



I. SCHOOL INFORMATION AND COVER PAGE (To be Completed By All Charter Schools)

Created: 07/14/2015

Last updated: 07/29/2015

Please be advised that you will need to complete this task first (including signatures) before all of the other tasks assigned to you by your authorizer are visible on your task page. While completing this task, please ensure that you select the correct authorizer or you may not be assigned the correct tasks.

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1. SCHOOL NAME AND AUTHORIZER

(Select name from the drop down menu)

BROOME STREET ACADEMY CHS (SUNY TRUSTEES) 310200860992

2. CHARTER AUTHORIZER

(For technical reasons, please re-select authorizer name from the drop down menu).

SUNY-Authorized Charter School

3. DISTRICT / CSD OF LOCATION

NYC CSD 2

4. SCHOOL INFORMATION

	PRIMARY ADDRESS	PHONE NUMBER	FAX NUMBER	EMAIL ADDRESS
	121 Avenue of the Americas New York, NY, 10013	212-453-0295	212-966-7253	info@broomestreetacademy.org

4a. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES

Contact Name	Barbara McKeon
Title	Head of School
Emergency Phone Number (###-###-####)	██████████

5. SCHOOL WEB ADDRESS (URL)

www.broomestreetacademy.org

6. DATE OF INITIAL CHARTER

2019-10-01 00:00:00

7. DATE FIRST OPENED FOR INSTRUCTION

2011-08-01 00:00:00

8. FINAL VERIFIED BEDS ENROLLMENT FOR THE 2014-15 School Year as reported to Department's Office of Information and Reporting Services (via the NYC DOE for charter schools in NYC) in August.

337

9. GRADES SERVED IN SCHOOL YEAR 2014-15

Check all that apply

Grades Served	9, 10, 11, 12
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10. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?

	Yes/No	Name of CMO/EMO
	No	

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11. FACILITIES

Will the School maintain or operate multiple sites?

No, just one site.

12. SCHOOL SITES

Please list the sites where the school will operate in 2015-16.

	Physical Address	Phone Number	District/CSD	Grades Served at Site	School at Full Capacity at Site	Facilities Agreement
Site 1 (same as primary site)	121 Avenue of the Americas, NY, NY 10013	212-453-0295	CSD 2	9-12	Yes	Rent/Lease
Site 2						
Site 3						

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

Name	Work Phone	Alternate Phone	Email Address
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School Leader	Barbara McKeon	212-453-0295		[REDACTED]
Operational Leader	Sylvie Estrella	212-453-0295		[REDACTED]
Compliance Contact	Barbara McKeon	212-453-0295		[REDACTED]
Complaint Contact	M. David Zurndorfer	212-969-3105		[REDACTED]

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14. Were there any revisions to the school's charter during the 2014-2015 school year? (Please include both those that required authorizer approval and those that did not require authorizer approval).

No

15. Name and Position of Individual(s) Who Completed the 2014-15 Annual Report.

Dr. Barbara McKeon, Head of School; M. David Zurndorfer, President of the Board; Sylvie Estrella, Director of Operations; Jessica Zulawski, Data and Evaluation Associate

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).**

Responses Selected:

Yes

Signature, Head of Charter School



Signature, President of the Board of Trustees

D. Zumdorf

Thank you.



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

Last updated: 07/14/2015

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Charter School Name: 310200860992 BROOME ST ACADEMY CHS

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/reportcard.php?year=2014&instid=800000069913>



**BROOME STREET ACADEMY
CHARTER SCHOOL**

**2014-15 ACCOUNTABILITY
PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 22nd, 2015

By Dr. Barbara McKeon
Head of School
121 Avenue of the Americas
New York, NY 10013
212-453-0295

Barbara McKeon, Head of School and Jessica Zulawski, Data and Evaluation Associate prepared this 2014-15 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
M. David Zurndorfer	Board President, Executive and Audit Committee
Monica de la Torre	Vice President, Executive, Grievance, and Development
Marlene Nadel	Secretary, Executive and Finance
Noah Leff	Treasurer, Finance, Executive, and Audit
Belle Horwitz	Trustee, Development
Jim Kagen	Trustee, Finance and Program
Herb Elish	Trustee, Executive and Finance
Elizabeth Spector	Trustee, Program
Helen Santiago	Trustee, Program
Charles Simon	Trustee, Program
Travis Johnson	Trustee, Grievance
Elaine Schott	Trustee, Program and Development
Zenja Smalls	Parent Representative, Program

Dr. Barbara McKeon has served as the Head of School since August 2013.

INTRODUCTION

As set forth in the *Practices, Policies and Procedures for the Renewal of Charter Schools Authorized by the State University Board of Trustees*, the single most important factor that the Charter Schools Institute and the SUNY Board of Trustees consider in making renewal determinations is the school's record of progress towards student achievement as outlined in the school's Accountability Plan. The following documents results achieved by Broome Street Academy during the fourth year of operation.

BSA meets the needs of the city's most vulnerable students through a comprehensive service delivery model made possible through our partnership with and location in The Door, a premier youth development organization. We are committed to serving students who are currently/recently homeless or transitionally housed, have been involved in the child welfare system, or have attended middle schools where over fifty percent of the students perform below grade level on the state ELA exam. Seventy-nine percent of our students qualify for free lunch programs. Many of our students come from unstable family environments and have experienced life trauma. Very few have a stable adult in their lives that can consistently provide for them emotionally and physically. Some have been or continue to be involved in the juvenile justice system. Evidence has shown that these risk factors are associated with chronic absenteeism, truancy and low academic achievement.

We have made significant progress on attendance, truancy and behavior – perhaps the biggest challenges to our students' academic success. Attendance has improved steadily, rising from 64% in 2011-2012 to 81% in 2014-2015, surpassing the goal of our current Accountability Plan. BSA is the only charter school to be awarded the four-year Attendance Intervention, Drop-Out Prevention (AIDP) Grant and has been designated one of the initial Community Schools. Notably, suspension rates have declined from 48% in the first year to 15% in 2014-2015 through our engagement of students as partners. We have also reduced our truancy rate from 53% to 27% over the first charter term, and our enrollment retention rate is now 82%.

During the 2014-15 school year, our Regents exam scores improved dramatically. The passing rates of every cohort in every subject showed marked improvement in all but a few cases. The jump in passing rates in English and Math was especially striking. For example, the passing rate of the fifty-four members of the 2011 cohort increased from 44% to 74% in English and from 54% to 83% in Math. The results for the eighty-eight members of the 2012 cohort were comparable: 70% passed the English Regents (including 47% at the college/career ready level) and the percent passing the Math Regents increased from 63% to 85%.

BSA celebrated the first inaugural graduating class in June 2015. Of the forty students in our first graduating class, 78% have been accepted to college. Thirty (of the forty) completed their requirements within four years. Three students completed their high school requirements in five years. Two graduates earned an Advanced Regents diploma.

Many of our graduating students encountered profound challenges, including teenage pregnancy and abortion, the deaths and imprisonment of caregivers, tremendous housing instability, mental illness, immigration status uncertainty, incarceration, and neighborhood and family violence.

These students were able to continue their path to graduation because of the support and services made available by BSA and The Door.

Underlying our mission is our belief that all students can achieve -- despite the life limitations they face -- if they are provided with access to the myriad services necessary to navigate adolescence and complicated high school culture. BSA is uniquely positioned to provide access to these services and help our students attain tremendous academic accomplishments despite the significant barriers they face. We have done so by building a culture of learning and respect that enables students to succeed.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2011-12	0	0	0	0	0	0	0	0	0	124	0	0	0	124
2012-13	0	0	0	0	0	0	0	0	0	144	39	2	0	185
2013-14	0	0	0	0	0	0	0	0	0	146	79	37	4	266
2014-15	0	0	0	0	0	0	0	0	0	119	89	76	38	322

APPENDIX A: HIGH SCHOOL GOALS AND MEASURES

In keeping with College and Career Readiness Standards, the Institute has revised many of the high school measures.

These measures are in effect for any school that was renewed in 2013 or thereafter. (See the Institute's 2013 Guidelines.) Only high schools with Accountability Plans based on the Institute's 2013 Guidelines need report on the measures flagged below with the symbol "(§)" and reflecting college and career readiness standards. They may report on the other measures as optional measures.

The Institute encourages all high schools to report on the flagged (§) measures, as they represent the college and career readiness standards and will be the measures used in the high school's next Accountability Period.

High School Cohorts

Accountability Cohort

The state's Accountability Cohort consists specifically of students who are in their fourth year of high school after the 9th grade. For example, the 2011 state Accountability Cohort consists of students who entered the 9th grade in the 2011-12 school year, were enrolled in the school on the state's annual enrollment-determination day (BEDS day) in the 2014-15 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department's website for its accountability rules and cohort definitions: www.p12.nysed.gov/accountability/)

The following table indicates the number of students in the Accountability Cohorts who are in their fourth year of high school and were enrolled on BEDS Day in October and on June 30th.

Fourth-Year High School Accountability Cohorts

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort's Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30 th
2012-13	2009-10	2009	12	4	8
2013-14	2010-11	2010	23	2	21
2014-15	2011-12	2011	71	17	54

Total Cohort for Graduation

Students are included in the Total Cohort for Graduation also based on the year they first enter the 9th grade. Prior to 2012-13, students who have enrolled at least five months in the school after entering the 9th grade are part of the Total Cohort for Graduation; as of 2011-12 (the 2008 cohort), students who have enrolled at least one day in the school after entering the 9th grade are part of the school's Graduation Cohort. If the school has discharged students for one of the following acceptable reasons, it may remove them from the graduation cohort: if they transfer to another public or private diploma-granting program with documentation, transfer to home schooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S. or die.

Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30 th of the Cohort's Fourth Year (a)	Additional Students Still in Cohort ¹ (b)	Graduation Cohort (a) + (b)
2012-13	2009-10	2009	8	11	19
2013-14	2010-11	2010	24	7	31
2014-15	2011-12	2011	54	24	78

Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30 th of the Cohort's Fifth Year (a)	Additional Students Still in Cohort ² (b)	Graduation Cohort (a) + (b)
2012-13	2008-09	2008	1	6	7
2013-14	2009-10	2009	7	12	19
2014-15	2010-11	2010	9	21	30

¹ Number of students who had been enrolled for at least one day prior to leaving the school and who were not discharged for an acceptable reason.

² Number of students who had been enrolled for at least one day prior to leaving the school and who were not discharged for an acceptable reason

Goal: Students will be proficient readers and writers of the English Language.

GOAL 1 : ENGLISH LANGUAGE ARTS

Goal 1: Absolute Measure: Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career-readiness 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 65 to meet the graduation requirement for a Regents diploma / 75 to meet the college and career readiness standard.³ 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

By the end of their fourth year in the cohort, thirty-five percent of the 2011 cohort passed the English Regents exam with a score of 75, meeting the college/career ready standard. Seventy-four percent passed with a score of 65 thereby fulfilling their requirement for graduation.

**English Regents Passing Rate with a Score of 65 /75
by Fourth Year Accountability Cohort⁴**

Cohort Designation	Number in Cohort	Percent Passing with a score of 65	Percent Meeting College/Career ready standards at a score of 75
2009	7	43%	14%
2010	21	32%	9%
2011	54	74%	35%

Evaluation

While 74% percent of students in the 2011 cohort were able to attain a score of at least 65 in order to meet their graduation requirement, only 35% of students in this cohort met the college/career ready standard.

³ 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.

⁴ Based on the highest score for each student on the English Regents exam

Additional Evidence

BSA students took the English Regents exam for the first time in 2012-13. Students who began high school in 2009 were then in their fourth year. Of the eight students in the 2009 cohort in 2012-13, three attempted and two passed the English Regents. The remaining five students did not attempt the exam due to chronic truancy or lack of sufficient coursework. Students in the 2010 and 2011 cohorts also took the English Regents in the 2012-13 school year. At the end of that year, 26% of the 2010 cohort and 22% of the 2011 cohort had passed. It is important to note that many students in the 2011 cohort were tenth graders by credit and had taken the English Regents one year earlier than is typical for students in New York State. In subsequent years, the English curriculum supported taking this assessment in the eleventh grade in line with the state’s scope and sequence.

By the end of the 2014-15 school year, 74% of students in the 2011 cohort passed the English Regents with a score of 65. Due to the fact that our proportion of students with a special education designation is so high, we also track students with IEPs who pass with a 55 or higher. A special education student is eligible for a local diploma with this score. Two students with IEPs in this cohort achieved scores qualifying them for a local diploma. However, only 35% met the college/career ready standard. In this school year, 66 students in the 2012 cohort sat for the English Regents. Seventy-three percent of students in the 2012 cohort passed with a score of 65. Two students with IEPs in the 2012 cohort, received a score qualifying them for a local diploma. Forty-nine percent of students in this cohort performed at the college/career ready level. A greater proportion of students in the 2012 cohort achieved this standard relative to the 2011 cohort.

English Regents Passing Rate with a score of 65/75 by Cohort and Year - All Students

	2012-13			2013-14			2014-15**		
	Number in Cohort	Percent Passing at 65	Percent passing at 75 (college/ career ready level)	Number in cohort	Percent passing at 65	Percent passing at 75 (college/ career ready level)	Number in cohort	Percent passing at 65	Percent passing at 75 (college/ career ready level)
2009	8(3)*	25%	12.5%	7(1)	43%	14%	4(1)	100%	25%
2010	27(14)	26%	7.5%	21(4)	32%	9%	10(1)	70%	20%
2011	60(41)	22%	12%	67(33)	42%	21%	54(14)	74%	35%
2012	90	n.a.	n.a.	95	n.a.	n.a.	88(66)	73%	49%
2013	n.a.	n.a.	n.a.	70	n.a.	n.a.	77(2)	3%	3%

*Number of students in cohort sitting for exam in that year

Goal 1: Absolute Measure: 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 readiness 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 graduation with a Regents diploma / the college and career readiness standard.

Results

By the end of the 2014-15 school year, 68% of students who were not proficient on their 8th grade exam in this cohort fulfilled their graduation requirement. 27% of students in the 2011 cohort who were not proficient on their 8th grade English State exam performed at the college/career ready level.

English Regents Passing Rate with a Score of 65 / 75 among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ⁵

Cohort Designation	Number in Cohort	Percent Passing with a score of 65	Percent Meeting College/Career Ready Standards with a score of 75
2009	2	50%	0%
2010	18	28	6%
2011	41	68%	27%

Evaluation

Sixty-eight percent of students in the 2011 cohort who were not proficient on the 8th grade exam, passed the English Regents and fulfilled their graduation requirement. Twenty-seven percent of students who were not proficient on their 8th grade English exam performed at the college/career ready level. However, this cohort fell short of the goal of 65% meeting the college/career ready standard.

Additional Evidence

Despite the number of students who were not proficient on the 8th grade ELA exam (81%) in the 2011 cohort, 68% of these students have passed the English Regents by the end of 2014-15 school year. Twenty-seven percent of students in the 2011 cohort who were not proficient on their 8th grade English exam performed at the college/career ready level. In the 2012 cohort, 38% of students who were not proficient on the 8th grade exam achieved the college/career ready standard by the end of their third year in high school. Sixty-seven percent of students in the 2012 cohort who were not proficient on the 8th grade exam met this graduation requirement by the end of the 2014-15 school year.

There are some persistent challenges that have impacted our ability to meet the absolute goals for the English Regents. For the 2009 and 2010 cohorts, this included a disproportionate number of over-aged, under-credited students, chronic truancy, and student transfers. Forty-one percent of the 2009 and 19% of the 2010 cohort are over-aged, meaning they were sixteen years of age by December 31st of their first year of high school. All students in these cohorts entered BSA in 2011 as repeating ninth graders. Between the 2011-12 and 2013-14 school year, six students in the 2009 cohort enrolled in GED programs and four dropped out. In 2013-14, five members of the 2010 cohort transferred to GED programs and one transferred to another school, which also impacted performance rates. In BSA's first year, the average attendance rate for students in the 2009 and 2010 cohorts was 51%, whereas the average attendance rate for students in the 2011 cohort was 74%.

⁵ Based on the highest score for each student on the English Regents exam

English Regents Passing Rate with a Score of 65/75 by Cohort and Year: Students Who Did Not Obtain a Proficient Score on the Eighth Grade English Exam

Cohort Designation	2012-13			2013-14			2014-15**		
	Number in Cohort	Percent Passing at 65	Percent passing at 75 (college/career ready level)	Number in cohort	Percent passing at 65	Percent passing at 75 (college/career ready level)	Number in cohort	Percent passing at 65	Percent passing at 75 (college/career ready level)
2009	4(1)*	0%	0%	2(1)	50%	0%	1(0)	100%	0%
2010	23(11)	26%	4%	18(3)	28%	6%	8(1)	63%	12%
2011	48(36)	23%	10%	54(28)	39%	13%	41(12)	68%	27%
2012	51	n.a.	n.a.	61	n.a.	n.a.	55(40)	67%	38%
2013	n.a.	n.a.	n.a.	59	n.a.	n.a.	63(0)	0%	0%

*Number of students in cohort sitting for exam in that year

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:

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 the 2014-15 English language arts AMO of **170**.

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 exam in Comprehensive English is scored on a scale from 0 to 100; 0 to 64 is Level 1, 65 to 74 is Level 2, 75 to 89 is Level 3, and 90 to 100 is Level 4. The Regents Common Core Examination in English is scored on a scale from 0 to 100; 0 to 64 is level 1, 65 to 78 is level 2; 79 to 84 is level 3, and 85 to 100 is level 4.

Results

Forty-eight students in the 2011 accountability cohort have sat for the English Regents exam. Seventeen percent of these students performed at Level 1, forty-four percent performed at Level 2, thirty-five percent performed at Level 3, and four percent performed at Level 4.

**English Language Arts Accountability Performance Level (APL)
For the 2011 High School Accountability Cohort**

Number in Cohort*	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
48	17	44	35	4

*Number in cohort who tested

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 44 & + & 35 & + & 4 & = & 83 \\
 & & & & 35 & + & 4 & = & \underline{39} \\
 \text{APL} & = & & & & & & = & 122
 \end{array}$$

Evaluation

Eighty-three percent of students scored at level two or higher, and thirty-nine percent of students scored at Levels 3 and 4. The APL for the 2011 cohort was 122, which is below the AMO of 170. The greatest proportion of students of students in this cohort scored at Level 2.

Goal 1: Comparative Measure: 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 peer schools identified by the NYC DOE.

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 peer schools designated by the New York City Department of Education. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school results.⁶

Results

Given the timing of the release of peer school data from the New York City Department of Education, these data are not yet available.

Goal 1: Optional Measure: Each year, the percent of students passing the Regents English exam with a score of at least 65 will exceed the average pass rate of schools included in our peer group.

Method Broome Street Academy will compare its annual pass rate on the Regents English exam to the pass rates of a subset of peer schools designated by the New York City Department of Education. This comparison will be made based on a dataset published annually by the New York City Department of Education.

Results: Results will be presented when data are made available by the New York City Department of Education.

Summary of the High School English Language Arts Goal⁷

Seventy-four of students in the 2011 cohort have succeeded in attaining a score high enough for meeting high school graduation requirements. Broome Street Academy recognizes that it needs to

⁶ The New York State Report Card provides the district results for students scoring at or above 65.

⁷ If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

continue to focus on raising English Regents scores to the college/career ready level. After the most recent administration of the English Regents in 2015, we have seen progress on this with the 2012 cohort. Forty-nine percent of the 2012 cohort performed at the college/career ready level which is the highest proportion of any cohort to date.

The majority of Broome Street Academy students did not demonstrate proficiency on the 8th grade ELA exam. Eighty-one percent of the 2011 cohort was not proficient on the 8th grade ELA exam. This poses an additional challenge to raising English Regents exam scores as many students enter Broome Street Academy with academic deficiencies, which the English department is working to support.

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.	Made Progress Towards
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.	Made Progress Towards
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.	Made Progress Towards
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 peer schools	N/A

Action Plan

To further support student success, BSA appointed an English Department chair in spring 2014. Under the chair's leadership, the curriculum committee and English team revamped the English curriculum aligning courses with the Common Core standards for learning. The chair also led initiatives to improve student mastery of English standards, such as using a tracking system to monitor individual and class growth; holding targeted Regents preparation outside of class time; and instituting weekly department meetings to evaluate and revise curriculum and teaching strategy. These efforts led to increased proficiency rates in 2015: 74% of the 2011 cohort met this graduation requirement, while 73% of the 2012 cohort passed the English Regents exam by the end of the third year in the cohort.

Goal: Students will demonstrate competency in the understanding and application of mathematical computation and problem solving.

MATHEMATICS

Goal 2: Absolute Measure: Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career readiness 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 65 to meet the graduation requirement for a Regents diploma / scoring 80 to meet the college and career readiness standard.⁸ 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.

Results

By the end of their fourth year in the cohort, 83% of students in the 2011 Accountability Cohort passed a math Regents and fulfilled their graduation requirement. Seven percent of students in this cohort achieved the college/career ready standard.

Mathematics Regents Passing Rate with a Score of 65/80 by Fourth Year Accountability Cohort⁹

Cohort Designation	Number in Cohort	Percent Passing with a score of 65	Percent Meeting College/Career Ready Standards with a score of 80
2009	7	71%	0%
2010	21	43%	5%
2011	54	83%	7%

Evaluation

The majority of students in this cohort (83%) were able to score high enough on a math exam to fulfill their graduation requirement. However, students fell short of the goal of “sixty-five percent of students will demonstrate college/career readiness by the end of their fourth year in the cohort.” Seven percent of students were able to achieve a score of 80 or higher.

⁸ 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.

⁹ Based on the highest score for each student on the Mathematics Regents exam

Additional Evidence

BSA students have taken the Integrated Algebra Regents in each year of operation and began taking the Geometry Regents in 2012-13. Broome Street Academy offered the Algebra 2/Trigonometry Regents for the first time in the 2014-15 school year. By the end of the 2014-15 school year, 83% of the 2011 cohort had passed a math Regents. Broome Street Academy also tracks the number of special education students who score between 55 and 64 as this makes them eligible for a local diploma. Two students in the 2011 cohort with IEPs scored above a 55, making the eligible for a local diploma. Counting these students, the pass rate is 87%.

The 2012 cohort also made significant progress with 85% completing their math requirement by the end of the 2014-15 school year and 16% performing at the college/career ready level. One student with an IEP in the 2012 cohort scored at a level eligible for a local diploma.

Students in the 2013 cohort have made steady progress with 66% of cohort members completing their math Regents requirement after their second year in high school. Including four IEP students in the 2013 cohort who scored at a level eligible for a local diploma, this rate is 71%.

By the end of their first year in high school, 39% of the 2014 cohort passed a math Regents exam. Two students with IEPs in the 2014 cohort scored at a qualifying level for a local diploma. Students in the 2013 and 2014 cohorts took the Common Core Algebra exam, which is correlated to the drop in math Regents completion for first year students.

