



THE SUNY CHARTER SCHOOLS INSTITUTE

*RENEWAL RECOMMENDATION REPORT
BROOKLYN PROSPECT CHARTER
SCHOOL - CSD 15*

Report Date: February 27, 2019

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CONTENTS

2

Introduction & Report Format

4

Renewal Recommendation

6

School Background and Executive Summary

9

Academic Performance

25

Organizational Performance

31

Fiscal Performance

34

Future Plans

Appendices

A: School Overview

B: School Performance Summaries

C: District Comments

D: School Fiscal Dashboard

E: Education Corporation Overview

F: Education Corporation Fiscal Dashboard

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INTRODUCTION & REPORT FORMAT

This report is the primary means by which the SUNY Charter Schools Institute (the “Institute”) transmits to the State University of New York Board of Trustees (the “SUNY Trustees”) its findings and recommendations regarding a 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

THE INSTITUTE MAKES ALL RENEWAL RECOMMENDATIONS BASED ON

A SCHOOL’S
APPLICATION
FOR CHARTER
RENEWAL

INFORMATION
GATHERED DURING
THE CHARTER TERM

ACADEMIC
PERFORMANCE

FISCAL SOUNDNESS

LEGAL COMPLIANCE

RENEWAL
EVALUATION VISIT



Most importantly, the Institute analyzes the school’s record of academic performance and the extent to which it has met its academic Accountability Plan goals.

1. Revised September 4,
2013 and available at: [www.
newyorkcharters.org/SUNY-
Renewal-Policies/](http://www.newyorkcharters.org/SUNY-Renewal-Policies/).

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REPORT FORMAT

This renewal recommendation report compiles the evidence below using the ***State University of New York Charter Renewal Benchmarks*** (the “SUNY Renewal Benchmarks”),² which specify in detail what a successful school should be able to demonstrate at the time of the renewal review. The Institute uses the four interconnected renewal questions below for framing benchmark statements to determine if a school has made an adequate case for renewal.



RENEWAL QUESTIONS

1. IS THE SCHOOL AN ACADEMIC SUCCESS?
2. IS THE SCHOOL AN EFFECTIVE, VIABLE ORGANIZATION?
3. IS THE SCHOOL FISCALLY SOUND?
4. IF THE SUNY TRUSTEES RENEW THE EDUCATION CORPORATION'S AUTHORITY TO OPERATE THE SCHOOL, ARE ITS PLANS FOR THE SCHOOL REASONABLE, FEASIBLE, AND ACHIEVABLE?

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/renewal/.

2. Version 5.0, May 2012, available at: www.newyorkcharters.org/SUNY-Renewal-Benchmarks/.

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



RENEWAL RECOMMENDATION

Full-Term Renewal The Institute recommends that the SUNY Trustees approve the Application for Charter Renewal of Brooklyn Prospect Charter School - CSD 15 and renew Brooklyn Prospect Charter School's authority to operate the school for a period of five years with authority to provide instruction to students in such configuration as set forth in its Application for Charter Renewal.



To earn a **Subsequent Full-Term Renewal**, a school must demonstrate that it has met or come close to meeting its academic Accountability Plan goals.³

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 makes the following findings required by the Act:

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

ENROLLMENT AND RETENTION TARGETS

Enrollment and retention targets apply to all open and operating charter schools. Brooklyn Prospect Charter School - CSD 15 ("Brooklyn Prospect 15") received a full-term renewal from the SUNY Trustees in 2014, and was given targets at that time. Charter schools are required to make good faith efforts to meet enrollment and retention targets for students with disabilities, English language learners ("ELLs"), and students who are eligible applicants for the federal Free and Reduced Price Lunch ("FRPL") program.

3. SUNY Renewal Policies
(p. 14).

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

As required by Education Law § 2851(4)(e), a school must include in its renewal application information regarding the efforts it will put in place to meet or exceed SUNY's enrollment and retention targets for students with disabilities, ELLs, and FRPL eligible students. The Institute communicates specific targets for each school during its first year of operation or at renewal.

Because of Brooklyn Prospect 15's mission and key design elements, the school does not utilize the enrollment targets for enrolling students as the school strives to enroll an intentionally diverse population, with no single majority of any student subgroup. Despite this mission, the school does not meet its enrollment targets for students who qualify for FRPL, students with disabilities, or ELLs. The school meets its retention target for students with disabilities, and comes close to meeting the targets for students who qualify for FRPL and ELLs. If renewed, the school will utilize the following strategies to recruit students:

- hosting admissions sessions for prospective families with detailed information regarding the school's special education program;
- providing individual family meetings to prospective families whose children have special needs to describe the school's programs;
- translating promotional materials in multiple languages other than English;
- targeting immigrant communities in the neighborhood for recruitment efforts;
- implementing a set aside for families who qualify for FRPL via a lottery preference; and,
- providing a wide range of extracurricular activities to both recruit and retain a diverse population of students.

For additional information on the school's enrollment and retention target progress, see Appendix A.

CONSIDERATION OF SCHOOL DISTRICT COMMENTS

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

As of the date of this report, the Institute has not received district comments in response to the renewal application. A summary of public comments submitted to the Institute appears in Appendix C.

SCHOOL BACKGROUND AND EXECUTIVE SUMMARY

BROOKLYN PROSPECT CHARTER SCHOOL - CSD 15

BACKGROUND

The SUNY Trustees approved the original charter for Brooklyn Prospect 15 on May 30, 2008. The school opened its doors in the fall of 2009 initially serving 101 students in 6th grade. The school is authorized to serve 700 students in 6th – 12th grade during the 2018-19 school year and implements an International Baccalaureate (“IB”) Programme⁵ at the middle and high school levels. If renewed, Brooklyn Prospect Charter School (“Brooklyn Prospect Charter Schools” or the “education corporation”) plans to reconfigure the Brooklyn Prospect 15’s enrollment pathways with the other two schools operated by the education corporation to, among other things, add elementary grades. Brooklyn Prospect 15 will start with Kindergarten in 2019-20 and add an additional grade each year for the remainder of the next charter term. In 2019-20 and 2020-21, the school will shift its 6th and 7th grade levels, respectively, to Brooklyn Prospect Charter School - CSD 15.2 (“Brooklyn Prospect 15.2”), which will open in 2019-20. Also in 2019-20, Brooklyn Prospect Charter School - CSD 13 (“Brooklyn Prospect 13”), which currently serves Kindergarten – 8th grade, will begin matriculating 9th grade students to Brooklyn Prospect 15. In 2021-22, the school will shift its high school grade levels to Brooklyn Prospect 15.2 leaving Brooklyn Prospect 15 to serve elementary grade levels only. By the end of the charter term, Brooklyn Prospect 15 will serve students in Kindergarten – 4th grade, with a projected total enrollment of 275 students.

The current charter term expires on July 31, 2019. A subsequent charter term would enable the school to operate through July 31, 2024. The school is located in private space in New York City Community School District (“CSD”) 15.

The mission of Brooklyn Prospect 15 is:



Brooklyn Prospect Charter School is a Kindergarten - 12th grade college preparatory community where excellent teachers prepare a diverse student body to have a positive impact on society and a lifelong passion for learning.

Brooklyn Prospect Schools contracts with the relatively newly formed charter management organization (“CMO”) Prospect Schools, Inc. (“Prospect Schools;” the “CMO;” or, the “network”), a New York not-for-profit corporation, which provides support for academics, recruitment, human resources, operations, finance, development, and professional development. Prospect Schools also contracts with an unopened school in Danbury, CT.

5. The IB program is a rigorous curricular framework that allows students to earn college credit.

For more information, please visit: www.ibo.org/programmes/diploma-programme/.

SCHOOL BACKGROUND AND EXECUTIVE SUMMARY

EXECUTIVE SUMMARY

Brooklyn Prospect 15 is an academic success having met its Accountability Plan goals in its first subsequent charter term. The school demonstrates success in the following manner:

- Brooklyn Prospect 15 consistently met its graduation target each year of the charter term with 96% of students graduating in 2017-18.
- Students in the 2014 Cohort received acceptances from over 110 colleges and universities including both two year and four year institutions.
- In ELA, for 6th – 8th grade, Brooklyn Prospect 15 posted a notable 70% proficiency rate in 2017-18 compared to the district's 56% proficiency rate.
- In mathematics, for 6th – 8th grade, the school posted a 70% proficiency rate for 2017-18 besting the district by 24 percentage points.
- Brooklyn Prospect 15's 8th grade students performed at 92% proficient on the state science exam beating the district by 34 percentage points.

In addition to impressive student achievement results the school has clear systems in place to drive teacher growth and development. The school's leadership structure has a department chair in place for most content areas. The department chairs work closely to support and coach individual teachers while also receiving coaching from each principal.

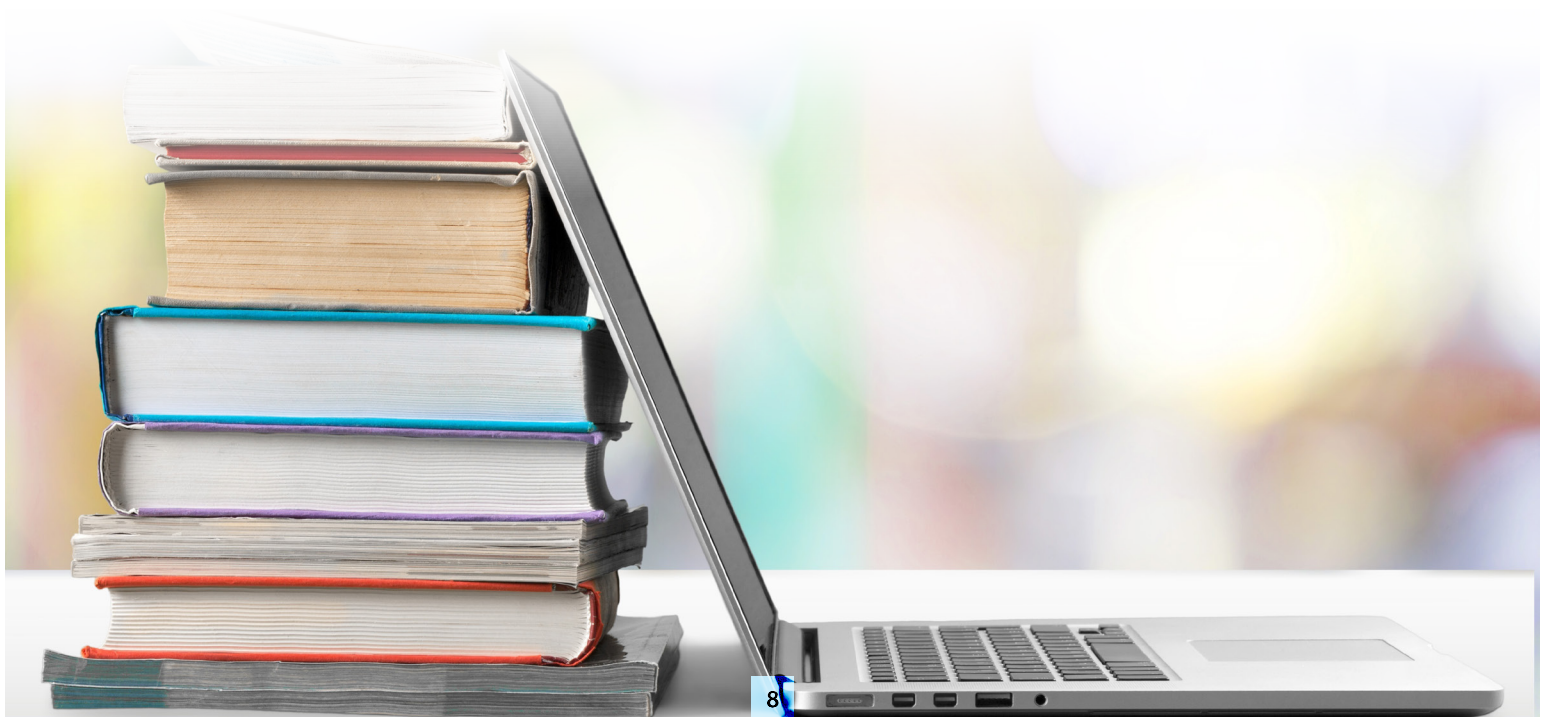
Based on the Institute's review of the school's performance as posted over the charter term; a review of the Application for Charter Renewal submitted by the school; a review of academic, organizational, governance and financial documentation; and, a renewal visit to the school, the Institute finds that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

The Institute recommends that the SUNY Trustees grant Brooklyn Prospect 15 a Subsequent Full-Term Renewal of five years.

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NOTEWORTHY

Brooklyn Prospect 15 offers students an opportunity to participate in the IB diploma program, which is a rigorous curriculum sequence that focuses on completing independent research and undertaking projects that involve community service. An IB diploma is highly recognized and honored by universities and colleges across the world. For students enrolled in the school's IB program in 2017-18, 77% graduated with IB diplomas.



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ACADEMIC PERFORMANCE



IS THE SCHOOL AN ACADEMIC SUCCESS?

Having met all key academic Accountability Plan goals in its subsequent charter term, Brooklyn Prospect 15 is an academic success. Leaders provide robust support and coaching to teachers. The school collaborates with the network through a systematic process to evaluate and refine the school's curriculum to ensure it is responsive to the school's diverse population.

At the beginning of the Accountability Period,⁶ the school developed and adopted an Accountability Plan that set academic goals in the key subjects of ELA and mathematics. For each goal in the Accountability Plan, specific outcome measures define the level of performance necessary to meet that goal. The Institute examines results for five required Accountability Plan measures to determine ELA and mathematics goal attainment. Because the Act requires charters be held "accountable for meeting measurable student achievement results"⁷ and states the educational programs at a charter school must "meet or exceed the student performance standards adopted by the board of regents"⁸ for other public schools, SUNY's required accountability measures rest on performance as measured by statewide assessments. Historically, SUNY's required measures include measures that present schools':

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

COMPARATIVE PERFORMANCE, I.E., HOW DID THE SCHOOL DO AS COMPARED TO SCHOOLS IN THE DISTRICT AND SCHOOLS THAT SERVE SIMILAR POPULATIONS OF ECONOMICALLY DISADVANTAGED STUDENTS?

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

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

Every SUNY authorized charter school has the opportunity to propose additional measures of success when crafting its Accountability Plan. Brooklyn Prospect 15 did not propose any additional measures of success in the Accountability Plan it adopted.

The Institute analyzes every measure included in the school's Accountability Plan to determine its level of academic success including the extent to which the school has established and maintained a record of high performance, and established progress toward meeting its academic Accountability Plan goals throughout the initial charter term. Since 2009, the Institute has examined but consistently de-emphasized the two absolute measures under each goal in elementary and middle schools' Accountability Plans because of changes to the state's assessment system. The analysis of elementary and middle school performance

7. Education Law § 2850(2)(f).

8. Education Law § 2854(1)(d).

continues to focus primarily on the two comparative measures and the growth measure while also considering the two required absolute measures and any additional evidence the school presents using additional measures identified in its Accountability Plan. The analysis of high school academic performance focuses primarily on absolute and comparative measures associated with the school's graduation and (for college preparatory programs) college preparation goals. The Institute identifies the required measures (absolute proficiency, absolute measure of interim progress attainment, comparison to local district, comparison to demographically similar schools, student growth, and high school graduation and college going rates, as applicable) in the Performance Summaries appearing in Appendix B.

The Institute analyzes all measures under the school's ELA and mathematics goals (and high school graduation and college preparation goals for schools enrolling students in high school grades) while emphasizing the school's comparative performance and growth to determine goal attainment. The Institute calculates a comparative effect size to measure the performance of Brooklyn Prospect 15 relative to all public schools statewide that serve the same grade levels and that enroll similar concentrations of economically disadvantaged students. It is important to note that this measure is a comparison measure and therefore any changes in New York's assessment system do not compromise its validity or reliability. Further, the school's performance on the measure is not relative to the test, but relative to the strength of Brooklyn Prospect 15's demonstrated student learning compared to other schools' demonstrated student learning. Notwithstanding the validity of the measures within a given school year, it is important to recognize changes in the administration of the state exams and cautiously interpret year over year trends in achievement scores.

The Institute uses the state's growth percentile analysis as a measure of Brooklyn Prospect 15's comparative year-to-year growth in student performance on the state's ELA and mathematics exams. The measure compares a school's growth in assessment scores to the growth in assessment scores of the subset of students throughout the state who performed identically on previous years' assessments. According to this measure, median growth statewide is at the 50th percentile. This means that to signal the school's ability to help students make one year's worth of growth in one year's time the expected percentile performance is 50. To signal a school is increasing students' performance above their peers (students statewide who scored previously at the same level), the school must post a percentile performance that exceeds 50.

The Accountability Plan also includes a science goal and a goal for performance under the former No Child Left Behind ("NCLB") accountability system, which will be replaced by Every Student Succeeds Act ("ESSA") goals in the future.

Please note that for schools located in New York City, the Institute uses the CSD as the local school district.

SUNY RENEWAL BENCHMARK 1A

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

During its second five-year charter term, Brooklyn Prospect 15 met its key Accountability Plan goals in high school graduation and college preparation. In the first three years with a Graduation Cohort, the school posted strong four year graduation and college matriculation rates. Brooklyn Prospect 15's middle school demonstrated commendable performance over the charter term and outperformed over 89% of schools statewide in ELA and 85% of schools statewide in mathematics in 2017-18. The school met or came close to meeting its ELA, mathematics, science, social studies, and NCLB goals over the term.

Brooklyn Prospect 15 met its graduation goal throughout the charter term posting high absolute and comparative achievement. In 2015-16, the first year the school enrolled a graduating class, 86% of the school's 2012 Cohort graduated at the end of four years exceeding the absolute target by 11 percentage points and the district graduation rate by 17 percentage points. The following year, the school increased its graduation rate to 94% and grew the gap between the school and district to 25 percentage points. In 2017-18, 96% of the school's 2014 Graduation Cohort graduated after four years surpassing the district by 25 percentage points. Additionally, over 89% of the school's first and second year cohorts earned enough credits to be promoted to the next grade in 2017-18, demonstrating a high likelihood that the school will maintain its commendable graduation rates in the future.

Brooklyn Prospect 15 met its college preparation goal over the charter term. The school posted exceptional performance against its key matriculation measure. From 2015-16 through 2017-18, at least 97% of the school's graduating students matriculated into college within one year of graduation, surpassing the target of 75%. Brooklyn Prospect 15 offers the IB diploma program to students and deemphasizes attainment of the Advanced Regents diploma. While the school graduates few students with the advanced diploma, students demonstrate college preparation through success on an IB exam. In 2017-18, of the 57 students enrolled in the IB pathway, 95% passed an IB exam. Additionally, the school has increased the percentage of students enrolled in IB coursework and attempting an IB exam over the charter term.

The school met or came close to meeting its ELA goal over the charter term. At the middle school level, the school's students enrolled in at least their second year increased their absolute proficiency rate over the Accountability Period from 45% in 2013-14 to 70% in 2017-18. The school met or exceeded the district's proficiency rate in four of the five years. The school exceeded the target for its effect size measure in each year of the Accountability

Period. Notably in 2016-17 and 2017-18, the school posted strong effect sizes well above the target indicating that the school performed higher than expected to a large degree in comparison to schools across the state enrolling similar percentages of economically disadvantaged students. Brooklyn Prospect 15 also demonstrated consistent growth posting mean growth percentiles approximately at the target of 50 in each year of the charter term. At the secondary level the school's high school Accountability Cohorts exceeded the target of 65% achieving the state's college and career readiness standard from 2015-16 through 2017-18. The school also posted Accountability Performance Levels ("APLs") close to the state's Annual Measure Objective ("AMO") and above the district performance in each year.

Brooklyn Prospect 15 met its mathematics goal over the charter term. At the middle school level the school exceeded the target for all available comparative and growth measures during each year of its Accountability Period. From 2013-14 through 2017-18, the school's students enrolled in at least their second year posted proficiency rates that exceeded the district performance. In comparison to demographically similar schools across the state the school performed higher than expected to a large degree each year. Brooklyn Prospect 15 also posted strong growth scores exceeding the target of 50 each year. At the secondary level the school posted laudable achievement against the state's college and career readiness standard and came close to the target of 65% each year. The school's APL fell slightly under the state AMO but exceeded the district performance by at least 22 points each year.

