

I. SCHOOL INFORMATION AND COVER PAGE

Created Thursday, July 10, 2014
Updated Monday, August 04, 2014

Page 1

1. SCHOOL NAME

(Select School name from dropdown menu; BEDS # appears first)

331500860935 BROOKLYN PROSPECT CS

2. CHARTER AUTHORIZER

SUNY-Authorized Charter School

3. DISTRICT / CSD OF LOCATION

NYC CSD 15

4. SCHOOL INFORMATION

PRIMARY ADDRESS	PHONE NUMBER	FAX NUMBER	EMAIL ADDRESS
3002 Fort Hamilton Parkway, Brooklyn, NY 11218	347-889-7041	347-889-7038	admissions@brooklynprospect.org

4a. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES

Contact Name	Daniel Rubenstein
Title	Executive Director
Emergency Phone Number (###-###-####)	

5. SCHOOL WEB ADDRESS (URL)

www.brooklynprospect.org

6. DATE OF INITIAL CHARTER

2008-05-01 00:00:00

7. DATE FIRST OPENED FOR INSTRUCTION

2009-09-01 00:00:00

8. TOTAL NUMBER OF STUDENTS ENROLLED IN 2013-14 (as reported on BEDS Day)

(as reported on BEDS Day)

9. GRADES SERVED IN SCHOOL YEAR 2013-14

Check all that apply

 K

 6

 7

 8

 9

 10**10. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?**

Yes/No	Name of CMO/EMO
No	

11. FACILITIES

Will the School maintain or operate multiple sites?

Yes, 2 sites

12. SCHOOL SITES

Please list the sites where the school will operate in 2014-15.

	Physical Address	Phone Number	District/C SD	Grades Served at Site	School at Full Capacity at Site	Facilities Agreement
Site 1 (same as primary site)	3002 Fort Hamilton Pkwy, Brooklyn, NY 11218	347-889-7041	CSD 15	6-10	No	Rent/Lease
Site 2	80 Willoughby St., Brooklyn, NY 11201	718-722-7634	CSD 13	K	No	Rent/Lease

12a. Please provide the contact information for Site 1 (same as the primary site).

	Name	Work Phone	Alternate Phone	Email Address
School Leader	LaNolia Omowanile	[REDACTED]	[REDACTED]	[REDACTED]
Operational Leader	Hillary Prince	[REDACTED]		[REDACTED]

12b. Please provide the contact information for Site 2.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Jumaane Saunders	[REDACTED]	[REDACTED]	[REDACTED] g
Operational Leader	Hillary Prince	[REDACTED]		[REDACTED]

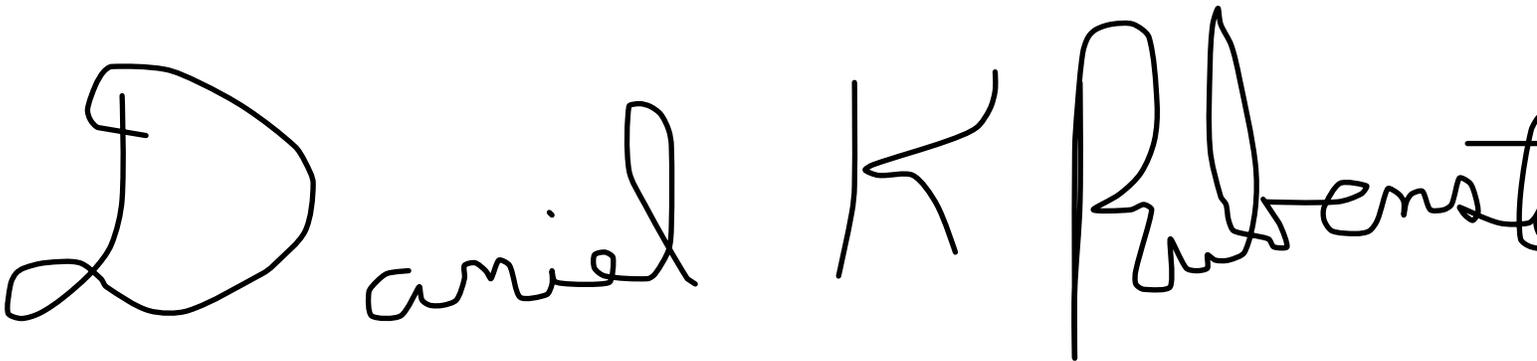
14. Were there any revisions to the school's charter during the 2013-2014 school year? (Please include both those that required authorizer approval and those that did not require authorizer approval).

No

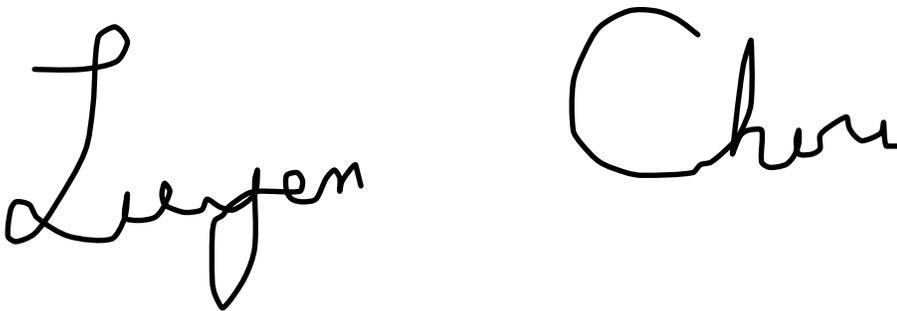
16. Our signatures below attest that all of the information contained herein is truthful and accurate and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws, regulations, and rules. We understand that if any information in any part of this report is found to have been deliberately misrepresented, that will constitute grounds for the revocation of our charter. Check YES if you agree and use the mouse on your PC or the stylus on your mobile device to sign your name).

• Yes

Signature, Head of Charter School

A handwritten signature in black ink that reads "Daniel K Rubenstein". The letters are cursive and connected.

Signature, President of the Board of Trustees

Two handwritten signatures in black ink. The first signature on the left reads "Luygen" and the second signature on the right reads "Chiu". Both are written in a cursive style.

Thank you.

Appendix A: Link to the New York State School Report Card

Created Monday, July 28, 2014

Page 1

Charter School Name: 331500860935 BROOKLYN PROSPECT CS

1. NEW YORK STATE REPORT CARD

Provide a direct URL or web link to the most recent New York State School Report Card for the charter school (See <https://reportcards.nysed.gov/>).

(Charter schools completing year one will not yet have a School Report Card or link to one. Please type "URL is not available" in the space provided).

<http://data.nysed.gov/profile.php?instid=800000063976>



Submitted to the SUNY Charter Schools Institute on:

September 15, 2014

By Daniel Rubenstein

3002 Fort Hamilton Parkway
Brooklyn, NY 11218
Phone: (347) 889-7041

Daniel Rubenstein, Executive Director, prepared this 2013-14 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Chou, Luyen	Chairman; All Committees
Burns, Anne	Vice Chair; Executive, Governance, Academic Oversight
Swann, Eliza	Secretary; Finance, Governance
Amouzegar, Jaleh	Trustee; Academic Oversight, Development
Camp, Elizabeth Varley	Trustee; Executive, Finance, Development
Fortune, Roger	Trustee; Exec, Facilities, Development
Frantz, Kristina	Trustee; PTSO president seat
Hightower, Stacey	Trustee; Exec, Development, Finance
Kane, Pearl	Trustee; Academic Oversight, Governance
Olson, Candice	Trustee; Exec., Academic Oversight
VonSpreklson, David	Trustee; Facilities

Daniel Rubenstein has served as the Executive Director since 2009.

INTRODUCTION

Brooklyn Prospect Charter School (“BPCS”) opened in 2009 with sixth grade in the Sunset Park neighborhood in Brooklyn School District #15 (“CSD #15”). In 2012, BPCS moved to a new location, in the CSD #15 neighborhood of Windsor Terrace. In the 2013-14 school year, BPCS served kindergarten, and sixth through tenth grade. In April 2013, BPCS submitted a request to amend the BPCS charter so that BPCS may add kindergarten through fifth grade. BPCS secured a facility for this elementary school in Brooklyn School District #13 (“CSD 13”) and served kindergarten students in the 2013-14 school year. Per our chartered plan, BPCS will add one grade each year to ultimately serve students in grades kindergarten through twelve, with our first class of seniors graduating in 2016.

Our Mission

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

Brooklyn Prospect is committed to:

- Teaching the skills and habits of mind necessary for success in the global community
- Recruiting, training and retaining excellent teachers
- Reflecting the diversity of Brooklyn's neighborhoods

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2010-11							103	99						202
2011-12							98	101	99					298
2012-13							104	102	105	111				422
2013-14	75						107	108	103	111	107			613

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

All students at the Brooklyn Prospect Charter School will become proficient in reading and writing of the English Language.

MS ELA Background

In English Language Arts courses at Brooklyn Prospect Charter School students develop the receptive literacy skills of listening, viewing, and reading, and the expressive literacy skills of speaking and writing, following the standards laid out by the Common Core Standards. Curriculum maps for the 6th, 7th and 8th grades are created by teachers at each level to ensure that the instruction addresses the New York State Common Core ELA standards. Curriculum maps are reviewed by the department chair to ensure vertical alignment and increasing rigor of student work across all grades.

Students' work on receptive skills includes formal note-taking in response to class read-alouds of literary and informational passages, conducting non-fiction research, reading independently in student-selected texts as well as reading collaboratively in whole-class novels. Students view and respond to a number of illustrated texts and a variety of fictional and informational video media. Students' work on expressive skills includes formal presentations and writing in a variety of genres, including narrative, persuasive, informational, analytical and poetic expression. The thematically organized curriculum scaffolds each speaking and writing assignment, leading students through the stages of the writing process, focusing on revision and editing to produce high-quality work. Students' creative pieces are published in an annual collection of student writing and artwork. Vocabulary instruction focuses in the 6th grade on using context clues to determine the meaning of unfamiliar words and building academic vocabulary, and in 7th and 8th grade focuses on an extended study of classical roots and affixes. Students needing additional vocabulary development participate in a content-area vocabulary building tutorial to enhance their access to discipline-specific texts in Humanities and Science.

Instruction in English Language Arts takes a variety of forms, including whole-class and small group discussions, skill and activity-based stations teaching, and independent reading and writing projects. Each class begins with a "Do Now," addressing particular reading and writing skills such as inferencing or editing sentences for correct mechanics. Instruction typically involves a teacher led mini-lesson that models the work of powerful readers and writers.

One section at every grade is co-taught by a certified special education teacher in a CTT classroom, and a second special education teacher performs SETSS push-in instruction in another classroom with two teachers.

Goal 1: Absolute Measure

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

Method

The school administered the New York State Testing Program English language arts assessment to students in grades 6 through 8 in April 2014. Each student’s raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year’s test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year.

**2013-14 State English Language Arts Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ¹			Total Enrolled
		IEP	ELL	Absent	
6	102			1	103
7	107	1			108
8	99	2		1	102
All	308	3	0	2	313

Results

Overall 43 percent of all BPCS students achieved a score of 3 or 4, whereas 46 percent of students enrolled for at least two years did the same.

**Performance on 2013-14 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grades	All Students		Enrolled in at least their Second Year	
	Percent	Number Tested	Percent	Number Tested
6	39	102		
7	44	107	46	98
8	45	99	46	90
All	43%	308	46%	188

Evaluation

BPCS did not achieve this measure.

Additional Evidence

Although the cohort students’ scores took a slight dip in ELA this year, we outperformed the NYS and NYC average.

¹ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2011-12		2012-13		2013-14	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
7	93	92	44	85	46	98
8	72	89	53	93	46	90
All	83%	181	48%	178	46%	188

Goal 1: Absolute Measure

Each year, the school's aggregate Performance Level Index (PLI) on the State English language arts exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in English language arts. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the 2013-14 English language arts AMO of 89. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.²

Results

The BPCS PLI for the 2014 NYS ELA exam is 119, exceeding the target AMO of 89.

English Language Arts 2013-14 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
308	20	37	27	14

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 37 & + & 27 & + & 14 & = & 78 \\
 & & & & 27 & + & 14 & = & \underline{41} \\
 & & & & & & \text{PLI} & = & 119
 \end{array}$$

Evaluation

BPCS achieved this measure.

² In contrast to SED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

Goal 1: Comparative Measure

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

Method

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

Results

BPCS outperformed the local district, Brooklyn #15, with 45 percent of second year students achieving standards 3 and 4 versus their 40 percent.

**2013-14 State English Language Arts Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
7	46	98	40	1661
8	46	90	40	1638
All	46%	188	40%	3299

Evaluation

BPCS achieved this measure.

Additional Evidence

BPCS continues to outperform the local district each year on the NYS ELA exam in grades 7-8.

³ Schools can acquire these data when the New York State Education Department releases its Access database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

**English Language Arts Performance of Charter School and Local District
by Grade Level and School Year**

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2011-12		2012-13		2013-14	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
7	93	53	44	37	46	40
8	72	47	53	34	46	40
All	83%	50%	48%	36%	46%	40%

Goal 1: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.⁴

Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school’s performance to demographically similar public schools state-wide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school’s actual performance to the predicted performance of public schools with a similar economically disadvantaged percentage. The difference between the schools’ actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3 or performing higher than expected to a small degree is the requirement for achieving this measure.

Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Comparative Performance Analysis available.

Results

The BPCS ELA effect size based on the 2012-13 Comparative Performance Report is 0.49, exceeding the target of 0.3.

⁴ The Institute will continue using *economically disadvantaged* instead of *eligibility for free lunch* as the demographic variable in 2013-14. Schools should report previous year’s results using reported free-lunch statistics.

2012-13 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	--					
4	--					
5	--					
6	37.5	102	42.1	35.4	6.7	0.54
7	28.4	103	41.7	39.9	1.8	0.15
8	26.9	103	53.4	44.2	9.2	0.79
All	30.9	308	45.7	39.8	5.9	0.49

School's Overall Comparative Performance:
Higher than expected to a small degree

Evaluation

BPCS achieved this measure.

Additional Evidence

BPCS has met this outcome for the past three years.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2010-11	6-7	21	202	65.9	62.5	0.3
2011-12	6-8	34.7	296	62.2	56.3	0.41
2012-13	6-8	30.9	308	45.7	39.8	0.49

Goal 1: Growth Measure⁵

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

Method

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2012-13 and also have a state exam score from 2011-12 including students who were retained in the same grade.

⁵ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

Students with the same 2011-12 score are ranked by their 2012-13 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

Given the timing of the state's release of Growth Model data, the 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Growth Model data available.⁶

Results

At the time of this report, only the overall 2012-13 mean growth percentile has been posted, which is 52.7; greater than the statewide average.

2012-13 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Mean
6		50.0
7		50.0
8		50.0
All	<u>52.7</u>	50.0

Evaluation

BPCS achieved this measure.