Mathematics Regents Passing Rate with a Score of 65 / 80 by Cohort and Year - All Students

Cohort Designation	2011-12			2012-13			2013-14			2014-15		
	Number in Cohort	Percent Passing at 65	Percent Passing at 80	Number in Cohort	Percent Passing at 65	Percent Passing at 80	Number in Cohort	Percent Passing at 65	Percent Passing at 80	Number in Cohort	Percent Passing at 65	Percent Passing at 80
2009	17(6)*	29%	0%	8(2)	63%	0%	7(1)	71%	0%	4(0)	100%	0%
2010	28(10)	29%	0%	27(9)	37%	0%	21(3)	43%	5%	10(0)	70%	10%
2011	70(41)	49%	3%	60(33)	52%	4%	67(24)	54%	5%	54(15)	83%	7%
2012				90(88)	66%	7%	95(68)	63%	7%	88(24)	85%	16%
2013						n.a.	70(59)	39%	9%	77(69)	66%	12%
2014						n.a.	n.a.	n.a.	n.a.	92(82)	39%	1%

*Number of students in cohort sitting for exam in that year

Goal 2: Absolute Measure

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 graduation with a Regents diploma / the college and career readiness standard.

Results

Seventy-nine percent of students who were not proficient on the 8th grade math exam were able to fulfill this graduation requirement and pass their mathematics Regents. Five percent of students in the 2011 cohort were able to achieve the college/career ready standard with a score of at least 80.

Mathematics Regents Passing Rate with a Score of 65 / 80 among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ¹⁰

Cohort Designation	Number in Cohort	Percent Passing with a score of 65	Percent Meeting College/Career ready standards with a score of 80
2009	3	66%	0%
2010	19	37%	0%
2011	39	79%	5%

Evaluation

Seventy-nine percent of students who were not proficient on their 8th grade math exam in the 2011 cohort were able to attain a score high enough to fulfill the graduation requirement. The 2011 cohort fell short on this measure as only five percent of students met the college/career ready standard.

Additional Evidence

By the end of the 2014-15 school year, 83% of students who were not proficient on the 8th grade math exam in the 2012 cohort passed a math Regents, however none of these students performed at the college/career ready level. In the 2013 cohort, 68% of students who were not proficient on the 8th grade math exam have already passed a math Regents, and seven percent have attained a college/career ready score. For the 2014 cohort, the percent passing a math Regents was 38%. Students in this cohort took the Common Core Algebra Regents. Only 1% of students in this cohort has attained the college/career ready standard thus far.

Mathematics Regents Passing Rate with a Score of 65 / 80 by Cohort and Year - Students Not Proficient on Eighth Grade Math Exam ^{*}

Cohort Designation	2012-13			2013-14			2014-15		
	Number in Cohort	Percent Passing at 65	Percent Passing at 80	Number in Cohort	Percent Passing at 65	Percent Passing at 80	Number in Cohort	Percent Passing at 65	Percent Passing at 80
2009	3(1)**	67%	0%	3(0)	67%	0%	1(0)	100%	0%
2010	27(9)	37%	0%	19(3)	37%	0%	8(0)	63%	0%
2011	44(27)	57%	5%	49(16)	57%	4%	39(10)	79%	5%
2012	60(52)	54%	0%	64(49)	56%	0%	54(14)	83%	0%
2013			n.a.	61(49)	39%	0%	63(57)	68%	7%
2014			n.a.	n.a.	n.a.	n.a.	78(69)	38%	1%

*This measure was not required by the Charter Schools Institute for the 2011-12 progress report

**Number of students in cohort sitting for exam in that year

¹⁰ Based on the highest score for each student on the Mathematics Regents exam

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

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 2014-15 mathematics AMO of **154**.

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. The Regents Common Core exams in mathematics are scored on a scale from 0 to 100; 0 to 64 is level 1; 65 to 73 is level 2, 74 to 84 is level 3, and 85 to 100 is level 4.

Results

Fifty students in the 2011 Accountability Cohort, have taken a mathematics Regents exam. The APL for the 2011 cohort is 98. Ten percent performed at Level 1, eighty-two percent performed at Level 2, and eight percent performed at Level 3. None of these students performed at Level 4.

**Mathematics Accountability Performance Level (APL)
For the 2011 High School Accountability Cohort**

Number in Cohort *	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
50	10	82	8	0

*Number in cohort who tested

$$\begin{array}{rcllclclcl}
 \text{PI} & = & 82 & + & 8 & + & 0 & = & 90 \\
 & & & & 8 & + & 0 & = & \underline{8} \\
 & & & & & & \text{APL} & = & 98
 \end{array}$$

Evaluation

Ninety percent of students in the 2011 cohort scored at level two or higher. The APL for the 2011 cohort is 98. This fell short of the AMO of 154.

Goal 2: Comparative Measure 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 its peer schools.

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 its peer schools designated by the New York City Department of Education. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available peer school results.¹¹

Results

Results will be presented when data are available from the New York City Department of Education.

Goal 2: Each year, the percent of students passing a Regents mathematics exam with a score of at least 65 will exceed the average pass rate of schools included in our peer group
<p>Method</p> <p>Broome Street Academy will compare its annual pass rate on the Regents Integrated Algebra, Geometry, and Algebra 2/Trigonometry exams to the pass rates of peer schools designated by the New York City Department of Education. This comparison will be made based on a dataset published annually by the New York City Department of Education.</p> <p>Results</p> <p>Results will be presented when data are available from the New York City Department of Education</p>

Summary of the High School Mathematics Goal¹²

A greater proportion of students are passing with a score between 65 and 80 on the math regents than at the college/career ready level. The 2011 cohort illustrates this. Eighty-three percent of students in the cohort passed a math Regents while only seven percent attained college/career ready status. Broome Street Academy recognizes that it needs to help its students increase their math scores to the college/career ready status. Increasing the level of performance on math regents will also help Broome Street Academy attain the goal of having an APL which exceeds the year’s AMO.

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 80 on a New York State Regents mathematics exam) by the completion of their fourth year in the cohort.	Made Progress Towards
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.	Made Progress Towards

¹¹ The New York State Report Card provides the district results for students scoring at or above 65.

¹² If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

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.	Made Progress Towards
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 its peer schools	N/A

Action Plan

In an effort to increase Math Regents scores the Department Chair of Mathematics is conducting daily walk-throughs of math classrooms to ensure that the content that is being taught to the students is both meaningful and rigorous. In conjunction with these walk-throughs, the chair is providing the math department with feedback on their instruction, classroom management, and overall content. Additionally, the math team meets weekly to review resources that will help the teaching staff to incorporate the common core into classrooms, instructional strategies to cut down on the down time students experience during transitions, and engaging lesson ideas that support all levels of students. Greater emphasis is also being placed on collaborative planning and teaming in the math department to insure that all student needs are met.

Goal: Broome Street Academy Students will learn how to think critically about concepts taught in their science courses and familiarize themselves with lab protocol and procedures

SCIENCE

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, and 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

Seventy-four percent of students in the 2011 cohort, have passed a science Regents by the end of their fourth year in the cohort.

Science Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort¹³

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2009	8	50%
2010	21	19%
2011	54	74%

Evaluation

Students in the 2011 cohort, missed the goal of seventy-five percent by only one percentage point. The 2011 cohort is also considered our first official graduating class with students that have attended Broome Street Academy for all four years.

Additional Evidence

By the end of the 2014-15 school year, 70% of the 2012 cohort, 58% of the 2013 cohort, and 34% of the 2014 cohort had passed a science Regents exam. The students in the 2012 cohort just completed their third year of high school. This cohort is only five percentage points from reaching the goal with one year left to complete it. Given our significant proportion of students with IEPs we also track students who score between a 55 and a 64. This score qualifies students for a local diploma. Four students in the 2013, and three students in the 2014 cohort with IEPs scored at a level eligible for a local diploma.

In 2011-12, its first year, BSA administered the Earth Science Regents. In 2012-13 we added Living Environment, and in 2013-14 we added Chemistry. BSA also offered two non-

¹³ Based on the highest score for each student on any science Regents exam

Regents courses entitled “Principles of Chemistry” and “Forensics” to diversify science opportunities. SUNY’s absolute measures focus on students passing a science Regents exam by the end of their fourth year of high school. Over the past three years, all cohorts have made progress toward this goal.

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

Cohort Designation	2011-12		2012-13		2013-14		2014-15	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2009	n.a.	n.a.	8(3) [*]	50%	7(2)	57%	4(0)	100%
2010	28 (3)	11%	27(4)	15%	21(5)	19%	10(2)	70%
2011	70(11)	12%	60(29)	32%	67 (16)	46%	54(11)	74%
2012			90 (27)	24%	95 (61)	40%	88(33)	70%
2013					70(25)	11%	77(59)	58%
2014					n.a.	n.a.	92(79)	34%

^{*}Number of students in cohort sitting for exam in that year

Goal 3: Comparative Measure: Each year, the percent of students in the high school Total Cohort passing a Regents science exam with a score of 65 or above after their fourth year will exceed that of the students in the high school Accountability Cohort from the peer schools identified by the NYC DOE .

Method

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in peer schools designated by the New York City Department of Education. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available results.

Results

Results will be presented when comparative data are made available.

Goal 3: Optional Comparative Measure

Each year, the percent of students passing a Regents science exam with a score of at least 65 will exceed the average pass rate of schools included in our peer group.

Method

Broome Street Academy will compare its annual pass rate on the Regents Earth Science, Living Environment, and Chemistry exams to the pass rates of peer schools designated by the New York City Department of Education. This comparison will be made based on a dataset published annually by the New York City Department of Education.

Results

Results will be presented when comparative data are made available.

SOCIAL STUDIES

Goal 4: Social Studies: Students will cultivate a deep understanding of U.S. and Global History and apply course knowledge to their understanding of current events and international relations.

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

Seventy-eight percent of students in the 2011 cohort successfully passed the US History Regents by the end of their fourth year in the cohort.

U.S. History Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort¹⁴

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2009	8	63%
2010	21	29%
2011	54	78%

Evaluation

Students in this cohort exceeded this goal by three percentage points. The 2011 cohort is the first cohort to contain students who have been enrolled at Broome Street Academy for all four years of high school. Students in this cohort represent our first official graduating class.

Additional Evidence

In the 2013-14 school year BSA changed its sequence of programming in the social studies department. In the school's first two years, students had taken U.S. History as ninth graders. Beginning in 2013-14, students began taking U.S. History as eleventh graders in order to be consistent with the scope and sequence for students in New York State. Seventy-two percent of students in the 2009, 2010 and 2011 cohorts took U.S. History in their freshman year, which is

¹⁴ Based on the highest score for each student on a science Regents exam

atypical in New York State. At the end of the 2014-15 school year, 78% of the 2011 cohort had completed a U.S. History Regents, exceeding the 75% goal in the absolute measure. Four students in the 2011 cohort with IEPs scored between 55 and 64, giving them eligibility for a local diploma. Including these students, this pass rate increases to 85%. The 2012 cohort also made progress toward this goal, with 66% completing this graduation requirement by the end of their third year in the cohort. Two students with IEPs in the 2012 cohort passed at the local diploma level. The 2012 cohort is likely to achieve this goal by the end of the students' fourth year in the cohort as this cohort is currently only nine percentage points away from the goal.

U.S. History Regents Passing Rate with a Score of 65 by Cohort and Year

Cohort Designation	2011-12		2012-13		2013-14		2014-15	
	Number in Cohort	Percent Passing						
2009	17(9)*	35%	8(1)	63%	7(1)	57%	4(1)	100%
2010	28(17)	36%	27(4)	33%	21(0)	29%	10(2)	60%
2011	70(54)	50%	60(11)	57%	67(0)	54%	54(6)	78%
2012			90(82)	58%	95(8)	48%	88(23)	66%
2013					70(0)	n.a.	77(0)	n.a.

*Number of students in cohort sitting for exam in that year

Goal 4: Comparative Measure: Each year, the percent of students in the high school Total Cohort passing a Regents U.S. History exam with a score of 65 or above after their fourth year will exceed that of the students in the high school Total Cohort from the peer schools identified by the NYC DOE .

Method

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in its peer schools designated by the New York City Department of Education. Given that students may take Regents exam up through the summer of their fourth year, school presents the most recently available results.

Results

Results will be presented once data is released from the NYC Department of Education.

Goal 4: Optional Measure: Each year, the percent of students passing a Regents U.S. History exam with a score of at least 65 will exceed the average pass rate of schools included in our peer group.

Method

Broome Street Academy will compare its annual pass rate on the Regents U.S. History exam to the pass rates of a subset of peer schools designated by the New York City Department of Education. This comparison will be made based on a dataset published annually by the New York City Department of Education.

Results

Results will be presented when data are made available.

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.

Method

This measure requires students in each Accountability Cohort to pass the Global History exam by the completion of their fourth year in the cohort. Students may have taken the exam multiple times, and had 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

By the end of their fourth year in the cohort, 68% of the 2011 cohort successfully passed the Global History Regents.

Global History Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort¹⁵

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2009	8	38%
2010	21	29%
2011	54	68%

Evaluation

Sixty-eight percent of the 2011 cohort passed a Global History Regents and fulfilled this graduation requirement. Three students with IEPs in this cohort scored between a 55 and 64, making them eligible for a local diploma. One of these students graduated this year with a local diploma. The 2011 cohort is the first cohort to contain students who attended Broome Street Academy for all four years of high school. This cohort fell short of the goal of by seven percentage points.

Additional Evidence

By the end of their fourth year in the cohort, 68% of the 2011 cohort passed a Global History Regents. In the 2013-14 school year, BSA changed its sequence of social studies curriculum to be consistent with the rest of the state, and more students in lower grades took this exam in the 2013-14 and 2014-15 school years. This decision allowed students more time to complete the Global History Regents prior to graduation. After the 2014-15 school year, 67% of the 2012 cohort and 46% of the 2013 cohort had passed the exam. Two students with IEPs in the 2012 cohort, and four students with IEPs in the 2013 cohort passed at the local diploma level.

¹⁵ Based on the highest score for each student on a Global History Regents exam

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

Cohort Designation	2011-12		2012-13		2013-14		2014-15	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2009	n.a.	n.a.	8(3) [*]	38%	7(0)	43%	4(1)	75%
2010	n.a.	n.a.	27(7)	7.5%	21(3)	29%	10(1)	60%
2011	n.a.	n.a.	60(0)	n.a.	67(33)	30%	54(21)	68%
2012			90(0)	n.a.	95(0)	n.a.	88(59)	67%
2013					70(0)	n.a.	77(61)	46%

^{*}Number of students in cohort sitting for exam in that year

Goal 4: Comparative Measure: Each year, the percent of students in the high school Total Cohort passing a Regents Global History exam with a score of 65 or above after their fourth year will exceed that of the students in the high school Total Cohort from the peer schools identified by the NYC DOE.

Method

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in its peer schools. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available results.

Results

Results will be made available when data are published.

Goal 4: Optional Measure: Each year, the percent of students passing a Regents Global History exam with a score of at least 65 will exceed the average pass rate of schools included in our peer group.

Method

Broome Street Academy will compare its annual pass rate on the Regents Global History exam to the pass rates of a subset of peer schools designated by the New York City Department of Education. This comparison will be made based on a dataset published annually by the New York City Department of Education.

Results

Results will be made available when data are published.

GOAL V: NCLB

Goal 5: Absolute Measure: The School will make adequate yearly progress

Absolute Measure:

BSA has met this goal in each school year of its charter term.

Absolute Measure	2011-12	2012-13	2013-14	2014-15
Under the state’s NCLB accountability system, the school 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.	met	met	met	met

HIGH SCHOOL GRADUATION

GOAL 6: HIGH SCHOOL GRADUATION: Broome Street Academy will prepare its students to graduate

Goal 6: Absolute Measure: Each year, 75 percent of students in the 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 that 75 percent of the first and second year high school Total Graduation Cohorts will earn the requisite number of credits.

At Broome Street Academy, a student must accumulate 22 credits of coursework and pass the five required New York State Regents exams in order to graduate high school. To be considered 'on track' for graduation in 4 years, students must achieve credits in increments of at least 5 each school year. A student may "earn a credit" at Broome Street Academy by:

- Fulfilling the required "seat time" time of 108 hours in class or equivalent; and
- Passing the class with a grade of 65 percent or higher.¹⁶

Broome Street Academy developed the following credit accumulation policy effective August 29, 2012: Our grading and credit accumulation policy is aligned with requirements set forth by New York State to attain a Regents diploma. Course credits are awarded on a semester basis and students can earn .05 credits for each semester completed. New York State requires that students sit through 108 hours of instruction or the equivalent in order to be awarded credit in that subject and thus Broome Street Academy students may be awarded half credits for every 54 hours of "seat time" in a class. A passing grade at Broome Street Academy was 70 percent in the 2013-14 year. Starting in the 2014-15 year the pass rate was changed to 65%. The 65% passing grade is consistent with the standard set by the department of education and allows Broome Street Academy accurate comparison with peer schools. Please refer to the chart below for the grading breakdown.

¹⁶ The pass rate will be changed to 65 in the 2014-15 school year in an effort to be consistent with other DOE schools.

2013-2014	Quarter 1	Quarter 2	Semester 1	Quarter 3	Quarter 4	Semester 2
Classwork and Participation	30%	30%	Semester grade is the average of grades earned for Quarters 1 and 2	30%	30%	Semester grade is the average of grades earned for Quarters 3 and 4
Homework	20%	20%		20%	20%	
Assessments	30%	30%		30%	30%	
Projects	20%	20%		20%	20%	

Classwork/participation: This includes all work completed during the class period as well as student behavior and engagement in class. Do Now grades will be included in this portion of the grade. Interaction with the teacher and other students, as well as diligence and effort towards mastery of class material are reflected in the classwork/participation grade.

Homework: This includes assignments that are generally intended to be completed at home. Students will consistently be assigned homework in their classes.

Assessments: These include interim assessments, tests and quizzes and all other types of assessments which are administered in class to determine mastery of material.

Interim Assessments: These are comprehensive, interim and final assessments that show overall mastery of class material. Midterm and final exams are administered at the end of each semester in a controlled testing environment. Regents scores are not factored into final grades.

Projects: These include large assignments such as lab reports, essays, presentations, etc. Projects are generally completed over more than two class periods and are graded on a rubric which will be provided along with the project's directions.

*Departments may opt to develop modified versions of this grading policy. All modified versions will be submitted to the Director of Curriculum and Instruction and communicated to the staff.

Results

Over the course of the 2014-15 school year, 81% of students in the 2013 cohort and 78% of students in the 2014 cohort earned at least five credits.

Percent of Students in First and Second Year Cohorts Earning the Required Number of Credits in 2014-15

Cohort Designation	Number in Cohort	Percent promoted
2013	77	81%
2014	92	78%

Evaluation

This year, students in the 2013 and 2014 cohorts met and exceeded the goal of 75% of students earning a minimum of five credits throughout the school year.

Additional Evidence

Percent of Students in First and Second Year Cohorts Earning the Required Number of Credits in 2014-15 by truancy status

Cohort Designation	Number in Cohort:Non-truant*	Percent promoted	Number in Cohort:Truant Students	Percent Promoted
2013	62	94%	15	33%
2014	71	92%	21	33%

*Non-truant defined as having an attendance rate higher than 79%

. In the 2014-15 school year, students in the 2013 and 2014 cohorts achieved this goal. In previous years, truancy was found to be closely tied to whether or not a student was promoted. Closer examination of promotion rates in the 2013-14 school year revealed that 59% of non-truant students (with attendance rates higher than 79%) in the 2012 cohort were promoted, while only 34% of truant students in this cohort were promoted. Similarly, when we looked at the impact of truancy on the 2013 cohort's performance, we found that 85% of non-truant students were promoted, while zero percent of truant students were promoted. We have seen our promotion rate improve alongside our attendance rate.

Percent of Students in First and Second Year Cohorts Earning the Required Number of Credits in 2014-15 by IEP status

Cohort Designation	Number in Cohort:Students without IEPs	Percent promoted	Number in Cohort:Students with IEPs	Percent Promoted
2013	55	85%	22	73%
2014	76	83%	16	57%

Analysis of promotion rates by IEP status suggests that students without IEPs had higher promotion rates relative to their peers without IEPs. In the 2013 cohort, 85% of students without IEPs were promoted as compared to 73% of students with IEPs. Of the six students with IEPs in this cohort who were not promoted, three had attendance rates lower than 79% suggesting that this factor may have influenced their promotion as well. Similar to the 2013, cohort, there were seven students with IEPs not promoted in the 2014 cohort. Three of these students had attendance rates lower than 79%, so this may have been a contributing factor.

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 2015, the 2013 cohort will have completed its second year.

Results

Students in the 2013 cohort just completed their second year of high school. Thirty-eight percent of students in this cohort have passed three exams.

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

Cohort Designation	Number in Cohort	Percent Passing Three Regents
2011	66	29%
2012	95	40%
2013	78	38%

Evaluation

Thirty-eight percent of students in the 2013 cohort passed three or more exams necessary for graduation. Broome Street Academy did not meet this goal in the 2014-15 school year for the 2013 cohort.

Additional Evidence

Further analysis of the 2013 cohort suggests that attendance had some influence as to whether or not a student passed three or more Regents required for graduation. Only six percent of students in this cohort with an attendance rate lower than 79% completed this goal.

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

Cohort Designation	Number in Cohort:Non-truant*	Percent Passing Three Regents	Number in Cohort:Truant	Percent Passing Three Regents
2013	62	47%	16	6%

*Non-truant defined as attendance rate lower than 79%

Additional analysis of the impact of IEP status on whether or not students were able to pass three Regents by the end of their second year of high school reveal that IEP status may have an impact on whether students were able to achieve this. Students with IEPs may need additional support in order to pass Regents exams.

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

Cohort Designation	Number in Cohort:Students without IEPs	Percent Passing Three Regents	Number in Cohort:Students with IEPs	Percent Passing Three Regents
2013	56	52%	22	5%

Goal 6: Absolute Measure: Each year, 75% of students in the fourth year high school Total Graduation Cohort, 85% of the students in the fifth year Total Graduation Cohort, and 95% of students in the sixth year high school Total Graduation Cohort will graduate.

Method

This measure examines students in three high school Graduation Cohorts: those who entered the 9th grade as members of the 2011 cohort and graduated four years later, those who entered as members of the 2010 cohort and graduated five years later, and those who entered in 2009 and graduated six years later. At a minimum, these students have passed five Regents exams in English language arts, mathematics, science, U.S. History and Global History. Students have through the summer at the end of their fourth year to complete graduation requirements.

Results

By the end of their fourth year in the cohort, 37% of students in the 2011 Graduation Cohort completed their graduation requirements within four years. By the end of their fifth year in the cohort 20% of students in the 2010 Graduation Cohort completed their graduation requirements. Eleven percent of the 2009 Graduation Cohort has graduated after six years.

Percent of Students in the Graduation Cohort who have Graduated After Four Years

Cohort Designation	Number in Cohort	Percent Graduating
2009	19	0%
2010	30	10%
2011	78	37%

Percent of Students in Graduation Cohort Who Have Graduated After Five Years

Cohort Designation	Number in Cohort	Percent Graduating
2008	n.a.	n.a.
2009	19	11%
2010	30	20%

Percent of Students in Graduation Cohort who have Graduated After Six Years

Cohort Designation	Number in Cohort	Percent Graduating
2009	19	11%

Evaluation

Broome Street Academy did not meet its graduation goals. The goal for the graduation cohort was to have 75% of students graduate in four years and only 37% of the 2011 graduation cohort completed their requirements in four years. Twenty percent of the 2010 cohort graduated in five years. The 2010 cohort did not meet its goal of graduating 85% of the graduation cohort within five years. Also, the 2009 cohort did not meet its goal of graduating 95% of the graduation cohort within six years.

Additional Evidence

The 2013-14 school year was the first in which we had any graduates. Though they were not part of an official graduating class, we had five students that year with sufficient credits to graduate. Two of these students belonged to the 2009 cohort, three belonged to the 2010 cohort.