Brooklyn Prospect 15 also met or came close to meeting its science goal over its Accountability Period. At the middle school level the school came close to meeting the goal in 2013-14 when its students enrolled in 8th grade posted a proficiency rate of 68% falling under the absolute target of 75% but 10 percentage points above the district. From 2014-15 through 2017-18, the school met the goal and exceeded the target for both the comparative and absolute measures each year. Notably in 2017-18, the school outperformed the absolute target by 17 percentage points and the district performance by 34 percentage points. At the secondary level the school also demonstrated strong performance, exceeding the targets for the absolute and comparative measures included in its Accountability Plan. From 2015-16 through 2017-18, the school's Accountability Cohorts posted passing rates on a Regents science exam that were above the target of 75% each year. Further, the school's Total Cohorts achieved passing rates that surpassed the passing rates of the district's Total Cohorts each year.

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The school also met its social studies goal in every year of the charter term. The school's Accountability Cohorts scored at or above proficiency on the U.S. History Regents and Global History Regents exams at rates that exceeded the absolute target of 75% from 2015-16 through 2017-18. Over those same years, the school's Total Cohorts passed both exams at rates that surpassed the passing rates of the district.

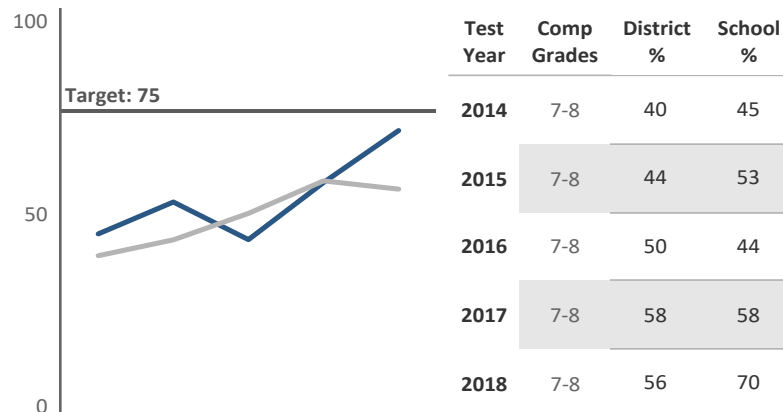
Brooklyn Prospect 15 met its state accountability system goal over the charter term. The state never identified the school as being in need of local assistance or as a focus charter school.

ACADEMIC PERFORMANCE

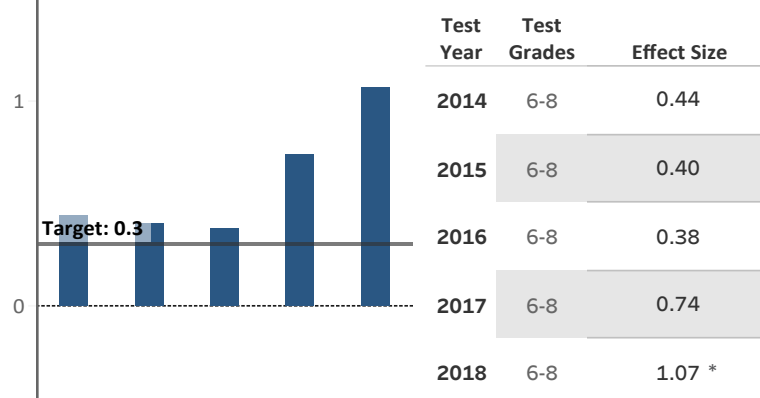
BROOKLYN PROSPECT CHARTER SCHOOL - CSD 15

ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL

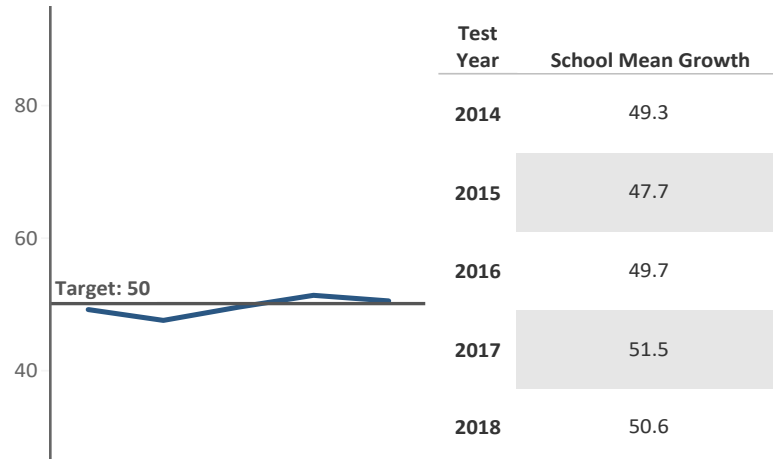
Comparative Measure: District Comparison. Each year, the percentage of students at **the school** in at least their second year performing at or above proficiency in ELA will be greater than that of students in the same tested grades in **the district**.



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



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



* This draft effect size is based on the preliminary data available for 2017-18.

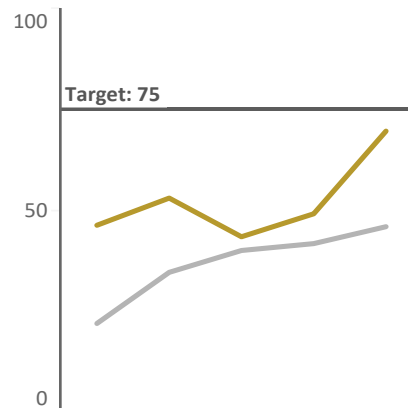
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ACADEMIC PERFORMANCE

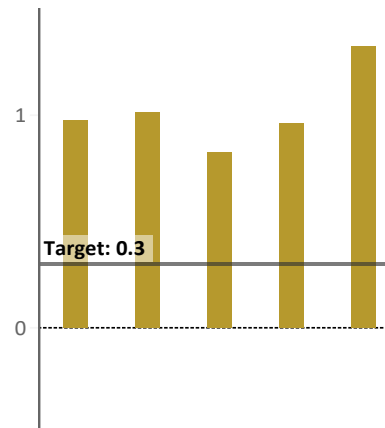
BROOKLYN PROSPECT CHARTER SCHOOL - CSD 15

MATHEMATICS ACCOUNTABILITY PLAN GOAL

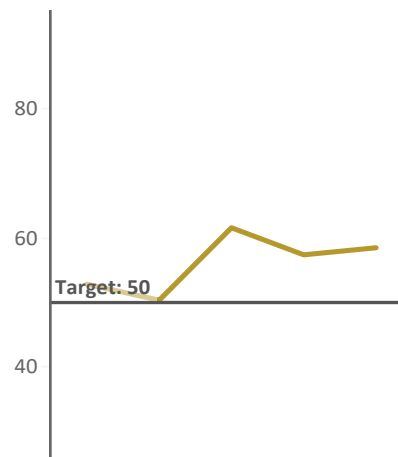
Comparative Measure: District Comparison. Each year, the percentage of students at **the school** in at least their second year performing at or above proficiency in mathematics will be greater than that of students in the same tested grades in the district.



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



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



* This draft effect size is based on the preliminary data available for 2017-18.

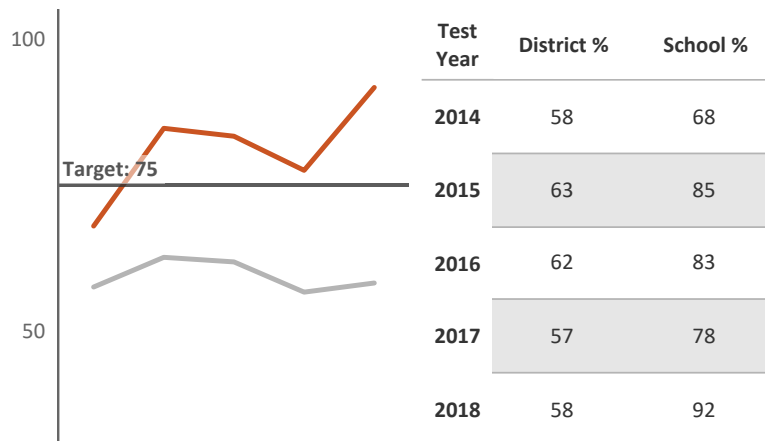
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ACADEMIC PERFORMANCE

BROOKLYN PROSPECT CHARTER SCHOOL - CSD 15

SCIENCE ACCOUNTABILITY PLAN GOAL

Science: Comparative Measure. Each year, the percentage of students at the school in at least their second year performing at or above proficiency in **science** will exceed that of students in the same tested grades in the **district**.



SPECIAL POPULATIONS PERFORMANCE

	2016	2017	2018
Enrollment Receiving Mandated Academic Services	169	142	139
Tested on State Exam	63	56	60
School Percent Proficient on ELA Exam	20.6	26.8	36.7
District Percent Proficient	14.9	16.1	22.1
	2016	2017	2018
ELL Enrollment	19	8	11
Tested on NYSESLAT Exam	17	8	10
School Percent 'Commanding' or Making Progress on NYSESLAT	70.6	25.0	40.0

The academic outcome data about the performance of students receiving special education services and ELLs above is not tied to separate goals in the school's formal Accountability Plan.

The NYSESLAT, the New York State English as a Second Language Achievement Test, is a standardized state exam.

"Making Progress" is defined as moving up at least one level of proficiency. Student scores fall into five categories/proficiency levels: Entering; Emerging; Transitioning; Expanding; and, Commanding.

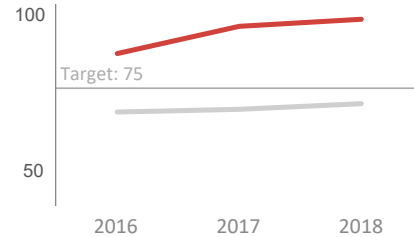
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ACADEMIC PERFORMANCE

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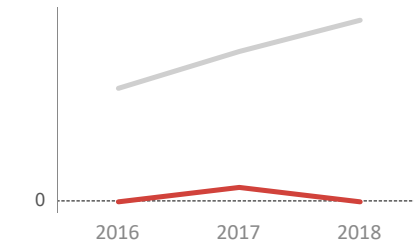
HIGH SCHOOL GRADUATION RATE

Comparative Measure: Graduation Rate. Each year, the percentage of **the school's students graduating** after completion of their fourth year will exceed the **District**.

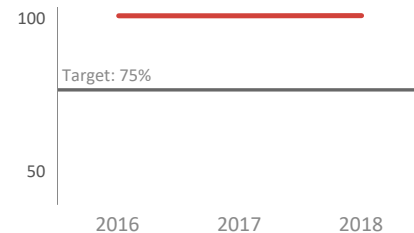


COLLEGE PREPARATION AND ATTAINMENT

College Preparation Measure: Advanced Regents Diploma. Each year, the percentage of **students graduating** with an Advanced Regents diploma will exceed that of the **district**.

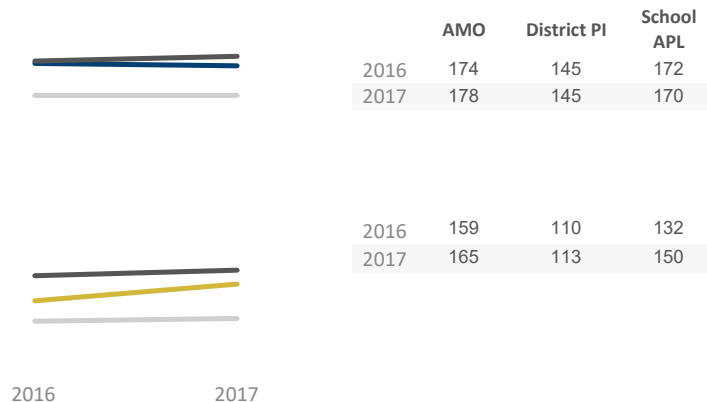


College Attainment Measure: Matriculation into College. Each year, 75 percent of **graduating students** will enroll in a college or university.



ENGLISH LANGUAGE ARTS AND MATHEMATICS

Comparative and Absolute Measure: District Comparison. Each year, the school's **ELA Accountability Performance Level** and the **math APL** will exceed the **district's Performance Index** and the **state's AMO**.



In 2017-18, the state transitioned to calculating a Performance Index ("PI") for schools using a different methodology from previous years. As such, a comparison to previous years is not applicable. The school's PI in 2017-18 was 186 in ELA and 115 in mathematics.

**SUNY
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1B**

DOES THE SCHOOL HAVE AN ASSESSMENT SYSTEM THAT IMPROVES INSTRUCTIONAL EFFECTIVENESS AND STUDENT LEARNING?

Brooklyn Prospect 15 administers standards aligned assessments that allow administrators and teachers to monitor student growth regularly. Leaders use assessment data to analyze trends in student performance, shape curriculum, and inform professional development. Teachers use data to develop growth targets for students, establish re-teach and spiral review action plans, and ensure that those students who require additional supports receive them.

- The school regularly administers valid and reliable assessments aligned to the school's curricula and state performance standards. Teachers develop schoolwide interim assessments based on previously released Regents exam questions and IB exam items. The school administers mock Regents and IB exams before the official assessments to ensure students are aware of the exam structure and format.
- The school ensures that teachers norm scoring processes. Teachers use grading rubrics from the state assessments to score student work. Teachers score assessments as a group after reviewing exemplar responses. When discrepancies arise, teachers review the issues to arrive at consensus.
- The school makes data accessible to teachers and school leaders via Illuminate, an online platform that allows teachers to review student progress, analyze trends, and inform instruction. Teachers use the platform to produce data reports and analyze performance by student subgroups, which helps teachers create clear action plans that result in equitable access to the curriculum and high attainment for all students.
- Teachers use assessment results to meet students' needs by adjusting classroom instruction, re-teaching, and forming strategic small groups. Teachers utilize time during department meetings to collaborate with co-teachers and further discuss student data and student needs. Teachers also use online programs to assign specific assignments to support students struggling in ELA and mathematics.
- Brooklyn Prospect 15 uses assessment results to evaluate teacher effectiveness. Teachers work with coaches at the beginning of each year to set specific and targeted goals, which typically reflect performance on interim assessments or Regents, depending on what data are available before the end of the current school year. Leaders use data to inform professional development and teacher coaching. Teachers track the progress of their students in an online student information system to determine if students are on track to meet student achievement goals.

- The school regularly communicates to families about students' progress and growth. Teachers send emails to share student strengths and areas for improvement for both achievement and behavioral expectations. The school works with families to ensure they have consistent access to the school's online gradebook so that families are informed about student progress.

SUNY RENEWAL BENCHMARK 1C

DOES THE SCHOOL'S CURRICULUM SUPPORT TEACHERS IN THEIR INSTRUCTIONAL PLANNING?

Brooklyn Prospect 15 has a rigorous curriculum to support teachers with instructional planning. School leaders work closely with teachers to develop curricular materials that meet students' learning needs and support critical thinking.

- Brooklyn Prospect 15 has a curricular framework that provides a fixed, underlying structure and aligns to state standards. For mathematics, the middle school level uses Illustrative Math, and teachers at the high school level create the mathematics curricula. The mathematics department head reviews all course curricula, provides feedback to teachers, and gives final approval for coursework. The school creates its ELA curricula at both the middle and high school levels. Teachers create curricular maps, unit plans, and lessons, and submit planning materials to ELA department heads for approval. Department heads in both ELA and mathematics ensure that curricular materials align to the rigor of state standards by comparing teachers' curricula with released state test items, previous Regents exams, and IB curricular materials.
- Brooklyn Prospect 15 provides teachers with supporting curricular tools that provide a bridge between the curricular framework and lesson plans. The school provides teachers with scope and sequence documents that allow them to pace lessons properly as well as build in time to re-teach specific strategies and skills based on student achievement results. Leaders provide consistent feedback to teachers to ensure curricular plans meet student needs, and teachers revise the unit plans based on feedback. Based on these documents, teachers know what to teach and when to teach it.
- The school has a process for selecting, developing, and reviewing its curricular documents. After a close review of the school's previous mathematics curricular program, leaders introduced Illustrative Math to incorporate a more exploratory, hands on approach to teaching and learning. Brooklyn Prospect 15 introduced the curricular program at the middle school level, and, depending on the results of the program, leaders will determine whether to implement the program at the high school level.

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- Teachers plan purposeful and focused lessons. Teachers regularly submit unit and lesson plans to department heads, and leaders review and provide feedback to teachers to ensure the plans meet schoolwide expectations and the rigor of the state and IB standards. The network conducts periodic audits of unit and lesson plans to ensure consistency in high quality plans.

SUNY RENEWAL BENCHMARK 1D

IS HIGH QUALITY INSTRUCTION EVIDENT THROUGHOUT THE SCHOOL?

High quality instruction is evident throughout Brooklyn Prospect 15. Teachers leverage class discussions to build students' higher order thinking skills and establish classroom cultures with a strong emphasis on high academic standards. As shown in the table that follows, Institute team members conducted 26 classroom observations following a defined protocol used in all renewal visits.

NUMBER OF CLASSROOM OBSERVATIONS

		GRADE							
		6	7	8	9	10	11	12	Total
CONTENT AREA	ELA	1	1	3	1		2	1	9
	Math	1	1		1	3	1		7
	Science	1		1		1		1	4
	Soc Stu	1	1	2			2		6
	Total	4	3	6	2	4	5	2	26

- Teachers deliver purposeful lessons with clear objectives aligned to the school's curricula (21 out of 26 lessons). At the start of each lesson, teachers present a clear and age appropriate learning objective and revisit it throughout the lesson. Activities align with the objective, and teachers incorporate technology into a majority of lessons to build students' 21st century skills. In co-taught classrooms, each teacher has a clear and designated responsibility, and the co-teaching models add levels of support to at-risk students.

- Most teachers regularly and effectively use techniques to check for student understanding (15 out of 26 lessons). The school uses common strategies across classrooms to check student understanding including a variety of silent hand signals. Most teachers circulate around the classroom, meet with individual students, and provide targeted feedback to advance student learning. In many classrooms, teachers utilize online learning opportunities where students submit work to an online portal, and teachers provide immediate feedback to students through online commenting. In co-taught classrooms, both teachers are clear on who to support and pre-plan specific students for targeted follow up.
- Half of the teachers observed include opportunities in lessons to challenge students with questions and activities that develop higher order thinking and problem solving skills (13 out of 26 lessons). In ELA lessons, teachers focus heavily on asking rich, meaningful discussion questions to engage students in peer to peer conversations related to the text. For example, in one lesson, students debated the meaning of racial imagery in a text and how it relates to society as a whole with the teacher simply facilitating the discussion among students. In some mathematics lessons, teachers adeptly plan for students to learn concepts and skills through the use of real world problems.
- Teachers use effective classroom management techniques and routines to create a consistent focus on academic achievement (19 out of 26 lessons). In most lessons, teachers use a variety of strategies to fully engage the class with minor exceptions throughout the school. Most teachers utilize routines that allow students to seamlessly transition between activities and schoolwide transitions are urgent and smooth. When minor disruptions occur, teachers are quick to redirect students in the least invasive manner and quickly regain students' attention.

DOES THE SCHOOL HAVE STRONG INSTRUCTIONAL LEADERSHIP?

Brooklyn Prospect 15 has strong instructional leadership. The school has a robust leadership team that provides consistent and sustained coaching and support to teachers.

- Brooklyn Prospect 15's leadership establishes high expectations for teachers and student learning. Leaders set priorities for the year and work through professional development and one on one coaching sessions to ensure that teachers hold students to a high standard. The school offers a rigorous IB program with an expectation that every student by 2023 will be prepared to participate and succeed in the IB program if they choose to participate. Another touchstone of the school's program is setting expectations for teachers to understand fully the diverse population of students that it serves including through an initiative for equitable engagement.

