Pathway choice	+
Family and community partnership	+
Continuous improvement	+

EXECUTIVE SUMMARY

EXECUTIVE SUMMARY

The SUNY Trustees approved the original charter for Intellectus Prep on June 15, 2021, and the school opened in the fall of 2022. Intellectus Prep will grow to serve 6th – 11th grade by the end of the charter term in the 2026-27 school year. In its fourth year of operation, Intellectus Prep has made progress in developing its academic program model and presence in the Mount Vernon community, but the school continues to struggle with overall student achievement and enrollment to fully realize the academic program presented in the initial charter application. The executive director worked with stakeholders and staff members across Intellectus Prep to address the most significant issues impacting the school's viability throughout the 2025-26 school year, prioritizing financial health.

Although the executive director and board have worked to respond to the needs of the school, Intellectus Prep continues to struggle to maintain adequate enrollment and a healthy financial position. Intellectus Prep's chartered enrollment is 424 students. However, the school budgets for 155 students and enrolls 129, as of May 15, 2026. For the first part of the charter term, Intellectus Prep contracted with a financial vendor. School leaders and board members report the financial vendor was inconsistent in communication and was not fully transparent with financial assumptions and formulas. In response, Intellectus Prep adjusted its student cohort model, staffing structure, and programming for the charter term based on enrollment trends. The school cut ties with the prior financial vendor and onboarded a new part time chief financial officer ("CFO") to support financial concerns. With the new CFO, the executive director and board have been more attentive and responsive to financial matters. The board worked with leadership to rectify prior discrepancies and created a clear and strategic financial accountability system to ensure the school works toward an improved financial status. After identifying discrepancies in quarterly enrollment reporting at the time of the visit, the Institute's finance team met with the school leader to align on the Institute's reporting expectations.

Although Intellectus Prep came close to meeting its mathematics Accountability Plan goal in the 2024-25 school year, the school failed to achieve any of the measures under its English language arts ("ELA") goal. In response, leaders adopted a new ELA curriculum for the 6th – 10th grade program to better support teachers and align instruction in the subject. Leadership also implemented new strategies for instruction to support teachers in addressing misconceptions and internalizing instructional priorities. The Institute's visit occurred during the school's targeted teaching period of the year. Leaders shifted from general instruction to implementing targeted teaching to address student learning gaps. Despite the challenges, the school is developing its plan to deliver a dual enrollment program for 11th and 12th grade students. The school secured partnerships with Westchester Community College for this coursework and implemented a new financial literacy course to prepare students for college and career pathways. These systems are intended to deliver on the school's key design element of exposing students to real world skills.

Over the charter term, the Intellectus Prep has demonstrated improvement in student engagement and culture across classrooms, and leadership systems. However, high quality instruction is not yet evident across all classrooms. Despite the executive director's clear vision for the academic program, instructional leaders and teachers require further development and strategic prioritization to fully align to that vision.

ACADEMIC PERFORMANCE

2024-25 SCHOOL PERFORMANCE REVIEW

At the beginning of the Accountability Period,¹ the school developed and adopted an Accountability Plan that set academic goals in the key subjects of ELA and mathematics. For each goal in the Accountability Plan, specific outcome measures define the level of performance necessary to meet that goal. Throughout the charter term, the Institute examines results for the required Accountability Plan measures on an annual basis and provides an Accountability Summary to each school detailing the school's progress toward meeting its Accountability Plan goals. Because The New York State Charter Schools Act of 1998 (the "Act") requires charters be held "accountable for meeting measurable student achievement results"² and states the educational programs at a charter school must "meet or exceed the student performance standards adopted by the board of regents"³ for other public schools, The SUNY's Trustees' required accountability measures rest on performance as measured primarily by statewide assessments. More information about the required Accountability Plan measures can be found on the [Institute's website](#).

Intellectus Prep is in the fourth year of its initial charter term, and is due for renewal in 2026-27. In 2024-25, the penultimate year of its initial Accountability Period, Intellectus Prep did not meet its key Accountability Plan goal in ELA and came close to meeting its mathematics goal. The SUNY Renewal Policies outline three options for schools in an initial charter term: full-term renewal of five years, short-term renewal (typically three years), and non-renewal. Based on its record of performance, the school's prospects for earning full-term renewal are in jeopardy. The school must continue to meet or come close to meeting its mathematics goal and demonstrate unambiguous improvement in ELA to make the best case for earning renewal in 2026-27.

Intellectus Prep did not meet its ELA goal in 2024-25 and failed to meet the target for any of the five required measures under the goal. That year, only 34% of the school's tested students enrolled in at least their second year scored at or above proficiency on the state's ELA exam. This level of performance was 41 percentage points below the absolute target of 75% and 15 percentage points below the district results. The school posted an effect size of -1.05 according to the Institute's regression analysis. This level of achievement is lower than the target of 0.30 and indicates that when compared to schools across the state enrolling similar percentages of economically disadvantaged students, Intellectus Prep performed lower than expected. In alignment with the school's decline in absolute proficiency, the school posted a mean growth percentile 14 points below the target of 50.

In contrast, Intellectus Prep came close to meeting its mathematics goal in 2024-25. That year, 46% of the school's tested students enrolled in at least their second year scored at or above proficient, exceeding the district results by five percentage points. Notably, 58% of 8th grade students who took the Regents Algebra I scored at or above proficiency. For comparison, 69% of 8th grade students in the district who took the 8th grade state mathematics exam scored at or above proficiency. The school's effect size of -0.52 indicates that the school performed lower than expected in comparison to demographically similar schools across New York State. Intellectus Prep posted a mean growth percentile nine points above the target of 50.