English Language Arts Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			Statewide Average
	2010-11 ⁷	2011-12 ⁷	2012-13	
6				50.0
7				50.0
8				50.0
All			52.7	50.0

⁶ Schools can acquire these data from the NYSED's Business Portal: portal.nysed.gov.

⁷ Grade level results not available.

HS Language A/English Background

In HS, the Brooklyn Prospect Charter School has developed a sequence of English courses to continue building on the skills learned in middle school and prepare students for post-secondary study at university. The sequence of courses in the HS is as follows:

Grade	Course	Special Notes	Credits
9	Literature and Composition * Honors option available	Optional Embedded Honors program is available	2
10	<ul style="list-style-type: none">Literary StudiesLiterary Genres	Literary Genres provides an accelerated course of study to students who completed Literary Studies as 9 th grade students in 2013-14	2
11	<ul style="list-style-type: none">IB Language and Literature HL*English 11	To enter IB Language and Literature, students must meet the prerequisite of an IB Achievement grade of 5 or higher in 10th grade English courses.	2

Students who have been identified as reading significantly below grade level may be supported through an additional Reading course in lieu of World Language (9th grade) or World Language/Art (10th grade).

(S) Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career ready standard (currently scoring 75 on the New York State Regents English exam) by the completion of their fourth year in the cohort.

Method

The school administered the New York State Regents Comprehensive English exam that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department defines the following pass levels: scoring 75 to meet the college and career readiness standard.⁸ This measure examines the percent of the Accountability Cohort that passed the exam by the completion of their fourth year in the cohort. Students have until the summer of their fourth year to do so.

Results

BPCS does not have a four year cohort yet.

⁸ The statewide adaptation of new State Standards includes incorporating college and career readiness performance standards for the English language arts exam. The state has benchmarked student ELA test performance to the likely need for remedial course work when students enter college by comparing student 3-8 test results and Regents results to their post-secondary experience at SUNY and CUNY. Besides raising the cut scores for proficiency in the 3-8 testing program, the state has begun to set college and career readiness standards for passing Regents.

Additional Evidence

Summary English Regents Passing Rate with a score of 75 by Cohort and Year

Cohort Designation	2011-12		2012-13		2013-14	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2010						
2011						
2012					105	30%
2013					103	0%

(S) Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will meet the college and career ready standard (currently scoring 75 on the New York State Regents English exam) by the completion of their fourth year in the cohort.

Method

The school demonstrates the effectiveness of its English language arts program by enabling students who were not meeting proficiency standards in the eighth grade to meet the English requirement for the college and career readiness standard.

Results

To Be Determined

Goal 1: Absolute Measure

Each year, the Accountability Performance Level (APL) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

Method

In receiving a waiver for its federal No Child Left Behind accountability system, the New York State Education Department now holds high schools accountable for making annual yearly progress towards meeting college and career readiness standards. See page 72 of SED's ESEA waiver application for the high school AMOs:

http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver_REVISED.pdf

Goal 1: Comparative Measure

(S) Each year, students in the high school *Total Cohort* will exceed the predicted pass rate on the English language arts Regents exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all high schools in New York State.

(S) Each year, the Accountability Performance Level (APL) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the local school district.

Not Applicable

Goal 1: Growth Measure

(S) Each year, under the state’s high school Growth Model (under development) the relative growth of selected students will exceed the state’s median growth.

Method

This measure examines the change in performance of the same group of students during the course of their high school careers and the progress they are making in comparison to other students with the similar scores in the eighth grade. The analysis only includes students from whom the eighth grade scores are available. In following the existing 3-8 Growth Model, students with the same scores are ranked and assigned a percentile based on their relative growth in performance (mean growth percentile). Students’ growth percentiles are aggregated school-wide to yield a school’s mean growth percentile. In order for a school to perform above the statewide median, it will have a mean growth percentile greater than 50.

The State Education Department has not yet developed the high school Growth Model.

Results

Leave Blank

Summary of the English Language Arts Goal

Although BPCS MS students did not have 75 percent achieving standards 3 and 4, we achieved all other accountability metrics at the MS level. There are no high school measures that are applicable at this point.

MS ELA

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school’s aggregate Performance Level Index (PLI) on the state English language arts exam will meet that year’s Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the local school district.	Achieved

Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2012-13 school district results.)	Achieved
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	Achieved

HS ELA

Type	Measure	Outcome
Absolute	(§) Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career ready standard (currently scoring 75 on the New York State Regents English exam) by the completion of their fourth year in the cohort.	N/A
Absolute	(§) Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will meet the college and career ready standard (currently scoring 75 on the New York State Regents English exam) by the completion of their fourth year in the cohort.	N/A
Absolute	Each year, the Accountability Performance Level (APL) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	N/A
Comparative	(§) Each year, students in the high school Total Cohort will exceed the predicted pass rate on the Regents English exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all high schools in New York State.	N/A
Comparative	(§) Each year, the Accountability Performance Level (APL) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the local school district. (Using 2012-13 school district results.)	N/A
Growth	(§) Each year, under the state's high school Growth Model (under development) the relative growth of selected students will exceed the state's median growth.	N/A

MS Action Plan

1. Intensive Reading Course redesign

Prior to the 2011-12 school year, the Intensive Reading Course was redesigned to provide targeted instruction to two tiers of emerging readers, those who need support with decoding, word recognition and fluency and those who need support with literal and inferential comprehension. Students were identified for these courses through assessment conducted by the Student Support Services Department. In the 2014-15 school year, we hired two full-time, trained reading teachers to further develop curriculum of the Intensive Reading Course and to serve as a reading coach to the English Language Art faculty. This expansion of the reading program will serve a greater number of students.

Additionally, all teachers have been trained to administer reading assessments that will be conducted 3 times per year beginning in the 2014-15 school year. Data collected from these assessments will be analyzed to inform tutorial placements and reading class placements.

2. Data Driven Instruction continuation

We will continue our partnership with the Achievement Network, a non-profit organization, who will create four ELA interim exams, analyze the data, and support us with data-driven intervention strategies.

Students in all grades will complete diagnostic tests in September in Reading, Listening and Writing, and Reading and Writing. The achievement results of these tests will drive classroom instruction and will be used to place students needing remediation in tutorial groups and prescribe other interventions as necessary. In January and March, respectively, the Achievement Network interims will be administered and data will be used to place students in tutorials focused on specific literacy skills and will lead to interventions that occur during scheduled vacation times in February and April. All ELA teachers will have common meeting times to conduct data analysis and determine tutorial placement decisions.

3. Tutorial restructuring and additional services

Tutorial services will continue in the 2014-15 school year and will be delivered by grade level teams of teachers. Tutorial will support students' skill development by providing targeted re-teaching in response to the data collected from interim and benchmark testing.

MATHEMATICS

Goal 2: Mathematics

All Students at the Brooklyn Prospect Charter School will become proficient in Mathematics.

MS Math Background

Math Background

In the Brooklyn Prospect Charter School mathematics program, students develop foundational skills with whole and rational numbers while engaging in real-world problem-solving and algebraic thinking tasks. All of our students are prepared to take Algebra by the 8th grade, and students who have shown to be ready for greater challenge enter an accelerated track in 7th grade, beginning Algebra a year earlier. The curriculum for the standard 6th and 7th grade courses is based on the McDougal Littell Math Course 2 and 3 curricula, and is aligned to New York State Common Core standards. The Algebra curriculum is based on the Prentice Hall New York State Integrated Algebra course, a regents-aligned curriculum. Similarly, the 8th grade Geometry course is based on the Holt New York State Geometry curriculum, which is also regents-aligned.

Over the summer prior to the school year, curriculum maps were created ensuring that the grade level and, where appropriate, Regents standards would be covered and the math and science departments would be able to support each other's work. Though instruction in mathematics takes a variety of forms, class usually commences with a "Do Now" and includes a mini-lesson or guided exploration, discussion, pair work, and independent practice time. Teachers provide various opportunities for extension work such as the problem of the day, tiered assignments or differentiated homework assignments. Students are assessed through "Do Nows," homework, biweekly quizzes, and standards-aligned interim assessments provided by the Achievement Network.

Students take a diagnostic test of foundational skills in the first week of school, which is used to remediate skill gaps and plan for extra support and challenge. In addition, students take four interim assessments covering grade level standards that have already been taught. Data collected through interims are used to inform our tutorial groups which were incorporated into the school day, allowing math and science teachers to work with students in small groups. These groups worked on tiered mastery sheets, a research-based technique for developing students' skills in mathematics. The mathematics teachers engaged in professional development that focused on collecting data to inform instruction and working with students to improve engagement.

Goal 2: Absolute Measure

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

Method

The school administered the New York State Testing Program mathematics assessment to students in grades 6 through 8 in April 2014. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year’s test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year.

**2013-14 State Mathematics Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ⁹			Total Enrolled
		IEP	ELL	Absent	
6	102			1	103
7	107	1			108
8	97	2		3	102
All	306	3	0	4	313

Results

51 percent of all BPCS grade 6-8 students achieved standards 3 and 4; while 48 percent of students in at least their second year did the same.

**Performance on 2013-14 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grades	All Students		Enrolled in at least their Second Year	
	Percent	Number Tested	Percent	Number Tested
6	59	102		
7	49	107	51	98
8	43	97	44	88
All	51%	306	48%	186

Evaluation

BPCS did not achieve this measure.

Additional Evidence

The percent on students scoring at levels 3 and 4 stayed steady from 2013 to 2014.

⁹ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2011-12		2012-13		2013-14	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
7	98	93	36	85	51	98
8	91	87	58	93	44	88
All	94%	180	48%	178	48%	186

Goal 2: Absolute Measure

Each year, the school's aggregate Performance Level Index (PLI) on the State mathematics exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in mathematics. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the 2013-14 mathematics AMO of 86. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.¹⁰

Results

BPCS earned a PLI in math of 137, far exceeding the target AMO 86.

Mathematics 2013-14 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
306	14	35	29	22

$$\begin{array}{rclclclcl}
 \text{PI} & = & 35 & + & 29 & + & 22 & = & 86 \\
 & & & & 29 & + & 22 & = & \underline{51} \\
 & & & & & & \text{PLI} & = & 137
 \end{array}$$

Evaluation

BPCS achieved this measure.

¹⁰ In contrast to NYSED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

Goal 2: Comparative Measure

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

Method

A school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.¹¹

Results

48 percent of BPCS students in at least their second year at the school scored at standards 3 and 4 on the NYS math exam, versus only 36% of the same tested grades at the local school district.

**2013-14 State Mathematics Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
7	51	98	42	1674
8	44	88	22	1262
All	48%	186	36%	2936

Evaluation

BPCS achieved this measure.

Additional Evidence

BPCS consistently outperforms the local district, Brooklyn # 15.

¹¹ Schools can acquire these data when the New York State Education Department releases its Access database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

Mathematics Performance of Charter School and Local District by Grade Level and School Year

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2011-12		2012-13		2013-14	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
7	86	70	36	37	51	42
8	67	61	58	34	44	22
All	77%	65%	48%	36%	48%	36%

Goal 2: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.¹²

Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school's performance to demographically similar public schools state-wide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school's actual performance to the predicted performance of public schools with a similar economically disadvantaged percentage. The difference between the schools' actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3 or performing higher than expected to a small degree is the requirement for achieving this measure.

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Comparative Performance Analysis available.

Results

BPCS achieved a 1.01 effect size in math on the 2012-13 Comparative Performance Report, far exceeding the 0.3 target.

¹² The Institute will continue using *economically disadvantaged* instead of *eligibility for free lunch* as the demographic variable in 2013-14. Schools should report previous year's results using reported free-lunch statistics.

2012-13 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3						
4						
5						
6	37.5	103	53.4	34.5	18.9	1.25
7	28.4	103	33.0	33.8	- 0.8	-0.06
8	26.9	104	58.7	32.4	26.3	1.83
All	30.9	310	48.4	33.5	14.9	1.01

School's Overall Comparative Performance:
Higher than expected to a large degree

Evaluation

BPCS achieved this measure.

Additional Evidence

BPCS continues to meet this metric.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2010-11	6-7	21	202	77.3	73.0	0.3
2011-12	6-8	34.7	297	80.1	66.4	0.83
2012-13	6-8	30.9	310	48.4	33.5	1.01

Goal 2: Growth Measure¹³

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

Method

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in

¹³ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

the previous year. The analysis only includes students who took the state exam in 2012-13 and also have a state exam score in 2011-12 including students who were retained in the same grade. Students with the same 2011-12 scores are ranked by their 2012-13 scores and assigned a percentile based on their relative growth in performance (mean growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

Given the timing of the state's release of Growth Model data, the 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Growth Model data available.¹⁴

Results

In 2012-13 BPCS achieved a math growth percentile of 58.6.

2012-13 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Average
6		50.0
7		50.0
8		50.0
All	58.6	50.0

Evaluation

BPCS achieved this growth measure by achieving an overall percentile of 58.6, greater than the NYS average.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2010-11 ¹⁵	2011-12 ¹⁴	2012-13	Statewide Average
6				50.0
7				50.0
8				50.0
All			58.6	50.0

¹⁴ Schools can acquire these data from the NYSED's business portal: portal.nysed.gov.

¹⁵ Grade level results not available.

HS Math Background

In HS, the Brooklyn Prospect Charter School has developed a sequence of English courses to continue building on the skills learned in middle school and prepare students for post-secondary study at university. The sequence of courses in the HS is as follows:

Grade	Course	Special Notes	Credits
9	<ul style="list-style-type: none"> • Introduction to Algebra I/II (both semesters) • Integrated Algebra • Geometry 	Introduction to Algebra is a 3-semester course designed to meet the needs of students requiring additional support in the study of Algebra.	2
10	<ul style="list-style-type: none"> • Introduction to Algebra III (Fall semester) • Math Explorations A (Spring semester) • Geometry • Algebra II & Trigonometry 	Introduction to Algebra III is available for students in rolled in the 3-semester Intro to Algebra course OR for students who failed to pass the Algebra Regents exam.	2
11	<ul style="list-style-type: none"> • IB Math Studies SL • IB Mathematics SL • Geometry • Algebra II & Trigonometry • Introduction to Algebra III (credit recovery/fall semester) • Math Explorations B (spring semester) 	<p>To enter IB Mathematics SL students must complete the Geometry Regents exam and course. Teacher recommendation is required.</p> <p>To enter IB Math studies students must successfully complete the Algebra Regents exam and Geometry course.</p>	2

(S) Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career ready standard (currently scoring 80 on a New York State Regents math exam) by the completion of their fourth year in the cohort.