- Brooklyn Prospect 15 expanded its leadership team capacity in 2018-19 to meet the needs of teachers. The school currently has two principals, one each at the middle and high school levels, a head of instruction at the high school level, and department heads for each content area each for the middle and high school levels. The head of instruction and unique department heads for science are new positions for this school year. Department heads have a reduced teaching load to ensure that they have time to support teachers through observation, feedback, and coaching sessions.
- Leaders provide sustained, systemic, and effective coaching that improves teachers' instructional effectiveness. Leaders meet with teachers at least every other week and provide weekly sessions for new teachers. During coaching sessions, leaders provide feedback from observations, review lesson and curricular plans, and review student data. Department heads lead content meetings, which serve to provide an additional level of support for teachers.
- Leaders provide opportunities and guidance for teachers to plan curriculum and instruction within and across grade levels. Teachers meet every other week in both content and grade level meetings. During content meetings, teachers across grade levels meet to discuss curriculum planning, student achievement, and ways to address gaps in the school program. Teachers use grade team meetings to discuss specific students and interventions.
- Brooklyn Prospect 15 leaders implement a comprehensive professional development program that develops the skills of teachers. In addition to early release days reserved for whole staff training sessions and team meetings, the network has a full day professional development offering four times a year and pre-service training for teachers in August. Principals select the focus for school based training sessions, and these often relate to the overarching school goals and priorities. During full day sessions, the network works with school leaders to offer a wide range of topics that teachers select ranging from practical organization skills to in depth pedagogical practices. As leaders utilize observations to inform selected topics for development, professional development activities interrelate with classroom practice.
- Instructional leaders regularly conduct teacher evaluations with clear criteria that accurately identifies teachers' strengths and weaknesses. With the school's robust instructional leadership team, each teacher meets with a coach at least every two weeks, and these check in meetings serve as a mechanism to inform teachers how they are doing in regard to the teacher evaluation system based on leaders' observations. The evaluation system includes two full period observations as well as multiple 15 minute observations throughout the year. Leaders are in constant communication about teachers' performance, and teachers recognize the school's accountability systems are in place for delivering high quality instruction and increasing student achievement.

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DOES THE SCHOOL MEET THE EDUCATIONAL NEEDS OF AT-RISK STUDENTS?

Brooklyn Prospect 15 provides effective support to meet the needs of at-risk students. At-risk program and general education teachers monitor the effectiveness of the strategies and the academic progress of at-risk students during frequent collaboration opportunities built into the school day. The school's co-teaching environment enables general education and other support teachers to develop effective strategies to support at-risk students on a daily basis.

- Brooklyn Prospect 15 has clear procedures for identifying students with disabilities and ELLs. The school has less formal procedures for identifying general education students struggling with course material, but they are generally effective. Brooklyn Prospect 15's entering 6th grade students arrive at the school with an established record of receiving English language acquisition or special education services that the school receives through the New York City Department of Education's ("NYCDOE's") electronic student data system. In cases where students are not enrolled in that system, Brooklyn Prospect 15 employs common identification procedures. To identify a student's primary language, the school administers the Home Language Identification Survey ("HLIS") as part of its intake documentation. Should a student's responses on the HLIS indicate the necessity, the school will administer the New York State Identification Test for English Language Learners ("NYSITELL"). Teachers use interim and reading level assessment data and course grades to monitor the academic progress of all students. During grade level team meetings, teachers discuss any students demonstrating low performance on these measures and develop strategies to support the student and to monitor subsequent progress. Teachers refer students who do not respond positively to these interventions to the youth development and school culture, or the student support, teams. Those teams work with a grade level teacher to coordinate strategies and develop monitoring plans. Should students require more intensive interventions, teachers may refer them to the student support services team for progress monitoring and eventual referral to the district committee on special education ("CSE"), if necessary.
- Brooklyn Prospect 15 has robust supports for students who struggle academically. A team of learning specialists coordinates with teachers to provide extra support to students in class during lessons and outside of the classroom during designated sessions before and after school. The learning specialists plan modifications for each lesson to support any student struggling with the content including specifically designed modifications to support students with disabilities as mandated in their Individualized Education

Programs (“IEPs”). Each learning specialist oversees and ensures the academic progress of approximately nine students with disabilities and verifies the provision of mandated services. Learning specialists deliver most additional supports in a co-teaching setting within the classroom. Some students receive special education teacher support services (“SETSS”). In a few cases, students struggling academically also receive instruction in SETSS classrooms. Brooklyn Prospect employs two literacy support teachers to provide instruction and support to ELL students in both literacy support classes and core ELA classes. An ELL coordinator at the network oversees the provision of ELL instruction at the school.

- Teachers collaborate with learning specialists at least weekly, and sometimes more often, to support all students. The school uses a variety of electronic tracking documents to monitor students’ progress toward meeting learning targets or language acquisition goals. Teachers’ primary source of information about academic progress is course grades, reading levels, and results on the STAR literacy and mathematics assessments. Teachers and learning specialists discuss these data points during grade level team meetings. The school’s structures are effective insofar as the performance of students with disabilities and ELLs aligns with the performance of general education students on the state’s ELA and mathematics exams.
- Although teachers and other staff members do not describe formal structures for sharing information about students who require additional support, the school maintains regular meetings and opportunities for teachers to collaborate and communicate about students’ academic progress. Learning specialists and literacy support teachers collaborate with general education teachers at least weekly to ensure the progress of students requiring extra academic support. The use of electronic tracking forms supports these conversations with student data records.
- Literacy support teachers and learning specialists, in regularly scheduled meetings with general education teachers, describe regular conversations about effective strategies and techniques to support struggling students in the core classroom. Most classes are co-taught with both a general education teacher and a support teacher for students with disabilities or ELLs present delivering instruction to students requiring additional support. Although general education teachers do not regularly receive formal professional development on effective strategies to support ELLs and students with disabilities in the classroom, the school has structures to ensure those students receive the support they need.

ORGANIZATIONAL PERFORMANCE



IS THE SCHOOL AN EFFECTIVE, VIABLE ORGANIZATION?

Brooklyn Prospect 15 is an effective, viable organization. The newly established CMO provides effective supports to manage the operational aspects of the school that enable school leaders to focus primarily on academics. The board is adapting urgently and efficiently from providing oversight to a single corporate entity to additionally overseeing the performance of a CMO.

IS THE SCHOOL FAITHFUL TO ITS MISSION AND DOES IT IMPLEMENT THE KEY DESIGN ELEMENTS INCLUDED IN ITS CHARTER?

Brooklyn Prospect 15 is faithful to its mission and key design elements. These can be found in the School Background section at the beginning of the report and Appendix A, respectively. The school's commitments to diversity and teacher quality are clear through the professional development offerings from both the school and the network. The school's IB program is rigorous and adds to the school's commitment to global citizenship.

ARE PARENTS/GUARDIANS AND STUDENTS SATISFIED WITH THE SCHOOL?

To report on parent satisfaction with the school's program, the Institute used survey data, information gathered from a focus group of parents representing a cross section of students, and data regarding persistence in enrollment.

Parent Survey Data. The Institute compiled data from the NYCDOE's 2017-18 NYC School Survey. NYCDOE distributes the survey every year to compile data about school culture, instruction, and systems for improvement. In 2017-18, 41% of families who received the survey responded. The vast majority of respondents (93%) indicated satisfaction with the school's academic program. However, given the low response rate, the results may not be representative of the school community.

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SUNY
RENEWAL
BENCHMARK
2B

Parent Focus Group. The Institute asks all schools facing renewal to convene a representative set of parents for a focus group discussion. A representative set includes parents of students in attendance at the school for multiple years, parents of students new to the school, parents of students receiving general education services, parents of students with special needs, and parents of ELLs. The 16 parents in attendance expressed satisfaction with the high academic expectations and college going culture at the school. Parents appreciate that Brooklyn Prospect 15 establishes a culture that values diversity and creates a safe space for student expression. Parents also appreciate that the school works to embed diversity into the academic curriculum.

Persistence in Enrollment. An additional indicator of parent satisfaction is persistence in enrollment. In 2017-18, 89% of Brooklyn Prospect 15 students returned from the previous year. Student persistence data from previous years of the charter term is available in Appendix A.

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

DOES THE SCHOOL’S ORGANIZATION WORK EFFECTIVELY TO DELIVER THE EDUCATIONAL PROGRAM?

Brooklyn Prospect 15 along with the CMO works effectively to deliver the educational program. Leaders are reflective and evaluative of the school’s programs. Leaders examine current coursework rigor and components at the middle school level and early high school grades to ensure students’ preparedness for participation in the IB program, if they choose to participate.

- As a growing organization, Brooklyn Prospect Charter Schools has developed a clear administrative structure and effective operational systems that support its academic program. Notwithstanding the education corporation’s development of new schools and new grades within existing schools, operations and instruction at Brooklyn Prospect 15 continue effectively. The board effectively oversees the development of new aspects of the organization, including lending support to the development of the CMO, such that the school continues to deliver effective instruction and improve its academic outcomes.

- The school has clearly defined roles and responsibilities among staff members at the school level. Teachers and staff members understand the school's distinct lines of accountability. Although responsibilities among the school's staff members co-mingle with those of the network's staff members in some instances, teachers are clear about what to report to whom and why. When teachers or other staff members need additional support, materials, or supplies, they know to whom to go to get what they need. Brooklyn Prospect 15 retains high quality teachers, having retained 87% of its teaching staff members from 2017-18 to 2018-19. Although a leadership transition at the high school inspired some staff members to leave the organization, school and network leaders report a low rate of regrettable attrition at the end of the previous school year.
- Brooklyn Prospect 15's youth development and school culture team has established a discipline, behavior, and culture system that is responsive to the needs of students. Utilizing the school's culture and discipline framework, teachers have the autonomy to design and implement classroom based behavior systems. The school's proactive culture setting strategies include middle school advisory classes and a behavioral response to intervention system. The tiered intervention system establishes a ladder of consequences for disruptive behaviors that increase in intensity. In core classroom settings, teachers have agency to establish classroom culture. Teachers may not respond to the same low level discipline infraction consistently between classrooms but deans of culture monitor student behavior and referrals in discipline trackers to determine the effectiveness of behavioral interventions.
- Brooklyn Prospect 15 maintains the necessary resources to support the achievement of academic and operational goals. The operations team has sufficient resources to fulfill teacher requests and maintains a stock of consumable materials from which teachers regularly draw to provide instruction. The school's classrooms are well stocked with books and technological resources.
- Brooklyn Prospect has been reminded of its obligation with respect to its enrollment and retention targets by both the Institute and the Charter Schools Committee. The school's mission is to enroll an intentionally diverse student body and the school sets a goal to ensure that no individual demographic subgroup is in the majority. This belief creates challenges for meeting enrollment and retention targets; however, leaders will implement specific initiatives to ensure the school closes the gap between the target and the actual enrollment. For example, the school was not satisfied with its enrollment of students who are economically disadvantaged, so the board initiated a 45% set aside in the lottery for students who qualify for FRPL. The school meets its retention target for students with disabilities and nearly meets the retention target for economically disadvantaged students and ELLs.

- Brooklyn Prospect 15's leaders are thoughtful about the school's program regarding improving its effectiveness and increasing parity and access to all aspects of the program. This year, leaders are actively redesigning the program to increase access to the IB diploma program for lower performing students and students who require special education services. Leaders are rethinking the design of the middle school program with the goal of supporting all students to be prepared to enroll in the IB diploma program should they choose to do so.

DOES THE BOARD WORK EFFECTIVELY TO ACHIEVE THE SCHOOL'S ACCOUNTABILITY PLAN GOALS?

The Brooklyn Prospect Charter Schools board works effectively to achieve the school's Accountability Plan goals. Over the charter term, the board effectively managed opening a new charter school, applying for an additional charter school, and transitioning to a multi-school education corporation with a contracted CMO.

- Brooklyn Prospect Charter Schools board members possess the necessary skills to provide effective oversight of the school including expertise in the fields of law, business, education, facilities, and finance. Over the charter term, the board has evolved to put new structures and procedures in place to provide oversight to a merged education corporation and the establishment of a contract with the CMO. Through each of these processes, the board has successfully managed these priorities as well as providing effective oversight of Brooklyn Prospect 15.
- The board requests and receives dashboards with student achievement, demographic, and enrollment data to review and analyze that allow members to provide rigorous oversight of the school's program and finances. As part of the school's mission to serve an intentionally diverse population, the board monitors enrollment to ensure that no one demographic group of students is in the majority. During this charter term, the board initiated a set aside for 45% of incoming students reserved for students who qualify for FRPL.
- The board has set clear priorities and goals. During this charter term, the board successfully managed many expansion efforts including the opening of a new charter and establishing a contract with the new CMO. In the next charter term, the board prioritizes the opening of a third charter school and developing its pathways to include three elementary schools, two middle schools, and a high school across the three charter schools.

- The board successfully recruits and retains key personnel. With the transition to contracting with a CMO, the board relies on the network to provide evaluations and recommendations regarding school principals. The board works to ensure that leaders and staff members have the resources needed to function effectively and allocate budgetary items as necessary. Leaders have been with Brooklyn Prospect 15 for many years, demonstrating the board is successful at retaining leaders.
- The board is in the process of designing and finalizing its evaluation tool to hold the management company accountable. The board recognizes the need to ensure that it maintains high standards and expectations from the CMO, especially as it continues to grow and develop as a separate entity. Throughout the contract design, the Brooklyn Prospect Charter Schools board was thoughtful in designing a contract with specific benchmarks and metrics to hold the CMO accountable. Additionally, the board recognizes a best practice to contract with outside consultants or resources to provide an external programmatic audit of the schools and network in any future charter term.
- Board members effectively communicate with the school community and participate in school activities. Leadership expects trustees to visit the school at least once a year and participate in schoolwide activities throughout the school year. As some board members have children at Brooklyn Prospect 15, they regularly are involved at the school level and hear from families on a regular basis. The board has a seat for a representative from the parent organization, which helps to strengthen communication between the board and the families.

SUNY RENEWAL BENCHMARK 2E

DOES THE BOARD IMPLEMENT, MAINTAIN, AND ABIDE BY APPROPRIATE POLICIES, SYSTEMS, AND PROCESSES?

The board materially and substantially implements, maintains, and abides by appropriate policies, systems, and processes to ensure the effective governance and oversight of the school. The board has held school leadership accountable for academic results and fiscal soundness. As the CMO has emerged, the board has continued this oversight.

- During the charter term, the SUNY Trustees approved the board to expand its current program and replicate twice.
- As the program replicated and grew, staff members and the board worked to develop a separate CMO. The education corporation board split with half of the members joining the board of the CMO while the others remained at the education corporation.

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- During the time of the CMO development, the board was thoughtful as to the differences and similarities between the mission of the school based Brooklyn organization and the expanding CMO. The board did not lose sight of its original mission to serve the students of Brooklyn and worked with legal counsel to structure a fair contract.
- The board was thoughtful in structuring board meetings under the new governance model ensuring it holds the CMO accountable on a regular basis.
- The CMO has sought approval from the board for its strategic plan demonstrating a clear interest in a transparent relationship. The board receives regular reports on academics, facilities, and finance. The board regularly reviews policies and conflicts with the assistance of outside counsel.
- The board is reflective on ways to ensure longevity as to leadership and staff members through its support of retention efforts with the school.

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

SUNY RENEWAL BENCHMARK 2F

The education corporation substantially complies with applicable laws, rules and regulations, and provisions of its charter with minor exception.

- **Annual Reports.** The education corporation submitted the recent school annual reports to the Institute and NYSED, but has not posted the annual reports on its website in accordance with the charter and the Education law. The Institute will ensure compliance prior to the start of the next charter term.
- **Complaints.** The Institute received no formal complaints regarding the school.
- **Compliance.** The Institute issued no violation letters to Brooklyn Prospect 15 during the charter term.

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FISCAL PERFORMANCE



9. 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.

IS THE EDUCATION CORPORATION FISCALLY SOUND?

Based on a review of the fiscal evidence collected through the renewal review, Brooklyn Prospect Charter Schools is fiscally sound as is its school, Brooklyn Prospect 15. The SUNY Fiscal Dashboard presents color-coded tables and charts indicating that Brooklyn Prospect 15 and the education corporation have demonstrated fiscal soundness over the majority of the charter term.⁹ (The SUNY Fiscal Dashboard for Brooklyn Prospect 15 is included in Appendix D and the Fiscal Dashboard for the Brooklyn Prospect Charter Schools education corporation is included in Appendix F). The discussion that follows relates mainly to the education corporation because a school is not a legally distinct fiscal entity.

The network supports Brooklyn Prospect 15 in the areas of curriculum, student evaluation, recruiting, training, professional development, financial management, and technology under the terms of a management contract that reflects a 12% management fee over the charter term. The financial model is intended to ensure that a fully enrolled school is financially sustainable, operating the academic program solely through public funding.

Brooklyn Prospect 15 opened in 2009-10 authorized by SUNY and has since been granted the authority to operate two additional schools. In addition to analyzing the soundness of the individual charter schools, the Institute analyzed the soundness of the not-for-profit education corporation granted the authority to operate the school and finds it too has the financial resources to ensure stable operations. The fiscal dashboards reflect the independent entity as fiscally strong prior to the merger and fiscally strong as a merged entity.

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

Brooklyn Prospect 15 has the financial resources to ensure stable operations. Working independently and later with the network, the school has employed clear budgetary objectives and budget preparation procedures throughout the charter term.

- The budget process involves the network staff and school leadership jointly developing each school's budget using a model designed to achieve self sufficiency of unique requirements of any particular program offered. The network director of finance is the overall owner of the consolidated budget of the education corporation, and the head of

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operations at the school level is the primary budgetary point of contact. The budgets are based on historical actual revenues and expenses and programmatic changes to ensure that the staff can properly support the proposed enrollment.

- The projected five-year renewal budget reflects anticipated stable revenues and expenses associated with planned enrollment as the school begins the elementary program and by the third year of the next charter term transitions to only elementary programming. The high school grades will transition into the new charter, Brooklyn Prospect 15.2.
- Over the next charter term, Brooklyn Prospect Charter Schools will reconfigure its enrollment pathways so that Brooklyn Prospect 15's middle school program will transfer a grade per year for the next three years to Brooklyn Prospect 15.2. By 2021-22, Brooklyn Prospect 15 will transfer both the entire middle and high school programs to Brooklyn Prospect 15.2. Until that time, Brooklyn Prospect 15 will operate the middle and high school programs in the existing facilities. The new elementary program will start in fall 2019, in a yet to be determined facility.

DOES THE SCHOOL MAINTAIN APPROPRIATE INTERNAL CONTROLS AND PROCEDURES?

Brooklyn Prospect 15 has a history of sound fiscal policies, procedures and practices, and maintains appropriate internal controls.

- The Brooklyn Prospect Charter Schools Fiscal Policies and Procedures Manual serves as the guide to all financial internal controls and procedures. The manual needs a revision to reflect the development of the CMO structure and the operations of now three charters in New York State.
- The Institute received the June 30, 2018 audit report for Brooklyn Prospect Schools by the November 1, 2018 due date and it had no material findings or deficiencies.

DOES THE SCHOOL COMPLY WITH FINANCIAL REPORTING REQUIREMENTS?

Brooklyn Prospect 15 and the education corporation have complied with financial reporting requirements.

- The Institute and NYSED have received the required financial reports on time, complete and follow generally accepted accounting principles (GAAP).

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- Independent audits of annual financial statements have received unqualified opinions with no advisory or management letter findings to report.
- The school and education corporation have generally filed key reports timely and accurately including audit reports, budgets, and unaudited quarterly reports of revenue, expenses, and enrollment.
- The June 30, 2018 annual audit reflected continued strong fiscal health of the school and the merged education corporation.

DOES THE SCHOOL MAINTAIN ADEQUATE FINANCIAL RESOURCES TO ENSURE STABLE OPERATIONS?

Brooklyn Prospect 15 and the education corporation maintains the appropriate financial resources to ensure stable operations.

