



**Boys Preparatory Charter School of
New York**

**2024-25 ACCOUNTABILITY PLAN
PROGRESS REPORT**

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2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Steve Paul, Principal of Boys Prep, prepared this 2024-25 Accountability Progress Report on behalf of the charter school's board of trustees:

Trustee's Name	Board Position	
	Office (e.g., chair, treasurer, secretary)	Committees (e.g., finance, executive)
Boykin Curry	Chair	Finance, Academics, Real Estate
Nicole Greene	Vice Chair	Academics, Governance, Development
Laura Weil	Secretary	Governance, Real Estate
Samuel Greene	Trustee	Finance, Real Estate
Tamara Zachery	Trustee	Development
Khairah Klein	Trustee	Academic

Steve Paul has served as Boys Preparatory Charter School of New York Principal since 2022.

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SCHOOL OVERVIEW

Boys Preparatory Charter School of New York (Boys Prep), the first all-boys public elementary school in the Bronx, opened in 2014 to change the narrative for generations of young men of color by starting their educational journey early to put them on a path to college completion. Boys Prep is part of Public Prep Charter School Academies, a non-profit public education corporation, which is now managed by Excellence Community Schools, a non-profit charter management organization (CMO). Founded in Parkchester in 2004, Excellence Community Schools operates multiple high-performing charter schools and has earned multiple National Blue Ribbon distinctions from the U.S. Department of Education. Like Public Prep, Excellence Community Schools is strongly committed to the Bronx, with high expectations for academic achievement, empowerment, and community engagement.

At Public Prep, scholars build strong character, depth of knowledge, and empathy for the world around them. Public Prep was founded on the premise that every family, regardless of race, income level or ZIP code, can and should have the power to access a great, tuition-free and single-gender public school education. During the 2024-2025 school year, Boys Prep served 463 children in grades K-8. The demographics of the population served by Boys Prep are as follows:

Percentage distribution of 2024-2025 students by race/ethnicity

Ethnicity	Percentage
American Indian or Alaskan Native	1.51%
Asian	2.16%
Black/African American	45.79%
Hispanic/Latino	47.73%
Multiple Ethnicities	0.65%
Native Hawaiian or Other Pacific Islander	0.22%
White	1.51%

In addition, 82.29% of our students are eligible for free or reduced lunch.

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2022-23	50	67	75	88	106	77	83	77	67	-	-	-	-	690
2023-24	36	45	56	58	75	83	78	74	64	-	-	-	-	569
2024-25	30	31	43	54	55	58	67	67	58	-	-	-	-	463

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GOAL 1: ENGLISH LANGUAGE ARTS

Students will become proficient readers of the English language.

BACKGROUND

Historically, the ELA program at Boys Prep integrated the Science of Reading approach with the New York State standards as the foundation for its literacy instruction. Depending on their grade level, scholars received 120-145 minutes of literacy instruction daily. The early grades implemented a research-based phonics program, focusing on decoding, phonological awareness, and sight recognition, to give scholars the foundational skills they need to become confident and successful readers. In addition to reading skills, Boys Prep promoted a collaborative learning model that encouraged students to communicate in a positive, student-centered environment. They learned to engage meaningfully with texts, set and monitor their independent reading goals, and continuously improve through teacher and peer feedback.

To track and support literacy growth, Boys Prep teachers utilized the Roots Assessment in elementary grades, part of the Success for All Phonics curriculum. Students also completed writing diagnostics tied to their instructional units, and teachers regularly used unit assessments to monitor progress. Teachers used a combination of the Roots Assessment, NWEA MAP, interim assessments, and quizzes to guide interventions and adjustments to instruction.

As of school year 2025-26, Excellence Community Schools now serves as the charter management organization for the school.

ELEMENTARY AND MIDDLE ELA

ELA Measure 1 - Absolute

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State English language arts examination for grades 3-8.

The tables below summarize the participation information for this year's test administration as well as the performance of all students and students enrolled for at least two years.