Three of these five graduates are currently enrolled in a community college. One of the three has completed training to become a yoga instructor and is working as an assistant yoga instructor at BSA this year. Another interned at BSA this past summer. One of the five graduates attempted to enlist in the military but was denied due to a medical condition. That graduate is currently working and plans to collaborate with our transition counselor to apply to college.

In the 2014-15 school year, we graduated an additional three students from the 2010 cohort, and as of June 2015, we graduated 29 students from the 2011 cohort, resulting in a 37% graduation rate of the total graduation cohort. One student from the 2012 cohort graduated early in August 2015. Seven of these students in our graduating class are identified as first generation college students. Two have earned an Advanced Regents Diploma, and 78% have been accepted to college. Some of the remaining students have transferred to GED programs, or are still enrolled at BSA finishing coursework.

Students belonging to our June 2015 graduating class faced a number of challenges throughout their pursuit of a high school degree, including teen pregnancy, neighborhood violence, incarceration, involvement in the foster care system, insecure housing, deaths of primary caregivers, and limited financial and parental support. Of the 33 students who graduated in 2015, 42% fall into one of our primary risk factor categories (transitionally-housed, foster care, or involvement with child welfare services). These students demonstrated the utmost resilience when they walked across the stage and received their high school diploma.

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, fifth year, and sixth year will exceed that of the Total Graduation Cohort of our peer schools.

Method

The school compares the graduation rate of students completing their fourth year in the charter school's Total Graduation Cohort to that of the respective cohort of students in its peer schools¹⁷. Given that students may take Regents exams through the summer of their fourth year, results for the current year are generally not available at this time.

Results

Results will be made available when peer school data are published by the NYC Department of Education.

Summary of the High School Graduation Goal

Broome Street Academy had its first official graduating class in 2015. The four-year graduation rate for students in the 2011 cohort was 37%. To provide some context for students our students identified as transitionally-housed, in foster care, or involved with child welfare services, 24% of students in foster care ages 17-19 were on track to graduate according to a 2014 report from the New York City Administration for Children's Services.

In the 2014-15 school year, Broome Street Academy met its promotion rate with 81% of the 2013 and 78% of the 2014 cohorts accumulating five or more credits.

¹⁷ Schools can retrieve district level graduation rates from the SED's Information and Reporting Services office. News releases and an Excel workbook containing these data are available from the [IRS Data Release webpage](#).

Type	Measure	Outcome
Absolute	(§) 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.	Achieved
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.	Made Progress Towards
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort, 85 percent of students in the fifth year high school Total Graduation Cohort will graduate, and 95 percent of students in the sixth year high school Total Graduation Cohort will graduate.	Made Progress Towards
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 its peer schools.	N/A

Action Plan

Throughout Broome Street Academy there are several strategies targeting students specifically by grade and student sub-populations to ensure our students are prepared and on track to graduate within four years.

To ensure that students have the opportunity to earn at least five credits in order to be promoted to the next grade level, we offer a total of seven courses each semester that allow for students to attain a full academic course credit by the end of the school year. Students who require special accommodations and/or students who require a full period of related services or SETSS will not have more than one period where they are not earning a full academic credit. Students needing a regents prep course (non-credit bearing) will be placed in a credit bearing course to ensure they are receiving all possible opportunities to attain the minimum amount of credits needed per year.

Academic support services, and regents prep courses are offered via our partner CBO (The Door) during and after the school day. Historically, the students who have the most challenges with passing regent exams are students who require additional classroom and afterschool support. Volunteer tutors are recruited to offer additional support in co-taught classes and SETSS courses.

As previously stated, regents prep courses are offered with the program methodology that students who have received the course credit yet need additional resources and practice to achieve a passing grade are prepared for the January as well as the June exam periods.

Each year graduation plans are developed for each student once they are enrolled in BSA. Plans will be amended each year by the student’s guidance counselor and caregivers to ensure that the student is on track and that the student and caregiver(s) are informed of any challenges and successes. CHAMPIONS support students staying on track to graduate and work collaboratively with the guidance, social and special education departments for those students needing an intensive level of support.

COLLEGE PREPARATION

GOAL 7: COLLEGE PREPARATION: Broome Street Academy is keenly aware of the fact that students need not only obtain a High School diploma, but also be prepared for the next challenges that face them after their time at Broome Street Academy

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

Sixty-four students in 10th grade sat for the PSAT in 2014. The average score of BSA 10th graders was 34.6 on Critical Reading, 34.3 on Mathematics, and 31.8 on the Writing section.

10th Grade PSAT Performance by School Year

School Year	Number of Students in the 10 th Grade	Number of Students Tested	Critical Reading		Mathematics		Writing	
			School	New York State	School	New York State	School	New York State
2013-14	79	74	33.4	41.1	35.3	42.8	32.0	39.4
2014-15	89	64	34.6	40.5	34.3	42.4	31.8	38.4

Evaluation

Broome Street Academy had the smallest disparity between our students' average and the state average on the Critical Reading section. On the Critical Reading section, students fell below the average by 5.9 points. For the mathematics section, the average Broome Street Academy 10th grader fell 8.1 points below the state average. The disparity between Broome Street Academy students and the state average on the writing section is 6.6. Broome Street Academy had the smallest disparity on the Critical Reading section. Broome Street Academy students did not exceed the state average on the PSAT in any of the subject area domains.

Additional Evidence

Broome Street Academy students had a smaller disparity on the Critical Reading section relative to last year. Last year, this disparity was 7.7 points, while this year it was only 5.9 points. We also observed a smaller disparity between the average Broome Street Academy score and the average New York State score on the Writing section. This year it was 6.6, while last it was 7.4.

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.

Method

This measure tracks student performance on one of the most commonly used high school college prep assessments.

The SAT is a national college admissions examination. Students receive a scale score in reading, writing and mathematics. Scale scores range from 200 to 800 on each subsection with 2400 as the highest possible score. As students may choose to take the test multiple times during the year, the school only reports a student’s highest score. The school compares its averages the New York State average for all 12th grade test takers in the given year.

Results

Twenty-eight of the students in the 12th grade had taken the SAT. The average reading score was 396, the average math score was 373, and the average writing score was 377.

12th Grade SAT Performance by School Year

School Year	Number of Students in the 12 th Grade	Number of Students Tested	Reading		Mathematics		Writing	
			School	New York State	School	New York State	School	New York State
2014-15	38	28	396	495	373	511	377	484

Evaluation

The smallest discrepancy between the Broome Street Academy average and the state average was on the Critical Reading section. The disparity between the state average and the Broome Street Academy average was 99 points on the reading section, 138 points on the math section, and 107 points on the writing section. Broome Street Academy students fell below the state average on each of the sections of the SAT.

Additional Evidence

Last year, forty-seven students in the 11th grade had also taken the SAT. Looking ahead at these students’ performance, 11th graders scored an average of 380 on the Reading portion of the SAT. This was 115 points below the state average. The average score on the Mathematics portion for these students is 399. This was 112 points below the state average. For the writing section, the average score for 11th graders is 413. This is 71 points below the state average. The writing section had the smallest discrepancy between our students’ average and the state average. The average Mathematics and Writing scores for 11th graders were higher than that of the 12th graders.

11th Grade SAT Performance by School Year

School Year	Number of Students in the 11 th Grade	Number of Students Tested	Reading		Mathematics		Writing	
			School	New York State	School	New York State	School	New York State
2014-15	76	47	380	495	399	511	413	484

Goal 7: School Created College Attendance or Achievement Measure

Each Year, 75 percent of graduates will have completed art portfolios deemed proficient by a panel of external experts

Method

Students will participate in various arts-related courses and activities offered through Broome Street Academy to assemble a portfolio of creative pieces including, but not limited to: poems, student films, painting, photography, essays, and musical performances the student has created throughout his or her academic career. This portfolio will be turned in prior to graduation and evaluated on a staff-designed rubric. The portfolio will be evaluated by external experts.

Results

Ninety percent of students who graduated completed an art portfolio. Students without an art portfolio had transferred into BSA midway through their high school careers and had taken art courses elsewhere.

Goal 7: School Created College Attendance or Achievement Measure

Each Year, 75 percent of graduates will meet standards (score a four) on the career readiness portfolio, as measured by a career-readiness rubric based on a personal resume, sample cover letter, personal statement, research paper, sample thank you notes, and a sample job application.

Method

Each year, students will submit a portfolio to the guidance department which will evaluate the portfolio for level of completeness and professionalism. The quality of the portfolio will be evaluated using a career-readiness rubric designed by staff. This portfolio is to be submitted prior to graduation.

Results

All students who graduated from BSA completed a career-readiness portfolio.

Goal 7: School Created College Attendance or Achievement Measure

Each year, 75 percent of graduates will have successfully completed the entry requirements of a college or technical career program.

Method

Each year, Broome Street Academy will track how many students are completing applications or entry requirements for a college or technical career program through interactions with the guidance department.

Results

Ninety-three percent of all students who have graduated worked with our guidance department to submit at least one application for a college or technical career program. The remaining students, who have extenuating circumstances (e.g., impending relocation, pregnancy), opted to submit a sample application for their graduation requirement and will submit a formal application at a later date.

Goal 7: School Created College Attendance or Achievement Measure

Each year, 6 and 18 months, after graduation, BSA graduates will be enrolled in two-year, four-year, college programs, vocational certification programs, or public service programs at a higher rate than peer school graduates.

Method

The New York City Department of Education publishes data on graduating students who enroll in two-year, or four-year college programs, vocational certification programs, and public service programs six and eighteen months. Broome Street Academy will plan to compare these numbers with its NYC-DOE identified peer schools.

Results

While we do not have peer school comparative data available, we do have preliminary information on college matriculation for the class of 2015. Of the 33 students who graduated, eleven plan on attending four-year colleges, sixteen plan on attending two-year colleges, one plans on entering the military, two will enter vocational training programs, and the remaining graduates are seeking employment.

Summary of the College Preparation Goal

Broome Street Academy has devised several of its own measures to determine post-secondary preparedness. Ninety-percent of students completed an art portfolio demonstrating an ability to complete projects and present artwork in a professional manner. Similarly, all graduating students demonstrated professionalism by completing a work-readiness portfolio as part of an exit requirement. The guidance department also succeeded in helping 93% of graduates complete the entry requirements for college or a vocational-training program.

One area of focus for Broome Street Academy is to support students with PSAT and SAT performance. Our students have scored below the state average on both exams in the past year.

Type	Measure	Outcome
Comparative	Each year, the average performance of students in the 10 th grade will exceed the state average on the PSAT test in Critical Reading and Mathematics.	Made Progress Towards
Comparative	Each year, the average performance of students in the 12 th grade will exceed the state average on the SAT or ACT tests in reading and mathematics.	Made Progress Towards
College Preparation	Each Year, 75 percent of graduates will have completed art portfolios deemed proficient by a panel of external experts	Achieved
	Each Year, 75 percent of graduates will meet standards (score a four) on the career readiness portfolio, as measured by a career-readiness rubric based on a personal resume, sample cover letter, personal statement, research paper, sample thank you	Achieved

	notes, and a sample job application.	
	Each year, 75 percent of graduates will have successfully completed the entry requirements of a college or technical career program.	Achieved
College Attainment	Each year, 6 and 18 months, after graduation, BSA graduates will be enrolled in two-year, four-year, college programs, vocational certification programs, or public service programs at a higher rate than peer school graduates.	Not Applicable

Action Plan

All students enrolled in BSA will prepare their art portfolio through their visual, performing, or technology courses. These portfolios are converted to a digital platform and are saved for any additional material to satisfy the graduation requirement. The panel of experts includes school staff, Door staff, and external partners who assess and follow the assigned rubric.

Junior and Senior students will prepare their personal statements, research papers, and work on their resume and cover letters amongst other requirements in the career readiness portfolio. These are saved by the guidance team and reviewed by a panel that consists of school, CBO, and external partners who follow the career readiness portfolio rubric. The majority of work for these portfolios is completed in English, Math, and one-on-one meetings with guidance staff.

College entry requirements are completed on in group lessons and on an individual basis, through meetings with guidance staff as well as the CBO’s College Advisor (The Door). This advisor conducts workshops during English classes and meets with student groups on a weekly basis. Guidance and College advisors meet with students individually as well and host evenings for college application and career searches. Students are supported in researching and acquiring all relevant and necessary information to be able to complete entry level requirements for vocational and collegiate opportunities.

APPENDIX B: OPTIONAL GOALS

The following section contains a Parent Satisfaction optional goal, as well as examples of possible optional measures.

Goal S: Parent Satisfaction: Broome Street Academy parents will be satisfied with the BSA program.

Goal S: Absolute Measure

Each year, parents will express satisfaction with the school's program based on the NYC Annual School Survey at or above the city average.

Method

Broome Street Academy will use the NYC Annual School Survey results to determine whether or not it has met this measure. The NYC Annual School Survey is administered city-wide to parents, students, and staff members on matters related to instruction, safety, and school-culture.

Results

This year, the NYC DOE Survey Team changed its survey question domains to reflect the six elements of Framework for Great Schools. These domains are: Rigorous Instruction, Supportive Environment, Collaborative Teachers, Effective School Leadership, Strong-Family Community Ties, and Trust. We scored above the city-average for Strong Family and Community ties, within the average range for Collaborative Teachers, Effective School Leadership, and Trust. We scored below city average for Rigorous Instruction, and Supportive Environment.

2014-15 Parent Satisfaction Survey Response Rate

Number of Responses	Number of Families	Response Rate
94	94	30%

Caregiver Satisfaction on Key Survey Results 2014-15

Element	BSA Percent of Positive Responses	City-wide results
Rigorous Instruction	78%	85%
Supportive Environment	73%	83%
Collaborative Teachers	82%	86%
Effective School Leadership	77%	82%
Strong Family-Community Ties	79%	75%
Trust	87%	89%

In the 2014-15 year, the New York City Department of Education reported the percentage of overall positive responses throughout the survey. The highest percentage of overall positive responses came from our parents; followed by teachers, and then students. Eighty-nine percent of all parent responses were positive.

	2014-15 Percent of Positive Responses	2014-15 Response Rate
Parents	89%	30%
Teachers	81%	88%
Students	71%	61%

Evaluation

Each year, the New York City Department of Education has consistently asked Caregivers “How satisfied are you with the education your child has received this year?” and “How satisfied are you with the response you get when you contact your child’s school?” Broome Street Academy has consistently scored above 90% every year since the 2012-13 school year on the measure of parent satisfaction with the education provided. We received over 95% of positive responses to the question “How satisfied are you with the response you get when you contact your child’s school?”

Change in perception over time

Caregivers: Percent of Positive responses

Question	2011-12	2012-13	2013-14	2014-15
How satisfied are you with the education your child has received this year?	85%	95%	90%	96%
How satisfied are you with the response you get when you contact your child’s school?	100%	100%	95%	95%

Goal S: Absolute Measure

Each year, 75 percent of all students enrolled on BEDS day of the previous year will be enrolled on BEDS day of the following year.

Method

Broome Street Academy records its retention based on the percentage of students who are enrolled on BEDS day to BEDS day of the following year.

Results

On BEDS day 2013, 272 students were on our register. Five students graduated in 2013-14. The following BEDS day, in 2014, 220 students who were enrolled on BEDS day 2013 were enrolled on BEDS day 2014. This translates to a retention rate of 82%.

2014-15 Student Retention Rate

2013-14 Enrollment	Number of Students Who Graduated in 2013-14	Number of Students Who Returned in 2014-15	Retention Rate 2014-15 Re-enrollment ÷ (2013-14 Enrollment – Graduates)
272	5	220	82%

Evaluation

Broome Street Academy met its retention rate goal in 2014-15. It exceeded the goal of 75% by seven percentage points.

Additional Evidence

The 2014-15 retention rate is the highest we have had thus far. We experienced a drop in retention between the 2012-13 and 2013-14 school years due to a greater proportion of over-aged students transitioning to a GED program: GED transfers represented 21% of students who left BSA during this period. Between 2011-12 and 2012-13, only 3% of transfers were related to GED programs.

Year	Retention Rate
Retention from 2011-12 to 2012-13	79%
Retention from 2012-13 to 2013-14	73%
Retention from 2013-14 to 2014-15	82%
Retention from 2014-15 to 2015-16*	

*Retention from 2014-15 to 2015-16 will be presented once BEDS 2015 has passed

Goal S: Absolute Measure

Each year the school will have a daily attendance rate of at least 75 percent.

Method

Attendance is recorded each period by the student’s instructor. In the 2014-15 school year, third period was used at the official attendance period.

Results

In the 2014-15 school year, the attendance rate was 81 percent.

Evaluation

Broome Street Academy met and exceeded its attendance goal by six percentage points. This year has the highest attendance rate to date.

Additional Evidence

Year	Average Daily Attendance Rate
2012-13	71%
2013-14	74%
2014-15	81%

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Goal S: Absolute Measure

Each year, 75 percent of students will have an attendance rate of at least 75 percent.

Results

During the 2014-15 school year, 79% of students had an attendance rate of at least 75 percent.

Evaluation

Broome Street Academy met and exceeded this attendance goal by four percentage points. This year had the highest percentage of students with an attendance rate of at least 75 percent to date.

Year	Percent of students with attendance above 75 percent
2012-13	58%
2013-14	67%
2014-15	79%

Goal: Broome Street Academy will comply with all laws and regulations

Broome Street Academy complies with all laws to which it is subject. These include laws and regulations unique to charter schools that members of the BSA community are expected to become aware of as they impact their area of responsibility to the school, students, and caregivers. School-wide policies and procedures are considerate of appropriate laws and regulations. School business is conducted in accordance with legal requirements including contractual commitments undertaken by individuals authorized to bind the school to such commitments. The BSA Board of Trustees takes very seriously its governance and fiduciary responsibilities. The board ensures compliance with all applicable laws and regulations as all resources-human, capital, and financial are targeted to the achievement of the overall mission.

Absolute measure: Each year, the school will generally and substantially comply with all applicable laws, rules and regulations, including, but not limited to, the New York State Charter Schools Act, the New York Freedom of Information Law, the New York Open Meetings Law, the federal Individuals with Disabilities Education Act, and federal Family Educational Rights and Privacy Act, and the provisions of the Broome Street Academy by-laws and charter.

BSA is assessed by the Charter School's Institute and by external auditors. As we begin our fourth year and plan for our fifth year we are aware of upcoming assessment by the Charter School Institute as part of the charter renewal process. The school continues to comply with federal education law and NCLB guidelines and completes all required documentation in support of federal title funding and funding for students with disabilities for annual allocation of funds. BSA continues to comply with the NY State Charter Schools Act, Freedom of Information Laws, and Open Meeting Laws, as well as the provisions of the Broome Street Academy by-laws and charter. We provide ongoing communication of progress to BSA caregivers, community, and stakeholders in the evaluation of our work through appropriately noticed public board meetings, annual accountability progress reports, and a comprehensive complaint and grievance procedure which allows concerns to be heard by the Board of Trustees, Charter Schools Institute, and Board of Regents.

Absolute measure: Each year the school will maintain the systems, policies and procedural controls that ensure compliance with legal and charter requirements.

The school's policies and procedures outlined in the staff handbook and student/caregiver handbook outline practices that are in place regarding code of conduct, disciplinary procedures and personnel policies, in compliance with legal and charter requirements.

Absolute measure: Each year the school will maintain a relationship with independent legal counsel that reviews relevant policies, documents, and incidents and makes recommendations as needed, and in proportion to the legal expertise on the board of trustees, if any

BSA has established a relationship with independent legal counsel that reviews all relevant policies, documents and makes recommendations as needed in proportion to the legal expertise on the board of trustees.

Absolute measure: Each year Broome Street Academy will take corrective action, if needed, in a timely manner to address any internal control or compliance deficiencies identified by its external auditor, SED or the Charter Schools Institute.

BSA has not needed to take corrective action to address deficiencies identified by our external auditor, the State Department of Education or the Charter Schools Institute.

It is the goal of Broome Street Academy to demonstrate organizational viability by continually improving the academic achievement of our students and sustaining a level of trust and commitment of the Board of Trustees and the Charter Schools Institute in partnership with our students and their caregivers.

Type	Measure	Outcome
Absolute	Each year, the school has generally and substantially complied with all applicable laws, rules and regulations, including, but not limited to, the New York State Charter Schools Act, the New York Freedom of Information Law, the New York Open Meetings Law, the federal Individuals with Disabilities Education Act, and federal Family Educational Rights and Privacy Act, and the provisions of the Broome Street Academy by-laws and charter.	Achieved
Absolute	Each year, the school will have in place and maintain effective systems, policies, procedures and other controls for ensuring that legal and charter requirements are met.	Achieved
Absolute	Each year the school will maintain a relationship with independent legal counsel that reviews relevant policies, documents, and incidents and makes recommendations as needed, and in proportion to the legal expertise on the board of trustees, if any.	Achieved
Absolute	Each year BSA will take corrective action, if needed, in a timely manner to address any internal control or compliance deficiencies identified by its external auditor, SED or the Charter Schools Institute.	Achieved

APPENDIX C: SUPPLEMENTARY TABLES

The school may wish to use the following supplemental tables in the **Additional Evidence** sections. They are organized by subject and measure. Table titles need to be adapted to reflect the appropriate subject area, i.e. English language arts, mathematics, etc.

HIGH SCHOOLS: ENGLISH LANGUAGE ARTS AND MATHEMATICS

Growth Measure

Each year, the group of students in their second year in the school who have taken the NWEA for two years will reduce by one-half the difference between the average of their first year in the school and an NCE of 50. If the cohort already achieved an average NCE of 50 in the first year, it will show an increase in their average NCE.

Method

This measure examines the change in performance of the same cohort of students from their first year to their second year in high school on a norm referenced reading test. Each cohort consists of those students who have norm-referenced reading test results for their first two years in the school. It includes students who repeated the grade. The criterion for achieving this measure is for the cohort to reduce by half the difference between average NCE in the first year and the 50th NCE in the second. If a cohort has already achieved an average NCE of 50, it is expected to show some positive growth in the subsequent year.

Broome Street Academy administered the North Western Evaluation Association's (NWEA) Measure-of Academic Progress (MAP) assessment for mathematics. The assessment was administered in Spring 2014 and Spring 2015. The Academy's goal in selecting a national standardized exam is to compare the school's performance with nation-wide performance while at the same time providing students with a tool to show progress over time, identify skills they need to master to be at grade level, and to help teachers differentiate instruction. The NWEA MAP is a computer-based adaptive assessment that will allow the school to compare New York State standards-aligned performance data with district and nation-wide performance data while also providing teachers with immediate, actionable reports to help differentiate instruction. The RIT score (Rauch Unit), is an equal interval scale that measures student performance over time.

NWEA conducts "linking studies" to examine the alignment between the MAP tests and state standardized tests. Each study identifies the specific Rauch Unit (RIT) scale scores from MAP that correspond to the various proficiency levels for each subject and for each grade level.

English

Results

The first year average baseline score of students tested in the 2013 cohort was 215. The second year in which students were tested, this score increased to an average of 217.