- The school opened in 2009-10 and has reported operating surpluses and deficits over the current charter term. The net assets of the school as of June 30, 2018 were \$3.7 million as reported in Appendix D.
- The merged education corporation fiscal dashboard in Appendix F reflects fiscally strong but with only six days of cash on hand to pay liabilities coming due shortly, the benchmark is 30 days of cash on hand. Facility projects and opening the second charter caused the low cash balance.
- The education corporation benefits from a combined balance sheet which is a combination of individual schools assets and liabilities. In order to track the operations of any individual school within a merged education corporation, the Institute tracks each individual school's revenues and expenses in order to report operating surpluses or deficits.
- The education corporation had total net assets of approximately \$4.4 million as of the June 30, 2018 and had \$341,028 in cash on hand as reported in Appendix F.
- As a requirement of charter agreements, Brooklyn Prospect Schools has established the separate bank account for the merged dissolution fund reserve of the required \$125,000 for the two operating charters as of June 30, 2018.

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FUTURE PLANS



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

The education corporation's future plans for the school are reasonable, feasible, and achievable. Brooklyn Prospect 15 plans to expand to elementary level grades and, if renewed, will serve students in Kindergarten – 4th grade by the end of the next charter term.

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

Plans for the Educational Program. Brooklyn Prospect 15 plans to continue to implement the same core elements of its educational program that enabled the school to meet its key Accountability Plan goals in the current charter term. The school plans to gradually phase its middle and high school grade levels to the unopened Brooklyn Prospect 15.2 while expanding Brooklyn Prospect 15 to elementary grades. The school will implement the successful elementary program that it currently utilizes at Brooklyn Prospect 13, which have led to Brooklyn Prospect 13 meeting or coming close to meeting its Accountability Plan goals. Brooklyn Prospect Charter Schools' plans to reconfigure grades among the three schools in part to maximize facility funding options in New York City.

Plans for Board Oversight & Governance. Current board members express interest in continuing to serve Brooklyn Prospect Schools in the next charter term. The board plans to add additional members who are part of the community in the next charter term.

	CURRENT	END OF NEXT CHARTER TERM
Enrollment	700	275
Grade Span	6-12	K-4
Teaching Staff	50	17
Days of Instruction	180	180

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Fiscal & Facility Plans. Based on evidence collected through the renewal review, including a review of the five-year financial plan, Brooklyn Prospect Schools presents a reasonable and appropriate fiscal plan for the next charter term including education corporation and school budgets that are feasible and achievable. The education corporation intends to maintain its contractual relationship with the network. The Institute has reviewed the proposed terms of such contract and will review and approve the final contract, and any other network contracts, when executed.

Over the next charter term, Brooklyn Prospect Charter Schools will reconfigure its enrollment pathways so that Brooklyn Prospect 15's middle school program will transfer a grade per year for the next three years to Brooklyn Prospect 15.2. By 2021-22, Brooklyn Prospect 15 will transfer both the entire middle and high school programs to Brooklyn Prospect 15.2. Until that time, Brooklyn Prospect 15 will operate the middle and high school programs in the existing facilities. The new elementary program will start in fall 2019, in a yet to be determined facility.

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.

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Prospect 15

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APPENDICES

PAGES Ax 1-30

SO^A
SCHOOL
OVERVIEW

PAGE Ax 1

PS^B
PERFORMANCE
SUMMARIES

PAGE Ax 8

DC^C
DISTRICT
COMMENTS

PAGE Ax 10

FD^D
FISCAL DASHBOARD

PAGE Ax 11

EO^E
ED CORP OVERVIEW

PAGE Ax 15

EF^F
ED CORP FISCAL

PAGE Ax 27

APPENDIX A: School Overview

BROOKLYN PROSPECT CHARTER SCHOOL - CSD 15 BOARD OF TRUSTEES

CHAIR

Jill Inbar

TRUSTEES

Luyen Chou

Sam Koch

Christine Burke

David Von Spreckelson

Jilian Gersten

Erin Carstensen

Rohan Gopaldas

SCHOOL LEADERS

CHIEF EXECUTIVE OFFICERS

Daniel Rubenstein (2009-10 - Present)

MIDDLE SCHOOL PRINCIPALS

Carolyn Michael (2016-17 to present)

Lanolia Omowanile (2009-10 to 2015-16)

HIGH SCHOOL PRINCIPALS

Kim Raccio (2018-19 to present)

Ingrid Wong (2015-16 to 2017-18)

Kim Raccio (2012-13 to 2014-15)

SCHOOL CHARACTERISTICS

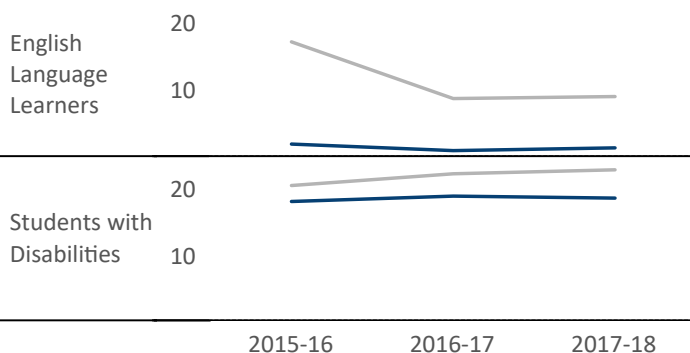
SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	PROPOSED GRADES	ACTUAL GRADES
2014-15	725	763	105%	K-1, 6-11	K-1, 6-11
2015-16	875	922	105%	K-2, 6-12	K-2, 6-12
2016-17	700	727	104%	6-12	6-12
2017-18	700	736	105%	6-12	6-12
2018-19	700	771	110%	6-12	6-12

APPENDIX A: School Overview

Brooklyn Prospect CSD 15

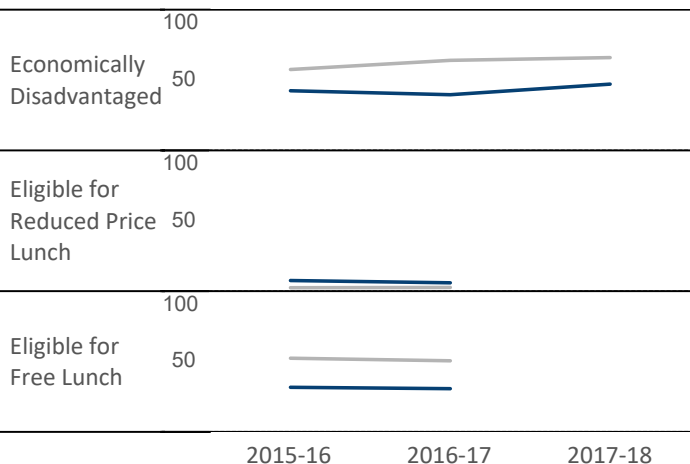
CSD 15

Student Demographics: Special Populations



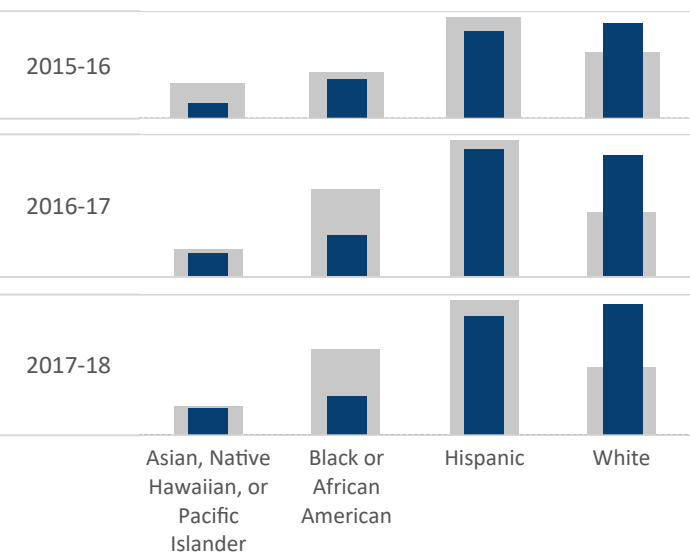
District	17.4	8.9	9.2
School	2.1	1.1	1.5
District	20.7	22.5	23.1
School	18.3	19.1	18.8
	2015-16	2016-17	2017-18

Student Demographics: Free/Reduced Lunch



District	58.2	64.7	66.7
School	43.1	40.3	47.8
District	3.2	3.4	
School	8.3	6.7	
District	53.1	51.3	
School	32.4	31.5	
	2015-16	2016-17	2017-18

Student Demographics: Race/Ethnicity

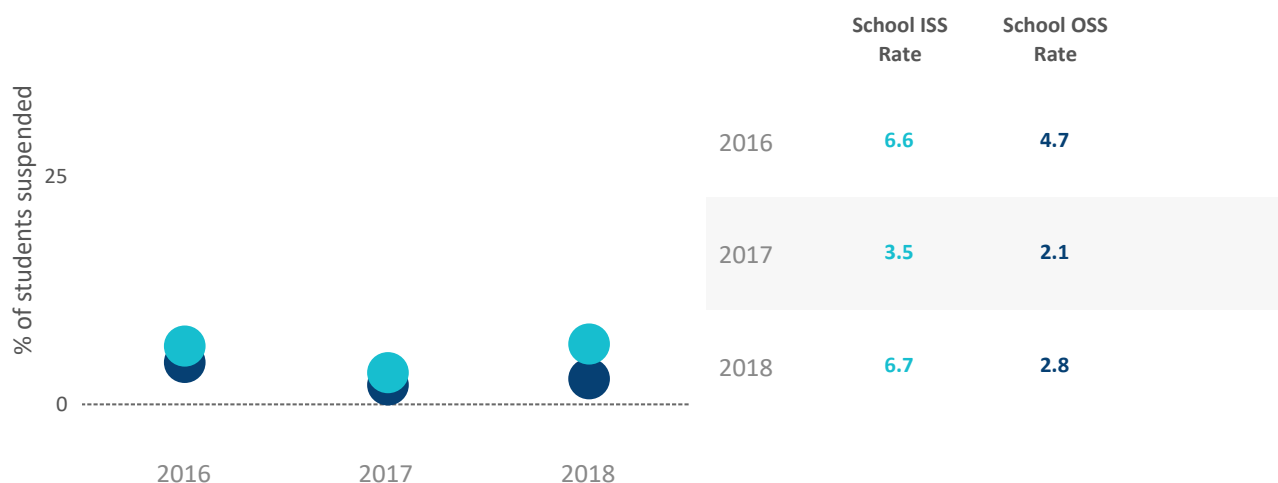


District	13.6	18.3	39.3	25.8
School	5.9	15.2	34.2	37.0
District	8.6	27.1	41.5	20.0
School	7.0	12.4	38.8	37.2
District	9.1	26.3	40.6	21.0
School	8.4	11.6	36.1	39.5
	Asian, Native Hawaiian, or Pacific Islander	Black or African American	Hispanic	White

APPENDIX A: School Overview

Brooklyn Prospect CSD 15

Brooklyn CSD 15

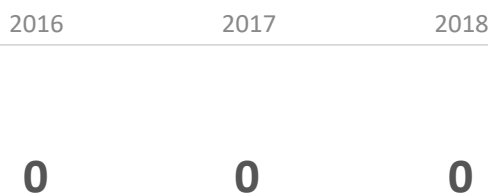


CSD data suitable for comparison are not available. The percentage rate shown here is calculated using the method employed by the New York City Department of Education ("NYCDOE"): the total the number of students receiving an in school or out of school suspension at any time during the school year is divided by the total enrollment, then multiplied by 100.

Persistence in Enrollment: The percentage of students eligible to return from previous year who did return



Expulsions: The number of students expelled from the school each year.



Brooklyn Prospect CSD 15's Enrollment and Retention Status: 2017-18

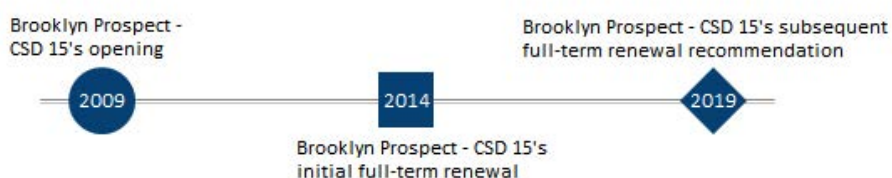
			District Target	School
Enrollment	Economically disadvantaged	<div><div></div></div>	73.5	48.4
	English language learners	<div><div></div></div>	9.1	2.1
	Students with disabilities	<div><div></div></div>	20.4	17.6
Retention	Economically disadvantaged	<div><div></div></div>	88.3	87.1
	English language learners	<div><div></div></div>	90.2	90.0
	Students with disabilities	<div><div></div></div>	88.3	89.2

APPENDIX A: School Overview

PARENT SATISFACTION: SURVEY RESULTS

RESPONSE RATE 41%	OVERALL SATISFACTION 93%	TRUST 97%	EFFECTIVE SCHOOL LEADERSHIP 96%	STRONG FAMILY COMMUNITY TIES 91%
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TIMELINE OF CHARTER SCHOOL RENEWAL



SCHOOL VISIT HISTORY

SCHOOL YEAR	VISIT TYPE	DATE
2009-10	First Year Visit	April 13, 2010
2010-12	Evaluation Visit	October 6, 2011
2013-14	Renewal Visit	October 2-3, 2013
2018-19	Renewal Visit	November 13-14, 2018

CONDUCT OF THE RENEWAL VISIT

DATE(S) OF VISIT	EVALUATION TEAM MEMBERS	TITLE
November 13-14, 2018	Andrew Kile	Director of School Evaluation
	Jeff Wasbes	Executive Deputy Director of Accountability
	Sinnjinn Bucknell	Senior Performance and Systems Analyst
	Susie Miller Carello	Executive Director
	Dr. Jennifer Lee	External Consultant

APPENDIX A: School Overview

KEY DESIGN ELEMENTS:

ELEMENT	EVIDENT?
Commitment to diversity;	+
Commitment to teacher quality; and,	+
Commitment to global citizenship.	+

APPENDIX B: Performance Summaries

SCHOOL PERFORMANCE SUMMARY: English Language Arts Brooklyn Prospect Charter School

	2015-16 Grades Served: K-2, 6-12				2016-17 Grades Served: 6-12				2017-18 Grades Served: 6-12				MET
	All Students		2+ Years Students		All Students		2+ Years Students		All Students		2+ Years Students		
	Grades	% (N)	Grades	% (N)	Grades	% (N)	Grades	% (N)	Grades	% (N)	Grades	% (N)	
<u>ABSOLUTE MEASURES</u> 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.	3	(0)	(0)	(0)	3	(0)	(0)	(0)	3	(0)	(0)	(0)	NO
	4	(0)	(0)	(0)	4	(0)	(0)	(0)	4	(0)	(0)	(0)	
	5	(0)	(0)	(0)	5	(0)	(0)	(0)	5	(0)	(0)	(0)	
	6	42.1 (107)	(0)	(0)	6	61.1 (108)	(0)	(0)	6	66.7 (111)	(0)	(0)	
	7	35.9 (103)	36.3 (102)		7	60.2 (103)	60.4 (101)		7	70.4 (108)	70.2 (104)		
	8	52.9 (87)	52.9 (87)		8	54.5 (88)	54.7 (86)		8	70.6 (102)	70.7 (99)		
	All	43.1 (297)	43.9 (189)		All	58.9 (299)	57.8 (187)		All	69.2 (321)	70.4 (203)		
				NO				NO				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 accountability system.	Grades	PLI	AMO		Grades	PLI	AMO		Grades	PI	MIP		NA
	6-8	134	104		6-8	152	111		6-8	178			
				YES				YES					
<u>COMPARATIVE MEASURES</u> 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.	Comparison: Brooklyn District 15				Comparison: Brooklyn District 15				Comparison: Brooklyn District 15				YES
	Grades	School	District		Grades	School	District		Grades	School	District		
	7-8	43.9	50.3		7-8	57.8	58.2		7-8	70.4	56.2		
				NO				NO					
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.	% ED		Effect Size		% ED		Effect Size		% ED		Effect Size		YES
	Actual	Predicted	Actual	Predicted	Actual	Predicted	Actual	Predicted	Actual	Predicted	Actual	Predicted	
	53.1	43.1	37.4	0.38	34.1	58.9	47.7	0.74	43.8	69.2	51.1	1.07	
				YES				YES					
<u>GROWTH MEASURE</u> 5. Each year, the school's unadjusted mean growth percentile will meet or exceed the target of 50.	Grades	School	State		Grades	School	State		Grades	School	State		YES
	4	0.0			4	0.0			4	0.0			
	5	0.0			5	0.0			5	0.0			
	6	50.0			6	49.8			6	46.4			
	7	55.8			7	54.7			7	52.0			
	8	44.2			8	49.5			8	53.0			
	All	49.7	50.0		All	51.5	50.0		All	50.6	50.0		
				NO				YES					

APPENDIX B: Performance Summaries

SCHOOL PERFORMANCE SUMMARY: Mathematics

Brooklyn Prospect Charter School

	2015-16 Grades Served: K-2, 6-12				2016-17 Grades Served: 6-12				2017-18 Grades Served: 6-12				MET		
	All Students		2+ Years Students		All Students		2+ Years Students		All Students		2+ Years Students				
	% (N)		% (N)		% (N)		% (N)		% (N)		% (N)				
	Grades		Grades		Grades		Grades		Grades		Grades				
<u>ABSOLUTE MEASURES</u> 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.	3	(0)	(0)	(0)	3	(0)	(0)	(0)	3	(0)	(0)	(0)	NO		
	4	(0)	(0)	(0)	4	(0)	(0)	(0)	4	(0)	(0)	(0)			
	5	(0)	(0)	(0)	5	(0)	(0)	(0)	5	(0)	(0)	(0)			
	6	55.2 (105)	(0)	(0)	6	71.7 (106)	(0)	(0)	6	68.5 (108)	(0)	(0)			
	7	47.5 (99)	48.0 (98)		7	52.5 (99)	53.1 (96)		7	76.9 (108)	76.9 (104)				
	8	35.7 (56)	35.7 (56)		8	44.7 (85)	44.6 (83)		8	61.9 (97)	61.7 (94)				
	All	48.1 (260)	43.5 (154)		All	57.2 (290)	49.2 (179)		All	69.3 (313)	69.7 (198)				
	Grades	PLI	AMO		Grades	PLI	AMO		Grades	PI	MIP				
	6-8	137	101	YES	6-8	149	109	YES	6-8	179					
	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		YES		
	7-8	43.5	40.1	YES	7-8	49.2	41.8	YES	7-8	69.7	46.1	YES			
	% ED		Effect Size		% ED		Effect Size		% ED		Effect Size				
	54.6	48.1	33.4	0.82	34.0	57.2	42.8	0.96	43.7	69.3	45.7	1.33			
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.				YES				YES				YES			
<u>GROWTH MEASURE</u> 5. Each year, the school's unadjusted mean growth percentile will meet or exceed the target of 50.	Grades	School	State		Grades	School	State		Grades	School	State		YES		
	4	0.0			4	0.0			4	0.0					
	5	0.0			5	0.0			5	0.0					
	6	64.8			6	58.0			6	60.0					
	7	58.3			7	58.3			7	60.8					
	8	62.7			8	55.9			8	54.7					
	All	61.6	50.0	YES	All	57.5	50.0	YES	All	58.6	50.0	YES			

APPENDIX B: Performance Summaries

SCHOOL PERFORMANCE SUMMARY Brooklyn Prospect - CSD 15

	2015-16		MET	2016-17		MET	2017-18		MET
	2012 Cohort N	%		2013 Cohort N	%		2014 Cohort N	%	
English Language Arts ABSOLUTE MEASURES 1. Each year, 65 percent of students will score at college/career ready on the Regents English exam. 2. Each year, 65 percent of students who scored at Level 1 or 2 on their NYS 8 th grade ELA exam will score at college ready on the Regents English exam. 3. Each year, the Accountability Performance Level (APL) on the Regents English exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	96	77.1	YES	98	73.4	YES	95	71.6	YES
	Low Performing Entrants N	%		Low Performing Entrants N	%		Low Performing Entrants N	%	
	44	59.1	NO	50	64	NO	31	61.3	NO
	APL	AMO		APL	AMO		PI	MIP	
	172	174	NO	170	178	NO	186	189	NO
COMPARATIVE MEASURE 4. Each year, the APL of students in the high school Accountability Cohort will exceed the APL of students from the local school district.	Comparison: Brooklyn CSD 15 School	District		Comparison: Brooklyn CSD 15 School	District		Comparison: Brooklyn CSD 15 School	District	
	172	145	YES	170	145	YES	186		NA
Mathematics ABSOLUTE MEASURES 1. Each year, 65 percent of students will score at least 80 on a Regents math exam. 2. Each year, 65 percent of students who scored at Level 1 or 2 on their NYS 8 th grade math exam will score at least 80 on the Regents math exam. 3. Each year, the Accountability Performance Level (APL) on the Regents math exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	96	35.4	NO	98	52	NO	95	30.5	NO
	Low Performing Entrants N	%		Low Performing Entrants N	%		Low Performing Entrants N	%	
	37	2.7	NO	49	24.5	NO	30	6.7	NO
	APL	AMO		APL	AMO		PI	MIP	
	132	159	NO	150	165	NO	115	149	NO
COMPARATIVE MEASURE 4. Each year, the APL of students in the high school Accountability Cohort will exceed the APL of students from the local school district.	Comparison: Brooklyn CSD 15 School	District		Comparison: Brooklyn CSD 15 School	District		Comparison: Brooklyn CSD 15 School	District	
	132	110	YES	150	113	YES	115		NA

Data Sources: New York State and City data, workbooks submitted by schools and databases compiled by the Institute.