2024-25 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested						Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	
3	52	-	1	-	-	-	1	54
4	50	-	4	-	-	-	-	54
5	54	2	-	-	-	-	-	56
6	65	1	-	-	-	-	1	66

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7	65	2	-	-	-	-	-	67
8	56	-	-	-	-	-	-	56
All	342	5	5	-	-	-	2	353

Performance on 2024-25 State English Language Arts Exam By All Students and Students Enrolled in At Least Their Second Year¹

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	52	45	86.54%	44	40	90.91%
4	50	31	62.00%	42	27	64.29%
5	54	25	46.30%	45	22	48.89%
6	65	35	53.85%	54	30	55.56%
7	65	27	41.54%	54	24	44.44%
8	56	34	60.71%	50	34	68.00%
All	342	197	57.60%	289	177	61.25%

ELA Measure 2 - Absolute

Each year, the school's aggregate Performance Index ("PI") on the State English language arts exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the English language arts test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2024-25 English language arts MIP for all students of **117.3**. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.²

English Language Arts 2024-25 Performance Index (PI)

Number in Cohort	Number of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
342	50	95	118	79

¹ Students are considered "enrolled in at least their second year" if they were enrolled on BEDS day of the school year prior to the most recent exam administration.

² You can find the statewide MIP goals for 2022-23 to 2026-27 [here](#)

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$$PI = 0 * 14.62 + 1 * 27.78 + 2 * 34.50 + 2.5 * 23.10 = 154.53$$

ELA Measure 3 - Comparative

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of all students in the same tested grades in the school district of comparison.

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.³

2024-25 State English Language Arts Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	90.91%	44	46.86%	636
4	64.29%	42	40.81%	669
5	48.89%	45	49.63%	671
6	55.56%	54	29.75%	716
7	44.44%	54	36.73%	727
8	68.00%	50	38.87%	764
All	61.25%	289	40.19%	4183

ELA Measure 4 - Comparative

Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or

³ Schools can access these data when the NYSED releases its database containing grade level ELA and mathematics results for all schools and districts statewide.

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performing higher than expected to a meaningful degree, is the target for this measure. Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2024-25 analysis is not yet available. This report contains 2023-24 results.⁴

2023-24 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	89.7%	452.0	438.1	1.44
4	82.7%	446.0	440.5	0.53
5	92.6%	443.0	436.8	0.62
6	89.7%	434.0	437.9	-0.41
7	90.4%	448.0	443.4	0.49
8	98.4%	452.0	442.6	0.90
All	90.5%	445.2	439.8	0.54

ELA Measure 5 - Growth

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.

METHOD

Given the timing of the state's release of Growth Model data, the 2024-25 analysis is not yet available. This report contains 2023-24 results, the most recent Growth Model data available.⁵

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2023-24 and also have a state exam score from 2022-23 including students who were retained in the same grade. Students with the same 2022-23 score are ranked by their 2023-24 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the target for this measure, it must have a mean growth percentile greater than 50.

⁴ These data can be found in the school's Accountability Summary provided by the Institute in spring 2025.

⁵ These data can be found in the school's Accountability Summary provided by the Institute in spring 2025.

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2023-24 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	60.7	50.0
5	59.7	50.0
6	51.3	50.0
7	65.2	50.0
8	53.3	50.0
All	57.9	50.0

SUMMARY OF THE ELA GOAL

Boys Prep met four of five ELA measures, including one absolute measure, both comparative measures, and the growth measure. The school came close to meeting the goal.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	No
Absolute	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	Yes
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the school district of comparison.	Yes
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	Yes
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.	Yes

EVALUATION OF ELA GOAL

Boys Prep met four of five ELA measures, including the comparative measures and the growth measure.

Measure 1 – Absolute: While 61.25% of students enrolled in at least their second year were proficient on the New York State English language arts exam for grades 3-8, this measure fell short of the 75% attainment expectation.

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Measure 2 – Absolute: The school's performance index was 154.53, which exceeded the achievement measure target of 117.3.