Method

The school administered the New York State Regents Geometry, Integrated Algebra and Algebra 2 exams. The school scores Regents on a scale from 0 to 100. The State Education Department defines the following pass levels scoring 80 to meet the college and career readiness standard.¹⁶ This measure requires students in each Accountability Cohort to achieve the requisite score on any one of the Regents mathematics exams by their fourth year in the cohort. Students may have taken a particular Regents mathematics exam multiple times or have taken multiple mathematics exams. Students have until the summer of their fourth year to pass a mathematics exam.

Additional Evidence

Mathematics Regents Passing Rate with a score of 80 by Cohort and Year

Cohort Designation	2011-12		2012-13		2013-14	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2010						
2011						
2012					105	29.5%
2013					103	49.5%

(S) Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade math exam will meet the college and career ready standard (currently scoring 80 on a New York State Regents math exam) by the completion of their fourth year in the cohort.

Method

The school demonstrates the effectiveness of its mathematics program by enabling students who were not meeting proficiency standards in the eighth grade to meet the mathematics requirement for the college and career readiness standard.

Goal 2: Absolute Measure

Each year, the Accountability Performance Level (APL) on a Regents mathematics exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

Method

¹⁶ The statewide adaptation of the revised State Standards includes incorporating college and career readiness performance standards for the English language arts exam. The state has benchmarked student mathematics test performance to the likely need for remedial course work when students enter college by comparing student 3-8 test results and Regents results to their post-secondary experience at SUNY and CUNY. Besides raising the cut scores for proficiency in the 3-8 testing program, the state has begun to set college and career readiness standards for passing Regents.

In receiving a waiver for its federal No Child Left Behind accountability system, the State Education Department now law holds high schools accountable for making annual yearly progress towards meeting college and career readiness standards. See page 72 of SED's ESEA waiver application for the high school AMOs:

http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver_REVISED.pdf

The AMO continues to be SED's basis for determining if schools are making satisfactory progress toward the annual goal. To achieve this measure, all tested students in the Accountability Cohort must have an Accountability Performance Level (APL) that equals or exceeds 2013-14 mathematics AMO of 148.

The APL is calculated by adding the sum of the percent of students in the Accountability Cohort at Levels 2 through 4 to the sum of the percent of students at Level 3 and 4. Thus, the highest possible APL is 200. The Regents exams are scored on a scale from 0 to 100; 0 to 64 is Level 1, 65 to 79 is Level 2, 80 to 89 is Level 3, and 90 to 100 is Level 4.

Results

BPCS did not have a fourth year cohort in 2013-14.

Goal 2: Comparative Measure

(S) Each year, students in the high school *Total Cohort* will exceed the predicted pass rate on a Regents mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all high schools in New York State.

Method

The Charter Schools Institute conducts a Comparative Performance Analysis, as it has for 3-8 schools. The Institute examines the school's performance in terms of demographically similar high schools state-wide by using a regression analysis to control for the percentage of economically disadvantaged students among all high schools in New York State. The Institute compares the school's actual performance to the predicted performance of high schools with a similar economically disadvantaged percentage. The difference between the schools' actual and predicted performance, relative to other high schools with similar economically disadvantaged statistics produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a small degree, is the target for achieving this measure.

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2013-14 analysis is not yet available.

Results

Leave Blank

(S) Each year, the Accountability Performance Level (APL) in mathematics of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the local school district.

Method

The school compares the performance of students in their fourth year in the charter school Accountability Cohort to that of the respective cohort of students in the local school district. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.¹⁷

Results

BPCS does not yet have a fourth year cohort.

Goal 2: Growth Measure

(S) Each year, under the state’s high school Growth Model (under development) the relative growth of selected students will exceed the state’s median growth.

Method

This measure examines the change in performance of the same group of students during the course of their high school careers and the progress they are making in comparison to other students with the similar scores in the eighth grade. The analysis only includes students from whom the eighth grade scores are available. In following the existing 3-8 Growth Model, students with the same scores are ranked and assigned a percentile based on their relative growth in performance (mean growth percentile). Students’ growth percentiles are aggregated school-wide to yield a school’s mean growth percentile. In order for a school to perform above the statewide median, it will have a mean growth percentile greater than 50.

The State Education Department has not yet developed the high school Growth Model.

Summary of the MS Mathematics Goal

Brooklyn Prospect Charter School achieved all the middle school math metrics, except the absolute goal of having 75 percent of students score at standards 3 and 4.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school’s aggregate Performance Level Index (PLI) on the	Achieved

¹⁷ The New York State Report Card provides the district results for students scoring at or above 65. The New York State Accountability Report provides the district results for students scoring at or above 75.

	state mathematics exam will meet that year’s Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.	
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2012-13 school district results.)	Achieved
Growth	Each year, under the state’s Growth Model the school’s mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state’s unadjusted median growth percentile.	Achieved

MS Math Action Plan

In the 2012-2013 school year, Brooklyn Prospect closely monitored the performance of students in the extra assistance group, using interim assessment data and classroom observations. We also partnered with the Achievement Network during this year who provided us with four Common Core aligned interim assessments as well as coaching on data analysis and re-teaching best practices. Collaborative analysis time was provided during department meetings to ensure that all teachers understood and responded to the data collected. After each interim assessment, standards not yet mastered were re-taught to students and reassessed.

Students whose performance on diagnostic or interim assessments indicated the need for additional assistance received increased support during tutorial sessions held during study hall and were also invited to receive extra support during teachers’ before and after school office hours. After the March interim test was given, additional small group instruction was provided around specific weak standards both after school and during the February break.

In the 2014-2015 school year, we will maintain and improve many aspects of our existing program, while introducing some new programs and policies.

In 2010-2011, we introduced students and families to IXL, an online, skill-based, math review program, which allows us to provide individualized practice exercises to students as well as track their progress. We will continue to use IXL in 2014-2015.

Since 2011-12 we have hired three resident mathematics teachers to support our math program. These resident teachers are mentored by our veteran 6th grade math teacher. This mentor/mentee relationship pays off through the additional support provided to students in the sixth grade classes. Our resident teachers are now a full-time math teachers at BPCS. The resident teacher program allows new teachers an extra year to master the essential skills of teaching as well as specific aspects of our school culture, through working with an experienced educator. For the 2014-15 school year, we have expanded the number of math mentor teachers available to novice faculty. Our math mentors as well as the math Department Head will continue to support our novice teachers in both pedagogy and classroom management for the 2014-15 school year.

We will continue to assess students in systematic ways against the grade level standards, as well as Regents standards in the Algebra and Geometry classes. We will administer a computational diagnostic at the beginning of the school year to all students in sixth grade and standard track seventh and eighth grade math courses. We will follow up with additional computational assessments given every 6-8 weeks throughout the first semester, in order to track student

progress on foundational skills. We will also administer diagnostic exams at the beginning of the school year to gather baseline data on student performance on grade level standards. We will follow up with four more interim assessments created by the Achievement Network, a non-profit organization that will create the interim exams, analyze the data, and support us with data-driven intervention strategies.

We will continue to use our common data analysis template and set aside for teachers to complete the analysis and plan re-teaching strategies and other interventions with the support of a professional data coach provided through our partnership with the Achievement Network. In 2014-2015, we will continue our tutorial program, taught by math and science teachers during our study hall period. Students will be identified for small group tutorial based on classroom observations and assessment data. We will continue to use tiered mastery sheets to provide scaffolded practice on weak skills for students in tutorial. The department chair and apprentice teacher will each offer tutorials, allowing us to create smaller tutorial groups for our highest needs students in 7th and 8th grades. Additionally, this year we will offer these tutorial services after school for both small groups of students and individual students for two-hour periods of time.

Summary of the High School Mathematics Goal¹⁸

The 2011, 2012 and 2013 Cohort are making progress in passing the math Regents.

Type	Measure (Accountability Plan from 2012-13 or later)	Outcome
Absolute	(§) Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career ready standard (currently scoring 80 on a New York State Regents mathematics exam) by the completion of their fourth year in the cohort.	Not Applicable
Absolute	(§) Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will meet the college and career ready standard (currently scoring 80 on a New York State Regents mathematics exam) by the completion of their fourth year in the cohort.	Not Applicable
Absolute	Each year, the Accountability Performance Level (APL) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.	Not Applicable
Comparative	(§) Each year, students in the high school Total Cohort will exceed the predicted pass rate on a New York State Regents mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all high schools in New York State.	N/A
Comparative	(§) Each year, the Accountability Performance Level (APL) on a New York State Regents mathematics exam of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the local school district. (Using 2012-13 school district results.)	Not Applicable
Growth	(§) Each year, under the state’s high school Growth Model (under development) the relative growth of selected students will exceed the state’s median growth.	N/A

SCIENCE

¹⁸ If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

Goal 3: Science

All students at Brooklyn Prospect Charter School will demonstrate competency in the understanding and application of scientific reasoning.

Background

MS Science The science curriculum at Brooklyn Prospect is based on the New York City Scope and Sequence for Science, which includes standards from life, earth, and physical science each year, using themes like energy or systems to organize these concepts. Each year, students learn laboratory techniques appropriate to the content of the course. The MYP engineering design and the scientific method are taught to students in a scaffolded manner so that they develop independence in problem-solving and experiment design over the course of three years. Similarly, nonfiction reading, writing, and research skills are taught each year with increasing levels of complexity. Students produce written lab reports and essays, design projects, and multimedia presentations at each grade level.

Student progress is tracked in all three grades through a fall diagnostic exam and several interim exams that test the standards taught. Students are provided with extra support in science through a combination of differentiated assignments, small group tutorials, and collaboration with the ELA, Reading, and SETSS teachers, who reinforce content in their classes and tutorials. Eighth grade students take the NYS Intermediate Level Science exam in May and June. To prepare students for this test, a full mock exam will be given in the spring of that year. Standards-based tutorials will be provided for eighth graders who show significant skill gaps on the mock exam.

Goal 3: Absolute Measure

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

Method

The school administered the New York State Testing Program science assessment to students in 8th grade in spring 2014. The school converted each student's raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at proficiency.

Results

69 percent of all eighth grade charter school students scored at standards 3 and 4 on the Science 8 exam.

Charter School Performance on 2013-14 State Science Exam

By All Students and Students Enrolled in At Least Their Second Year

Grade	Percent of Students at Proficiency			
	All Charter School Students		Charter School Students In At Least 2 nd Year	
	Percent	Number Tested	Percent	Number Tested
8	69%	97	69%	90

Evaluation

BPCS did not achieve this measure.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2011-12		2012-13		2013-14	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
8	70%	87	86%	88	69%	90

Goal 3: Comparative Measure

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

Method

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

Results

Local district results have not been released as of the date of this report.

**2013-14 State Science Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
8	69%	90		

Science Performance of Charter School and Local District

by Grade Level and School Year

Grade	Percent of Charter School Students at Proficiency and Enrolled in At Least their Second Year Compared to Local District Students					
	2011-12		2012-13		2013-14	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
8	70%	66%	86%	67%	69%	

Summary of the Science Goal

Although BPCS eighth grade students did not achieve the absolute measure, we continue to outperform the district and will implement changes to improve performance in 2014-15.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	Did Not Achieve
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the local school district.	Achieved with most recent data

MS Action Plan

Science Action Plan

1. **Integrated Science**

In the 2013-14 school year, we are adopting a program called Achieve 3000 which will provide ELA and reading teachers differentiated texts related to the science standards. Reading and ELA teachers will teach students the ELA skills through the science context, thus granting students an increased exposure to science content. In the 2014-15 school year, we will continue to use differentiated text while also providing all science teachers coaching from a reading coach.

2. **Data Driven Instruction**

We will continue to use teacher made diagnostics and interim exams to collect data on student progress toward mastery of the science standards. For the 2014-15 school year we will use a program called Castle Learning as a tool to provide teachers the charts and graphs of student data to aid their data analysis and guide their re-teaching plans.

3. **Small Group Support**

Tutorial services will continue in the 2014-15 school year and will be delivered by the science teachers during their morning and afternoon office hours. Tutorial will support students' skill development by providing targeted re-teaching in response to the data collected from interim and benchmark testing. We have expanded the office hour supports to two-hour sessions two days per week for the 2014-15 school year.

HIGH SCHOOL SCIENCE

HS Science Background

In HS, the Brooklyn Prospect Charter School has developed a sequence of Science courses to continue building on the skills learned in middle school and prepare students for post-secondary study at university. The sequence of courses in the HS is as follows:

Grade	Course	Special Notes	Credits
9	<ul style="list-style-type: none"> • Earth Science (2012-2014) • Living Environment (From 2014) 		2
10	<ul style="list-style-type: none"> • Chemistry • Environmental Science 	The first semester of Environmental Science will focus on preparing students to master topics assessed on the Earth Science Regents exam. The second semester will introduce students to the biological systems that make life on Earth possible.	2
11	<ul style="list-style-type: none"> • Living Environment • IB Ecosystems and Societies SL * • IB Biology HL 	<p>Students enrolling in IB Biology HS must receive an achievement grade of 5 or higher in Chemistry.</p> <p>Students enrolling in IB Ecosystems and Societies SL must Successfully completion at least ONE Regents Science Exam prior to this course.</p>	2

Goal 3: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents science exam by the completion of their fourth year in the cohort.

Method

New York State administers multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry and Physics. The school administered Living Environment, Earth Science, & Chemistry. It scores Regents on a scale from 0 to 100; students must score at least 65 to pass. This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort. Students may have taken a particular Regents science exam multiple times or have taken multiple science exams. Students have until the summer of their fourth year to pass a science exam.

Results

BPCS does not yet have a fourth year cohort.

Science Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2011-12		2012-13		2013-14	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2010						
2011						
2012					105	74%
2013					103	70%

HIGH SCHOOL SOCIAL STUDIES

Goal 4: Social Studies
 All students at Brooklyn Prospect Charter School will demonstrate proficiency in the social sciences.

HS Social Studies Background

Global Studies I is the first year of a two year curriculum that prepares students for the Global History and Geography Regents exam. Student will focus on developing the skills of a historian in sourcing, contextualizing, analyzing and corroborating evidence-based conclusions. With explicit practice accessing both primary and secondary sources, students will develop the effective inquiry skills necessary to achieve conceptual understanding of the content. Study continues in 10th Grade with Global Studies II as students prepare for the Global Regents Exam.

In 11th Grade students may elect from the following Humanities Courses:

- *IB History (Year 1) History of the Americas HL **

History of the Americas will begin by investigating the establishment of the United States of America as an independent nation and the national process of building the Constitution, whose allowances led to the disunion in law, economics, society and politics that resulted in the Civil War.

Students will then examine the destruction, reconstruction and continuous turbulence of American society through the end of the 19th century and into the Great War. Students will explore the development of the modern world in society and geo-politics through the Roaring Twenties, the Harlem Renaissance and the Great Depression. Students will investigate the roles played by the important leaders of the world through the central event of the 20th century, World War II, and the ensuing impact of the military-industrial legacy on United States’ domestic rule and foreign policy, which led to involvement in global conflicts in Korea and Vietnam. This is year one of a two year course. **Prerequisite:** Students must pass the Global Studies Regents exams and achievement grade of 5 or higher in 10th grade Global Studies to enter this course.

