New York State Education Department

2023-2024 Renewal Site Visit Report for BOR-Authorized Charter Schools under the 2015 Charter School Performance Framework

Brooklyn RISE Charter School

Renewal Site Visit Dates: December 5-6, 2023
Date of Final Draft Site Visit Report: April 24, 2024
Date of Final Site Visit Report: May 8, 2024

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ATTACHMENT 1: 2024 NYSED CHARTER SCHOOL INFORMATION DASHBOARD

ATTACHMENT 2: 2023 CHARTER SCHOOL FISCAL ACCOUNTABILITY SUMMARY DASHBOARD

SCHOOL DESCRIPTION

Charter School Summary[1]

Name of Charter School	Brooklyn RISE Charter School
Board Chair	Christina Hu
District of Location	New York City (NYC) Community School District (CSD) 15
Initial Commencement of Instruction	Fall 2019
Charter Terms	Initial Charter: August 26, 2019 - June 30, 2024
Current Term Authorized Grades/ Approved Enrollment	K - Grade 5 / 312 students
Proposed Renewal Term Authorized Grades/ Proposed Approved Enrollment	K - Grade 8 / 468 students
Comprehensive Management Service Provider	None
Facilities	9 Hanover Place, Brooklyn, New York 11201 - Private Space
Mission Statement	*Brooklyn RISE Charter School builds the knowledge, habits, and mindsets for academic success, ensuring all kindergarten through fifth-grade students are on the path to college.*
Key Design Elements	• College Begins in Kindergarten • Transformational Teachers are Paramount. • Data Drives Decisions • Structure, Joy, and Character Create Community • Mindsets Matter • Family Partnerships
Requested Revisions (Revisions are not approved unless approved by the Board of Regents.)	• Increase its grade span to include Grades 6 through 8 to its current kindergarten through Grade 5 configuration; and to make a corresponding increase to its authorized enrollment from 312 to 468 students. • Amend this Key Design Element, beginning in the 2024-2025 school year. College Begins in kindergarten. For details see the September 2023 public notice. • Amend its organizational chart to reflect significant changes beginning in the 2024-2025 school year.

Innovative and Noteworthy Programs: The strategic organizational leadership structure of Brooklyn RISE Charter School (Brooklyn RISE) teams – school leadership, academic leadership, the inclusive learning department, and the operations team – enables staff to work cohesively to design and implement programs and supports to successfully advance the school's mission of building the knowledge, habits, and mindsets for academic success for historically underserved populations of students, including students with disabilities (SWD), English language learner(s) (ELL), and economically disadvantaged (ED) students. The school was designed with this core demographic in mind and as such features a low student-to-teacher ratio and a two-teacher classroom model. These strategies and others, such as the whole-school sheltered instruction observation protocol (SIOP) implemented across the inclusive classrooms,

[1] The information in this section was provided by the NYS Education Department Charter School Office.

allow teachers to successfully differentiate learning and provide immediate targeted support to meet specific and diverse student needs at the time of instruction.

Renewal Outcomes: Reference the Board of Regents Renewal Policy.

SCHOOL CHARACTERISTICS

Current Grade Levels and Approved Enrollment

	Year 1 2019 to 2020	Year 2 2020 to 2021	Year 3 2021 to 2022	Year 4 2022 to 2023	Year 5 2023 to 2024
Grade Configuration	K - Grade 1	K - Grade 2	K - Grade 3	K - Grade 4	K - Grade 5
Total Approved Enrollment	104	156	208	260	312

Proposed Renewal Term Grade Levels and Proposed Enrollment Requested by the School[2]

	Year 1 2024 to 2025	Year 2 2025 to 2026	Year 3 2026 to 2027	Year 4 2027 to 2028	Year 5 2028 to 2029
Grade Configuration	K - Grade 6	K - Grade 7	K – Grade 8	K - Grade 8	K - Grade 8
Total Proposed Enrollment	364	416	468	468	468

METHODOLOGY

Purpose of the Renewal Report

The primary purpose of the renewal site visit to Board of Regents-authorized charter schools is to supplement and validate the information collected over the charter term by the New York State Education Department (NYSED) Charter School Office (CSO). This information is used to inform the action taken by the Board of Regents to approve, modify, or disapprove the charter school's request for renewal. In advance of action by the Board of Regents, the CSO prepares a renewal recommendation that is based on the school's performance in three broad areas:

1. The school's **academic success** and ability to operate in an educationally sound manner;
2. The school's **organizational viability** and ability to operate in a fiscally sound manner; and
3. The school's faithfulness to the terms of its charter and **adherence to applicable laws and regulations**.

[2] This proposed chart was submitted by the Brooklyn RISE Charter School in its renewal application. It is subject to change pending the final renewal recommendation and approval by the Board of Regents.

In addition, NYSED, on behalf of the New York State Board of Regents, is a community-based authorizer committed to principles of equity and access for all students across New York State. Community-based authorizing is based on the principle that community stakeholder voice, and response to community need, is an integral component of charter school decision making at all levels. During the renewal visit, the CSO will look for evidence of community voice across the school from governance to the educational program, as well as a commitment to the principles of diversity, equity, and inclusion, in the school's policies and practices.

A two-day renewal site visit was conducted at Brooklyn RISE on December 5 and 6, 2023. The New York State Education Department's Charter School Office (CSO) team conducted interviews with the board of trustees, school leadership team, mission/key design element, academic support, student support, and parent focus groups.

The team conducted nineteen classroom observations in K - Grade 5. The observations were approximately 20 minutes in length and conducted jointly with the head of school, assistant head of school, and director of curriculum. NYSED utilizes the CSO's Classroom Observation Worksheet as a lens for classroom observations. It is shared with the school prior to the site visit, and can be found in the 2023-2024 Renewal SV Protocol.

To draft this report, the CSO site visit team reviewed school-specific documents and data such as the school's 2023-2024 renewal application, 2022-2023 annual report, surveys, data, and fiscal dashboards, CSO site visit reports and memos, and complaints, and corrective action plans.

BENCHMARK ANALYSIS

The 2015 Performance Framework, which is part of the oversight plan included in the Charter Agreement for each school, outlines 10 Performance Framework benchmarks in three key areas of charter school performance:

- Educational Success
- Organizational Soundness
- Faithfulness to Charter and Law

Observational findings from the review of the renewal application, supporting data, and the site visit will be presented in alignment with the 2015 Performance Framework benchmarks and Indicators according to the rating scale below. A brief summary of the school's strengths will precede the benchmark analysis. Each benchmark will be rated; and the report narrative will provide evidence-based information relative to each indicator.

Level	Description
Exceeds	The school meets the performance benchmark; potential exemplar in this area.
Meets	The school generally meets the performance benchmark; few concerns are noted.
Approaches	The school does not meet the performance benchmark; a number of concerns are noted.
Falls Far Below	The school falls far below the performance benchmark; significant concerns are noted.

New York State Education Department
2015 Charter School Performance Framework Rating[3]

	2015 Performance Benchmark	Level
Educational Success	**Benchmark 1: Student Performance:** The school has met or exceeded achievement indicators for academic trends toward proficiency, proficiency and high school graduation. At all grade levels and all assessments, scoring proficiently means achieving a performance level of 3 or higher (high school Regents and Common Core Regents exam score of 65 or higher).	**Approaches**
	Benchmark 2: Teaching and Learning: School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students' well-being, improved academic outcomes, and educational success. The school has rigorous and coherent curriculum and assessments that are aligned to the New York State Learning Standards (NYSLS) for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement.	**Meets**
	Benchmark 3: Culture, Climate, and Family Engagement: The school has systems in place to support students' social and emotional health and to provide for a safe and respectful learning environment. Families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school's academics and the overall leadership and management of the school.	**Meets**
Organizational Soundness	**Benchmark 4: Financial Condition:** The school is in sound and stable financial condition as evidenced by performance on key financial indicators.	**Meets**
	Benchmark 5: Financial Management: The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.	**Meets**
	Benchmark 6: Board Oversight and Governance: The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness and faithfulness to the terms of its charter.	**Meets**
	Benchmark 7: Organizational Capacity: The school has established a well-functioning organizational structure, clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.	**Meets**
Faithfulness to Charter & Law	**Benchmark 8: Mission and Key Design Elements:** The school is faithful to its mission and has implemented the key design elements included in its charter.	**Meets**
	Benchmark 9: Enrollment, Recruitment, and Retention: The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students.	**Approaches**
	Benchmark 10: Legal Compliance: The school complies with applicable laws, regulations, and the provisions of its charter.	**Meets**

[3] Charter schools authorized or renewed beginning in the 2019-2020 school year and thereafter use the 2019 Charter School Performance Framework, and all other charter schools use the 2015 Charter School Performance Framework until renewal. Refer to the appropriate framework for the applicable benchmark standards.

Summary of Findings

- Brooklyn RISE is in year five of operation and serves students in K - Grade 5. During its 2023-2024 charter term, the school is rated in the following manner: meeting eight benchmarks and approaching two benchmarks. A summary of those ratings is provided below.

