



Charter Schools Institute
The State University of New York

Renewal Recommendation Report

Brooklyn Prospect Charter School

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This report is the primary means by which the SUNY Charter Schools Institute (the “Institute”) transmits to the Board of Trustees of the State University of New York (the “SUNY Trustees”) its findings and recommendations regarding a school’s Application for Charter Renewal, and more broadly, details the merits of a school’s case for renewal. The Institute has created and issued this report pursuant to the *Policies for the Renewal of Not-For-Profit Charter School Education Corporations and Charter Schools Authorized by the Board of Trustees of the State University of New York* (the “SUNY Renewal Policies”).¹

Additional information about the SUNY renewal process and an overview of the requirements for renewal under the New York Charter Schools Act of 1998 (as amended) (the “Act”) are available on the Institute’s website at: www.newyorkcharters.org/schoolsRenewOverview.htm.

SCHOOL BACKGROUND INFORMATION

Opening Information

Date Initial Charter Approved by SUNY Trustees	May 30, 2008
School Opening Date	September, 2009

Current Locations

Address	District	Facility	Enrollment	Grades
80 Willoughby St., Brooklyn, NY 11201	NYC CSD 13	Private	75	K
3002 Fort Hamilton Pkwy, Brooklyn, NY 11218	NYC CSD 15	Private	538	6-10

¹ Revised September 4, 2013, and available at: <http://newyorkcharters.org/documents/SUNYRenewalPolicies.pdf>.

RENEWAL RECOMMENDATION

Recommendation

Initial Full-Term Renewal

The Institute recommends that the SUNY Trustees approve the Application for Charter Renewal of Brooklyn Prospect Charter School and renew its charter for a period of five years with authority to provide instruction to students in Kindergarten through 12th grade in such configuration as set forth in its Application for Charter Renewal, with a projected total enrollment of 1,025 students.

To earn an Initial Full-Term Renewal, a school must demonstrate that it has either (a) compiled a strong and compelling record of meeting or coming close to meeting its academic Accountability Plan goals, and has a generally effective educational program in place; or (b) made progress toward meeting its academic Accountability Plan goals and has a particularly strong and effective educational program in place.²

Over the Accountability Period,³ the school has compiled a strong and compelling record of coming close to meeting its academic Accountability Plan goals, and has in place an educational program that is generally effective. The school has consistently come close to meeting its Accountability Plan goals in English language arts (“ELA”) and mathematics and has an effective educational program based on a review using the State University of New York Charter Renewal Benchmarks (Version 5.0, the “SUNY Renewal Benchmarks”).

Required Findings

In addition to making a recommendation based on a determination of whether the school has met the SUNY Trustees’ specific renewal criteria, the Institute must make the following findings required by the Act:

- the school, as described in the Application for Charter Renewal meets the requirements of the Act and all other applicable laws, rules and regulations;
- the school can demonstrate the ability to operate in an educationally and fiscally sound manner in the next charter term; and
- given the programs it will offer, its structure and its purpose, approving the school to operate for another five years is likely to improve student learning and achievement and materially further the purposes of the Act.⁴

As required by Education Law § 2851(4)(e), a school must include in its renewal application information regarding the means by which it will meet or exceed SUNY’s enrollment and retention

² SUNY Renewal Policies, page 10.

³ For the purpose of reporting student achievement results, the SUNY Renewal Policies define the Accountability Period as the time the Accountability Plan was in effect. In the case of an Initial Renewal, the Accountability Plan covers the first four years of the charter term under review.

⁴ See New York Education Law § 2852(2).

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. SUNY⁵ and the Board of Regents finalized the methodology for setting targets in October 2012, and the Institute communicated specific targets for each school in July 2013. In accordance with the statute, the Institute, acting on behalf of the SUNY Trustees, considered the school’s plans for meeting its enrollment and retention targets prior to recommending the renewal application for approval.

CONSIDERATION OF SCHOOL DISTRICT COMMENTS

In accordance with the Act, the Institute notified the school district in which the charter school is located regarding the school’s Application for Charter Renewal. As of the date of this report, the Institute has received no district comments in response.

Report Format

The Institute makes the foregoing renewal recommendation based on the school’s Application for Charter Renewal, evaluation visits conducted and information gathered during the charter term and a renewal evaluation visit conducted near the end of the current charter term. 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. This renewal recommendation report compiles the evidence below using the SUNY Renewal Benchmarks, which specify in detail what a successful school should be able to demonstrate at the time of the renewal review. The Institute uses the following four interconnected renewal questions for framing benchmark statements to determine if a school has made an adequate case for renewal:

1. Is the school an academic success?
2. Is the school an effective, viable organization?
3. Is the education corporation fiscally sound?
4. If the school’s charter is renewed, what are its plans for the next charter term and are they reasonable, feasible and achievable?

The report’s Appendix provides a School Overview, copies of any school district comments on the Application for Charter Renewal, the SUNY Fiscal Dashboard information for the school, additional evidence on student achievement contained in the School Performance Summaries and the New York City Department of Education (“NYCDOE”) Progress Report Results.

⁵ SUNY Trustees’ Charter Schools Committee resolution dated October 2, 2012.

IS THE SCHOOL AN ACADEMIC SUCCESS?

Brooklyn Prospect Charter School (“Brooklyn Prospect”) is an academic success based on its attainment of its key Accountability Plan goals and evidence about the educational program compiled on school evaluation visits during the charter term and at the time of renewal.

Academic Attainment. At the beginning of the charter term, the school developed and adopted an Accountability Plan that set academic goals in the key subjects of ELA and math. The Accountability Plan also includes science and No Child Left Behind Act (“NCLB”) goals. For each goal in the Accountability Plan, specific outcome measures define the level of performance necessary to meet that goal.

Note: This year the Institute is not reporting results for the two absolute ELA and math measures. Because of the high standards in the new state testing program only a handful of schools statewide met the absolute proficiency target and the state has not yet recalibrated the absolute Annual Measurable Objective.

Throughout Brooklyn Prospect’s four-year Accountability Period, the school came close to meeting both its ELA and math goals.⁶ In the last two years, Brooklyn Prospect met its targets in the comparative measures in both key goals. Specifically, in both ELA and math, the school outperformed its local school district by about 15 percentage points in the last two years. The school also performed better than predicted compared to similar schools statewide based on economically disadvantaged students, meeting its targets in the last two years. With respect to comparative growth, during the last three years, students showed greater year-to-year growth compared to statewide results in both ELA and math than students with the same scores in the previous year. During the Accountability Period, the school has also met its science goal and is in good standing under the state’s NCLB accountability system.

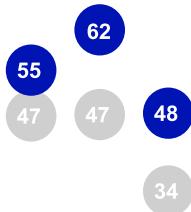
These results appear on the following page and in School Performance Summaries in the Appendix.

⁶ Brooklyn Prospect had only 9th grade students enrolled in its high school program at the end of the Accountability Period. Because the school did not have a graduating class, the Institute cannot yet hold the school accountable for high school student performance in Regents results, graduation rates and college preparation.