1. 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. In the case of initial renewal, the Accountability Period covers the first four years of the charter term.

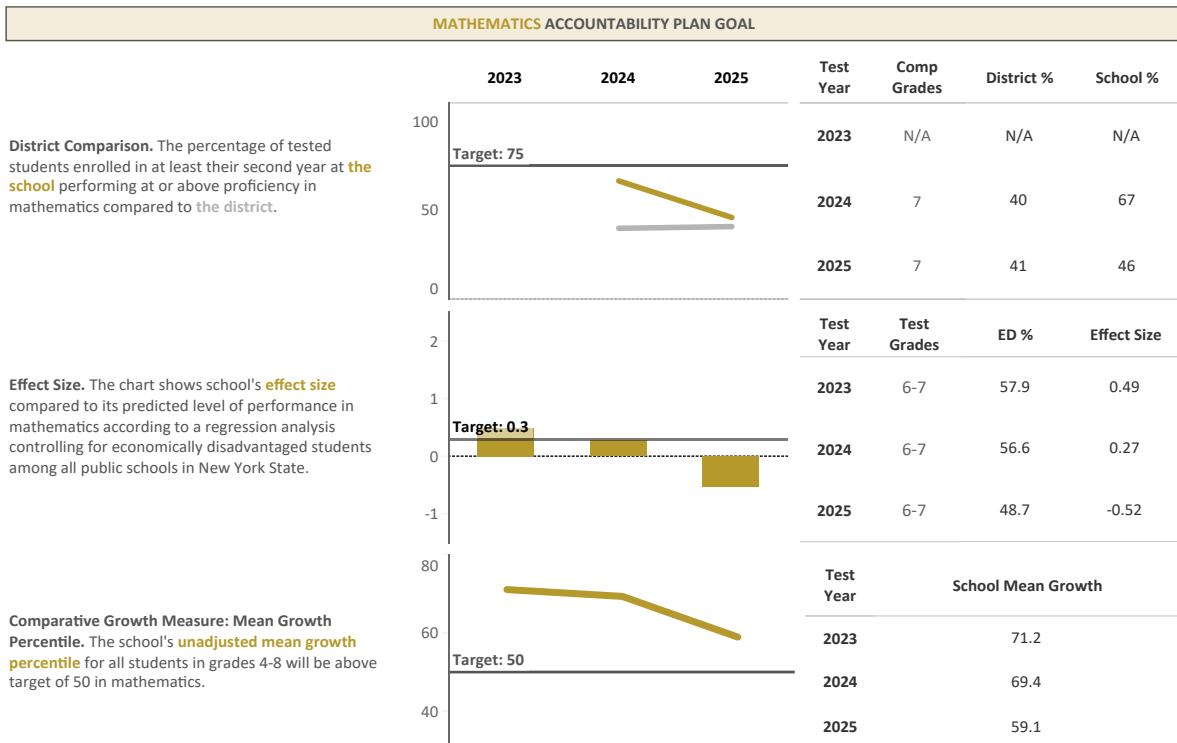
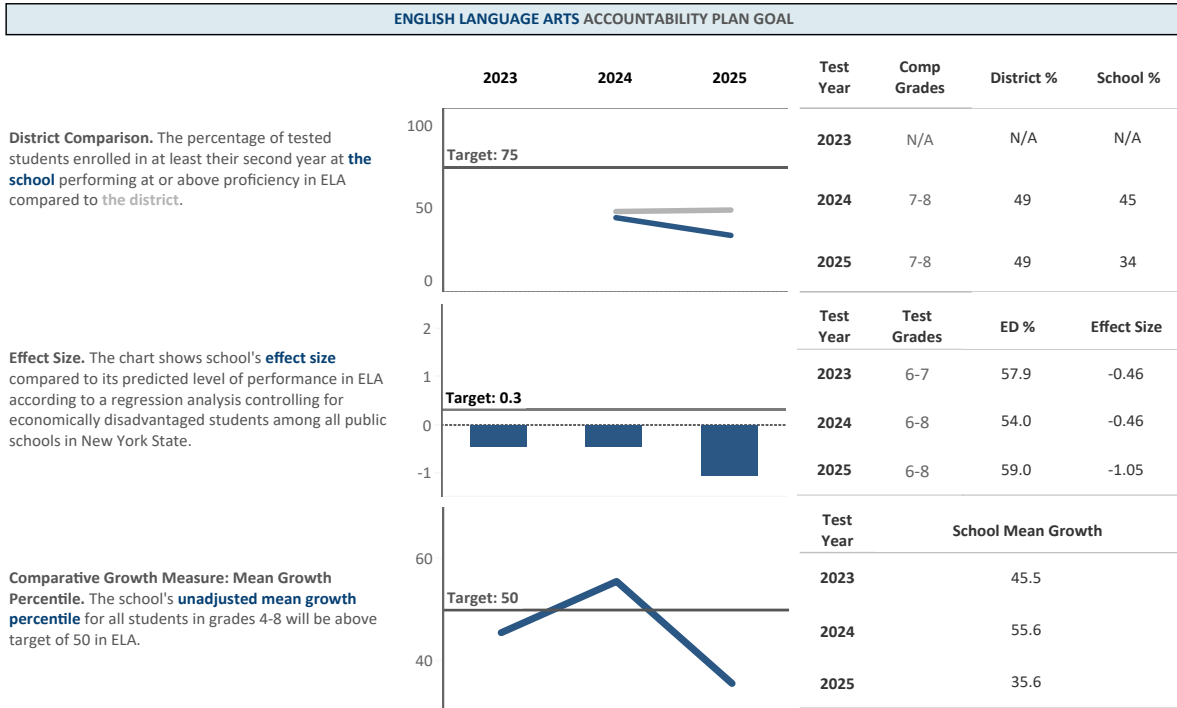
2. Education Law § 2850(2)(f).