- **Summary of Areas of Growth and Strengths**: Brooklyn RISE continues to fulfill its core mission to build the knowledge, habits, and mindsets for academic success for all its students through implementation of NYSLS-aligned curricula and innovative teaching strategies focused on engagement and critical thinking. The two-teacher model used in most classrooms provides a low student-teacher ratio, which allows for small-group instruction and individualized supports, as well as other strategies designed to address gaps in learning and ensure the diverse population of students meets academic goals. A focus on data guides curricular and instructional decision making at a schoolwide and classroom level for student instruction, staff coaching, and regular family communication regarding student progress. The inclusive learning department leads a schoolwide focus on successfully educating students in an inclusive and responsive environment in which students with disabilities (SWD) and English language learner(s) (ELL) learn next to their non-disabled and/or native English-speaking peers. Application of the responsive classroom model creates an atmosphere of belonging, which is supported by restorative practices. The school is strategically organized and financially sound and the Board provides active oversight to ensure programs and systems that promote academic success and adherence to charter terms and goals.

- **Summary of Challenges**: Despite strong academic outcomes for all students and subgroups as compared to NYS, the school is in high-performing NYC CSD 15; and is underperforming in respect to the district of location (DOL). During the 2021-2022 and 2022-2023 school years, the school has had challenges in enrolling a sufficient number of students to meet its contractual obligation. Retention rates have dropped below the DOL in the past year, 2022-2023, after several years of exceeding the DOL.

Benchmark 1: Student Performance

The school has met or exceeded achievement indicators for academic trends toward proficiency, proficiency, and high school graduation. At all grade levels and all assessments, scoring proficiently means achieving a performance level of 3 or higher (high school Regents and Common Core Regents exam score of 65 or higher).

Finding: Approaches

Summative Evidence for Benchmark 1:

Brooklyn RISE did not receive a Benchmark 1 rating at the time of their 2022 Midterm and thus far only has results from the NYSTP 3-8 Assessments for 2022 and 2023, so no trajectory can be described.

The school has consistently outperformed NYS academically both overall and for each subgroup as evidenced by the NYSTP 3-8 Assessment results for 2022 and 2023. However, even with the most recent (2023), proficiency rates of the school, 51 percent for ELA and 57 percent for math, the school is below the DOL, NYC CSD 15: -15 percentage points for ELA and -12 percentage points for math.

See Attachment 1 for data tables and additional academic information.

Benchmark 2: Teaching and Learning

School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students' well-being, improved academic outcomes, and educational success. The school has rigorous and coherent curriculum and assessments that are aligned to the New York State Learning Standards (NYSLS) for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement.

Finding: Meets

Element	*Indicators*
1. Curriculum	a. The school has a documented curriculum that is aligned to the NYSLS. b. Teachers use unit and lesson plans that introduce complex materials, stimulate higher order thinking, and build deep conceptual understanding and knowledge around specific content. c. The curriculum is aligned horizontally across classrooms at the same grade level and vertically between grades. d. The curriculum is differentiated to provide opportunities for all students to master grade-level skills and concepts. e. The curriculum is systematically reviewed and revised.
2. Instruction	a. The school staff has a common understanding of high-quality instruction, and observed instructional practices align to this understanding. b. Instructional delivery fosters engagement with all students.
3. Assessment and Program Evaluation	a. The school uses a balanced system of formative, diagnostic and summative assessments. b. The school uses qualitative and quantitative data to inform instruction and improve student outcomes. c. The school uses qualitative and quantitative data to evaluate the quality and effectiveness of the academic program and modifies the program accordingly.
4. Supports for Diverse Learners	a. The school provides supports to meet the academic needs for all students, including but not limited to: students with disabilities, English language learners, and economically disadvantaged students. b. The school has systems to monitor the progress of individual students and facilitate communication between interventionists and classroom teachers regarding the needs of individual students.

Academic Program for Elementary School:

- ES: A two-teacher schoolwide model prioritizing a least restrictive and inclusive educational environment for all students. There are 2 classrooms at each level, capped at 26 students, providing the smaller classroom concept where students' diverse needs are addressed. Joy and

love are the main foci for creating a positive learning environment. The benefit of having a large inclusive learning department has helped in creating beautiful classrooms for both SWD and ELL students.

- ELA: The Fishtank NYSLS-aligned curriculum implemented across K - Grade 5. Writing is observed in the ELA classes and embedded into the daily practice where there is evidence of a responsive classroom where students were working independently. Teachers provided feedback whilst working with students in small groups.
- Phonics: The Lifelong Readers curriculum implemented alongside Fishtank ELA in K - Grade 2.
- Guided Reading: The Lifelong Learner's Guided Reading curriculum implemented alongside the phonics curriculum in K - Grade 2 and the Fishtank curriculum in K - Grade 4. CSO team classroom observations showed students engaged and having clear classroom expectations and a structured environment. Differentiation was evident during those classroom observations. Strategies such as turn-and-talk and students supporting each other were also observed by the CSO site visit team. Group rotations provide all students the opportunity to participate in phonics, guided reading, and independent reading activities.
- Math: The Bridges in Mathematics, a NYSLS-aligned curriculum, was implemented across K - Grade 5. The gradual-release model supports the instruction across all classrooms where the students critical thinking is seen through their involvement and independent work time. Anchor charts are used to reiterate and assist in students taking ownership of their learning, creating a positive learning environment. During its classroom observations, the CSO team noted that students were helping each other during the individual students' struggles. The Zearn curriculum, based on research, was selected by the school as the best option for small-group instruction.
- Social Studies: The Fishtank ELA curriculum with embedded social studies units across K - Grade 5.
- Science: The Fishtank ELA curriculum with embedded science units across K - Grade 5 along with the Full Option Science System (FOSS).

Academic Program for SWD and ELL:

- SWD:
  - A two-teacher schoolwide model prioritizing a least restrictive and inclusive educational environment with program oversight provided by the special education coordinator.
  - Integrated Co-Teaching (ICT) classrooms include a certified special education teacher at each grade level to provide modifications, accommodations, and specially designed instruction as required in IEPs.
  - Bridges Curriculum implementation training to 'train the trainer' and teachers were provided to be able to support and meet the needs of SWD students. School year 2022-23 was the first year of implementation and Brooklyn RISE continued to focus on the implementation by putting a professional development plan for the current school year.
  - The ELL coordinators support students through providing professional development to teachers and intervention to ELL students. All teachers are equipped to provide ELL instruction due to support of the coordinators.
  - Frequent and regular monitoring of student academic progress and IEP implementation, with interventions provided through small-group and push-in instruction; and required related services provided by paraprofessionals.

- ELL:
  - A two-teacher schoolwide model prioritizing a least restrictive and inclusive educational environment with program oversight provided by the ELL coordinator.
  - The Sheltered Instruction Observation Protocol (SIOP) model is used across all classrooms.
  - The Ballard and Tighe research-based curriculum supports English language development (ELD), with pull-out and push-in services provided according to student proficiency levels and needs.
  - Committees, ELL and SIOP, provide the opportunity for an array of staff members to engage in planning.
  - Due to response to data, Brooklyn RISE hired a 2nd coordinator where all ELL students are supported.

Summative Evidence for Benchmark 2:

Over this charter term, the trajectory for this benchmark has been consistent as a Meets.

1. Element: ***Curriculum***:
   - **Indicator a:** The school has a documented curriculum that is aligned to the NYSLS. According to the renewal application and school leadership and academic support team focus groups, the FishTank curriculum supports across the ELA, Science and Social Studies.
   - **Indicator b:** Teachers use unit and lesson plans that introduce complex materials, stimulate higher order thinking, and build deep conceptual understanding and knowledge around specific content. The rigorous standard based curricula across the content area provides the foundation for 21st century skills such as higher-order thinking, building knowledge, and hands-on and interactive learning experiences. Teachers are expected to prepare for the students in their class to ensure engagement and differentiation when delivering the lessons.
   - **Indicator c:** The curriculum is aligned horizontally across classrooms at the same grade level and vertically between grades. Weekly grade team meetings occur where teachers review grade-level work as well as content across grade level. This time is also used to plan for the intervention needed to assist students to progress to their next level.
   - **Indicator d:** The externally developed core curriculum is differentiated to provide opportunities for all students to master grade-level skills and concepts. Data is used to make instructional decisions, with re-teaching, small group instruction, and scaffolds such as graphic organizers, visuals, and word banks provided to support student needs. Implementation of the two-teacher model supports the use of targeted differentiation in the classrooms, allowing teachers to provide individual students with the instruction and support needed to work toward mastery of standards.
   - **Indicator e:** The curriculum is systematically reviewed and revised. The K - Grade 2 and the Grades 3 - 5 directors of curriculum and instruction work alongside teachers together to ensure the curriculum is meeting the needs of students by participating in collaborative meetings that serve as the foundation of the curricular review process.

2. Element: ***Instruction***:
   - **Indicator a:** The school staff has a common understanding of high-quality instruction, and observed instructional practices align to this understanding. There are weekly coaching sessions in place, along with the professional development, to support in instructional practices aligned with expectations.

- **Indicator b:** Instructional delivery fosters engagement with all students. The Brooklyn RISE focuses on small group instruction, enabled by the two-teacher classroom model and a low student-to-teacher ratio, in which students are provided differentiated instruction to meet their individual needs. There are also two certified teachers in each classroom to help facilitate delivery of the instructional practices.