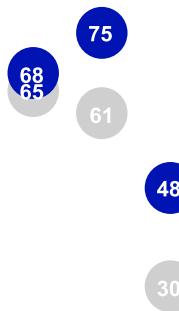
Brooklyn Prospect Charter School

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

ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL



MATHEMATICS ACCOUNTABILITY PLAN GOAL

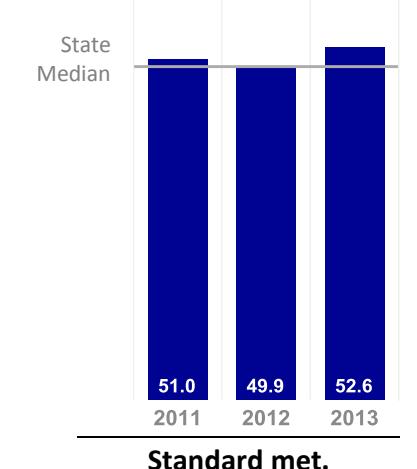


**Comparative Measure:
Effect Size.**
Each year, the school will exceed its predicted level of performance by an Effect Size of 0.3 or above according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

Standard consistently met.

Meaningful Effect Size

Standard met during 2 of 3 years.



Standard consistently met.

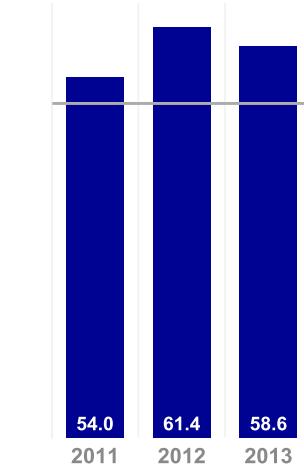
-0.02 0.27 0.83 1.01

Standard met during 2 of 3 years.

**Comparative Growth Measure:
Mean Growth Percentile.**
Each year, the school's unadjusted mean growth percentile for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.

State Median

Standard met.



Instructional Leadership. Brooklyn Prospect has strong and deep instructional leadership with an abiding commitment to leadership development and teacher effectiveness in pursuit of International Baccalaureate (“IB”) accreditation.

- The instructional leadership establishes an environment of high expectations for both teachers and students. In developing a rigorous IB program, the leaders hold teachers accountable for meeting personal professional goals as well as student achievement goals. Teachers expect students to graduate from college with a set of cognitive and affective skills to navigate successfully a diverse adult world.
- The school has a comprehensive three-tiered instructional leadership organization, based on scope of supervision and management responsibilities. In consultation with the executive director, the elementary, middle and high school principals monitor and collaborate with department chairs who supervise and coach the teachers in their respective departments. In addition, a cadre of advisory coordinators, without supervisory responsibility, manages grade-level meetings. This complex leadership structure encourages personal professional development and commitment to the school program. Five of eight founding teachers are currently in leadership positions.
- Department chairs provide frequent instructional coaching with bi-weekly one-on-one feedback. The school has an online system whereby senior leaders can monitor and collaborate on the coaching. After three weeks of the current school year, the chairs had already recorded dozens of observations as written online entries. The principals use this documentation to determine where additional intervention is necessary and to identify general professional development topics.
- Prior to two-weeks of summer professional development for the teaching staff, principals and department participate in a week of planning at the beginning of August, focusing on coaching the development of teachers’ instructional skills with an emphasis on monitoring the development of well-defined, discrete actionable skills.
- The school regularly offers multiple opportunities for collaboration. They include: grade-level team meetings (centering on student achievement, citizenship and special needs, as well as interdisciplinary subject-area content); department meetings (focusing on curriculum and assessment data, as well as topics such as using IB criteria for assessing student performance); co-teacher planning meetings for individual classroom planning; one-on-one meetings with supervisors; and school leader meetings with department chairs.
- Aside from the summer teacher professional development, which concentrates on curriculum and behavior management, most professional development during the school-year emanates from grade-level meetings. While the school offers opportunities to attend external workshops, the bulk of professional development is on the level of individual coaching and meeting personal goals.
- Teacher evaluation is a comprehensive system with attention paid to goal setting and professional growth that support teacher effectiveness. Instructional leaders regularly conduct teacher evaluations with clear criteria that accurately identify teacher strengths and weaknesses. Aside from setting personal, professional and achievement goals, the bi-annual teacher evaluation contains eight major areas of which five deal with effective instruction with 20 of 46 indicators focusing on various aspects of instructional competence.

NOTEWORTHY

After completing a rigorous multi-year application process, Brooklyn Prospect is now accredited as an International Baccalaureate Middle Years Program (“MYP”) for grades 6-10. The IB curriculum and instructional approach cultivates multicultural awareness, presents knowledge as an integration of disciplines, emphasizes the acquisition of both written and oral communication skills and supports inquiry and understanding by promoting student reflection and self-expression. MYP does not dictate content, but guides the approach while leaving specific content choices to the individual school. After graduating students from high school in the next charter term, Brooklyn Prospect will also seek designation as offering a high school IB Diploma Program.

Curriculum & Assessment. Brooklyn Prospect’s rich, IB-focused curriculum supports teachers in their instructional planning. The school has an assessment system that improves student learning.

- The school has determined that its middle school Achievement Net (“A-Net”) interim assessments correlate with the new state assessments in ELA and math. The school uses recycled state Regents exams as interim assessments in high school, but is mindful that at a time of transitions to Common Core-aligned assessments, it must carefully monitor the continuing validity of the old state assessments. Aside from alignment to the new state learning standards, the school uses IB end-of-unit constructed-response assessments in all grades to add rigor to the school’s assessment system.
- At the beginning of the year, the school uses baseline-assessments to identify students for special interventions. Each teacher also sets year-long achievement goals based on these results.
- The middle school principal and department heads in consultation with A-Net representatives review interim assessment results to identify key outcomes for re-teaching. In the high school, the staff uses assessment information to modify the instructional program. For example, based on Algebra Regents pass-rates, class exit tickets, classroom participation and diagnostic results at beginning of this school year, the math department added two small sections of students in order to better prepare students for the Algebra Regents.
- Principal and department chairs discuss results to identify big trends and for re-teaching; the chairs then develop a strategy with the teachers and then review action plans to ensure that the teachers follow through.
- Based on assessment results, teachers change their pacing and scope and sequence, but do not modify curriculum maps until the end of the year when each teacher reflects on the delivery of instruction for particular curriculum units during the course of the year.
- In collaboration with department chairs, teachers develop a curriculum map for their subject area courses that are a work in progress throughout the year; they modify the

instructional scope and sequence and instructional pacing on an ongoing basis to adjust for assessment results.

- Lesson plans are well developed, tightly scripted, focused on clear objectives, and often aligned to unit planners based on IB principles. The unit planners have several key components that facilitate rigorous instruction and include areas of multidisciplinary focus, significant concepts to be covered, and essential questions.
- The curriculum materials are rich, engaging, and encourage higher-order thinking skills. Teachers know what and when they are teaching and plan purposeful and focused lessons.