3. Education Law § 2854(1)(d).

ACADEMIC PERFORMANCE

INTELLECTUS PREPARATORY CHARTER SCHOOL

Mount Vernon School District



ACADEMIC PERFORMANCE

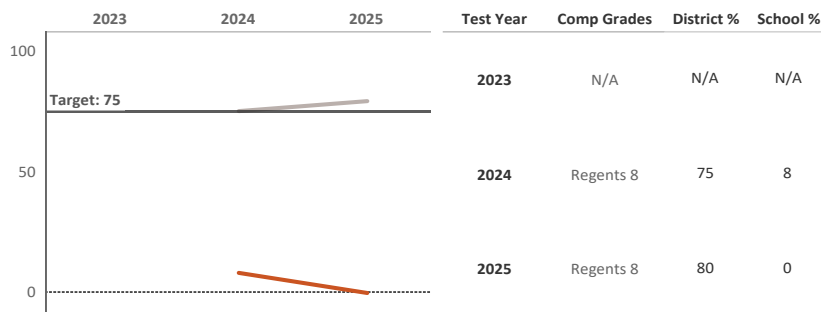
INTELLECTUS PREPARATORY CHARTER SCHOOL

Mount Vernon School District

SCIENCE ACCOUNTABILITY PLAN GOAL

Science: Comparative Measure. The percentage of tested students at **the school** in at least their second year performing at or above proficiency in science compared to **the district**. Schools may administer a science Regents exam in lieu of the regular grade 8 exam.

Through 2022, the NYS science exam was administered to grades 4 & 8. In 2023, the science exam was administered to grade 8 only. As of 2024, the science exam is administered to grades 5 & 8.



TESTED PERCENTAGES

	2023		2024		2025	
	ELA	Math	ELA	Math	ELA	Math
School Tested Number (N)	57	55	66	61	72	72
School Tested %	91.9	88.7	90.4	83.6	94.7	94.7
District Tested %	88.4	88.3	88.7	88.9	88.7	88.8

PERFORMANCE OF STUDENTS WITH DISABILITIES AND ENGLISH LANGUAGE LEARNERS*

	2023		2024		2025	
	ELA	Math	ELA	Math	ELA	Math
Students with Disabilities Tested on State Exam (N)	N/A	N/A	N/A	N/A	6	0
School % Proficient on Exam	N/A	N/A	N/A	N/A	0.0	N/A
District % Proficient	12.3	8.4	16.4	8.7	14.5	11.3

	2023	2024	2025
Tested on NYSESLAT Exam (N)	N/A	N/A	0
School % Making Progress	N/A	N/A	N/A

*Academic outcome data describing the performance of students with disabilities and English language learners ("ELLs") are not tied to separate goals in the charter school's formal Accountability Plan. The New York State English as a Second Language Achievement Test ("NYSESLAT") is a standardized New York State assessment given annually to students classified as ELLs. Student scores are categorized into five proficiency levels: Entering, Emerging, Transitioning, Expanding, and Commanding (the highest proficiency level). For elementary and middle school students, "Making Progress" is defined as: testing at the Commanding level, or moving up at least one proficiency level from the prior year, or testing at the Expanding level and testing proficient on the NYS ELA exam in that same year. For high school students, "Making Progress" is defined as: testing at the Commanding level, or moving up at least one proficiency level from the prior year. To comply with the Family Educational Rights and Privacy Act ("FERPA") regulations on reporting education outcome data, the Institute does not report assessment results for groups containing five or fewer students, and indicates such instances with an "s". Due to an error in data reporting, enrollment of ELLs and students with disabilities are unavailable for the 2022-23 and 2023-24 school years.

BENCHMARK SUMMARY

QUALITATIVE BENCHMARK ANALYSIS

The SUNY Renewal Benchmarks, grounded in the body of research from the Center for Urban Studies at Harvard University,⁴ describe the elements in place at schools that are highly effective at providing students from low-income backgrounds the instruction, content, knowledge, and skills necessary to produce strong academic performance.

ASSESSMENT

Intellectus Prep is developing an assessment system to improve student learning, but leaders and teachers do not yet leverage data strategically to improve instructional effectiveness. The school regularly administers valid and reliable benchmark assessments. Teachers administer i-Ready for ELA and mathematics to measure growth during the school year. Students also participate in mock Regents assessments to prepare for the state exams in each Regents course. Most teachers administer curricular assessments, while some use exit tickets or personal data trackers to monitor student work during the lesson. The school implements a valid and reliable process for scoring and analyzing assessments. Teachers proctor and score mock exams and ensure unbiased scoring systems. Although the school has clear assessment routines, teachers' use of academic data to plan and adjust instruction was not evident in the Institute's classroom observations and lesson plan review. Some teachers report using student performance data to create small groups or reteach content, but leaders do not establish clear schoolwide strategies to support teachers' capacity to close student learning gaps in response to data trends beyond consistent data entry expectations.