3. Element: ***Assessment and Program Evaluation***:
   - **Indicator a:** The school uses a balanced system of formative, diagnostic and summative assessments. A data dashboard holds a collection of all data. Assessment data from state exams, as well as unit assessment data are maintained and used to analyze for intervention.
   - **Indicator b:** The school uses qualitative and quantitative data to inform instruction and improve student outcomes. All data is being used as students are supported holistically. There is a behavioral data, in addition, to academic data. Also, through the grade meetings qualitative information is shared with the student support teams to address any students' needs.
   - **Indicator c:** The school uses qualitative and quantitative data to evaluate the quality and effectiveness of the academic program and modifies the program accordingly. The inclusion learning department (ILD) continuously reviews data to validate the support and instruction students are receiving. Professional development shifts are made through the data review process, addressing students' academic needs. Teachers are provided the support to best suit the needs of the students.

4. Element: ***Supports for Diverse Learners***:
   - **Indicator a:** Brooklyn RISE provides supports to meet the academic needs for all students, including but not limited to: SWD, ELL, and ED students. Sheltered Instruction Observation Protocol (SIOP) strategies provides engaging lessons to meet the needs of our diverse learners and the ILD is in place to work together with the student support team to support the students holistically. Students who are from ED families are provided with uniforms and families are supported through the food pantry and clothing drives.
   - **Indicator b:** The school has systems to monitor the progress of individual students and facilitate communication between interventionists and classroom teachers regarding the needs of individual students. The 3-6-9-week cycle of learning supports the review and discussion about student progress of instruction.

Benchmark 3: Culture, Climate, and Family Engagement

The school has systems in place to support students' social and emotional health and to provide for a safe and respectful learning environment. Families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school's academics and the overall leadership and management of the school.

Finding: Meets

Element	*Indicators*
1. *Behavior Management and Safety*	a. The school has a clear approach to behavioral management, including a written discipline policy. b. The school appears safe and all school constituents are able to articulate how the school community maintains a safe environment. c. The school has systems in place to ensure that the environment is free from harassment and discrimination. d. Classroom environments are conducive to learning and generally free from disruption.
2. *Family Engagement and Communication*	a. The school communicates with and engages families with the school community. b. Teachers communicate with parents to discuss students' strengths and needs. c. The school assesses family and student satisfaction using strategies such as surveys, feedback sessions, community forums, or participation logs, and considers results when making schoolwide decisions. d. The school has a systematic process for responding to family or community concerns. e. The school shares school-level academic data with the broader school community to promote transparency and accountability among parents, students and school constituents.
3. *Social-Emotional Supports*	a. The school has systems or programs in place to support the social-emotional needs of students. b. School leaders collect and use data to track the socio-emotional needs of students. c. School leaders collect and use data regarding the impact of programs designed to support students' social and emotional health.

Summative Evidence for Benchmark 3:

Over this charter term, the trajectory for this benchmark has Meets rating.

1. Element: ***Behavior Management and Safety:***
    - **Indicator a:** Brooklyn RISE uses the responsive classroom and social-emotional skills building as the foundation to address behavior management. Brooklyn RISE believes that students learn best in a calm and structured classroom environment. Parent focus group members mentioned that issues are handled immediately. When there is an issue, Brooklyn RISE staff address it and continue to monitor it, ensuring students are working well together. The 6-week culture plan is inclusive of the three buckets which are effective classroom management, developmentally responsive teaching and engaging academics and positive community. After the six weeks, focus is then placed on teaching content.
    - **Indicator b:** Student support focus group members confirmed that the social workers, student support specialist, and family coordinator work together to create a safe environment for students. There is a daily routine where support staff attend grad-level team meetings to share information about or identify students who may need support or check-ins. This practice helps to address potential issue before they become serious or require additional counseling. A support specialist is available to work with all students, not just those with IEPs.
    - **Indicator c:** Systems such as restorative circles, community circles, morning meetings, and Class DOJO used for communication help to create and build an inclusive learning experience and positive community. Brooklyn RISE also implements trauma-informed practices, led by the ILD. Students and staff create a positive learning community. Brooklyn RISE values are reflected throughout school activities in the form of partnerships with families and responsive classrooms, reinforced and celebrated by sharing the message of the day and spotlighting students who exemplify those values. There is a sense of belonging among staff and students. Classrooms are established with thoughtfulness of both. Suspension is used only when necessary. However, when it is, there is a process for re-entry.

2. Element: ***Family Engagement and Communication***:
    - **Indicator a**: One of the key elements in the school design is "Family Partnerships." It is evident that Brooklyn RISE fully implements this element. During the parent focus group, the CSO team heard loud and clearly that communication with families was one of the school's highlights. Parents shared that communication is ongoing and continuous. As per the school's student attendance system, parents are called if their child is not in school.
    - **Indicator b:** Family conferences are set up for meeting with parents, and accommodations are made to ensure parents are in attendance. Translation services are provided to support the families who do not fluently speak English. Many of the staff members speak Spanish, the dominant foreign language in the district, and provide support to the families. Brooklyn RISE staff also make use of the language translation service provided through the NYCDOE.
    - **Indicator c:** Class DOJO is a school-wide implemented strategy. Use of this app permits immediate communication between the school and the parents. Each student has an assigned communication folder where items are placed for parents to access, such as school-to-home communications, texts, pictures of their children, calendar items, event notifications, and flyers, etc.
    - **Indicator d:** A celebration is held for a Brooklyn RISE family and student each month. This helps to build relationships among the school community and makes parents feel a sense of belonging and appreciation. A student of the month recognition is also a part of the Brooklyn RISE values and highlights the achievements of one student.
    - **Indicator e:** A parent having a child at the school fills the role of family operations manager, creating a partnership with parents. This allows for direct parent advocacy and is an additional

way the school strengthens family relationships. Brooklyn RISE help families with immigration issues providing workshops, shelters, working with catholic charities, and clothing drives. The mid-year surveys administered by the school also gather information to assist Brooklyn RISE in better supporting the families of the students at the school.

3. Element: ***Social-Emotional Supports***:
    - **Indicator a**: Another key design element is "Mindsets Matter." Brooklyn RISE values are clearly reflected in the classrooms where social-emotional learning is embedded in all classroom activities. Confidence and social skills are built through the community circles where Brooklyn RISE students gather as a whole group within K - Grade 4 and the academic setting is also one of respect for both students and staff. Students are comfortable at Brooklyn RISE, and it is a school where students are instilled with confidence through acceptance of themselves.
    - **Indicator b:** Responsive classroom is augmented through Second Step, a CASEL-endorsed social-emotional curriculum. Every Friday, teachers deliver a launch lesson from Second Step, which introduces new skills and reinforces competencies previously covered. Launch lessons serve as the foundation for the upcoming week, where the skills and content covered are reinforced during morning meetings. Responsive classroom practices and skills taught through Second Step are further reinforced through Brooklyn RISE character values: Respect, Integrity, Self-confidence, and Effort & Excellence.
    - **Indicator c:** The Second Step curriculum includes units, lessons, and assessments. These assessments are offered to students and their results/scores help Brooklyn RISE to gather information on students' behavior, strengths, and needs. Once this data is triangulated and analyzed, the behavioral team conducts a RTI meeting to address the individual needs of students. Issues are handled by the school and continue to support students to ensure that all students are doing well. The Office of Students Affairs supports and meets the needs of students, also working in collaboration with the social workers, maintaining open- communication on a weekly basis.

Benchmark 4: Financial Condition

The school is in sound and stable financial condition as evidenced by performance on key financial indicators.

Finding: Meets

Over this charter term, the trajectory for this benchmark has been consistent as a Meets.

Summative Evidence for Benchmark 4:

See the school's fiscal dashboard attached to the end of this report (Charter School Fiscal Accountability Summary). The fiscal dashboard provides detailed information regarding the school's compliance with Benchmark 4 of the Charter School Performance Framework. Unless otherwise indicated, financial data is derived from the school's annual independently audited financial statements which can be found on the NYSED website at http://www.p12.nysed.gov/psc/csdirectory/CSLaunchPage.html.

- Financial Composite Score
- Working Capital
- Debt to Asset
- Cash Position
- Total Margin

Financial Condition

Brooklyn RISE Charter School appears to be in good financial condition as evidenced by performance on key indicators derived from the school's independently audited financial statements.

Overall Financial Outlook

A financial composite score is an overall measure of financial health based on a weighting of primary reserves, equity, and net income. A charter school with a score between 1.50 and 3.00 is generally considered to be in good financial health. Brooklyn RISE Charter School's 2022-2023 composite score is 0.56.

Composite Scores
2018-2019 to 2022-2023

Year	*Composite Score*
2019-2020	3.00
2020-2021	2.89
2021-2022	3.00
2022-2023	0.56

In July 2022, the school adopted a new accounting standard, taking on a significant lease liability, a right-of-use asset, and a substantial current liability. This new accounting standard negatively impacted the school's FY 2023 statement of financial position and its composite score.

Benchmark 5: Financial Management

The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.

Finding: Meets

Over this charter term, the trajectory for this benchmark has been consistent as a Meets.