Pedagogy. High quality instructional planning and implementation is generally evident throughout the school. As shown in the chart below, during the renewal visit, Institute team members conducted 17 classroom observations following a defined protocol used in all school renewal visits.

Classroom Observation Methodology: Number of Observations

Content Area	Grade					Total
	6	7	8	9	10	
ELA	1		1	1		3
Math	2			1		3
Writing					1	1
Science	1				1	2
Soc Stu	1		2	1	1	5
Specials	1	2				3
Total	6	2	3	3	3	17

- Teachers deliver purposeful lessons with clear objectives aligned to the school's curriculum (16 out of 17 classrooms observed). Teachers and students know the learning objectives that need to be taught and learned. There is tight implementation of lessons based on well developed teacher plans. Because of teachers' adherence to implementing the plans, their lesson presentations build on previous skills and knowledge. For example, in one high school math class, the teacher calls on students to recall previously taught concepts on solving algebra problems. Co-teachers have clear roles in helping students reach lesson objectives. Teachers present concepts with accuracy and in clear and age-appropriate terms.
- Teachers check for understanding with techniques including whole group questioning, one-on-one consultation during independent and group student work, review of exit tickets and "Do-Nows" (15 out of 17 classrooms observed). However, some teachers use questioning techniques as a management tool in order to maintain a quick pace in order to get through the lesson without actually using the responses to determine student learning. The co-teaching model for teachers to circulate the room and monitor student work. For example, in a middle school humanities class both teachers alternate between leading the lesson and circulating to evaluate student work.

- Only a few teachers include opportunities in their lessons to develop depth of understanding and higher-order thinking through questioning and activities (6 out of 17 classrooms observed). There are few examples of teachers challenging students to defend and elaborate on their answers and there are limited opportunities for students to engage in work that pushes higher-level thinking. Most do, however, provide opportunities for students to actively interact with peers, often applying instructional concepts to real-life situations. In one middle school classroom, students look at posted materials in a “class museum” and discuss with their classmates how parts of ancient Egyptian society connect to life in America today.
- Most teachers establish and maintain a classroom environment with a consistent focus on academic achievement (14 out of 17 classrooms observed). Across the school, teachers are prepared with materials readily available for students. In one classroom, students work on individual laptops to complete pre-made packets that the teacher had already distributed to students during the previous activity. Teacher preparation helps to minimize transition time and guide pacing in classrooms. Although there are instances of students not abiding by the expectation of 100 percent student engagement, most teachers have clear classroom behavioral expectations and adherence.

At-Risk Students. Brooklyn Prospect meets the needs of academically struggling students and students with disabilities; however, the school does not have a program to serve ELLs.

General Education Students Receiving Targeted Interventions

Program	Most classes have co-teachers; the school offers tutorial sessions in place of regular study halls and during mandated after school office hours; it provides mid-winter and spring break intensive academic remediation, as well as reading and math classes.
Staff	Grade-level advisory coordinators and general education staff provide tutorials, as well as the student support services department head, the learning support services coordinator and 12 learning specialists.
Identification Process	To identify students who may need special interventions, teachers use past state test scores, interim assessments, in-class assessment data and diagnostic tests. They also use teacher observations, homework checks, and report card grades to determine if a student may need additional assistance.
Coordination	Grade level teams (comprised of an advisor, core teachers, and learning specialists) conduct bi-weekly student needs meetings to review the performance of students receiving interventions and to consider students who would benefit from an intervention.
Progress Monitoring	Teachers use In class assessments and homework to monitor the progress of struggling students; they also review every four to six weeks the goal attainment of students with specific action plans.
Classroom Teacher Professional Development	At bi-weekly grade level meetings, learning specialists provide general education teachers with information from the student support services' own professional development activities.

Students with Disabilities

Program	In addition to the interventions offered to general education, the school uses a collaborative team teaching (“CTT”) approach to serve special education students. Learning specialists co-teach in specific subject areas. The school also uses push-in and pull-out groups to address specific academic needs of students with disabilities.	
Staff	The staff consists of a student support services department head, a learning support services coordinator, and 12 learning specialists.	
Identification Process	Staff reviews in-class assessments and teacher observations at grade level “student needs” meetings.	
Coordination	The student support services department meets twice a month to discuss students with Individualized Education Programs (“IEPs”). The department head has regular one-on-one meetings with teachers about individual students. Co-teachers meet weekly to review student performance and plan instruction.	
Progress Monitoring	Teachers use formal and informal in class IEP goals. The student support services team sets “Power Standards” to track student progress and/or mastery in particular content areas.	
Classroom Teacher Professional Development	At bi-weekly grade level meetings, learning specialists provide general education teachers with information from the student support services’ own professional development activities.	
	2011-12 2012-13 2013-14	
Enrollment (N)	(65) (81) (106)	
Results	Tested on State Exams (N) Percent Proficient on ELA Exam Percent Proficient Statewide	(63) (59) (N/A) 20.6 22.0 N/A 15.5 5.0 N/A

English Language Learners

Program	There is no specific program to serve ELLs. Some ELL students attend a remedial reading class along with struggling students from the general population.
Staff	None.
Identification Process	Home Language Survey and Language Assessment Battery-Revised (LAB-R) to classify students.
Progress Monitoring	The school uses NYSESLAT ⁷ data and in-class assessments to monitor student performance.
Classroom Teacher Professional Development	None.

⁷ New York State English as a Second Language Achievement Test, a standardized state exam.

		2012	2013	2014
Enrollment (N)		(7)	(10)	(12)
Results	Tested on NYSESLAT Exam (N)	(7)	(10)	(N/A)
	Percent Proficient or Making Progress on NYSESLAT			N/A

At the time of the renewal visit, the school had not established a coordinated program to support identified ELLs in developing their English language acquisition skills, nor did it have in place certified teachers or professional development for general education teachers serving ELLs. In the middle and high school grades this issue can be particularly acute as science and math content instructors need to be able to convey complex ideas to ELLs in order for them to be successful in the subject matter. Some schools for example use a co-teaching model or push-in services to ELLs during such classes. Given the Common Core's emphasis on the application of math and word problems, the school needs to develop a sense of urgency around this issue. As a result, the Institute will require the school to submit an educationally sound, legally compliant plan for serving ELL students at all grade levels, which in accordance with federal law, is research based and which is evaluated for effectiveness regularly.

IS THE SCHOOL AN EFFECTIVE, VIABLE ORGANIZATION?

The school is an effective and viable organization. The education corporation board (the “board”) carries out its oversight with implacable attention to student achievement and a clear sense of its governance responsibilities. The school organization effectively supports the delivery of the educational program. During the current charter term, the board with certain minor exceptions has been in general and substantial compliance with the terms of its charter, by-laws, applicable state and federal law, rules and regulations.