Measure 3 – Comparative: Boys Prep students enrolled in at least their second year outperformed their district counterparts in each grade with the exception of fifth. The overall proficiency rate for continuously enrolled students was 61.25%, compared to 40.19% within the school district of comparison.

Measure 4 – Comparative: Each individual grade surpassed the .3 effect size achievement measure target with the exception of sixth. The overall effect size for the school was .54.

Measure 5 – Growth: Each grade surpassed the 50.0 achievement measure target for mean growth percentile, and the overall MGP was 57.9.

These positive outcomes reflect effective instructional routines and the overall strength of the ELA program in school year 2024-25.

ADDITIONAL CONTEXT AND EVIDENCE

During the school year, we maintained an 85% teacher retention rate, and many teachers developed strong, positive relationships with their scholars, fostering a supportive learning environment.

We held weekly department and grade team meetings to align on instructional goals and strategies, and every teacher was observed on a weekly basis and received feedback within 24 hours to support continuous improvement in instructional practices. Additionally, we sent home goal cards outlining each student's progress for the week, keeping families informed and engaged.

Some of the challenges we experienced included implementing a new ELA curriculum for the third consecutive year, which created difficulties with consistency and teacher preparedness. Additionally, we faced difficulties due to the lack of certified special education teachers in the classroom, which impacted our ability to fully meet the needs of all learners.

ELA ACTION PLAN

As of school year 2025-26, Excellence Community Schools is the new CMO for Public Prep Academies, and Boys Prep is transitioning to using the Excellence Model. Consistent with the mission and the Excellence Model, Boys Prep will educate scholars with a lens towards the maintenance of equity, ensuring all children have equitable access to high-quality instruction. The school will provide academic intervention for scholars who did not achieve their academic goals and will implement proven resources and strategies that have historically been successful for students in the Bronx. Staff received two weeks of intensive professional development prior to the start of the 2025-26 school year to support this transition and are provided ongoing professional learning and support throughout the year.

The Excellence Model's high-quality ELA curriculum is aligned to New York State's Next Generation Learning Standards. The reading program provides for students the foundation needed to become proficient readers, including skills and knowledge to understand how phonemes are connected to print;

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ability to decode words; ability to read fluently; background knowledge and vocabulary to foster comprehension; development of active strategies to construct meaning from print; and development and maintenance of a motivation to read. This curriculum allows teachers to facilitate a literacy approach that incorporates multiple genres, has the flexibility to differentiate, and uses direct instruction to teach foundational skills prior to moving onto more complex content.

The implementation of the reading program is effective because of the instructional strategy of uninterrupted, consistent, daily flexible reading groups that focus supports within smaller groups for struggling readers while offering enrichment activities for students who are proficient and advanced readers. Scholars receive small group instruction and interventions that cross grade-level classrooms. Teachers gather extensive assessment data to determine students' learning levels and provide individualized support to target needs. Assessments include a combination of formal and informal measures such as daily checks and anecdotes; quarterly benchmarks tests; annual state assessments; and curriculum-based assessments administered at the conclusion of the six- to eight-day instructional cycle. All data is used to inform lesson planning, establish targeted small group mini lessons, monitor progress, and evaluate the efficacy of our programming. Moreover, it helps to drive differentiated professional development by strengthening areas of vulnerability and leveraging assets to optimize instruction.

GOAL 2: MATHEMATICS

Students will demonstrate steady progress in the understanding and application of mathematical skills and concepts.

BACKGROUND

Boys Prep historically implemented a math curriculum that utilized the New York State Standards as a foundation and folded in rigorous curricula to challenge students and allow teachers to narrow and deepen the scope of math instruction. Boys Prep's math instruction schedule included two math blocks, one for a core standard's aligned unit of study, and a second that included complex problem-solving and a combination of data-informed small group instruction and targeted practice using adaptive technology. For school year 2024-25 the school implemented Eureka Squared.