Renewal is based on evidence that the following indicators are generally present:

1. The school has an accurate and functional accounting system that includes monthly budgets.
2. The school sets budget objectives and regularly analyzes its budget in relation to those objectives.
3. The school has allocated budget surpluses in a manner that is fiscally sound and directly attends to the social and academic needs of the students attending the school.
4. The school has and follows a written set of fiscal policies.
5. The school has complied with state and federal financial reporting requirements.
6. The school has and is maintaining appropriate internal controls and procedures.
7. The school follows generally accepted accounting principles as evidenced by independent financial audits with an unqualified audit opinion, a limited number of findings that are quickly corrected, and the absences of a going concern disclosure.

Summative Evidence for Benchmark 5:

NYSED CSO reviewed Brooklyn RISE Charter School's 2022-2023 audited financial statements to determine whether the independent auditor observed sufficient internal controls over financial reporting. The auditor did not identify deficiencies in internal controls that could be considered material weaknesses.

However, the NYSED CSO found that as of June 30, 2023, the school did not adhere to the requirement specified in its charter agreement to have at least $100,000 in an escrow account to pay for legal and audit expenses that would be associated with a charter dissolution.

Benchmark 6: Board Oversight and Governance

The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness and faithfulness to the terms of its charter.

Finding: Meets

Element	*Indicators*
1. Board Oversight and Governance	a. The board recruits and selects board members with skills and expertise that meet the needs of the school. b. The board engages in strategic and continuous improvement planning by setting priorities and goals that are aligned with the school's mission and educational philosophy. c. The board demonstrates active oversight of the charter school management, fiscal operations, and progress toward meeting academic and other school goals. d. The board regularly updates school policies. e. The board utilizes a performance-based evaluation process for evaluating school leadership, itself, and providers. f. The board demonstrates full awareness of its legal obligations to the school and stakeholders.

Summative Evidence for Benchmark 6:

Over this charter term, the trajectory for this benchmark has been consistent as a Meets.

1. Element: ***Board Oversight and Governance***:
   - **Indicator a:** The board currently consists of six members who collectively possess the skills and expertise to effectively govern the school. Members have experience in academics and education, operational management, finance, facilities, law, and governance, among other fields. Members' mindsets are aligned to the school's mission, and the board governs with a commitment to realize the school's mission. The board recruits looking to fill any gaps in experience. At the time of the visit, the school submitted applications for two new additional members, awaiting CSO approval. In the board focus group, the chair mentioned a discussion regarding a succession plan for the leadership and the fact that the outreach for new board members is done mostly through the LinkedIn platform.
   - **Indicator b:** The board hired, oversees, and supports a highly qualified head of school who has responsibility for the implementation of a successful academic program, effective day-to-day school operations, and management of school funds in alignment with the board-approved budget. To support the board in such oversight, the board utilizes tools from BoardOnTrack, including a data dashboard that is maintained by the head of school. The dashboard provides the board with robust detail about the students' academic performance and growth, the state of school operations (e.g., attendance rates, student enrollment and

retention rates, staff retention rates), and key financial information. The board constantly reviews the data to inform its decisions.

- **Indicator c**: The board has access to the dashboard and regularly meets with head of school around the school data and progress of students.
- **Indicator d:** The board regularly updates and reviews school policies, with the governance committee leading the policy work.
- **Indicator e:** The board evaluates the head of school using the BoardOnTrack system. This evaluation tool provides a lot of options for the annual evaluation to be aligned to the charter framework and the school commitments. The head of school also does a self-evaluation, where the rating is compiled, and goals are created. The board only evaluates the head of school. The head of school is then responsible to evaluate everyone else. The board evaluate themselves using the Board OnTrack system. Through this system, board members are provided with training and resources. Consultants are hired to provide them with additional training.
- **Indicator f:** The school's legal counsel and insurance firm provide annual updates to the board.

Benchmark 7: Organizational Capacity

The school has established a well-functioning organizational structure, clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.

Finding: Meets

Element	*Indicators*
1. School Leadership	a. The school has an effective school leadership team that obtains staff commitment to a clearly defined mission and set of goals, allowing for continual improvement in student learning. b. Roles and responsibilities for leaders, staff, management, and board members are clearly defined. Members of the school community adhere to defined roles and responsibilities. c. The school has clear and well-established communication systems and decision-making processes in place which ensure effective communication across the school. d. The school successfully recruits, hires, and retains key personnel, and makes decisions – when warranted – to remove ineffective staff members.
2. Professional Climate	a. The school is fully staffed with high quality personnel to meet all educational and operational needs, including finance, human resources, and communication. b. The school has established structures for frequent collaboration among teachers. c. The school ensures that staff has requisite skills, expertise, and professional development necessary to meet students' needs. d. The school has systems to monitor and maintain organizational and instructional quality—which includes a formal process for teacher evaluation geared toward improving instructional practice. e. The school has mechanisms to solicit teacher feedback and gauge teacher satisfaction.
3. Contractual Relationships ☐*N/A*	a. The board of trustees and school leadership establish effective working relationships with the management company or comprehensive service provider. b. Changes in the school's charter management or comprehensive service provider contract comply with required charter amendment procedures. c. The school monitors the efficacy of contracted service providers or partners.

Summative Evidence for Benchmark 7:

Over this charter term, the trajectory for this benchmark has been consistent as a Meets.

1. Element: ***School Leadership:***

- **Indicator a:** The school has an effective school leadership team that obtains staff commitment to a clearly defined mission and set of goals, allowing for continual improvement in student learning.

There is a head of operations and director of inclusive learning who were hired to meet the needs of Brooklyn RISE. These staff members comprise the team that ensures that all aspects of the charter framework are addressed.

- **Indicator b:** Roles and responsibilities for leaders, staff, management, and board members are clearly defined. Members of the school community adhere to defined roles and responsibilities. There is a head of school, assistant head of school, head of operations, director of inclusive learning, director of curriculum and instruction, director of student affairs, K - Grade 2 and Grades 3 - 5 directors of curriculum and instruction, director of student affairs and many more. Each person is expected to focus on his/her individual responsibilities and come together as a team to ensure students safety and meeting students' educational needs on a holistic basis.
- **Indicator c:** The school has clear and well-established communication systems and decision-making processes in place which ensure effective communication across the school. There are committees in place to ensure all information is disseminated across the school. The head of school meets with school leadership team, with each team member being the leader of a committee to which they report.
- **Indicator d:** The school successfully recruits, hires, and retains key personnel, and makes decisions – when warranted – to remove ineffective staff members. There is a recruitment process in place: starts with word of mouth, then moves to phone screening, school visit, demo lesson, and then meeting with staff members.

2. Element: ***Professional Climate:***
   - **Indicator a:** The school is fully staffed with high-quality personnel to meet all educational and operational needs, including finance, human resources, and communication. All positions in the school have been filled, and at the time of the renewal site-visit, the school had no vacancies.
   - **Indicator b:** The school has established structures for frequent collaboration among teachers. Scheduled time is provided on a weekly basis for grade team meetings and professional development. Additionally, 15 days of summer professional development are scheduled to ensure collaboration and learning among teachers.
   - **Indicator c:** The school ensures that staff have requisite skills, expertise, and professional development necessary to meet students' needs. As shared in Indicator b, time is scheduled for professional development, both externally and internally. Data is used to facilitate any shift in professional development to meet the needs of students. Coaches also support teachers in the classroom as well as out of classroom conversations.
   - **Indicator d:** The school has systems to monitor and maintain organizational and instructional quality, which includes a formal process for teacher evaluation geared toward improving instructional practice. Classroom observations are regularly conducted to evaluate teacher practice using the Danielson rubric, and a rubric created to ensure a sense of equity within the school. All observations, notes, and action steps are documented in School Grow, which provides access to the ongoing information needed to support teachers and build upon previous supports.
   - **Indicator e**: The school has mechanisms to solicit teacher given to staff to gather feedback on a regular basis. Survey results help to ensure that needed supports reach teachers. One of the key design elements is "Transformational Teachers are Paramount." Brooklyn RISE provides teacher with laptops and supports to ensure joy in the classrooms. Teacher retention is a clear indication of teacher satisfaction.

3. Element: ***Contractual Relationships***:
    - **Indicator a:** As per the board of trustees site visit focus group, Brooklyn RISE does not have a management company, but the school has contracted with a "back office" provider, EdTech, and has established an effective working relationship with the contractor.
    - **Indicator b:** n/a
    - **Indicator c:** As per the board of trustees site visit focus group, Brooklyn RISE does not yet have a formal system in place to monitor the efficacy of contracted service providers or partners. This was identified as an area of growth for Brooklyn RISE and its board of trustees.

Benchmark 8: Mission and Key Design Elements

The school is faithful to its mission and has implemented the key design elements included in its charter.

Finding: Meets

Element	*Indicators*
1. Mission and Key Design Elements	a. School stakeholders share a common and consistent understanding of the school's mission and key design elements outlined in the charter. b. The school has fully implemented the key design elements in the approved charter and in any subsequently approved revisions.

Summative Evidence for Benchmark 8:

Over this charter term, the trajectory for this benchmark has been consistent as a Meets.

