

THE SUNY CHARTER SCHOOLS INSTITUTE

*RENEWAL RECOMMENDATION REPORT
BROOKLYN PROSPECT CHARTER
SCHOOL'S AUTHORITY TO OPERATE:*

*BROOKLYN PROSPECT CHARTER SCHOOL - CSD 13
BROOKLYN PROSPECT CHARTER SCHOOL - CSD 13.2
BROOKLYN PROSPECT CHARTER SCHOOL - CSD 15
BROOKLYN PROSPECT CHARTER SCHOOL - CSD 15.2*

*REPORT DATE: MARCH 31, 2026
VISIT DATE: OCTOBER 21 – 23, 2025*



Charter Schools Institute
The State University of New York

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EDUCATION CORPORATION BACKGROUND

BROOKLYN PROSPECT CHARTER SCHOOL



MISSION

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

EDUCATION CORPORATION BACKGROUND

Brooklyn Prospect Charter School (“Brooklyn Prospect Schools”) opened its doors in 2009 serving 6th grade students in the Sunset Park neighborhood of Brooklyn Community School District (“CSD”) 15. Since then, the education corporation has expanded to operate four charter schools in CSDs 13 and 15 comprising Kindergarten – 12th grade including:

- Brooklyn Prospect Charter School - CSD 13 (“Brooklyn Prospect 13”);
- Brooklyn Prospect Charter School - CSD 13.2 (“Brooklyn Prospect 13.2”);
- Brooklyn Prospect Charter School - CSD 15 (“Brooklyn Prospect 15”); and,
- Brooklyn Prospect Charter School - CSD 15.2 (“Brooklyn Prospect 15.2”).

Brooklyn Prospect Schools contracts with the charter management organization, Prospect Schools, Inc. (“Prospect Schools” or the “network”), a New York not-for-profit corporation, which provides support for academics, recruitment, human resources, operations, finance, development, and professional development.

Brooklyn Prospect 15 opened its middle school program in 2023-24, referred to as Sunset Yards Middle School, which serves a highly diverse student population. The education corporation continues to demonstrate strong academic outcomes as well as organizational and financial stability.

CURRENT EDUCATION CORPORATION SNAPSHOT

First School Opened:
2009-10

Total Number of Charters:
4

Number of Students Served:
3,003

PROPOSED FUTURE EDUCATION CORPORATION SNAPSHOT

Serves: Kindergarten – 12th

Total Number of Charters:
4

Number of Students Served:
4,052

Information about each charter is found on the following page.

EDUCATION CORPORATION BACKGROUND

EDUCATION CORPORATION CHARTER SCHOOLS

The list of charter schools and sites below demonstrate the current configuration of the Brooklyn Prospect Schools education corporation and which sites fall under the current charters. The subsequent page delineates the proposed configuration, if approved, that will make up the reconfiguration of Brooklyn Prospect Schools' sites under each charter. The reconfiguration aligns similarly located sites under the same charter. For the purposes of this report, the Institute presents information about each charter school as it appears in the configuration on this page, as the new structure would go into effect July 1, 2026, if approved. Future enrollment for each charter school is reflected on the next page alongside the proposed configuration of sites within the education corporation.

Brooklyn Prospect Charter School - CSD 13



Opening Year: 2016
Current Enrollment/Grades: 785 | K-8
Downtown Elementary School | 80 Willoughby Street, Brooklyn, New York | CSD 13 | K-5
Clinton Hill Middle School | 1100 Fulton Street, Brooklyn, New York | CSD 13 | 6-8

Brooklyn Prospect Charter School - CSD 13.2



Opening Year: 2015
Current Enrollment/Grades: 790 | K-8
International Elementary School | 272 Macon Street, Brooklyn, New York | CSD 13 | K-5
Sunset Yards Middle School | 341 39th Street, Brooklyn, New York | CSD 15 | 6-8

Brooklyn Prospect Charter School - CSD 15



Opening Year: 2009
Current Enrollment/Grades: 25 | 5
Sunset Yards Middle School | 341 39th Street, Brooklyn, New York | CSD 15 | 5

Brooklyn Prospect Charter School - CSD 15.2



Opening Year: 2019
Current Enrollment/Grades: 1403 | K-12
Sunset Yards Elementary School | 341 39th Street, Brooklyn, New York | CSD 15 | K-5
Downtown Middle School | 80 Willoughby Street, Brooklyn, New York | CSD 13 | 6-8
Brooklyn Prospect High School | 3002 Fort Hamilton Parkway, Brooklyn, New York | CSD 15 | 9-12

Under the New York Charter Act of 1998 (as amended, the "Act"), each charter school may serve students in Kindergarten through 12th grade with authorizer approval. A charter school may operate multiple sites to serve its approved grade configuration. However, no charter school may serve students in the same grade level at more than one site.

EDUCATION CORPORATION BACKGROUND

Brooklyn Prospect Charter School Downtown Campus, formerly Brooklyn Prospect Charter School - CSD 13



Opening Year: 2016

Current Enrollment/Grades: 785 | K-8

Future Enrollment/Grades: 2027 | K-12

Downtown Elementary School | 80 Willoughby Street, Brooklyn, New York | CSD 13 | K-5

Downtown Middle School | 80 Willoughby Street, Brooklyn, New York | CSD 13 | 6-8

Brooklyn Prospect High School | 181 Livingston Street, Brooklyn, New York | CSD 15 | 9-12

Brooklyn Prospect Charter School Bed-Stuy Clinton Hill Campus, formerly Brooklyn Prospect Charter School - CSD 13.2



Opening Year: 2015

Current Enrollment/Grades: 790 | K-8

Future Enrollment/Grades: 825 | K-8

International Elementary School | 272 Macon Street, Brooklyn, New York | CSD 13 | K-5

Clinton Hill Middle School | 1100 Fulton Street, Brooklyn, New York | CSD 13 | 6-8

Brooklyn Prospect Charter School Windsor Terrace Campus, formerly Brooklyn Prospect Charter School - CSD 15



Opening Year: 2009

Current Enrollment/Grades: 25 | 5

Future Enrollment/Grades: 600 | K-8

Windsor Terrace Elementary and Middle School | 3002 Fort Hamilton Parkway, Brooklyn, New York | CSD 15 | K-8

Brooklyn Prospect Charter School Sunset Yards Campus, formerly Brooklyn Prospect Charter School - CSD 15.2



Opening Year: 2019

Current Enrollment/Grades: 1403 | K-12

Future Enrollment/Grades: 600 | K-8

Sunset Yards Elementary School | 341 39th Street, Brooklyn, New York | CSD 15 | K-5

Sunset Yards Middle School | 341 39th Street, Brooklyn, New York | CSD 15 | 6-8

EDUCATION CORPORATION BACKGROUND

BROOKLYN PROSPECT CHARTER SCHOOL BOARD OF TRUSTEES¹

CHAIR	TRUSTEES
Gravelle Pierre	Sara Keenan
TREASURER	Theresa Sanchez
Sagar Desai	Antoinette Koram Chukudebelu
SECRETARY	Jeff Lindor
Joanne Garce-Rodriguez	Jessica Ochoa Hendrix
	Pamela Inbasekaran

PROSPECT SCHOOLS, INC. BOARD OF TRUSTEES

CHAIR & SECRETARY	TRUSTEES
Penny Marzulli	Michael Ambriz
TREASURER	Stephen Bailey
Kate Walker	Eldridge Gilbert III

KEY DESIGN ELEMENTS

Commitment to intentional diversity	+
World class academics	+
Excellent teaching	+

1. Source: The Institute's board records at the time of report finalization.

"+" : This indicator is generally present.

"-" : This indicator is generally not present.

EXECUTIVE SUMMARY

FULL-TERM RENEWAL WITH CONDITIONS

Renewal through 2030-31. *The SUNY Charter Schools Institute (the “Institute”) recommends the SUNY Trustees’ Charter Schools Committee approve the four Applications for Charter Renewal:*

- *Brooklyn Prospect Charter School - CSD 13;*
- *Brooklyn Prospect Charter School - CSD 13.2;*
- *Brooklyn Prospect Charter School - CSD 15; and,*
- *Brooklyn Prospect Charter School - CSD 15.2.*

If each school is renewed, Brooklyn Prospect Schools will be granted the authority to continue to operate each charter through 2030-31 with the authority to provide instruction to students in such configuration as set forth in each charter’s Application for Renewal and subject to a set of conditions listed below. The Institute makes this recommendation based on each charter meeting the criteria for renewal set forth in 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 (“SUNY Renewal Policies”).²

The Institute further recommends the SUNY Trustees renew for a full term of five years the provisional charter of Brooklyn Prospect Schools, the New York not-for-profit charter school education corporation.

THE SCHOOLS ARE SUBJECT TO THE FOLLOWING CONDITIONS

By July 1, 2026, the education corporation must provide a Corrective Action Plan, to be approved by the Institute, to come into compliance with teacher certification requirements under the Act inclusive of methods to assist uncertified teachers in obtaining certification, an identified system of monitoring certification status, and administrative or monetary supports offered to teachers. The education corporation must demonstrate significant improvement regarding compliance with teacher certification requirements in accordance with the Act by the conclusion of the education corporation’s next proposed renewal term. For Brooklyn Prospect Schools, this applies to all schools within the education corporation except Brooklyn Prospect 15 which is in compliance with the number of certified teachers.

2. SUNY Renewal Policies (p. 14) are available on the [Institute’s website](#).



EXECUTIVE SUMMARY

REVISION REQUEST

As part of the renewal process, Brooklyn Prospect Schools requests to rename and reorganize its current charters to reflect more accurately the geographic locations and feeder patterns of its Kindergarten – 12th grade program (see table below and pages 2-3 above). The Institute recommends the SUNY Trustees approve the revision request.

CURRENT EDUCATION CORPORATION NAME	PROPOSED EDUCATION CORPORATION NAME
Brooklyn Prospect Charter School	Brooklyn Prospect Charter Schools

CURRENT SCHOOL NAME	PROPOSED SCHOOL NAME
Brooklyn Prospect Charter School- CSD 13	Brooklyn Prospect Charter School Downtown Campus
Brooklyn Prospect Charter School- CSD 13.2	Brooklyn Prospect Charter School Bed-Stuy Clinton Hill Campus
Brooklyn Prospect Charter School- CSD 15	Brooklyn Prospect Charter School Windsor Terrace Campus
Brooklyn Prospect Charter School- CSD 15.2	Brooklyn Prospect Charter School Sunset Yards Campus

EXECUTIVE SUMMARY

Brooklyn Prospect Schools demonstrates strong student achievement across its schools. With the support of the network, the schools adapted to growth and organizational changes, including the transition of the organization’s founder, and consistently posted academic results that outperformed the districts of location, maintaining a high-quality academic program rooted in the rigor of the International Baccalaureate (“IB”) program. To better meet the diverse needs of its student body, Brooklyn Prospect Schools adopted several new curricula during the charter term and provided teachers with support in effectively implementing the new resources. During the charter term, Brooklyn Prospect Schools worked to increase the enrollment and improve the performance of its highest-need students, particularly English language learners (“ELLs”) and economically disadvantaged students.

Brooklyn Prospect Schools is a college preparatory community wherein students at all levels engage in challenging academic work that fosters critical thinking and problem-solving skills as well as personal development. This work culminates in high school, when students can earn a globally recognized IB diploma. During the charter term, Brooklyn Prospect Schools developed its academic program to ensure more students have the opportunity to take IB classes and earn an IB diploma.

To prepare its diverse student body to succeed as global citizens with a lifelong passion for learning, Brooklyn Prospect Schools are committed to excellent teaching. With support from the network, the education corporation provides teachers with robust and ongoing professional development that aligns with the mission and key design elements. Teachers collaborate to set goals tied to student performance and aligned to the education corporation’s organizational key performance indicators. Ongoing coaching provides teachers with the support necessary to meet the differentiated needs of a diverse student body.

EXECUTIVE SUMMARY

FINDINGS & INFORMATION

Is the education corporation an academic success?

Brooklyn Prospect Schools is an academic success. The elementary and middle programs consistently outperform their districts of location, and the high school program posts strong graduation and college matriculation rates. Through the implementation of an academic program aligned with state, Regents, and IB standards, the schools provide a rigorous education differentiated for individual student needs. Brooklyn Prospect Schools regularly administers assessments to collect data that instructional staff members use to provide the targeted support necessary for students to be academically successful.

Brooklyn Prospect Schools has produced strong results on annual New York State testing and has consistently demonstrated high comparative achievement and growth. The high school program developed an “IB for all” philosophy, offering additional IB courses to students and providing a free, open-enrollment IB program in New York City. The schools demonstrate success in the following ways:

- In ELA, the schools posted aggregate performance that exceeded the targets for all comparative and growth measures from 2021-22 through 2024-25. Notably in 2024-25, 83% of tested students enrolled in at least their second year across the education corporation scored at or above proficiency exceeding the absolute target by eight percentage points.
- The schools demonstrated a similarly strong record of achievement and growth in mathematics over the term. Notably from 2022-23 through 2024-25, the schools’ aggregate performance exceeded all the targets for the five required measures under the mathematics goal.
- Brooklyn Prospect 15.2 met its graduation goal over the charter term. The school posted four year graduation rates that exceed the absolute target of 75% each year and surpassed the district rate by at least 15 percentage points each year.

Is the education corporation an effective, viable organization?

Brooklyn Prospect Schools is an effective and viable organization. The education corporation demonstrates organizational capacity through its clear administrative staffing structure for both operations and academics. The network provides strong support in the areas of curriculum development, instructional leadership, and staff member and student recruitment. Brooklyn Prospect Schools, with support from the network, allocate sufficient resources to the schools to achieve goals. Leaders began strategic planning with an external consultant in May 2025 in anticipation of the high school program’s move and potential increase in enrollment. The board, network, and school leadership are proactive in their planning and operate with “IB for all” as the foundational objective.

Is the education corporation fiscally sound³?

Brooklyn Prospect Schools is fiscally adequate based on the Institute’s review of the renewal documentation. The network finance team meets with the board monthly to present an enrollment report and discuss financial results. The education corporation maintained adequate enrollment throughout the schools’ current charter term.

3. 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 blue – gray – orange. 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.