The school makes assessment data accessible to teachers and leaders. Intellectus Prep developed a shared tracking spreadsheet aligned to state standards and provides time each week for teachers to update it with student results. Teachers also access data summaries through the i-Ready and CommonLit 360 platforms, as well as other online tools. Teachers post data walls within the classroom to indicate student mastery of priority standards, and leaders make data visible to the full school community with color-coded breakdowns of student proficiency in the hallways and visible countdowns to upcoming test dates in shared spaces.

Despite the school's effective data collection systems, teachers do not consistently use assessment results to meet students' needs regularly during lessons. The school uses i-Ready assessment data to identify students for student remediation and intervention. At the time of the visit, teachers engaged in a schoolwide targeted teaching approach to address skills and standards students had not yet mastered ahead of the New York State ELA, mathematics, and Regents exams. However, teachers do not routinely use student data to adjust instruction in the moment or plan student groupings for additional academic support. Leaders indicate that many students enter the program below grade level with a wide range of gaps in foundational literacy and mathematics skills, but the Institute did not observe evidence of effective differentiation or strategic small group instruction in classrooms. Some teachers implement whole class scaffolds for assignments resulting in lessons that lack rigor. As a result, students do not consistently build knowledge or have ongoing opportunities to engage with rigorous and consistently on grade level coursework.

4. An extensive body of research, including a [report from the United States General Accounting Office](#), identifying and confirming the correlates of effective schools dating back four decades.

BENCHMARK SUMMARY

CURRICULUM

The school's curriculum supports teachers' instructional planning, but leaders are still developing clear expectations for engaging and rigorous schoolwide instruction. The school has a curricular framework that provides a fixed underlying structure aligned to state standards. In response to lagging ELA performance and teacher and leader dissatisfaction with prior curricula, the school adopted CommonLit 360 for the full 6th – 10th grade program in November 2025. Teachers use i-Ready for mathematics in 6th and 7th grade and internally developed mathematics materials aligned to the New Visions curriculum and Regents exams for the remaining mathematics courses. Teachers adapt New Visions resources for science and social studies courses as well. The school continues to build its curricular framework and resource bank as it adds new grades each year of the charter term. Leaders require teachers to include experiential learning in each lesson, which are activities of real world experience with direct connection to the learning goal or objective. Teachers use an internally developed digital application to generate ideas for experiential learning activities as a part of the school's key design elements. Teachers report high levels of satisfaction with the utility in planning with this tool. However, the school does not consistently implement high quality experiential learning to the level of the leaders' expectations for this part of the lesson.

The school has some supporting tools to provide a bridge between the curricular framework and lesson plans, and teachers generally know what to teach and when to teach it based on these documents. The CommonLit 360 curriculum provides teachers with resources and guidance to deliver each unit. For the remaining courses, the director of curriculum and instruction works alongside teachers to create a scope and sequence and a pacing guide for the year. Teachers work with the director of curriculum and instruction to identify supplemental materials as needed. As a result, leaders are aware of how teachers progress through the curriculum and have a clear sense of student gaps. Leaders also provide additional resources including online programs such as Kami and ClassGaGa.

Despite the school's curricular resources, teachers do not yet consistently plan purposeful lessons. Leaders introduced an abridged lesson planning template in an attempt to support teachers with focusing their lesson planning on key components. This is a transition from the school's normal, more comprehensive lesson planning template. Leaders expect lesson plans to specifically focus on identifying key ideas of the lesson and including higher order thinking questions, student misconceptions, and the experiential learning activity. Leaders set aside time each week for teachers to plan lessons and confer together as needed. Despite these structures, the quality of lesson planning varies significantly. Some teachers use the template effectively to translate key concepts from the provided curriculum into targeted lesson activities and checks for understanding, while others do not demonstrate internalization of the essential lesson content. In the lesson plan review, the Institute identified several instances in which teachers' plans reflected an inaccurate or incomplete understanding of the lesson objectives.

Intellectus Prep is developing process for selecting, developing, and reviewing its curricular documents and resources for delivering the curriculum. For example, the school pivoted midyear to adopt a new ELA curriculum based on teacher feedback and declining ELA performance. Teachers indicate this change has improved the available resources for informing lesson plans and engaging their students in standards-aligned content. The school is conducting a full curriculum audit to evaluate the effectiveness of the selected programs and their impact on student performance. The school's changes to curricular systems have not resulted in

BENCHMARK SUMMARY

consistently purposeful and focused lessons. Although teachers include uniform components in lesson plans and use the curricular programs consistently, leaders have not yet established systems to ensure high quality instruction across the academic program.

PEDAGOGY

High quality instruction is not yet evident throughout Intellectus Prep. At the time of the visit, leaders set an expectation of targeted teaching, a method of instruction to support closing learning gaps ahead of the upcoming assessment window. The Institute did not observe targeted teaching as described by leadership across classrooms. Teachers do not consistently deliver purposeful lessons with clear objectives aligned to the school's curriculum. Many lessons lack rigor, differentiation, and purposeful formative assessment. Although leaders attempt to improve and focus instruction with the use of the updated lesson planning expectations, the quality of execution varies across the school. Most teachers did not prioritize questioning on the key concepts as listed on lesson plans or use strategies to assess student understanding to inform instruction. In classrooms with purposeful instruction teachers made real time connections to their scripted plans and questions. Most teachers did not consistently provide the structures or supports for targeted teaching to develop students' skills needed for mastery of grade level standards.