ORGANIZATIONAL STRUCTURE

Board Oversight. Brooklyn Prospect’s board works effectively to achieve the school’s Accountability Plan goals. The board provides rigorous oversight of the school’s program and finances with regular reports from the executive director, principals and deputy executive director and director of operations and finance. With this information, the education corporation competently oversees the school as it expands into an academically successful K-12 school.

- With the stability of most founding board members still on the board, the board possesses adequate skills, including educational, financial, technological, real estate, philanthropic and legal competencies. Its committees (including executive, academic, finance, development, facility and governance) benefit from their expertise in addressing governance issues.
- The committees serve as information gathering task forces; board decisions are not delegated to the committees, rather, they collect evidence to present to the full board to make decisions based on consensus. For example, prior to a full board presentation, school leaders present their reports to the academic committee for review. In one instance, the committee had the school leadership justify its request to use A Net assessment program and its coaching services and determined that the leadership also had the school faculty vet the use of the A Net. The leadership then presented its review to the full board for its comment.
- The full board conducted an extensive due diligence to identify the current elementary school and middle/high school facilities. Members believe that Brooklyn Prospect benefits from having two separate sites, with the smaller elementary school site despite their being a number of miles apart. Members report that the school’s quality and reputation give them confidence that parents are committed to continuing to send their children even at another location to Brooklyn Prospect. Earlier in the charter term the board experienced some difficulties in finding adequate facilities after being moved out of NYCDOE co-located incubator space in Sunset Park High School.
- The board regularly evaluates its own performance and that of the school leader. It evaluates itself with regard to recruitment, retention and fund raising and uses a rubric to evaluate the executive director based on a number of competencies as well as a variety of school-wide metrics (including: parental attitudes, teacher retention, legal compliance, IB accreditation, school attendance and attainment of Accountability Plan goals).

Organizational Capacity. Brooklyn Prospect’s organization effectively supports the delivery of the educational program.

- The school has established an administrative structure with staff, operational systems, policies and procedures that allow the school to carry out its academic program. In particular, the deputy executive director and the director of operations and finance ensure that the school operations are efficient, deliberate and comprehensive. The school has a central website with a set of documents and Google forms that enable teachers to post operational needs and receive immediate support. The operations team managed the school's move into a new facility in a matter of weeks with minimal disruption at the beginning of the last school year.
- The leadership structure establishes distinct lines of accountability with clearly defined roles and responsibilities and provides a numerous opportunities for developing leadership skills. Despite the complexities of cross-cutting grade level and departmental affiliations, teachers have a clear understanding of reporting and instructional support structures.
- Given the leadership pipeline, the IB status of the school and the school's attention to personal professional growth, the staff is extremely dedicated. The school has had close to a 90-percent teacher-retention rate with seven of the eight founding teachers remaining at the school. When hiring new staff, the school seeks teachers with previous experience in order to leverage their skills into leadership roles.
- The school has a clear student discipline system in place that teachers consistently apply. Besides achievement and effort, the school's grading system includes citizenship. During summer professional development, teachers role play to model appropriate responses using the school's three-tiered approach to discipline in order to ensure that teachers properly calibrate the escalation of consequences.
- The school is fully enrolled and self-reports a waitlist of 568 students. At the beginning of the last school year, when the school had a 9th grade for the first time, about 50 percent of the previous 8th graders opted to remain at Brooklyn Prospect; at the beginning of this school year about 75 percent of the 8th graders returned for the 9th grade. As NYC has many choice options for high school students, especially high performing students, this represents a significant accomplishment and may demonstrate the value of the IB program choice.
- In anticipation of its expansion to more grade levels, the school regularly monitors and evaluates the schools educational program based on student achievement results as well as board, staff, teacher and parent attitude surveys and makes changes as necessary. As a result, the school focuses on consistent implementation of procedures.
- With its operational systems, leadership development and implementation of the IB program and attention to student performance, Brooklyn Prospect has come consistently close to meeting its key academic Accountability Plan goals.
- Given its targeted outreach and monitoring efforts, as well as its focus on providing a strong system of supports for at-risk students, the school is likely to meet or exceed the enrollment and retention targets set by the SUNY Trustees for ELLs, students with disabilities, and students eligible for the FRPL program so long as the school develops an effective (and compliant) program for serving ELLs.

FAITHFULNESS TO CHARTER & PARENT SATISFACTION

Current Key Design Elements⁸	Evident?
Small group advisory for all students every day;	✓
Curriculum focused on innovation, inquiry, creativity, expression, critical thinking, problem solving, reflection, and teamwork;	✓
Development of students' skills and habits of mind, focusing on real-world connections and effective learning communities;	✓
Curriculum based on the pillars of the International Baccalaureate program;	✓
Integrated program that focuses on the development of the "whole person";	✓
Curriculum infused with 21 st Century skills;	✓
Foreign language and physical education classes daily for all students;	✓
Professional development focused on assessment data and differentiation;	✓
Culture of all staff as teachers and learners for each other/sharing best practices.	✓

Parent Satisfaction. Parents/guardians and students are satisfied with the school.⁹

2009-2010	2010-2011	2011-2012
Response Rate: 98%	Response Rate: 92%	Response Rate: 89%
Academic Expectations: 8.4	Academic Expectations: 8.7	Academic Expectations: 8.6
Communication: 7.8	Communication: 8.4	Communication: 8.4
Engagement: 7.9	Engagement: 8.3	Engagement: 8.4
Safety and Respect: 8.7	Safety and Respect: 8.8	Safety and Respect: 8.8

Persistence in Enrollment. The school provided the following statistical information in their renewal application materials.

	2010-11	2011-12	2012-13
Percent of Eligible Students Returning From Previous Year ¹⁰	91	95	82

⁸ As part of their initial application and their Application for Charter Renewal, schools identify the Key Design Elements that reflect their mission and distinguish the school.

⁹ Source: Application for Charter Renewal.

¹⁰ Ibid.

COMPLIANCE

Governance. In material respects, the school board has implemented, and abides by, adequate and appropriate policies, systems and procedures to ensure the effective governance and oversight of the school. The school board demonstrates a thorough understanding of its role in holding the school leadership accountable for academic results and fiscal soundness.

- The board receives specific and extensive reports on each program including fiscal and academic performance.
- The board successfully sought an expansion of the school to include elementary grades.

Legal Requirements. The education corporation substantially complies with applicable laws, rules and regulations and the provisions of its charter.

- While the Institute received some informal complaints related bullying and serving students with disabilities, one complaint where the student was represented by counsel really was a complaint against the NYCDO as the Local Educational Agency rather than the school as a school within that agency. The parent(s) ultimately sought an impartial hearing to change a student's placement.

The Institute found exceptions to the school's general compliance in the following areas.