EXECUTIVE SUMMARY

The 2024-25 annual financial audit did not present any significant deficiencies or material weaknesses related to financial reporting. Brooklyn Prospect Schools maintains a separate bank account with the established amounts for dissolution as required by the charter agreement.

Brooklyn Prospect Schools demonstrated an adequate financial performance during the current charter term with net assets of \$5.1 million and 0.4 months of cash on hand as of the 2024-25 annual financial audit. Although the education corporation experienced a meaningful drop in months of cash on hand over the charter term, Brooklyn Prospect Schools has certificates of deposit which can be converted. Due to the ASC842 accounting adoption, entities need to report all non-cash depreciation and amortization expenses within the statement of activities. As such, a portion of the operating deficits and decrease in net assets presented in the fiscal dashboard can be attributed to non-cash depreciation and amortization expenses recognized by Brooklyn Prospect Schools. Additionally, the education corporation attributes a portion of its operating deficits to a decrease in grant funding received during the 2024-25 fiscal year.

If the SUNY Trustees renew each charter, are the education corporation's plans for each charter reasonable, feasible, and achievable?

Brooklyn Prospect Schools' plans for the future are reasonable, feasible, and achievable. The education corporation plans to continue implementing the strategies that led to its success over the charter term. Sufficient operational and academic capacity is in place to support the education corporation's plans in the upcoming charter term, if approved.

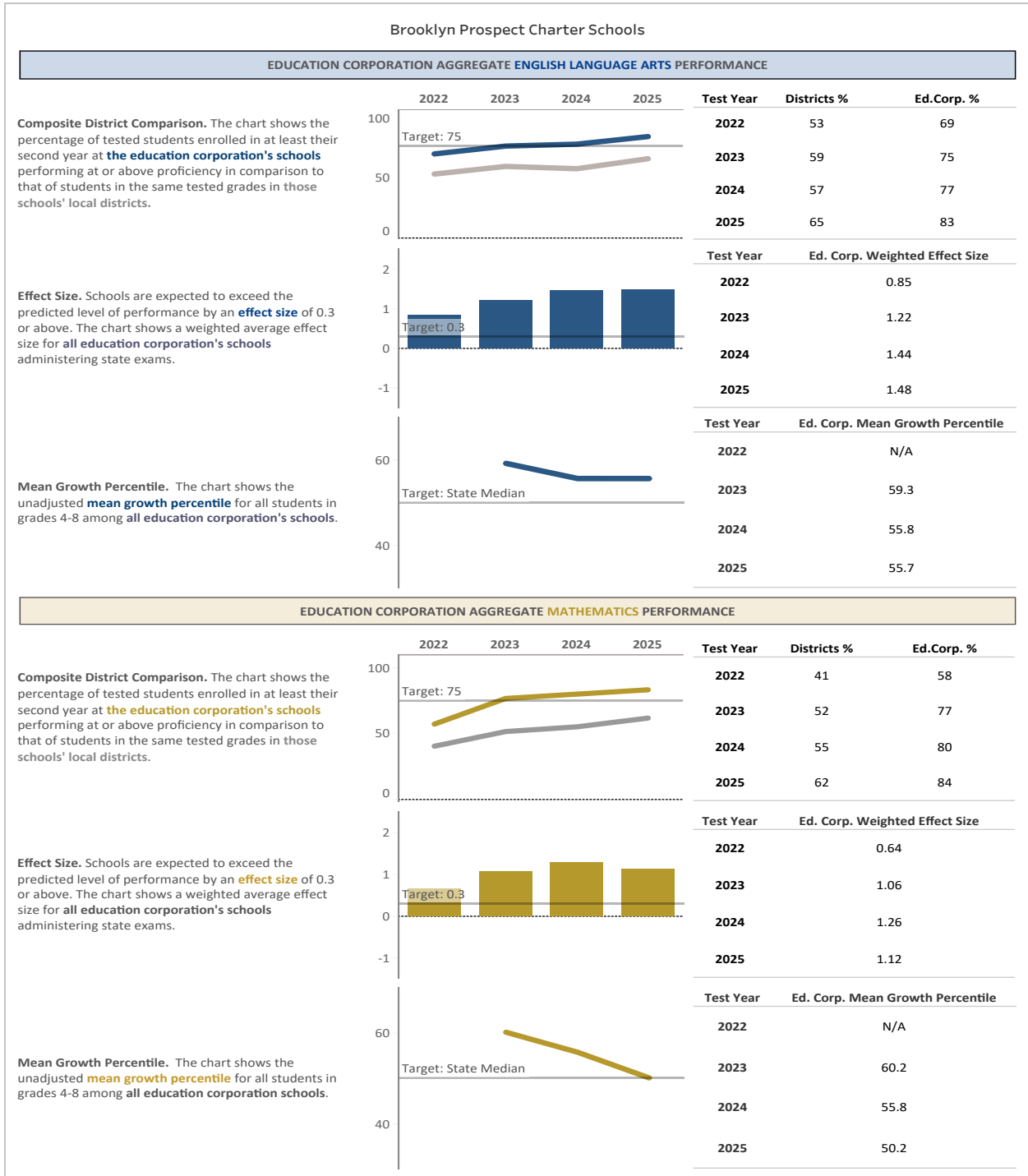
During the upcoming charter term, as part of its strategic growth plan, Brooklyn Prospect Schools plans to relocate its high school to a larger facility that will allow the education corporation to expand its enrollment from 800 to 1,200 students by 2029. The new facility is co-located with St. Francis College, which will provide additional opportunities for high school students to access college level courses. Brooklyn Prospect Schools is also planning to expand the current Brooklyn Prospect 15 school to serve Kindergarten – 8th grade in the next charter term. The program will replicate Brooklyn Prospect Schools' effective programs at the elementary and middle school levels.

The future budget in the renewal documentation projects the education corporation to return to surplus and includes reasonable revenue and expense projections that reflect achievable fiscal plans for the next charter term. Brooklyn Prospect Schools currently occupies five facilities and is in the construction process of a new campus that it anticipates will house the high school program for the 2026-27 school year. Brooklyn Prospect Schools intend to repurpose the current high school location to serve an elementary and middle school program under the Brooklyn Prospect 15 charter.



EDUCATION CORPORATION OVERVIEW

BROOKLYN PROSPECT CHARTER SCHOOL: AGGREGATE ELA AND MATHEMATICS PERFORMANCE FOR ALL SCHOOLS

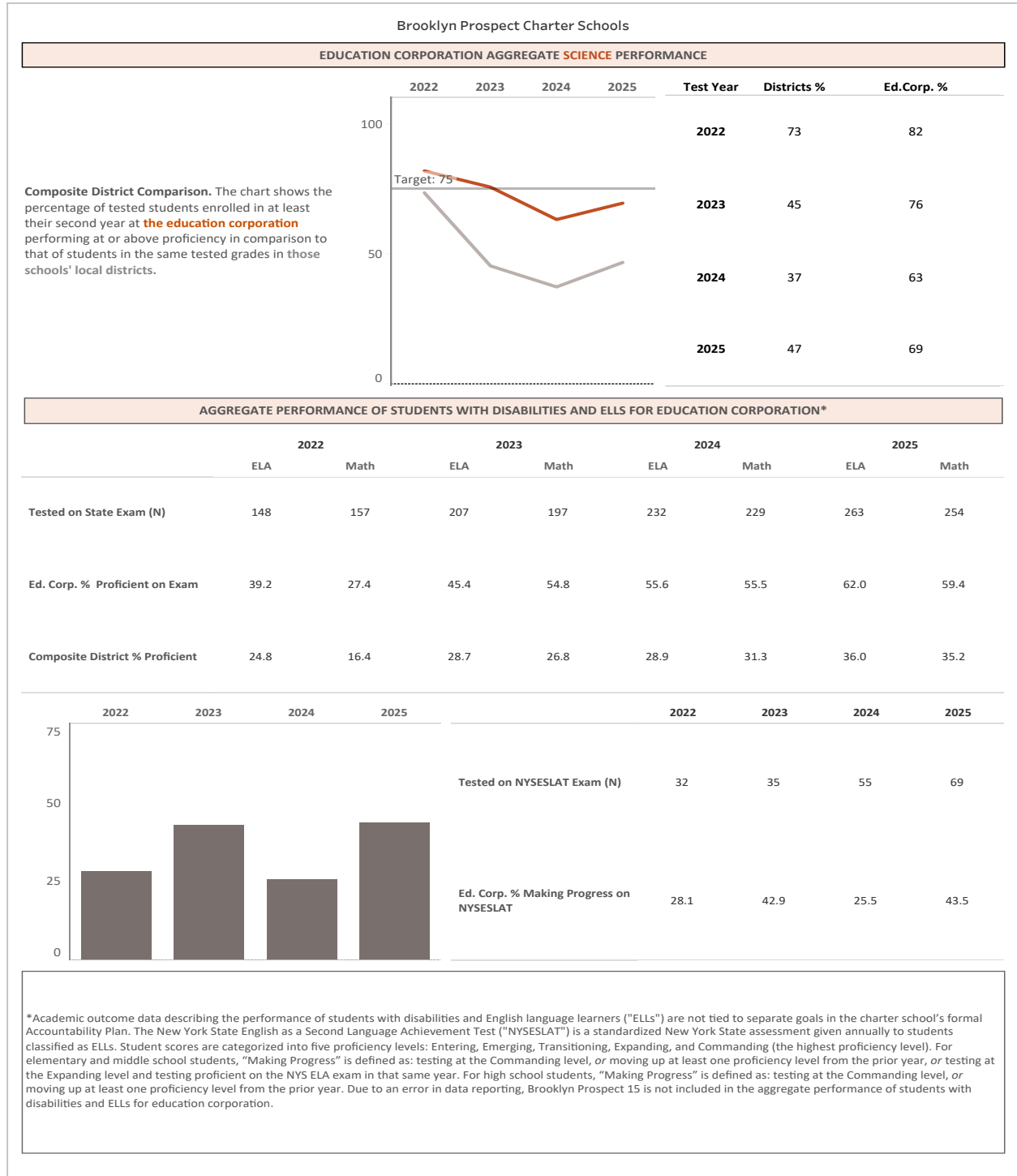


The composite district comparison is a weighted proficiency rate including all comparison grades from CSDs in which a school in the education corporation is located. The data reflect results for all schools in the education corporation that have produced New York State exam results.



EDUCATION CORPORATION OVERVIEW

BROOKLYN PROSPECT CHARTER SCHOOL: AGGREGATE SCIENCE PERFORMANCE FOR ALL SCHOOLS





ACADEMIC PERFORMANCE

BROOKLYN PROSPECT CHARTER SCHOOL - CSD 13

Brooklyn CSD 13

ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL

	2022	2023	2024	2025	Test Year	Comp Grades	District %	School %
<p>District Comparison. The percentage of tested students enrolled in at least their second year at the school performing at or above proficiency in ELA compared to the district.</p>					2022	3-8	51	73
					2023	3-8	56	75
					2024	3-8	55	78
					2025	3-8	62	85
<p>Effect Size. The chart shows school's effect size compared to its predicted level of performance in ELA according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.</p>					Test Year	Test Grades	ED %	Effect Size
					2022	3-8	38.4	1.09
					2023	3-8	37.0	1.36
					2024	3-8	35.7	1.64
<p>Comparative Growth Measure: Mean Growth Percentile. The school's unadjusted mean growth percentile for all students in grades 4-8 will be above target of 50 in ELA.</p>					Test Year	School Mean Growth		
					2022	N/A		
					2023	57.2		
					2024	54.6		
				2025	54.6			

MATHEMATICS ACCOUNTABILITY PLAN GOAL

	2022	2023	2024	2025	Test Year	Comp Grades	District %	School %
<p>District Comparison. The percentage of tested students enrolled in at least their second year at the school performing at or above proficiency in mathematics compared to the district.</p>					2022	3-8	38	58
					2023	3-8	48	75
					2024	3-8	49	81
					2025	3-8	57	85
<p>Effect Size. The chart shows school's effect size compared to its predicted level of performance in mathematics according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.</p>					Test Year	Test Grades	ED %	Effect Size
					2022	3-8	38.2	0.63
					2023	3-8	36.9	1.19
					2024	3-8	35.6	1.46
<p>Comparative Growth Measure: Mean Growth Percentile. The school's unadjusted mean growth percentile for all students in grades 4-8 will be above target of 50 in mathematics.</p>					Test Year	School Mean Growth		
					2022	N/A		
					2023	59.4		
					2024	52.7		
				2025	50.9			



ACADEMIC PERFORMANCE

BROOKLYN PROSPECT CHARTER SCHOOL - CSD 13

Brooklyn CSD 13									
SCIENCE ACCOUNTABILITY PLAN GOAL									
<p>Science: Comparative Measure. The percentage of tested students at the school in at least their second year performing at or above proficiency in science compared to the district.</p>					Test Year	Comp Grades	District %	School %	
	2022	2023	2024	2025	2022	4, 8	71	81	
					2023	8	47	78	
					2024	5	37	67	
					2025	5	47	75	
TESTED PERCENTAGES									
	2022		2023		2024		2025		
	ELA	Math	ELA	Math	ELA	Math	ELA	Math	
School Tested Number (N)	410	464	482	470	492	485	515	511	
School Tested %	83.2	94.3	93.6	91.3	94.3	92.9	94.0	93.2	
District Tested %	78.5	77.4	84.2	84.2	82.9	84.2	85.9	86.1	
PERFORMANCE OF STUDENTS WITH DISABILITIES AND ENGLISH LANGUAGE LEARNERS*									
	2022		2023		2024		2025		
	ELA	Math	ELA	Math	ELA	Math	ELA	Math	
Students with Disabilities Tested on State Exam (N)	76	90	108	101	102	100	107	107	
School % Proficient on Exam	42.1	23.3	41.7	52.5	52.0	57.0	62.6	61.7	
District % Proficient	21.0	14.8	26.4	22.6	26.4	25.4	31.5	28.2	
	2022		2023		2024		2025		
Tested on NYSESLAT Exam (N)	3		8		8		15		
School % Making Progress	s		75.0		37.5		66.7		
<p>*Academic outcome data describing the performance of students with disabilities and English language learners ("ELLs") are not tied to separate goals in the charter school's formal Accountability Plan. The New York State English as a Second Language Achievement Test ("NYSESLAT") is a standardized New York State assessment given annually to students classified as ELLs. Student scores are categorized into five proficiency levels: Entering, Emerging, Transitioning, Expanding, and Commanding (the highest proficiency level). For elementary and middle school students, "Making Progress" is defined as: testing at the Commanding level, or moving up at least one proficiency level from the prior year, or testing at the Expanding level and testing proficient on the NYS ELA exam in that same year. For high school students, "Making Progress" is defined as: testing at the Commanding level, or moving up at least one proficiency level from the prior year. To comply with the Family Educational Rights and Privacy Act ("FERPA") regulations on reporting education outcome data, the Institute does not report assessment results for groups containing five or fewer students, and indicates such instances with an "s".</p>									



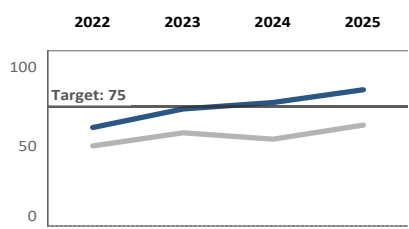
ACADEMIC PERFORMANCE

BROOKLYN PROSPECT CHARTER SCHOOL - CSD 13.2

Brooklyn CSD 13

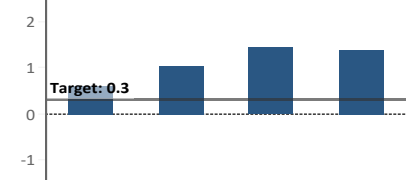
ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL

District Comparison. The percentage of tested students enrolled in at least their second year at the school performing at or above proficiency in ELA compared to the district.