In most classrooms, teachers do not regularly check for student understanding. Teachers primarily prompted checks for understanding through individual questioning, which provided few opportunities for the majority of students to demonstrate understanding of the objective taught. Most teachers did not utilize the check for understanding questions scripted on lesson plans to support students in understanding the concept or identifying the misconception during the experiential learning activity. Few teachers used formative assessment data to adjust instruction in real time.

Teachers do not consistently include questions that challenge students or require higher order thinking and depth of knowledge. Although teachers include experiential learning activities in their lessons, teachers' questioning seldom required students to explain their thinking. Rather, teachers prompted students to read from the board or worksheets. Although teachers consistently use the internally developed experiential learning application to inform lesson planning, the impact of this application on student performance is limited. Targeted teacher support on effective execution of these activities is required to enable students to apply their learning and complete assignments. During these activities, teachers missed key questions or synthesis to support student learning. Teachers often assigned purposefully grouped students with the same worksheets and assignments during the experiential learning, which consisted of academic stations or small group activities. Some teachers addressed student misconceptions during the small group implementation.

Teachers do not maximize instructional time. Teachers do not efficiently pace instructional time to deepen learning. The Institute observed do nows and experiential learning tasks lasting beyond five to ten minutes or other parts of the lesson extending to a point where other lesson elements, like independent work, did not have adequate time. Most teachers gave few minutes to complete work independently to actively engage with the content and practice skills of the lesson. The school recognizes tightening systems around pacing expectations and more time for students to complete independent work will attribute to increasing the joy of learning across Intellectus Prep.

BENCHMARK SUMMARY

INSTRUCTIONAL LEADERSHIP

Intellectus Prep is developing elements of strong instructional leadership systems. Instructional leaders recognized over the charter term a need to ensure consistency in the program quality across all classrooms and to solidify the school's vision for high quality instruction and response to data. In response, leaders introduced a new curriculum in their lowest performing content, introduced a new discipline system to decrease classroom disruptions, and implemented increased collaborative planning and development opportunities. However, Intellectus Prep is not yet producing high quality instruction across all classrooms. Leaders have defined high expectations for teacher performance. However, leaders do not strategically develop teachers or internally align to the expectations they have established, resulting in inconsistent quality of instruction and student performance. For example, leaders provide teachers with multiple tools to define expectations for high quality instruction. Leaders implemented a new lesson planning template, established mandated lesson components, developed a schoolwide data tracker, and provided shared planning time to support execution of quality instruction. However, instructional leaders have not established a system to ensure that all teachers plan equally high quality and purposeful lessons within the parameters of the expectations they set for lesson planning. As a result, teachers' quality and execution of planned lessons is inconsistent across the school.

The school's instructional leadership is adequate to support the development of the teachers. The executive director restructured the leadership team to respond to the school's needs, and it now consists of a middle school director and high school director. These roles also include the responsibility of director of behavior and director of curriculum and instruction, respectively. The two leaders coach all teachers, allowing the executive director to support as needed and prioritize other responsibilities. Teachers reported feeling supported by leaders' coaching and feedback. The executive director holds a comprehensive understanding of the instructional vision of excellence, but other leaders and teachers do not yet demonstrate internalization of the school's vision for high quality instruction to the same extent.

Intellectus Prep provides sustained and systemic coaching and development to teachers, but leaders are not yet coaching all teachers to deliver quality instruction. Instructional leaders establish a clear system and cadence to provide teachers with regular meetings and feedback for improvement. Leaders conduct both informal and formal observations and provide real-time coaching feedback. Leaders consistently provide teachers with actionable feedback aligned with school priorities to hold teachers accountable. However, leaders do not yet connect feedback on teachers' actions to student understanding and outcomes.

Instructional leaders provide time for teachers to plan curriculum and instruction through weekly collaborative planning sessions. On Wednesdays, teachers enter weekly data into the schoolwide data tracker. Leaders implement a professional development program that effectively improves teachers' classroom management skills. Teachers report that leaders' support improves their practice because it is intentionally aligned to immediate needs. Leaders recognize a need to align on the Intellectus Prep vision for high quality teaching to ensure pedagogy demonstrates more consistency with rigorous tasks and classroom pacing.

BENCHMARK SUMMARY

AT-RISK PROGRAM

Intellectus Prep is developing its at-risk program to meet the educational needs of at-risk students. The school has compliant procedures for identifying students with disabilities and ELLs. The school currently does not enroll any ELLs, but the school continues to refine its recruitment strategies to ensure it is making good faith efforts to meet its enrollment and retention targets. The school effectively identifies students struggling academically through the Response to Intervention (“RTI”) process. Intellectus Prep implemented literacy and numeracy plus courses that to support foundational and remedial skill development for struggling students. Leaders and teachers review beginning of year diagnostic performance data to determine specific students eligible for tiered supports.