- *US History*

The United States History course begins with the colonial and constitutional foundations of the United States and explores the government structure and functions provided in the Constitution. Students examine the development of the nation and the political, social, and economic factors that led to the challenges our nation faced in the Civil War. Students explore industrialization, urbanization, and their accompanying problems, along with America's emergence as a world power, the two world wars of the 20th century, and the Cold War. Students explore the expansion of the federal government, evolving social beliefs and behaviors, and the nation's place in an increasingly globalized and interconnected world.*

**from Engage NY, "New York State Common Core Social Studies Framework"*

- *Regents History Elective*

This course will prepare students for success on the Global History and Geography Regents exam and the United States History Regents exam. Semester credit will be awarded to students who successfully pass the January Global Regents and/or the June US History Regents.

- *IB Psychology HL*

IB Psychology HL is the systematic study of behaviour and mental processes that examines the interaction of biological, cognitive and sociocultural influences on human behaviour. Students can expect to develop an understanding of how psychological knowledge is generated, developed and applied. This will allow them to have a greater understanding of themselves and appreciate the diversity of human behaviour.

Goal 4: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents U.S. History exam by the completion of their fourth year in the cohort.

Method

New York State administers two high school social studies assessments: U.S. History and Global History. In order to graduate, students must pass both of these Regents exams with a score of 65 or higher. This measure requires students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort. Students may have taken the exams multiple times and have until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

Results

BPCS does not have a fourth year cohort.

Goal 4: Comparative Measure

Each year, the percent to students in the high school Total Cohort passing the Regents U.S. History exam with a score of 65 or above will exceed that of the high school Total Cohort from the local school district.

Goal 4: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents Global History exam by the completion of their fourth year in the cohort.

Global History Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2011-12		2012-13		2013-14	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2010						
2011						
2012					105	70%
2013					103	1%

Goal 4: Comparative Measure

Each year, the percent of students in the high school Total Cohort passing the Regents Global History exam with a score of 65 or above will exceed that of the high school Total Cohort from the local school district.

NCLB**Goal 5: NCLB**

The school will make Adequate Yearly Progress.

Goal 5: Absolute Measure

Under the state’s NCLB accountability system, the school’s Accountability Status is in good standing: the state has not identified the school as a Focus School nor determined that it has met the criteria to be identified as a local-assistance-plan school.

Method

Since *all* students are expected to meet the state's learning standards, the federal No Child Left Behind legislation stipulates that various sub-populations and demographic categories of students among all tested students must meet state proficiency standards. New York, like all states, established a system for making these determinations for its public schools. Each year the state issues School Report Cards which indicate each school’s status under the state’s No Child Left Behind (NCLB) accountability system.

Results

Good standing.

Evaluation

BPCS achieved this measure.

Additional Evidence

NCLB Status by Year

Year	Status
2010-11	Good Standing
2011-12	Good Standing
2012-13	Good Standing
2013-14	Good Standing

HIGH SCHOOL GRADUATION

GOAL 6: HIGH SCHOOL GRADUATION

Brooklyn Prospect Charter School will maintain high graduation rates each year.

Goal 6: Absolute Measure

Each year, 75 percent of students in each cohort will pass their core academic subjects by the end of August and the school will promote them to the next grade.

(S) Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.

Method

This measure serves as a leading indicator of the performance of high school cohorts and examines their progress toward graduation based on annual credit accumulation. The measure requires that, based on the school's promotion requirements, the school will promote 75 percent of its students in each cohort to the next grade by the end of August OR that 75 percent of the first and second year high school Total Graduation Cohorts will earn the requisite number of credits.

High School Promotion/Retention Policy:

Students receive 1 credit per semester for each course that meets for 180 minutes/week.

Students must receive a minimum achievement grade of 2 in order to be considered as having met the standard in academic subject areas and to receive course credit.

In alignment with the NY guidelines, promotion from to each grade will be based on whether students:

1. Successfully complete standards in academic subject areas; and
2. Accumulates the annual minimum number of required credits.

Grade Level	Coursework/Exams	Minimum Credits
9	Successful completion of standards in academic subject areas	10 credits
10	Successful completion of standards in academic subject areas including 4 in English and/or ESL and 4 in Social Studies	20 credits
11	Successful completion of standards in academic subject areas	30 credits
12	Successful completion of standards in academic subject areas Passing score on 5 Regents Exams – English, Global History, U.S. History, Math, and Science	44 credits in required subject areas

Results

87% of the 2013 Cohort earned at least 10 credits in 2013-14 (excluding credits earned in summer school)

95% of the 2012 Cohort earned at least 10 credits in 2013-14 (excluding credits earned in summer school)

Evaluation

BPCS achieved this measure.

Goal 6: Absolute Measure

Each year, 75 percent of students in the second year high school Total Graduation Cohort will score 65 on at least three different New York State Regents exams required for graduation.

Method

This measure serves as a leading indicator of the performance of high school cohorts and examines their progress towards graduation based on Regents exam passage. The measure requires that 75 percent of students in each cohort have passed at least three Regents exams by their second year in the cohort. In August of 2013, the 2011 cohort will have completed its second year.

Percent of Students in their Second Year Passing Three Regents Exams by Cohort

Cohort Designation	Number in Cohort	Percent Passing Three Regents
2012	105	58%

Results

58% of the current second year cohort are proficient in at least 3 exams required for graduation.

Evaluation

BPCS achieved this measure.

Goal 6: Absolute Measure

Each year, 75 percent of students in the fourth year high school Total Graduation Cohort and 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.

Goal 6: Comparative Measure

Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the local school district.

Summary of the High School Graduation Goal

Of the two measures we can speak to at this time, BPCS had 76 percent of students in their second year pass at least 3 Regents needed for graduation by the end of this year and greater than 75% were promoted to the next grade by earning credits.

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Total Graduation Cohort will pass their core academic subjects by the end of August and be promoted to the next grade.	Achieved
	(\$) Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.	
Absolute	Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.	Achieved
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort and 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	Not Applicable
Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the local school district.	Not Applicable

Action Plan:

Multiple courses have been developed to help support students who failed to pass NY Regents exams at the conclusion of a course of study:

Math:

- A 3-semester Introduction to Algebra course was designed for students who would benefit from a slow pace of instruction in Algebra I. Students in this course will not take the Algebra I exam with their general cohort, but in January of the following year.
- Math Explorations is a 1-semester course for students who failed to pass Algebra I. Students will prepare to re-sit the Algebra I exam in January.

Science

- Environmental Science is offered to 10th grade students who failed to pass the Earth Science Regents at the end of 9th grade. This course focuses on a revision of the earth science material and students are entered to re-sit the exam in January. Students who fail to pass the earth science re-sit are entered into the Living Environment course in 11th grade.
- Living Environment has been moved to the 9th grade science course offering starting in 2014-15, as we believe this to be a more accessible science exam.

Humanities

- American Studies is offered to 11th grade students who failed to pass the Global Studies Regents at the end of 10th grade. This course focuses on a revision of the Global Studies material and students are entered to re-sit the exam in January.

COLLEGE PREPARATION

GOAL 7: COLLEGE PREPARATION

Brooklyn Prospect Charter School graduates will be prepared for academic institutions of higher education.

Goal 7: Comparative Measure

Each year, the average performance of students in the 10th grade will exceed the state average on the PSAT test in Critical Reading and Mathematics.

Method

This measure tracks student performance one of the most commonly used early high school college prep assessment. Students receive a scale score in critical reading, writing and mathematics. Scale scores range from 200 to 800 on each subsection with 1600 as the highest possible score. As students may choose to take the test multiple times, the school reports only on a student's highest score on each subsection. Compare school averages to the New York State average for all 10th grade (sophomore) test takers in the given year.

Results

95 students in the 2012 Cohort took the PSAT exam. The average Critical Reading score was 39.5 and the Mathematics was 40.7.

10th Grade PSAT Performance by School Year

School Year	Number of Students in the 10 th Grade	Number of Students Tested	Critical Reading		Mathematics	
			School	New York State	School	New York State
2013-14	107	95	39.5	45.5	40.7	47.0

Evaluation

BPCS did not achieve this measure.

Goal 7: Comparative Measure

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.

(S) The percent of graduating students that meets the state's aspirational performance measure (APM), currently defined as the percentage of students in a cohort who graduate with a score of 80 or better on a math Regents exam AND 75 or better on the English Regents exam, will exceed the statewide average.

(S) The percent of graduating students who graduate with a Regents diploma with Advanced Designation will exceed the local district.

(S) Each year, 75 percent of graduating students will demonstrate their preparation for college by passing an Advanced Placement (AP) exam, a College Level Examination Program (CLEP) exam or a college level course.

(S) Each year, 75 percent of graduating students will matriculate in a college or university in the year after graduation.

The above outcome measures are not applicable until BPCS has a fourth year cohort in 2016.



Transmittal Form
Annual Financial Statement Audit Report
for SUNY Authorized Charter Schools

School Name:	Brooklyn Prospect Charter School
Date (Report is due Nov. 1):	November 1, 2014
School Fiscal Contact Name:	Hillary Prince
School Fiscal Contact Email:	[REDACTED]
School Fiscal Contact Phone:	[REDACTED]
School Audit Firm Name:	Fruchter Rosen & Co., P.C.
School Audit Contact Name:	Gus Saliba
School Audit Contact Email:	gsaliba@frcpas.com
School Audit Contact Phone:	212.957.3600
Audit Period:	2013-14
Prior Year:	2012-13

The following items are required to be included:

- .. The independent auditor’s report on financial statements and notes.
- .. Excel template file containing the Financial Position, Statement of Activities, Cash Flow and Functional Expenses worksheets.
- .. Reports on internal controls over financial reporting and on compliance.

The additional items listed below should be included if applicable. Please explain the reason(s) if the items are not included. Examples might include: a written management letter was not issued; the school did not expend federal funds in excess of the Single Audit Threshold of \$500,000; the management letter response will be submitted by the following date (should be no later than 30 days from the submission of the report); etc.

Item	If not included, state the reason(s) below (if not applicable fill in N/A):
Management Letter	Included
Management Letter Response	Included
Form 990	Not yet filed
Federal Single Audit (A-133) ¹	N/A
Corrective Action Plan	N/A

Please also send an ELECTRONIC copy of: 1.) This transmittal form; 2.) Audited Financial Report; and if applicable 3.) Management Letter and Response; 4.) Federal Single Audit (A-133) ONLY to the following offices via email. A copy of the Excel file containing the four schedules Does NOT need to be included.

NYS Education Department Public School Choice Programs 89 Washington Avenue Room 462 EBA Albany, New York 12234 charterschools@mail.nysed.gov	NYS Education Department Office of Audit Services 89 Washington Avenue Room 524 EBA Room 524 EBA Albany, New York 12234 fsanda133@mail.nysed.gov
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¹ A copy of the Federal Single Audit must be filed with the Federal Audit Clearinghouse. Please refer to [OMB Circular A-133](#) for the federal filing requirements.

BROOKLYN PROSPECT CHARTER SCHOOL
(Not-For-Profit Corporation)

FINANCIAL STATEMENTS

JUNE 30, 2014 AND 2013

BROOKLYN PROSPECT CHARTER SCHOOL
(Not-For-Profit Corporation)
FINANCIAL STATEMENTS
JUNE 30, 2014 AND 2013

CONTENTS

	<u>PAGE</u>
INDEPENDENT AUDITORS' REPORT	1 - 2
FINANCIAL STATEMENTS AND SUPPLEMENTARY INFORMATION:	
Statements of financial position	3
Statements of activities	4
Statements of cash flows	5
Notes to financial statements	6 - 12
Independent auditors' report on supplementary information	13
Schedule of functional expenses	14
INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS	15 - 16

FRUCHTER ROSEN & COMPANY, P.C.

CERTIFIED PUBLIC ACCOUNTANTS

156 WEST 56TH STREET

NEW YORK, NEW YORK 10019

TEL: (212) 957-3600

FAX: (212) 957-3696

INDEPENDENT AUDITORS' REPORT

TO THE BOARD OF TRUSTEES OF
BROOKLYN PROSPECT CHARTER SCHOOL

Report on the Financial Statements

We have audited the accompanying financial statements of Brooklyn Prospect Charter School (the "School") (a not-for-profit corporation), which comprise the statement of financial position as of June 30, 2014, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditors' Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the School's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the School as of June 30, 2014, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Report on Summarized Comparative Information

We have previously audited the School's 2013 financial statements, and our report dated October 25, 2013, expressed an unmodified opinion on those audited financial statements. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2013, is consistent, in all material respects, with the audited financial statements from which it has been derived.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated October 21, 2014, on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.


FRUCHTER ROSEN & COMPANY, P.C.
Certified Public Accountants

New York, New York
October 21, 2014

BROOKLYN PROSPECT CHARTER SCHOOL
(Not-For-Profit Corporation)
STATEMENTS OF FINANCIAL POSITION
JUNE 30,

	2014	2013
ASSETS		
Current assets:		
Cash and cash equivalents	\$ 250,845	\$ 616,119
Grants and contract receivables	1,553	123,192
Due from related party	5,000	-
Prepaid expenses and other current assets	135,795	106,695
Total current assets	393,193	846,006
Other assets:		
Property and equipment, net of accumulated depreciation and amortization of \$902,566 and \$512,372, respectively	2,952,420	2,136,203
Security deposit	217,000	217,000
Restricted cash	75,091	75,002
Total other assets	3,244,511	2,428,205
TOTAL ASSETS	\$ 3,637,704	\$ 3,274,211
 LIABILITIES AND UNRESTRICTED NET ASSETS		
Current liabilities:		
Accounts payable and accrued expenses	\$ 191,362	\$ 157,013
Accrued payroll and payroll taxes	7,717	17,448
Deferred revenue	87,158	-
Total current liabilities	286,237	174,461
Deferred rent	1,428,219	666,851
Total liabilities	1,714,456	841,312
Unrestricted net assets	1,923,248	2,432,899
TOTAL LIABILITIES AND UNRESTRICTED NET ASSETS	\$ 3,637,704	\$ 3,274,211

The accompanying notes are an integral part of the financial statements.

BROOKLYN PROSPECT CHARTER SCHOOL
(Not-For-Profit Corporation)
STATEMENTS OF ACTIVITIES
FOR THE YEARS ENDED JUNE 30,

	2014	2013
Revenue and support:		
State and local per pupil operating revenue	\$ 9,795,889	\$ 6,816,462
Federal grants	215,368	210,889
State grants	34,443	227,819
Contributions from related party	112,459	39,029
Donated goods and services	-	48,240
Other income	59,373	11,907
Total revenue and support	10,217,532	7,354,346
Expenses:		
Program services:		
Regular education	6,870,495	4,781,957
Special education	1,717,624	1,195,490
Total program services	8,588,119	5,977,447
Supporting services:		
Management and general	1,954,150	1,343,786
Fundraising	184,914	142,702
Total expenses	10,727,183	7,463,935
Changes in unrestricted net assets	(509,651)	(109,589)
Unrestricted net assets - beginning of year	2,432,899	2,542,488
Unrestricted net assets - end of year	\$ 1,923,248	\$ 2,432,899

The accompanying notes are an integral part of the financial statements.