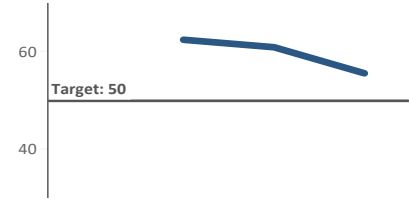
Test Year	Comp Grades	District %	School %
2022	3-5	51	62
2023	3-5	59	74
2024	3-6	55	78
2025	3-7	64	86

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



Test Year	Test Grades	ED %	Effect Size
2022	3-5	31.9	0.61
2023	3-5	30.6	1.03
2024	3-6	46.5	1.44
2025	3-7	52.2	1.39

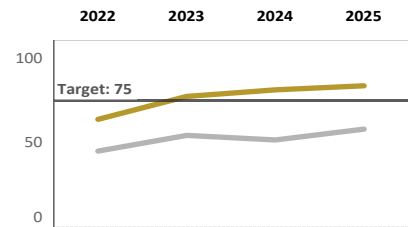
Comparative Growth Measure: Mean Growth Percentile. The school's unadjusted mean growth percentile for all students in grades 4-8 will be above target of 50 in ELA.



Test Year	School Mean Growth
2022	N/A
2023	62.6
2024	61.0
2025	55.7

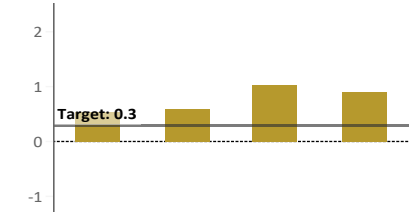
MATHEMATICS ACCOUNTABILITY PLAN GOAL

District Comparison. The percentage of tested students enrolled in at least their second year at the school performing at or above proficiency in mathematics compared to the district.



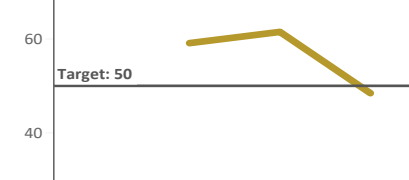
Test Year	Comp Grades	District %	School %
2022	3-5	45	64
2023	3-5	55	77
2024	3-6	52	81
2025	3-7	58	84

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



Test Year	Test Grades	ED %	Effect Size
2022	3-5	31.8	0.54
2023	3-5	30.6	0.59
2024	3-6	46.7	1.02
2025	3-7	52.3	0.89

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



Test Year	School Mean Growth
2022	N/A
2023	59.3
2024	61.7
2025	48.6



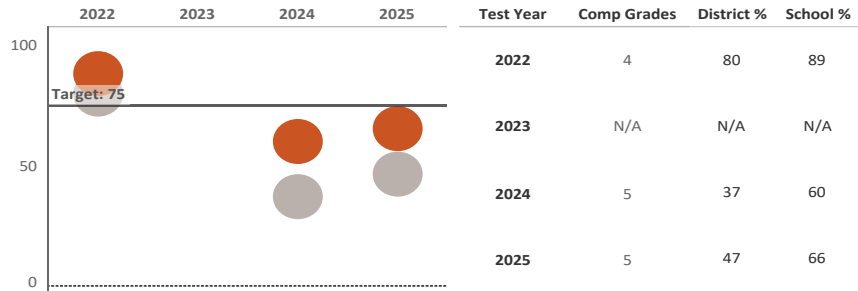
ACADEMIC PERFORMANCE

BROOKLYN PROSPECT CHARTER SCHOOL - CSD 13.2

Brooklyn CSD 13

SCIENCE ACCOUNTABILITY PLAN GOAL

Science: Comparative Measure. The percentage of tested students at **the school** in at least their second year performing at or above proficiency in science compared to the district.



Test Year	Comp Grades	District %	School %
2022	4	80	89
2023	N/A	N/A	N/A
2024	5	37	60
2025	5	47	66

TESTED PERCENTAGES

	2022		2023		2024		2025	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
School Tested Number (N)	200	196	223	224	260	261	348	351
School Tested %	89.3	87.9	92.5	93.3	93.9	94.2	95.3	96.2
District Tested %	82.7	82.1	86.8	87.7	85.1	86.5	87.4	87.6

PERFORMANCE OF STUDENTS WITH DISABILITIES AND ENGLISH LANGUAGE LEARNERS*

	2022		2023		2024		2025	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
Students with Disabilities Tested on State Exam (N)	30	28	37	37	48	49	69	71
School % Proficient on Exam	36.7	46.4	48.6	59.5	62.5	53.1	66.7	62.0
District % Proficient	21.1	18.9	26.2	24.6	24.0	27.1	31.1	28.6

	2022	2023	2024	2025
Tested on NYSESLAT Exam (N)	13	10	16	15
School % Making Progress	30.8	30.0	31.3	40.0

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



ACADEMIC PERFORMANCE

BROOKLYN PROSPECT CHARTER SCHOOL - CSD 15

Brooklyn CSD 15							
ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL							
	2024	2025	Test Year	Comp Grades	District %	School %	
<p>District Comparison. * The percentage of tested students at the school performing at or above proficiency in ELA compared to the district.</p>			2024	5	56	77	
			2025	5	69	71	
<p>Effect Size. The chart shows school's effect size compared to its predicted level of performance in ELA according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.</p>			Test Year	Test Grades	ED %	Effect Size	
			2024	5	57.1	1.97	
				2025	5	63.2	1.75
<p>Comparative Growth Measure: Mean Growth Percentile. ** The school's unadjusted mean growth percentile for all students in grades 4-8 will be above target of 50 in ELA.</p>			Test Year	School Mean Growth			
			2024	N/A			
				2025	N/A		
MATHEMATICS ACCOUNTABILITY PLAN GOAL							
	2024	2025	Test Year	Comp Grades	District %	School %	
<p>District Comparison. * The percentage of tested students at the school performing at or above proficiency in mathematics compared to the district.</p>			2024	5	62	92	
			2025	5	68	89	
<p>Effect Size. The chart shows school's effect size compared to its predicted level of performance in mathematics according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.</p>			Test Year	Test Grades	ED %	Effect Size	
			2024	5	57.1	1.56	
				2025	5	63.2	2.02
<p>Comparative Growth Measure: Mean Growth Percentile. ** The school's unadjusted mean growth percentile for all students in grades 4-8 will be above target of 50 in mathematics.</p>			Test Year	School Mean Growth			
			2024	N/A			
				2025	N/A		
<p>*School proficiency data is reported for all students, as the school served a single grade. **Due to an error in data reporting, mean growth percentile data are not available for the 2023-24 and 2024-25 school years.</p>							



ACADEMIC PERFORMANCE

BROOKLYN PROSPECT CHARTER SCHOOL - CSD 15

Brooklyn CSD 15						
SCIENCE ACCOUNTABILITY PLAN GOAL						
	2024	2025	Test Year	Comp Grades	District %	School %
Science: Comparative Measure.* The percentage of tested students at the school performing at or above proficiency in science compared to the district .			2024	5	43	67
			2025	5	57	67
TESTED PERCENTAGES						
	2024		2025			
	ELA	Math	ELA	Math		
School Tested Number (N)	22	24	17	18		
School Tested %	91.7	100.0	81.0	85.7		
District Tested %	82.7	85.8	84.0	86.2		
PERFORMANCE OF STUDENTS WITH DISABILITIES AND ENGLISH LANGUAGE LEARNERS**						
	2024		2025			
	ELA	Math	ELA	Math		
Students with Disabilities Tested on State Exam (N)	4	5	2	2		
School % Proficient on Exam	s	s	s	s		
District % Proficient	30.9	37.5	44.9	44.6		
	2024		2025			
Tested on NYSESLAT Exam (N)	2		0			
School % Making Progress	s		N/A			
<small>*School proficiency data is reported for all students, as the school served a single grade. **Academic outcome data describing the performance of students with disabilities and English language learners ("ELLs") are not tied to separate goals in the charter school's formal Accountability Plan. The New York State English as a Second Language Achievement Test ("NYSESLAT") is a standardized New York State assessment given annually to students classified as ELLs. Student scores are categorized into five proficiency levels: Entering, Emerging, Transitioning, Expanding, and Commanding (the highest proficiency level). For elementary and middle school students, "Making Progress" is defined as: testing at the Commanding level, or moving up at least one proficiency level from the prior year, or testing at the Expanding level and testing proficient on the NYS ELA exam in that same year. For high school students, "Making Progress" is defined as: testing at the Commanding level, or moving up at least one proficiency level from the prior year. To comply with the Family Educational Rights and Privacy Act ("FERPA") regulations on reporting education outcome data, the Institute does not report assessment results for groups containing five or fewer students, and indicates such instances with an "s".</small>						



ACADEMIC PERFORMANCE

BROOKLYN PROSPECT CHARTER SCHOOL - CSD 15.2

Brooklyn CSD 15

ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL

District Comparison. The percentage of tested students enrolled in at least their second year at **the school** performing at or above proficiency in ELA compared to the district.

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

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

2022	2023	2024	2025
~65	~75	~70	~75

Test Year	Comp Grades	District %	School %
2022	7-8	57	68
2023	7-8	62	78
2024	3, 7-8	60	74
2025	3-4, 7-8	67	79

2022	2023	2024	2025
~0.2	~1.1	~1.1	~1.1

Test Year	Test Grades	ED %	Effect Size
2022	6-8	35.2	0.64
2023	6-8	25.7	1.14
2024	3, 6-8	33.7	1.13
2025	3-4, 6-8	45.1	1.15

Test Year	School Mean Growth
2022	N/A
2023	60.7
2024	53.9
2025	57.3

MATHEMATICS ACCOUNTABILITY PLAN GOAL

District Comparison. The percentage of tested students enrolled in at least their second year at **the school** performing at or above proficiency in mathematics compared to the district.

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

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

2022	2023	2024	2025
~45	~75	~70	~75

Test Year	Comp Grades	District %	School %
2022	7-8	40	50
2023	7-8	57	82
2024	3, 7-8	65	79
2025	3-4, 7-8	68	81

2022	2023	2024	2025
~0.4	~1.2	~1.2	~0.9

Test Year	Test Grades	ED %	Effect Size
2022	6-8	35.2	0.76
2023	6-8	25.7	1.20
2024	3, 6-8	33.4	1.13
2025	3-4, 6-8	45.2	0.90

Test Year	School Mean Growth
2022	N/A
2023	61.8
2024	56.4
2025	50.5



ACADEMIC PERFORMANCE

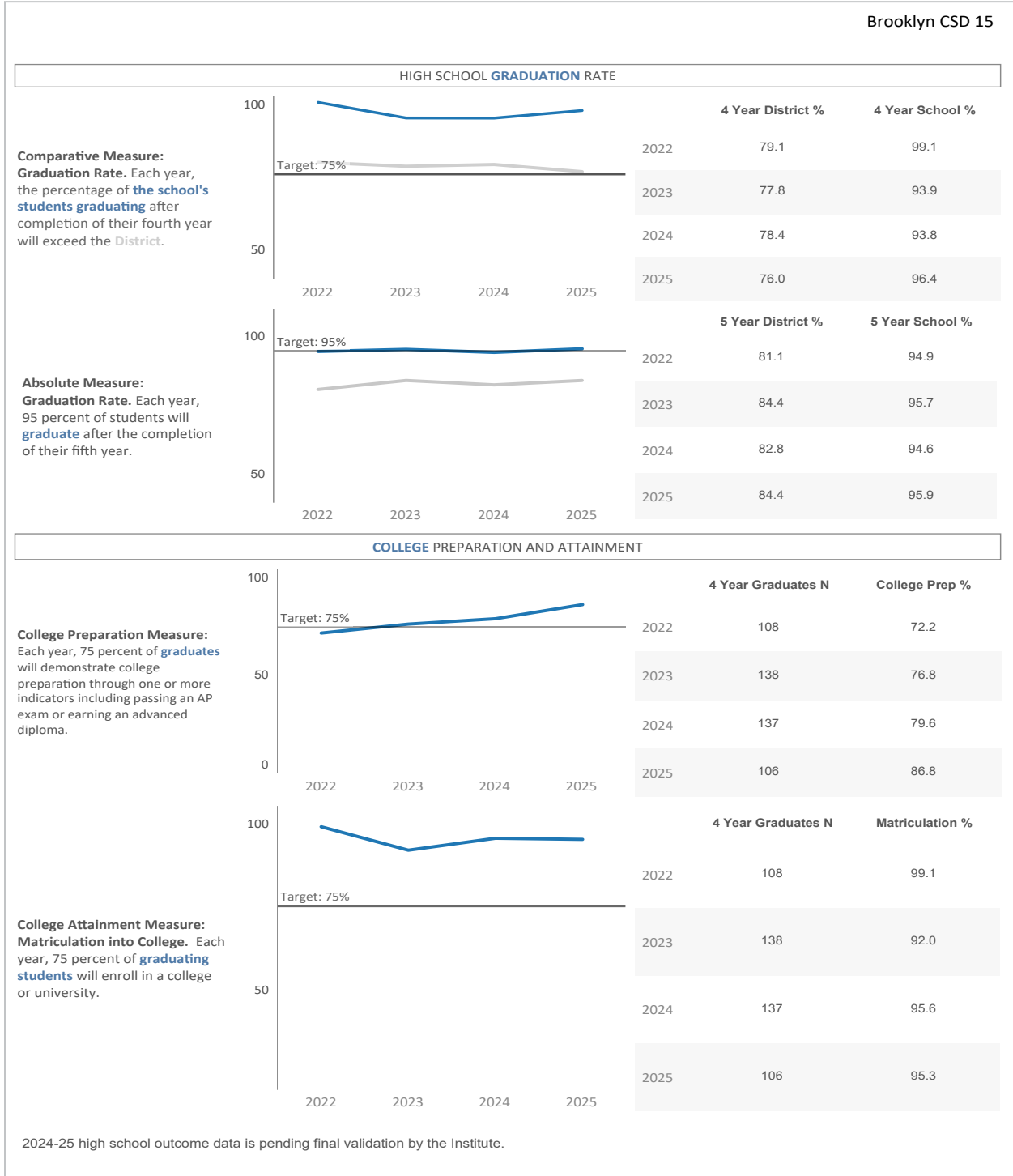
BROOKLYN PROSPECT CHARTER SCHOOL - CSD 15.2