APPENDIX B: Performance Summaries

SCHOOL PERFORMANCE SUMMARY Brooklyn Prospect - CSD 15

	2015-16				MET	2016-17				MET	2017-18				MET
	Cohort		N		% >= 10 credits	Cohort		N		% >= 10 credits	Cohort		N		% >= 10 credits
	2014	2015	2014	2015	2014	2015	2014	2015	2014	2015	2014	2015	2014	2015	2014
High School Graduation ABSOLUTE MEASURES 1. Each year, 75 percent of students in the first and second year high school Total Graduation Cohort will earn at least 10 credits. 2. Each year, 75 percent of students in the second year high school Total Graduation Cohort will score at proficient on at least three different Regents exams required for graduation.	All		213		91.6%	All		205		93.1%	All		211		89.6%
	2014 Cohort N				% passing ≥ 3 Regents	2015 Cohort N				% passing ≥ 3 Regents	2016 Cohort N				% passing ≥ 3 Regents
	104				89.4%	102				82.4%	107				75.7%
	2012 Cohort N				%	2013 Cohort N				%	2014 Cohort N				%
	104				86	95				94	95				95.8
3a. Each year, 75 percent of students in the Total Graduation Cohort will graduate after the completion of their fourth year. 3b. Each year, 95 percent of students will graduate after the completion of their fifth year. COMPARATIVE MEASURE 4. Each year, the percent of students graduating after the completion of their fourth year will exceed that of the local school district.	2011 Cohort N				% Graduating	2012 Cohort N				% Graduating	2013 Cohort N				% Graduating
						101				90	95				94.7
	Comparison: Brooklyn CSD 15 School				District	Comparison: Brooklyn CSD 15 School				District	Comparison: Brooklyn CSD 15 School				District
	86				68	94				69	96				71
	YES					YES				YES	YES				YES
College Preparation COMPARATIVE MEASURES 1. Each year, the average performance of students in the 10th grade will exceed the state average on the PSAT tests in Critical Reading and Mathematics. 2. Each year, the average performance of students in the 12th grade will exceed the state average on the SAT or ACT tests in reading and mathematics.															
	Reading				State	Reading				State	Reading				State
	89				453	93				476	93				485
	Math				459	Math				465	93				486
	NO					NO					NO				NO
SCHOOL DESIGNED MEASURES 3. College Preparation The percent of students graduating with an Advanced Regents diploma will exceed that of the local school district.															
	Reading				State	Reading				State	Reading				State
	84				466	93				562	93				530
	Math				501	Math				550	93				528
	NO					NO					YES				YES
4. The percent of graduating students who meet the state's APM will exceed the state average.	School				District	School				District	School				District
	N				N	N				N	N				N
	89				8.8	89				11.7	91				14.2
	0				1006	1				1007	0				1095
	NO					NO					NO				NO
5. Each year, 75 percent of graduating students will pass an AP exam, CLEP exam, or successfully complete college-level coursework.	School				State	School				State	School				State
	35%				NA	52%				NA					
	N				%	N				%	N				%
	89				NR	89				NR					
	NO					NO					NO				
6. College Attainment and Achievement Each year, 75 percent of students in the fourth year graduating class will enroll in a college or university in the year after graduation.	N				%	N				%	N				%
	89				97.8	89				97.8	91				97.8
	YES					YES					YES				YES

APPENDIX C: District Comments

SUMMARY OF PUBLIC COMMENTS

The New York City Department of Education held its required hearing on Brooklyn Prospect Charter School – CSD 15’s renewal on December 17, 2018 at the school. Two people were present and one person, from Community Education Council (“CEC”) 15, spoke in opposition to the renewal. CEC 15 also submitted written comments directly to the Institute. CEC 15 comments centered on its opposition for Brooklyn Prospect Charter Schools’ expansion related to the additional charter recently granted to the education corporation. CEC 15 believes the school has not identified a curriculum based need in CSD 15 for the proposed schools citing a district school with an IB program. In addition, CEC 15 believes there isn’t a need for additional seats due to the district’s new plan to add approximately 2,700 new seats by 2022. Finally the CEC believes the school should follow the CSD 15 Diversity Plan which will require the district middle school plan to provide certain priorities to low income household, students in temporary housing, and/or ELLs.

APPENDIX D: Fiscal Dashboard

BROOKLYN PROSPECT CHARTER SCHOOL - CSD 15

NOTE: Effective 2016-17 the school merged into the education corporation, "Brooklyn Prospect Charter School." Accordingly, see the education corporation report containing the "Balance Sheet" for all schools merged into the education corporation.

SCHOOL INFORMATION

BALANCE SHEET

Assets

Current Assets

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

Total Current Assets - GRAPH 1

Property, Building and Equipment, net
Other Assets

Total Assets - GRAPH 1

Liabilities and Net Assets

Current Liabilities

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

Total Current Liabilities - GRAPH 1

Deferred Rent/Lease Liability
All other L-T debt and notes payable, net current maturities

Total Liabilities - GRAPH 1

Net Assets

Unrestricted
Temporarily restricted

Total Net Assets

Total Liabilities and Net Assets

ACTIVITIES

Operating Revenue

Resident Student Enrollment
Students with Disabilities

Grants and Contracts

State and local
Federal - Title and IDEA
Federal - Other
Other

NYC DoE Rental Assistance

Food Service/Child Nutrition Program

Total Operating Revenue

Expenses

Regular Education
SPED
Other

Total Program Services

Management and General
Fundraising

Total Expenses - GRAPHS 2, 3 & 4

Surplus / (Deficit) From School Operations

Support and Other Revenue

Contributions
Fundraising
Miscellaneous Income
Net assets released from restriction

Total Support and Other Revenue

Total Unrestricted Revenue

Total Temporarily Restricted Revenue

Total Revenue - GRAPHS 2 & 3

Change in Net Assets

Net Assets - Beginning of Year - GRAPH 2

Prior Year Adjustment(s)

Net Assets - End of Year - GRAPH 2

Opened 2009-10

			MERGED	MERGED
	2013-14	2014-15	2015-16	2016-17
	250,845	131,222	1,692,833	-
	1,553	687,216	353,702	-
	5,000	-	-	-
	135,795	198,908	95,909	-
	-	-	-	-
	393,193	1,017,346	2,142,444	-
	2,952,420	3,749,171	4,190,019	-
	292,091	492,165	492,459	-
	3,637,704	5,258,682	6,824,922	-

	191,362	216,549	296,896	-
	7,717	-	-	-
	87,158	-	-	-
	-	-	-	-
	-	200,000	-	-
	-	18,549	15,612	-
	286,237	435,098	312,508	-
	-	1,984,353	2,321,335	-
	1,428,219	1,984,353	2,321,335	-
	1,714,456	4,403,804	4,955,178	-
	1,923,248	2,839,231	4,191,079	-
	-	-	-	-
	1,923,248	2,839,231	4,191,079	-
	3,637,704	7,243,035	9,146,257	-

	8,131,418	10,990,583	12,997,053	10,566,417
	1,664,471	1,951,145	2,191,571	1,859,213

	34,443	686,897	657,549	613,192
	215,368	231,821	289,365	391,643
	-	224,125	108,903	7,724
	171,832	998,358	925,805	-
	-	-	-	565,890
	-	78,434	78,654	57,664
	10,217,532	15,161,363	17,248,900	14,061,743

	6,870,495	8,954,440	11,497,026	9,843,793
	1,717,624	2,238,616	2,911,300	2,497,511
	-	-	-	-
	8,588,119	11,193,056	14,408,326	12,341,304
	1,954,150	2,839,345	2,794,385	2,386,788
	184,914	212,979	328,470	287,368
	10,727,183	14,245,380	17,531,181	15,015,460
	(509,651)	915,983	(282,281)	(953,717)

	-	-	1,041,069	706,274
	-	-	-	13,561
	-	-	593,060	305,387
	-	-	-	-
	-	-	1,634,129	1,025,222

	10,217,532	15,161,363	18,883,029	15,086,965
	-	-	-	-
	10,217,532	15,161,363	18,883,029	15,086,965

	(509,651)	915,983	1,351,848	71,505
	2,432,899	1,923,248	2,839,231	4,191,079
	-	-	-	-
	1,923,248	2,839,231	4,191,079	4,262,584

APPENDIX D: Fiscal Dashboard

BROOKLYN PROSPECT CHARTER SCHOOL - CSD 15

NOTE: Effective 2016-17 the school merged into the education corporation, "Brooklyn Prospect Charter School." Accordingly, see the education corporation report containing the "Balance Sheet" for all schools merged into the education corporation.

SCHOOL INFORMATION - (Continued)

Functional Expense Breakdown

Personnel Service	2013-14	2014-15	2015-16	2016-17	2017-18
Administrative Staff Personnel	1,802,894	3,192,883	2,629,866	2,087,305	2,306,884
Instructional Personnel	3,532,807	4,508,620	6,790,902	6,178,640	6,116,013
Non-Instructional Personnel	-	-	1,022,782	898,675	1,152,213
Personnel Services (Combined)	-	-	-	-	-
Total Salaries and Staff	5,335,701	7,701,503	10,443,550	9,164,620	9,575,110
Fringe Benefits & Payroll Taxes	1,169,089	1,689,437	1,965,012	1,581,136	2,087,864
Retirement	-	-	211,645	264,388	-
Management Company Fees	-	-	-	-	-
Building and Land Rent / Lease	2,319,398	2,001,803	2,333,975	1,632,666	2,039,589
Staff Development	27,484	23,468	60,051	110,933	105,818
Professional Fees, Consultant & Purchased Services	588,954	708,261	509,110	377,289	497,595
Marketing / Recruitment	17,114	31,712	45,210	33,620	41,181
Student Supplies, Materials & Services	269,839	545,072	680,880	454,828	600,833
Depreciation	390,538	483,722	543,439	467,166	424,751
Other	609,066	1,060,402	738,309	928,814	664,541
Total Expenses	10,727,183	14,245,380	17,531,181	15,015,460	16,037,282

SCHOOL ANALYSIS

ENROLLMENT

Original Chartered Enrollment	2013-14	2014-15	2015-16	2016-17	2017-18
Final Chartered Enrollment (includes any revisions)	550	725	875	925	975
Actual Enrollment - GRAPH 4	550	725	875	700	700
Chartered Grades	601	763	922	727	736
Final Chartered Grades (includes any revisions)	K, 6-10	K-1, 6-11	K-2, 6-12	K-3, 6-12	K-4, 6-12
	-	-	-	6-12	6-12

Primary School District: NYC CHANCELLOR'S OFFICE

Per Pupil Funding (Weighted Avg of All Districts)	13,877	13,877	13,877	14,027	14,527
Increase over prior year	2.5%	0.0%	0.0%	1.1%	3.4%

PER STUDENT BREAKDOWN

Revenue	2013-14	2014-15	2015-16	2016-17	2017-18
Operating	17,001	19,871	18,708	19,333	19,849
Other Revenue and Support	-	-	1,772	1,410	1,172
TOTAL - GRAPH 3	17,001	19,871	20,481	20,743	21,021
Expenses	2013-14	2014-15	2015-16	2016-17	2017-18
Program Services	14,290	14,670	15,627	16,968	17,372
Management and General, Fundraising	3,559	4,000	3,387	3,677	4,420
TOTAL - GRAPH 3	17,849	18,670	19,014	20,645	21,792
% of Program Services	80.1%	78.6%	82.2%	82.2%	79.7%
% of Management and Other	19.9%	21.4%	17.8%	17.8%	20.3%
% of Revenue Exceeding Expenses - GRAPH 5	-4.8%	6.4%	7.7%	0.5%	-3.5%

Student to Faculty Ratio

2013-14	2014-15	2015-16	2016-17	2017-18
10.4	11.7	8.7	8.3	8.4

Faculty to Admin Ratio

2013-14	2014-15	2015-16	2016-17	2017-18
1.6	1.5	2.5	2.8	2.9

Financial Responsibility Composite Scores - GRAPH 6

Score	2013-14	2014-15	2015-16	2016-17	2017-18
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 / Fiscally Needs Monitoring < 1.0	1.3	2.6	2.8	0.0	0.0
	Fiscally Adequate	Fiscally Strong	Fiscally Strong	N/A	N/A

Working Capital - GRAPH 7

Net Working Capital	2013-14	2014-15	2015-16	2016-17	2017-18
As % of Unrestricted Revenue	106,956	582,248	1,829,936	0	0
Working Capital (Current) Ratio Score	1.0%	3.8%	9.7%	0.0%	0.0%
Risk (Low ≥ 3.0 / Medium 1.4 - 2.9 / High < 1.4)	1.4	2.3	6.9	0.0	0.0
Rating (Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.4)	MEDIUM	MEDIUM	LOW	N/A	N/A
	Good	Good	Excellent	N/A	N/A

Quick (Acid Test) Ratio

Score	2013-14	2014-15	2015-16	2016-17	2017-18
Risk (Low ≥ 2.5 / Medium 1.0 - 2.4 / High < 1.0)	0.9	1.9	6.5	0.0	0.0
Rating (Excellent ≥ 2.5 / Good 1.0 - 2.4 / Poor < 1.0)	HIGH	MEDIUM	LOW	N/A	N/A
	Poor	Good	Excellent	N/A	N/A

Debt to Asset Ratio - GRAPH 7

Score	2013-14	2014-15	2015-16	2016-17	2017-18
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)	0.5	0.8	0.7	0.0	0.0
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)	MEDIUM	MEDIUM	MEDIUM	N/A	N/A
	Good	Good	Good	N/A	N/A

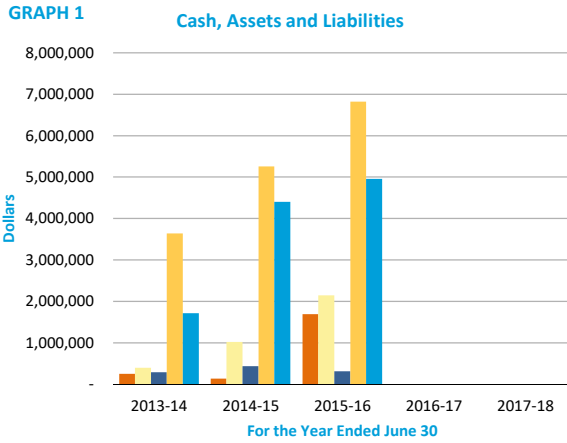
Months of Cash - GRAPH 8

Score	2013-14	2014-15	2015-16	2016-17	2017-18
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)	0.3	0.1	1.2	0.0	0.0
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)	HIGH	HIGH	MEDIUM	N/A	N/A
	Poor	Poor	Good	N/A	N/A

APPENDIX D: Fiscal Dashboard

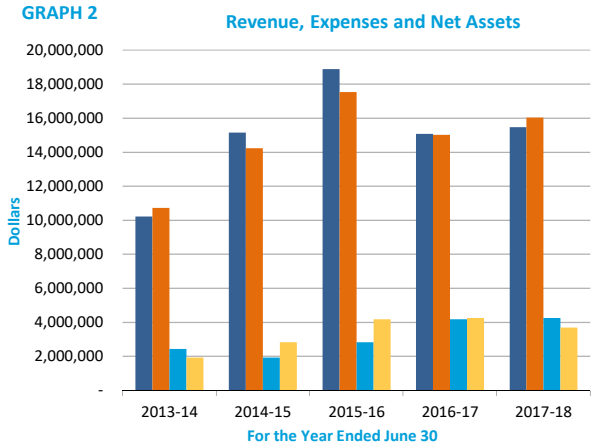
BROOKLYN PROSPECT CHARTER SCHOOL - CSD 15

NOTE: Effective 2016-17 the school merged into the education corporation, "Brooklyn Prospect Charter School." Accordingly, see the education corporation report containing the "Balance Sheet" for all schools merged into the education corporation.



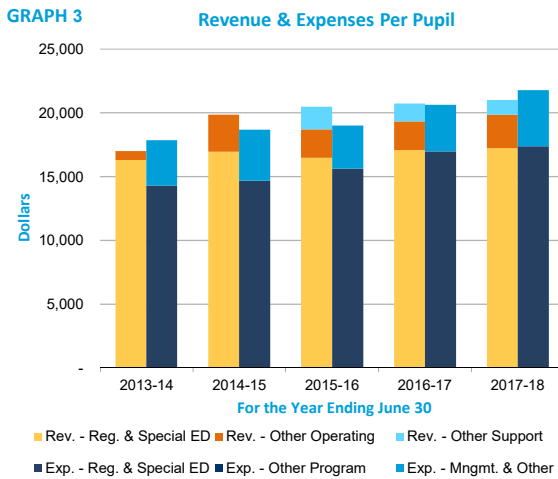
Legend: Cash (Orange), Current Assets (Yellow), Current Liabilities (Dark Blue), Total Assets (Light Blue), Total Liabilities (Blue)

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 through 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.

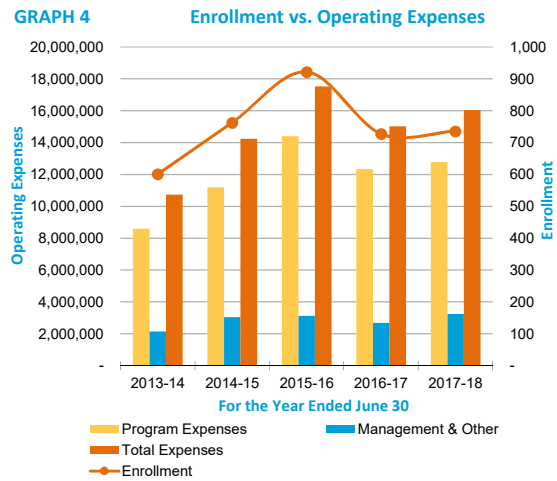


Legend: Revenue (Dark Blue), Expenses (Orange), Net Assets - Beginning (Blue), Net Assets - Ending (Light Blue)

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 breakdown of revenue and expenses on a per pupil basis. Caution should be exercised in making school-by-school comparisons since schools serving different missions or student populations are likely to have substantially different educational cost bases. Comparisons with similar schools with similar dynamics are most valid.



This chart illustrates to what extent the school's operating expenses have followed its student enrollment pattern. A baseline assumption that this data tests is that operating expenses increase with each additional student served. This chart also compares and contrasts growth trends of both, giving insight into what a reasonable expectation might be in terms of economies of scale.