As a network, Public Prep committed to the implementation of a program grounded in problem-based learning where students built conceptual understanding by making meaning of mathematics through inquiry, collaboration, and feedback. The approach promoted reasoning and problem solving, allowing students to connect and build mathematical representations and engage in high-quality discourse, and build procedural fluency from conceptual understanding.

As of school year 2025-26, Excellence Community Schools now serves as the charter management organization for the school.

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ELEMENTARY AND MIDDLE MATHEMATICS

Math Measure 1 - Absolute

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State Mathematics examination for grades 3-8.

The tables below summarize the participation information for this year's test administration as well as the performance of all students and students enrolled for at least two years.

2024-25 State Mathematics Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested							Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	Took Regents	
3	52	-	2	-	-	-	-	-	54
4	52	-	2	-	-	-	-	-	54
5	51	5	-	-	-	-	-	-	56
6	63	4	-	-	-	-	-	-	67
7	64	3	-	-	-	-	-	-	67
8	53	2	-	-	-	-	-	35	55
All	335	14	4	-	-	-	-	35	353

Performance on 2024-25 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	52	45	86.54%	44	41	93.18%
4	52	36	69.23%	43	30	69.77%
5	51	21	41.18%	43	18	41.86%
6	63	38	60.32%	52	32	61.54%
7	64	42	65.63%	53	37	69.81%
8	53	8	15.09%	48	8	16.67%
All	335	190	56.72%	283	166	58.66%

Additionally, 60% of the Boys Preparatory students who took a Regents exam in mathematics achieved proficiency.

Math Measure 2 - Absolute

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Each year, the school's aggregate Performance Index ("PI") on the state mathematics exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the mathematics test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2024-25 mathematics MIP for all students of **119.4**. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

Mathematics 2024-25 Performance Index (PI)

Number in cohort	Number of students at each performance level			
	Level 1	Level 2	Level 3	Level 4
335	67	78	119	71

$$PI = 0 * 20.00 + 1 * 23.28 + 2 * 35.52 + 2.5 * 21.19 = 147.31$$

Math Measure 3 - Comparative

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of all students in the same tested grades in the school district of comparison.

METHOD

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.

2024-25 State Mathematics Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	93.18%	44	53.25%	661
4	69.77%	43	44.77%	679

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5	41.86%	43	41.11%	686
6	61.54%	52	30.08%	708
7	69.81%	53	37.86%	721
8	16.67%	48	32.09%	617
All	58.66%	283	39.83%	4072

Math Measure 4 - Comparative

Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

METHOD

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure. Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2024-25 analysis is not yet available. This report contains 2023-24 results.⁶

2023-24 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	89.7%	464.0	445.0	1.34
4	82.7%	462.0	449.4	0.81
5	92.6%	444.0	441.6	0.17
6	89.7%	448.0	443.0	0.37
7	90.4%	456.0	448.0	0.57
8	N/A	N/A	N/A	N/A
All	89.1%	453.9	445.2	0.61

⁶ These data can be found in the school's Accountability Summary provided by the Institute in spring 2025.

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Math Measure 5 - Growth

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.

METHOD

Given the timing of the state's release of Growth Model data, the 2024-25 analysis is not yet available. This report contains 2023-24 results, the most recent Growth Model data available.⁷

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2023-24 and also have a state exam score in 2022-23 including students who were retained in the same grade. Students with the same 2022-23 scores are ranked by their 2023-24 scores and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to meet the measure, the school would have to achieve a mean growth percentile above the target of 50.

2023-24 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	59.1	50.0
5	51.8	50.0
6	64.8	50.0
7	59.0	50.0
8	N/A	50.0
All	58.6	50.0

SUMMARY OF THE MATHEMATICS GOAL

Boys Prep met four of five ELA measures, including one absolute measure, both comparative measures, and the growth measure. The school came close to meeting the goal.

Type	Measure	Outcome
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⁷ These data can be found in the school's Accountability Summary provided by the Institute in spring 2025.