First to Second Year Cohort Growth on the Literacy Northwestern Evaluation Association Assessment (NWEA)

Cohort	Number in Cohort Year 1	Number Tested Year 1	First Year Baseline	Second Year Target	Number in cohort Year 2	Number Tested in Year 1 and Year 2	Second year result NWEA Score	Target Achieved
2008	8	2	211.5	217.3	1	0	n.a.	n.a.
2009	17	9	218.6	220.8	8	2	225	Y
2010	28	14	215.3	219.2	26	3	232	Y
2011	70	51	208.7	215.9	60	33	214	N
2012	90	53	213	218	95	43	215	N
2013	70	65	215	219.2	77	39	217.7	N
2014	92*	87	217.7	220.3				

*The 2014 cohort was first tested in the 2014-15 school year

Evaluation

The average second year score of 217.7 for the 2013 cohort did not meet the target of 219.2. While the score did increase 2.7 points from the baseline level, it fell short of the goal. One persistent challenge Broome Street Academy has faced is with obtaining multiple data points for students. Nineteen students for which we obtained scores for this cohort in the first year, left Broome Street Academy prior to the second round of testing. The remaining students did not attend any of the testing sessions offered in their second year.

Additional Evidence

In looking at individual students, we found that 67% of students in the 2013 cohort who tested for both years improved their reading scores. Of the students that demonstrated growth, the average amount of growth was seven points.

Within the group of students in the 2013 cohort with two data points, 25 entered at a level that is considered below what is expected for an average 9th grader. Of these 25 students, sixty percent demonstrated growth.

Math

Results

The first year average baseline on the math NWEA for students in the 2013 cohort is 218. The average second year score for students on the math NWEA in this cohort is 221.

First to Second Year Cohort Growth on the Mathematics Northwestern Evaluation Association Assessment (NWEA)

Cohort	Number in Cohort Year 1	Number Tested Year 1	First Year Baseline	Second Year Target	Number in Cohort Year 2	Number Tested in Year 1 and Year 2	Second Year Result	Target Achieved
2008	8	2	211	223	1	0	n.a.	n.a.
2009	17	9	218	227	8	2	235	Y
2010	28	10	220	228	27	1	228	Y
2011	70	46	208	221	60	29	212	N
2012	90	74	220	223	95	44	221	N
2013	70	65	218	227	77	39	221	N
2014*	92	87	218					

*These students were first tested in the 2014-15 school year

Evaluation

While the score did increase three points from the baseline level, it fell short of the second year target. One persistent challenge Broome Street Academy has faced is with obtaining multiple data points for students. Nineteen students for which we obtained scores for this cohort in the first year, left Broome Street Academy prior to the second round of testing. The remaining students did not attend any of the testing sessions in their second year.

Additional Evidence

In looking at individual students, we found that 51% of students in the 2013 cohort who tested for both years improved their math scores. Of the students that demonstrated growth, the average amount of growth was 11 points.

Within the group of students in the 2013 cohort with two data points, 29 entered at a level that is considered below what is expected for an average 9th grader. Of these 29 students, 52% demonstrated growth.

HIGH SCHOOLS: SUBJECT AREA MEASURES

Cohort Passing Rate by Regents Mathematics Exam

Exam	Cohort			
	2011	2012	2013	2014
Integrated Algebra	90% (49)	93% (80)	66% (64)	n.a.
Common Core Algebra	n.a.	21% (14)	32% (62)	43% (83)
Geometry	38% (29)	46% (57)	51% (51)	n.a.
Common Core Geometry	n.a.	n.a.	10% (50)	n.a.
Algebra 2	100% (3)	50% (6)	n.a.	n.a.

Cohort Passing Rate by Regents Science Exam

Exam	Cohort			
	2011	2012	2013	2014
Living Environment	88% (43)	88% (67)	76% (54)	n.a.
Earth Science	85% (13)	70% (27)	56% (34)	26% (66)
Chemistry	17% (6)	20% (20)	75% (4)	n.a.

In analyzing the pass rates of all students who attempted each math Regents exam in each cohort, there are some noticeable overall trends. Across the 2011, 2012, and 2013 cohorts, students had a stronger performance on the Integrated Algebra Regents relative to the Geometry Regents. However, the 2013 cohort had a stronger performance on Geometry relative to the Common Core Algebra. Fifty-one percent of the 2013 cohort who attempted a Geometry exam passed, while only 32% of students who attempted the Common Core Algebra exam passed. The 2014 cohort has the strongest performance on the Common Core Algebra Regents exam.

Some common trends among the Science Regents exams is that students consistently had the strongest performance on Living Environment across all cohorts. The 2011 and 2012 cohorts had stronger pass rates on Earth Science relative to the 2013 and 2014 cohorts.



Appendix B: Total Expenditures and Administrative Expenditures per Child

Created: 07/27/2015

Last updated: 07/28/2015

Page 1

Charter School Name: 310200860992 BROOME ST ACADEMY CHS

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 2014-15 Schedule of Functional Expenses) and divide by the year end per pupil count. (Integers Only. No dollar signs or commas).

Line 1: Total Expenditures	5516179
Line 2: Year End Per Pupil Count	322
Line 3: Divide Line 1 by Line 2	17131

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 2014-15 Schedule of Functional Expenses) and divide by the year end 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 20 of the 2014-15 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 2014-15 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 2014-15 Schedule of Functional Expenses) and divide by the year end per pupil count. (Integers Only. No dollar signs or commas).**

Line 1: Relevant Personnel Services Cost (Row)	218057
Line 2: Management and General Cost (Column)	0
Line 3: Sum of Line 1 and Line 2	218057
Line 4: Year End Per Pupil Count	322
Line 5: Divide Line 3 by the Year End Per Pupil Count	677

Thank you.

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

Charter School Name:	Broome Street Academy Charter High School
Audit Period:	2014-15
Prior Period:	2013-14
Report Due Date:	Sunday, November 01, 2015
Date Submitted:	<i>enter today's date</i>
School Fiscal Contact Name:	Irma Gonzalez
School Fiscal Contact Email:	[REDACTED]
School Fiscal Contact Phone:	[REDACTED]
School Audit Firm Name:	McGladrey LLP
School Audit Contact Name:	Maria Junia Perez
School Audit Contact Email:	MariaJunia.Perez@mcgladrey.com
School Audit Contact Phone:	212.372.0297

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 (<i>if not applicable fill in "NIA"</i>):
Management Letter	No management letter comments for this period
Management Letter Response	No management letter comments for this period
Form 990	Extension will be filed on or before November 15, 2015. The 990 will be filed before February 15, 2016 which will be forwarded to SUNY.
Federal Single Audit (A-133) ¹	n/a
Corrective Action Plan	none for this period

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 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 the current "OMB Circu

BROOME STREET ACADEMY CHARTER HIGH SCHOOL
Statement of Financial Position
#MACRO?

<u>ASSETS</u>	<u>2014-15</u>
<u>CURRENT ASSETS</u>	
Cash and cash equivalents	\$1,729,658
Grants and contracts receivable	35,968
Accounts receivables	
Prepaid expenses	75,816
Contributions and other receivables	-
TOTAL CURRENT ASSETS	1,841,442
<u>PROPERTY, BUILDING AND EQUIPMENT, net</u>	<u>558,061</u>
<u>OTHER ASSETS</u>	
TOTAL ASSETS	<u>2,399,503</u>
<u>LIABILITIES AND NET ASSETS</u>	
<u>CURRENT LIABILITIES</u>	
Accounts payable and accrued expenses	\$173,674
Accrued payroll and benefits	341,320
Deferred Revenue	-
Current maturities of long-term debt	-
Short Term Debt - Bonds, Notes Payable	-
Other	<u>111,848</u>
TOTAL CURRENT LIABILITIES	626,842
<u>LONG-TERM DEBT and NOTES PAYABLE, net current maturities</u>	-
TOTAL LIABILITIES	<u>626,842</u>
<u>NET ASSETS</u>	
Unrestricted	1,772,661
Temporarily restricted	-
TOTAL NET ASSETS	<u>1,772,661</u>
TOTAL LIABILITIES AND NET ASSETS	<u>2,399,503</u>

BROOME STREET ACADEMY CHART
Statement of Financial P
#MACRO?

<u>ASSETS</u>	<u>2013-14</u>	<u>101</u> <u>nu</u>
<u>CURRENT ASSETS</u>		
Cash and cash equivalents	\$919,383	
Grants and contracts receivable	86,940	
Accounts receivables		
Prepaid expenses	25,638	
Contributions and other receivables	-	
TOTAL CURRENT ASSETS	1,031,961	
<u>PROPERTY, BUILDING AND EQUIPMENT, net</u>	<u>839,658</u>	
<u>OTHER ASSETS</u>		<u>-</u>
TOTAL ASSETS	<u>1,871,619</u>	
<u>LIABILITIES AND NET ASSETS</u>		
<u>CURRENT LIABILITIES</u>		
Accounts payable and accrued expenses	\$104,247	
Accrued payroll and benefits	318,739	
Deferred Revenue	-	
Current maturities of long-term debt	-	
Short Term Debt - Bonds, Notes Payable	-	
Other	101,641	
TOTAL CURRENT LIABILITIES	524,627	
<u>LONG-TERM DEBT and NOTES PAYABLE, net current maturities</u>		<u>-</u>
TOTAL LIABILITIES	<u>524,627</u>	
<u>NET ASSETS</u>		
Unrestricted	1,274,884	
Temporarily restricted	72,108	
TOTAL NET ASSETS	<u>1,346,992</u>	
TOTAL LIABILITIES AND NET ASSETS	<u>1,871,619</u>	

BROOME STREET ACADEMY CHARTER HIGH SCHOOL

Statement of Activities

#MACRO?

	2014-15		
	Unrestricted	Temporarily Restricted	Total
REVENUE, GAINS AND OTHER SUPPORT			
Public School District			
Resident Student Enrollment	\$4,424,828	\$-	\$4,424,828
Students with disabilities	1,125,223	-	1,125,223
Grants and Contracts			
State and local	-	-	-
Federal - Title and IDEA	228,494	-	228,494
Federal - Other	129,776	-	129,776
Other	-	-	-
Food Service/Child Nutrition Program	-	-	-
TOTAL REVENUE, GAINS AND OTHER SUPPORT	5,908,321	-	5,908,321
EXPENSES			
Program Services			
Regular Education	\$3,732,466	\$-	\$3,732,466
Special Education	1,238,964	-	1,238,964
Other Programs	-	-	-
Total Program Services	4,971,430	-	4,971,430
Management and general	707,221	-	707,221
Fundraising	158,031	-	158,031
TOTAL OPERATING EXPENSES	5,836,682	-	5,836,682
SURPLUS / (DEFICIT) FROM SCHOOL OPERATIONS	71,639	-	71,639
SUPPORT AND OTHER REVENUE			
Contributions			
Foundations	\$151,631	\$-	\$151,631
Individuals	\$87,565	-	87,565
Corporations	6,718	-	6,718
Fundraising	107,636	-	107,636
Interest income	460	-	460
Miscellaneous income	20	-	20
Net assets released from restriction	72,108	(72,108)	-
TOTAL SUPPORT AND OTHER REVENUE	426,138	(72,108)	354,030
CHANGE IN NET ASSETS	497,777	(72,108)	425,669
NET ASSETS BEGINNING OF YEAR	1,274,884	72,108	1,346,992
PRIOR YEAR/PERIOD ADJUSTMENTS	-	-	-
NET ASSETS END OF YEAR	\$1,772,661	\$-	\$1,772,661

2013-14	IOI
	nu
Total	

\$3,370,356

948,609

52,667

111,141

100,000

-

-

4,582,773

\$3,204,285

1,094,728

-

4,299,013

799,207

163,697

5,261,917

(679,144)

\$70,514

\$242,510

105,000

-

182

1,686

-

419,892

(259,252)

1,606,244

-

\$1,346,992

BROOME STREET ACADEMY CHARTER HIGH SCHOOL
Statement of Cash Flows
#MACRO?

	<u>2014-15</u>	<u>2013-14</u>	<u>101</u>
			*Please briefly explain any nu
CASH FLOWS - OPERATING ACTIVITIES			
Increase (decrease) in net assets	\$425,669	\$(259,252)	
Revenues from School Districts		-	
Accounts Receivable	53,349	(12,141)	
Due from School Districts		-	
Depreciation	445,015	379,016	
Grants Receivable	50,972	148,893	
Due from NYS		-	
Grant revenues		-	
Prepaid Expenses	(50,178)	25,609	
Accounts Payable	92,008	134,056	
Accrued Expenses		-	
Accrued Liabilities	-	-	
Contributions and fund-raising activities		-	
Miscellaneous sources	3,740	7,630	
Deferred Revenue	(46,882)	(21,883)	
Interest payments	-	-	
Net gain on sale of preperty and equipment	-	(1,158)	
Increase in restricted cash	(119)	(25,067)	
NET CASH PROVIDED FROM OPERATING ACTIVITIES	<u>\$973,574</u>	<u>\$375,703</u>	
CASH FLOWS - INVESTING ACTIVITIES	\$	\$	
Purchase of equipment	(163,418)	(509,563)	
Other	-	1,425	
NET CASH PROVIDED FROM INVESTING ACTIVITIES	<u>\$(163,418)</u>	<u>\$(508,138)</u>	
CASH FLOWS - FINANCING ACTIVITIES	\$	\$	
Principal payments on long-term debt	-	-	
Other	-	-	
NET CASH PROVIDED FROM FINANCING ACTIVITIES	<u>\$-</u>	<u>\$-</u>	
NET (DECREASE) INCREASE IN CASH AND CASH EQUIVALENTS	\$810,156	\$(132,435)	
Cash at beginning of year	844,217	976,652	
CASH AND CASH EQUIVALENTS AT END OF YEAR	<u>\$1,654,373</u>	<u>\$844,217</u>	

BROOME STREET ACADEMY CHARTER HIGH SCHOOL
Statement of Functional Expenses
#MACRO?

2014-15									
	No. of Positions	Program Services				Supporting Services			Total
		Regular Education	Special Education	Other Education	Total	Fund-raising	Management and General	Total	
Personnel Services Costs		\$	\$	\$	\$	\$	\$	\$	\$
Administrative Staff Personnel	4.00	349,584	95,909	-	445,493	79,648	192,639	272,287	717,780
Instructional Personnel	44.00	1,788,796	634,988	-	2,423,784	-	-	-	2,423,784
Non-Instructional Personnel	10.00	190,976	53,096	-	244,072	-	48,000	48,000	292,072
Total Salaries and Staff	58.00	2,329,356	783,993	-	3,113,349	79,648	240,639	320,287	3,433,636
Fringe Benefits & Payroll Taxes		543,591	184,000	-	727,591	14,288	64,440	78,728	806,319
Retirement		-	-	-	-	-	-	-	-
Management Company Fees		73,914	21,336	-	95,250	58,162	221,721	279,883	375,133
Legal Service		-	-	-	-	-	-	-	-
Accounting / Audit Services		13,279	4,829	-	18,108	2,000	10,072	12,072	30,180
Other Purchased / Professional / Consulting Services		-	-	-	-	-	-	-	-
Building and Land Rent / Lease / Facility Finance Interest		275,304	78,308	-	353,612	434	68,148	68,582	422,194
Repairs & Maintenance		-	-	-	-	-	-	-	-
Insurance		21,440	7,536	-	28,976	-	5,524	5,524	34,500
Utilities		-	-	-	-	-	-	-	-
Supplies / Materials		71,998	19,549	-	91,547	275	6,088	6,363	97,910
Equipment / Furnishings		9,130	2,576	-	11,706	-	2,398	2,398	14,104
Staff Development		6,257	2,078	-	8,335	74	5,828	5,902	14,237
Marketing / Recruitment		11,761	3,511	-	15,272	821	607	1,428	16,700
Technology		35,527	10,025	-	45,552	-	8,652	8,652	54,204
Food Service		2,694	763	-	3,457	-	-	-	3,457
Student Services		31,141	8,783	-	39,924	-	-	-	39,924
Office Expense		2,032	562	-	2,594	1,676	1,273	2,949	5,543
Depreciation		281,437	97,215	-	378,652	175	66,188	66,363	445,015
OTHER		23,605	13,900	-	37,505	478	5,643	6,121	43,626
Total Expenses		\$3,732,466	\$1,238,964	\$-	\$4,971,430	\$158,031	\$707,221	\$865,252	\$5,836,682

2013-14

\$

1,015,596
1,819,032
241,339
3,075,967
689,235
-
362,219
-
29,330
-
412,509
-
29,325
-
136,670
24,525
27,825
12,623
33,320
2,644
20,318
6,379
379,016
20,013

\$5,261,918



Audited Financial Statement Checklist

Created: 10/22/2015

Last updated: 10/29/2015

Page 1

Charter School Name:

1. Please check each item that is included in the 2014-15 Audited Financial Statement submitted for your charter school.

	Yes/No
Audited Financial Statements (including report on compliance and report on internal control over financial reporting)	Yes
Single Audit (if applicable)	Not Applicable
CSP Agreed Upon Procedures (if applicable)	Not Applicable
Management Letter	Yes
Report on Extracurricular Student Activity Accounts (if applicable)	Not Applicable
Corrective Action Plans for any Findings	Yes

2. Please indicated if there is a finding(s) noted in any of the following sections of your charter school's 2014-15 Audited Financial Statement.

	Yes/No
Report on Compliance	Yes
Report on Internal Control over Financial Reporting	Yes
Single Audit	Not Applicable
CSP Agreed Upon Procedures Report	Not Applicable
Management Letter	Yes

Thank you.



Appendix E: Disclosure of Financial Interest Form

Last updated: 07/29/2015

Page 1

310200860992 BROOME ST ACADEMY CHS

All trustees who served on an education corporation governing one or more charter schools during the 2014-2015 school year must complete the form in Appendix E (Disclosure of Financial Interest Form). [The Disclosure of Financial Interest Forms are due on November 1, 2015. A link to a safe and secure form that each Trustee must complete by the November 1, 2015 deadline will be provide here by September 1, 2015 or sooner.](#)

ALL charter schools or merged education corporations must complete the Board of Trustees Membership Table within the online portal in Appendix F (Board of Trustees Membership Table). The Board of Trustees Membership Table must be submitted by August 1, 2015.

Regents-authorized charter schools must upload a complete set of board of trustee Meeting Minutes from July 2014-June 2015 into Appendix G (Board Minutes). Board of Trustee Meeting Minutes must be submitted by August 1, 2015.

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

Yes

Thank you.



Appendix F: BOT Membership Table

Created: 07/14/2015

Last updated: 07/22/2015

Page 1

310200860992 BROOME ST ACADEMY CHS

1. Current Board Member Information

	Trustee Name	Email Address	Committee Affiliation(s)	Voting Member? (Y/N)	Area of Expertise, and/or Additional Role and School (parent, staff member, etc.)	Number of Terms Served and Length of Each (Include election date and term expiration)
1	M. David Zurndorfer	[REDACTED]	Chair/Board President	Yes	Executive and Audit	Third term (9/10-9/15)
2	Monica de la Torre	[REDACTED]	Vice Chair/Vice President	Yes	Executive, Grievance and Development	Third term (9/10-9/15)
3	Marlene Nadel	[REDACTED]	Secretary	Yes	Executive and Finance	Third term (9/10-9/15)
4	Noah Leff	[REDACTED]	Treasurer	Yes	Finance, Executive, and Audit	Third term (12/10-9/15)
5	Belle Horwitz	[REDACTED]	Trustee/Member	Yes	Development	Second term (3/11-9/15)
6	Jim Kagen	[REDACTED]	Trustee/Member	Yes	Finance and Program	Third term (9/10-9/15)
7	Herb Elish	[REDACTED]	Trustee/Member	Yes	Executive and Finance	Second term (6/12-9/16)
8	Elizabeth Spector	[REDACTED]	Trustee/Member	Yes	Program	First term (6/14-9/16)
9	Helen Santiago	[REDACTED]	Trustee/Member	Yes	Program	Second term (3/13-9/16)
10	Charles Simon	[REDACTED]	Trustee/Member	Yes	Program	First term(2/15-9/17)
11	Travis Johnson	[REDACTED]	Trustee/Member	Yes	Grievance	Third term (9/10-9/16)
12	Elaine Schott	[REDACTED]	Trustee/Member	Yes	Program and Development	Second term (12/12-9/16)
13	Zenja Smalls	[REDACTED]	Parent Representative	Yes	Program	First term(6/15-7/16)
14						
15						
16						

17						
18						
19						
20						

2. Total Number of Members Joining Board during the 2014-15 school year

2

3. Total Number of Members Departing the Board during the 2014-15 school year

1

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

15

5. How many times did the Board meet during the 2014-15 school year?

12

6. How many times will the Board meet during the 2015-16 school year?

12

Thank you.

Exhibit G: Enrollment and Retention Plan

Broome Street Academy does not discriminate against or limit the admission of any student on any unlawful basis, including on the basis of ethnicity, national origin, gender, disability, intellectual ability, measure of achievement or aptitude, athletic ability, race, creed, gender, national origin, religion, or ancestry. The Academy's focus is to meet the needs of all students throughout New York City, especially those who may be underserved based on their financial, cultural, or educational background.

BSA's lottery provides preference for students who may be: homeless or transitionally housed, in foster care, receiving preventative services, or graduating from a low-achieving middle school. Half of the incoming seats for every new class are reserved for youth who are homeless or transitionally housed, in foster care or receiving preventative services. 75% of our students are eligible for free or reduced price lunches.

Recruitment efforts include developing relationships with and visits to foster care and social service agencies across the five boroughs including the ACS Educational Forum, Beth Israel Children's Services, Catholic Guardian Services, Center for Community Alternatives, Children's Aid Society, Children's Village, Cornerstone, COFCCA (The Council of Family and Child Caring Agencies), The Door, Episcopal Services, Esperanza, Forestdale Children's Services, Graham Windham, GroundWork for Success, Harlem Children's Zone, Harlem RBI, Heartshare Human Services, Inwood House, Jewish Childcare Association, Legal Aid Society, Martin De Porres Group Home, New Alternatives for Children, New York City Housing Authority, NY District Attorney's Office, NY Foundling, Phipps NY, Restart Academies of New York, Safe Space, University Settlement; as well as visits to low-achieving middle schools that have a high percentage of English Language Learners and students with disabilities.

The paper application for admission to The Academy is available in English and Spanish in addition to the online application offered in six languages, including Arabic and Mandarin. The Academy works to recruit students whose primary language might not be English through advertisements in the Spanish newspaper *El Diario* and other sources. We will add the services of SchoolMint, an easy to use web-based enrollment service. This service will support our efforts to each ELL student and their families with translation of all documents into many languages, and will make communication, data collection and organization smoother and more accessible.

Nearly 30% of our current student population has an Individualized Education Plan (IEP), allowing the school to utilize team-teaching practices to meet student needs and hold regularly scheduled meetings with students, caregivers, and social workers to review the content of each IEP for the student's benefit. BSA has a comprehensive and robust student support team with three full time social workers, two guidance counselors and one transition counselor available for our students. Broome Street Academy works closely with the Committee on Special Education to ensure our student needs are being met in all aspects of their education. Partnership with The Door also allows Broome Street Academy students to have access to both in-school and after-school counseling services in addition to healthcare, academic support including tutoring, SAT prep and college and transition planning, legal support, and dinner every school night.



Appendix I: Teacher and Administrator Attrition

Created: 07/22/2015

Last updated: 07/29/2015

Report changes in teacher and administrator staffing.

Page 1

Charter School Name: 310200860992 BROOME ST ACADEMY CHS

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, 2014, the FTE for added staff from July 1, 2014 through June 30, 2015, and the FTE for any departed staff from July 1, 2014 through June 30, 2015 using the two tables provided.