1. Element: ***Missions and Key Design Elements:***
   - **Indicator a:** Brooklyn RISE Charter School's stakeholders fully understand and share the knowledge, habits, and mindsets for academic success, ensuring all kindergarten through fifth-grade students are on the path to college. The key design elements include College Begins in Kindergarten, Transformational Teachers are Paramount, Data Drives Decisions, Structure, Joy, and Character Create Community, Mindsets Matter and Family Partnerships.
   - **Indicator b:**
     - College Begins in Kindergarten: During classroom visits, students are seen working independently, writing is evident across all content and students are learning to read.
     - Transformational Teachers are Paramount: Prioritizing teacher learning begins in the summer when 15 days of summer professional development is offered. Teachers are also provided professional development on an ongoing basis, both externally and internally. Teachers work on scope and sequence but then revise during professional development time. The new initiative of Science of Reading is now in place and literacy coordinator was invited to support the teachers in having this visible in the classrooms. Writing across classrooms is also a requirement and these workshops are provided to teachers.
     - Data Drives Decisions: Data analysis is systemic within Brooklyn RISE. Data is used to informed academic achievement and plan for RTI, behavioral management support, check ins with student support staff and conversations with teachers and families.
     - Structure, Joy and Character Create Community: Each classroom (including ICT) has two teachers. Students are provided with resources such as laptops, books and instructional materials needed to provide the learning opportunities. Classroom observations show that students are given opportunity for independent learning, group work and a space where they feel safe to engage in learning.
     - Mindsets Matter: Building students' confidence through independent learning, community circles and student advocating for themselves are seen across the school community.
     - Family Partnerships: Parent focus group members indicated that this element is fully implemented. Brooklyn RISE works very diligently in developing and maintaining robust

relationships with all families by starting with open and fluid communication. Parents shared that communication is amazing, as all parties communicates. There is open communication with administration, regardless of the time of day. Parents are contacted via Class DOJO for calendars, events, pictures of students, calls are made daily and early in the day to inquire students are not in school. Each student has a communication folder that is sent home daily. Parents are invited to go on school trips and volunteer for shows and events. Student academic progress is shared through Class DOJO, progress reports, parent teacher conferences, and tests and worksheets via the communication folder. Parents are surveyed twice a year, including being asked about their communication preference, as the school uses a combination of Class DOJO, progress reports, and parent conferences to maintain communication with families.

Benchmark 9: Enrollment, Recruitment, and Retention

The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students.

Finding: Approaches

Element	*Indicators*
1. Targets are met	a. The school maintains sufficient enrollment demand for the school to meet or come close to meeting the enrollment plan outlined in the charter.
2. Targets are not met	a. The school is making regular and significant annual progress toward meeting the targets. b. The school has implemented extensive recruitment strategies and program services to attract and retain students with disabilities, English language learners, and students who are eligible for free and reduced priced lunch. Strategies include, but are not limited to: outreach to parents and families in the surrounding communities, widely publicizing the lottery for such school, efforts to academically support these students, and enrollment policy revisions, such as employing a weighted lottery or enrollment preference, to increase the proportion of enrolled students from the three priority populations. c. The school has implemented a systematic process for evaluating recruitment and outreach strategies and program services for each of the three categories of students, and makes strategic improvements as needed.

Summative Evidence for Benchmark 9:

Over this charter term, the trajectory for this benchmark has been consistent as an Approaches due to low overall enrollment and declining retention rates.

1. Element: ***Targets are met:***
   - **Indicator a:** Brooklyn RISE has consistently enrolled all subgroups (SWD, ELL, and ED students) at rates exceeding those of the DOL and is currently, 2022-2023, +3 percentage points above the DOL for SWD, +12 for ELL, and +40 for ED students. The retention rate for SWD also exceeds that of the DOL and is currently +3 percentage points.

2. Element: ***Targets are not met:***
   - **Indicator a:** For the last two years, 2021-2022 and 2022-2023, Brooklyn RISE has not enrolled sufficient numbers of students to satisfy their contractual obligation. The school is currently at 80 percent of their contracted enrollment. The school's overall, ELL, and ED student retention rates are currently below those of the DOL: -12 percentage points below, -13 below, and -10 below, respectively.

- **Indicator b:** According to the renewal application, to ensure that the school meets the requirements of their contracted enrollment plan, and that they effectively recruit SWD, ELL and ED subpopulations, the school implements extensive recruitment strategies and offers an array of robust program services. Among these strategies and services are the following:
  - Implementing school lottery preference for students whose home language is not English and for students who qualify for free and reduced-price lunch.
  - Providing home visits for all newly enrolled students.
  - Employing multilingual staff who communicate in families' preferred home languages.
  - Providing all paper-based communications in families' preferred home languages.
  - Offering real-time interpretation services during all school events.
  - Ensuring all recruitment and marketing materials are provided in the most common languages spoken in our target communities.
  - Advertising how our model supports special populations of students (smaller class sizes, two teachers in each classroom, emphasis on small group instruction, access to related services [speech therapy, occupational therapy, etc.])
  - Highlighting that we provide all school supplies used by students.
  - Giving uniform shirts to students every year.
  - Offering affordable afterschool programming to families and subsidize the cost to families in need.
  - Sending Vanguard mailers to our target neighborhoods.
  - Canvassing our target neighborhoods through door knocking and flier distribution.
  - Partnering with area daycares
- **Indicator c:** According to the renewal application, the school reports to the board monthly regarding enrollment. The school is adopting new data-tracking tools for recruitment and retention that will allow them to more effectively respond to trends that are within their control.

See Attachment 1 for data tables and additional information.

Benchmark 10: Legal Compliance

The school complies with applicable laws, regulations, and the provisions of its charter.

Finding: Meets

Element	*Indicators*
1. Legal Compliance	a. The school has compiled a record of substantial compliance with applicable state and federal laws and the provisions of its charter including, but not limited to: those related to student admissions and enrollment; FOIL and Open Meetings Law; protecting the rights of students and employees; financial management and oversight; governance and reporting; and health and safety requirements. b. The school has undertaken appropriate corrective action when needed and has implemented necessary safeguards to maintain compliance with all legal requirements. c. The school has sought Board of Regents and/or Charter School Office approval for significant revisions.

Summative Evidence for Benchmark 10:

Over this charter term, the trajectory for this benchmark has been consistent as a Meets.

1. Element: ***Legal Compliance:***
   - **Indicator a:** Ensuring compliance remains a top priority of the board and school leaders. To compile a record of substantial compliance, the board has adopted systems and practices, while maintaining existing partnerships and forming new ones assisting with compliance. For example, the board of trustees has partnered with BoardOnTrack to ensure compliance in fulfilling its legal obligations. The school's head of operations, who oversees matters related to operational and financial compliance, is supported by an operational support coach with expertise in charter school law and compliance. Additionally, the board contracts with those considered experts to maintain compliance with applicable laws at the state and federal levels, as well as with the provisions outlined in the charter. They also contract with EdTech for accounting and back-office support, and they contract with others related to human resources. CSO analysis of the faculty/staff roster submitted by the school with their 2022-2023 Annual Report showed one person working at the school without fingerprint clearance and a history of allowing new employees to begin working prior to receiving clearance. This is a safety violation. The school is within statutory guidelines for employment of uncertified teachers.
   - **Indicator b:** Brooklyn RISE has not received a Notice of Deficiency or Concern during the current term. However, in 2021-2022 there was some evidence of misreporting to the number of ELL students enrolled at the school, and situation has been addressed. Brooklyn RISE has taken proactive measures by hiring a director of operations to ensure this situation will not repeat itself. Since then, misreporting has not happened again.
   - **Indicator c:** Facility issues in November 2022 required the school to relocate mid-semester to a new space within NYC CSD 15. Due to issues largely out of the school's control, NYSED approval for the relocation was delayed, and has since been granted. In the renewal application, the school

has stated its intent to return to its original location in NYC CSD 15, and to move into permanent facilities to be built and align to the school's projected enrollment.

2024 NYSED Charter School Information Dashboard

Overview

Charter School Selection	BEDS Code	2022-2023 Enrollment
BROOKLYN RISE CHARTER SCHOOL	331500861156	209

ESEA Accountability Designation (2023-2024):	This school is designated as a school in need of **Local Support and Improvement** under current New York State criteria as defined by the Elementary and Secondary Education Act.