Brooklyn CSD 15									
SCIENCE ACCOUNTABILITY PLAN GOAL									
<p>Science: Comparative Measure. The percentage of tested students at the school in at least their second year performing at or above proficiency in science compared to the district.</p>	2022	2023	2024	2025	Test Year	Comp Grades	District %	School %	
					2022	8	43	79	
					2023	8	41	73	
					2024	Regents 8	68	79	
					2025	Regents 8	69	89	
TESTED PERCENTAGES									
	2022		2023		2024		2025		
	ELA	Math	ELA	Math	ELA	Math	ELA	Math	
School Tested Number (N)	262	253	311	311	352	351	381	369	
School Tested %	78.4	75.7	88.6	88.6	92.9	92.6	90.1	87.2	
District Tested %	73.3	74.6	74.2	80.7	80.5	85.1	84.2	86.7	
PERFORMANCE OF STUDENTS WITH DISABILITIES AND ENGLISH LANGUAGE LEARNERS*									
	2022		2023		2024		2025		
	ELA	Math	ELA	Math	ELA	Math	ELA	Math	
Students with Disabilities Tested on State Exam (N)	42	39	62	59	82	80	87	76	
School % Proficient on Exam	35.7	23.1	50.0	55.9	56.1	55.0	57.5	53.9	
District % Proficient	29.2	16.8	31.5	32.0	32.0	36.8	39.8	40.9	
	2022		2023		2024		2025		
Tested on NYSESLAT Exam (N)	16		17		31		39		
School % Making Progress	31.3		35.3		19.4		35.9		
<p>*Academic outcome data describing the performance of students with disabilities and English language learners ("ELLs") are not tied to separate goals in the charter school's formal Accountability Plan. The New York State English as a Second Language Achievement Test ("NYSESLAT") is a standardized New York State assessment given annually to students classified as ELLs. Student scores are categorized into five proficiency levels: Entering, Emerging, Transitioning, Expanding, and Commanding (the highest proficiency level). For elementary and middle school students, "Making Progress" is defined as: testing at the Commanding level, or moving up at least one proficiency level from the prior year, or testing at the Expanding level and testing proficient on the NYS ELA exam in that same year. For high school students, "Making Progress" is defined as: testing at the Commanding level, or moving up at least one proficiency level from the prior year. To comply with the Family Educational Rights and Privacy Act ("FERPA") regulations on reporting education outcome data, the Institute does not report assessment results for groups containing five or fewer students, and indicates such instances with an "s".</p>									



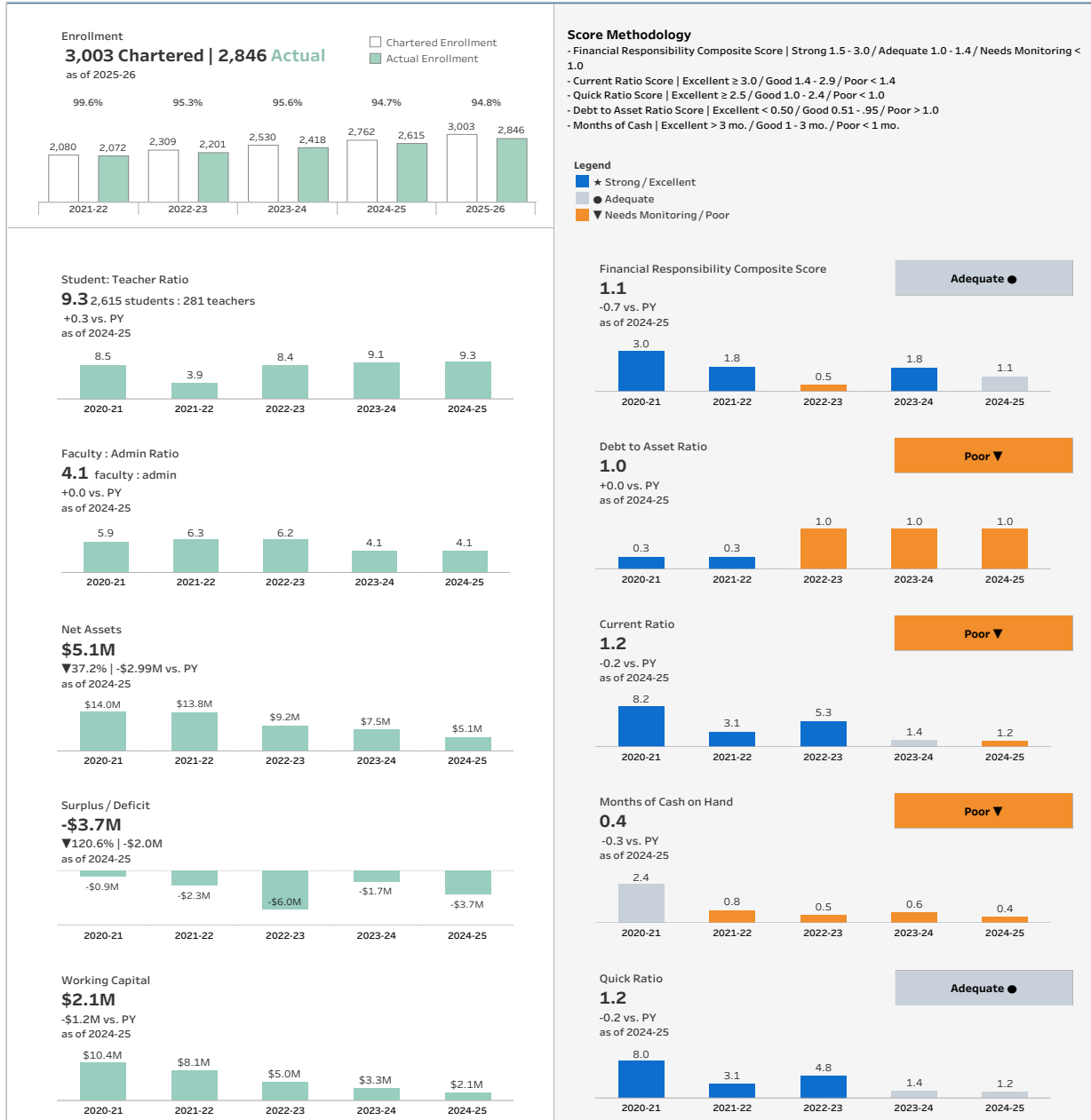
ACADEMIC PERFORMANCE

BROOKLYN PROSPECT CHARTER SCHOOL - CSD 15.2



FISCAL DASHBOARD

BROOKLYN PROSPECT CHARTER SCHOOL



Schools report actual enrollment on a quarterly basis to the Institute, and the actual enrollment for 2025-26 reflects the most recently submitted quarterly submission.

FISCAL DASHBOARD

BROOKLYN PROSPECT CHARTER SCHOOL - CSD 13



Schools report actual enrollment on a quarterly basis to the Institute, and the actual enrollment for 2025-26 reflects the most recently submitted quarterly submission.

FISCAL DASHBOARD

BROOKLYN PROSPECT CHARTER SCHOOL - CSD 13.2



Schools report actual enrollment on a quarterly basis to the Institute, and the actual enrollment for 2025-26 reflects the most recently submitted quarterly submission.

FISCAL DASHBOARD

BROOKLYN PROSPECT CHARTER SCHOOL - CSD 15



Schools report actual enrollment on a quarterly basis to the Institute, and the actual enrollment for 2025-26 reflects the most recently submitted quarterly submission.

FISCAL DASHBOARD

BROOKLYN PROSPECT CHARTER SCHOOL - CSD 15.2



Schools report actual enrollment on a quarterly basis to the Institute, and the actual enrollment for 2025-26 reflects the most recently submitted quarterly submission.

COMPLIANCE REPORTING



HAS EACH CHARTER DUE FOR RENEWAL SUBSTANTIALLY COMPLIED WITH APPLICABLE LAWS, RULES AND REGULATIONS, AND PROVISIONS OF ITS CHARTER?

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

BROOKLYN PROSPECT SCHOOLS

Annual Report

The education corporation submitted its annual reports to the Institute and the New York State Education Department (“NYSED”) on time but has not posted the most recent reports with all elements directly on its website on the date of submission as required by the Act. All elements include the August 1st submission, the Accountability Plan Progress Report, and the independent financial audit. The Institute will ensure compliance prior to the start of the next charter term.

Open Meetings Law

While the education corporation appropriately posts the notice, agenda, and minutes for its board meetings, it has not posted the materials under consideration (e.g., resolutions, policies, budgets) at such meetings. The Institute will ensure compliance prior to the start of the next charter term.

Teacher Certification

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

Brooklyn Prospect Schools partners with the New York City Charter Center to provide one-to-one teacher support services tracking each teacher’s pathway to certification. Teachers are provided two years to complete certification. If a teacher has not completed certification requirements at the end of two years, the education corporation reserves the right to not renew the individual’s contract or progress to the next step on the salary scale.

At the time of the renewal review, Brooklyn Prospect 13 employed 42 lead teachers. Of the 42 lead teachers, 39 were uncertified, which is 24 over the allowable limit. Thirty-eight of the 39 uncertified teachers met the appropriate qualifications under the Act.

At the time of the renewal review, Brooklyn Prospect 13.2 employed 53 lead teachers. Of the 53 lead teachers, 35 were uncertified, which is 20 over the allowable limit. Twenty of the 35 uncertified teachers met the appropriate qualifications under the Act.

COMPLIANCE REPORTING

At the time of the renewal review, Brooklyn Prospect 15 employed seven lead teachers. Of the seven lead teachers, six were uncertified which is within the allowable limit. Four of the six uncertified teachers met the appropriate qualifications under the Act.

At the time of the renewal review, Brooklyn Prospect 15.2 employed 95 lead teachers. Of the 95 lead teachers, 65 were uncertified, which is 50 over the allowable limit. Forty-nine of the 50 uncertified teachers met the appropriate qualifications under the Act.

COMMUNITY SATISFACTION & ENROLLMENT AND RETENTION

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

Parent Survey Data

The institute compiled data from the New York City Department of Education’s (“NYCDOE’s”) annual family survey for the 2023-24 and 2024-25 school year. The NYCDOE conducts an annual survey to gauge satisfaction with schools’ programs. The results for each school under renewal consideration are as follows:

For Brooklyn Prospect 13, 69% of families responded to the survey with a 92% satisfaction rate.

For Brooklyn Prospect 13.2, 2% of families responded to the survey with a 84% satisfaction rate.

For Brooklyn Prospect 15, 24% of families responded to the survey with a 94% satisfaction rate.

For Brooklyn Prospect 15.2, 13% of families responded to the survey with a 91% satisfaction rate.

The Institute recognizes that the low response rates at three of the schools may not be representative of the whole community.

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, students new to the school, students receiving general education services, students with disabilities, and ELLs.

Five families joined the focus group for Brooklyn Prospect Schools and praised the schools’ rigorous academic and social-emotional programming. Families shared that the schools effectively balance a high bar for academic rigor with a warm school culture. Personal relationships between families and principals help build community and consistent parent-teacher conferences were mentioned as a way that the schools update parents on student progress. Families at the high school level expressed that communication could be improved between high school staff members and families. Some families find it hard to stay up to date on afterschool programming. Families also expressed interest in having a directory of teachers and school staff members.

COMMUNITY SATISFACTION & ENROLLMENT AND RETENTION

Public Comments

In accordance with the Act, the Institute notified the district in which the schools are located regarding each Application for Charter Renewal. A summary of any district and public comments appears below.

The NYCDOE held its required hearing on the renewal application for Brooklyn Prospect 13, Brooklyn Prospect 13.2, Brooklyn Prospect 15, and Brooklyn Prospect 15.2 on December 11, 2025. Two leaders from Brooklyn Prospect Schools spoke in support of the application and highlighted the schools' mission and history. In the presentation, they shared how the schools were founded with the belief that families should never have to choose between quality, diversity, and equity, and how in addition to having an intentionally diverse design, the schools also cultivate an inclusive and equitable community where they foster an exchange of ideas and perspectives across lines of difference. The presentation shared the characteristics of a Brooklyn Prospect Schools graduate: curious, empowered, academically confident, globally minded, community stewards, and life ready.

The president of the Community Education Council ("CEC") of CSD 15 spoke in opposition to the application specifying that her opposition does not reflect a negative opinion on teachers, staff members, or anyone who enrolls their children at the school, but instead reflects structural questions. The CEC president alleged the district has no seat or curricular need for the schools. The CEC president also expressed opposition to any expansion of grades or the number of students served without an assessment of programmatic and fiscal impact to the surrounding district or without evidence of community support and interest. The CEC president alleged the per pupil funding and rental assistance given to Brooklyn Prospect Schools damages the finances of surrounding district schools. The CEC president alleged that Brooklyn Prospect Schools has not engaged with the broader community and would like to know how the schools are actively working to meet the needs of at-risk student populations and to collaborate with the district to serve the newly arrived population and students in temporary housing. She also expressed concern that the public hearing was not publicized sufficiently and therefore resulted in no meaningful public engagement. The CEC president submitted her full written statement from the hearing to the Institute.