- FERPA. Through inadvertence, the school provided student information protected by the federal Family Educational Rights and Privacy Act to a non-parent/guardian. Upon complaint the school remedied the situation.
- Code of Ethics. The education corporation's Code of Ethics did not conform to the current requirements of the New York General Municipal Law.
- By-laws. Provisions of the education corporation's by-laws related to meetings do not comply with the New York Open Meetings Law. The by-laws also appear to be in need of some technical revisions.
- ELL Program. The school did not have in place an effective and functioning ELL program that is regularly reviewed and research based as required by federal law and regulations.
- Section 504. A legal services organization brought a complaint against the school for requiring a parent to attend school with a disabled student pursuant to an agreement with the parent. As the child was entitled to a free and appropriate public education, this constituted a violation of Section 504 of the Rehabilitation Act of 1973 (and likely the Individuals with Disabilities Education Act). The matter was resolved at the school level and made clear to the school that such a practice is unlawful even with parental consent.

IS THE EDUCATION CORPORATION FISCALLY SOUND?

Based on evidence collected through the renewal review, Brooklyn Prospect is fiscally sound. The education corporation has successfully managed cash flow and has adequate financial resources to ensure stable operations. The SUNY Fiscal Dashboard, a multi-year financial data and analysis for SUNY authorized charter schools appears below in the Appendix. In support of its financial condition, the education corporation engages in conservative budgeting practices and conducts routine monitoring of revenues and expenses, making appropriate adjustments when necessary.

Budgeting and Long-Range Planning. Throughout the charter term, Brooklyn Prospect maintained fiscal soundness through conservative budgeting practices and routine monitoring of revenues and expenses. Actual expenses have been equal to or less than the actual revenue, resulting in positive cash flow.

- The education corporation develops annual budgets as a collaborative effort among the director of operations and finance, the administrative and leadership teams and the board.
- The education corporation has achieved its primary budgetary objective of supporting the needs of the instructional program while maintaining a positive cash flow in each year.
- The staff routinely analyzes the budget, and present budget updates including budget to actual variances to the board treasurer and the entire board of trustees.

Internal Controls. The education corporation has established and maintained appropriate fiscal policies, procedures and controls related to external and internal compliance for cash disbursements and receipts, purchasing, cash management, payroll, property and equipment, and records retention. The finance committee of the board of trustees provides the primary overall oversight including monitoring monthly fiscal results and variances and reporting the status to the full board.

- The education corporation has accurately recorded and appropriately documented transactions in accordance with established policies.
- The education corporation invests in training for business office staff.
- The education corporation's most recent audit reports of internal controls related to financial reporting and compliance with laws, regulations and grants, disclosed no material weaknesses, or instances of non-compliance.

Financial Reporting. The education corporation has complied with financial reporting requirements by providing the SUNY Trustees and the State Education Department ("SED") with required financial reports that are on time, complete and follow generally accepted accounting principles.

- The education corporation's annual financial statements are presented in accordance with generally accepted accounting principles and the independent audits of those statements have received unqualified opinions.
- Key reports have been generally filed timely and accurately, including: audit reports, budgets, cash flow statements, un-audited reports of income, expenses, and enrollment, and grant expenditure reports.

Financial Condition. The education corporation maintains adequate financial resources to ensure stable operations.

- The education corporation has posted fiscally strong composite score ratings on the Institute's financial dashboard indicating a consistent level of fiscal stability over the charter contract term.¹¹
- The education corporation has long-term leases related for the facilities that house its programs. The facilities are suitable and adequately funded through general operating revenues.
- The education corporation maintains healthy cash flows and reserves to cover current bills and those coming due shortly.

The Fiscal Dashboard, provided in the Appendix, presents color coded tables and charts indicating that Brooklyn Prospect Charter School has demonstrated fiscal soundness over the course of its charter term.¹²

¹¹ The composite score assists in measuring the financial health of an education corporation using a blended score that measures the school's performances on key financial indicators. The blended score offsets financial strengths against areas where there may be financial weaknesses.

¹² 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.

ARE THE SCHOOL'S PLANS FOR THE NEXT CHARTER TERM REASONABLE, FEASIBLE AND ACHIEVABLE?

To the extent that Brooklyn Prospect has achieved its key academic goals, continues to implement an educational program that supports achieving those goals, operates an effective and viable organization, and is fiscally sound, its plans to continue to implement the educational program as proposed during the next charter period are reasonable, feasible and achievable.

Plans for the School's Structure. The school has provided all of the key structural elements for a charter renewal and those elements are reasonable, feasible and achievable.

MISSION FOR THE NEXT CHARTER TERM

Serving grades Kindergarten through twelfth grade, Brooklyn Prospect pairs students with excellent teachers in a college preparatory environment using the International Baccalaureate program. We prepare students to become global citizens and help them to develop the love of learning that provides the foundation for lifelong personal and academic success.

The school's Application for Charter Renewal contains all necessary elements as required by the Act. The proposed school calendar allots an appropriate amount of instructional time to meet or exceed instructional time requirements, and taken together with other academic and key design elements, should be sufficient to allow the school to meet its proposed Accountability Plan goals. The school has amended or will amend other key aspects of the renewal application -- including by-laws and code of ethics, and its plan to serve ELLs -- to comply with various provisions of the New York Education Law, Not-for-Profit Corporation Law, Public Officers Law and the General Municipal Law, and federal regulations, as appropriate.

Plans for the Educational Program.

	Current Charter Term	End of Next Charter Term
Enrollment	613	1,025
Grade Span	K, 6-10	K-12
Teaching Staff	38	74
Days of Instruction	180	180

Brooklyn Prospect would continue to expand its grade span during a new charter term. Its high school would grow from its current 9-10 to a full 9-12 high school within two years; its elementary school would expand from Kindergarten only to K-5 in the fifth year of a new charter term. The same core elements of the instructional program that have enabled Brooklyn Prospect to meet its Accountability Plan goals during the current charter term would be likely to allow the school to meet its goals in the future.

Plans for Board Oversight and Governance. Board members express an interest in continuing to serve Brooklyn Prospect in the next charter term and may add additional members in the future.

Fiscal & Facility Plans. The education corporation has presented a reasonable and appropriate fiscal plan for the term of the next charter including budgets that are feasible and achievable. The education corporation has taken a conservative approach to budgeting and planning for the next charter term. The plan shows a substantial enrollment increase of more than 400 students compared to the current school year and on net this should further strengthen its financial position. The increase in enrollment is supported by a large and increasing waiting list and the completed rollout of elementary and high school grades (one at a time at each level). The school has a long-term private lease to accommodate its middle and high school programs and a NYCDOE co-location arrangement to provide for its elementary program thus providing operational stability. The education corporation's strong fiscal condition leaves it prepared should unexpected fiscal issues arise. Moreover, the smallest number of students are currently housed in public space should charter schools face increased costs in such space. Based on the foregoing fiscal information and the education corporation's track record of fiscal soundness, the Institute finds that the education corporation has demonstrated the ability to operate in a fiscally sound manner during the next charter term.

APPENDIX

SCHOOL OVERVIEW

Current Mission Statement

Brooklyn Prospect pairs students with excellent teachers in a college preparatory environment using the International Baccalaureate program. We prepare students to become global citizens and help them to develop the love of learning that provides the foundation for lifelong personal and academic success.