Charter School Information

School District of Location:	NYC CSD 15
Total Public School Enrollment of Resident Students attending Charter Schools:	8%
Additional School District: (if applicable)*	-
Total Public School Enrollment of Resident Students attending Charter Schools:	-
Grades Served:	K-5
Address:	9 HANOVER PL, BROOKLYN, NY, 11201
Website:	www.brooklynrise.org
RIC:	NEW YORK CITY
Regents Region:	NEW YORK CITY - BROOKLYN
Regent:	Vacant
Active Date:	7/1/2019
Authorizer:	REGENTS
CEO:	MS. CARY FINNEGAN
CEO Phone:	347-470-9833
CEO Email:	cary.finnegan@brooklynrise.org
BOT President:	MS. CHRISTINA HU
BOT President Phone:	.
BOT President Email:	christihu@gmail.com
Institution ID:	800000090721

***An additional district may be used for comparison if a school is chartered to serve a school district other than the one in which they are located or if 40% of their students are residents of a district other than the district in which they are located.**

BoR Charter School Office Information

Regional Liaison:	Paolo Giovine
Performance Framework:	2015
Current Term:	07/01/19 - 06/30/24
2019-2020	Check-in
2020-2021	Check-in
2021-2022	Midterm
2022-2023	Check-in
2023-2024	Renewal

	Benchmark Rating	Year of Rating
BM1		
BM2		
BM3		
BM4		
BM5		
BM6		
BM7		
BM8		
BM9		
BM10		

CSO Survey Results	Confidence Interval	Response Rate	Survey Population	Total Responses
Parent Survey	N/A	N/A	N/A	N/A
Student Survey (Grades 9-12)	N/A	N/A	N/A	N/A
Teacher Survey	N/A	N/A	N/A	N/A

2024 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 1: Similar Schools Comparison

Charter School

BROOKLYN RISE CHARTER SCHOOL

Brooklyn Rise CS			ELA Differential	Math Differential	Science Differential	Graduation Rate Differential
Elementary	+/- 5	Hemlock ES	+31	+37	.	.
		Learners and Leaders	+18	+27	.	.
		PS 106 Edward Everett Hale	+44	+48	.	.
		PS 112 Dutch Kills	+19	+26	.	.
		PS 153 Homecrest	+25	+17	.	.
		PS 199 Frederick Wachtel	+22	+17	.	.
		PS 214 Cadwallader Colden	+5	+2	.	.
		PS 253	-1	-18	.	.
		PS 29	+30	+29	.	.
		PS 4 Duke Ellington	+28	+25	.	.
		PS 48 Mapleton	+10	+12	.	.
		PS 92 Harry T Stewart Sr	+39	+44	.	.
		PS 98 Shorac Kappock	+39	+36	.	.
		Southwest ES	+46	+46	.	.
		Mean	+25	+25	.	.
	+/- 7.5	Bedford Park ES	+37	+48	.	.
		Linden Tree ES	+44	+46	.	.
		Martin Luther King Jr #48	+52	+59	.	.
		PS 128 Bensonhurst	+36	+32	.	.
		PS 129 Patricia Larkin	+15	+13	.	.
		PS 13 Clement C Moore	+22	+16	.	.
		PS 131	+8	+18	.	.
		PS 152 Gwendoline N Alleyne School	+3	+12	.	.
		PS 182 Samantha Smith	+27	+38	.	.
		PS 195	+49	+53	.	.
		PS 196	+34	+40	.	.
		PS 239	+33	+45	.	.
		PS 255 Barbara Reing School	+14	+9	.	.
		PS 274 Kosciusko	+40	+54	.	.
		PS 46 Edgar Allan Poe	+41	+47	.	.
		PS 52 Sheepshead Bay	+23	+30	.	.
		PS 66 Jacqueline Kennedy-Onassis	+3	-8	.	.
		PS 82 Hammond	+36	+41	.	.
		Presidential Park ES	+34	+37	.	.
		Rosalyn Yalow CS	+28	+22	.	.
		Sunset Park Avenues ES	+33	+41	.	.
		Sunset School of Cultural Learning	+63	+63	.	.
		Mean	+31	+34	.	.
	+/- 10	Brilla Pax CS	+63	+63	.	.
		Columbus ES	+40	+40	.	.
		Dr Emmett W Bassett School (The)	+34	+29	.	.
		East Elmhurst Community School	+14	+27	.	.
		Gams High Tech Magnet School	+49	+50	.	.
		Grant Avenue ES	+31	+45	.	.
		Helen M Marshall School	+32	+33	.	.
		Jefferson ES	+39	+29	.	.
		Leep Dual Language Academy CS	+9	+4	.	.
		PS 105 Senator Abraham Bernstein	+42	+36	.	.
		PS 107 Thomas A Dooley	+11	+13	.	.
		PS 123 Suydam	+45	+43	.	.
		PS 134	-8	-19	.	.
		PS 150 Charles James Fox	+37	+40	.	.
		PS 151 Lyndon B Johnson	+39	+33	.	.
		PS 152 Evergreen	+41	+43	.	.
		PS 153 Adam Clayton Powell	+44	+47	.	.
		PS 159 Luis Mumoz Marin Biling	+30	+49	.	.
		PS 172 Beacon School of Excellence	-35	-33	.	.
		PS 176 Ovington	-1	-5	.	.

Benchmark 1 - Indicator 1: Similar Schools Comparison

		PS 177 Marlboro (The)	+27	+16	.	.
		PS 192 Jacob H Schiff	+41	+29	.	.
		PS 199 Maurice A Fitzgerald	+23	+24	.	.
		PS 2 Meyer London	+7	+5	.	.
		PS 200 Benson School	+16	+14	.	.
		PS 205 Fiorello Laguardia	+40	+47	.	.
		PS 207	+54	+59	.	.
		PS 21 Edward Hart	+3	+4	.	.
		PS 216 Arturo Toscanini	+19	+14	.	.
		PS 217 Colonel David Marcus School	+22	+24	.	.
		PS 24	+34	+42	.	.
		PS 25 Eubie Blake School	+33	+24	.	.
		PS 254 Rosa Parks School (The)	+19	+17	.	.
		PS 290 Juan Morel Campos	+31	+31	.	.
		PS 299 Thomas Warren Field School	+42	+45	.	.
		PS 33 Timothy Dwight	+36	+38	.	.
		PS 340	+28	+38	.	.
		PS 38 George Cromwell	+22	+24	.	.
		PS 5 Ellen Lurie	+48	+43	.	.
		PS 506 School of Journalism and Technology (The)	+25	+26	.	.
		PS 53 Basheer Quisim	+35	+32	.	.
		PS 56 Harry Eichler	+17	+27	.	.
		PS 58	+54	+51	.	.
		PS 64 Joseph P Addabbo	+28	+32	.	.
		PS 7 Louis F Simeone	+9	+10	.	.
		PS 70	+10	+16	.	.
		PS 75 Mayda Cortiella	+39	+39	.	.
		PS 86	+18	+15	.	.
		PS 9 Ryer Avenue ES	+42	+44	.	.
		PS 97 Forest Park	+28	+36	.	.
		Seymour Dual Language Academy	+61	+63	.	.
		Steam Bridge School (The)	-4	+2	.	.
		Wave Preparatory ES	+5	+5	.	.
		Mean	+28	+28	.	.
		Mean	+28	+29	.	.

**See NOTES (1) and (11).*

2024 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

Charter School

BROOKLYN RISE CHARTER SCHOOL

2.a.i. and 2.a.ii. Trending Toward Proficiency – Aggregate and Subgroup Standards-Based Trend Toward Proficiency:

Elementary/Middle School Trending Toward Proficiency - Minimum Expectation = 80%

Brooklyn Rise CS	ELA				Math			
	All Students	SWD	ELL	ED	All Students	SWD	ELL	ED
2022-2023	66%	71%	56%	63%	69%	50%	63%	67%

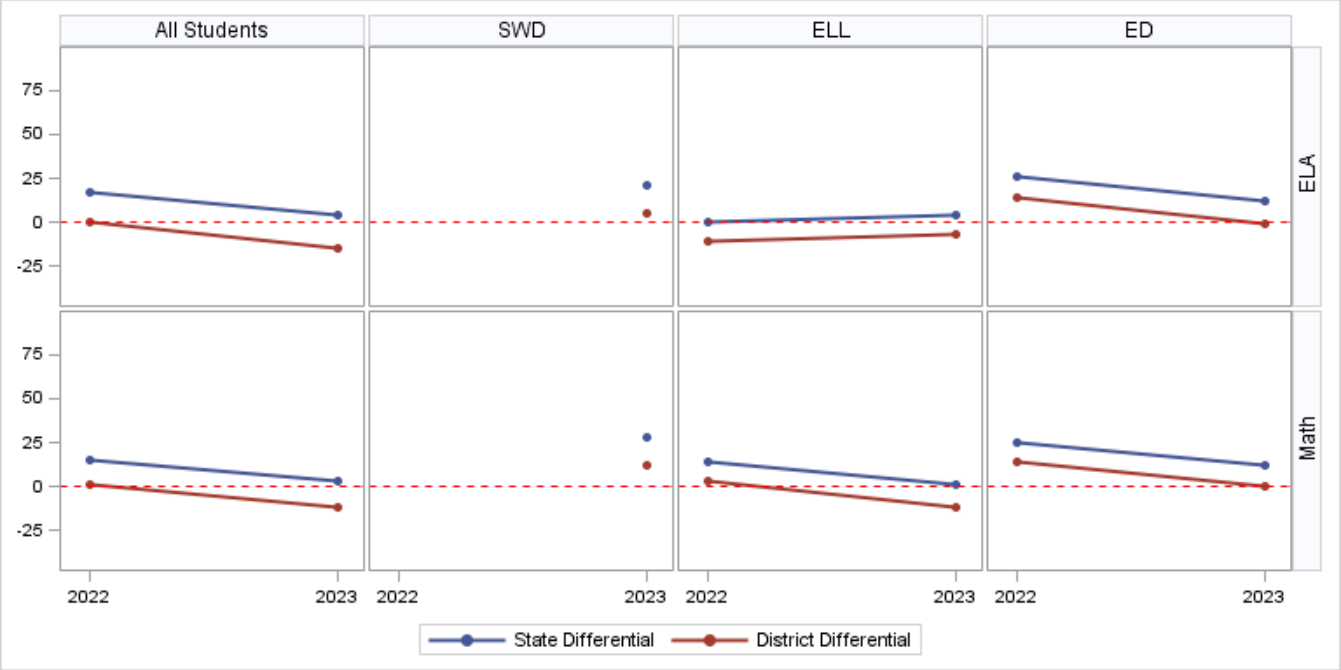
**See NOTES (2), (3), (7), and (8).*

2024 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

2.b.i. and 2.b.ii Proficiency - Aggregate and Subgroup School Level Proficiency:

Elementary/Middle School Assessment Proficiency State and District Differentials Over Time
Comparison of Brooklyn Rise CS and NYC CSD 15



**See NOTES (1), (2), (3), and (6).*

2024 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

2.b.i. and 2.b.ii Proficiency - Aggregate and Subgroup School Level Proficiency:

Elementary/Middle School Assessment Proficiency Outcomes: Charter School, District, and NYS

		ELA					Math				
		Brooklyn Rise CS	NYC CSD 15	District Differential	NYS	NYS Differential	Brooklyn Rise CS	NYC CSD 15	District Differential	NYS	NYS Differential
All Students	2021-2022	63%	63%	0	46%	+17	63%	62%	+1	48%	+15
	2022-2023	51%	66%	-15	47%	+4	57%	69%	-12	54%	+3
SWD	2022-2023	41%	36%	+5	20%	+21	56%	44%	+12	28%	+28
ELL	2021-2022	33%	44%	-11	33%	0	50%	47%	+3	36%	+14
	2022-2023	36%	43%	-7	32%	+4	41%	53%	-12	40%	+1
ED	2021-2022	61%	47%	+14	35%	+26	61%	47%	+14	36%	+25
	2022-2023	48%	49%	-1	36%	+12	54%	54%	0	42%	+12

**See NOTES (1), (2), (3), (6), and (7).*

2.b.iii. Aggregate Grade-Level Proficiency:

All Students Grade-Level Proficiency

All Students		ELA					Mathematics				
		Brooklyn Rise CS	NYC CSD 15	Differential to District	NYS	Differential to NYS	Brooklyn Rise CS	NYC CSD 15	Differential to District	NYS	Differential to NYS
Grade 3	2022	63%	63%	0	46%	+17	63%	62%	+1	48%	+15
	2023	49%	63%	-14	45%	+4	64%	69%	-5	54%	+10
Grade 4	2023	53%	68%	-15	49%	+4	45%	69%	-24	54%	-9

**See NOTES (1), (3), (6), and (7).*

2.b.iv. Subgroup Grade-Level Proficiency:

Students with Disabilities Grade-Level Proficiency

Students with Disabilities		ELA					Mathematics				
		Brooklyn Rise CS	NYC CSD 15	Differential to District	NYS	Differential to NYS	Brooklyn Rise CS	NYC CSD 15	Differential to District	NYS	Differential to NYS
Grade 3	2023	45%	34%	+11	19%	+26	82%	44%	+38	29%	+53
Grade 4	2023	33%	38%	-5	21%	+12	.	44%	-44	27%	-27

**See NOTES (1), (2), (3), (6), and (7).*

2.b.iv. Subgroup Grade-Level Proficiency:

English Language Learners Grade-Level Proficiency

English Language Learners		ELA					Mathematics				
		Brooklyn Rise CS	NYC CSD 15	Differential to District	NYS	Differential to NYS	Brooklyn Rise CS	NYC CSD 15	Differential to District	NYS	Differential to NYS
Grade 3	2022	33%	44%	-11	33%	0	50%	47%	+3	36%	+14
	2023	33%	39%	-6	29%	+4	48%	51%	-3	40%	+8
Grade 4	2023	44%	48%	-4	36%	+8	22%	54%	-32	40%	-18

**See NOTES (1), (2), (3), (6), and (7).*

2.b.iv. Subgroup Grade-Level Proficiency:

Economically Disadvantaged Grade-Level Proficiency

Economically Disadvantaged		ELA					Mathematics				
		Brooklyn Rise CS	NYC CSD 15	Differential to District	NYS	Differential to NYS	Brooklyn Rise CS	NYC CSD 15	Differential to District	NYS	Differential to NYS
Grade 3	2022	61%	47%	+14	35%	+26	61%	47%	+14	36%	+25
	2023	45%	44%	+1	34%	+11	61%	53%	+8	42%	+19
Grade 4	2023	52%	53%	-1	38%	+14	43%	55%	-12	42%	+1

**See NOTES (1), (3), (6), and (7).*

2024 NYSED Charter School Information Dashboard

Benchmark 9 - Indicator 1: Enrollment and Retention

Charter School

BROOKLYN RISE CHARTER SCHOOL

1.a.i. Aggregrate Enrollment:

Aggregate Enrollment: Reported vs Contracted - Target = 100%

Brooklyn Rise CS	Contracted Enrollment	Reported Enrollment	Percent of Contracted Enrollment
2019-2020	104	89	86%
2020-2021	156	147	94%
2021-2022	208	173	83%
2022-2023	260	209	80%

1.a.ii. Subgroup Enrollment:

Subgroup Enrollment: Students with Disabilities, English Language Learners*, and Economically Disadvantaged

	SWD			ELL			ED		
	Brooklyn Rise CS	NYC CSD 15	Differential to District	Brooklyn Rise CS	NYC CSD 15	Differential to District	Brooklyn Rise CS	NYC CSD 15	Differential to District
2019-2020	24%	18%	+6	46%	22%	+24	76%	47%	+29
2020-2021	23%	20%	+3	0%	22%	-22	84%	49%	+35
2021-2022	23%	22%	+1	42%	22%	+20	84%	49%	+35
2022-2023	26%	23%	+3	35%	23%	+12	89%	49%	+40

**The 2020-2021 ELL enrollment for this school is under-represented due to a reporting error.*

**See NOTES (2) and (6).*

2024 NYSED Charter School Information Dashboard

Benchmark 9 - Indicator 1: Enrollment and Retention

1.b.i. and 1.b.ii. Retention:

Retention - Aggregate and Subgroups

	All Students			SWD			ELL			ED		
	Brooklyn Rise CS	NYC CSD 15	Differential to District	Brooklyn Rise CS	NYC CSD 15	Differential to District	Brooklyn Rise CS	NYC CSD 15	Differential to District	Brooklyn Rise CS	NYC CSD 15	Differential to District
2020-2021	96%	88%	+8	100%	87%	+13	95%	91%	+4	96%	90%	6
2021-2022	87%	78%	+9	76%	65%	+11	.	.	.	85%	84%	+1
2022-2023	76%	88%	-12	90%	87%	+3	74%	87%	-13	77%	87%	-10

**See NOTES (2) and (6) below.*

1.c.i. and 1.c.ii. High School Persistence:

Not applicable to this charter school

Aggregate and Subgroup 4-, 5-, and 6-year Cohort Persistence Rates – Target = 85%

**See NOTES (2), (3), and (10) below.*

Notes

(1) Data in the table above represents tested students who scored proficiently on the NYSTP ELA, math, or science assessments or on the Regents math or science exams.

(2) For the students with disabilities and the English language learners subgroups, both current and former members of the subgroups have been combined.

(3) Pursuant to NYSED business rules, the data was suppressed for subgroups containing <5 students and the subgroup category may not be included for the metric.

(4) Data in the table above represents students who passed the Annual Regents or equivalents (score of 65 or better).

(5) The 4- and 5-year graduation rates reported are as of August. The 6-year graduation rates are as of June.

(6) Data in the table above represents a comparison between those grades served in the charter school to only those same grades in the district.

(7) A "." in any table indicates that the data was suppressed, no student sat for the exam, or the exam was not given.

(8) Data in the table above represents tested students who either maintained a proficient score from one year to the next or students whose proficiency level increased from one year to the next (a proficient score is level 3 or 4).

(9) Data in the table above represents students within their respective subgroups who have passed three out of the five Annual Regents and Regents Common Core Examinations (score of 65 or better) or equivalents.

(10) Data in the table above represents the percentage of students from the original 9th grade cohort who persisted within the same school to a 4-year graduation (includes August graduates).

(11) Data in the table above is a comparison of the differentials of the 3-8 assessments and the 4-year graduation rate for the school and other schools with the same grade structure and similar subgroup enrollment pattern. The notation +/- 5, indicates the highest level of similarity.

(12) Data in the table above represents students who passed their Regents ELA exam with a score equal to or higher than 75 and also passed at least one of their Regents math exams with a score equal to or higher than 80.

(13) Schools are considered 'similar' for the purpose of this comparison when they serve the same grade band as the school in question. The degree of similarity is determined by comparison of the percentage of each subgroup's enrollment (students with disabilities, English language learners, and economically disadvantaged students. An assignment of +/- 5 (7.5, or 10) indicates that the schools' subgroup enrollments are within 5 (7.5, or 10) percentage points for each subgroup.