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Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State Mathematics exam for grades 3-8.	No
Absolute	Each year, the school's aggregate PI on the state's mathematics exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	Yes
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.	Yes
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	Yes
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.	Yes

EVALUATION OF THE MATHEMATICS GOAL

Boys Prep met four of five mathematics measures, including the comparative measures and the growth measure.

Measure 1 – Absolute: While 58.66% of students enrolled in at least their second year were proficient on the New York State math exam for grades 3-8, this measure fell short of the 75% attainment expectation.

Measure 2 – Absolute: The school's performance index was 147.31, which exceeded the achievement measure target of 119.4.

Measure 3 – Comparative: Boys Prep students enrolled in at least their second year outperformed their district counterparts in most grades. The overall proficiency rate for these continuously enrolled students was 58.66%, compared to 39.83% within the school district of comparison.

Measure 4 – Comparative: Each individual grade surpassed the .3 effect size achievement measure target with the exception of fifth. The overall effect size for the school was .61.

Measure 5 – Growth: Each grade surpassed the 50.0 achievement measure target for mean growth percentile, and the overall MGP was 58.6.

These positive outcomes reflect effective instructional routines and the overall strength of the mathematics program in school year 2024-25.

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ADDITIONAL CONTEXT AND EVIDENCE

Last year was our first year implementing Eureka Math² in the middle school. Unfortunately, we did not provide adequate training for staff, and some of our math teachers also faced challenges with content knowledge.

To address these issues, we provided targeted support by scheduling weekly one-on-one meetings and offering differentiated professional development to meet each teacher's individual needs. We also modeled lesson delivery and collaborated during intellectual preparation to strengthen instructional practices.

MATHEMATICS ACTION PLAN

As of school year 2025-26, Excellence Community Schools is the new CMO for Public Prep Academies, and Boys Prep is transitioning to using the Excellence Model. Consistent with the mission and the Excellence Model, Boys Prep will educate scholars with a lens towards the maintenance of equity, ensuring all children have equitable access to high-quality instruction. The school will provide academic intervention for scholars who did not achieve their academic goals and will implement proven resources and strategies that have historically been successful for students in the Bronx. Staff received two weeks of intensive professional development prior to the start of the 2025-26 school year to support this transition and are provided ongoing professional learning and support throughout the year.

The Excellence Model uses Next Generation math standards and Eureka Squared sequences mathematical progressions into modules. The curriculum aligns well with the school's approach to learning and provides a foundation of knowledge, skills, and competencies upon which to build as students advance in content and grade level. We selected this curricular approach because it allows students to engage with exciting, intriguing, and animated content that provides enhanced opportunities to explore, expand upon, and broaden the depth of mathematical discourse, real-world connections, reasoning, critical thinking, and problem solving. This includes computational, procedural, and conceptual knowledge that supports and builds success in mathematics with authentic problem solving. The program centers on teaching with a concrete-pictorial-abstract learning progression through real-world, hands-on experiences. It encourages students to use various mental strategies to solve problems and focus on finding solutions. It builds conceptual understanding rather than rote memorization, with an emphasis on critical thinking and problem solving and focuses on deep knowledge building to understand mathematics conceptually.

Based on classroom data, teachers provide scaffolded small groups and individualized targeted instruction as students practice work independently. This way, interventions are provided in real time, particularly for scholars who are not immediately mastering content. The program also allows differentiation with advanced sections and groups created to enrich the math experience for scholars who are accelerated. While scholars are expected to master both content and mathematical processes appropriate for their age and grade, our goal is to support scholars so they can complete Algebra by the end of eighth grade.

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GOAL 3: SCIENCE

Students will become proficient in all grade level science expectations.

BACKGROUND

The science curriculum at Boys Prep was designed to provide a solid foundation for students in the essential understandings of elementary and middle science as outlined in the New York State standards. The curriculum historically aimed to provide students with a solid foundation in discovery-based science to ensure that they can excel in middle and high school science classes. As with ELA and math, the transition to Excellence Community Schools as the CMO for Public Prep brings changes to the science program for the 2025-26 school year.