School Characteristics

School Year	Proposed Revised Enrollment	Actual Enrollment¹³	Proposed Grades	Actual Grades
2009-10	92	101	6	6
2010-11	180	202	6-7	6-7
2011-12	264	303	6-8	6-8
2012-13	344	420	6-9	6-9
2013-14	550	613	6-10	K, 6-10

Student Demographics¹⁴

	2010-11		2011-12		2012-13¹⁵
	Percent of School Enrollment	Percent of NYC CSD 15 Enrollment	Percent of School Enrollment	Percent of NYC CSD 15 Enrollment	Percent of School Enrollment
Race/Ethnicity					
American Indian or Alaska Native	0	0	1	0	0
Black or African American	17	20	18	18	18
Hispanic	34	44	34	43	35
Asian, Native Hawaiian, or Pacific Islander	4	13	5	14	5
White	41	23	42	23	40
Multiracial	4	0	0	0	2
Special Populations					
Students with Disabilities ¹⁶	19	--	20	23	19

¹³ Source: SUNY Charter Schools Institute's Official Enrollment Binder. (Figures may differ slightly from New York State Report Cards, depending on date of data collection.)

¹⁴ Source: 2010-11 and 2011-12 School Report Cards, SED.

¹⁵ The Institute derived the 2012-13 Students with Disabilities, ELL and Economically Disadvantaged statistics from the school's October 2012 student enrollment report to SED (2012-13 BEDS Report). District data are not yet available.

¹⁶ Students with Disabilities enrollment data are not available for 2010-11. SED released these district data for the first time in spring 2012 as the state's Empirical Analysis of Enrollment Targets.

	2010-11		2011-12		2012-13
	Percent of School Enrollment	Percent of NYC CSD 15 Enrollment	Percent of School Enrollment	Percent of NYC CSD 15 Enrollment	Percent of School Enrollment
English Language Learners	3	17	3	18	3
Free/ Reduced Lunch					
Eligible for Free Lunch	21	62	35	60	--
Eligible for Reduced – Price Lunch	6	6	7	6	--
Economically Disadvantaged	--	--	--	--	36

Current Board of Trustees¹⁷

Board Member Name	Position
Luyen Chou	Chair
Anne Burns	Vice-Chair
Eliza Swann	Secretary
Kristina Frantz	Parent Representative
Elizabeth Varley Camp	Trustee
Pearl Rock Kane	Trustee
Candice Olson	Trustee
Stacey Hightower	Trustee
Roger Fortune	Trustee
Jaleh Amouzegar	Trustee

School Leader(s)

School Year(s)	School Leader(s) Name and Title
2009-10 to Present	Daniel Rubenstein, Executive Director

School Visit History

School Year	Visit Type	Evaluator (Institute/External)	Date
2009-10	First Year	Institute	April 13, 2010
2011-12	Evaluation Visit (3rd Year)	Institute	October 6, 2011
2013-14	Initial Renewal Visit	Institute	October 2-3, 2013

¹⁷ Source: Institute Board Records.

Conduct of the School Renewal Visit

Date(s) of Visit	Evaluation Team Members	Title
October 2-3, 2013	Ron Miller, PhD	Executive Deputy Director for Accountability
	Aaron Campbell	Senior Analyst
	Adam Aberman	Consultant

FISCAL DASHBOARD



Brooklyn Prospect

SCHOOL INFORMATION						
FINANCIAL POSITION	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Assets						
Current Assets						
Cash and Cash Equivalents - GRAPH 2	-	-	410,017	915,370	1,447,935	616,119
Grants and Contracts Receivable	-	-	86,154	17,439	2,219	123,192
Accounts Receivable	-	-	-	-	1,277	-
Prepaid Expenses	-	-	2,852	82,900	152,487	106,695
Contributions and Other Receivables	-	-	-	201,666	-	-
Total Current Assets - GRAPH 2	-	-	499,023	1,217,375	1,603,918	846,006
Property, Building and Equipment, net	-	-	146,784	182,514	898,287	2,136,203
Other Assets	-	12,131	-	291,356	224,500	292,002
Total Assets - GRAPH 2	-	12,131	645,807	1,671,245	2,726,705	3,274,211
Liabilities and Net Assets						
Current Liabilities						
Accounts Payable and Accrued Expenses	-	-	49,203	13,000	151,110	157,013
Accrued Payroll and Benefits	-	-	48,575	82,225	28,711	17,448
Deferred Revenue	-	-	2,309	1,351	4,396	-
Current Maturities of Long-Term Debt	-	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-	-
Other	-	-	-	-	-	666,851
Total Current Liabilities - GRAPH 2	-	-	100,087	96,576	184,217	841,312
L-T Debt and Notes Payable, net current maturities	-	-	-	-	-	-
Total Liabilities - GRAPH 2	-	-	100,087	96,576	184,217	841,312
Net Assets						
Unrestricted	-	12,131	538,220	1,574,669	2,542,488	2,432,899
Temporarily restricted	-	-	7,500	-	-	-
Total Net Assets	-	12,131	545,720	1,574,669	2,542,488	2,432,899
Total Liabilities and Net Assets	-	12,131	645,807	1,671,245	2,726,705	3,274,211
ACTIVITIES						
Operating Revenue						
Resident Student Enrollment	-	-	1,258,298	2,717,574	4,063,173	5,714,089
Students with Disabilities	-	-	273,610	546,354	859,865	1,102,373
Grants and Contracts	-	-	-	-	-	-
State and local	-	-	152,851	14,567	16,655	227,819
Federal - Title and IDEA	-	-	23,556	64,106	80,580	210,889
Federal - Other	-	-	489,798	110,202	-	-
Other	-	-	-	-	-	-
Food Service/Child Nutrition Program	-	-	-	-	-	-
Total Operating Revenue	-	-	2,198,113	3,452,803	5,020,083	7,255,170
Expenses						
Regular Education	-	-	1,008,067	1,484,997	2,649,570	4,781,957
SPED	-	-	252,017	371,247	662,392	1,195,490
Regular Education & SPED (combined)	-	-	-	-	-	-
Other	-	-	-	-	-	-
Total Program Services	-	-	1,260,084	1,856,244	3,311,962	5,977,447
Management and General	-	-	671,116	620,643	709,686	1,343,786
Fundraising	-	-	107,410	68,110	106,403	142,702
Total Expenses - GRAPH 1 / GRAPH 4	-	-	2,038,610	2,544,997	4,126,051	7,463,935
Surplus / (Deficit) From School Operations	-	-	159,503	907,806	892,032	(208,765)
Support and Other Revenue						
Contributions	-	-	243,085	-	48,434	48,240
Fundraising	-	-	9,274	3,205	-	39,029
Miscellaneous Income	-	12,131	121,727	247,795	27,353	11,907
Net assets released from restriction	-	-	-	-	-	-
Total Support and Other Revenue	-	12,131	374,086	251,000	75,787	99,176
Total Unrestricted Revenue	-	12,131	2,564,699	3,703,803	5,095,870	7,354,346
Total Temporarily Restricted Revenue	-	-	7,500	-	-	-
Total Revenue - GRAPH 1	-	12,131	2,572,199	3,703,803	5,095,870	7,354,346
Change in Net Assets	-	12,131	533,589	1,158,806	967,819	(109,589)
Net Assets - Beginning of Year - GRAPH 1	-	-	12,131	545,720	1,704,526	2,542,488
Prior Year Adjustment(s)	-	-	-	-	(129,857)	-
Net Assets - End of Year - GRAPH 1	-	12,131	545,720	1,704,526	2,542,488	2,432,899
Functional Expense Breakdown						
Personnel Service	-	-	-	558,960	762,873	1,266,902
Administrative Staff Personnel	-	-	577,920	1,024,727	1,469,208	2,220,721
Instructional Personnel	-	-	632,607	-	-	64,604
Non-Instructional Personnel	-	-	-	-	-	-
Personnel Services (Combined)	-	-	-	-	-	-
Total Salaries and Staff	-	-	1,210,527	1,583,687	2,232,081	3,552,227
Fringe Benefits & Payroll Taxes	-	-	188,399	257,338	397,376	663,832
Retirement	-	-	26,857	37,561	37,512	75,454
Management Company Fees	-	-	-	-	-	-
Building and Land Rent / Lease	-	-	3,299	-	487,633	1,861,264
Staff Development	-	-	17,849	15,466	52,233	21,028
Professional Fees, Consultant & Purchased Services	-	-	377,093	399,245	312,832	357,834
Marketing / Recruitment	-	-	10,445	2,526	32,331	10,881
Student Supplies, Materials & Services	-	-	71,510	103,034	145,038	256,425
Depreciation	-	-	17,270	37,639	175,352	281,321
Other	-	-	115,371	108,503	255,663	383,639
Total Expenses	-	-	2,038,610	2,544,997	4,126,051	7,463,935
ENROLLMENT						
Chartered Enroll	-	-	92	180	264	344
Revised Enroll	-	-	-	-	-	-
Actual Enroll - GRAPH 4	-	-	92	180	303	420
Chartered Grades	-	P-Year	6	6-7	6-8	6-9
Revised Grades	-	-	-	-	-	-