One community member spoke in opposition to the renewal application alleging that Brooklyn Prospect Schools is not part of the community and questioning why the schools are raising headcount when enrollment is declining across the city. The community member also alleged that the schools do not reflect the community demographics, specifically ELL percentages. The community member also alleged that Brooklyn Prospect Schools skims off parents from the most well-resourced district schools which is detrimental to those district schools, and that the community does not want Brooklyn Prospect Schools.

COMMUNITY SATISFACTION & ENROLLMENT AND RETENTION

The Institute received a written comment from a community member in opposition to any charter schools in Sunset Park, Brooklyn, New York City, or New York State, alleging that we need to fund and support public education and not redirect public coffers to private organizations with less oversight, discretionary admission, no union workers, and executive bonuses.

The Institute received a written comment from a community member in opposition to the request to add more students at Brooklyn Prospect 15.2 because she alleges this will adversely affect local Sunset Park schools. She alleges Brooklyn Prospect 15.2's demographic enrollment rates, specifically of ELLs, students with disabilities, and students qualifying for free or reduced priced lunch, do not match the two nearby district schools. She also alleges the school enrolls a larger proportion of white students than the community and that there is not a need for the school in this neighborhood.

Enrollment and Retention

Brooklyn Prospect Schools makes good faith efforts to meet enrollment and retention targets. The results for each school in the education corporation are presented on the following page. The education corporation implements a variety of strategies to recruit, enroll, and retain a diverse student body including students with disabilities, economically disadvantaged students, and ELLs. The schools hold information sessions that specifically discuss the services available for students with disabilities and ELLs. In an effort to attract higher numbers of ELLs and students who qualify for free or reduced-price lunch, the school added lottery priorities for students in those subpopulations.

Persistence in Enrollment

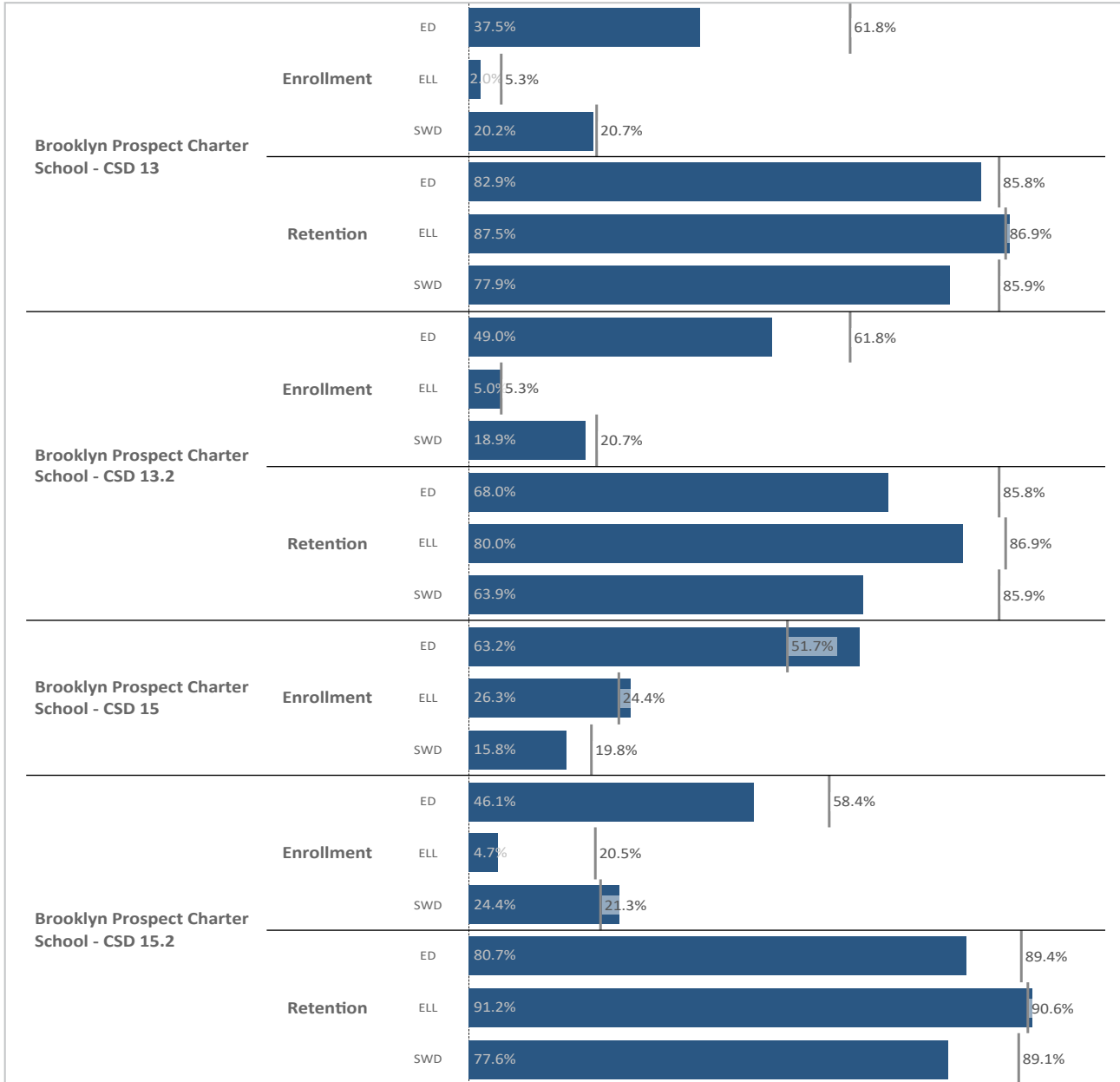
An additional indicator of parent satisfaction is persistence in enrollment. In 2024-25, 80% of Brooklyn Prospect Schools students returned from the previous year. Student persistence data from previous years of the charter term is available in student demographics section of the report.

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



COMMUNITY SATISFACTION & ENROLLMENT AND RETENTION

ENROLLMENT AND RETENTION TARGETS

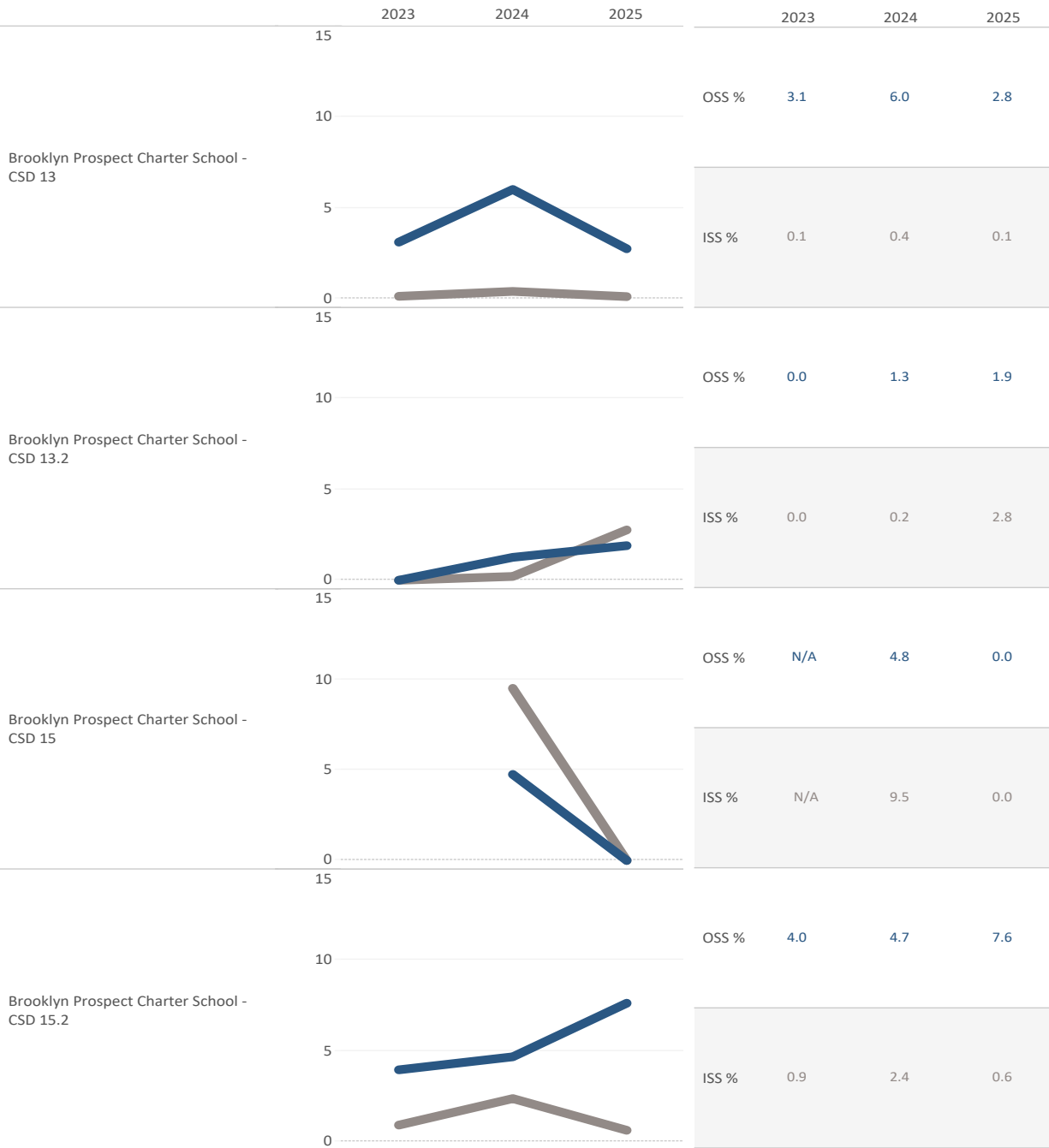


The chart illustrates the **current enrollment and retention percentages** against the **enrollment and retention targets** for each operating school in the education corporation. As required by Education Law § 2851(4)(e), a school must include in its renewal application information regarding the efforts 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 most recent enrollment and retention data supplied to the Institute by the education corporation.



COMMUNITY SATISFACTION & ENROLLMENT AND RETENTION

Suspensions: The education corporation's out of school suspension rate (OSS %) and in school suspension rate (ISS %).



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

During the most recent school year, the education corporation expelled 3 students.

Brooklyn Prospect
Charter School

Ax

APPENDICES

PAGES Ax 1-15

CO^A CHARTER OVERVIEW PAGE Ax 1	BS^B BENCHMARK SUMMARY PAGE Ax 3	SD^C STUDENT DEMOGRAPHICS PAGE Ax 7	FB^D FISCAL BENCHMARKS PAGE Ax 13
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BROOKLYN PROSPECT CHARTER SCHOOL - CSD 13 (“BROOKLYN PROSPECT 13”) – SCHOOL CHARACTERISTICS

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT ¹	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	GRADES SERVED
2021-22	660	653	99%	K-8
2022-23	700	706	101%	K-8
2023-24	728	727	100%	K-8
2024-25	756	782	103%	K-8
2025-26	785	822	105%	K-8

BROOKLYN PROSPECT CHARTER SCHOOL - CSD 13.2 (“BROOKLYN PROSPECT 13.2”) – SCHOOL CHARACTERISTICS

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	GRADES SERVED
2021-22	375	412	110%	K-5
2022-23	454	393	87%	K-5
2023-24	567	473	83%	K-6
2024-25	683	579	85%	K-7
2025-26	790	664	84%	K-8

BROOKLYN PROSPECT CHARTER SCHOOL - CSD 15 (“BROOKLYN PROSPECT 15”) – SCHOOL CHARACTERISTICS

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	GRADES SERVED
2021-22	N/A	N/A	N/A	N/A
2022-23	N/A	N/A	N/A	N/A
2023-24	25	23	92%	5
2024-25	25	21	84%	5
2025-26	25	25	100%	5

BROOKLYN PROSPECT CHARTER SCHOOL - CSD 15.2 (“BROOKLYN PROSPECT 15.2”) – SCHOOL CHARACTERISTICS

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	GRADES SERVED
2021-22	1,045	1,007	96%	K-1, 6-12
2022-23	1,155	1,103	95%	K-2, 6-12
2023-24	1,210	1,195	99%	K-3, 6-12
2024-25	1,298	1,234	95%	K-4, 6-12
2025-26	1,403	1,335	95%	K-12

1. Source: Institute’s Official Enrollment Binder. (Figures may differ slightly from New York State Report Cards, depending on date of data collection.)



CHARTER VISIT HISTORY

SCHOOL YEAR	VISIT TYPE	DATE
2008-09	First Year – Brooklyn Prospect 15	April 13, 2010
2011-12	Evaluation – Brooklyn Prospect 15	October 6, 2011
2013-14	Initial Renewal – Brooklyn Prospect 15	October 2 – 3, 2013
2015-16	First Year – International Charter School	June 14, 2016
2016-17	First Year – Brooklyn Prospect 13	May 11, 2017
2017-18	Evaluation – International Charter School	May 15 – 16, 2018
2018-19	Subsequent Renewal – Brooklyn Prospect 15	November 13 – 14, 2018
2019-20	Initial Renewal – International Charter School	November 5 – 6, 2019
2020-21	Initial Renewal – Brooklyn Prospect 13	December 7 – 10, 2020
2022-23	Subsequent Renewal – Brooklyn Prospect 13.2	September 14, 2022
2023-24	Renewal Review – Brooklyn Prospect 15 Renewal Review – Brooklyn Prospect 15.2	June 29, 2023
2025-26	Subsequent Renewal: Brooklyn Prospect 13 Brooklyn Prospect 13.2 Brooklyn Prospect 15 Brooklyn Prospect 15.2	October 21 – 23, 2025

CONDUCT OF THE RENEWAL REVIEW

DATE(S) OF REVIEW	EVALUATION TEAM MEMBERS	TITLE
October 21 – 23, 2025	Desree Cabrall-Njenga	School Evaluator
	Maureen Foley	External Consultant
	Joey Gustafson	External Consultant

BENCHMARK SUMMARY

ACADEMIC ACHIEVEMENT

Over the charter term, Brooklyn Prospect Schools demonstrated consistently high achievement. The education corporation's schools met their graduation, college preparation, English language arts ("ELA"), and mathematics goals. Notably in 2024-25, the schools' aggregate performance exceeded the targets for every measure included under the ELA and mathematics goals.