APPENDIX D: Fiscal Dashboard

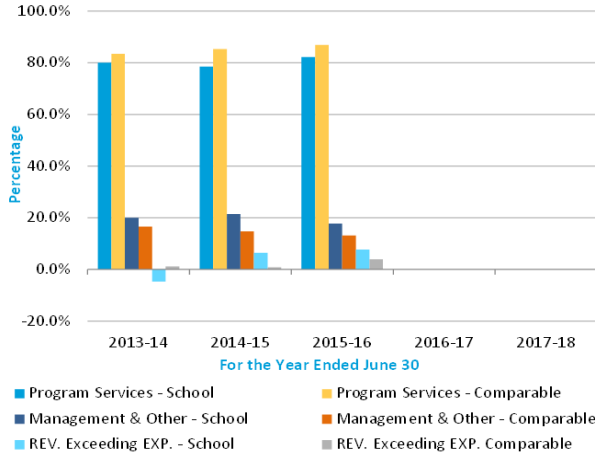
BROOKLYN PROSPECT CHARTER SCHOOL - CSD 15

NOTE: Effective 2016-17 the school merged into the education corporation, "Brooklyn Prospect Charter School." Accordingly, see the education corporation report containing the "Balance Sheet" for all schools merged into the education corporation.

Comparable School, Region or Network: All SUNY Authorized Charter Schools (Including Closed Schools)

GRAPH 5

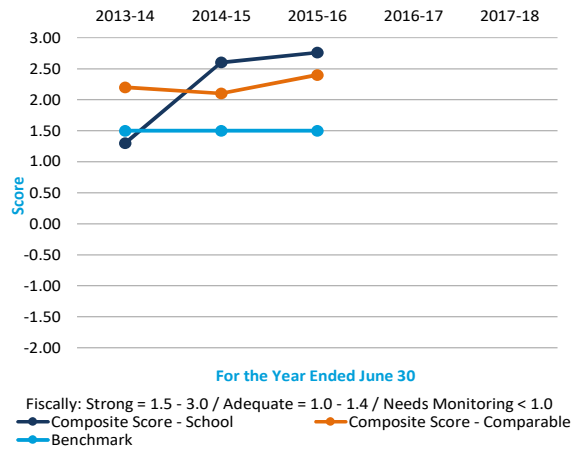
% Breakdown of Expenses



This chart illustrates the percentage expense breakdown between program services and management & others as well as the percentage of revenues exceeding expenses. Ideally the percentage expense for program services will far exceed that of the management & other expense. The percentage of revenues exceeding expenses should not be negative. Similar caution, as mentioned on GRAPH 3, should be used in comparing schools.

GRAPH 6

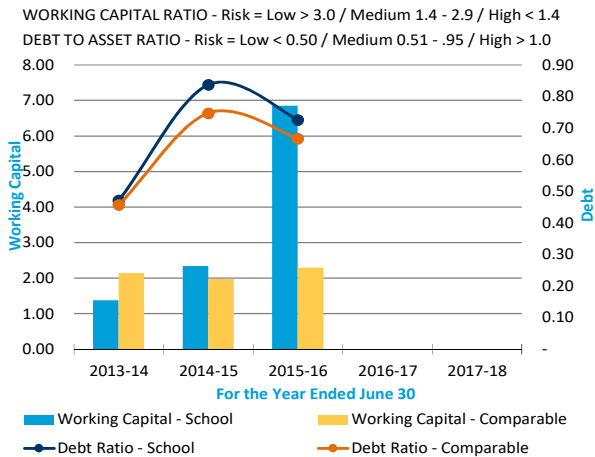
Composite Score



This chart illustrates a school's composite score based on the methodology developed by the United States Department of Education (USDOE) to determine whether private not-for-profit colleges and universities are financially strong enough to participate in federal loan programs. These scores can be valid for observing the fiscal trends of a particular school and used as a tool to compare the results of different schools.

GRAPH 7

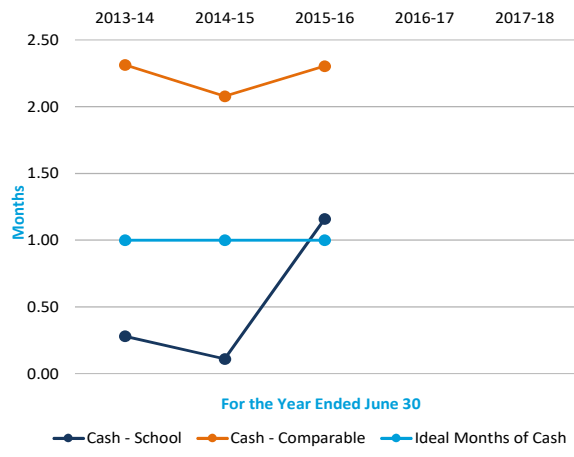
Working Capital & Debt to Asset Ratios



This chart illustrates working capital and debt to asset ratios. The working capital ratio indicates if a school has enough short-term assets to cover its immediate liabilities/short term debt. The debt to asset ratio indicates what proportion of debt a school has relative to its assets. The measure gives an idea to the leverage of the school along with the potential risks the school faces in terms of its debt-load.

GRAPH 8

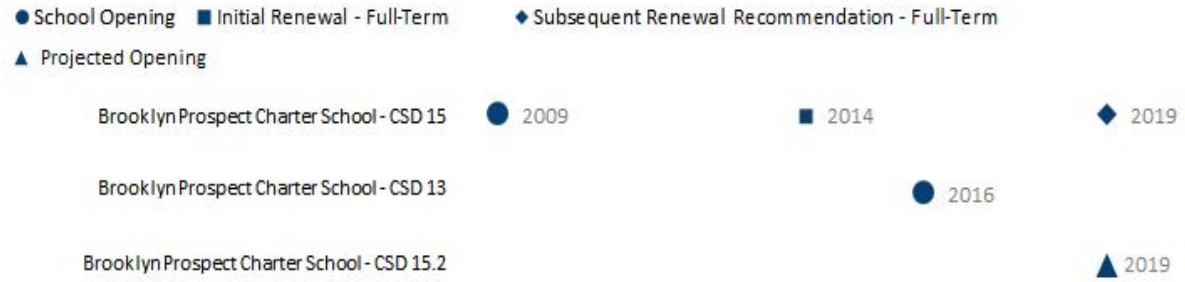
Months of Cash



This chart illustrates how many months of cash the school has in reserves. This metric is to measure solvency – the school's ability to pay debts and claims as they come due. This gives some idea of how long a school could continue its ongoing operating costs without tapping into some other, non-cash form of financing in the event that revenues were to cease flowing to the school.

APPENDIX E: Education Corporation Overview

EDUCATION CORPORATION TIMELINE OF CHARTER RENEWAL



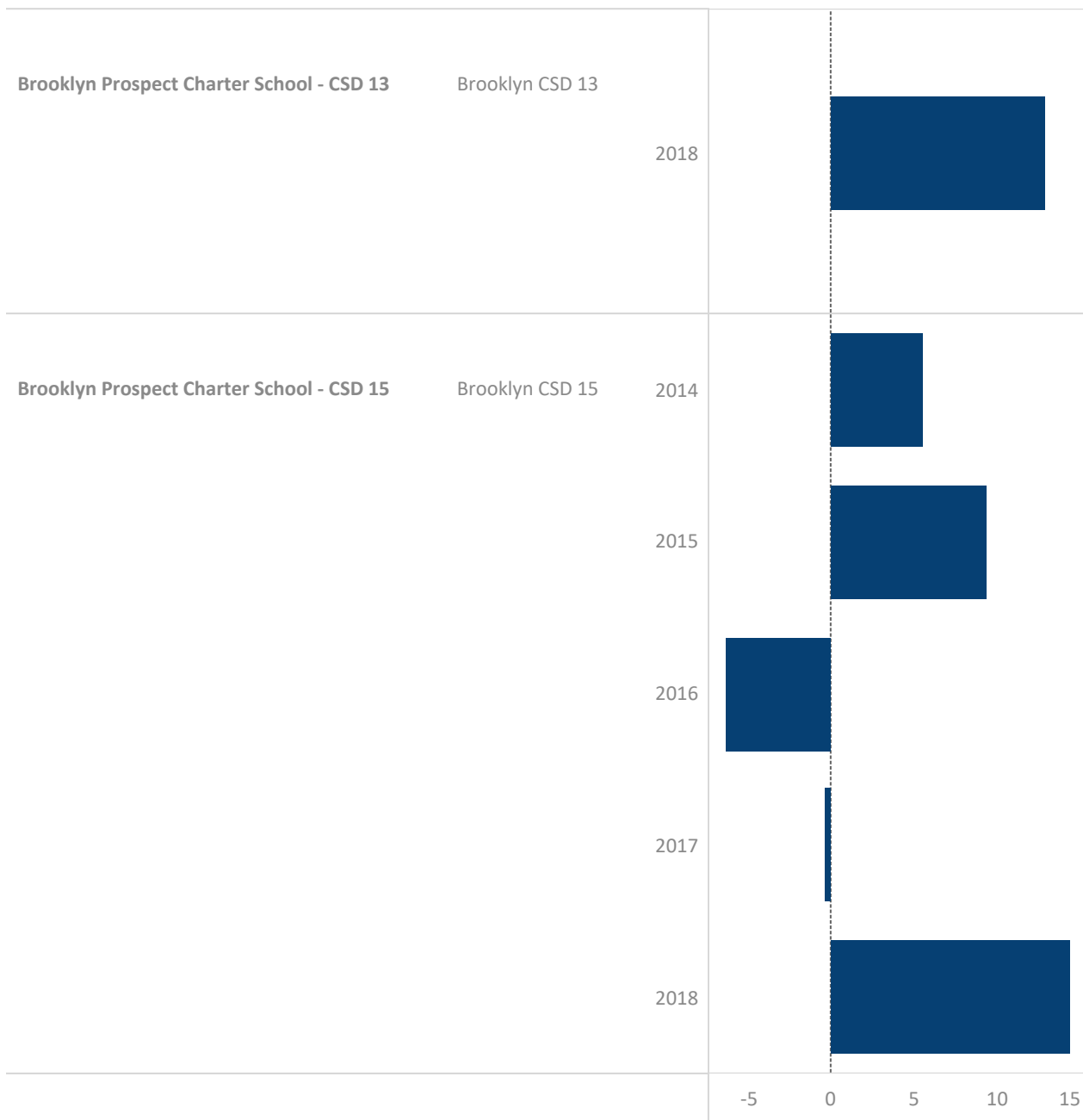
APPENDIX E: Education Corporation Overview

EDUCATION CORPORATION SCHOOL CHARACTERISTICS

School	Local District	Co-located?	Chartered Enrollment	Grade Span
Brooklyn Prospect Charter School – CSD 13	CSD 13	No	625	K-8
Brooklyn Prospect Charter School – CSD 15	CSD 15	No	700	6-12
Brooklyn Prospect Charter School – CSD 15.2	CSD 15	Not open	Not open	Not open

APPENDIX E: Education Corporation Overview

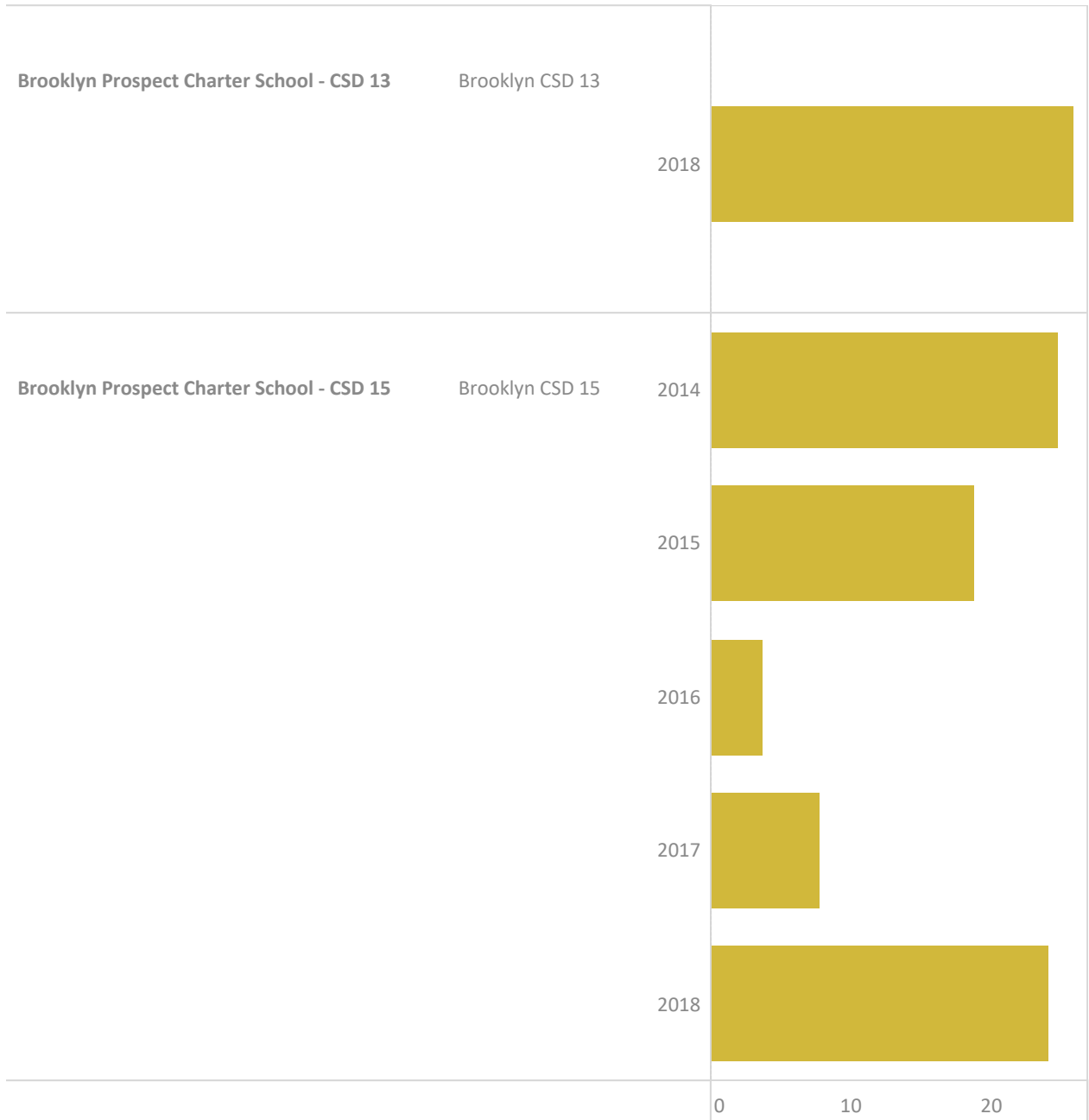
DIFFERENCE BETWEEN SCHOOLS AND DISTRICT SCORES: ELA



District difference for each year broken down by school and district (in NYC, the Institute uses the CSD). These charts compare a school's performance to that of the district. Each bar represents the difference between the school's performance and the district's. A positive result (showing the bar to the right of zero) indicates the amount by which the school outscored the district. A negative result (with the bar to the left of zero) illustrates the amount by which the school performed lower than the district. A score of zero indicates that the school performed exactly even with the district. School scores reflect the achievement of students enrolled for at least two years per the schools' Accountability Plans.

APPENDIX E: Education Corporation Overview

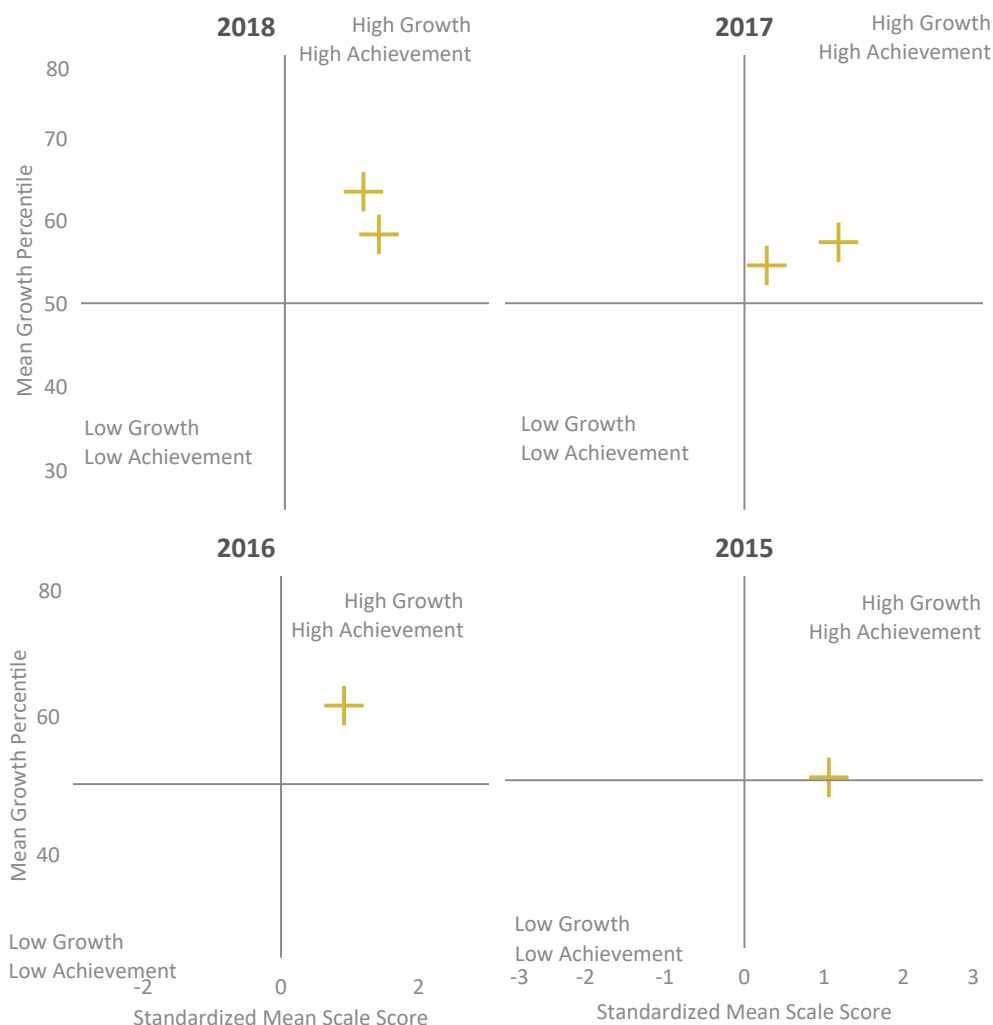
DIFFERENCE BETWEEN SCHOOLS AND DISTRICT SCORES: MATH



District difference for each year broken down by school and district (in NYC, the Institute uses the CSD). These charts compare a school's performance to that of the district. Each bar represents the difference between the school's performance and the district's. A positive result (showing the bar to the right of zero) indicates the amount by which the school outscored the district. A negative result (with the bar to the left of zero) illustrates the amount by which the school performed lower than the district. A score of zero indicates that the school performed exactly even with the district. School scores reflect the achievement of students enrolled for at least two years per the schools' Accountability Plans.