The school is developing its RTI program to provide effective interventions for students struggling academically. However, at-risk program teachers do not consistently differentiate instruction to support at-risk students. At the middle school program, the school offers literacy plus and numeracy plus classes. The school also implements a whole school independent reading block where staff members provide small group reading instruction. However, the quality of teacher delivery varies. The school recognizes the need to align expectations for the use of their numeracy and literacy plus courses to ensure teachers provide effective differentiation during the period. The school monitors progress and goal attainment for students struggling academically. At weekly data review meetings, teachers monitor progress and work with leaders to determine if students need more intense interventions. Although these systems and supports are in place, the quality of at-risk programming does not yet meet the expectations set forth by leadership.

The school is developing its special education program to provide effective programming for students with disabilities. The special education coordinator is currently working toward reinstating their special education certification, and the school has given a deadline for the end of year for the certification to be re-instated to ensure program compliance. The school offers integrated co-teaching (“ICT”), special education teacher support services (“SETSS”), consultant teacher, and counseling. The school regularly monitors students’ Individualized Education Program (“IEP”) goals. The special education coordinator also delivers special education services and works with teachers to develop progress reports. The school currently does not review the quality of its special education program to ensure more consistent coordination and high quality special education supports are in place to support students with disabilities.

While the school does not enroll ELL students, it has made efforts to hire an ELL instructor and is prepared to implement a program if an ELL student enrolls. The ELL teacher would use resources from WIDA to provide instruction and would prepare a schedule to support ELL students.

The school has provided teacher training focused on developing skills to support at-risk students. The school conducted workshops on differentiation, how to write an IEP report, and other strategies to support students. At the time of the visit, however, the school was conducting targeted instruction in preparation for state testing, and so the school reported that many of the differentiation strategies and small group instructional

BENCHMARK SUMMARY

practices were not in place to focus on targeted instruction. Despite the targeted teaching initiative, the Institute did not observe teachers effectively differentiating or adjusting instruction to meet the needs of students, especially when they struggled to access the classroom content.

ORGANIZATIONAL CAPACITY

The current organizational structure at Intellectus Prep supports the delivery of the educational program. Intellectus Prep has established an administrative structure with staff members, operational systems, policies, and procedures that allow the school to carry out its academic program. The executive director has provided clear systems for teachers to execute their roles and know whom to go to for what. Teachers also reported they feel comfortable going to any leadership team member for their needs and support. Intellectus Prep has an executive director, a middle school director responsible for culture, and a high school director responsible for curriculum and instruction. Staff members and key stakeholders understand how decisions are made within this structure. The executive director hired a part time CFO, to strengthen finances and support the board and executive director following the termination of partnership of the previous financial partner. The executive director and board reported receiving accurate, timely financial information, with the support of the part time CFO. This has increased the ability of the organization to make more sound financial decisions. The school reports it is in a stronger financial position, is on track to fund its escrow accounts, and has two months of cash on hand.

Intellectus Prep has not met its enrollment goal this year. The school has faced challenges in recruiting students over the course of the term. The school identified it faced major barriers to fully realize the academic program on the ground as outlined in the original new school application. This prompted the need to step back, re-establish, and strengthen Intellectus Prep's presence in the community. The executive director and board implement a year-round recruitment strategy to build the school's brand in Mount Vernon. Efforts include Facebook and website advertisements, neighborhood canvassing, and providing invitations to schoolwide events to interested families. The operations manager has a new system to track interested families throughout the registration process to follow families through completion. Intellectus Prep has also capitalized on prospective students by offering a Saturday course for middle school students to support a pipeline to registration. School leaders collect and review multiple data sources to monitor initiatives and use lessons learned to revise and refine programs. The school responded to enrollment by decreasing to a single cohort of students and remaining in their current facility.

Intellectus Prep has a clear, consistently applied disciplinary system. The school established a grow and glow discipline system for students and expects teachers to provide students with an understanding of the expectations of the classroom. The Institute observed this in most classrooms. In some classrooms, teachers used other systems to support student behavior, such as point systems. Intellectus Prep had experienced an uptick in suspensions at the beginning of the 2025-26 school year, prompting a discipline reset. The middle school director and executive director have responded by strengthening communication and clarity of schoolwide behavioral expectations and being consistent in appropriate consequences.

BENCHMARK SUMMARY

BOARD OVERSIGHT & GOVERNANCE

The school board is developing its work to effectively achieve the school's Accountability Plan goals. The board understands its responsibilities and the need to act with urgency to find solutions for fiscal and enrollment concerns. Board members possess adequate skills, oversee management of day-to-day operations, and govern the school. However, to ensure the school's future as an academically successful, financially healthy, and legally compliant organization, the board is reliant on the executive director in certain decision-making capacities. For example, the executive director initiated the search and acquisition for the part time CFO.

The board is representative of diverse career backgrounds and can connect to the necessary aspects of the school's overall program. The board requests and receives sufficient information to provide rigorous oversight of the school's program and finances. The finance committee meets regularly with the school leader and part time CFO to review reports and make any budgetary adjustments. With a previous finance vendor, the executive director and board reported receiving reports without full information and not having clarity with budget assumptions to rectify many issues. Ultimately the board and executive director severed the relationship with the finance vendor and transitioned to the new part time CFO. The CFO now provides the board with timely, necessary financial reporting including accurate enrollment metrics to support them in working toward enrollment goals along with the executive director. One member of the board has a standing meeting with the CFO to further understanding and clarity for board action.