In ELA and mathematics, the schools posted comparative effect sizes that exceeded the target of 0.3 in every year with available data. This level of performance indicates that the schools performed higher than expected in ELA and mathematics compared to demographically similar schools across the state. The schools posted aggregate mean growth percentiles in both subjects that were above the target of 50 in each year with data suitable for analysis. The schools' tested students enrolled in at least their second year scored at or above proficiency at rates that exceeded the composite district in every year.

The high school program met its graduation and college preparation goals over the charter term. From 2021-22 through 2024-25, the school's fourth year Cohort graduated at rates that exceeded the absolute target of 75% and the district rates each year. The school's graduates matriculated into two and four year college programs after graduation at rates that exceeded the target of 75% by at least 17 percentage points each year. Notably in 2024-25, 86% of the school's graduates passed at least one IB exam.

ASSESSMENT

Brooklyn Prospect Schools has an assessment system that improves instructional effectiveness and student learning. The education corporation regularly administers valid and reliable assessments at each grade level. At the elementary and middle school levels, Brooklyn Prospect Schools administers i-Ready assessments in mathematics and reading three times each year to evaluate students' acquisition of grade level skills. Elementary and middle school students also take internally developed mathematics and ELA interim assessments and mock state exams designed to predict students' performance on annual state tests. At the high school level, the school administers the Rapid Online Assessment of Reading ("ROAR") to identify students in need of reading intervention. In addition, high school students take quarter block exams, assessments in the five core academic subjects that assess student mastery of Regents and IB content. This multi-pronged assessment strategy enables instructional staff members to triangulate performance needs surfaced during the year using a variety of formats.

Instructional leaders and teachers at Brooklyn Prospect Schools grade assessments together using common rubrics to promote valid scoring and reliable analysis. Teachers review student data in grade level and content team meetings in collaboration with instructional leaders, who provide actionable feedback. Teachers regularly examine student data to identify learning gaps and determine methods for reteaching material or providing interventions for students, as needed. Teachers use assessment results to meet students' needs by adjusting classroom instruction. However, in some classrooms, teachers miss opportunities to adjust instruction in real-time, and instead provide needed support after the lesson has taken place. The network imports data into Illuminate, a data visualization platform, to track student progress, identify areas of need, and inform interventions.

CURRICULUM

Brooklyn Prospect Schools' curriculum supports teachers in their instructional planning. Over the course of the most recent charter term, the schools moved from predominantly implementing teacher-developed curricula to commercial curricula in Kindergarten – 10th grade. These materials provide a curriculum framework with sufficient supporting tools. Teachers know what to teach and when to teach it based on these documents.

At the elementary level, the schools use Core Knowledge Language Arts ("CKLA") in Kindergarten – 2nd grade; EL Education for ELA and social studies; Achievement First Navigator Math for mathematics; and Accelerate Learning: Stemsopes for science in 3rd – 5th grade. At the middle school level, the schools implement EL for ELA; Illustrative Math for mathematics; OpenSciEd for science; and, TCI Learning Alive! for humanities. In 9th – 10th grade, the schools use Fishtank Learning for ELA and Illustrative Math for mathematics.

In 11th – 12th grade, students participate in the IB Diploma Program. At this level, teachers implement primarily self-developed materials, or existing internally developed materials. As a result, the quality and rigor of curricular materials in 11th – 12th grade varies depending on the course taught. Brooklyn Prospect Schools have the opportunity to identify and codify curricular materials aligned with IB to ensure the quality and rigor of material.

To facilitate the creation of purposeful lesson plans, network and school leaders train instructional staff members on protocols used to unpack modules and unit plans to ensure teachers have done the intellectual preparation necessary to deliver rigorous lessons. Instructional leaders review lesson plans and provide feedback to teachers on a regular basis.

PEDAGOGY

High quality instruction is evident at Brooklyn Prospect Schools. Teachers deliver purposeful lessons with clear objectives aligned to the school's curriculum. In most classrooms, learning targets and success criteria are explicit and referenced during instruction, supporting students to master lesson objectives. Teachers regularly and effectively check for understanding through whiteboard responses, cold calling, partner talk, and exit tickets, and convert those checks into effective feedback. Lessons include opportunities that challenge students' thinking with structured discussion and problem-solving evident across subjects.

Teachers at Brooklyn Prospect Schools generally maximize learning time. Teachers implement clear routines and directions to facilitate smooth starts and transitions. However, pacing in some classrooms is slow, which hinders student engagement. Across classrooms, teachers implement effective management techniques that establish calm, orderly environments and maintain attention on academic tasks. Co-teaching is generally present and effective, though in some classrooms, teachers do not consistently implement co-teaching structures that maximize rigor and differentiation.

INSTRUCTIONAL LEADERSHIP

Brooklyn Prospect Schools has strong instructional leadership. The education corporation invests in creating and developing strong instructional leadership teams at each school. As such, a robust team of school leaders supports teachers in developing their pedagogical priorities at each school. The education corporation's school leadership team includes a principal, director of operations, director of student services, and directors of

various content areas and grade levels. This model is sufficient to support the development of the teaching staff. Network staff members provide consistent professional development to each team of school leaders and hold a Leadership Institute at the beginning of each school year. The network's managing directors of schools meet weekly with principals to provide regular coaching. School leaders have monthly cohort meetings and regularly conduct classroom visits together to norm on instructional expectations.

Leaders at Brooklyn Prospect Schools establish high expectations for teacher and student performance. Leaders communicate these expectations during regular coaching cycles that are tailored to support teachers with varying levels of experience. The frequency and intensity of observation cycles varies with teacher need, but leaders conduct at least biweekly observations and provide written feedback through the TeachBoost digital platform. In alignment with the overall expectations for instruction across the education corporation, leaders prioritize extensive intellectual preparation and detailed lesson planning through their observation notes and debrief sessions. The schools provide teachers sufficient opportunities to plan curriculum and instruction through grade and content team meetings, typically twice weekly.

AT-RISK

Brooklyn Prospect Schools meets the educational needs of at-risk students. The schools implement compliant practices to identify English language learners ("ELLs") and students with disabilities, and have effective procedures for identifying students struggling academically. The network implements a suite of universal diagnostic assessments to identify students needing additional support through the schools' Multi-Tiered System of Supports ("MTSS") process. Teachers discuss student performance gaps in one-on-one meetings with coaches and refer to the MTSS committee to discuss interventions and monitoring if issues persist.

For students struggling academically, the elementary and middle school programs implement tier 2 interventions that consist of small group instruction using MCLASS, i-Ready, and Stari. The MTSS committee determines specific individualized interventions that focus on building students' foundational skills and targeted learning gaps. The high school level implements interventions that focus on targeted support during teachers' office hours and an additional course, if needed, to support with remediation. The schools conduct regular monitoring to determine if students are making adequate progress or require further intervention.

The schools have effective programs in place to meet the needs of students with disabilities. The schools provide Special Education Teacher Support Services ("SETSS"), integrated co-teaching ("ICT") classrooms, and 12:1+1 environments. Due to citywide shortages of related service providers throughout the charter term, the schools implemented additional support during classroom time for impacted students. Leaders regularly review performance to discuss gaps with coaches and special education teachers conduct regular progress monitoring of students' Individualized Education Program ("IEP") goals. The schools provide time for regular check-in meetings to occur between special education and general education teachers.

The schools implement effective programs to meet the needs of ELLs. Each school program has an ELL liaison who manages the program, supports delivering services, and meets with classroom teachers to discuss student performance levels and goals. The schools implement programs aligned to the curriculum that build students' English language acquisition with emphasis on listening and speaking skills. The schools effectively monitor progress and support of ELLs and classroom teachers are aware of ELLs' English language proficiency levels.

ORGANIZATIONAL CAPACITY

Brooklyn Prospect Schools has strong organizational capacity that supports the delivery of the educational program. Senior directors of school operations support directors of school operations who conduct at least biweekly meetings with their supervisory cohort. The education corporation has demonstrated its support for operational staff members by investing in an operations-specific scope and sequence.

Brooklyn Prospect Schools maintains adequate student enrollment across the education corporation. The network and board are proactive in identifying enrollment challenges at specific sites and taking urgent action. For example, given the relative challenge of recruitment for the Sunset Yards campus, the network has enhanced its community engagement, strategic partnerships, and family engagement in the local area. In keeping with its diverse by design philosophy, the organization closely monitors its internal enrollment trends for demographic subpopulations.

Brooklyn Prospect Schools is developing its discipline system to ensure consistency across its elementary and middle school programs. During professional development sessions, school leader teams prioritize teacher collaboration with leaders to support school culture alignment. Notably, the high school has substantially decreased suspensions over time. The high school uses strategies including restorative conversations, a digital hall pass system, social-emotional learning supports, school celebrations, class trips, and advisory time to maintain its strong school culture.

Brooklyn Prospect Schools retains quality staff. From 2020-21 to 2024-25, staff retention increased from 56% to 82%. The education corporation prioritizes recruiting certified teachers. School and network leadership teams have documented the needs of current uncertified teachers and plan to create an in-house pathway to certification through a partnership with a nearby college and financial support. The education corporation has enhanced its human capital office's capacity to recruit more IB and high school experts.

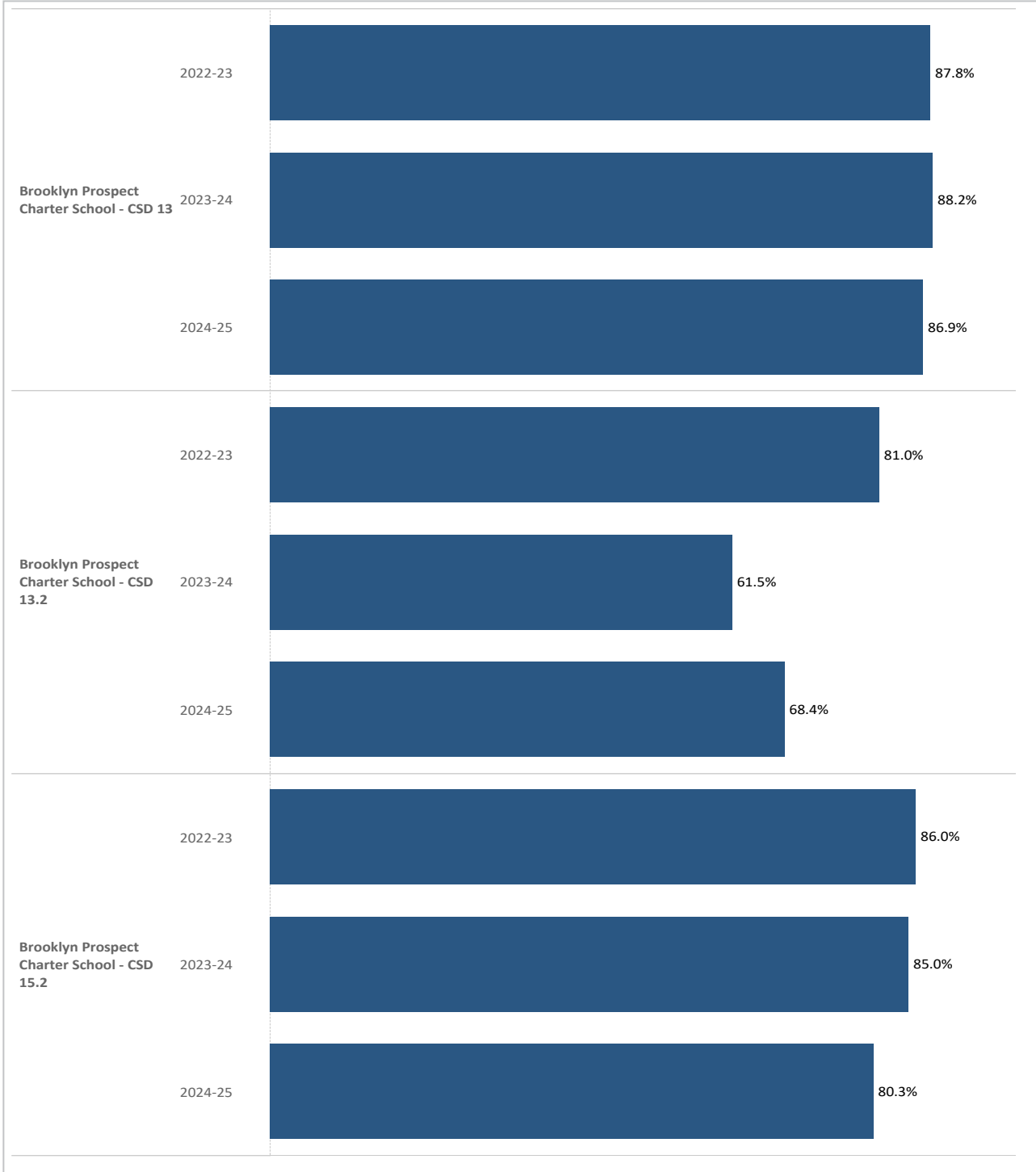
BOARD OVERSIGHT & GOVERNANCE

Brooklyn Prospect Schools' board works effectively to meet the schools' Accountability Plan goals. Board members have expertise in education, nonprofit operations, management, and finance, and multiple members are parents of current students. The board has self-identified limited capacity in the areas of real estate, legal affairs, and government relations, and relies on network staff and outside professionals for expertise in these areas. To further address this, the board is working to recruit multiple new members with these skill sets. A clear committee structure allows board members to have deeper conversations about academics, talent, and other identified priority areas for the schools. The board actively communicates with the school community to solicit feedback.

Board members are active in making strategic decisions with network leaders. The board regularly reviews academic, operational, and financial data to make informed decisions aligned to the network's focus areas, including teacher content knowledge, lesson planning, and leader development. To support more effective instructional leadership, the board approved additional positions to the network teaching and learning team. The network provides the board with neighborhood demographic analyses and market trends that the board studies to inform its long-term goal setting around network growth, academic performance, and financial sustainability.