ELEMENTARY AND MIDDLE SCIENCE

Science Measure 1 - Absolute

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State science examination.

The school administered the New York State Testing Program science assessment to students in 5th and 8th grade in spring 2025. The table below summarizes the performance of students enrolled for at least two years.

Charter School Performance on 2024-25 State Science Exam
By Students Enrolled in At Least Their Second Year

Grade	Students in At Least Their 2 nd Year		
	Number Tested	Number Proficient	Percent Proficient
5	42	12	28.57%
8	35	15	42.86%
All	77	27	35.06%

Science Measure 2 - Comparative

Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state science exam will be greater than that of all students in the same tested grades in the school district of comparison.

The school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year and the results for the respective grades in the school district of comparison.

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Charter School and District Performance by Grade Level

	Charter School Students in at Least 2 nd Year			All District Students		
Grade	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
5	42	12	28.57%	957	118	15.00%
8	35	15	42.86%	976	162	22.00%
All	77	27	35.06%	1933	307	19.00%

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

Boys Prep met one of two measures and fell short of the goal. The school did not achieve the absolute measure and did achieve the comparative measure in science.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	No
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the school district of comparison.	Yes

EVALUATION OF THE SCIENCE GOAL

Boys Prep fell short of the absolute achievement target, with 35.06% of students proficient on the 5th and 8th grade exams and 49.09% proficient on the Living Environment Regents exam for the year. The school's students did outperform their district counterparts to meet the comparative measure.

ADDITIONAL CONTEXT AND EVIDENCE

Boys Prep did not perform to the best of our ability on the fifth and eighth grade exams. Much of this was due to several unforeseen shifts that occurred during the school year, including changes to the schedule and the mid-year departure of several teachers. These disruptions impacted instructional consistency and student preparedness.

Additionally, Boys Prep had 55 students participate in the Living Environment Regents exam in 2024-25.

Performance on a Regents Science Exam Of 8th Grade All Students by Year

Grade	Year	Regents Exam	Number Tested	Percent Passing with a 65
8	2022-23	N/A	N/A	N/A

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8	2023-24	Living Environment	49	31%
8	2024-25	Living Environment	55	49.09%

ACTION PLAN

With the transition to the Excellence Model, the school is now implementing a science curriculum based on the New York State P-12 Science Learning Standards (NYSP-12SLS) and focuses on three dimensions of learning – Science and Engineering Practices, Disciplinary Core Ideas, and Crosscutting Concepts. Under the guidance of the standards, the science program takes an inquiry-based approach to learning. It provides students with opportunities to build connections that link science to technology and societal impacts and provides the skills and knowledge our students need to become scientifically literate citizens of the 21st century. This approach reflects the Excellence Model’s commitment to inspire conscientious, inquisitive, knowledgeable, and lifelong scholars. Students practice solving problems creatively, thinking critically, working cooperatively in teams, using technology effectively, and developing positive science attitudes. Instruction is differentiated for all learning styles and incorporates several methods of instructional delivery and assessment. Teachers were provided professional development at the start of the 2025-26 school year to provide support for the transition and are provided ongoing professional learning and support throughout the year.

GOAL 4: ESSA

ESSA Measure 1

Under the state’s ESSA accountability system, the school is in good standing: the state has not identified the school for comprehensive or targeted improvement.

Because *all* students are expected to meet the state's performance standards, the federal statute stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. As New York State, like all states, is required to establish a specific system for making these determinations for its public schools, charter schools do not have latitude in establishing their own performance levels or criteria of success for meeting the ESSA accountability requirements. Each year, the state issues School Report Cards that indicate a school’s status under the state accountability system. More information on assigned accountability designations and context can be found [here](#).

Accountability Status by Year

Year	Status
2022-23	Local Support and Improvement (Good Standing)
2023-24	Local Support and Improvement (Good Standing)
2024-25	Local Support and Improvement (Good Standing)

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ADDITIONAL CONTEXT AND EVIDENCE

Boys Prep has remained in good standing and has met this goal each year of reporting.