APPENDIX E: Education Corporation Overview

ELA GROWTH AND ACHIEVEMENT: 2014-15 THROUGH 2017-18

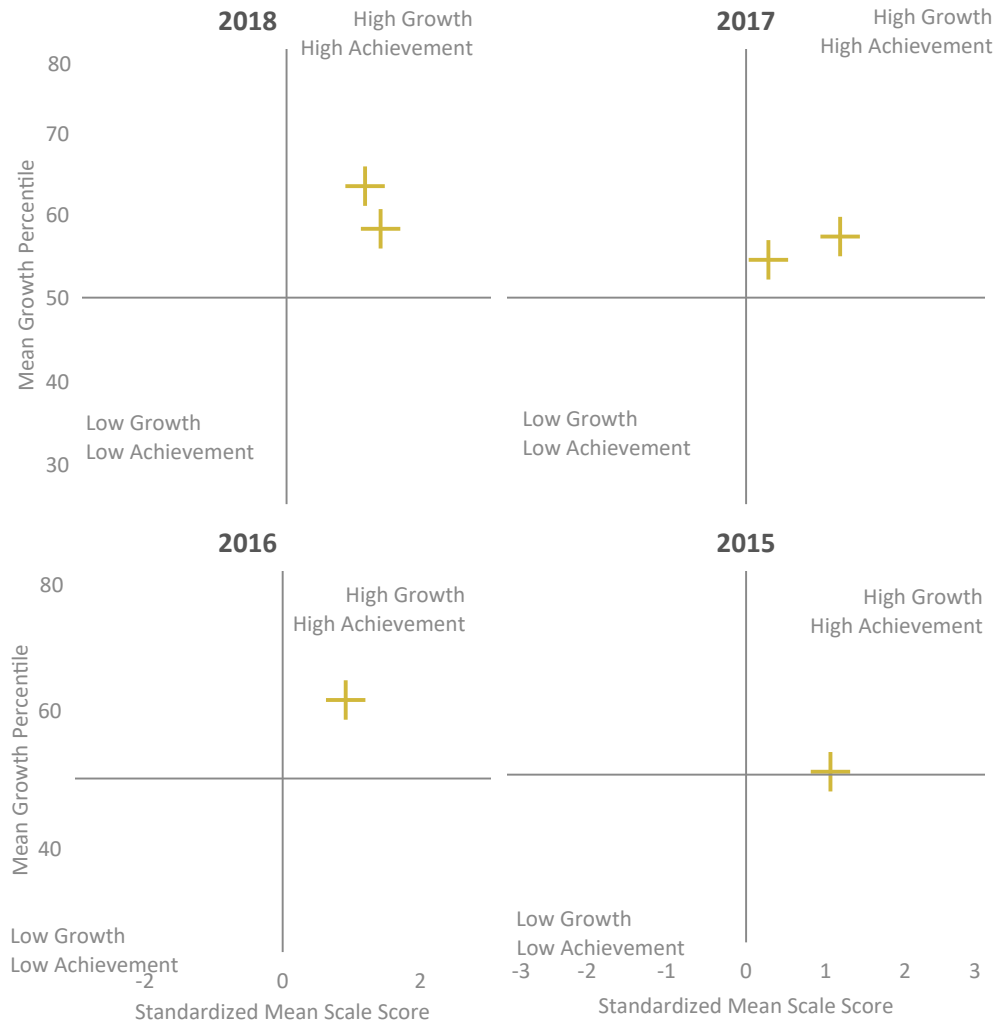


These charts compare a school's ability to grow student achievement with a school's absolute student performance. Schools located in the upper right hand quadrant of each chart show strong results in helping students make learning gains while at the same time helping students achieve strong absolute scores on state assessments. Schools in the lower right hand quadrant show strong absolute scores but lower growth. Because the student growth percentile uses the previous year's scale score as a baseline, it becomes more difficult for a school to maintain strong overall growth scores when students already post high absolute scores.

These charts are produced by comparing growth as measured by the state's student growth percentile to its overall achievement as measured by scale score standardized to the statewide grade level mean over each year for which data are available during the charter term. The growth axis (labeled Mean Growth Percentile) represents the statewide median growth score. The achievement axis (labeled Standardized Mean Scale Score) represents the statewide mean-centered achievement level for each grade served by each school.

APPENDIX E: Education Corporation Overview

MATH GROWTH AND ACHIEVEMENT: 2014-15 THROUGH 2017-18



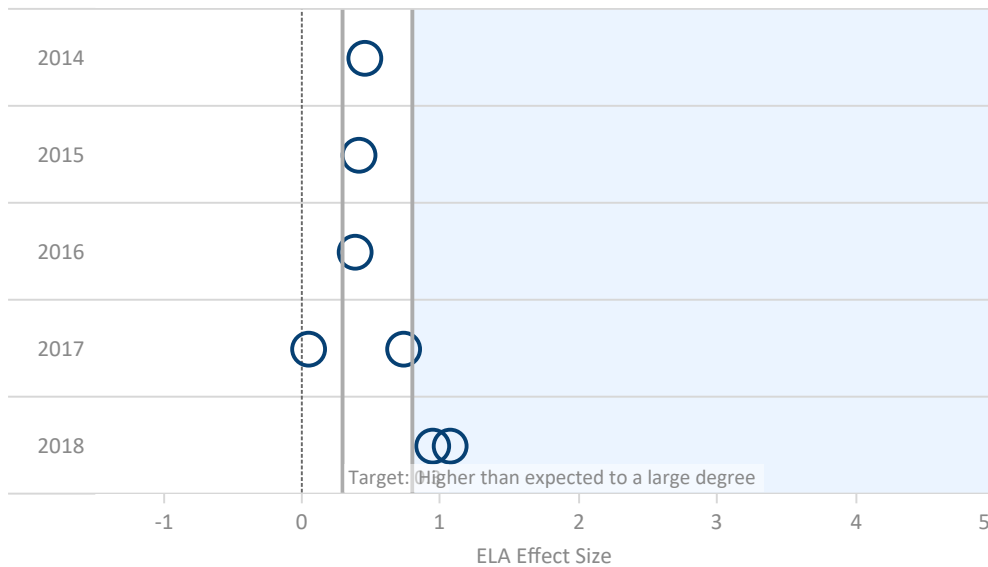
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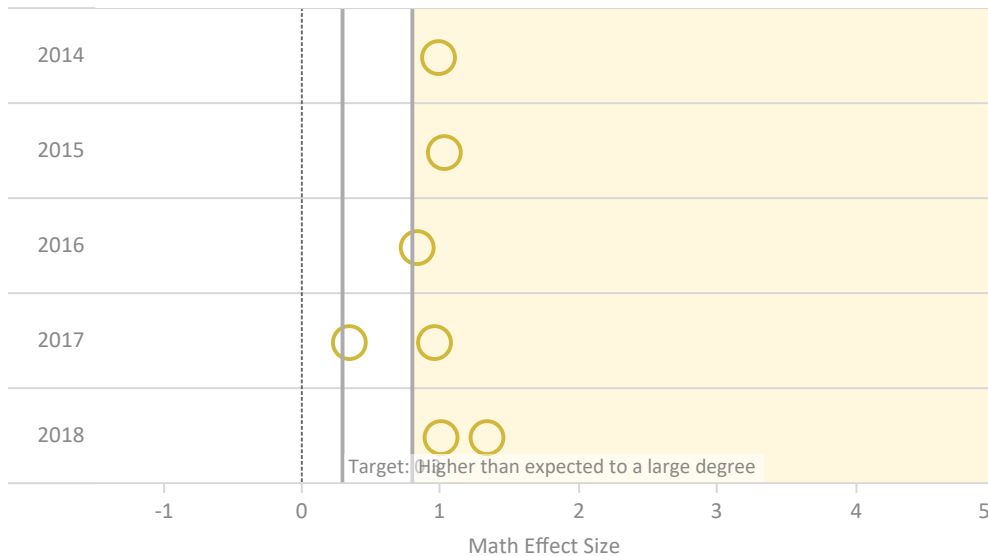
APPENDIX E: Education Corporation Overview

ELA AND MATH EFFECT SIZE DOT PLOTS: 2013-14 THROUGH 2017-18

ELA Effect Size by Year and School



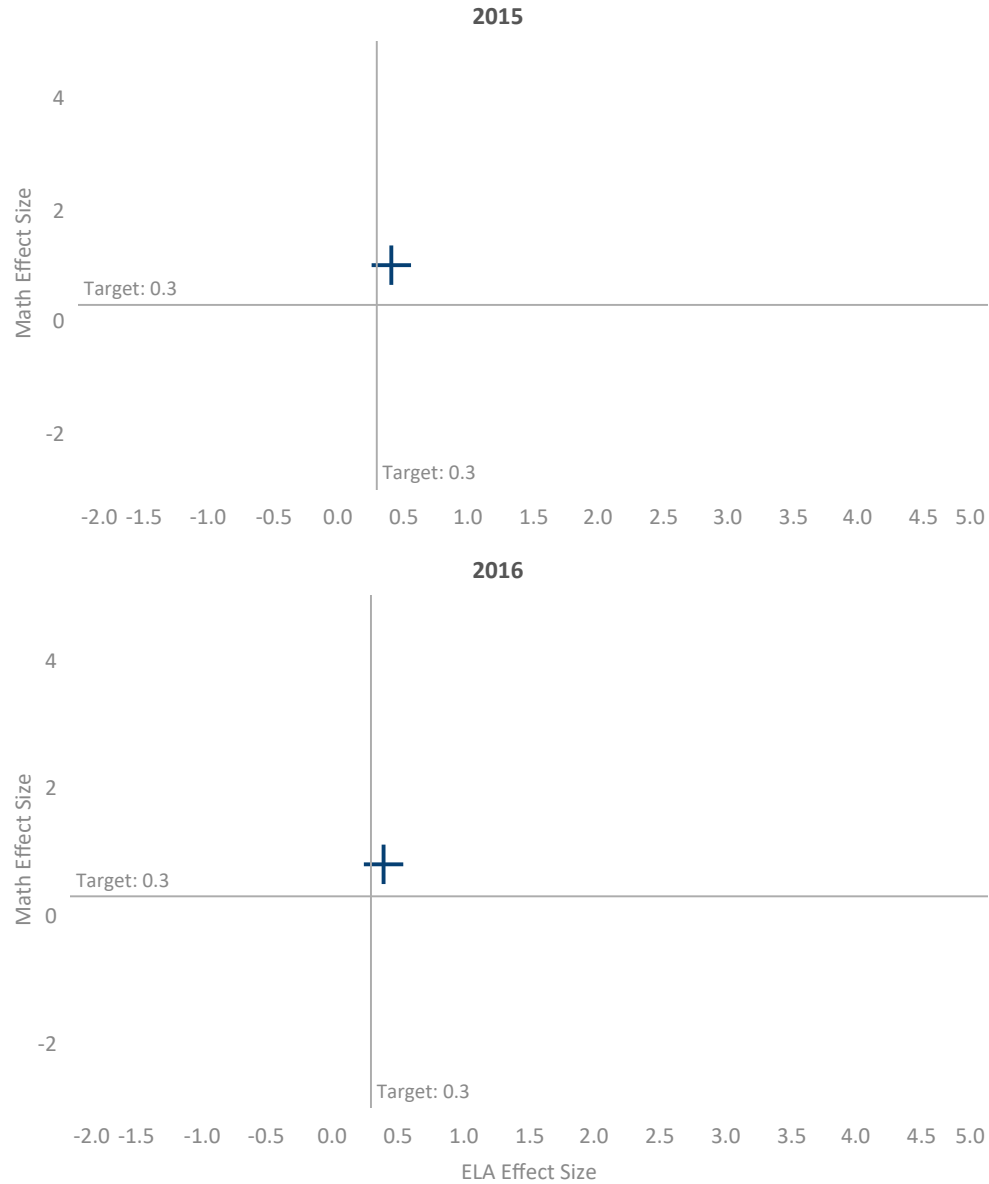
Math Effect Size by Year and School



The charts illustrate the comparative effect size performance at each school across the ed corp by each year for which data are available throughout the charter term. Schools performing at or above 0.3 are meeting SUNY's benchmark for the measure. Schools performing at or above 0.8 are performing higher than expected to a large degree in comparison to schools enrolling similar levels of economically disadvantaged students.

APPENDIX E: Education Corporation Overview

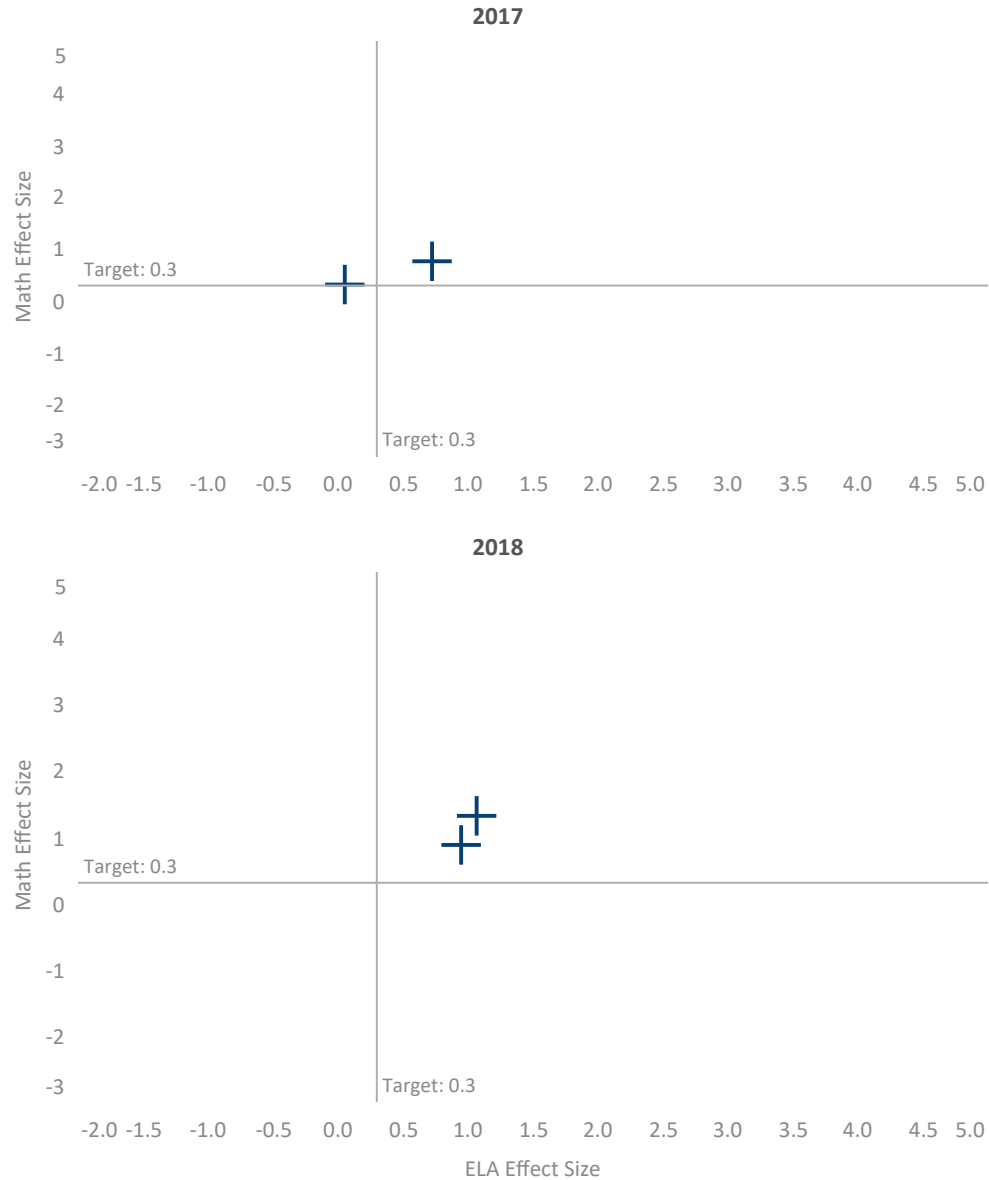
ELA AND MATH EFFECT SIZE SCATTER PLOTS 2014-15 THROUGH 2015-16



The charts compare a school's ELA and math effect sizes over each year for which data are available during the charter term. An effect size measures school performance in comparison to other schools statewide enrolling students with similar proportions of economic disadvantage. Schools with an ELA or math effect size that is less than 0 performed lower than expected based on the economic disadvantage statistic. Schools posting an effect size greater than 0 but less than 0.3 perform about the same as the comparison schools. Schools with an ELA or math effect size greater than 0.3 (SUNY's performance target for the measure) outperformed similar schools statewide to a meaningful degree, while schools with effect sizes greater than 0.8 perform higher than expected to a large degree.

APPENDIX E: Education Corporation Overview

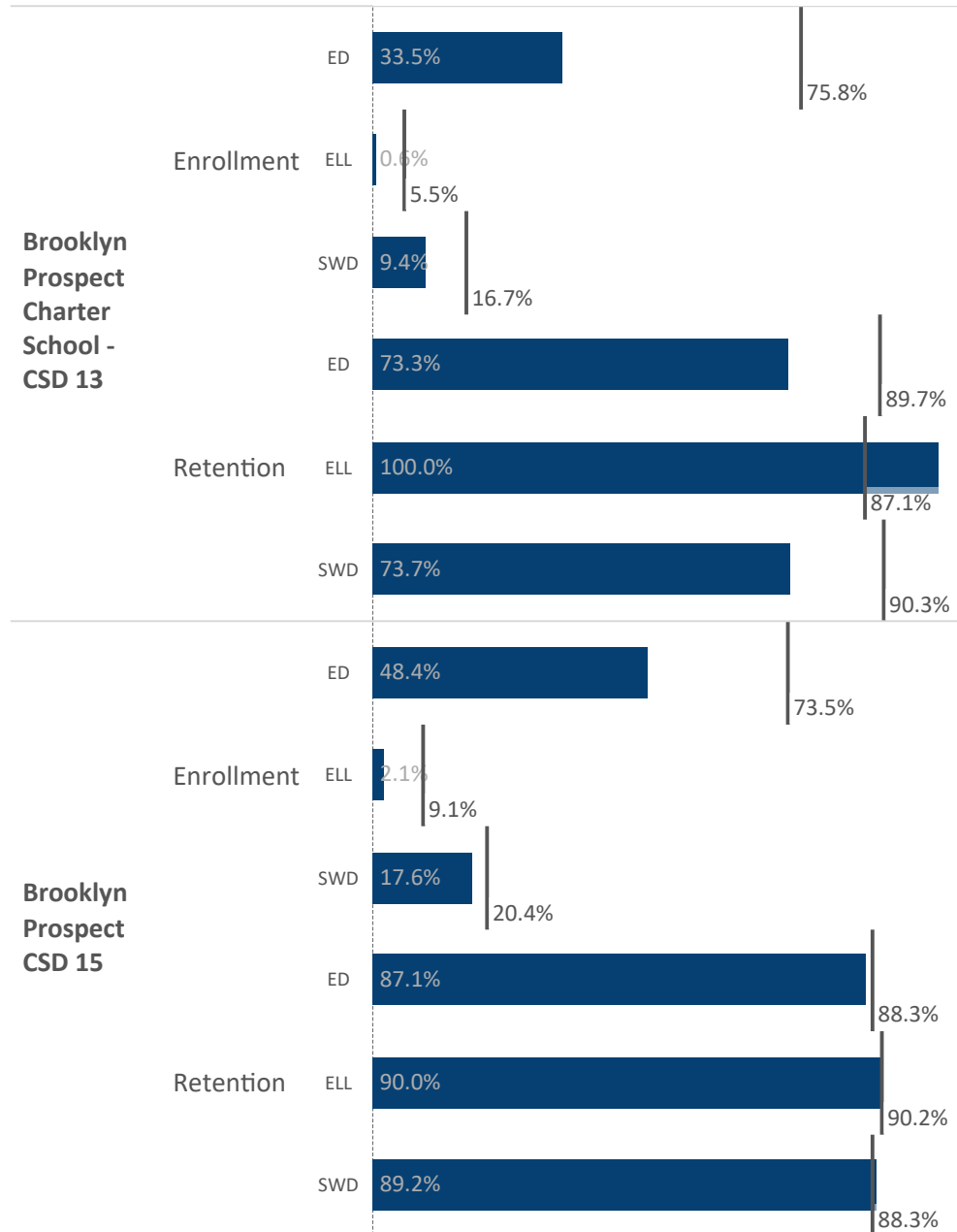
ELA AND MATH EFFECT SIZE SCATTER PLOTS 2016-17 THROUGH 2017-18



The charts compare a school's ELA and math effect sizes over each year for which data are available during the charter term. An effect size measures school performance in comparison to other schools statewide enrolling students with similar proportions of economic disadvantage. Schools with an ELA or math effect size that is less than 0 performed lower than expected based on the economic disadvantage statistic. Schools posting an effect size greater than 0 but less than 0.3 perform about the same as the comparison schools. Schools with an ELA or math effect size greater than 0.3 (SUNY's performance target for the measure) outperformed similar schools statewide to a meaningful degree, while schools with effect sizes greater than 0.8 perform higher than expected to a large degree.