BROOKLYN PROSPECT CHARTER SCHOOL
(Not-For-Profit Corporation)
STATEMENTS OF CASH FLOWS
FOR THE YEARS ENDED JUNE 30,

	2014	2013
CASH FLOWS FROM OPERATING ACTIVITIES		
Changes in unrestricted net assets	\$ (509,651)	\$ (109,589)
Adjustments to reconcile changes in unrestricted net assets to net cash provided by operating activities:		
Depreciation and amortization	390,538	281,321
Loss on disposal of property and equipment	2,731	-
Decrease (Increase) in certain assets:		
Grants and contract receivables	121,639	(120,973)
Due from related party	(5,000)	1,277
Prepaid expenses and other current assets	(29,100)	45,792
Security deposit	-	7,500
Restricted cash	(89)	(75,002)
Increase (Decrease) in certain liabilities:		
Accounts payable and accrued expenses	34,349	5,903
Accrued payroll and payroll taxes	(9,731)	(11,263)
Deferred rent	761,368	666,851
Refundable advances	-	(4,396)
Deferred revenue	87,158	-
NET CASH PROVIDED BY OPERATING ACTIVITIES	844,212	687,421
CASH FLOWS FROM INVESTING ACTIVITY		
Purchases of property and equipment	(1,209,486)	(1,519,237)
NET (DECREASE) IN CASH AND CASH EQUIVALENTS	(365,274)	(831,816)
CASH AND CASH EQUIVALENTS - BEGINNING OF YEAR	616,119	1,447,935
CASH AND CASH EQUIVALENTS - END OF YEAR	\$ 250,845	\$ 616,119

The accompanying notes are an integral part of the financial statements.

BROOKLYN PROSPECT CHARTER SCHOOL
(Not-For-Profit Corporation)
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2014 AND 2013

NOTE 1 - PRINCIPAL BUSINESS ACTIVITY AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Nature of Organization

Brooklyn Prospect Charter School (the “School”) is an educational corporation that operates a charter school in the borough of Brooklyn, New York. On July 28, 2008, the Board of Regents of the University of the State of New York granted the School a provisional charter valid for a term of five years and renewable upon expiration. The School applied for a five year charter renewal and on January 27, 2014 the SUNY Board of Trustees granted the School a full-term renewal for a period of five years, pending submission of final application documents and approval by the New York State Education Department Board of Regents. The School’s mission is to pair students with excellent teachers in a college preparatory environment using the pillars of international baccalaureate program. The School prepares students for success as global citizens and helps students develop the love of learning that provides the foundation for personal and professional success. In the 2013-2014 academic year, the School operated classes for approximately 601 students in grades kindergarten and sixth through tenth.

Tax Status

The School is exempt from Federal income tax under Section 501(a) of the Internal Revenue Code as an organization described in Section 501(c)(3) and a similar provision under New York State income tax laws. The School has also been classified as an entity that is not a private foundation within the meaning of Section 509(a) and qualifies for deductible contributions as provided in section 170(b)(1)(A)(ii). The School is subject to income taxes only on net unrelated business income. The School did not have any net unrelated business income for the years end June 30, 2014 and 2013.

The School’s accounting policy provides that a tax expense or benefit from an uncertain tax position may be recognized when it is more likely than not that the position will be sustained upon examination, including resolutions of any related appeals or litigation processes, based on the technical merits. The School has no uncertain tax positions resulting in an accrual of tax expense or benefit.

IRS Forms 990 filed by the School are subject to examination by the Internal Revenue Service up to three years from the extended due date of each return. Forms 990 filed by the School are no longer subject to examination for the fiscal years ended June 30, 2010, and prior.

Basis of Presentation

The financial statement presentation follows the requirements of the Financial Accounting Standards Board (“FASB”) in its Accounting Standards Codification (“ASC”) No. 958-205 which provides guidance for the classification of net assets. The amounts for each of the three classes of net assets are based on the existence or absence of donor-imposed restrictions described as follows:

BROOKLYN PROSPECT CHARTER SCHOOL
(Not-For-Profit Corporation)
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2014 AND 2013

NOTE 1 - PRINCIPAL BUSINESS ACTIVITY AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Basis of Presentation (Continued)

Unrestricted

Net assets of the School whose use has not been restricted by an outside donor or by law. They are available for any use in carrying out the operations of the School.

Temporarily Restricted

Net assets of the School whose use has been limited by donor-imposed stipulations that either expire with the passage of time or can be fulfilled and removed by actions of the School. When such stipulations end or are fulfilled, such temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statements of activities as net assets released from restrictions.

Permanently Restricted

Net assets of the School whose use has been permanently limited by donor-imposed restrictions. Such assets include contributions required to be invested in perpetuity, the income from which is available to support charitable purposes designated by the donors.

The School had no temporarily or permanently restricted net assets at June 30, 2014 and 2013.

Revenue and Support

Contributions are recognized when the donor makes a Promise to Give to the School that is, in substance, unconditional. Grants and other contributions of cash are reported as temporarily restricted support if they are received with donor stipulations. Restricted contributions and grants that are made to support the School's current year activities are recorded as unrestricted revenue. Contributions of assets other than cash are recorded at their estimated fair value.

Revenue from the state and local governments resulting from the School's charter status and based on the number of students enrolled is recorded when services are performed in accordance with the charter agreement. Federal and other state and local funds are recorded when expenditures are incurred and billable to the government agency.

Deferred Revenue

The School records deferred revenue until related services are performed, at which time they are recognized as revenue. The balance of \$87,158 at June 30, 2014, consists of amounts received for a 2015 field trip and will be offset against 2015 field trip expenses.

BROOKLYN PROSPECT CHARTER SCHOOL
(Not-For-Profit Corporation)
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2014 AND 2013

NOTE 1 - PRINCIPAL BUSINESS ACTIVITY AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenue and expenses during the reporting period. Accordingly, actual results could differ from those estimates.

Cash and Cash Equivalents

For the purpose of the statements of cash flows, the School considers all highly liquid debt instruments purchased with a maturity of three months or less to be cash equivalents.

Concentration of Credit Risk

Financial instruments which potentially subject the School to concentrations of credit risk are cash and cash equivalents. The School places its cash and cash equivalents on deposit in what it believes to be highly credited financial institutions. Cash balances may exceed the FDIC insured levels of \$250,000 per institution at various times during the year. The School believes that there is little risk in any losses and has not experienced any losses in such accounts.

Property and Equipment

Purchased property and equipment are recorded at cost. Maintenance and repairs are expensed as incurred. All property and equipment purchased with government funding, whereas the government agency retains legal title to the long lived asset is expensed as incurred. Depreciation and amortization is provided on the straight line method over the estimated useful lives as follows:

Computers and Equipment	5 years
Furniture and Fixtures	7 years
Software	3 years
Leasehold Improvements	Useful life of lease

Refundable Advances

The School records grant revenue as a refundable advance until it is expended for the purpose of the grant, at which time it is recognized as revenue.

Comparative Financial Information

The accompanying statements of activities and functional expenses are presented with summarized comparative information. Such prior year information is not presented by net asset class in the statements of activities or by functional category in the schedule of functional expenses. Accordingly, such information should be read in conjunction with the School's 2013 financial statements from which the summarized information was derived.

BROOKLYN PROSPECT CHARTER SCHOOL
(Not-For-Profit Corporation)
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2014 AND 2013

NOTE 2 - GRANTS AND CONTRACT RECEIVABLES

Grants and contract receivables consist of federal, state, and city entitlements and grants. The School expects to collect these receivables within one year.

NOTE 3 - PROPERTY AND EQUIPMENT

Property and equipment consists of the following at June30,:

	2014	2013
Computers and Equipment	\$ 869,025	\$ 678,721
Furniture and Fixtures	878,088	729,295
Software	33,744	16,181
Leasehold Improvements	2,074,129	1,199,861
Construction-in-Progress	-	24,517
	3,854,986	2,648,575
Less Accumulated Depreciation and Amortization	(902,566)	(512,372)
	\$ 2,952,420	\$ 2,136,203

Depreciation expense was \$390,538 and \$281,321 for the years ended June 30, 2014 and 2013, respectively.

For the year ended June 30, 2014, the School had a gain on disposal of property and equipment of \$344.

Construction in progress at June 30, 2013 is comprised of architect fees and other soft costs for the planning, development, and construction of the elementary school's permanent facility. The elementary school moved into their permanent facility on July 1, 2013, and capitalized \$24,517 of leasehold improvements.

NOTE 4 - CONTINGENCY

Certain grants and contracts may be subject to audit by the funding sources. Such audits might result in disallowances, if any, will not have a material effect on the accompanying financial statements. Accordingly, no amounts have been provided in the accompanying financial statements for such potential claims.

BROOKLYN PROSPECT CHARTER SCHOOL
(Not-For-Profit Corporation)
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2014 AND 2013

NOTE 5 - REVENUE CONCENTRATION

The School receives a substantial portion of its support and revenue from the New York City Department of Education. If the charter school laws were modified, reducing or eliminating these revenues, the School's finances could be materially adversely affected.

NOTE 6 - FUNCTIONAL ALLOCATION OF EXPENSE

Directly identifiable expenses are charged to programs and supporting services. Expenses related to more than one function are charged to programs and supporting services on the basis of periodic time and expense studies. Management and general expense includes those expenses that are not directly identifiable with any other specific function, but provide for the overall support and direction of the School.

NOTE 7 - RETIREMENT PLAN

During the fiscal year 2012, the School maintained a qualified 401K plan. Under the plan the School matched employee contributions up to 4% of the annual compensation covered under the employment arrangement with ADP Retirement Services. Employee match for the years ended June 30, 2014 and 2013 amounted to \$111,637 and \$75,454, respectively.

NOTE 8 - EMPLOYMENT CONTRACT

The School entered into a co-employment arrangement with ADP Total Source, Inc., a professional employment organization, effective August 1, 2009. Under the co-employment arrangement, ADP assumes certain employment responsibilities, including the payment and reporting employees' wages and payroll taxes.

NOTE 9 - DONATED GOODS AND SERVICES

Donated services are recognized as contributions in accordance with FASB ASC 605, "Accounts for Contributions Received and Contributions Made," if the services (a) create or enhance non-financial assets or (b) require specialized skills, are performed by people with those skills, and would otherwise be purchased by the School.

Individuals have provided legal services to the School at no charge. The value of these services meets the criteria for recognition in the financial statements and is recorded at fair value. For the years ended June 30, 2014 and 2013, the value of such donated services amounted to \$-0- and \$48,240, respectively.

BROOKLYN PROSPECT CHARTER SCHOOL
 (Not-For-Profit Corporation)
 NOTES TO FINANCIAL STATEMENTS
 JUNE 30, 2014 AND 2013

NOTE 10 - COMMITMENTS

Facilities

In April 2012, the School signed a lease with The Roman Catholic Church of the Immaculate Heart of Mary for its middle school classrooms and office space under a non-cancelable lease expiring June 30, 2032, with an option to extend the lease for an additional ten years. Under the terms of the lease, the School paid a security deposit in the amount of \$142,000. The School moved into its permanent facility on September 1, 2012 and commenced paying rent.

In May 2013, the School signed a lease with The Sisters of Saint Joseph for its elementary school classrooms and office space under a non-cancelable lease expiring June 30, 2023, with two options to extend the lease for an additional five years each. Under the terms of the lease, the School paid a security deposit in the amount of \$75,000. The School moved into this new facility on July 1, 2013, and commenced paying rent.

Future minimum lease payments under the preceding lease are as follows:

Year ending June 30, 2015	\$ 1,445,970
2016	1,664,820
2017	1,724,665
2018	1,970,846
2019	2,040,976
Thereafter	<u>25,062,719</u>
	<u>\$ 33,909,996</u>

The School recognizes rent expense on a straight-line basis over the term of the leases. Rent expense in excess of payments is recorded as deferred rent in the accompanying statements of financial position. Rent expense under the leases for the years ended June 30, 2014 and 2013 amounted to \$1,908,051 and \$1,361,690, respectively.

Leased equipment

The School leases various copy machines under non-cancelable operating leases expiring in various years through 2018. Minimum future rental payments under non-cancelable operating leases having remaining terms in excess of one year as of June 30, 2014 for each of the next five years and in the aggregate are as follows:

Year ending June 30, 2015	\$ 36,660
2016	48,612
2017	44,628
2018	36,660
2019	<u>1,546</u>
	<u>\$ 168,106</u>

BROOKLYN PROSPECT CHARTER SCHOOL
(Not-For-Profit Corporation)
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2014 AND 2013

NOTE 11 - RELATED PARTY TRANSACTIONS

The School is an affiliate of Prospect Schools Inc. (“Prospect”), a New York State not-for-profit corporation. Prospect provides financial support and other services to the School. For the years ended June 30, 2014 and 2013, the School received a contribution of \$112,459 and \$39,029, respectively, from Prospect to cover specific program expenses. At June 30, 2014 and 2013, the outstanding balance due from Prospect amounted to \$5,000 and \$0- respectively.

NOTE 12 - SUBSEQUENT EVENTS

In preparing these financial statements, the School has evaluated events and transactions for potential recognition or disclosure through October 21, 2014, the date the financial statements were available to be issued.

On July 1, 2014, the School leased additional space for its elementary school location amending their prior lease with the landlord.

FRUCHTER ROSEN & COMPANY, P.C.

CERTIFIED PUBLIC ACCOUNTANTS

156 WEST 56TH STREET

NEW YORK, NEW YORK 10019

TEL: (212) 957-3600

FAX: (212) 957-3696

INDEPENDENT AUDITORS' REPORT
ON SUPPLEMENTARY INFORMATION

TO THE BOARD OF TRUSTEES OF
BROOKLYN PROSPECT CHARTER SCHOOL

We have audited the financial statements of Brooklyn Prospect Charter School as of and for the year ended June 30, 2014, and have issued our report thereon dated October 21, 2014, which contained an unmodified opinion on those financial statements. Our audit was performed for the purpose of forming an opinion on the financial statements as a whole. The schedule of functional expenses is presented for the purposes of additional analysis and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the financial statements as a whole.