Brooklyn Prospect

SCHOOL ANALYSIS						
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Primary School District						
Per Pupil Funding	11,023	12,443	12,443	13,527	13,527	13,527
Increase over prior year	8.1%	12.9%	0.0%	8.7%	0.0%	0.0%
PER STUDENT BREAKDOWN						
Revenue	-	-	23,893	19,182	16,568	17,274
Operating	-	-	4,066	1,394	250	236
Other Revenue and Support	-	-	27,959	20,577	16,818	17,510
TOTAL - GRAPH 3						
Expenses	-	-	13,697	10,312	10,931	14,233
Program Services	-	-	9,462	3,826	2,693	3,539
Management and General, Fundraising	-	-	22,158	14,138	13,624	17,771
TOTAL - GRAPH 3						
% of Program Services	0.0%	0.0%	61.8%	72.9%	80.2%	80.1%
% of Management and Other	0.0%	0.0%	38.2%	27.1%	19.8%	19.9%
% of Revenue Exceeding Expenses - GRAPH 5	0.0%	0.0%	26.2%	45.5%	23.4%	-1.5%
Student to Faculty Ratio						
			20.0	17.3	24.0	
Faculty to Admin Ratio						
			#DIV/0!	1.9	1.9	
Financial Responsibility Composite Scores - GRAPH 6						
Score	-	-	-	2.6	3.0	3.0
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 / Fiscally Needs Monitoring 1.0 - 0.9	N/A	N/A	N/A	Fiscally Strong	Fiscally Strong	Fiscally Strong
Working Capital - GRAPH 7						
Net Working Capital			399,936	1,120,799	1,419,701	4,694
A % of Unrestricted Revenue	0.0%	0.0%	15.6%	30.3%	27.9%	0.1%
Working Capital (Current) Ratio Score	-	-	5.0	12.6	8.7	1.0
Risk (Low > 3.0 / Medium 1.4 - 2.9 / High < 1.4)	N/A	N/A	LOW	LOW	LOW	HIGH
Rating (Excellent > 3.0 / Good 1.4 - 2.9 / Poor < 1.4)	N/A	N/A	Excellent	Excellent	Excellent	Poor
Quick (Acid Test) Ratio						
Score	-	-	5.0	11.7	7.9	0.9
Risk (Low > 2.5 / Medium 1.0 - 2.4 / High < 1.0)	N/A	N/A	LOW	LOW	LOW	HIGH
Rating (Excellent > 2.5 / Good 1.0 - 2.4 / Poor < 1.0)	N/A	N/A	Excellent	Excellent	Excellent	Poor
Debt to Asset Ratio - GRAPH 8						
Score	-	-	0.2	0.1	0.1	0.3
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)	N/A	N/A	LOW	LOW	LOW	LOW
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)	N/A	N/A	Excellent	Excellent	Excellent	Excellent
Months of Cash - GRAPH 8						
Score	-	-	2.4	4.3	4.2	1.0
Risk (Low > 6 mo. / Medium 3 - 6 mo. / High < 3 mo.)	N/A	N/A	HIGH	MEDIUM	MEDIUM	HIGH
Rating (Excellent > 6 mo. / Good 3 - 6 mo. / Poor < 3	N/A	N/A	Poor	Good	Good	Poor

GRAPH 1 Revenue, Expenses and Net Assets							GRAPH 2 Cash, Assets and Liabilities							
Dollars	8,000,000	7,000,000	6,000,000	5,000,000	4,000,000	3,000,000	2,000,000	1,000,000	3,000,000	2,500,000	2,000,000	1,500,000	1,000,000	500,000
For the Year Ended June 30	2008-09	2009-10	2010-11	2011-12	2012-13				2008-09	2009-10	2010-11	2011-12	2012-13	
■ Revenue	2,500,000	3,500,000	4,000,000	5,000,000	7,500,000	■ Expenses	2,000,000	1,500,000	1,000,000	1,500,000	1,500,000	1,500,000	1,500,000	1,500,000
■ Net Assets - Beginning	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	■ Net Assets - Ending	2,500,000	3,000,000	3,500,000	4,000,000	4,500,000	5,000,000	5,500,000	6,000,000
■ Current Assets	500,000	1,000,000	1,500,000	2,000,000	2,500,000	■ Current Liabilities	100,000	150,000	200,000	250,000	300,000	350,000	400,000	450,000
■ Total Assets	3,000,000	4,500,000	5,500,000	6,500,000	7,500,000	■ Total Liabilities	1,500,000	1,500,000	1,500,000	1,500,000	1,500,000	1,500,000	1,500,000	1,500,000
■ Total Net Assets	1,500,000	3,000,000	4,000,000	5,000,000	6,000,000	■ Total Net Assets	1,500,000	1,500,000	1,500,000	1,500,000	1,500,000	1,500,000	1,500,000	1,500,000

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

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

SCHOOL PERFORMANCE SUMMARY: English Language Arts
Brooklyn Prospect Charter School