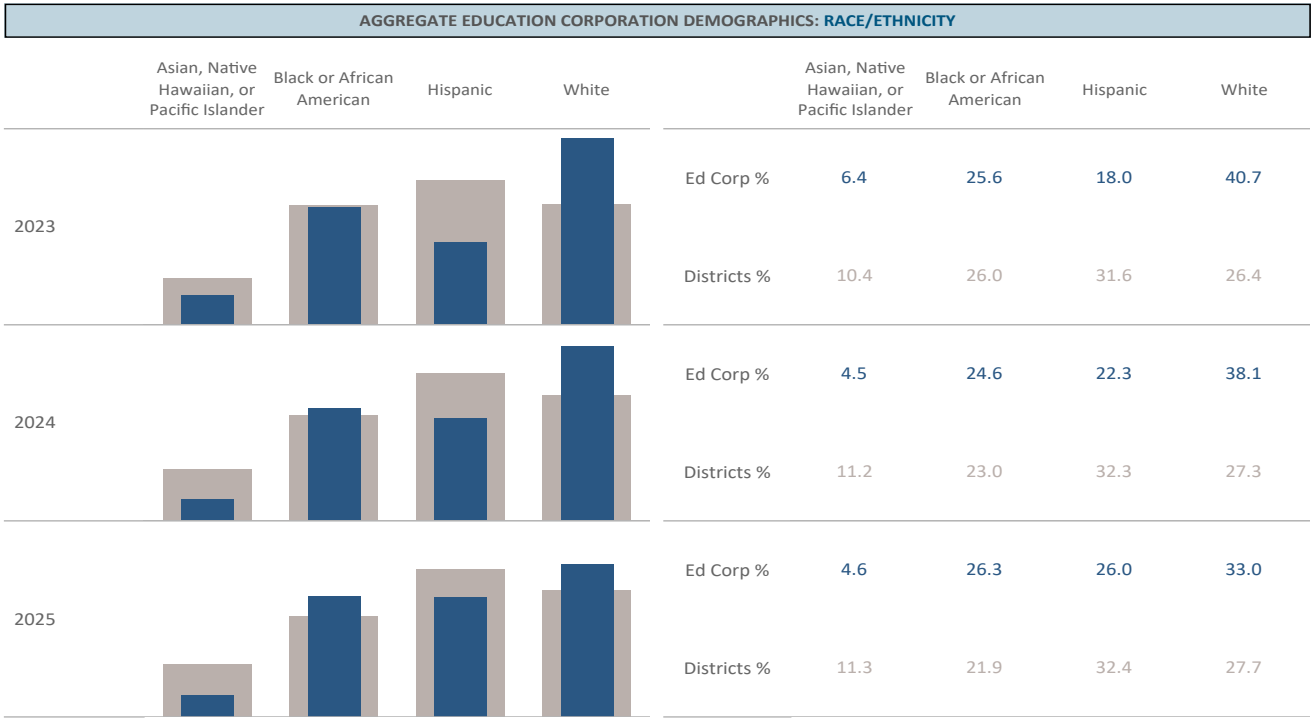
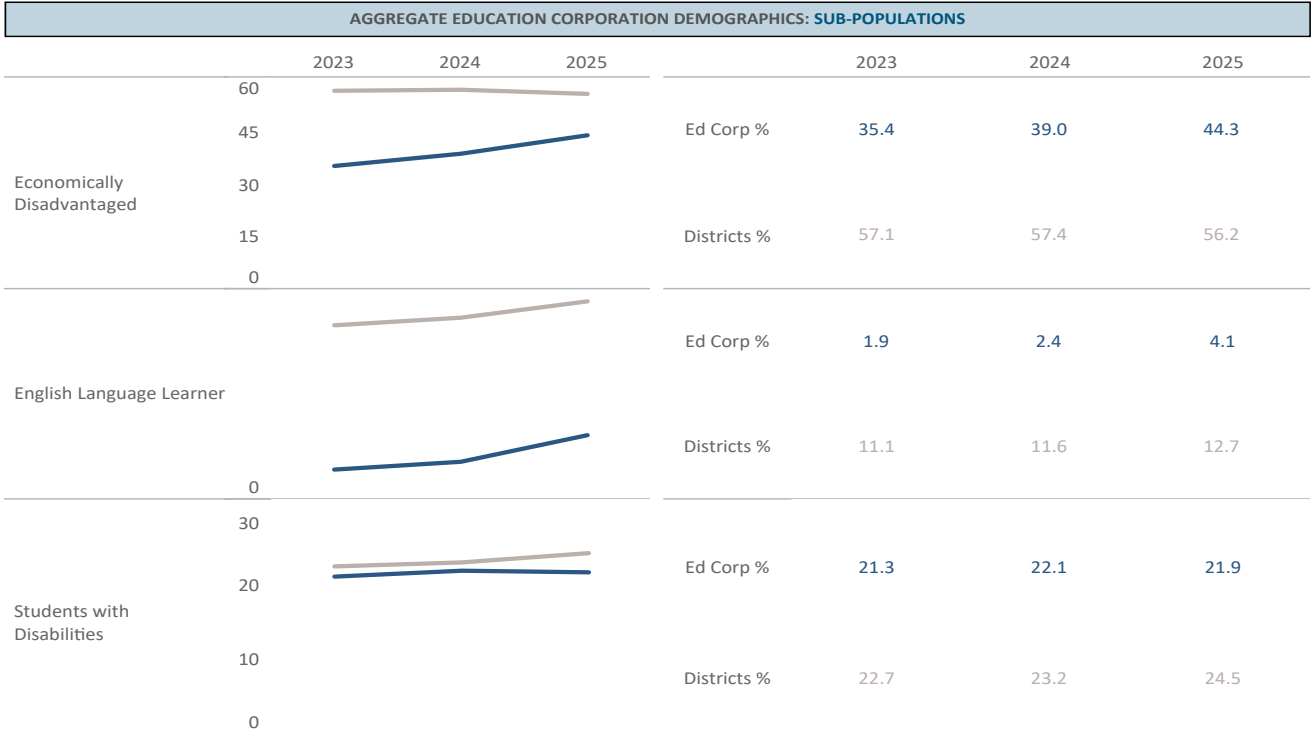
EDUCATION CORPORATION PERSISTENCE IN ENROLLMENT



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



Brooklyn Prospect Charter Schools Aggregate Education Corporation Enrollment



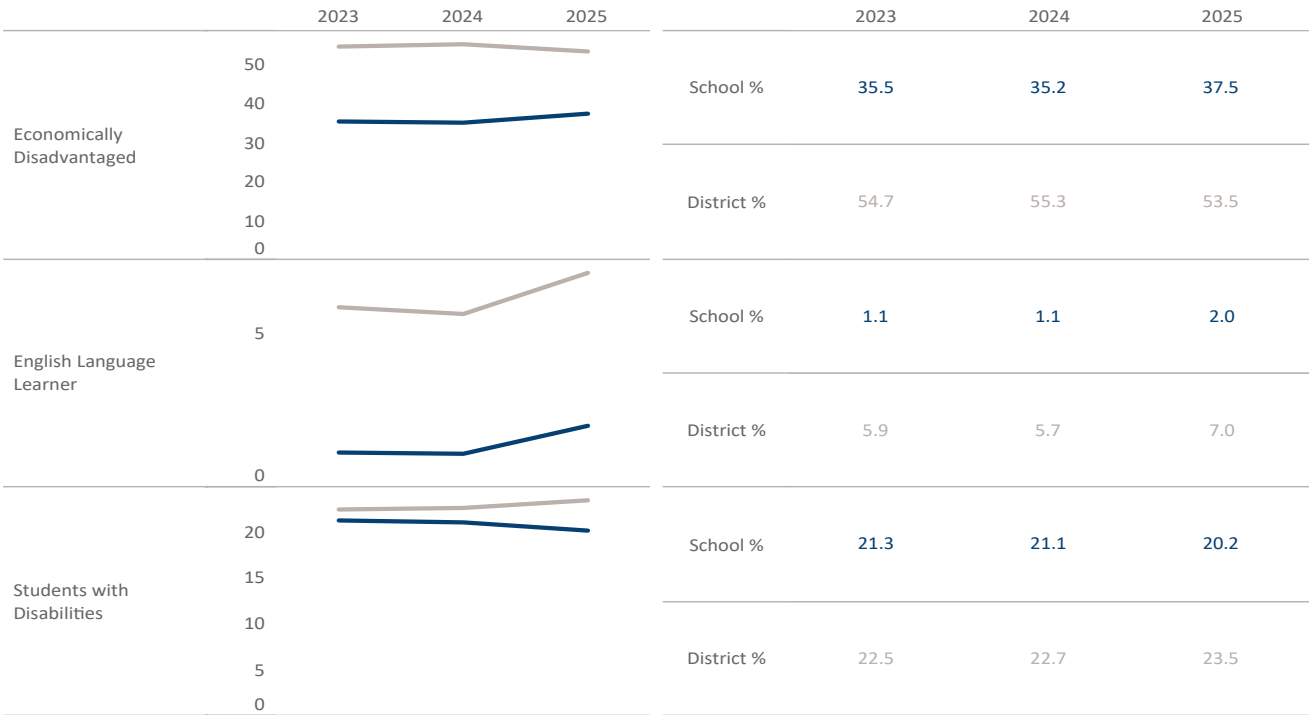
Data reported in these charts reflect BEDS day enrollment counts as reported by the NYSED.



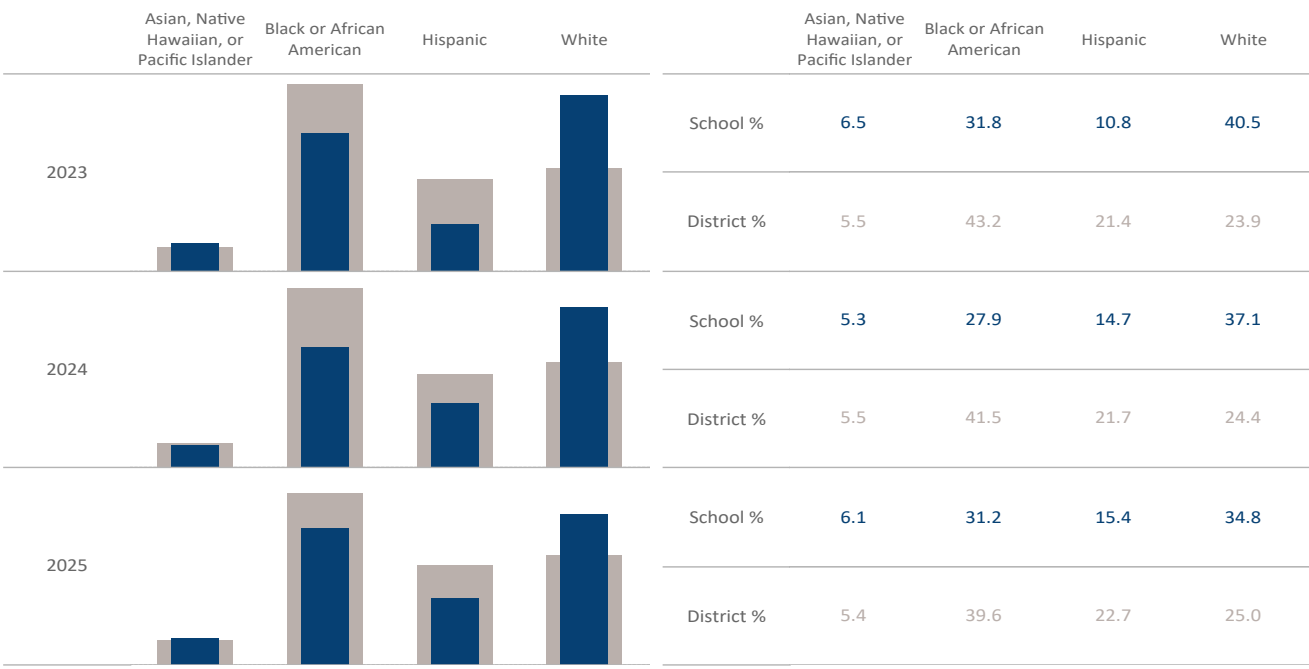
Brooklyn Prospect Charter School - CSD 13

Brooklyn CSD 13

STUDENT DEMOGRAPHICS: SUB-POPULATIONS



STUDENT DEMOGRAPHICS: RACE/ETHNICITY

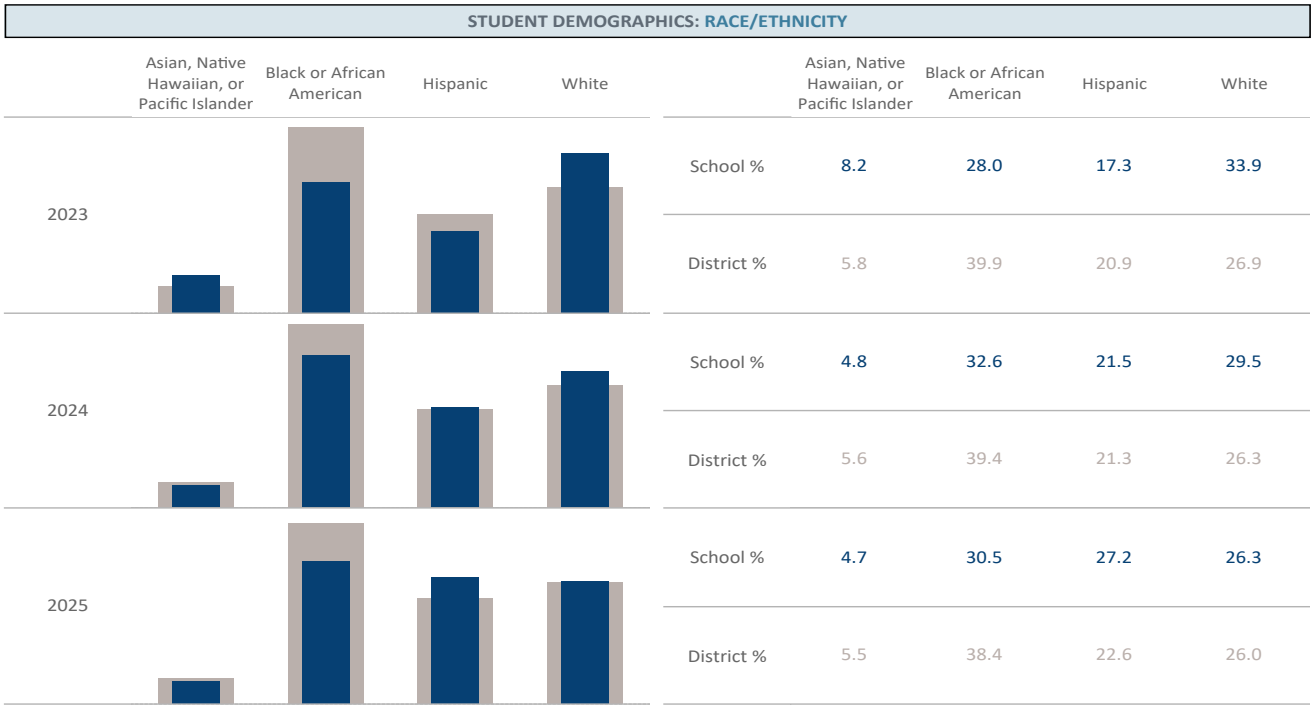


Data reported in these charts reflect BEDS day enrollment counts as reported by the NYSED.