FRUCHTER ROSEN & COMPANY, P.C.
Certified Public Accountants

New York, New York
October 21, 2014

BROOKLYN PROSPECT CHARTER SCHOOL
(Not-For-Profit Corporation)
SCHEDULE OF FUNCTIONAL EXPENSES
FOR THE YEARS ENDED JUNE 30,

	2014						
	Regular Education	Special Education	Total Program Service	Management and General	Fundraising	Total	2013
Salaries	\$ 3,527,806	\$ 881,951	\$ 4,409,757	\$ 869,925	\$ 56,019	\$ 5,335,701	\$ 3,552,227
Employee benefits and payroll taxes	766,922	191,731	958,653	175,363	35,073	1,169,089	739,286
Office expenses	103,969	25,992	129,961	60,391	3,225	193,577	137,130
Accounting and auditing	-	-	-	18,250	-	18,250	18,250
Legal fees	-	-	-	2,500	-	2,500	4,155
Donated legal services	-	-	-	-	-	-	48,240
Payroll service	104,924	26,231	131,155	23,991	4,798	159,944	101,060
Accountability consultant	9,600	2,400	12,000	25,279	-	37,279	30,000
General & administrative consultant	9,109	2,277	11,386	34,159	-	45,545	16,088
Program curriculum development	18,400	4,600	23,000	-	-	23,000	22,028
Other professional fees	215,065	53,766	268,831	29,239	4,366	302,436	118,013
Professional development	13,054	3,264	16,318	11,166	-	27,484	21,028
Student and staff meals	168,972	42,243	211,215	10,931	-	222,146	144,562
Student and staff special events	12,931	3,233	16,164	3,554	-	19,718	16,908
Marketing and recruiting	11,226	2,807	14,033	2,568	513	17,114	10,891
Parent teacher organization	-	-	-	1,978	5,937	7,915	5,578
Curriculum and classroom	215,870	53,969	269,839	-	-	269,839	239,517
Insurance	33,295	8,323	41,618	21,435	-	63,053	41,918
Facility expense	1,358,062	339,515	1,697,577	559,715	62,106	2,319,398	1,861,284
Technology	29,789	7,447	37,236	41,625	461	79,322	42,899
Miscellaneous	15,308	3,827	19,135	3,500	700	23,335	11,552
Depreciation and amortization	256,193	64,048	320,241	58,581	11,716	390,538	281,321
Total expenses	<u>\$ 6,870,495</u>	<u>\$ 1,717,624</u>	<u>\$ 8,588,119</u>	<u>\$ 1,954,150</u>	<u>\$ 184,914</u>	<u>\$ 10,727,183</u>	<u>\$ 7,463,935</u>

FRUCHTER ROSEN & COMPANY, P.C.

CERTIFIED PUBLIC ACCOUNTANTS

156 WEST 56TH STREET

NEW YORK, NEW YORK 10019

TEL: (212) 957-3600

FAX: (212) 957-3696

INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER FINANCIAL
REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF
FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH
GOVERNMENT AUDITING STANDARDS

TO THE BOARD OF TRUSTEES OF
BROOKLYN PROSPECT CHARTER SCHOOL

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Brooklyn Prospect Charter School and Affiliate (the "School"), which comprise the statement of financial position as of June 30, 2014, and the related statements of activities, and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated October 21, 2014.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the School's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

We noted certain matters that we reported to the management of the School in a separate letter dated October 21, 2014.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control or on compliance. This report is an integral part of an audit performed in accordance with Government Auditing Standards in considering the School's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.


FRUCHTER ROSEN & COMPANY, P.C.
Certified Public Accountants

New York, New York
October 21, 2014

BROOKLYN PROSPECT CHARTER SCHOOL

MANAGEMENT LETTER

JUNE 30, 2014

FRUCHTER ROSEN & COMPANY, P.C.
CERTIFIED PUBLIC ACCOUNTANTS
156 WEST 56TH STREET
NEW YORK, NEW YORK 10019

TEL: (212) 957-3600
FAX: (212) 957-3696

October 21, 2014

Audit Committee of the Board of Trustees of
Brooklyn Prospect Charter School

In planning and performing our audit of the financial statements of Brooklyn Prospect Charter School (the "School") as of and for the year ended June 30, 2014, in accordance with auditing standards generally accepted in the United States of America, we considered the School's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A material weakness is a deficiency, or combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the School's financial statements will not be prevented, or detected and corrected, on a timely basis.

Our consideration of internal control was for the limited purpose described in the first paragraph and was not designed to identify all deficiencies in internal control that might be material weaknesses. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Exhibit I accompanying this letter summarizes an observation for the year ended June 30, 2014 that we determined did not constitute a significant deficiency or material weakness. Exhibit II summarizes corrective action not taken on a prior year observation. Management's response to the observations has not been subjected to the auditing procedures applied in the audit of the financial statements and accordingly, we express no opinion on it.

This communication is intended solely for the information and use of management, Board of Trustees, federal, state and local awarding agencies, the Charter Schools Institute of the State University of New York, The State Education Department of the State University of New York, and others within the Organization and is not intended to be and should not be used by anyone other than these specified parties

We appreciate your cooperation and the assistance we received during the course of our audit.


FRUCHTER ROSEN & COMPANY, P.C.
Certified Public Accountants

New York, New York
October 21, 2014

BROOKLYN PROSPECT CHARTER SCHOOL
MANAGEMENT LETTER
JUNE 30, 2014

CONTENTS

EXHIBIT I – CURRENT YEAR OBSERVATION

A.	General Ledger Maintenance	1
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EXHIBIT II – CORRECTIVE ACTION NOT TAKEN ON PRIOR YEAR OBSERVATION

A.	Approval of Credit Card Purchases	2
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BROOKLYN PROSPECT CHARTER SCHOOL
MANAGEMENT LETTER
JUNE 30, 2014

EXHIBIT I – CURRENT YEAR OBSERVATION

A. GENERAL LEDGER MAINTENANCE

Observation

Although schedules were prepared for our audit fieldwork, these schedules and reconciliations were not prepared and updated throughout the fiscal year ended June 30, 2014. This resulted in various adjustments to the general ledger during the year-end closing of books and records, which prolonged the completion of the audit. These adjustments could have been minimized had accounts been analyzed and compared with the general ledger on a regular basis.

Recommendation

Accounts should be analyzed and reconciled with the general ledger on a monthly or quarterly basis. Periodic in-depth account analysis and reconciliations will help the School to detect and correct errors in the general ledger on a timely basis. Management should oversee the accounting functions throughout the year.

Management's Response

With the recent growth of our school to a multi-campus organization, we have found ourselves in particular under-staffed in the area of Finance, and unable to be as diligent as we would like in proactively preparing and reviewing audit schedules throughout the year while managing the day-to-day needs of our schools. We intend to add a full-time team member in the coming months, and have also retained a consultant who has already begun to prepare schedules for 2014-15.

BROOKLYN PROSPECT CHARTER SCHOOL
MANAGEMENT LETTER
JUNE 30, 2014

EXHIBIT II – CORRECTIVE ACTION NOT TAKEN ON PRIOR YEAR OBSERVATION

In conjunction with performing the audit of the School's financial statements for the year ended June 30, 2014, we followed up on the status of implementation of audit recommendations made during the year ended June 30, 2013.

A. APPROVAL OF CREDIT CARD PURCHASES

Observation

Even though the majority of credit card purchases tested were adequately supported by receipts, invoices, and other documentation, we noted that many of the purchase request forms were signed after the purchase date. The School explained that the requests are often made for repeat purchases and that the approvals are made verbally, with the signing of the purchase request form taking place later as part of a batch signing of various documents.

Recommendation

We recommend that in circumstances where the School cannot obtain a written approval prior to a purchase, that the School obtain approvals by e-mail rather than verbally so as to retain a record of the authorization that would evidence the actual timing of approval.

Current Year Status

During our 2014 audit, we noted that the School improved with obtaining proper approvals prior to credit card purchases. There remains a significant amount of purchases where approvals were obtained after the purchase dates.

Update Management's Response

We are consistently working to adapt our procedures to better support the school's changing needs as it evolves into a multi-campus organization relying more heavily on electronic approvals and transactions. While we have not yet reached perfection, we continue to prioritize strong checks and balances across all levels of the organization, and have recently implemented some new approval systems that we hope will lead to better outcomes in the coming year.

FRUCHTER ROSEN & COMPANY, P.C.
CERTIFIED PUBLIC ACCOUNTANTS
156 WEST 56TH STREET
NEW YORK, NEW YORK 10019

TEL: (212) 957-3600
FAX: (212) 957-3696

October 21, 2014

To the Audit Committee of the Board of Trustees of
Brooklyn Prospect Charter School

We have audited the financial statements of Brooklyn Prospect Charter School (the "School") for the year ended June 30, 2014, and have issued our report thereon dated October 21, 2014. Professional standards require that we provide you with the following information related to our audit.

Our Responsibilities under U.S. Generally Accepted Auditing Standards and *Government Auditing Standards*

As stated in our engagement letter dated February 18, 2014, our responsibility, as described by professional standards, is to express an opinion about whether the financial statements prepared by management with your oversight are fairly presented, in all material respects, in conformity with U.S. generally accepted accounting principles. Our audit of the financial statements does not relieve you or management of your responsibilities.

As part of our audit, we will consider the internal control of Brooklyn Prospect Charter School. Such considerations are solely for the purpose of determining our audit procedures and not to provide any assurance concerning such internal control.

As part of obtaining reasonable assurance about whether the financial statements are free of material misstatement, we will perform tests of Brooklyn Prospect Charter School's compliance with certain provisions of laws, regulations, contracts, and grants. However, the objective of our tests is not to provide an opinion on compliance with such provisions.

Planned Scope and Timing of the Audit

We performed our audit according to the plan previously communicated to you prior to commencement of our audit field work.

Significant Audit Findings

Qualitative Aspects of Accounting Practices

Management is responsible for the selection and use of appropriate accounting policies. The significant accounting policies used by Brooklyn Prospect Charter School are described in Note 1 to the financial statements. No new accounting policies were adopted and the application of existing policies was not changed during the year ended June 30, 2014. We noted no transactions entered into by the School during the year for which there is a lack of authoritative guidance or consensus. All significant transactions have been recognized in the financial statements in the proper period.

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ significantly from those expected. The most sensitive estimates affecting the financial statements are as follows:

- Collectability of grants and contracts receivables
- Useful lives of fixed assets
- Allocation of costs for the schedule of functional expenses

We evaluated the key factors and assumptions used to develop the above estimates in determining that it was reasonable in relation to the financial statement taken as a whole. The financial statement disclosures are neutral, consistent, and clear.

Difficulties Encountered in Performing the Audit

We encountered no significant difficulties in dealing with management in performing and completing our audit.

Corrected and Uncorrected Misstatements

Professional standards require us to accumulate all misstatements identified during the audit, other than those that are clearly trivial, and communicate them to the appropriate level of management. In addition, we are required to communicate with those charged with governance uncorrected misstatements and the effect that they may have on the opinion in the auditor's report, and request their correction. The following material misstatement determined as a result of audit procedures was corrected by management.

- An entry was made in the amount of \$666,850 to correct the deferred rent liability balance at June 30, 2014.

Disagreements with Management

For purposes of this letter, a disagreement with management is a financial accounting, reporting, or auditing matter, whether or not resolved to our satisfaction, that could be significant to the financial statements or the auditor's report. We are pleased to report that no such disagreements arose during the course of our audit.

Management Representations

We have requested certain representations from management that are included in the management representation letter dated October 21, 2014.

Management Consultations with Other Independent Accountants

In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a “second opinion” on certain situations. If a consultation involves application of an accounting principle to the School’s financial statements or a determination of the type of auditor’s opinion that may be expressed on those statements, our professional standards require the consulting accountant to check with us to determine that the consultant has all the relevant facts. To our knowledge, there were no such consultations with other accountants.

Other Audit Findings or Issues

We generally discuss a variety of matters, including the application of accounting principles and auditing standards, with management each year prior to retention as the School’s auditors. However, these discussions occurred in the normal course of our professional relationship and our responses were not a condition to our retention.

We have issued a separate report to you dated October 21, 2014, communicating internal control related matters identified during the audit.

Other Matters

With respect to the supplementary information accompanying the financial statements, we made certain inquiries of management and evaluated the form, content, and methods of preparing the information to determine that the information complies with U.S. generally accepted accounting principles, the method of preparing it has not changed from the prior period, and the information is appropriate and complete in relation to our audit of the financial statements. We compared and reconciled the supplementary information to the underlying accounting records used to prepare the financial statements or to the financial statements themselves.

This information is intended solely for the use of the Audit Committee, the Board of Trustees and management of Brooklyn Prospect Charter School and is not intended to be, and should not be, used by anyone other than these specified parties.

Very truly yours,


FRUCHTER ROSEN & COMPANY, P.C.
Certified Public Accountants

Appendix B: Total Expenditures and Administrative Expenditures per Child

Created Monday, July 28, 2014

Updated Thursday, July 31, 2014

Page 1

Charter School Name: 331500860935 BROOKLYN PROSPECT CS

B. Financial Information

This information is required of ALL charter schools. Provide the following measures of fiscal performance of the charter school in Appendix B (Total Expenditures and Administrative Expenditures Per Child):

1. Total Expenditures Per Child

To calculate 'Total Expenditures per Child' take total expenditures (from the unaudited 2013-14 Schedule of Functional Expenses) and divide by the count of students you reported on of BEDS Day. (Integers Only. No dollar signs or commas).

1. Total Expenditures Per Child Line 1: Total Expenditures	9577971
1. Total Expenditures Per Child Line 2: BEDS Day Pupil Count	601
1. Total Expenditures Per Child Line 3: Divide Line 1 by Line 2	15937

2. Administrative Expenditures per Child

To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the unaudited 2013-14 Schedule of Functional Expenses) and divide by the BEDS per pupil count. The relevant portion that must be included in this calculation is defined as follows:

Administrative Expenditures: Administration and management of the charter school includes the activities and personnel of the offices of the chief school officers, the treasurer, the finance or business offices, the purchasing unit, the employee personnel offices, the records management offices, or a public information and services offices. It also includes those administrative and management services provided by other organizations or corporations on behalf of the charter school for which the charter school pays a fee or other compensation.

Please note the following:

Do not include the FTE of personnel dedicated to administration of the instructional programs.

Do not include Employee Benefit costs or expenditures in the above calculations.

A template for the Schedule of Functional Expenses is provided on page 21 of the 2012 Annual Report Guidelines to assist schools identify the categories of expenses needed to compute the two per pupil calculations. This template does not need to be completed or submitted on August 1st as it will be submitted November 1st as part of the audited financial statements. Therefore schools should use unaudited amounts for these per pupil calculations. (See the 2013-14 Annual Report Guidelines in "Resources" area of your portal task page).

To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas).

To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas). Line 1: Relevant Personnel Services Cost (Row)	1328811
To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas). Line 2: Management and General Cost (Column)	00
To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas). Line 3: Sum of Line 1 and Line 2	1328811
To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas). Line 4: BEDS Day Pupil Count	601
To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas). Line 5: Divide Line 3 by the BEDS Day Pupil Count	2211

Thank you.