The board has plans to evaluate its performance. However, the board still does not fully hold itself appropriately accountable for ensuring academic and operational success through governance. Although the board does establish priorities for the school, it does not yet operate effectively separate from the executive director and must implement more robust priority planning, self-accountability, and evaluation frameworks to support itself in supporting the executive director's actions to improve the academic program. There is significant opportunity for the board to further define its responsibilities as a governing body. As planning begins for the upcoming school year, strengthening this understanding will be imperative to improving and sustaining financial viability.

Intellectus Prep

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APPENDICES

PAGES Ax 1-4



INTELLECTUS PREPARATORY CHARTER SCHOOL BOARD OF TRUSTEES¹

CHAIR	TRUSTEES
Crystal Dow	Dr. Ashleigh Collins
VICE CHAIR	Jahleel Spence
Terrence Turner	Kassandra Woody
TREASURER	
Mychael Williams	

SCHOOL CHARACTERISTICS

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT ²	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	GRADES SERVED
2022-23	112	57	51%	6-7
2023-24	216	77	36%	6-8
2024-25	320	91	28%	6-9
2025-26	424	129	30%	6-10

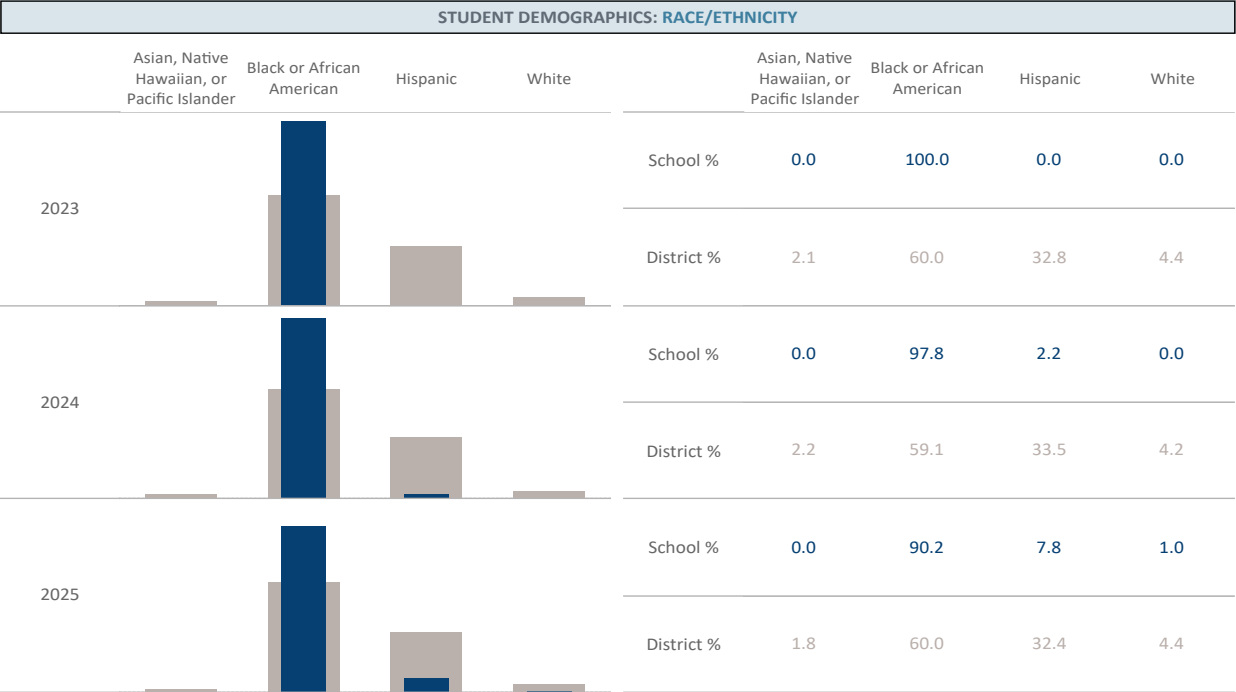
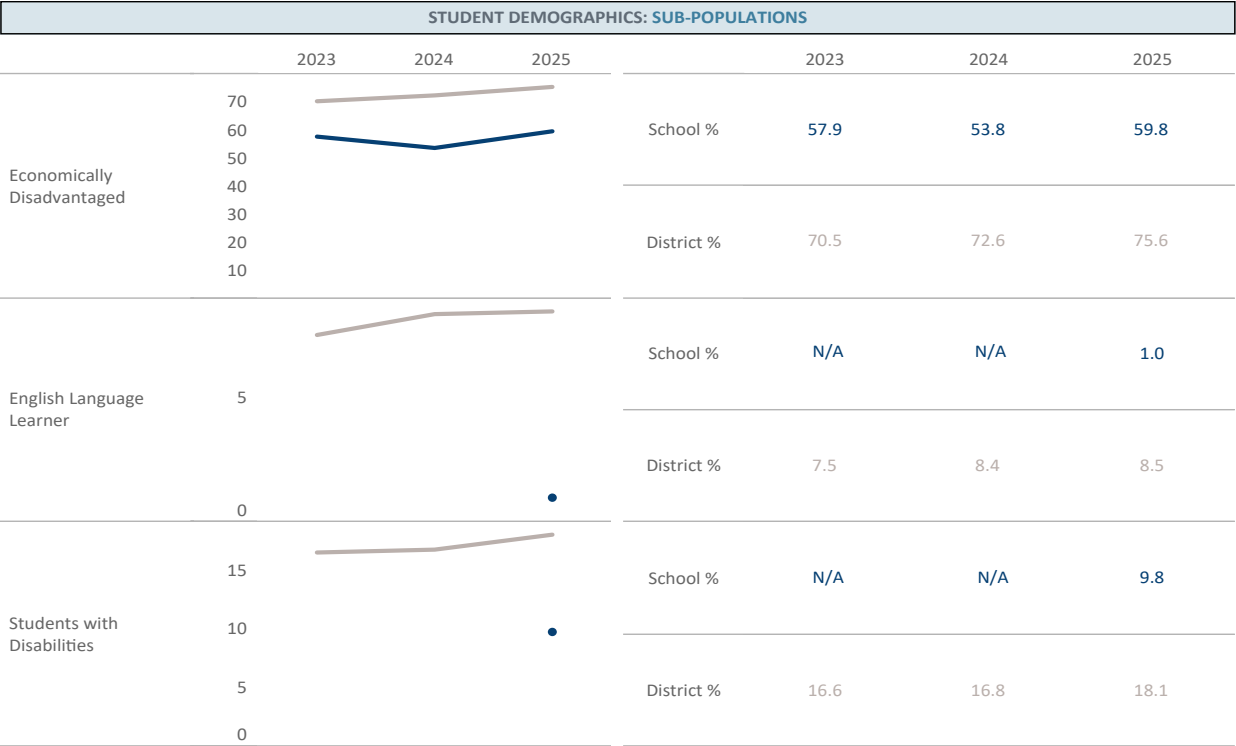
1. Source: The Institute’s board records at the time of report finalization.
2. Source: Institute’s Official Enrollment Binder. (Figures may differ slightly from New York State Report Cards, depending on date of data collection.)