2013-14 Teacher Attrition Table

	FTE Teachers on June 30, 2014	FTE Teachers Additions 7/1/14 – 6/30/15	FTE Teacher Departures 7/1/14 – 6/30/15
	27	14	9

2013-14 Administrator Position Attrition Table

	FTE Administrator Positions On 6/30/2014	FTE Administrator Additions 7/1/14 – 6/30/15	FTE Administrator Departures 7/1/14 – 6/30/15
	6	0	0

Thank you

I. SCHOOL INFORMATION AND COVER PAGE

Created Thursday, July 17, 2014

Updated Friday, August 01, 2014

Page 1

1. SCHOOL NAME

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

310200860992 BROOME ST ACADEMY CHS

2. CHARTER AUTHORIZER

SUNY-Authorized Charter School

3. DISTRICT / CSD OF LOCATION

NYC CSD 2

4. SCHOOL INFORMATION

PRIMARY ADDRESS	PHONE NUMBER	FAX NUMBER	EMAIL ADDRESS
121 Avenue of the Americas	212-453-0295	212-966-7253	info@broomestreetacademy.org

4a. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES

Contact Name	Barbara McKeon
Title	Head of School
Emergency Phone Number (###-###-####)	

5. SCHOOL WEB ADDRESS (URL)

www.broomestreetacademy.org

6. DATE OF INITIAL CHARTER

2010-09-01 00:00:00

7. DATE FIRST OPENED FOR INSTRUCTION

2011-08-01 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

-
- 9

 - 10

 - 11

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?

No, just one site.

12. SCHOOL SITES

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

	Physical Address	Phone Number	District/CSD	Grades Served at Site	School at Full Capacity at Site	Facilities Agreement
Site 1 (same as primary site)	121 Avenue of the Americas, New York, NY 10013	212-453-0295	CSD 2	9-12	Yes	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	Barbara McKeon	212-453-0295		[REDACTED]
Operational Leader	Sylvie Estrella	212-453-0295		[REDACTED]
Compliance Contact	Barbara McKeon	212-453-0295		[REDACTED]
Complaint Contact	M. David Zurndorfer	212-969-3105		[REDACTED]

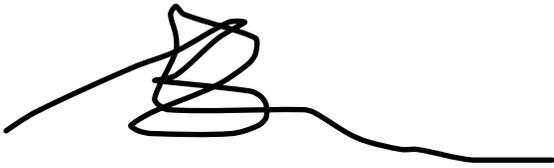
14. Were there any revisions to the school's charter during the 2013-2014 school year? (Please include both those that required authorizer approval and those that did not require authorizer approval).

No

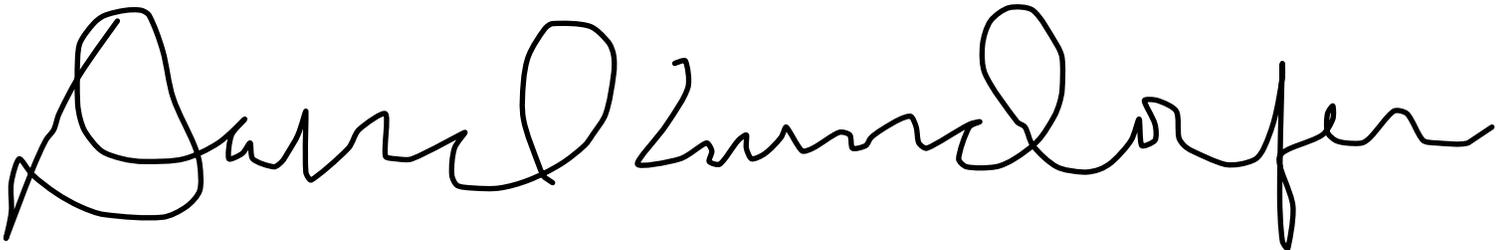
16. Our signatures below attest that all of the information contained herein is truthful and accurate and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws, regulations, and rules. We understand that if any information in 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, appearing to be a stylized 'B' followed by a horizontal line.

Signature, President of the Board of Trustees

A handwritten signature in black ink, appearing to be 'David L. ...'.

Thank you.

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

Created Friday, August 01, 2014

Page 1

Charter School Name: 310200860992 BROOME ST ACADEMY CHS

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).

<https://reportcards.nysed.gov/schools.php?year=2012&instid=800000069913>



Submitted to the SUNY Charter Schools Institute on:

September 15, 2014

By:

Dr. Barbara McKeon
Head of School
121 Avenue of the Americas
New York, NY 10013



Barbara McKeon, Head of School and Jessica Zulawski, Data and Evaluation Associate prepared this 2013-14 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name/Position	
1. M. David Zurndorfer	Chair/President; (executive and audit)
2. Marlene Nadel	Secretary;(executive and programs)
3. Noah Leff	Treasurer;(executive, finance, and audit)
4. Jacqueline M. Riley-Lowery	Caregiver Representative
5. Herbert Elish	Member; (executive and finance)
6. Belle Horwitz	Member; (development)
7. Travis Johnson	Member; (grievance)
8. James Kagen	Member; (finance and programs)
9. Gregg Kerr	Member; (development)
10. Helen Santiago	Member;(programs)
11. Elaine Schott	Member; (programs and development)
12. Monica de la Torre	V. Chair/V.Pres.(executive,development)

Barbara McKeon has served as the Head of School since August 2013.

INTRODUCTION

As set forth in the *Practices, Policies and Procedures for the Renewal of Charter Schools Authorized by the State University Board of Trustees*, the single most important factor that the Charter Schools Institute and the SUNY Board of Trustees consider in making renewal determinations is the school's record of progress towards student achievement as outlined in the school's Accountability Plan. The following documents results achieved by Broome Street Academy during the third year of operation.

In August 2013 the Board of Trustees of BSA hired Barbara McKeon as the Head of School. Critical goals for this new position include continuous improvement in student achievement, attendance, promotion rates and insuring that all students are getting the necessary services to graduate and become successful citizens.

Broome Street Academy Charter High School (BSA) was granted a charter to enroll its first year class in the 2011-2012 school-year. One hundred twenty four students were enrolled in August of 2011. By August of 2012 BSA had enrolled an additional 102 students. Our population increased to 266 in 2013-2014 with enrollment currently at 327 for the 2014-2015 school year.

Our Mission and values were reviewed and revised to reflect the unique population served by Broome Street Academy Charter High School. The process for review began with discussion with our authorizer and included all stakeholders; the Board, the students, the staff and the caregivers, whose participation resulted in the following mission statement: Broome Street Academy will prepare our young people for post-secondary success that leads to positive life outcomes. We value student strengths and will provide multiple pathways to success through a curriculum of rigorous academic, career and social instruction grounded in the principles of positive youth development.

Broome Street Academy values:

- The development of individual student strengths
- Caregiver involvement
- A learning environment that fosters mutual respect
- A safe, supportive school climate
- Standards based curriculum that is relevant
- Student learning that is meaningful and goal oriented
- Development of and respect for community partnerships
- Healthy social and emotional relationships

Consistent with our Charter, BSA serves students who graduated from severely under-performing middle schools, and/or those with a history of involvement with the child welfare system, and/or homeless and transitionally housed young people. In our third year of operation 40% of our students were homeless, transitionally housed or involved in the child welfare system and 70% had attended under-performing middle schools. Vulnerability at BSA is also defined for students in need of special education services. In the 2013-2014 school year 32% of our student body received direct and/or indirect

instruction based on the identified needs of their Individualized Education Program and 8 students identified as English Language Learners (3.8% of the student body).

Broome Street Academy, as part of its annual reporting requirements is submitting this Accountability Plan Progress Report for the 2013-2014 academic year. The information presented in this Progress Report is evidence of BSA's commitment to the expectations set forth in both the required and optional goals outlined in the Accountability Plan. Attainment of these goals will provide evidence that BSA is working towards academic achievement that will result in renewal at the end of the established charter period. More importantly, it represents a commitment to the students, parents and community that support the mission, vision and goals set forth in our Charter.

Student achievement results on state exams and other assessments provide important measures of progress outlined in this report. Regents exams, and the North Western Evaluation Association's (NWEA) exams were administered during the 2013-2014 academic year and are presented in comparison to 2012-2013 data. Forty-three percent demonstrated growth on the reading NWEA and fifty-two percent on math NWEA. Intervention strategies are continually assessed and revised to insure that our vulnerable youth will graduate with a Regents Diploma. A multi-sensory approach is at the core of our philosophy. Students have access to a number of personalized learning options that include small group instruction, flexible grouping in the classroom, academic enrichment opportunities both during and after school, extended school days and year, summer school programming and credit recovery. All teachers integrate literacy, writing and speaking in the curriculum. All students participate in the Advisory program which offers academic and social support.

BSA is housed within its partner agency, The Door, a well-known youth development agency serving youth ages 12 to 21. BSA's overarching goal is that the most "disconnected" young people, through the support found at BSA and The Door, will have the opportunity to realize excellent academic achievement while receiving comprehensive support services, which include health care and education; mental health counseling and crisis assistance; legal advice and advocacy; college preparation services; career development, job training and placement; supportive housing; arts, sports and recreational activities; and nutritious meals. Vulnerable youth benefit from the individualized support and personalized services available from staff at The Door who work in collaboration with BSA. During the 2013-2014 school year this partnership was strengthened by systematic integrated meetings at the Administrative, instructional and social service levels. Staff at BSA were partnered with staff at the Door to begin the discussion and planning for greater integration and participation. This level of collaboration and wrap-around services is integral to the success of our vulnerable youth and insures that each young person's individual needs are being addressed.

Broome Street Academy continues its quest to enroll students who have experienced significant life and educational difficulties. Additionally, BSA strives to train and support teachers in their quest to educate this population. During the 2013-2014 school-year BSA created a model for building positive school culture to help students develop trust and respect for the staff, the environment and each other. As a result, former focus on behavioral issues shifted to focus on achievement. Between the 2012-13 school year and 2013-14 school year, the percent of students who received discipline

referrals dropped from 54% to 21%. In recognition of BSA's ability to promote positive school culture and improve staff and student engagement BSA was selected as a Host school in the DOE's Learning Partners program. The Learning Partners program is designed to promote interschool collaborative learning between a set of 24 host schools and 48 partner schools (2 per host school) in order to strengthen the practices of all participating schools and identify strong practices to share system-wide. BSA was chosen because of its strong positive school culture.

To address issues of chronic absenteeism and truancy evident in the first three years of existence, BSA established an attendance practice to reduce chronic absenteeism, truancy and lateness to school. For students with particularly difficult life situations (e.g. teenage pregnancy, community violence) BSA provided highly individualized, supportive academic tutoring, credit recovery and Regents prep classes. Two significant factors, a specific staff assigned to the truancy prevention project with measurable outcomes and faculty who believed in success and worked tirelessly to provide extra instruction, enabled us to increase attendance from 68% to 74% in one year. Additionally, our Director of Social Services in conjunction with our Director of Student Services were able to offer counseling support for those students who needed alternative models for success.

The Academy also provided additional opportunities for students to be engaged in their school that included after school clubs, Student Council elections and school productions in fine and performing arts in addition to athletics. Multiple opportunities to showcase student work outside of school community helped to increase the awareness of our mission and recognize student success.

BSA begins its fourth year with a new sense of possibility for increasing student engagement, achievement, building capacity and promoting community collaboration. We have added 17 new teaching positions to our roster to insure that all content classes have the expertise needed to insure academic engagement and achievement for our diverse learners. We have expanded our Social Services department to include MSW interns from three outside universities. A 9-12 horizontal and vertical curriculum design was developed and our staff is using Atlas Rubicon Mapping to track, implement and evaluate progress of curriculum. Community building and social development will continue to be targeted in our P.R.I.D.E. program, Champion project and the addition of a Student Council. The Champion Project, new this year will match every staff member at BSA with a small group of students with the goal of developing relational trust. As BSA graduates its first class in 2014-2015 we are developing a transition program that tracks students from 9th grade through 4 years post-graduation. This transition model seeks to support 5 areas: post-secondary education, employment, rec-leisure, living and civic engagement. A newly hired Transition Counselor targeted for 11th and 12th grade students will engage students and other important stakeholders in this individualized transition planning process. BSA in partnership with The Door was the only high school program in New York to receive funding to support a full-time Vista Volunteer program that will add the important service learning component to our transition program. BSA is creating a model for both tracking and supporting students through high school completion and once they graduate to change the cycle of failure often associated with post-secondary success.

In addition to our participation as a Host in the Learning Partners program, the BSA/Door partnership has been recognized as a model for building community schools and one of our teachers was selected to participate in the Education Leadership Collaborative, a year-long program designed to increase the capacity to effectively collaborate, exercise leadership and drive change. Retaining quality staff in an intense educational and social environment such as BSA will depend on our ability to collaborate with and participate in important educational and social initiatives and to continue to recognize and support quality staff. Towards that end we will be adopting a PDI model that recognizes the resources of our staff. Our Professional Learning Communities will reinforce the each-one, teach-one model of peer-to-peer support, collaboration and learning. We have promoted more staff to department chair positions adding responsibilities to those roles that will support pedagogy. We will continue to use our evaluation tools (based on the Danielson model) in a way that supports not only staff but also builds skills for department chairs. Conducting 3 minute observations in addition to full, pre-planned evaluation schedules with self-assessment components will support collegial feedback and improvement.

In addition to the expansion needed to complete a 4 year high school curriculum, 10 of our students will be enrolled in Co-Op Tech programs in the fall of 2014-2015. These programs are aligned with our strengths based mission and offer pathways to post-secondary success. To insure accurate peer school comparison we have aligned our grading criteria with the DOE and are implementing systems to support accurate tracking for students.

We have adopted the use of iReady to provide intensive reading instruction to those students who come to us from poorly performing middle schools or who have not achieved reading goals consistent with grade level expectations. In addition, our RTI model will continue to insure that all staff are engaged in the process of student achievement through a continuum of intervention models at small, student focused meetings. Understanding the importance of community involvement and the often misperceived role of local authorities, BSA has partnered with the local police force who not only lead workshops for our students but also spend time developing positive relationships with them outside of school.

During the 2014-2015 school year BSA will expand on the successes of our No Nonsense Nurturing model of behavioral change by training 'help desk' staff as an extra level of support for those students who struggle staying in the classroom. The 'help desk' represents a third step in the process of reintegrating students back into classroom before they reach the disciplinary referral stage. Analysis of our behavioral data indicates a drop in referral rates from 54% the first two years to 21% in the 2013-2014 school year. We are setting goals to reduce our discipline referral rate to 15% in the coming year.

Currently, the staff is being trained in data collection and the importance of evidence-based practice. We have adopted the best practice framework for high school completion published by SUNY (2013) and asking staff to identify how their practices are informed by these five frameworks. This framework will also inform our after school Regents Prep and newly developing summer school programs. All staff will be supported in aligning each of these activities to our Accountability Plan.

The following report summarizes and provides analysis of our performance data for the 2013-2014 school year. This report provides an in-depth look at our performance data that will both highlight our current levels of performance and illustrate the need of continued growth. From the data we will identify specific actions that will drive our plan for achieving the goals set forth in our Accountability Plan and our mission of preparing our students for success in high school and beyond.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2009-10	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2010-11	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2011-12	0	0	0	0	0	0	0	0	0	124	0	0	0	124
2012-13	0	0	0	0	0	0	0	0	0	144	39	2	0	185
2013-14	0	0	0	0	0	0	0	0	0	146	79	37	4	266

APPENDIX A: HIGH SCHOOL GOALS AND MEASURES

*

In keeping with College and Career Readiness Standards, the Institute has revised many of the high school measures.

These measures are in effect for any school that was renewed in 2013 or thereafter. (See the Institute’s 2013 Guidelines.) Only high schools with Accountability Plans based on the Institute’s 2013 Guidelines need report on the measures flagged below with the symbol “(§)” and reflecting college and career readiness standards. They *may* report on the other measures as optional measures.

The Institute encourages all high schools to report on the flagged (§) measures, as they represent the college and career readiness standards and will be the measures used in the high school’s next Accountability Period.

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High School Cohorts

Accountability Cohort

The state’s Accountability Cohort consists specifically of students who are in their fourth year of high school after the 9th grade. For example, the 2010 state Accountability Cohort consists of students who entered the 9th grade in the 2010-11 school year, were enrolled in the school on the state’s annual enrollment-determination day (BEDS day) in the 2013-14 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department’s website for its accountability rules and cohort definitions:

<http://www.emsc.nysed.gov/irts/accountability/home.shtml>)

The following table indicates the number of students in the Accountability Cohort who are in their fourth year of high school and were enrolled on BEDS Day in October and on June 30th.

Fourth-Year High School Accountability Cohorts

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort’s Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30 th
2011-12	2008-09	2008	1	1	0
2012-13	2009-10	2009	8	1	7

2013-14	2010-11	2010	23	2	21*
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*Three students in the 2010 cohort transferred in after BEDS day 2013

Total Cohort for Graduation

Students are included in the Total Cohort for Graduation also based on the year they first enter the 9th grade. Prior to 2012-13, students who have enrolled at least five months in the school after entering the 9th grade are part of the Total Cohort for Graduation; as of 2011-12 (the 2008 cohort), students who have enrolled only one day in the school after entering the 9th grade are part of the school's Total Cohort for Graduation Cohort. If the school has discharged students for one of the following acceptable reasons, it may remove them from the graduation cohort: if they transfer to another public or private diploma-granting program with documentation, transfer to home schooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S. or die.

Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30 th of the Cohort's Fourth Year (a)	Additional Students Still in Cohort ¹ (b)	Graduation Cohort (a) + (b)
2011-12	2008-09	2008	1	6	7
2012-13	2009-10	2009	8	11	19
2013-14	2010-11	2010	24	7	31

Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30 th of the Cohort's Fifth Year (a)	Additional Students Still in Cohort ² (b)	Graduation Cohort (a) + (b)
2011-12	2007-08	2007	0	1	1
2012-13	2008-09	2008	0	7	7
2013-14	2009-10	2009	7	12	19

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¹ Number of students who had been enrolled for at least one day prior to leaving the school and who were not discharged for an acceptable reason.

² Number of students who had been enrolled for at least one day prior to leaving the school and who were not discharged for an acceptable reason

Goal: Students will be proficient readers and writers of the English Language.

ENGLISH LANGUAGE ARTS

Background

Broome Street Academy is committed to providing individualized and group instruction in the basic skills of reading and writing and using multiple means of assessment towards progress. To that end our staff continues to work on the development of curriculum that is aligned with the Common Core State Standards while differentiating instruction to make it accessible to our diverse learners. Our evolving ELA curriculum includes daily instruction in reading and writing across the curriculum, while using classical literature and contemporary authors to expose students to a variety of genres. At the beginning of the school year students undergo diagnostic testing so that individualized planning can occur within the context of this curriculum. Students at BSA receive direct, explicit daily instruction in English Language Arts that is guided by ongoing student assessment that includes portfolio, criterion referenced and teacher created assessments.

ENGLISH LANGUAGE ARTS

Goal 1: 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 English exam by the completion of their fourth year in the cohort.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED PRIOR TO 2012-13

(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.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED IN 2012-13 OR LATER

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 65 to meet the graduation requirement for a Regents diploma and 75 to meet the college and

career readiness standard.³ 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

In the 2009 cohort, three out of seven students have passed the English Regents, yielding a pass rate of 43%. One of these seven students met the College/Career Ready Standard by scoring higher than a 75. For the 2010 cohort, 32% in the Accountability Cohort passed the English Regents. In the 2010 cohort, two out of twenty-one students in the Accountability Cohort scored higher than a 75.

**English Regents Passing Rate with a Score of 65 /75
by Fourth Year Accountability Cohort⁴**

Cohort Designation	Number in Cohort	Percent Passing with a score of 65	Percent Meeting College/Career Ready Standards with a score of 75
2008	0	n.a.	n.a.
2009	7	43%	14%
2010	21	32%	9%

Evaluation

Broome Street Academy fell short of this measure for its 2009 and 2010 cohorts. However, these cohorts only represent about 10% of the school's population in the 2013-14 school year. Additionally, these two cohorts have a disproportionate amount of chronically truant⁵ students relative to later cohorts enrolled at Broome Street Academy. Last year, the pass rate for the 2009 cohort was 25%. This year, we saw an eighteen percentage point increase. In the 2009 cohort, three students have not yet attempted the English Regents due to chronic truancy and one has not taken it due to not having completed sufficient coursework to attempt the exam. Out of the three students in this cohort who have taken the English Regents, all three have passed.

In the 2010 cohort, thirteen students in total have attempted the English Regents. The remaining eight students in the Accountability Cohort are chronically truant and have yet to attempt the English Regents. Fifty percent of students in this cohort who attempted the English Regents passed.

Additional Evidence

³ 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.

⁴ Based on the highest score for each student on the English Regents exam

⁵ Broome Street Academy is utilizing the same definition of severe truancy as the NYC Department of Education which is missing at least 38 days or school or an attendance rate of less than 79%

In both the 2009 and 2010 cohorts, we saw an improvement in the percent who have passed English Regents exam from last year, with both cohorts improving in their pass rates. Additionally, we are starting to see some improvements in the 2011 cohort, which is more representative of our school at large than the 2009 and 2010 cohorts.

In the 2011 cohort, forty-four percent of these students have already passed the English Regents after their third year in the cohort. In the 2011 cohort, forty-two students have attempted the English Regents. The remaining twenty-three are chronically truant and have not yet attempted the English Regents. Out of students in the 2011 cohort who sat for the English Regents exam, 67% have passed the exam as opposed to the entire Accountability Cohort. Since the last writing of the progress report, eighteen students in the 2011 Accountability Cohort have passed the English Regents exam, contributing to the increase from 22% to 44% in the percent of students in the total cohort passing the English Regents exam.

English Regents Passing Rate by Cohort and Year

Cohort Designation	2012-13			2013-14		
	Number in Cohort	Percent Passing at 65	Percent performing at college/career ready level	Number in cohort	Percent passing at 65	Percent performing at college/career ready level
2009	8	25%	12.5%	7	43%	14%
2010	27	26%	7.5%	21	32%	9%
2011	60	22%	12%	67	44%	21%
2012	90	n.a.	n.a.	95	n.a.	n.a.
2013	n.a.			70	n.a.	n.a.

Goal 1: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on the New York State 8th grade English Language Arts exam will score at least 65 on the New York State Regents English exam by the completion of their fourth year in the cohort.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED PRIOR TO 2012-13

(§) 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.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED IN 2012-13 OR LATER

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 graduation with a Regents diploma / the college and career readiness standard.

Results

In the 2009 cohort, only two students scored below proficient on the 8th grade state exam. Of those two students, one has passed the English Regents exam and the other has not attempted it due to truancy. In the 2010 Accountability Cohort, 18 out of 21 students scored below proficient on the 8th grade state English exam. Twenty-eight percent of these students have passed the English Regents exam.

**English Regents Passing Rate with a Score of 65 /75
by Fourth Year Accountability Cohort⁶**

Cohort Designation	Number in Cohort	Percent Passing with a score of 65	Percent Meeting College/Career Ready Standards with a score of 75
2008	0	n.a.	n.a.
2009	2	50%	0%
2010	18	28%	6%

Evaluation

In the 2009 cohort, only two students were not proficient on the 8th grade English state exam, making this an extremely small sample of students and not a valuable point of reference. The 2010 cohort has more students than 2009 meeting this criterion. In the 2010 cohort, eleven out of the eighteen students who were not proficient on the 8th grade English state exam have taken the exam. Out of those who have taken the exam, 45% passed.