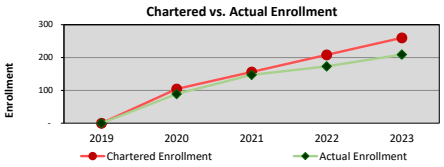
Charter School Fiscal Accountability Summary

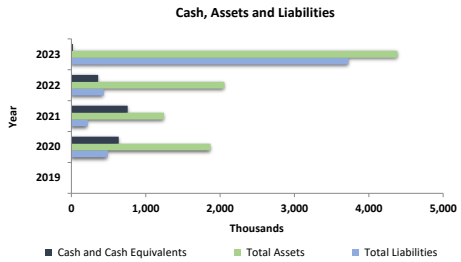
BROOKLYN RISE CHARTER SCHOOL

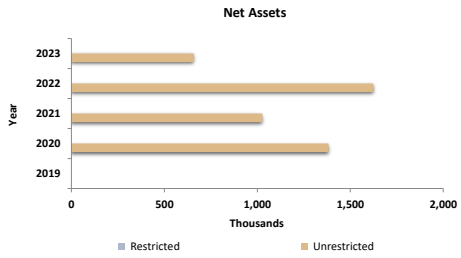
AUDITED FINANCIALS

STATEMENT OF FINANCIAL POSITION

		2018-19	2019-20	2020-21	2021-22	2022-23
Grades Served		-	K-1	K-2	K-3	K-4
Maximum Chartered Grades Served		-	K-5	K-5	K-5	K-5
Chartered Enrollment		-	104	156	208	260
Maximum Chartered Enrollment		-	312	312	312	312
Actual Enrollment		-	89	147	173	209
ASSETS						
Current Assets						
	Cash and Cash Equivalents	-	636,836	756,969	359,759	20,214
	Grants and Contracts Receivable	-	409,177	89,401	961,363	88,525
	Prepaid Expenses	-	12,433	2,072	20,537	35,662
	Other Current Assets	-	-	-	-	-
Total Current Assets		-	1,058,446	848,442	1,341,659	144,401
Non-Current Assets						
	Property, Building and Equipment, net	-	245,025	147,784	241,930	588,681
	Restricted Cash	-	-	50,005	75,017	75,032
	Security Deposits	-	405,400	200,399	400,399	400,399
	Other Non-Current Assets	-	163,937	-	-	3,174,527
Total Non - Current Assets		-	814,362	398,188	717,346	4,238,639
Total Assets		-	1,872,808	1,246,630	2,059,005	4,383,040
LIABILITIES and NET ASSETS						
Current Liabilities						
	Accounts Payable and Accrued Expenses	-	105,858	86,025	243,448	57,450
	Accrued Payroll and Payroll Taxes	-	372,990	134,326	192,057	242,661
	Due to Related Parties	-	-	-	-	-
	Refundable Advances	-	-	-	-	14,300
	Other Current Liabilities	-	11,305	-	-	1,475,591
Total Current Liabilities		-	490,153	220,351	435,505	1,790,002
Long-Term Liabilities						
	Deferred Rent	-	-	-	-	-
	Other Long-Term Liabilities	-	-	-	-	1,934,220
Total Long-Term Liabilities		-	-	-	-	1,934,220
Total Liabilities		-	490,153	220,351	435,505	3,724,222
NET ASSETS						
	Unrestricted	-	1,382,655	1,026,279	1,623,500	658,818
	Restricted	-	-	-	-	-
Total Net Assets		-	1,382,655	1,026,279	1,623,500	658,818
Total Liabilities and Net Assets		-	1,872,808	1,246,630	2,059,005	4,383,040

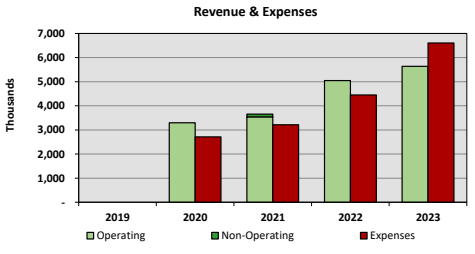


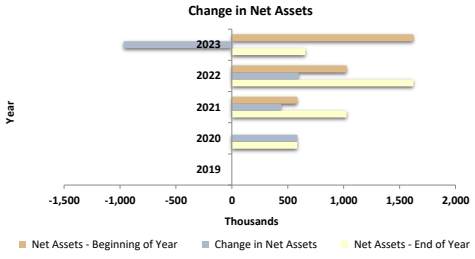




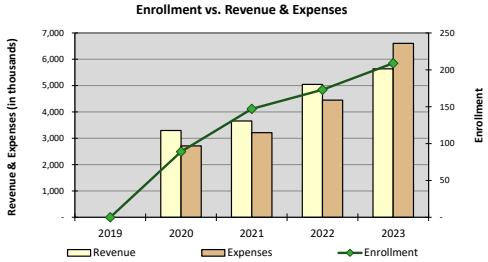
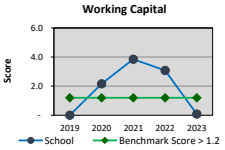
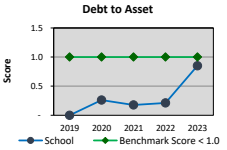
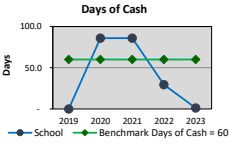
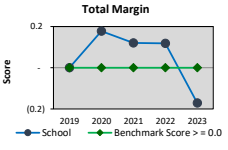
STATEMENT OF ACTIVITIES

		2018-19	2019-20	2020-21	2021-22	2022-23
OPERATING REVENUE						
	State and Local Per Pupil Revenue - Reg. Ed	-	1,455,567	2,358,795	2,858,906	3,642,218
	State and Local Per Pupil Revenue - SPED	-	239,262	461,762	429,857	745,997
	State and Local Per Pupil Facilities Revenue	-	375,833	593,333	658,000	1,090,545
	Federal Grants	-	844,273	114,037	1,096,081	142,270
	State and City Grants	-	26,108	8,323	-	-
	Other Operating Income	-	352,954	5,382	4,962	17,241
Total Operating Revenue		-	3,293,997	3,541,632	5,047,806	5,638,271
EXPENSES						
Program Services						
	Regular Education	-	1,852,272	2,069,947	2,918,861	4,256,874
	Special Education	-	210,958	424,258	582,458	989,630
	Other Expenses	-	-	-	-	-
Total Program Services		-	2,063,230	2,494,205	3,501,319	5,246,504
Supporting Services						
	Management and General	-	645,542	720,808	949,266	1,356,449
	Fundraising	-	-	-	-	-
Total Support Services		-	645,542	720,808	949,266	1,356,449
Total Expenses		-	2,708,772	3,215,013	4,450,585	6,602,953
Surplus/Deficit from Operations		-	585,225	326,619	597,221	(964,682)
SUPPORT AND OTHER REVENUE						
	Interest and Other Income	-	-	-	-	-
	Contributions and Grants	-	-	-	-	-
	Fundraising Support	-	-	-	-	-
	Other Support and Revenue	-	-	114,435	-	-
Total Support and Other Revenue		-	-	114,435	-	-
Change in Net Assets		-	585,225	441,054	597,221	(964,682)
Net Assets - Beginning of Year		-	-	585,225	1,026,279	1,623,500
Net Assets - End of Year		-	585,225	1,026,279	1,623,500	658,818





FISCAL ANALYSIS

RATIOS, BENCHMARKS and FINDINGS

		2018-19	2019-20	2020-21	2021-22	2022-23
REVENUE & EXPENSE BREAKDOWN						
Revenue - Per Pupil						
	Operating	-	37,011	24,093	29,178	26,977
	Support and Other Revenue	-	-	778	-	-
Total Revenue		-	37,011	24,871	29,178	26,977
Expenses - Per Pupil						
	Program Services	-	23,182	16,967	20,239	25,103
	Mangement and General, Fundraising	-	7,253	4,903	5,487	6,490
Total Expenses		-	30,436	21,871	25,726	31,593
	% of Program Services	0.0%	76.2%	77.6%	78.7%	79.5%
	% of Management and Other	0.0%	23.8%	22.4%	21.3%	20.5%
% of Revenue Exceeding Expenses		0.0%	21.6%	13.7%	13.4%	-14.6%
FINANCIAL COMPOSITE SCORE						
	Composite Score	-	3.00	2.89	3.00	0.56
	BENCHMARK and FINDING: Strong; 1.5 - 3.0 / Adequate; 1.0 - 1.4 / Needs Monitoring; -1.0 - 0.9	-	Strong	Strong	Strong	Needs Monitoring
WORKING CAPITAL						
	Net Working Capital	-	568,293	628,091	906,154	(1,645,601)
	Working Capital (Current) Ratio	-	2.2	3.9	3.1	0.1
	BENCHMARK and FINDING: Ratio should be equal to or greater than 1.2	-	Meets Standard	Meets Standard	Meets Standard	Does Not Meet Standard
DEBT TO ASSET						
	Debt to Asset Ratio	-	0.3	0.2	0.2	0.8
	BENCHMARK and FINDING: Ratio should be equal to or less than 1.0	-	Meets Standard	Meets Standard	Meets Standard	Meets Standard
CASH POSITION						
	Days of Cash	-	85.8	85.9	29.5	1.1
	BENCHMARK and FINDING: Ratio should be equal to or greater than 60 days	-	Meets Standard	Meets Standard	Does Not Meet Standard	Does Not Meet Standard
TOTAL MARGIN						
	Total Margin Ratio	-	0.2	0.1	0.1	(0.2)
	BENCHMARK and FINDING: Ratio should be equal to or greater than 0.0	-	Meets Standard	Meets Standard	Meets Standard	Does Not Meet Standard