Enter Charter School Name Here														
Budget / Operating Plan														
2014-15														
Total Revenue		-	3,197,829	-	-	3,277,611	-	-	3,277,611	-	-	3,333,705		
Total Expenses		-	3,226,231	-	-	3,267,951	-	-	3,267,951	-	-	3,324,045		
Net Income		-	(28,402)	-	-	9,660	-	-	9,660	-	-	9,660		
Actual Student Enrollment		-	766	-	-	766	-	-	766	-	-	766		
Total Paid Student Enrollment		-	-	-	-	-	-	-	-	-	-	-		
		Prior Year Actual	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
		2013-14	Original	Current	Variance	Original	Current	Variance	Original	Current	Variance	Original	Current	Variance
EXPENSES														
ADMINISTRATIVE STAFF PERSONNEL COSTS														
	No. of Positions													
69	Executive Management	-	60,628	-	-	60,628	-	-	60,628	-	-	60,628	-	-
71	Instructional Management	-	107,387	-	-	107,387	-	-	107,387	-	-	107,387	-	-
72	Deans, Directors & Coordinators	-	191,793	-	-	191,793	-	-	191,793	-	-	191,793	-	-
73	CFD / Director of Finance	-	26,250	-	-	26,250	-	-	26,250	-	-	26,250	-	-
74	Operation / Business Manager	-	32,463	-	-	32,463	-	-	32,463	-	-	32,463	-	-
75	Administrative Staff	-	82,263	-	-	82,263	-	-	82,263	-	-	82,263	-	-
76	TOTAL ADMINISTRATIVE STAFF	36.00	500,784	-	-	500,784	-	-	500,784	-	-	500,784	-	-
INSTRUCTIONAL PERSONNEL COSTS														
79	Teachers - Regular	35.00	555,079	-	-	555,079	-	-	555,079	-	-	555,079	-	-
80	Teachers - SPED	17.00	264,994	-	-	264,994	-	-	264,994	-	-	264,994	-	-
81	Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-
82	Teaching Assistants	5.00	47,500	-	-	47,500	-	-	47,500	-	-	47,500	-	-
83	Specialty Teachers	20.00	273,579	-	-	273,579	-	-	273,579	-	-	273,579	-	-
84	Aides	-	-	-	-	-	-	-	-	-	-	-	-	-
85	Therapists & Counselors	4.00	66,500	-	-	66,500	-	-	66,500	-	-	66,500	-	-
86	Other	-	72,975	-	-	28,775	-	-	28,775	-	-	28,775	-	-
87	TOTAL INSTRUCTIONAL	81.00	1,280,627	-	-	1,236,427	-	-	1,236,427	-	-	1,236,427	-	-
NON-INSTRUCTIONAL PERSONNEL COSTS														
90	Nurse	-	-	-	-	-	-	-	-	-	-	-	-	-
91	Librarian	1.00	12,875	-	-	12,875	-	-	12,875	-	-	12,875	-	-
92	Custodian	6.00	53,965	-	-	53,965	-	-	53,965	-	-	53,965	-	-
93	Security	-	-	-	-	-	-	-	-	-	-	-	-	-
94	Other	4.00	27,750	-	-	27,750	-	-	27,750	-	-	27,750	-	-
95	TOTAL NON-INSTRUCTIONAL	11.00	94,590	-	-	94,590	-	-	94,590	-	-	94,590	-	-
96														
97	SUBTOTAL PERSONNEL SERVICE COSTS	128.00	1,876,001	-	-	1,831,801	-	-	1,831,801	-	-	1,831,801	-	-
PAYROLL TAXES AND BENEFITS														
99	Payroll Taxes	-	181,816	-	-	181,816	-	-	181,816	-	-	181,816	-	-
100	Fringe / Employee Benefits	-	201,979	-	-	201,979	-	-	201,979	-	-	201,979	-	-
101	Retirement / Pension	-	54,091	-	-	54,091	-	-	54,091	-	-	54,091	-	-
102	TOTAL PAYROLL TAXES AND BENEFITS	-	437,886	-	-	437,886	-	-	437,886	-	-	437,886	-	-
103														
104	TOTAL PERSONNEL SERVICE COSTS	128.00	2,313,887	-	-	2,269,687	-	-	2,269,687	-	-	2,269,687	-	-
CONTRACTED SERVICES														
107	Accounting / Audit	-	4,563	-	-	4,563	-	-	4,563	-	-	4,563	-	-
108	Legal	-	1,250	-	-	1,250	-	-	1,250	-	-	1,250	-	-
109	Management Company Fee	-	-	-	-	-	-	-	-	-	-	-	-	-
110	Nurse Services	-	-	-	-	-	-	-	-	-	-	-	-	-
111	Food Service / School Lunch	-	39,148	-	-	75,308	-	-	75,308	-	-	75,308	-	-
112	Payroll Services	-	53,125	-	-	53,125	-	-	53,125	-	-	53,125	-	-
113	Special Ed Services	-	-	-	-	-	-	-	-	-	-	-	-	-
114	Talentment Services (i.e. Title I)	-	6,000	-	-	6,000	-	-	6,000	-	-	6,000	-	-
115	Other Purchased / Professional / Consulting	-	53,120	-	-	56,280	-	-	56,280	-	-	56,280	-	-
116	TOTAL CONTRACTED SERVICES	-	157,206	-	-	196,526	-	-	196,526	-	-	196,526	-	-
SCHOOL OPERATIONS														
119	Board Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-
120	Classroom / Teaching Supplies & Materials	-	12,400	-	-	37,200	-	-	37,200	-	-	37,200	-	-
121	Special Ed Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-	-	-
122	Textbooks / Workbooks	-	3,750	-	-	11,250	-	-	11,250	-	-	11,250	-	-
123	Supplies & Materials other	-	23,263	-	-	21,763	-	-	21,763	-	-	77,857	-	-
124	Equipment / Furniture	-	750	-	-	2,250	-	-	2,250	-	-	2,250	-	-
125	Telephone	-	3,750	-	-	3,750	-	-	3,750	-	-	3,750	-	-
126	Technology	-	22,625	-	-	22,625	-	-	22,625	-	-	22,625	-	-
127	Student Testing & Assessment	-	2,400	-	-	7,200	-	-	7,200	-	-	7,200	-	-
128	Field Trips	-	25,871	-	-	25,871	-	-	25,871	-	-	25,871	-	-
129	Transportation (student)	-	-	-	-	-	-	-	-	-	-	-	-	-
130	Student Services - other	-	4,400	-	-	13,200	-	-	13,200	-	-	13,200	-	-
131	Office Expense	-	51,547	-	-	51,747	-	-	51,747	-	-	51,747	-	-
132	Staff Development	-	10,906	-	-	10,906	-	-	10,906	-	-	10,906	-	-
133	Staff Recruitment	-	6,041	-	-	6,041	-	-	6,041	-	-	6,041	-	-
134	Student Recruitment / Marketing	-	375	-	-	375	-	-	375	-	-	375	-	-
135	School Meals / Lunch	-	250	-	-	750	-	-	750	-	-	750	-	-
136	Travel (Staff)	-	9,066	-	-	9,066	-	-	9,066	-	-	9,066	-	-
137	Fundraising	-	3,000	-	-	3,000	-	-	3,000	-	-	3,000	-	-
138	Other	-	6,267	-	-	6,267	-	-	6,267	-	-	6,267	-	-
139	TOTAL SCHOOL OPERATIONS	-	186,661	-	-	233,261	-	-	233,261	-	-	289,355	-	-
FACILITY OPERATION & MAINTENANCE														
143	Insurance	-	21,448	-	-	21,448	-	-	21,448	-	-	21,448	-	-
144	Janitorial	-	-	-	-	-	-	-	-	-	-	-	-	-
145	Building and Land Rent / Lease	-	364,529	-	-	364,529	-	-	364,529	-	-	364,529	-	-
146	Repairs & Maintenance	-	10,250	-	-	10,250	-	-	10,250	-	-	10,250	-	-
147	Equipment / Furniture	-	9,000	-	-	9,000	-	-	9,000	-	-	9,000	-	-
148	Security	-	15,750	-	-	15,750	-	-	15,750	-	-	15,750	-	-
149	Utilities	-	60,000	-	-	60,000	-	-	60,000	-	-	60,000	-	-
150	TOTAL FACILITY OPERATION & MAINTENANCE	-	480,977	-	-	480,977	-	-	480,977	-	-	480,977	-	-
DEPRECIATION & AMORTIZATION														
152	RESERVES / CONTINGENCY	-	75,000	-	-	75,000	-	-	75,000	-	-	75,000	-	-
153		-	12,500	-	-	12,500	-	-	12,500	-	-	12,500	-	-
154	TOTAL EXPENSES	-	3,226,231	-	-	3,267,951	-	-	3,267,951	-	-	3,324,045	-	-
155														
156	NET INCOME	-	(28,402)	-	-	9,660	-	-	9,660	-	-	9,660	-	-

Enter Charter School Name Here														
Budget / Operating Plan														
2014-15														
6	Total Revenue	-	3,197,829	-	-	3,277,611	-	-	3,277,611	-	-	3,333,705	-	-
7	Total Expenses	-	3,226,231	-	-	3,267,951	-	-	3,267,951	-	-	3,324,045	-	-
8	Net Income	-	(28,402)	-	-	9,660	-	-	9,660	-	-	9,660	-	-
9	Actual Student Enrollment	-	766	-	-	766	-	-	766	-	-	766	-	-
10	Total Paid Student Enrollment	-	-	-	-	-	-	-	-	-	-	-	-	-
11														
12		Prior Year Actual	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
13		2013-14	Original	Current	Variance	Original	Current	Variance	Original	Current	Variance	Original	Current	Variance
139														
160	ENROLLMENT - *School Districts Are Linked To Above Entries*													
161	School District 1 (Enter Name)	-	766	-	-	766	-	-	766	-	-	766	-	-
162	School District 2 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
163	School District 3 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
164	School District 4 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
165	School District 5 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
166	School District 6 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
167	School District 7 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
168	School District 8 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
169	School District 9 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
170	School District 10 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
171	School District 11 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
172	School District 12 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
173	School District 13 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
174	School District 14 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
175	School District 15 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
176	School District - ALL OTHER	-	-	-	-	-	-	-	-	-	-	-	-	-
177	TOTAL ENROLLMENT	-	766	-	-	766	-	-	766	-	-	766	-	-
178	REVENUE PER PUPIL	-	4,175	-	-	4,279	-	-	4,279	-	-	4,352	-	-
180	EXPENSES PER PUPIL	-	4,212	-	-	4,266	-	-	4,266	-	-	4,339	-	-

Enter Charter School Name Here Budget / Operating Plan 2014-15						DESCRIPTION OF ASSUMPTIONS
6	Total Revenue	13,086,756	13,086,756	-	13,086,756	13,086,756
7	Total Expenses	13,086,178	13,086,178	-	(13,086,178)	(13,086,178)
8	Net Income	578	578	-	578	578
9	Actual Student Enrollment					
10	Total Paid Student Enrollment					
11						
12						
13						
14						
15	REVENUE					
16	REVENUES FROM STATE SOURCES					
17	Per Pupil Revenue	CY Per Pupil Rate				
18	School District 1 (Enter Name)	13,777	10,553,184	10,553,184	-	10,553,184
19	School District 2 (Enter Name)	-	-	-	-	-
20	School District 3 (Enter Name)	-	-	-	-	-
21	School District 4 (Enter Name)	-	-	-	-	-
22	School District 5 (Enter Name)	-	-	-	-	-
23	School District 6 (Enter Name)	-	-	-	-	-
24	School District 7 (Enter Name)	-	-	-	-	-
25	School District 8 (Enter Name)	-	-	-	-	-
26	School District 9 (Enter Name)	-	-	-	-	-
27	School District 10 (Enter Name)	-	-	-	-	-
28	School District 11 (Enter Name)	-	-	-	-	-
29	School District 12 (Enter Name)	-	-	-	-	-
30	School District 13 (Enter Name)	-	-	-	-	-
31	School District 14 (Enter Name)	-	-	-	-	-
32	School District 15 (Enter Name)	-	-	-	-	-
33	School District - ALL OTHER	-	-	-	-	-
34	TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	13,777	10,553,184	10,553,184	-	10,553,184
35	Special Education Revenue		1,834,748	1,834,748	-	1,834,748
36	Grants					
37	Stimulus		-	-	-	-
38	DYCD (Department of Youth and Community Developmt.)		-	-	-	-
39	Other		-	-	-	-
40	Other		-	-	-	-
41	TOTAL REVENUE FROM STATE SOURCES		12,387,932	12,387,932	-	12,387,932
42						
43	REVENUE FROM FEDERAL FUNDING					
44	IDEA Special Needs		38,007	38,007	-	38,007
45	Title I		137,880	137,880	-	137,880
46	Title Funding - Other		6,127	6,127	-	6,127
47	School Food Service (Free Lunch)		38,300	38,300	-	38,300
48	Grants					
49	Charter School Program (CSP) Planning & Implementation		-	-	-	-
50	Other		-	-	-	-
51	Other		56,094	56,094	-	56,094
52	TOTAL REVENUE FROM FEDERAL SOURCES		276,408	276,408	-	276,408
53						
54	LOCAL and OTHER REVENUE					
55	Contributions and Donations		210,000	210,000	-	210,000
56	Fundraising		6,600	6,600	-	6,600
57	Erate Reimbursement		17,564	17,564	-	17,564
58	Earnings on Investments		-	-	-	-
59	Interest Income		2,400	2,400	-	2,400
60	Food Service (Income from meals)		76,600	76,600	-	76,600
61	Text Book		-	-	-	-
62	OTHER		109,252	109,252	-	109,252
63	TOTAL REVENUE FROM LOCAL and OTHER SOURCES		422,416	422,416	-	422,416
64						
65	TOTAL REVENUE		13,086,756	13,086,756	-	13,086,756
66						