Additional Evidence

⁶ Based on the highest score for each student on the English Regents exam

For the 2009, 2010, and 2011 cohorts, the English Regents Pass Rate improved this year from last year. In the 2011 cohort, only 23% of students had passed the English Regents when they took it after their second year of high school, which is atypical for high school students in New York. Since the last progress report, fifteen students in the 2011 Accountability Cohort who were not proficient on the 8th grade state exam passed the English Regents exam. This raised the overall pass rate of the cohort from 23% to 39%.

English Regents Passing Rate by Cohort and Year

Cohort Designation	2012-13			2013-14		
	Number in Cohort	Percent Passing at 65	Percent performing at college/career ready level	Number in cohort	Percent passing at 65	Percent performing at college/career ready level
2009	4	0%	0%	2	50%	0%
2010	23	26%	4%	18	28%	6%
2011	48	23%	10%	54	39%	13%
2012	51	n.a.	n.a.	61	n.a.	n.a.
2013	n.a.	n.a.	n.a.	59	n.a.	n.a.

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_REVISION.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 the 2013-14 English Language Arts AMO of 166.

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 74 is Level 2, 75 to 89 is Level 3, and 90 to 100 is Level 4.

Results

The 2013-14 English Language Arts APL for Broome Street Academy is 70, which is significantly below the AMO of 166. It is important to note that only thirteen out of twenty-one students in this Accountability Cohort have taken the English Regents exam, which is a fairly small sample.

English Language Arts Accountability Performance Level (APL) For the 2010 High School Accountability Cohort

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
13	46	38	16	0

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 38 & + & 16 & + & 0 & = & 54 \\
 & & & & 16 & + & 0 & = & \underline{16} \\
 & & & & & & \text{AP} & = & 70 \\
 & & & & & & \text{L} & &
 \end{array}$$

Evaluation

In the 2010 cohort, all except for one of the six students who took the English Regents exam and failed are chronically truant. The small sample size and low attendance rates likely contribute to Broome Street Academy's inability to meet the goal on this measure.

Additional Evidence

Looking ahead to the 2011 cohort, to date, forty-two of these students have taken the English Regents exam. The projected APL for this group would be 99. This is still below this year's target AMO, however higher than the APL for the 2010 cohort, which suggests growth in this area.

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.

Method

The Charter Schools Institute conducts a Comparative Performance Analysis for high schools, 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.

Results

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.

Goal 1: Comparative Measure

Each year, the percent of students in the high school Accountability Cohort passing the Regents English exam with a score of 65 or above will exceed that of the high school Accountability Cohort from its peer schools designated by the New York City Department of Education

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED PRIOR TO 2012-13

(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 its peer schools designated by the New York City Department of Education.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED IN 2012-13 OR LATER

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 its comparative peer schools, as designated by the New York City Department of Education. Given that students may take Regents exam up through the summer of their fourth year, and BSA has not reached that mark, we are presenting the most recently available school results.⁷

Results

At the time of this writing, the New York City Department of Education has not released its results. This section will be updated upon release of these scores.

English Regents Passing Rate with a Score of 65 of Fourth-Year Accountability Cohorts by Charter School and Peer Schools

Cohort	Charter School		Peer Schools ⁸	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2008	N/A	N/A	N/A	N/A
2009	N/A	N/A	N/A	N/A
2010	N/A	N/A	N/A	N/A

OR

⁷ 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.

⁸ District results for the 2009 cohort are not yet available.

**English Regents Accountability Performance Level (APL)⁹
of Fourth-Year Accountability Cohorts by Charter School and Peer Schools¹⁰**

Cohort	Charter School		Peer Schools ¹¹	
	APL	Cohort Size	APL	Cohort Size
2008	N/A	N/A	N/A	N/A
2009	N/A	N/A	N/A	N/A
2010	N/A	N/A	N/A	N/A

Evaluation

Data for this measure are not yet available at this time.

Additional Evidence

Data for this measure are not yet available at this time.

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

Since these results are currently unavailable, this measure will not be reported on this year.

⁹ For an explanation of the procedure to calculate the school’s APL, see page 31.

¹⁰ See page 15 above for an explanation of the APL.

¹¹ District results for the 2009 cohort are not yet available.

Goal 1: Optional Comparative Measure- Each year, the percent of students passing the English Regents exam with a score of at least 65 will exceed the average pass rate of schools designated as peers by the New York City Department of Education.

Method

Broome Street Academy will compare its annual pass rate on the Regents English exam to the pass rates of a subset of peer schools designated by the New York City Department of Education. This comparison will be made based on a dataset published annually by the New York City Department of Education.

Results:

Data for this measure are not yet available at this time and will be updated once comparative data are released.

Summary of the High School English Language Arts Goal¹²

For the 2009 and 2010 cohorts, Broome Street Academy did not meet its goals for English Language Arts. However, these cohorts only represent a small portion of the student body and should not be considered representative of the school at large. As would be expected, a disproportionate number of students who did not pass the English Regents are also chronically truant. The only later cohort for which we have data for the English Regents is 2011. The passing rates for this cohort are already higher than that of the 2009 and 2010 cohorts, suggesting growth in this area.

The majority of students enter Broome Street Academy with deficits in English Language skills as demonstrated by a lack of proficiency on the 8th grade state exams. There is little difference in the passing rates between all students in the cohort and the subset of students who did not demonstrate proficiency on 8th grade English exam.

Broome Street Academy also continues to struggle with meeting the College/Career Ready standards. The passing rate of the English Regents test at the 65 level is significantly higher than that at the College/Career Ready level. This continues to be an area of focus for Broome Street Academy.

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 75 on the New York State Regents English exam) by the completion of their fourth year in the cohort.	Did Not Achieve
Absolute	(§) Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on	Did Not Achieve

¹² If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

	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.	
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.	Did Not Achieve
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 its peer schools (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

Action Plan

The English department in 2014-2015 has taken a number of measures to increase student mastery of content and skills within the curriculum. Specifically, the department has re-written the English curriculum 9 through 12 at BSA to better scaffold, spiral and support our student learners to be able to master skills of reading, writing, listening and communicating. The curriculum is set up with a focus on both the vertical (preparing students year by year for expectations to come) and horizontally (infusing engaging materials and thoughtful planning throughout the year to build and support English skills). Furthermore, the curriculum is completely linked to the Common Core Standards and is sensitive to the shift our students will see on the Regents exam as this test moves from being NYS Standards-based to being Common Core standards-based. Additionally, when students are unsuccessful on their Regents assessments as juniors (this is the time they sit for the exam), there are additional supports built into the English program that can serve as continued skill building courses as well as an engaging way of accessing the standards and material. These are curricular adjustments to the English 12 curriculum and the Journalism class which gives students a second opportunity as a senior to take an English class (on top of their English 12 course) to master the standards and be successful on their final assessment.

BSA adopted a department chair model in 2013-2014. This model allows a master teacher to oversee departmental planning, curricula, and initiatives under the guidance

and support of the Director of Curriculum and Instruction. This model was honed further in 2014-2015 to create even more specific departmental chair positions going from one Department Chair of English, Social Studies, Foreign Languages and Arts to *distinct* department chairs of Social Studies, Arts, and Languages (including Foreign Languages and English). The chair serves as a mentor and teacher coach on top of a master of and overseer of all departmental curriculum.

MATHEMATICS

Goal: Students will demonstrate competency in the understanding and application of mathematical computation and problem solving.

Goal 2: 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 mathematics exam by the completion of their fourth year in the cohort.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED PRIOR TO 2012-13

(§) 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.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED IN 2012-13 OR LATER

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 65 to meet the graduation requirement for a Regents diploma / scoring 80 to meet the college and career readiness standard.¹³ 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.

Results

In the 2009 Accountability Cohort, 71% of students have passed a Mathematics Regents exam. This is four percentage points lower than the target of 75%. The 2010 Accountability Cohort, on the other hand, has more students and lower passing rate of 43%. Only one student in the 2010 cohort met the requirements of the College/Career Ready Standard.

¹³ The statewide adaptation of the revised State Standards includes incorporating college and career readiness performance standards for the Mathematics 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.

**Mathematics Regents Passing Rate with a Score of 65 /80
by Fourth Year Accountability Cohort¹⁴**

Cohort Designation	Number in Cohort	Percent Passing with a score of 65	Percent Meeting College/Career Ready Standards with a score of 80
2008	0	n.a.	n.a.
2009	7	71%	0%
2010	21	43%	5%

Evaluation

In the 2009 cohort, only five of the cohort members have attempted a mathematics Regents exam and all five of these students have passed a mathematics Regents exam. Though this is a small sample, these results are promising.

In the 2010 cohort, 13 students have attempted a mathematics Regents exam. The remaining eight students are chronically truant. Only four students out of the thirteen who attempted a mathematics Regents exam have not passed, resulting in a 69% pass rate for those students who have taken a mathematics Regents exam. This is much closer to the goal of 75%. Both of these cohorts are only a small portion of the total Broome Street Academy population.

Additional Evidence

Based on this table, we have seen a general increase across all Accountability Cohorts in mathematics Regents pass rates between the 2012-13 and 2013-14 school years. While we saw a decrease in the pass rate for the 2011 Accountability Cohort between the 2011-12 and 2012-13 school years from 51% to 42%, this pass rate increased from 42% to 54% in the 2013-14 school year. The reason for the drop in the pass rate from 2011-12 and 2012-13 school year for the 2011 Accountability Cohort is due to a difference in the composition of students who may have transferred in or out in the 2011 Accountability Cohort. We also have seen a general increase in the percent of students meeting the College and Career Readiness across all Accountability Cohorts.

Mathematics Regents Passing Rate with a score of 65 / 80 by Cohort and Year

Cohort Designation	2011-12			2012-13			2013-14		
	Number in Cohort	Percent Passing at 65	Percent Passing at 80	Number in Cohort	Percent Passing at 65	Percent Passing at 80	Number in Cohort	Percent Passing at 65	Percent Passing at 80
2010	28	29%	0%	27	37%	0%	21	43%	5%
2011	70	51%	3%	60	42%	4%	67	54%	5%
2012				90	37%	3%	95	63%	7%
2013						6%	70	39%	9%

Goal 2: Absolute Measure

¹⁴ Based on the highest score for each student on the Mathematics Regents exam

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on the New York State 8th grade mathematics exam will score at least 65 on a New York State Regents mathematics exam by the completion of their fourth year in the cohort.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED PRIOR TO 2012-13

(§) 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.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED IN 2012-13 OR LATER

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 graduation with a Regents diploma / the college and career readiness standard.

Results

Within the 2009 Accountability Cohort, three students were not proficient on the 8th grade mathematics state exam. Sixty-six percent of these students have passed a mathematics Regents exam. This is an especially small cohort. In the 2010 cohort there were nineteen students who met this criterion and 37% of those have passed. No students in either the 2009 or 2010 cohort scored at the College/Career Ready level.

**Mathematics Regents Passing Rate with a Score of
by Fourth Year Accountability Cohort¹⁵**

Cohort Designation	Number in Cohort	Percent Passing with a score of 65	Percent Meeting College/Career Ready Standards with a score of 80
2008	0	n.a.	n.a.
2009	3	66%	0%
2010	19	37%	0%

Evaluation

Both of these cohorts are a small portion of Broome Street Academy's overall population and not representative of the school. In the 2009 Accountability Cohort, only two of three students not meeting the proficiency standard on the 8th grade math exam had taken a math Regents meaning that all who attempted a math exam passed. In the 2010 cohort, only 11 students who were not proficient on the 8th grade math exam attempted a math Regents. The remaining eight are chronically truant. Seven out of eleven students in the 2010 cohort who tested, passed.

¹⁵ Based on the highest score for each student on the Mathematics Regents exam

Additional Evidence

Between last year and this year, the passing rates for mathematics Regents exams have remained relatively stable across both years. Though we did not reach a 75% passing rate with our 2010 cohort, the 2011 cohort is only eighteen percentage points behind that goal after the third year in the cohort. Notably, the 2012 cohort is only nineteen percentage points behind the target after only their second year in the cohort. Evidence from both of these cohorts suggests that we will see a stronger outcome from these cohorts in next year's report.

Mathematics Regents Passing Rate with a score of 65 / 80 by Cohort and Year

Cohort Designation	2011-12*			2012-13			2013-14		
	Number in Cohort	Percent Passing at 65	Percent Passing at 80	Number in Cohort	Percent Passing at 65	Percent Passing at 80	Number in Cohort	Percent Passing at 65	Percent Passing at 80
2010	n.a.	n.a.	n.a.	27	37%	0%	19	37%	0%
2011	n.a.	n.a.	n.a.	44	57%	5%	49	57%	4%
2012			n.a.	60	54%	0%	64	56%	0%
2013						n.a.	61	39%	0%

*This measure was not reported on in the 2011-12 progress report

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.

SAME FOR ALL SCHOOLS

Method

In receiving a waiver for its federal No Child Left Behind accountability system, the 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_REVISION.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

The APL for Broome Street Academy for the 2013-14 year is 84. This is below the target AMO of 148. Thirteen students in the 2010 cohort have taken a mathematics Regents exam, contributing to the APL for this year.

**Mathematics Accountability Performance Level (APL)
For the 2010 High School Accountability Cohort**

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
13	31	54	15	0

$$\begin{array}{rcccccccc}
 \text{PI} & = & 54 & + & 15 & + & 0 & = & 69 \\
 & & & & 15 & + & 0 & = & \underline{15} \\
 & & & & & & \text{AP} & = & 84 \\
 & & & & & & \text{L} & &
 \end{array}$$

Evaluation

The school fell short of this measure by a significant margin. There were only a small number of students included in this cohort, so this measure is not representative of the whole of Broome Street Academy. All four of the students in the 2010 cohort who had attempted a math exam and have yet to pass are chronically truant.

Additional Evidence

Evidence from later cohorts suggests that Broome Street Academy will demonstrate a stronger performance on this measure in later years. For the 2011 cohort, 43 students have taken a math exam and the projected APL is 107. In the 2012 cohort, 83 students have taken a mathematics Regents exam and the projected APL is 106. These numbers are much closer to this year’s target of 148, so it is likely that we will be closer to this target in coming years.

Goal 2: Comparative Measure

(§) 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 for high schools, 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

Given the unavailability of these data, we will not report on this measure this year.

Goal 2: Comparative Measure
 Each year, the percent to students in the high school Accountability Cohort passing a Regents mathematics exam with a score of 65 or above will exceed that of the high school Accountability Cohort from its peer schools designated by the New York City Department of Education.
 REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED PRIOR TO 2012-13

(§) 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 its peer schools designated by the New York City Department of Education.
 REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED IN 2012-13 OR LATER

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 its peer schools designated by the New York City Department of Education.

Given that students may take Regents exam up through the summer of their fourth year, and BSA has not reached that mark, we are presenting the most recently available school results.¹⁶

¹⁷

Results

At the time of this writing, comparative data for Broome Street Academy's peer schools have not yet been released. This report will be updated to reflect the comparative data when it is made available.

**Mathematics Regents Passing Rate with a Score of 65
 of Fourth-Year Accountability Cohorts by Charter School and Peer Schools**

Cohort	Charter School		Peer Schools ¹⁸	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size

¹⁶ 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.

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.

¹⁸ District results for the 2009 cohort are not yet available.

2008	N/A	N/A	N/A	N/A
2009	N/A	N/A	N/A	N/A
2010	N/A	N/A	N/A	N/A

OR

**Mathematics Accountability Performance Level (APL)
of Fourth-Year Accountability Cohorts by Charter School and Peer Schools¹⁹**

Cohort	Charter School		Peer schools ²⁰	
	APL	Cohort Size	APL	Cohort Size
2008	N/A	N/A	N/A	N/A
2009	N/A	N/A	N/A	N/A
2010	N/A	N/A	N/A	N/A

Evaluation

Data for this measure are not yet available. This section will be updated once these scores are made public.

Additional Evidence

This measure will be reported on once data are made available.

Goal 2: Growth Measure

(§) 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.

¹⁹ See page 22 above for an explanation of the APL.

²⁰ District results for the 2009 cohort are not yet available.

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

Results

The data for this measure have not been made available yet. This measure will be

Goal 1: Optional Comparative Measure: Each year, the percent of students passing a Regents mathematics exam with a score of at least 65 will exceed the average pass rate of schools included in our peer group.

Method

Broome Street Academy will compare its annual pass rate on the Regents Integrated Algebra and Geometry exams to the pass rates of a subset of peer schools designated by the New York City Department of Education. This comparison will be made based on a dataset published annually by the New York City Department of Education.

Results

This measure will be updated once these data are made available.

reported on when the data are made available.

Summary of the High School Mathematics Goal ²¹

Broome Street Academy did not meet any of its objectives for Mathematics for the 2010 cohort. Though Broome Street Academy did not meet any of these objectives this year, evidence has shown that we can expect a strong performance from later cohorts in coming years. It is important to stress that the 2009 and 2010 cohorts are not representative of the school at large and that a number of students in these cohorts are chronically truant. This factor contributes to their low performance.

Similar to English Language Arts, there is little difference in the passing rates between all students in the cohorts compared to the subset of students who were not proficient on the 8th grade math exam. Also, similar to English Language Arts, Broome Street Academy has a stark contrast between College/Career Pass rates and standard Regents pass rates. This is an area of focus for Broome Street Academy.

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.	Did Not Achieve

²¹ If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

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.	Did Not Achieve
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.	Did Not Achieve
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 its peer schools (Using 2012-13 school district results.)	Did Not Achieve
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

Action Plan

Two specific, program revisions will be made to improve academic performance in math: the addition of a Department Chair who will oversee all Math instruction and the expansion of a dedicated Regents Prep process for students who have failed the Regents. Analysis of both the data and qualitative responses obtained from individual math teachers in 2013-2104 revealed a lack of consistency in how data is used to assess progress in math, a feeling of isolation from other math teachers and the need for more rigor in the curriculum.

The newly appointed Math Department Chair has been charged with bringing the math teachers together as a Professional Learning Community that will address curriculum, instruction and assessment for all BSA students. BSA students who have taken and failed the Common Core Algebra 1 and/or the Integrated Algebra Regents Exam will be required to attend mandatory after-school tutoring sessions beginning in the first semester of the 2014-2015 school year. The group will be divided into three sections of 15-18 students enrolled for 45 minutes per week. Each session will be co-taught providing more intensive support as needed. Students will receive individual instruction, will work in small groups, will receive full group direct instruction, and will take practice regents exams. Notes pertaining to evidence of mastery will be kept. Staff teaching prep sessions will work in concert with each students' classroom teacher.

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Goal: Broome Street Academy students will learn how to think critically about concepts taught in their science courses and familiarize themselves with lab protocol and procedures.

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SCIENCE

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, and 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

Broome Street Academy did not meet this objective. The 2009 Accountability Cohort had a pass rate of 57%. Four out of Seven students in the 2009 cohort have passed a science Regents exam. Only four of twenty-one students in the 2010 accountability have passed a science exam, resulting in a pass rate of 19%.

**Science Regents Passing Rate with a Score of 65
 by Fourth Year Accountability Cohort²²**

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2008	0	n.a.
2009	7	57%
2010	21	19%

Evaluation

Similar to Math and English Language Arts, part of the reason that the pass rates are below the target is that students who are chronically truant have not passed the exam. This is particularly challenging for science Regents exams which have a lab component. Many truant students do not have sufficient labs to take the exam.

In the 2009 cohort, the three students who have not passed a science exam, have also not attempted a science exam. All three of these students are chronically truant. In

²² Based on the highest score for each student on a science Regents exam

the 2010 cohort, only six students have attempted a Science Regents exam. Four out of six of these students have passed a Science Regents resulting in a 67% pass rate for those who have taken one of the Science Regents exams.

Additional Evidence

In the 2011 cohort, 46% of students have passed a science Regents exam by the end of their third year in the cohort. Forty-one students in the 2011 cohort have taken a science Regents exam resulting in a pass rate of 75% for those who have taken the exam. Seventy percent of the students in this cohort who have not passed a science exam yet, are chronically truant.

In the 2012 cohort, 40% have passed a science Regents by the end of their second year. Fifty-six of these students have attempted a Science Regents. Out of those who have actually attempted the exam, 68% passed in this 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	28	11%	27	15%	21	19%
2011	70	12%	60	32%	67	46%
2012			90	24%	95	40%
2013					70	11%

Goal 3: Comparative Measure

Each year, the percent to students in the high school Total Cohort passing a Regents science exam with a score of 65 or above will exceed that of the high school Total Cohort from the its peer schools designated by the New York City Department of Education.

Method

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the peer schools designated by the New York City Department of Education.

Given that students may take Regents exams up through the summer of their fourth year, and BSA has not reached that mark, we are presenting the most recently available school results.²³

Results

²³ 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.

At the time of this writing, comparative scores have not yet been made available by the New York City Department of Education. This will be updated once these scores have been made available.

Science Regents Passing Rate of the High School Total Cohort by Charter School and Peer Schools

Cohort	Charter School		Peer Schools	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2008	N/A	N/A	N/A	N/A
2009	N/A	N/A	N/A	N/A
2010	N/A	N/A	N/A	N/A

Evaluation

Data for our peer schools have not yet been made available. This section will be updated once these scores have been made public.

Additional Evidence

Not yet available.

Goal 3: Optional Comparative Measure

Each year, the percent of students passing a Regents science exam with a score of at least 65 will exceed the average pass rate of schools included in our peer group.

Method

Broome Street Academy will compare its annual pass rate on the Regents Earth Science, Living Environment, and Chemistry exams to the pass rates of a subset of peer schools designated by the New York City Department of Education. This comparison will be made based on a dataset published annually by the New York City Department of Education.

Results

Data for this measure are not yet available at this time.

Action Plan

Broome Street Academy's Science Department is committed to continuing on its path for improvement and is offering both Regents and non-Regents science courses to broaden the appeal for more students. In addition, the Science wing which was scheduled to open in the fall of 2013 did not open until December of that year. While the science team was creative in their approach to lab offerings during the delay, the new wing will

enable us to provide full year science labs with state of the art equipment to insure a well-rounded curriculum for our students.

SOCIAL STUDIES

Goal 4: Social Studies Students will cultivate a deep understanding of U.S. and Global History and apply course knowledge to their understanding of current events and international relations.

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

In the 2009 cohort, four out of seven students have passed the U.S. History Regents exam and in the 2010 cohort, six out of twenty-one have already passed this Regents examination.

U.S. History Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort²⁴

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2008	0	n.a.
2009	7	57%
2010	21	29%

Evaluation

Broome Street Academy did not meet this measure for either the 2009 and 2010 cohorts. The 2009 cohort only fell short of the goal by eighteen percentage points, however, as this Accountability Cohort only contains seven students, this is not representative. The 2010 fell short of this goal by forty-six percentage points. Only eleven

²⁴ Based on the highest score for each student on a science Regents exam

students in the 2010 cohort sat for the US History exam. Out of the remaining ten students, eight are chronically truant and the other two have not yet taken sufficient coursework to sit for this exam.

Additional Evidence

In the 2013-14 school year Broome Street Academy changed its sequence of programming in the social studies department. In the first two years of the school’s history, students had taken US History as 9th graders. In the 2013-14 school year Broome Street Academy changed its academic programming so that students would take U.S. History as 11th graders. Most students in the 2010, 2011 and 2012 cohorts took U.S. History in their freshman year. No students in the 2013 Accountability Cohort have taken U.S. History.