APPENDIX E: Education Corporation Overview

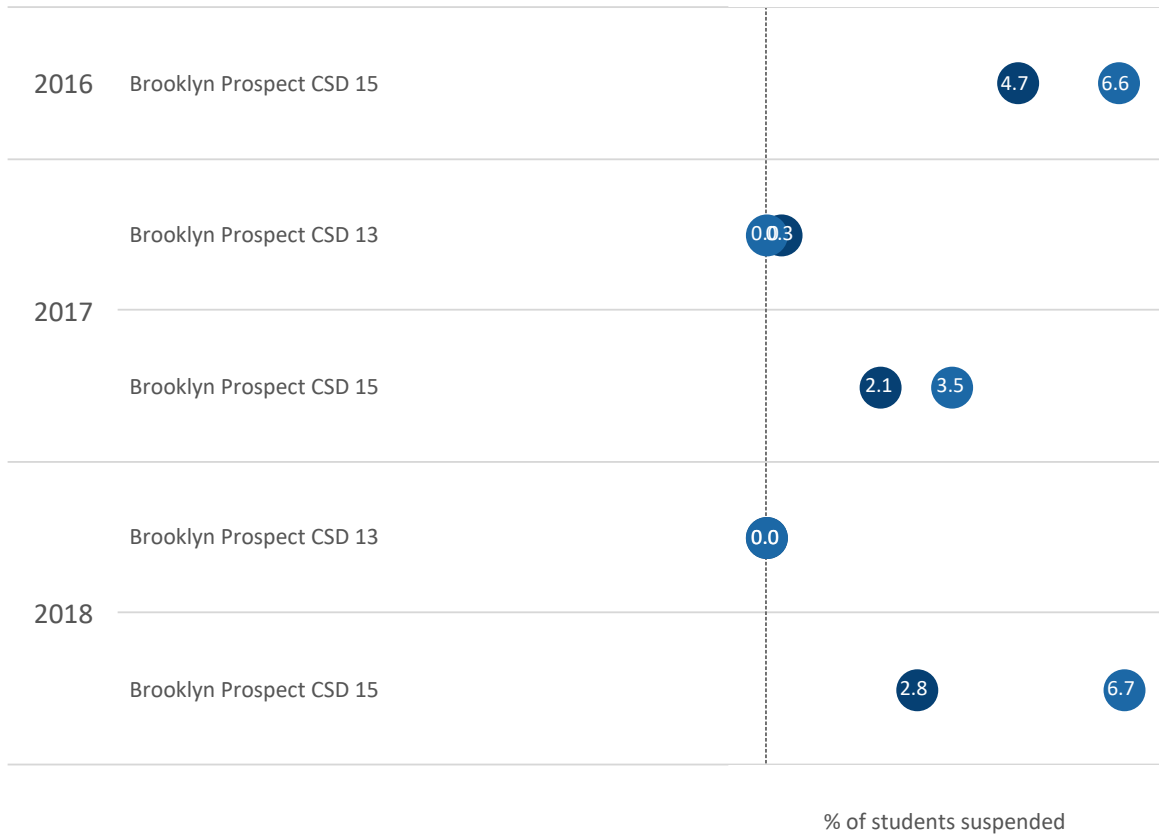
ENROLLMENT AND RETENTION TARGETS



The chart illustrates the **current enrollment and retention percentages** against the **enrollment and retention targets** for each operating school in the education corporation. As required by Education Law § 2851(4)(e), a school must include in its renewal application information regarding the efforts it has, and will, put in place to meet or exceed SUNY's enrollment and retention targets for students with disabilities, ELLs, and FRPL students. This analysis is based on the 2017-18 enrollment and retention data supplied to the Institute by the network.

APPENDIX E: Education Corporation Overview

Suspensions: Brooklyn Prospect Charter School's [out of school suspension rate](#) and [in school suspension rate](#).



Community School District ("CSD") data suitable for comparison is not available. The percentage rate shown here is calculated using the method employed by the New York City Department of Education: the total the number of students receiving an out of school suspension at any time during the school year is divided by the total enrollment, then multiplied by 100.

During the school years 2015-16, 2016-17, and 2017-18 Brooklyn Prospect Charter School expelled 0 students.

APPENDIX E: Education Corporation Overview

PERSISTENCE IN ENROLLMENT



APPENDIX F: Ed Corp Fiscal Dashboard

BROOKLYN PROSPECT CHARTER SCHOOL (COMBINED)

SCHOOL INFORMATION

BALANCE SHEET

Assets

Current Assets

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

Total Current Assets - GRAPH 1

Property, Building and Equipment, net
Other Assets

Total Assets - GRAPH 1

Liabilities and Net Assets

Current Liabilities

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

Total Current Liabilities - GRAPH 1

Deferred Rent/Lease Liability
All other L-T debt and notes payable, net current maturities

Total Liabilities - GRAPH 1

Net Assets

Unrestricted
Temporarily restricted

Total Net Assets

Total Liabilities and Net Assets

ACTIVITIES

Operating Revenue

Resident Student Enrollment
Students with Disabilities
Grants and Contracts
State and local
Federal - Title and IDEA
Federal - Other
Other
NYC DoE Rental Assistance
Food Service/Child Nutrition Program

Total Operating Revenue

Expenses

Regular Education
SPED
Other
Total Program Services
Management and General
Fundraising

Total Expenses - GRAPHS 2, 3 & 4

Surplus / (Deficit) From School Operations

Support and Other Revenue

Contributions
Fundraising
Miscellaneous Income
Net assets released from restriction

Total Support and Other Revenue

Total Unrestricted Revenue
Total Temporarily Restricted Revenue

Total Revenue - GRAPHS 2 & 3

Change in Net Assets

Net Assets - Beginning of Year - GRAPH 2

Prior Year Adjustment(s)

Net Assets - End of Year - GRAPH 2

			MERGED	MERGED
2013-14	2014-15	2015-16	2016-17	2017-18
-	-	-	122,322	341,028
-	-	-	1,227,714	1,076,761
-	-	-	-	-
-	-	-	253,526	140,407
-	-	-	-	-
-	-	-	1,603,562	1,558,196
-	-	-	4,804,446	4,697,165
-	-	-	1,351,919	1,243,194
-	-	-	7,759,927	7,498,555
-	-	-	370,817	234,315
-	-	-	-	-
-	-	-	125,062	24,373
-	-	-	-	-
-	-	-	-	-
-	-	-	2,639,636	2,986
-	-	-	3,135,515	261,674
-	-	-	-	2,833,587
-	-	-	-	-
-	-	-	3,135,515	3,095,261
-	-	-	4,624,412	4,403,294
-	-	-	-	-
-	-	-	4,624,412	4,403,294
-	-	-	7,759,927	7,498,555
-	-	-	15,453,830	18,532,586
-	-	-	2,406,478	2,545,339
-	-	-	820,710	772,940
-	-	-	456,846	575,029
-	-	-	447,710	25,801
-	-	-	-	-
-	-	-	1,105,833	1,437,900
-	-	-	81,499	99,202
-	-	-	20,772,906	23,988,797
-	-	-	14,515,161	16,587,660
-	-	-	3,700,784	4,192,521
-	-	-	-	-
-	-	-	18,215,945	20,780,181
-	-	-	3,553,946	4,758,961
-	-	-	436,805	517,326
-	-	-	22,206,696	26,056,468
-	-	-	(1,433,790)	(2,067,671)
-	-	-	1,073,400	1,003,803
-	-	-	27,556	37,524
-	-	-	766,167	805,226
-	-	-	-	-
-	-	-	1,867,123	1,846,553
-	-	-	22,640,029	25,835,350
-	-	-	-	-
-	-	-	22,640,029	25,835,350
-	-	-	433,333	(221,118)
-	-	-	4,191,079	4,624,412
-	-	-	-	-
-	-	-	4,624,412	4,403,294

APPENDIX F: Ed Corp Fiscal Dashboard

BROOKLYN PROSPECT CHARTER SCHOOL (COMBINED)

SCHOOL INFORMATION - (Continued)

Functional Expense Breakdown

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

2013-14	2014-15	2015-16	2016-17	2017-18
-	-	-	3,427,479	4,019,400
-	-	-	8,753,600	9,878,998
-	-	-	1,260,219	1,947,171
-	-	-	-	-
-	-	-	13,441,298	15,845,569
-	-	-	2,372,056	3,470,228
-	-	-	385,320	-
-	-	-	-	-
-	-	-	2,080,343	2,858,106
-	-	-	152,601	179,325
-	-	-	644,740	824,176
-	-	-	49,380	66,207
-	-	-	790,635	960,346
-	-	-	687,009	719,917
-	-	-	1,603,316	1,132,594
-	-	-	22,206,698	26,056,468

Total Expenses

SCHOOL ANALYSIS

ENROLLMENT

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

2013-14	2014-15	2015-16	2016-17	2017-18
-	-	-	1,125	1,275
-	-	-	1,025	1,175
-	-	-	1,069	1,246
-	-	-	-	-
-	-	-	-	-

Primary School District:

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

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

PER STUDENT BREAKDOWN

Revenue

Operating
Other Revenue and Support
TOTAL - GRAPH 3

-	-	-	19,428	19,259
-	-	-	1,746	1,483
-	-	-	21,174	20,742

Expenses

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

-	-	-	17,036	16,683
-	-	-	3,732	4,236
-	-	-	20,768	20,919
0.0%	0.0%	0.0%	82.0%	79.8%
0.0%	0.0%	0.0%	18.0%	20.2%
0.0%	0.0%	0.0%	2.0%	-0.8%

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

Student to Faculty Ratio

-	-	-	8.4	8.5
---	---	---	-----	-----

Faculty to Admin Ratio

-	-	-	2.4	2.7
---	---	---	-----	-----

Financial Responsibility Composite Scores - **GRAPH 6**

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

0.0	0.0	0.0	2.8	2.6
N/A	N/A	N/A	Fiscally Strong	Fiscally Strong

Working Capital - **GRAPH 7**

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

0	0	0	(1,531,953)	1,296,522
0.0%	0.0%	0.0%	-6.8%	5.0%
0.0	0.0	0.0	0.5	6.0
N/A	N/A	N/A	HIGH	LOW
N/A	N/A	N/A	Poor	Excellent

Quick (Acid Test) Ratio

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

0.0	0.0	0.0	0.4	5.4
N/A	N/A	N/A	HIGH	LOW
N/A	N/A	N/A	Poor	Excellent

Debt to Asset Ratio - **GRAPH 7**

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

0.0	0.0	0.0	0.4	0.4
N/A	N/A	N/A	LOW	LOW
N/A	N/A	N/A	Excellent	Excellent

Months of Cash - **GRAPH 8**

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

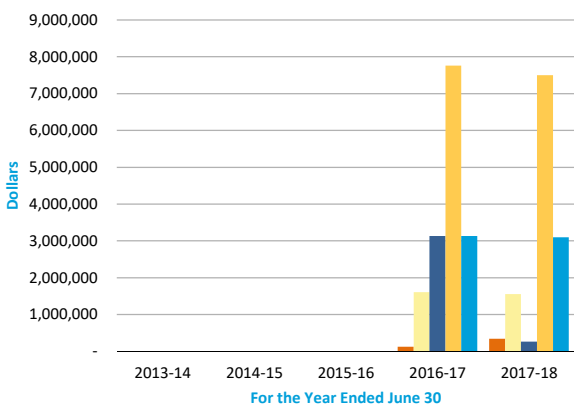
0.0	0.0	0.0	0.1	0.2
N/A	N/A	N/A	HIGH	HIGH
N/A	N/A	N/A	Poor	Poor

APPENDIX F: Ed Corp Fiscal Dashboard

BROOKLYN PROSPECT CHARTER SCHOOL (COMBINED)

GRAPH 1

Cash, Assets and Liabilities

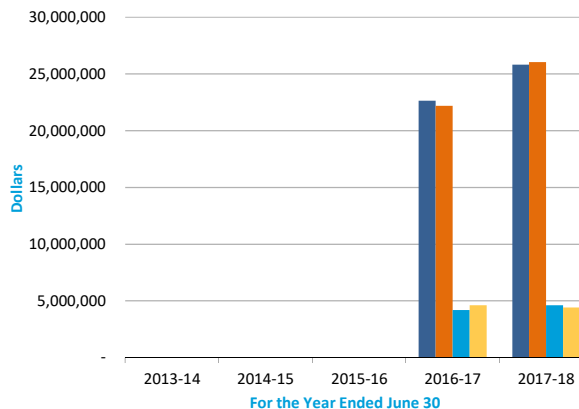


■ Cash ■ Current Assets ■ Current Liabilities ■ Total Assets ■ Total Liabilities

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 through 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.

GRAPH 2

Revenue, Expenses and Net Assets

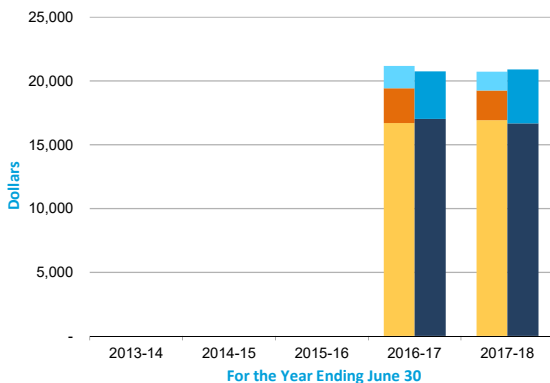


■ Revenue ■ Expenses ■ Net Assets - Beginning ■ Net Assets - Ending

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.

GRAPH 3

Revenue & Expenses Per Pupil

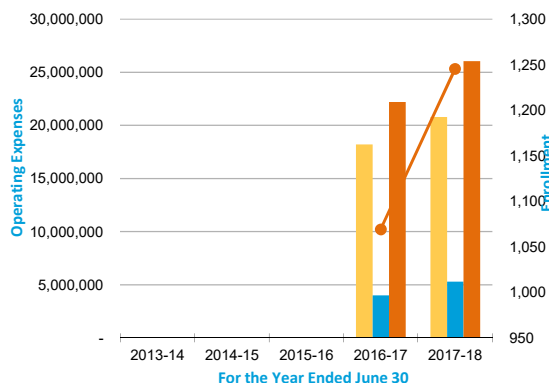


■ Rev. - Reg. & Special ED ■ Rev. - Other Operating ■ Rev. - Other Support
■ Exp. - Reg. & Special ED ■ Exp. - Other Program ■ Exp. - Mngmt. & Other

This chart illustrates the breakdown of revenue and expenses on a per pupil basis. Caution should be exercised in making school-by-school comparisons since schools serving different missions or student populations are likely to have substantially different educational cost bases. Comparisons with similar schools with similar dynamics are most valid.

GRAPH 4

Enrollment vs. Operating Expenses



■ Program Expenses ■ Management & Other
■ Total Expenses
— Enrollment

This chart illustrates to what extent the school's operating expenses have followed its student enrollment pattern. A baseline assumption that this data tests is that operating expenses increase with each additional student served. This chart also compares and contrasts growth trends of both, giving insight into what a reasonable expectation might be in terms of economies of scale.

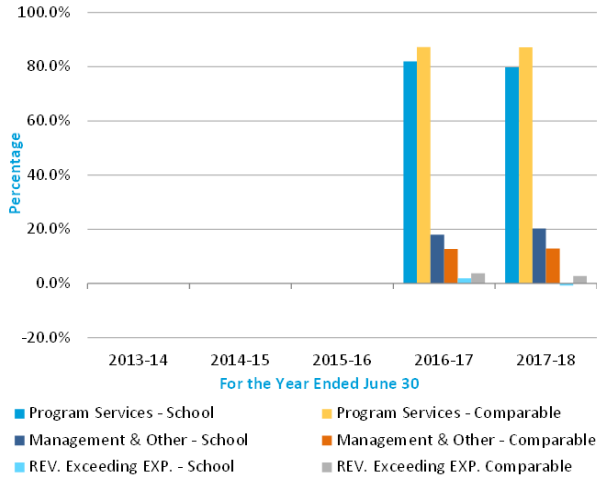
APPENDIX F: Ed Corp Fiscal Dashboard

BROOKLYN PROSPECT CHARTER SCHOOL (COMBINED)

Comparable School, Region or Network: All SUNY Authorized Charter Schools (Including Closed Schools)

GRAPH 5

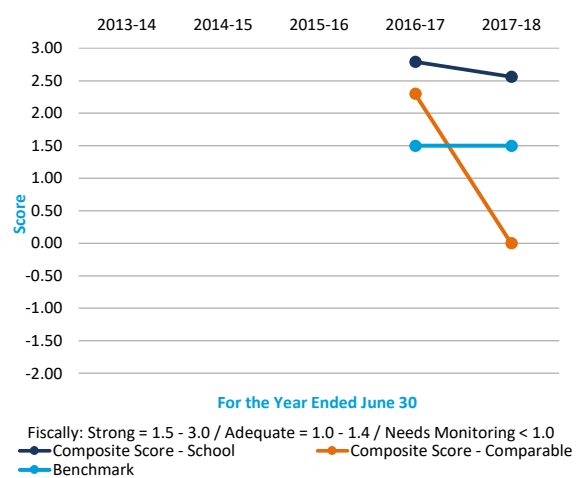
% Breakdown of Expenses



This chart illustrates the percentage expense breakdown between program services and management & others as well as the percentage of revenues exceeding expenses. Ideally the percentage expense for program services will far exceed that of the management & other expense. The percentage of revenues exceeding expenses should not be negative. Similar caution, as mentioned on GRAPH 3, should be used in comparing schools.

GRAPH 6

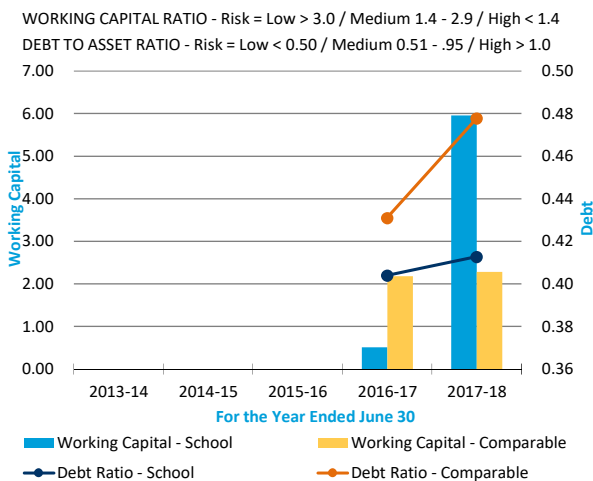
Composite Score



This chart illustrates a school's composite score based on the methodology developed by the United States Department of Education (USDOE) to determine whether private not-for-profit colleges and universities are financially strong enough to participate in federal loan programs. These scores can be valid for observing the fiscal trends of a particular school and used as a tool to compare the results of different schools.

GRAPH 7

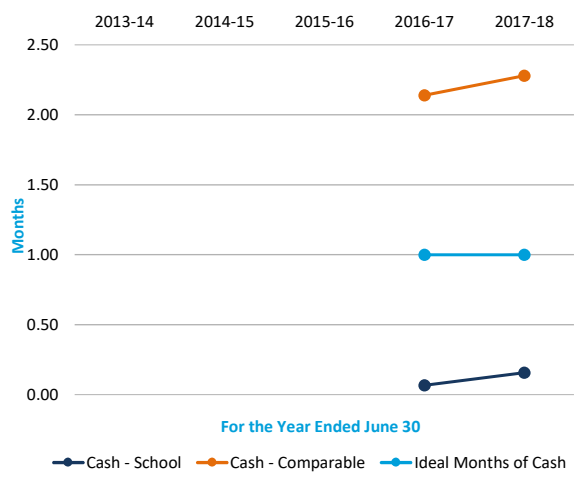
Working Capital & Debt to Asset Ratios



This chart illustrates working capital and debt to asset ratios. The working capital ratio indicates if a school has enough short-term assets to cover its immediate liabilities/short term debt. The debt to asset ratio indicates what proportion of debt a school has relative to its assets. The measure gives an idea to the leverage of the school along with the potential risks the school faces in terms of its debt-load.

GRAPH 8

Months of Cash



This chart illustrates how many months of cash the school has in reserves. This metric is to measure solvency – the school's ability to pay debts and claims as they come due. This gives some idea of how long a school could continue its ongoing operating costs without tapping into some other, non-cash form of financing in the event that revenues were to cease flowing to the school.