	2010-11 Grades Served: 6-7			MET	2011-12 Grades Served: 6-8			MET	2012-13 Grades Served: 6-9			MET		
	Grades	All Students % (N)	2+ Years Students % (N)		Grades	All Students % (N)	2+ Years Students % (N)		Grades	All Students % (N)	2+ Years Students % (N)			
	3	(0)	(0)		3	(0)	(0)		3	(0)	(0)			
ABSOLUTE MEASURES	4	(0)	(0)		4	(0)	(0)		4	(0)	(0)			
1. Each year 75 percent of students who are enrolled in at least their second year will perform at proficiency on the New York State exam.	5	(0)	(0)		5	(0)	(0)		5	(0)	(0)			
	6	75.7 (103)	(0)		6	61.9 (97)	(0)		6	42.2 (102)	(0)			
	7	55.6 (99)	55.2 (87)		7	64.7 (102)	66.7 (93)		7	41.7 (103)	41.6 (89)			
	8	(0)	(0)		8	58.6 (99)	57.1 (84)		8	52.9 (104)	53.1 (98)			
	All	65.8 (202)	55.2 (87)	NO	All	61.7 (298)	62.1 (177)	NO	All	45.6 (309)	47.6 (187)	NO		
2. Each year the school's aggregate Performance Level Index on the State exam will meet the Annual Measurable Objective set forth in the State's NCLB accountability system.	Grades	PI	AMO	YES	Grades	PI	AMO	YES	Grades	PLI	AMO	YES		
	6-7	161	122		6-8	156	135		6-8	128				
COMPARATIVE MEASURES	Comparison: Brooklyn District 15				Comparison: Brooklyn District 15				Comparison: Brooklyn District 15					
3. Each year the percent of students enrolled in at least their second year and performing at proficiency will be greater than that of students in the same grades in the local district.	Grades	School	District	YES	Grades	School	District	YES	Grades	School	District	YES		
	7	55.2	47.1		7-8	62.1	47.3		7-8	47.6	33.8			
4. Each year the school will exceed its predicted percent of students at proficiency on the state exam by at least a small Effect Size (at least 0.3) based on its percentage of Economically Disadvantaged students.	% FL	Actual	Predicted	Effect Size	% FL	Actual	Predicted	Effect Size	% ED	Actual	Predicted	Effect Size		
	20.8	65.8	62.5	0.27	NO	34.7	61.7	56.4	0.41	YES	30.9	45.6	39.8	0.49
GROWTH MEASURE	Grades	School	State	YES	Grades	School	State	NO	Grades	School	State	YES		
5. Each year, the school's unadjusted mean growth percentile will meet or exceed the state's unadjusted median growth percentile.	4				4				4	0.0				
	5				5				5	0.0				
	6				6				6	41.9				
	7				7				7	51.9				
	8				8				8	64.0				
	All	51.0	50.0	YES	All	49.9	50.0	NO	All	52.6	50.0	YES		

SCHOOL PERFORMANCE SUMMARY: Mathematics

Brooklyn Prospect Charter School



	2010-11 Grades Served: 6-7				MET	2011-12 Grades Served: 6-8				MET	2012-13 Grades Served: 6-9				MET			
	All Students % (N)		2+ Years Students % (N)			All Students % (N)		2+ Years Students % (N)			All Students % (N)		2+ Years Students % (N)					
	Grades		Grades			Grades		Grades			Grades		Grades					
ABSOLUTE MEASURES	3	(0)	(0)			3	(0)	(0)			3	(0)	(0)					
1. Each year 75 percent of students who are enrolled in at least their second year will perform at proficiency on the New York State exam.	4	(0)	(0)			4	(0)	(0)			4	(0)	(0)					
	5	(0)	(0)			5	(0)	(0)			5	(0)	(0)					
	6	87.4 (103)	(0)			6	90.7 (97)	(0)			6	53.9 (102)	(0)					
	7	66.7 (99)	67.8 (87)			7	83.3 (102)	84.9 (93)			7	33.0 (103)	34.8 (89)					
	8	(0)	(0)			8	65.7 (99)	64.3 (84)			8	58.7 (104)	59.2 (98)					
	All	77.2 (202)	67.8 (87)	NO		All	79.9 (298)	75.1 (177)	YES		All	48.5 (309)	47.6 (187)	NO				
2. Each year the school's aggregate Performance Level Index on the State exam will meet the Annual Measurable Objective set forth in the State's NCLB accountability system.	Grades	PI	AMO			Grades	PI	AMO			Grades	PLI	AMO					
	6-7	175	137	YES		6-8	178	148	YES		6-8	133						
COMPARATIVE MEASURES	Comparison: Brooklyn District 15					Comparison: Brooklyn District 15					Comparison: Brooklyn District 15							
3. Each year the percent of students enrolled in at least their second year and performing at proficiency will be greater than that of students in the same grades in the local district.	Grades	School	District			Grades	School	District			Grades	School	District					
	7	67.8	64.8	YES		7-8	75.1	60.7	YES		7-8	47.6	30.1	YES				
4. Each year the school will exceed its predicted percent of students at proficiency on the State exam by at least a small Effect Size (at least 0.3) based on its percentage of Economically Disadvantaged students.	Effect Size					Effect Size					Effect Size							
	% FL	Actual	Predicted			% FL	Actual	Predicted			% ED	Actual	Predicted					
	20.8	77.2	73.0	0.27	NO	34.7	79.9	66.4	0.83	YES	30.9	48.5	33.5	1.01	YES			
GROWTH MEASURE	Grades School State					Grades School State					Grades School State							
5. Each year, the school's unadjusted mean growth percentile will meet or exceed the state's unadjusted median growth percentile.	4					4					4	0.0						
	5					5					5	0.0						
	6					6					6	65.9						
	7					7					7	46.9						
	8					8					8	63.5						
	All	54.0	50.0	YES		All	61.4	50.0	YES		All	58.6	50.0	YES				

NYCDOE PROGRESS REPORT RESULTS

Brooklyn Prospect received a letter grade of “B” on its 2012-13 NYCDOE Progress Report. The NYCDOE bases the overall grade on school performance in three categories: School Environment, Student Performance and Student Progress, with the greatest emphasis placed on Student Progress. To raise the bar for schools and increase stability in the letter grades, the city reports that it set overall cut scores for 2012-13 based on a pre-determined scoring distribution. For middle schools, the distribution is: 26 percent A; 36 percent B; 31 percent C; five percent D; and two percent E.

Brooklyn Prospect received the “B” based on the composite score of the three categories. The school received an “A” in School Environment, which measures factors other than student achievement. NYCDOE largely bases this category on parent and teacher satisfaction surveys, which measure the conditions necessary for learning. In the Student Performance category, the school received a “B,” indicating that the school’s absolute performance was better on the whole than its peer schools in New York City. As a result of Brooklyn Prospect’s limited year-to-year growth in math in comparison to its peer schools, it received a “C” in Student Growth.

These results are consistent with the Institute’s analysis above.