In the 2011 Accountability Cohort, 54% of students have completed this requirement after their third year in the cohort. Of those in the 2011 Accountability Cohort, only forty-three students have attempted this exam. The remaining students are either chronically truant, or have not completed sufficient coursework. Out of those students in the 2011 cohort who have attempted the exam, 84% have passed.

In the 2012 Accountability Cohort, only sixty students have taken the U.S. History Regents. The remaining students have either not taken sufficient coursework due to transferring to BSA in 2013-14 after the program change, or chronic truancy. Out of the sixty students in this cohort who have attempted the exam, 77% passed.

Relative to the 2010 cohorts, the preliminary results from the 2011 and 2012 cohorts suggest that we will have a stronger performance on this measure in coming years.

U.S. 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	28	36%	27	33%	21	29%
2011	70	50%	60	32%	67	54%
2012			90	58%	95	48%
2013					70	n.a.

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 its peer schools designated by the New York City Department of Education.

Method

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students from its peer schools designated by the New York City Department of Education.

²⁵

Results

Data for this measure are not available at the time of this writing. This measure will be updated when the New York City Department of Education releases the scores.

U.S. History Passing Rate of the High School Total Cohort by Charter School and Peer Schools

Cohort	Charter School		Peer Schools	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2008	N/A	N/A	N/A	N/A
2009	N/A	N/A	N/A	N/A
2010	N/A	N/A	N/A	N/A

Evaluation

No data is available at this time. This section will be updated when data is released from the New York City Department of Education.

Additional Evidence

No data is available at this time. This section will be updated when data is released from the New York City Department of Education.

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.

Method

This measure requires students in each Accountability Cohort to pass the Global History exam by the completion of their fourth year in the cohort. Students may have taken the exam multiple times, and had 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

²⁵ 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.

In the 2009 Accountability Cohort, three out of seven students have passed the Global Regents exam. In the 2010 Accountability Cohort, six students have passed the Global Regents exam. One student in the 2010 cohort, who transferred in after BEDS day and is therefore not part of the Accountability Cohort, had taken the Global Regents exam at Broome Street Academy and passed.

**Global History Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort²⁶**

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2008	0	n.a.
2009	7	43%
2010	21	29%

Evaluation

Broome Street Academy did not meet this measure for either the 2009 or 2010 cohorts. The students in the 2009 Accountability Cohort fell short of this goal by thirty-two percentage points. If three more students in the 2009 Accountability Cohort had passed this exam, then the goal would have been exceeded. Only three students in the 2009 Accountability Cohort have taken a Global History Regents and all three have passed.

In the 2010 Accountability Cohort, seven students have attempted the Global History Regents exam and six out of seven students who attempted, passed. This results in an 86% pass rate for those who have attempted the exam in this cohort as opposed to a 29% pass rate for all students in the Accountability Cohort.

Additional Evidence

At present, we only have data on the Global History Regents for the 2009, 2010, and 2011 cohorts. This year was the first year that the majority of students in the 2011 cohort, attempted the Global History Regents. The percentage of students who have completed the Global History Regents are similar between the 2010 and 2011 cohort. However, students in the 2011 cohort have one more year to reach this goal, so we anticipate that this number will increase next year. To date, only 34 students in the 2011 cohort have attempted a Global History Regents exam. Of those in the 2011 Accountability Cohort who have attempted a Global History Regents, 65% have passed. This percentage is greater than the 30% of all students in the Accountability Cohort who have passed the exam.

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	n.a.	n.a.	27	7.5%	21	29%

²⁶ Based on the highest score for each student on a science Regents exam

2011	n.a.	n.a.	60	n.a.	67	30%
2012			90	n.a.	95	n.a.
2013					70	n.a.

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 its peer schools designated by the New York City Department of Education.

Method

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in its peer schools identified by the New York City Department of Education.

Results

At the time of this writing, the data are not currently available. This section will be updated upon the release of scores from our peer schools.

**Global History Passing Rate
of the High School Total Cohort by Charter School and Peer Schools**

Cohort	Charter School		Peer Schools	
	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort
2008	N/A	N/A	N/A	N/A
2009	N/A	N/A	N/A	N/A
2010	N/A	N/A	N/A	N/A

Evaluation

The data are not available yet at this time. This section will be updated once these data are made available.

Goal 4: Optional Measure: Each year, the percent of students passing a Regents U.S. History exam with a score of at least 65 will exceed the average pass rate of schools included in our peer group.

Method

Broome Street Academy will compare its annual pass rate on the Regents U.S. History exam to the pass rates of a subset of peer schools designated by the New York City Department of Education. This comparison will be made based on a dataset published annually by the New York City Department of Education.

Results:

This measure will be updated once the data are made available.

Action Plan

The social studies department has taken a number of measures to improve its program with the goal of increasing student achievement at BSA. The social studies department has restricted the sequencing of courses from US History (9th grade), Global 1 (10th grade), Global 2 (11th grade), Economics/Government (12th grade) to Global 1 (9th grade), Global 2 (10th grade), US History (11th grade), Economics/Government (12th grade). This shift is significant for a variety of reasons. The shift allows BSA students to embark upon the 2 year sequence at an earlier point in their high school career which allows them more time to adjust to high school and build their reading and writing skills as they prepare for their first Regents exam as sophomores. This shift also allows a curricular flow in the later grades from US History to Economics/Government. This flow supports students as they enter their senior year to bring skills from their US History class into their Economics/Government course.

Another measure the SS department has taken to improve its program is to create opportunities for students who have not yet passed Regents exams to take review courses and/or attend specialized tutoring sessions throughout the school year. This occurs in 2 distinct ways- 1) a repeater course built into students' daily programs and 2) an intensive tutoring during lunch periods.

Finally, BSA adopted a department chair model in 2013-2014. This model allows a master teacher to oversee departmental planning, curricula, and initiatives under the guidance and support of the Director of Curriculum and Instruction. This model was honed further in 2014-2015 to create even more specific departmental chair positions going from one Department Chair of English, Social Studies, Foreign Languages and Arts to *distinct* department chairs of Social Studies, Arts, and Languages (including Foreign Languages and English). The chair serves as a mentor and teacher coach on top of a master of and overseer of all departmental curriculum.

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GOAL V: NCLB

GOAL 5 Accountability Plan: The school will make Adequate Yearly Progress

Absolute Measure

Under the state's NCLB accountability system, the school 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.

In the 2013-14 school year Broome Street Academy was deemed to be in good standing. The school has met this goal.

HIGH SCHOOL GRADUATION

GOAL 6: HIGH SCHOOL GRADUATION: Broome Street Academy will prepare its students to graduate

(§) Each year, 75 percent of students in first and second year of 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.

At Broome Street Academy, a student must accumulate 22 credits of coursework and pass the five required New York State Regents exams in order to graduate high school. To be considered 'on track' for graduation in 4 years, students must achieve credits in increments of at least 5 each school year. A student may "earn a credit" at Broome Street Academy by:

- Fulfilling the required "seat time" time of 108 hours in class or equivalent; and
- Passing the class with a grade of 65 percent or higher.²⁷
- Core academic subjects for 2013-14 included: English 9-11, Integrated Algebra, Geometry, Algebra 2/Trig, Earth Science, Living Environment, Forensics, Chemistry, and Global History. The school also offered Creative

²⁷ The pass rate will be changed to 65 in the 2014-15 school year in an effort to be consistent with other DOE schools.

Writing, Studio Art, Performing Arts, Physical Education, Spanish I & II, and Yoga in the 2013-14 school year.

Broome Street Academy developed the following credit accumulation policy effective August 29, 2012: Our grading and credit accumulation policy is aligned with requirements set forth by New York State to attain a Regents diploma. Course credits are awarded on a semester basis and students can earn .05 credits for each semester completed. New York State requires that students sit through 108 hours of instruction or the equivalent in order to be awarded credit in that subject and thus Broome Street Academy students may be awarded half credits for every 54 hours of “seat time” in a class. A passing grade at Broome Street Academy was 70 percent in the 2013-14 year. Starting in the 2014-15 year the pass rate will be 65%. The 65% passing grade is consistent with the standard set by the department of education and allows Broome Street Academy accurate comparison with peer schools. Please refer to the chart below for the grading breakdown.

2013-2014	Quarter 1	Quarter 2	Semester 1	Quarter 3	Quarter 4	Semester 2
Classwork and Participation	30%	30%	Semester grade is the average of grades earned for Quarters 1 and 2	30%	30%	Semester grade is the average of grades earned for Quarters 3 and 4
Homework	20%	20%		20%	20%	
Assessments	30%	30%		30%	30%	
Projects	20%	20%		20%	20%	

Results

In the 2012 cohort 61% of the 95 students in the Accountability Cohort earned five or more credits last year. In the 2013 cohort, 73% of 70 students in the Accountability Cohort reached this goal.

Percent of Students in First and Second Year Cohorts Earning the Required Number of Credits in 2013-14

Cohort Designation	Number in Cohort	Percent earning five or more credits
2012	95	61%
2013	70	73%

Evaluation

The 2012 Accountability Cohort fell short of this objective by fourteen percentage points. The 2013 Accountability Cohort very narrowly missed this objective by two percentage points. However we are showing improvement in our promotion rates: last year 53% of the second year cohort earned five or more credits and 71% of the first year cohort earned five or more credits.

Additional Evidence

First and Second Year Cohorts Earning the Required Number of Credits in 2013-14 by truancy status

Cohort Designation	Number in Cohort: Non-truant Students*	Percent earning five or more credits	Number in Cohort: Truant students	Percent earning five or more credits
2012	71	59%	24	34%
2013	60	85%	10	0%

*Broome Street Academy is utilizing the same definition of severe truancy as the NYC Department of Education which is missing at least 38 days of school or an attendance rate of less than 79%

When we disaggregate these results by truancy status, it is clear that attendance continues to play an important role in whether or not students accumulate credits. While the effects of attendance were a bit more mixed in the 2012 Accountability Cohort, it is much more obvious in the 2013 Accountability Cohort. In the 2013 Accountability Cohort, none of the truant students earned five or more credits.

First and Second Year Cohorts Earning the Required Number of Credits in 2012-13 by IEP Status

Cohort Designation	Number in Cohort: Students without IEPs	Percent earning five or more credits	Number in Cohort: Students with IEPs	Percent promoted earning five or more credits
2012	72	67%	23	43%
2013	48	79%	22	59%

Disaggregating the data by IEP status also shows that students with IEPs are more likely to struggle with credit accumulation. Though this factor did not have as great of an impact as attendance it is still an important factor in whether or not students are promoted. In the 2012 Accountability Cohort, 67% of students without IEPs earned five or more credits

Goal 6: Absolute Measure

Each year, 75 percent of students in the second year of 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.

Results

Only 29% of students in the 2010 Accountability Cohort have met this requirement. In the 2011 Accountability Cohort, 38% of the cohort has accomplished this measure. In the 2012 Accountability Cohort, 40% have accomplished this goal.

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

Cohort Designation	Number in Cohort	Percent Passing Three Regents
2010	31	29%
2011	76	38%
2012	95	40%

Evaluation

All three of these cohorts fell short of this measure. In the 2010 cohort, eight students in the graduation cohort have completed three or more Regents. In the 2010 cohort, there are two students who transferred to Broome Street Academy after BEDS day of their fourth year in the cohort who had already completed this goal. In the 2010 graduation cohort, there are five students who transferred to a GED program and two who have dropped out. Only one student who later transferred to a GED program has completed three or more Regents. Eight out of the remaining twenty-four students who are either still enrolled or have graduated have completed this requirement.

In the 2011 cohort, twenty-nine of seventy-six students in the graduation cohort have completed this requirement. In the 2011 graduation cohort, there are nine students who have either dropped out or enrolled in a GED program. None of these students have met this objective. Of the remaining students in the graduation cohort who are still enrolled, 38% are meeting this goal.

All students in the 2012 graduation cohort are still enrolled at Broome Street Academy. Forty percent of this cohort is meeting this goal currently.

Additional Evidence

Over time, we have seen some improvements in the Regents completion rates for these students. We saw a significant amount of growth in the 2011 Accountability Cohort. Last year the percent of students completing three or more regents was 29%, whereas this year the percent of students who completed three or more Regents in this Accountability Cohort is 38%.

Percent of Students in their Second Year Passing Three Regents Exams by Graduation Cohort by truancy status*

Cohort Designation	Number in cohort: non-truant	Percent Passing Three Regents: non-truant	Number in cohort truant	Percent Passing Three Regents: truant
2010	5	60%	19	26%
2011	36	61%	31	22%
2012	71	49%	24	12%

*This table only includes students in the graduation cohort who are still enrolled.

In the 2010 cohort, a greater proportion of non-truant students were able to complete this goal. Three out of five non-truant students in the 2010 cohort have completed three or more Regents exams. The remaining two non-truant students in this cohort transferred to BSA within the past year.

Disaggregated data from the 2011 and 2012 cohorts also demonstrates that truancy is a significant barrier for students achieving this goal and shows that students who are consistently in school are more likely to complete three or more Regents exams.

Percent of Students in their Second Year Passing Three Regents Exams by Graduation Cohort by IEP Status*

Cohort Designation	Number of students in cohort without IEPs	Percent of students without IEPs Passing Three Regents	Number of Students with IEPs in the cohort	Percent Passing Three Regents: Students with IEPs
2010	13	54%	9	11%
2011	43	30%	24	58%
2012	72	47%	23	17%

*This table only includes students in the graduation cohort who are still enrolled.

In the 2010 and 2012 cohorts, greater proportions of students without IEPs passed three or more Regents exams. For the 2011 cohort, this was not the case. Fifty-one percent of students without IEPs in the 2011 cohort are chronically truant. Only 38% of students with IEPs in the cohort are chronically truant. In the 2011 Accountability Cohort, truancy is to have a greater impact on whether a student passed three or more Regents exams than IEP status.

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.

Method

This measure examines students in two high school Graduation Cohorts: those who entered the 9th grade as members of the 2010 cohort and graduated four years later and those who entered as members of the 2009 cohort and graduated five years later. At a minimum, these students have passed five Regents exams in English Language Arts, mathematics, science, U.S. History and Global History. Students have through the summer at the end of their fourth year to complete graduation requirements.

The school's graduation requirements appear above under the graduation goal's first measure pertaining to annual grade-by-grade promotion or credit accumulation.

Results

Broome Street Academy was thrilled this year to have its first graduating students. Five of our students who came to Broome Street Academy with credits from other schools were able to graduate this year. Two of our five graduates transferred in as twelfth-graders mid-year after BEDS day, but still completed their remaining graduation requirements at BSA. Three of our five graduates belong to the 2010 cohort and the other two are part of the 2009 cohort. We look forward to graduating our first official graduating class next year.

Percent of Students in the Graduation Cohort who have Graduated After Four Years

Cohort Designation	Number in Cohort	Percent Graduating
2008	7	0%
2009	19	0%
2010	31	10%

Percent of Students in Graduation Cohort Who Have Graduated After Five Years

Cohort Designation	Number in Cohort	Percent Graduating
2007	n.a.	n.a.
2008	7	0%
2009	19	11%

Evaluation

Broome Street Academy opened its doors in 2011, meaning that students from the 2009 and 2010 cohorts entered Broome Street Academy as under-credited 9th graders. These students arrived at Broome Street Academy behind for graduation.

Within the 2009 graduation cohort, seven students enrolled in GED programs. Three of these students have already earned their GED diplomas. Another five students in the 2009 cohort are coded as drop-outs. Five students in this cohort are still enrolled at Broome Street Academy.

In the 2010 cohort, six students enrolled in GED programs after their time at Broome Street Academy. Three of these students have completed their GED already. Two students in this cohort are coded as drop-outs.

Additional Evidence

Since students in the 2009 and 2010 cohorts came to Broome Street Academy already behind in accumulating high school credits and passing Regents exam, we expect that our graduation rate for later cohorts will be much higher. In the 2011 cohort, twenty-two students already have fifteen or more credits and three or more Regents passed. We anticipate that more students in this cohort will be able complete their graduation requirements by August of 2015.

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 its peer schools as designated by the New York City Department of Education.

Method

The school compares the graduation rate of students completing their fourth year in the charter school's Total Graduation Cohort to that of the respective cohort of students in the peer schools.

²⁸

Results

Comparative data is not available at this time and this will be reported on when it is available.

Percent of Students in the Total Graduation Cohort who Graduate in Four Years Compared its Peer Schools

Cohort Designation	Charter School		Peer Schools ²⁹	
	Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2008	N/A	N/A	N/A	N/A
2009	N/A	N/A	N/A	N/A
2010	N/A	N/A	N/A	N/A

Evaluation

This measure will be reported on when the data are made available.

Summary of the High School Graduation Goal

²⁸ 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.

²⁹ District results for the 2009 cohort are not yet available.

Historically, Broome Street Academy has struggled with attendance rates. However, as Broome Street Academy is committed to serving a particularly vulnerable population, this is a challenge we elected to face. Truancy has proved to be a big obstacle with accumulating credits and passing Regents exams.

However, though Broome Street Academy did not meet its goal of 75% of students in their first and second years of high school earning five or more credits, Broome Street Academy was close to meeting this goal. Students in their second year missed this goal by fourteen percentage points and those in their first year only by two.

Regents completion rates by cohort year were also a relative area of weakness for Broome Street Academy. In the 2010, 2011, and 2012 cohorts, roughly a third of students in each of the graduation cohorts have completed three or more Regents exams.

Broome Street Academy did not meet any of its High School Graduation objectives for this year, however, the four and five-year cohorts included in this report all came to Broome Street Academy behind in their high school progress since Broome Street Academy is only beginning its fourth year in 2014-15. A significant portion of both the 2009 and 2010 cohorts have transferred to a GED program since leaving Broome Street Academy. These students felt a GED was a better fit for their educational needs given their over-age, under-credited status. We anticipate that we will see much higher rates next year when we have our first official graduating class of students.

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. Required for Accountability Plans developed prior to 2012-13	Did Not Achieve
	(§) 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. Required for Accountability Plans developed in 2012-13 or later	
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.	Did Not Achieve
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.	Did Not Achieve
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 peer schools as designated by the New York City Department of Education	Not Applicable

Action Plan

Beginning September of 2014 and continuing throughout the school year students will be enrolled in Regents prep classes. Prior to this year, Regents prep classes were offered as a review class one to two weeks prior to the administration of the exam. Targeted, intensive, sequential instruction provided during lunch and after school will be offered to all students who have either failed or who are in need of extra support. In addition, we have partnered with The Door which will provide content specific tutoring to those students in need. Students that have failed the Global History Regents and need extra support have been programmed into a full year Global History II course that culminates with the Regents in June. Students will take a mock Regents in January, and if they pass it, will be allowed to sit in January for the Regents exam.

Students who previously failed the Global History Regents exam are currently receiving 4-5 days of full period instruction by Mr. Lewis, the Social Studies Department Chair. These students will take the January Regents and if they fail, will continue with Mr. Lewis to prepare for the June exam.

In addition, Broome Street Academy will be providing summer school instruction focused on student acquisition of knowledge that leads to Regents success.

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COLLEGE PREPARATION

GOAL 7: COLLEGE PREPARATION: Broome Street Academy is keenly aware of the fact that students need to not only obtain a High School Diploma, but also be prepared for the next challenges that face them after their time at Broome Street Academy, is committed to supporting both students who leave due to graduation and those who pursue alternative educational options.

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 on 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

Last year, 74 sophomores sat for the PSAT exam. The average scores were 33.4, 35.3, and 32.0 for Critical Reading, Mathematics, and Writing respectively. These scores all fell below the state average by approximately seven points on each section.

10th Grade PSAT Performance by School Year

School Year	Number of Students in the 10 th Grade	Number of Students Tested	Critical Reading		Mathematics		Writing	
			School	New York State	School	New York State	School	New York State
2011-12		n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
2012-13		n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
2013-14	79	74	33.4	41.1	35.3	42.8	32.0	39.4

Evaluation

Broome Street Academy fell short of this goal and did not exceed the state averages on the PSAT. However, it is important to keep in context that many students at

Broome Street Academy arrive at our school with significant deficits in reading and math ability. This is particularly apparent when we compare this figure with the state average. When comparing our 2012 cohort with the state average of the 2012 cohort, 71% BSA students who took the exam, were not proficient on the 8th grade ELA exam, while only 53% of students state-wide did not demonstrate proficiency.

Similarly, 75% of students in the 2012 cohort at BSA who had taken the 8th grade state math exam did not demonstrate proficiency. This percentage is greater than the 40% of students statewide who did not have a proficient score.

Broome Street Academy is focused on closing the achievement gap between its students and the state-wide averages.

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.

Method

This measure tracks student performance on one of the most commonly used high school college prep assessments.

For the SAT include this description: The SAT is a national college admissions examination. Students receive a scale score in reading, writing and mathematics. Scale scores range from 200 to 800 on each subsection with 2400 as the highest possible score. As students may choose to take the test multiple times during the year, the school only reports a student’s highest score. The school compares its averages the New York State average for all 12th grade (senior) test takers in the given year.

Results

This past year, only one student in the 12th grade had taken the SAT exam. Some of our 11th grade students took the SAT in the spring of their Junior year.

12th Grade SAT Performance by School Year

School Year	Number of Students in the 12 th Grade	Number of Students Tested	Reading		Mathematics		Writing	
			School	New York State	School	New York State	School	New York State
2011-12								
2012-13								
2013-14	5	1*		496		514		488

*Since only one student in the 12th grade took the SAT last year, this data is suppressed for confidentiality reasons.

Evaluation

Broome Street Academy will begin reporting on this measure next year when we have a much larger sample on which to report.

Additional Evidence

11th Grade SAT Performance by School Year

School Year	Number of Students in the 11 th Grade	Number of Students Tested	Reading		Mathematics		Writing	
			School	New York State	School	New York State	School	New York State
2011-12								
2012-13								
2013-14	38	27	368	496	370	514	352	488

Last year, 27 of our high school juniors had taken the SAT exam. On all three sub-sections of the SAT, students scored below the New York state average. Broome Street Academy recognizes that this is an area of focus as a number of our students come to BSA with academic deficits.

Goal 7: School Created College/Career Preparation Measure: Each year, 75 percent of graduates will have completed art portfolios deemed proficient by a panel of external experts using BSA’s portfolio rubric.

Method

Students will participate in various arts-related courses and activities offered through Broome Street Academy to assemble a portfolio of creative pieces including but not limited to: poems, student films, painting, photography, essays, and musical performances the student has created throughout his or her academic career. This portfolio will be turned in prior to graduation and evaluated on a staff-designed rubric. The portfolio will be evaluated by a panel of external experts.

Results

Broome Street Academy will begin reporting on this measure in 2015, as we waived this requirement for the five students who graduated this year as this policy was developed toward the end of their high school careers. We will require this for students graduating in 2015.

Goal 7: School Created College/Career Preparation Measure: Each year, 75 percent of graduates will meet standards (score a four) on the career readiness portfolio, as measured by a career-readiness rubric based on a personal resume, sample cover letter, personal statement, research paper, sample thank you notes, and a sample job application.

Method

Each year, students will submit a portfolio to the guidance department which will evaluate the portfolio for a level of completeness and professionalism. The quality of portfolio will be evaluated using a career-readiness rubric designed by staff. This portfolio is to be submitted prior to student graduation.

Results

Broome Street Academy will begin reporting on this measure in 2014-15, as we waived this requirement for the five students who graduated this year as this policy was developed toward the end of their high school careers. We will require this for students graduating in 2015.