Brooklyn Prospect Charter School - CSD 13.2

Brooklyn CSD 13



Data reported in these charts reflect BEDS day enrollment counts as reported by the NYSED.



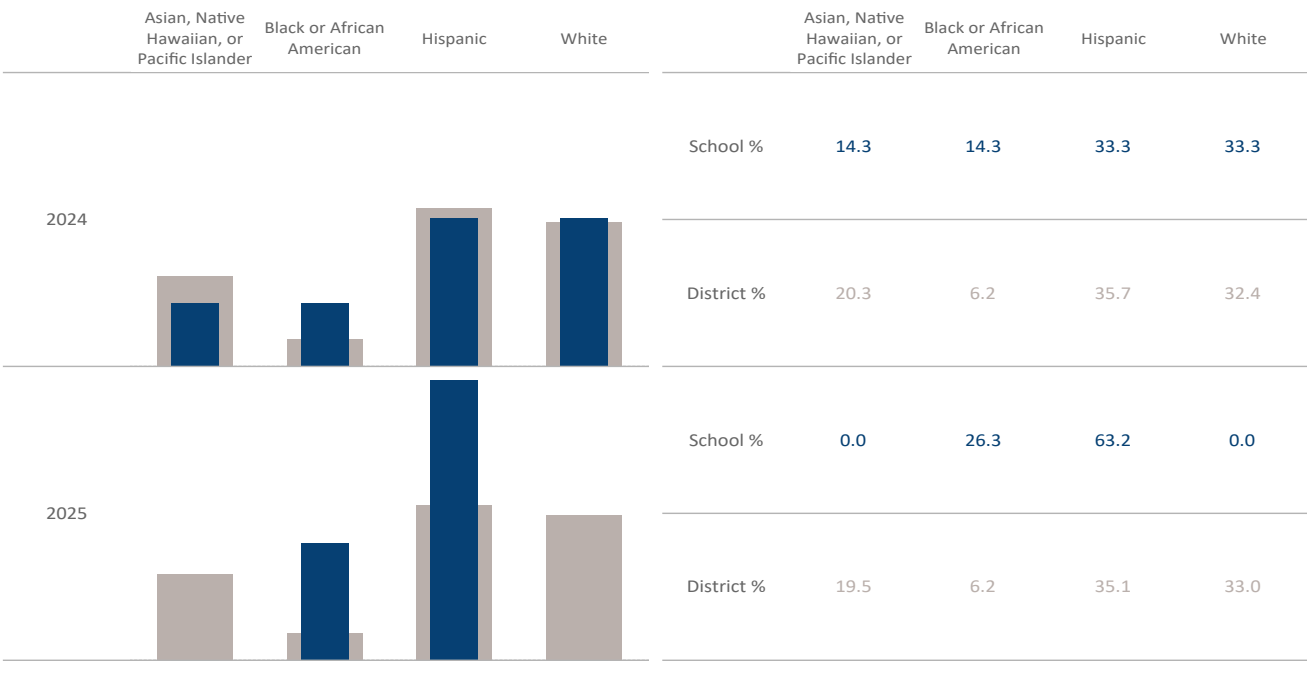
Brooklyn Prospect Charter School - CSD 15

Brooklyn CSD 15

STUDENT DEMOGRAPHICS: SUB-POPULATIONS



STUDENT DEMOGRAPHICS: RACE/ETHNICITY

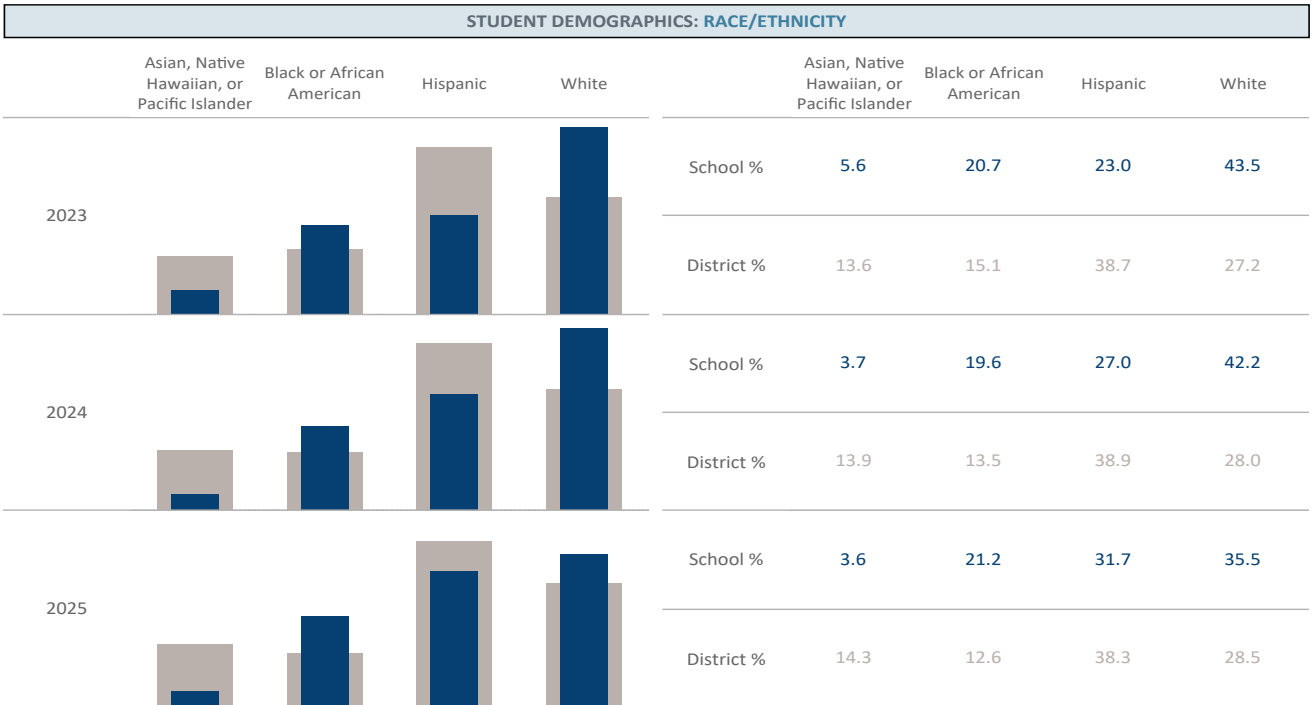
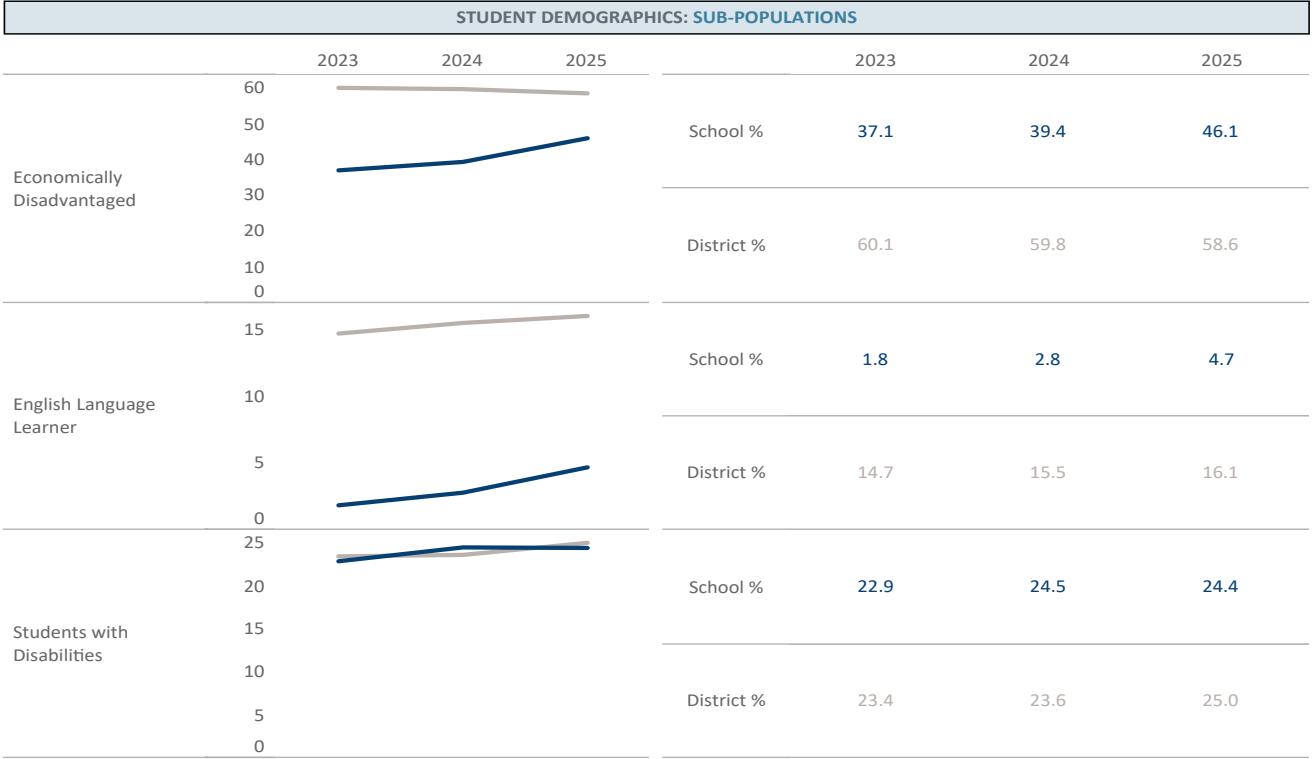


Data reported in these charts reflect BEDS day enrollment counts as reported by the NYSED.



Brooklyn Prospect Charter School - CSD 15.2

Brooklyn CSD 15



Data reported in these charts reflect BEDS day enrollment counts as reported by the NYSED.



FISCAL BENCHMARK SUMMARY?



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

The education corporation operates pursuant to a long-range financial plan in which the education corporation creates realistic budgets that it monitors and adjusts when appropriate. The following elements are generally present:

INDICATORS	EVIDENT?
The education corporation has clear budgetary objectives and budget preparation procedures for each charter.	+
Education corporation board members, charter management, and staff members contribute to the budget process for each charter, as appropriate.	+
The education corporation frequently compares its long-range fiscal plan for each charter to actual progress and adjusts it to meet changing conditions.	+
The education corporation routinely analyzes budget variances for each charter; the education corporation board addresses material variances and makes necessary revisions.	+
Actual expenses are equal to, or less than, actual revenue with no material exceptions.	-

DOES THE EDUCATION CORPORATION MAINTAIN APPROPRIATE INTERNAL CONTROLS AND PROCEDURES?

The education corporation maintains appropriate internal controls and procedures, which are implemented by each charter. The following elements are generally present:

INDICATORS	EVIDENT?
The education corporation has a history of sound fiscal policies, procedures and practices, and appropriate internal controls at each charter.	+
The most recent education corporation audit report, which covers fiscal operations for each charter, was free of any significant deficiencies or material weaknesses in internal controls.	+
The education corporation reviews and updates its Financial Policies and Procedures Manual (“FPPM”), which covers the charter, on a regular basis. The most recent review of the FPPM is found in the next column. The Institute recommends, as a best practice, that the FPPM be reviewed and updated on an annual basis.	JULY 2023

“+” : This indicator is generally present.

“-” : This indicator is generally not present.

“P” : The education corporation is progressing toward this indicator being present.

“N/A” : This indicator is not applicable.

DOES THE EDUCATION CORPORATION COMPLY WITH FINANCIAL REPORTING REQUIREMENTS?

The education corporation complies with financial reporting requirements by providing the SUNY Trustees and NYSED with required financial reports that are on time, complete, and follow generally accepted accounting principles. The following reports, which include information about each charter, have been filed in a timely, accurate, and complete manner:

INDICATORS	EVIDENT?
Annual financial statement audit reports, including federal Single Audit report, if applicable.	+
Annual budgets.	+
Un-audited quarterly reports of income, expenses, and enrollment.	+
Bi-monthly enrollment reports to the sending districts and, if applicable, to NYSED including proper documentation regarding the level of special education services provided to students.	+
Grant expenditure reports.	N/A

DOES THE EDUCATION CORPORATION MAINTAIN ADEQUATE FINANCIAL RESOURCES TO ENSURE STABLE OPERATIONS?

The education corporation maintains adequate financial resources for each charter to ensure stable operations. Critical financial needs of the charter are not dependent on variable income (grants, donations, and fundraising). The following elements are generally present:

INDICATORS	EVIDENT?
The education corporation maintains sufficient cash on hand to pay current bills of each charter and those that are due shortly.	+
The education corporation maintains adequate liquid reserves to fund expenses, including those of each charter, in the event of income loss (generally 30 days).	-
The education corporation prepares and monitors cash flow projections for each charter.	+
If the education corporation includes philanthropy in its budget for each charter, it monitors progress toward its development goals on a periodic basis.	N/A

APPENDIX D: FISCAL BENCHMARK SUMMARY



If necessary, the education corporation pursues district state aid intercepts with NYSED to ensure adequate per pupil funding for each charter.

N/A

The education corporation accumulates unrestricted net assets that are equal to or exceed two percent of each charter's operating budget for the upcoming year.

+

The education corporation is in compliance with all loan covenants related to each charter.

+



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