NYSTSL

Prospect Schools, Buck Foundation
PTSO

Parent meal payments

Parent payments for school trips/events, Other misc revenue

Enter Charter School Name Here Budget / Operating Plan 2014-15						DESCRIPTION OF ASSUMPTIONS	
6	Total Revenue	13,086,756	13,086,756	-	13,086,756	13,086,756	
7	Total Expenses	13,086,178	13,086,178	-	(13,086,178)	(13,086,178)	
8	Net Income	578	578	-	578	578	
9	Actual Student Enrollment						
10	Total Paid Student Enrollment						
11							
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58							
68	EXPENSES						
69	ADMINISTRATIVE STAFF PERSONNEL COSTS						
70	Executive Management	2.00	242,512	242,512	-	(242,512)	(242,512)
71	Instructional Management	4.00	429,548	429,548	-	(429,548)	(429,548)
72	Deans, Directors & Coordinators	15.00	767,172	767,172	-	(767,172)	(767,172)
73	CFO / Director of Finance	2.00	105,000	105,000	-	(105,000)	(105,000)
74	Operation / Business Manager	1.00	129,852	129,852	-	(129,852)	(129,852)
75	Administrative Staff	12.00	329,052	329,052	-	(329,052)	(329,052)
76	TOTAL ADMINISTRATIVE STAFF	36.00	2,003,136	2,003,136	-	(2,003,136)	(2,003,136)
77							
78	INSTRUCTIONAL PERSONNEL COSTS						
79	Teachers - Regular	35.00	2,220,316	2,220,316	-	(2,220,316)	(2,220,316)
80	Teachers - SPED	17.00	1,059,976	1,059,976	-	(1,059,976)	(1,059,976)
81	Substitute Teachers	-	-	-	-	-	-
82	Teaching Assistants	5.00	190,000	190,000	-	(190,000)	(190,000)
83	Specialty Teachers	20.00	1,094,316	1,094,316	-	(1,094,316)	(1,094,316)
84	Aides	-	-	-	-	-	-
85	Therapists & Counselors	4.00	266,000	266,000	-	(266,000)	(266,000)
86	Other	-	159,300	159,300	-	(159,300)	(159,300)
87	TOTAL INSTRUCTIONAL	81.00	4,989,908	4,989,908	-	(4,989,908)	(4,989,908)
88							
89	NON-INSTRUCTIONAL PERSONNEL COSTS						
90	Nurse	-	-	-	-	-	-
91	Librarian	1.00	51,500	51,500	-	(51,500)	(51,500)
92	Custodian	6.00	215,860	215,860	-	(215,860)	(215,860)
93	Security	-	-	-	-	-	-
94	Other	4.00	111,000	111,000	-	(111,000)	(111,000)
95	TOTAL NON-INSTRUCTIONAL	11.00	378,360	378,360	-	(378,360)	(378,360)
96							
97	SUBTOTAL PERSONNEL SERVICE COSTS	128.00	7,371,404	7,371,404	-	(7,371,404)	(7,371,404)
98							
99	PAYROLL TAXES AND BENEFITS						
100	Payroll Taxes		727,264	727,264	-	(727,264)	(727,264)
101	Fringe / Employee Benefits		807,916	807,916	-	(807,916)	(807,916)
102	Retirement / Pension		216,364	216,364	-	(216,364)	(216,364)
103	TOTAL PAYROLL TAXES AND BENEFITS		1,751,544	1,751,544	-	(1,751,544)	(1,751,544)
104							
105	TOTAL PERSONNEL SERVICE COSTS	128.00	9,122,948	9,122,948	-	(9,122,948)	(9,122,948)
106							
107	CONTRACTED SERVICES						
108	Accounting / Audit		18,252	18,252	-	(18,252)	(18,252)
109	Legal		5,000	5,000	-	(5,000)	(5,000)
110	Management Company Fee		-	-	-	-	-
111	Nurse Services		-	-	-	-	-
112	Food Service / School Lunch		265,072	265,072	-	(265,072)	(265,072)
113	Payroll Services		212,500	212,500	-	(212,500)	(212,500)
114	Special Ed Services		-	-	-	-	-
115	Tilement Services (i.e. Title I)		24,000	24,000	-	(24,000)	(24,000)
116	Other Purchased / Professional / Consulting		221,960	221,960	-	(221,960)	(221,960)
117	TOTAL CONTRACTED SERVICES		746,784	746,784	-	(746,784)	(746,784)
118							
119	SCHOOL OPERATIONS						
120	Board Expenses		-	-	-	-	-
121	Classroom / Teaching Supplies & Materials		124,000	124,000	-	(124,000)	(124,000)
122	Special Ed Supplies & Materials		-	-	-	-	-
123	Textbooks / Workbooks		37,500	37,500	-	(37,500)	(37,500)
124	Supplies & Materials other		144,646	144,646	-	(144,646)	(144,646)
125	Equipment / Furniture		7,500	7,500	-	(7,500)	(7,500)
126	Telephone		15,000	15,000	-	(15,000)	(15,000)
127	Technology		90,500	90,500	-	(90,500)	(90,500)
128	Student Testing & Assessment		24,000	24,000	-	(24,000)	(24,000)
129	Field Trips		103,484	103,484	-	(103,484)	(103,484)
130	Transportation (student)		-	-	-	-	-
131	Student Services - other		44,000	44,000	-	(44,000)	(44,000)
132	Office Expense		206,788	206,788	-	(206,788)	(206,788)
133	Staff Development		43,624	43,624	-	(43,624)	(43,624)
134	Staff Recruitment		24,164	24,164	-	(24,164)	(24,164)
135	Student Recruitment / Marketing		1,500	1,500	-	(1,500)	(1,500)
136	School Meals / Lunch		2,500	2,500	-	(2,500)	(2,500)
137	Travel (Staff)		36,264	36,264	-	(36,264)	(36,264)
138	Fundraising		12,000	12,000	-	(12,000)	(12,000)
139	Other		25,068	25,068	-	(25,068)	(25,068)
140	TOTAL SCHOOL OPERATIONS		942,538	942,538	-	(942,538)	(942,538)
141							
142	FACILITY OPERATION & MAINTENANCE						
143	Insurance		85,792	85,792	-	(85,792)	(85,792)
144	Janitorial		-	-	-	-	-
145	Building and Land Rent / Lease		1,458,116	1,458,116	-	(1,458,116)	(1,458,116)
146	Repairs & Maintenance		41,000	41,000	-	(41,000)	(41,000)
147	Equipment / Furniture		36,000	36,000	-	(36,000)	(36,000)
148	Security		63,000	63,000	-	(63,000)	(63,000)
149	Utilities		240,000	240,000	-	(240,000)	(240,000)
150	TOTAL FACILITY OPERATION & MAINTENANCE		1,923,908	1,923,908	-	(1,923,908)	(1,923,908)
151							
152	DEPRECIATION & AMORTIZATION		300,000	300,000	-	(300,000)	(300,000)
153	RESERVES / CONTINGENCY		50,000	50,000	-	(50,000)	(50,000)
154							
155	TOTAL EXPENSES		13,086,178	13,086,178	-	(13,086,178)	(13,086,178)
156							
157	NET INCOME		578	578	-	578	578
158							

Enter Charter School Name Here						DESCRIPTION OF ASSUMPTIONS
Budget / Operating Plan						
2014-15						
6	Total Revenue	13,086,756	13,086,756	-	13,086,756	13,086,756
7	Total Expenses	13,086,178	13,086,178	-	(13,086,178)	(13,086,178)
8	Net Income	578	578	-	578	578
9	Actual Student Enrollment					
10	Total Paid Student Enrollment					
11						
12						
13						
139						
140	ENROLLMENT - *School Districts Are Linked To Above Entries*					
161	School District 1 (Enter Name)					
162	School District 2 (Enter Name)					
163	School District 3 (Enter Name)					
164	School District 4 (Enter Name)					
165	School District 5 (Enter Name)					
166	School District 6 (Enter Name)					
167	School District 7 (Enter Name)					
168	School District 8 (Enter Name)					
169	School District 9 (Enter Name)					
170	School District 10 (Enter Name)					
171	School District 11 (Enter Name)					
172	School District 12 (Enter Name)					
173	School District 13 (Enter Name)					
174	School District 14 (Enter Name)					
175	School District 15 (Enter Name)					
176	School District - ALL OTHER					
177	TOTAL ENROLLMENT					
178						
179	REVENUE PER PUPIL					
180						
181	EXPENSES PER PUPIL					

Appendix E: Disclosure of Financial Interest Form

Created Monday, July 28, 2014

Page 1

331500860935 BROOKLYN PROSPECT CS

An Appendix E: Disclosure of Financial Interest Form must be completed for each active Trustee who served on the charter school's Board of Trustees during the 2013-14 school year. Trustees are at times difficult to track down in the summer months. Trustees may complete and submit at their leisure (but before the deadline) their individual form at:

<http://fluidsurveys.com/surveys/vickie-smith/appendix-e-trustee-disclosure-form/>. Trustees may download and/or email their forms to you upon completion.

Trustees who are technologically advanced may complete the survey using their smartphones or other mobile devices by downloading the this bar code link to the survey <https://fluidsurveys.com/account/surveys/540612/publish/qrcode/>. (Make sure you have the bar code application reader on your phone).

If a Trustee is unable to complete the form by the deadline (i.e, out of the country), the school is responsible for submitting the information required on the form for that individual trustee.

Just send the links via email today to your Trustees requesting that they each complete their form as soon as possible.
Thank you.

Yes, each member of the school's Board of Trustees has received a link to the Disclosure of Financial Interest Form.

Yes

Thank you.

Appendix F: BOT Membership Table

Created Monday, July 28, 2014

Page 1

331500860935 BROOKLYN PROSPECT CS

1. Current Board Member Information

	Full Name of Individual Trustees	Position on Board (Officer or Rep).	Voting Member	Area of Expertise &/or Additional Role	Terms Served & Length (include date of election and expiration)	Committee affiliations
1	Amouzegar, Jaleh	Member	Yes	Elementary Education	1 2 yr term.-elected 1/24/13; expires 1/23/15	Academic Oversight, Development
2	Burns, Anne	Vice Chair/Vice President	Yes	Education	3 2 yr. terms; elected 7/28/08; expires 7/27/14	Executive, Governance, Academic Oversight
3	Camp, Elizabeth Varley	Member	Yes	Finance	3 2 yr. terms; elected 7/28/08; expires 7/27/14	Executive, Finance, Development
4	Chou, Luyen	Chair/President	Yes	Technology and Education	3 2 yr. terms; elected 7/01/08; expires 6/30/14	Executive, All Committees
5	Fortune, Roger	Member	Yes	Real Estate	3 2 yr. terms; elected 7/28/08; expires 7/27/14	Executive, Facilities, Development
6	Frantz, Kristina	Member	Yes	Parent Representative	1 year ex-officio rep.	PTSO president seat
7	Hightower, Stacey	Member	Yes	Finance, Corp. Reorganization	2 2yr. terms; elected 10/25/14; expires 10/26/14	Exec, Development, Finance
8	Kane, Pearl	Member	Yes	Education	3 2 yr. terms; elected 7/28/08; expires 7/27/14	Academic Oversight, Governance
9	Olson, Candice	Member	Yes	Business Development, Education	3 2 yr. terms; elected 7/28/08; expires 7/27/14	Exec., Academic Oversight
10	Swann, Eliza	Secretary	Yes	Corporate Law	3 2 yr. terms; elected 7/28/08; expires 7/27/14	Finance, Governance
11	VonSpreklson, David	Member	Yes	Real Estate	1 2yr term; elected 5/16/14; expires 5/15/16	Facilities

2. Total Number of Members Joining Board during the 2013-14 school year

1

3. Total Number of Members Departing the Board during the 2013-14 school year

0

4. According to the School's by-laws, what is the maximum number of trustees that may comprise the governing board?

20

5. How many times did the Board meet during the 2013-14 school year?

4

6. How many times will the Board meet during the 2014-15 school year?

5

Thank you.

Appendix H: Enrollment and Retention Efforts

In 2013-14, the school made a good faith effort to attract and retain a greater enrollment of students with disabilities, English language learners, and students who are eligible applicants for the free and reduced price lunch program. The following list summarizes the actions taken.

Students with Special Needs

- Admissions information sessions are held, including a presentation on our robust Special Education program and Collaborative Team Teaching model.
- Our Special Education Department Head is accessible and available to meet with all prospective families regarding accommodations and individual student needs.
- We have a full Special Education department ('Student Support Services'), which is advertised on our website, along with team bios.
- Our percentage of students with IEPs is larger than that of the district average, and has grown based primarily on word of mouth and the quality of our program.

English Language Learners

- Our application available in multiple languages (English, Spanish, Mandarin).
- Spanish translation is provided at our admissions information sessions.
- Brochures are distributed in Spanish and English.
- We provide outreach by multi-lingual staff and in immigrant communities.
- Advertising and school materials and communications are translated frequently, as needed.
- We have revised our Admissions Policy to include a wait list preference for transient students who are new to New York and qualify as English Language Learners.

Students Eligible for Free and Reduced Lunch Programs

- We revised our admissions policy to allow a 45% set-aside for incoming Kindergarten and 6th grade, in-district families eligible for free and reduced lunch. This is an increase from FRPL preferences of 0% and 40% in Kindergarten and 6th grade respectively.
- Support is offered to assist families in completing all necessary paperwork to ensure eligible students participate in the lunch program.
- Recruitment occurred throughout neighborhoods surrounding the school and in the local district that have high percentages of families receiving free and reduced lunch.
- We are now recognized as an official School Food Authority, participating in the state Child Nutrition Program this year,

Brooklyn Prospect Charter School

Going forward in 2014-15, the school plans to utilize additional measures.

- We will work toward ensuring that all school brochures, mailings and applications will mention that the school accommodates students with disabilities, English language learners and participates in the free and reduced lunch program.
- School information session(s) will be held in trusted cultural centers in the community to attract more families who speak a language other than English.
- Advertising materials will be distributed in the primary languages other than English spoken in the area.
- With notice, translators will also be made available for families at regular school events, such as parent-teacher conferences and PTSO meetings.
- Brooklyn Prospect is currently hiring a staff member dedicated to recruitment and support of ELL and FRPL families. This staff member will be charged with increasing access to our admissions and ensuring that the families are supported once the student is enrolled.

Appendix I: Teacher and Administrator Attrition

Created Monday, July 28, 2014

Page 1

Charter School Name: 331500860935 BROOKLYN PROSPECT CS

Instructions for completing the Teacher and Administrator Attrition Tables
ALL charter schools should provide, for teachers and administrators only, the full time equivalent (FTE) of staff on June 30, 2013, the FTE for added staff from July 1, 2013 through June 30, 2014, and the FTE for any departed staff from July 1, 2013 through June 30, 2014 using the two tables provided.

2013-14 Teacher Attrition Table

FTE Teachers on June 30, 2013	FTE Teachers Additions 7/1/13 – 6/30/14	FTE Teacher Departures 7/1/13 – 6/30/14
37	29.5	9.5

2013-14 Administrator Position Attrition Table

FTE Administrator Positions On 6/30/2013	FTE Administrator Additions 7/1/13 – 6/30/14	FTE Administrator Departures 7/1/13 – 6/30/14
47	25	8

Thank you

Required Form: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Tuesday, July 29, 2014

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/22a06>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

Elizabeth Varley Camp

2. Charter School Name:

Brooklyn Prospect Charter School

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

• Other, please specify...: Executive Committee; Audit and Finance Committee chair

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

Elizabeth Verdery Camp