APPENDIX A: SCHOOL OVERVIEW



Intellectus Preparatory Charter School

Mount Vernon School District

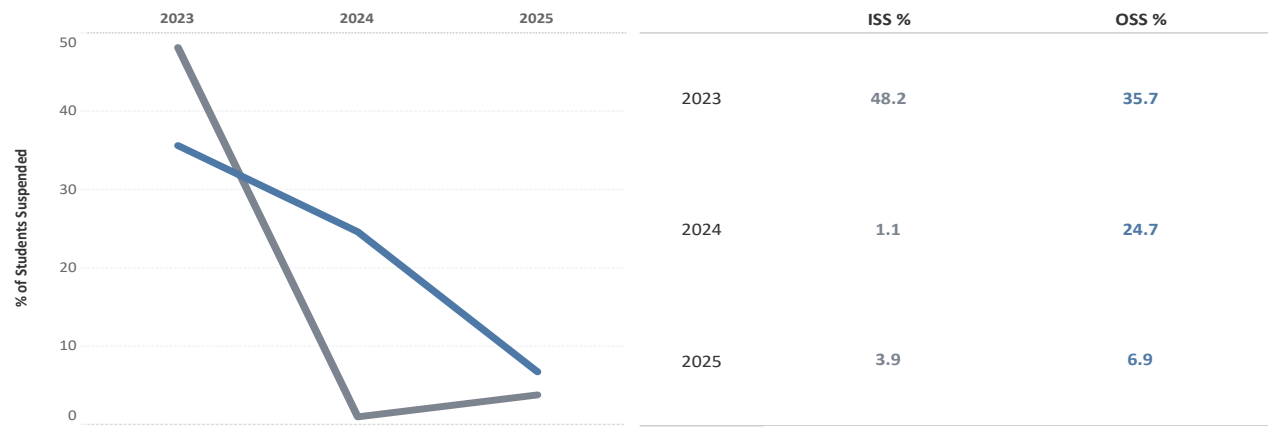


Due to an error in data reporting, enrollment rates for English language learners and students with disabilities are unavailable for the 2022-23 and 2023-24 school years.

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



Intellectus Preparatory Charter School



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 school each year

	2023	2024	2025
Expulsions	0	0	0

Intellectus Preparatory Charter School's Enrollment and Retention Status:
2024-25

		Target %	School %
Enrollment	Economically Disadvantaged	77.5	59.8
	English Language Learners	10.4	1.0
	Students with Disabilities	15.9	9.8
Retention	Economically Disadvantaged	93.2	69.4
	English Language Learners	94.6	N/A
	Students with Disabilities	91.9	N/A

Due to an error in data reporting, retention rates for English language learners and students with disabilities are unavailable for the 2024-25 school year.

Discipline data above reflect information reported by the education corporation and validated by the Institute. Enrollment and retention data reflect available BEDS day information as reported by NYSED.

SCHOOL VISIT HISTORY

SCHOOL YEAR	VISIT TYPE	DATE
2022-23	First Year	May 18, 2023
2023-24	Evaluation	November 1, 2023
2024-25	Evaluation	May 20 – 21, 2025
2025-26	Evaluation	April 21 – 22, 2026

CONDUCT OF THE VISIT

DATE(S) OF REVIEW	EVALUATION TEAM MEMBERS	TITLE
April 21 – 22, 2026	Katy Clayton	Associate Director of School Evaluation
	Andrew Kile	Director of School Evaluation
	Bryan Stroud	School Evaluator
	Aretha Miller	External Consultant

CHARTER CYCLE CONTEXT

CHARTER TERM	YEAR IN TERM	ANTICIPATED RENEWAL VISIT
Initial	Fourth Year of its Five Year Charter Term	Fall 2026