Goal 7: School Created College Attendance or Achievement Measure
Each Year, 75 percent of graduates will have successfully completed the entry requirements of a college or a technical career program.

Method

Each year, Broome Street Academy will track how many students are completing applications or entry requirements for college or a technical career program through interactions with the guidance department.

Results

To date, three of our five graduates are currently enrolled in a community college. One of the students enrolled in community college is also enrolled in a vocational program training to become a yoga instructor. One of our recent graduates had attempted to enlist in the military, but was denied due to a medical condition. That graduate is currently working and plans to collaborate with our transition counselor to apply to college. With respect to the last student, we have yet to be provided with an update from the family. Sixty percent of our graduates have completed an entry requirement for one of these programs.

Goal 7: School Created College Attendance or Achievement Measure
Each year, 6 and 18 months after graduation, BSA graduates will be enrolled in two-year, four-year college programs, vocational certification programs or public service programs at a higher rate than peer school graduates.

Method

The New York City Department of Education publishes data on graduating students who enroll in two-year or four-year college programs, vocational certification programs, and public service programs 6 and 18 months after graduation. Broome Street Academy will plan to compare these numbers with its NYC DOE-identified peer schools.

Results

Currently, three of our five graduates are placed in college or vocational programs. Three students are enrolled in a community college and another in a vocational training program to become a yoga instructor. Another recent graduate attempted to enlist in the military to start a career in public service, but was unfortunately denied due to a medical condition. This student is currently employed and is planning on applying to colleges this year.

Summary of the College Preparation Goal

Broome Street Academy currently has limited College Preparation data to present as it has not yet had a full graduating class. Preliminarily, we have seen based on our first group of students who have taken the PSAT and SAT that our students lag behind the state average. This is somewhat understandable as our students arrive at Broome Street Academy with more deficiencies in math and reading than is proportionate to the state overall. In addition, many of our students were unfamiliar with the format of the application process, the test taking process and the use of time to complete a test of this nature. This is an area of relative weakness for Broome Street Academy.

Type	Measure	Outcome
Comparative	Each year, the average performance of students in the 10 th grade will exceed the state average on the PSAT test in Critical Reading and Mathematics.	Not Achieved
Comparative	Each year, the average performance of students in the 12 th grade will exceed the state average on the SAT or ACT tests in reading and mathematics.	Not Achieved
College Preparation	Each Year, the school will demonstrate the preparation of its students for college through at least one measure of its own design.	Not Applicable
	(S) Each year, 75 percent of graduating students will matriculate in a college or university in the year after graduation.	Not Applicable
College Attainment	Each Year, the school will demonstrate college attendance or achievement through at least one measure of its own design.	Not Applicable
	(S) Each year, 75 percent of graduating students will matriculate in a college or university in the year after graduation.	

Action Plan

In addition to the increased emphasis on reading and writing across the curriculum BSA has added Seminar to its schedule for all students. Two initiatives will be added during the 2014-2015 school year to address weaknesses in the career and college preparation program at BSA:

1. Seminar: Test taking strategies will be part of the focus of our newly adopted Seminar class. This class is offered beginning in freshman year and moves from being prepared, being productive and planning ahead to teaching leadership and workplace skills, building community connections and providing opportunities to use these skills by volunteering in community building projects.
2. Transition: BSA has added a Transition Counselor to develop a 12-16 model of college and career preparation. This work will be done in conjunction with our full guidance model that provides transition planning in five specific areas: post-secondary success, living, career, rec-leisure and civic engagement over the four years. The specific 12-16 model will offer support to students who are entering the workforce and/or college with specific, goal oriented personal contacts to each student. For those students in college, support will be directed towards problems identified by the student. For those students in the workforce a connection to the employer will also be made. Understanding that many of our students struggle with task completion, collaboration and planning, support in this model will include strategies based instruction on time management, identification of resources and self-advocacy. The Transition Counselor will track all contacts and outcomes with graduates towards program evaluation.

Finally, BSA has become an approved SAT test site so that students who might otherwise have difficulty taking tests in an unknown setting feel more relaxed in their own school setting.**APPENDIX B: OPTIONAL GOALS**

The following section contains a Parent Satisfaction optional goal, as well as examples of possible optional measures.

Goal S: Parent Satisfaction: Broome Street Academy parents will be satisfied with the BSA program.

Goal S: Absolute Measure: Each year, parents will express satisfaction with the school’s program based on the NYC Annual School Survey at or above the city average

Method

Broome Street Academy will use the NYC Annual School Survey results to determine whether or not it has met this measure. The NYC Annual School Survey is administered city-wide to parents, students, and staff members to gauge satisfaction on matters related to instruction, safety, and school culture.

Results

On the Annual School Survey, 25% of parents at Broome Street Academy provided a response. This year, the school survey changed the number of composite scores from four categories to three making comparing these composites a bit more challenging from year to year. Overall, parents indicated satisfaction on every measure. On systems for improvement, which is a composite of questions related to how well the school makes use of resources to promote student success Broome Street out-performed the city-average by one point. However, Broome Street Academy fell short of the city-wide average on the remaining two measures by a narrow margin. school culture satisfaction lagged by two percentage points and instructional core lagged by four.

2013-14 Parent Satisfaction Survey Response Rate

Number of Responses	Number of Families	Response Rate
62	248	25%

2013-14 Parent Satisfaction on Key Survey Results

	BSA Rating 2013-14	City-wide Average 2013- 14
Instructional Core	90%	94%
School Culture	91%	93%
Systems for	94%	93%

Improvement

Item	BSA Rating 2011-2012	City-wide Average Rating 2011-2012	BSA Rating 2012-2013	City-wide Average Rating 2012-2013
Academic Expectations	6.9	8.0	8.6	8.3
Communication	6.8	7.9	8.6	8.4
Engagement	7.2	7.9	8.3	8.1
Safety and Respect	6.9	8.6	8.5	8.4

Evaluation

Overall, parents seemed satisfied with programming with satisfaction rates of over 90% on all three domains. Last year, Broome Street Academy narrowly outperformed the city-average on measures of parental satisfaction. Over time, Broome Street Academy has been developing a school culture and system of caregiver communications with which caregivers continue to express satisfaction.

Goal S: Absolute Measure

Each year, 75 percent of all students enrolled during on BEDS Day of the previous year will return the following September.

Method

Broome Street Academy records its retention based on the percentage of students who are enrolled BEDS day to the first day of school in the subsequent year.

2013-14 Student Retention Rate

2013-14 BEDS Day ³⁰ Enrollment	Number of Students Who Graduated in 2013-14	Number of Students Who Returned in 2014-15	Retention Rate 2014-15 Re-enrollment ÷ (2013-14 Enrollment – Graduates)
272	5	224	82%

Evaluation

Broome Street Academy did meet its retention goal based on students who were enrolled from BEDS day to the first day of school in the subsequent year. While we have met our retention target, Broome Street Academy strives to continually improve our retention rate beyond the status quo.

Additional Evidence

Year	Retention ³¹ Rate
2011-12	79%
2012-13	73%
2013-14	82%

Our retention rate has improved from the previous year. In the 2012-13 school year 73% of students were retained from BEDS day of 2012-13 to 2013-14. This year 82% of students who were enrolled at Broome Street Academy have returned so far this school year. This figure will be adjusted to report official BEDS day to BEDS day retention when this report is updated with comparative data.

Goal S: Absolute Measure

Each year the school will have a daily attendance rate of at least 75 percent.

Method

Attendance is recorded each period by the student's instructor. In the 2013-14 school year, third period was used as the official attendance period.

Results

³⁰ For the September 15th preliminary submission of the Progress Report, the retention rate will be presented from BEDS day of the previous year to the first day of school of the current year. The November 1st submission will be updated to reflect BEDS day to BEDS day retention rates.

³¹ Updated to reflect BEDS day to BEDS day retention.

In the 2013-2014 school year Broome Street Academy had an attendance rate of 74%, which is only one percentage point below our goal.

Goal S: Absolute Measure
Each year, 75% of students will have a daily attendance rate of at least 75 percent.

During the 2012-2013 school year 67% of students enrolled at any point during the 2013-2014 school year had an attendance rate greater than 75 percent.

2013-14 Attendance

Year	Average Daily Attendance Rate	Percent of students with attendance above 75%
2011-12	64%	50%
2012-13	71%	58%
2013-14	74%	67%

Evaluation

Broome Street Academy missed its target daily attendance rate by one percentage point. This can largely be attributed to the significant portion of Broome Street Academy students who are chronically truant.

Additional Evidence

While Broome Street Academy has persistently struggled with engaging truant students, we have seen some improvement in the 2013-2014 school year with a three percentage point increase in the average daily attendance and an overall ten percentage point increase from the school's first year. We have also had some improvement in regard to improving individual students' attendance rates. In the 2011-2012 school year, only 50% of students had an attendance rate greater than 75%. In 2012-13, Broome Street Academy was able to increase this figure by eight percentage points to 58%. In the 2013-14 school year, we were able to raise this figure by an additional nine percentage points falling eight percentage points below our goal.

Goal: Broome Street Academy will comply with all laws and regulations

Broome Street Academy complies with all laws to which it is subject. These include laws and regulations unique to charter schools that members of the BSA community are expected to become aware of as they impact their area of responsibility to the school, students and caregivers. School wide policies and procedures are considerate of applicable laws and regulations. School business is conducted in accordance with legal requirements, including contractual commitments undertaken by individuals authorized to bind the school to such commitments. The BSA Board of Trustees takes very seriously its governance and fiduciary responsibilities. The Board

ensures compliance with all applicable laws and regulations as all resources- human, capital, and financial- are targeted to the achievement of the overall mission

Absolute Measure

Each year, the school will generally and substantially comply with all applicable laws, rules and regulations, including, but not limited to, the New York State Charter Schools Act, the New York Freedom of Information Law, the New York Open Meetings Law, the federal Individuals with Disabilities Education Act, and federal Family Educational Rights and Privacy Act, and the provisions of the Broome Street Academy by-laws and charter.

BSA is assessed by the Charter School's Institute and by external auditors. As we begin our fourth year and plan for our fifth year we are aware of upcoming assessment by the Charter School Institute as part of the charter renewal process. The school continues to comply with federal education law and NCLB guidelines and completes all required documentation in support of federal title funding and funding for students with disabilities for annual allocation of funds. BSA continues to comply with the NY State Charter Schools Act, Freedom of Information Laws, and Open Meeting Laws, as well as the provisions of the Broome Street Academy by-laws and charter. We provide ongoing communication of progress to BSA caregivers, community, and stakeholders in the evaluation of our work through appropriately noticed public board meetings, annual accountability progress reports, and a comprehensive complaint and grievance procedure which allows concerns to be heard by the Board of Trustees, Charter Schools Institute, and Board of Regents.

Absolute Measure

Each year the school will maintain the systems, policies and procedural controls that ensure compliance with legal and charter requirements.

The school's policies and procedures outlined in the staff handbook and student/caregiver handbook outline practices that are in place regarding code of conduct, disciplinary procedures and personnel policies, in compliance with legal and charter requirements.

Absolute Measure

Each year the school will maintain a relationship with independent legal counsel that reviews relevant policies, documents and incidents and makes recommendations as needed, and in proportion to the legal expertise on the board of trustees, if any.

BSA has established a relationship with independent legal counsel that reviews all relevant policies, documents and makes recommendations as needed in proportion to the legal expertise on the board of trustees.

Absolute Measure

Each year Broome Street Academy will take corrective action, if needed, in a timely manner to address any internal control or compliance deficiencies identified by its external auditor, SED or the Charter Schools Institute.

BSA has not needed to take corrective action to address deficiencies identified by our external auditor, the State Department of Education or the Charter Schools Institute.

It is the goal of Broome Street Academy to demonstrate organizational viability by continually improving the academic achievement of our students and sustaining a level of trust and commitment of the Board of Trustees and the Charter Schools Institute in partnership with our students and their caregivers.

Type	Measur	Outcome
Absolute	Each year, the school has generally and substantially complied with all applicable laws, rules and regulations, including, but not limited to, the New York State Charter Schools Act, the New York Freedom of Information Law, the New York Open Meetings Law, the federal Individuals with Disabilities Education Act, and federal Family Educational Rights and Privacy Act, and the provisions of the Broome Street Academy by-laws and charter.	Achieved
Absolute	Each year, the school will have in place and maintain effective systems, policies, procedures and other controls for ensuring that legal and charter requirements are met.	Achieved
Absolute	Each year the school will maintain a relationship with independent legal counsel that reviews relevant policies, documents, and incidents and makes recommendations as needed, and in proportion to the legal expertise on the board of trustees, if any.	Achieved

Absolute	Each year BSA will take corrective action, if needed, in a timely manner to address any internal control or compliance deficiencies identified by its external auditor, SED or the Charter Schools Institute	Achieved
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APPENDIX C: SUPPLEMENTARY TABLES

HIGH SCHOOLS: ENGLISH LANGUAGE ARTS AND MATHEMATICS

Growth Measure

Each year, the group of students in their second year in the school who have taken an NWEA reading test for two years will reduce by one-half the difference between the average of their first year in the school and an NCE of 50. If the cohort already achieved an average NCE of 50 in the first year, it will show an increase in their average NCE.

Method

This measure examines the change in performance of the same cohort of students from their first year to their second year in high school on a norm referenced reading test. Each cohort consists of those students who have norm-referenced reading test results for their first two years in the school. It includes students who repeated the grade. The criterion for achieving this measure is for the cohort to reduce by half the difference between average NCE in the first year and the 50th NCE in the second. If a cohort has already achieved an average NCE of 50, it is expected to show some positive growth in the subsequent year.

Broome Street Academy administered the North Western Evaluation Association's (NWEA) Measure-of Academic Progress (MAP) assessment for mathematics. The assessment was administered in Spring 2013 and Spring 2014. The Academy's goal in selecting a national standardized exam is to compare the school's performance with nation-wide performance while at the same time providing students with a tool to show progress over time, identify skills they need to master to be at grade level, and to help teachers differentiate instruction. The NWEA MAP is a computer-based adaptive assessment that will allow the school to compare New York State standards-aligned performance data with district and nation-wide performance data while also providing teachers with immediate, actionable reports to help differentiate instruction. The RIT score (Rauch Unit), is an equal interval scale that measures student performance over time.

NWEA conducts "linking studies" to examine the alignment between the MAP tests and state standardized tests. Each study identifies the specific Rauch Unit (RIT) scale scores from MAP that correspond to the various proficiency levels for each subject and for each grade level.

First to Second Year Cohort Growth on the Northwestern Evaluation Association Assessment (NWEA)

NWEA Reading

Cohort	Number in Cohort Year 1	Number Tested Year 1	First Year Baseline	Second Year Target	Number in cohort Year 2	Number Tested in Year 1 and Year 2	Second year result NWEA Score	Target Achieved
2008	8	2	211.5	217.3	1	0	n.a.	n.a.
2009	17	9	218.6	220.8	8	2	225	Y
2010	28	14	215.3	219.2	26	3	232	Y
2011	70	51	208.7	215.9	60	33	214	N
2012	90	53	213	218	95	43	215	N
2013*	70	65	215	219.2	n.a.	n.a.	n.a.	n.a.

*These students were tested in the 2013-14 school year for the first time.

Results

While all cohorts showed growth on the NWEA Reading assessment, only the 2009 and 2010 cohorts met their target for the second year when they took the test in their second year. The 2012 cohort did not meet their target, though this cohort did demonstrate growth in reading overall.

Evaluation

The 2012 cohort, which now has first and second year data after this year, missed this goal by three points. However, in aggregate, the 2012 cohort improved its score by two points. Across all cohorts, students who were tested in two separate years, reading ability improved as measured by the NWEA.

Additional Evidence

In looking at individual students, we found that forty-three percent of students in the 2012 cohort who tested in both years improved their reading scores. Of those students who did show growth, they demonstrated average amount of growth of eight points. Sixty-six percent of students who demonstrated growth, increased their score by five or more points.

Growth Measure

Each year, the group of students in their second year in the school who have taken an NWEA mathematics test for two years will reduce by one-half the difference between the average of their first year in the school and an NCE of 50. If the cohort already achieved an average NCE of 50 in the first year, it will show an increase in their average NCE.

First to Second Year Cohort Growth on the Math Northwestern Evaluation Association Assessment (NWEA)

NWEA MATHEMATICS

Cohort	Number in Cohort Year 1	Number Tested Year1	First Year Baseline	Second year target	Number in cohort Year 2	Number Tested in Year 1 and Year 2	Second year Result	Target Achieved
2008	8	2	211	223	1	0	n.a.	n.a.
2009	17	9	218	226.5	8	2	235	Y
2010	28	10	220	227.8	27	1	228	Y
2011	70	46	207.8	221.4	60	29	212	N
2012	90	74	220	223	95	44	221.5	N
2013*	70	65	218.5					

*These students were first tested in the 2013-14 school year

Results:

This year is the first year in which we have data for both years for the 2012 cohort. The average score for students who took this exam in their first year was 220 and in their second year the average score was 221.5.

Evaluation:

Students in the 2012 cohort did not meet their second year target, however their score was only 1.5 points below the target. Overall, this group did demonstrate some growth in mathematics.

Additional Information:

In looking at individual student performance, we found that 52% of students who tested in both years in the 2012 cohort improved on their mathematics performance. Of those who improved, these students demonstrated an average growth of nine points; seventy-four percent of which demonstrated growth of five or more points.

HIGH SCHOOL: SUBJECT AREA MEASURES

Cohort Passing Rate by Regents Mathematics Exam

Exam	Cohort									
	2009		2010		2011		2012		2013	
	Number who attempted exam	Pass rate	Number who attempted exam	Pass rate	Number who attempted exam	Pass rate	Number attempted exam	Pass rate	Number attempted exam	Pass rate
Math A	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Math B	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Integrated Algebra	5	100%	12	67%	48	84%	83	74%	53	51%
Geometry	2	50%	4	50%	21	38%	44	36%	n.a.	n.a.
Algebra 2	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.

Cohort Passing Rate by Regents Science Exam

Exam	Cohort									
	2009		2010		2011		2012		2013	
	Number who attempted exam	Pass rate								
Living Environment	3	100%	6	67%	39	77%	65	78%	3	100%
Earth Science	2	100%	3	66%	11	81%	24	83%	24	79%
Chemistry	1	0%	4	0%	6	17%	2	0%	n.a.	n.a.
Physics	n.a.	n.a.								

When examining math and science performance by subject area, we can develop a sense of where our students' relative strengths and weaknesses lie. For mathematics, Broome Street Academy has offered both the Integrated Algebra and the Geometry Regents. Thus far, Broome Street Academy students have demonstrated a much stronger performance on Integrated Algebra than Geometry. The 2011, and 2012 cohorts have strong performances on Integrated Algebra with 84% and 74% of students having passed this exam at some point throughout their high school career.

In the 2013-14 school year, Broome Street Academy offered the Earth Science, Living Environment and Chemistry Regents. Comparatively, Broome Street Academy students had much stronger performances on the Earth Science and Living Environment Regents relative to Chemistry. This year was the first year in which the Chemistry Regents was offered to our students. Chemistry proved to be a challenging exam for our students. Relative to other cohorts, the 2010 cohort demonstrated the weakest performance in both Living Environment and Earth Science. It is important to note, that since Broome Street Academy did not open until the 2011-12 school year, this group of students came to Broome Street Academy having previously struggled at another high school. This provides some context and possible reasons for the relatively low pass rates in this cohort. Overall, in regard to the Earth Science and Living

Environment Regents, students who attempt this exam have relatively strong success rates, demonstrated by the fact that 66% is the lowest pass rate in any cohort.

Appendix B: Total Expenditures and Administrative Expenditures per Child

Created Wednesday, July 23, 2014
Updated Monday, July 28, 2014

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Charter School Name: 310200860992 BROOME ST ACADEMY CHS

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	4794726
1. Total Expenditures Per Child Line 2: BEDS Day Pupil Count	272
1. Total Expenditures Per Child Line 3: Divide Line 1 by Line 2	17627

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)	365650
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)	0
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	365650
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	272
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	1344

Thank you.

New York State Education Department

Request for Proposals to Establish Charter Schools Authorized by the Board of Regents

2014-15 Budget & Cash Flow Template

General Instructions and Notes for New Application Budgets and Cash Flows Templates

1	Complete ALL SIX columns in BLUE
2	Enter information into the GRAY cells
3	Cells containing RED triangles in the upper right corner in columns B through G contain guidance on that particular item
4	Funding by School District information for all NYS School district is located on the State Aid website at https://stateaid.nysed.gov/charter/ . Refer to this website for per-pupil tuition funding for all school districts. Rows may be inserted in the worksheet to accomodate additional districts if necessary.
5	The Assumptions column should be completed for all revenue and expense items unless the item is self-explanatory. Where applicable, please reference the page number or section in the application narrative that indicates the assumption being made. For instance, student enrollment would reference the applicable page number in Section I, C of the application narrative.

BROOME STREET ACADEMY CHARTER HIGH SCHOOL

PROJECTED BUDGET FOR 2014-2015

PROJECTED BUDGET FOR 2014-2015							Assumptions
July 1, 2014 to June 30, 2015							DESCRIPTION OF ASSUMPTIONS - Please note assumptions when applicable
Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 155. This will populate the data in row 10.							
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
Total Revenue	3,814,794	1,255,627	236,127	-	887,991	6,194,539	
Total Expenses	3,600,976	1,255,627	236,127	-	887,991	5,980,721	
Net Income	213,818	-	-	-	-	213,818	
Actual Student Enrollment	330	105	-	-	-	-	
Total Paid Student Enrollment	-	-	-	-	-	-	
	PROGRAM SERVICES			SUPPORT SERVICES			
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
REVENUE							
REVENUES FROM STATE SOURCES							
Per Pupil Revenue	CY Per Pupil Rate						
District of Location	3,739,290	1,149,500	-	-	807,120	5,695,910	Based upon full enrollment for the school year
School District 2 (Enter Name)	-	-	-	-	-	-	
School District 3 (Enter Name)	-	-	-	-	-	-	
School District 4 (Enter Name)	-	-	-	-	-	-	
School District 5 (Enter Name)	-	-	-	-	-	-	
	3,739,290	1,149,500	-	-	807,120	5,695,910	
Special Education Revenue	-	-	-	-	-	-	
Grants							
Stimulus	-	-	-	-	-	-	
Other	-	-	-	-	-	-	
Other State Revenue	-	-	-	-	-	-	
TOTAL REVENUE FROM STATE SOURCES	3,739,290	1,149,500	-	-	807,120	5,695,910	
REVENUE FROM FEDERAL FUNDING							
IDEA Special Needs	75,504	21,296	-	-	-	96,800	Projected on the per student enrollment
Title I	-	60,000	-	-	-	60,000	Based upon the assumption of renewing the contract
Title Funding - Other	-	6,000	-	-	-	6,000	Based upon the assumption of renewing the contract
School Food Service (Free Lunch)	-	-	-	-	-	-	
Grants							
Charter School Program (CSP) Planning & Implementation	-	-	-	-	-	-	
Other	-	-	-	-	-	-	
Other Federal Revenue	-	-	-	-	-	-	
TOTAL REVENUE FROM FEDERAL SOURCES	75,504	87,296	-	-	-	162,800	
LOCAL and OTHER REVENUE							
Contributions and Donations, Fundraising	-	-	-	-	80,000	80,000	Contributions from boards and individuals
Erate Reimbursement	-	-	-	-	-	-	
Interest Income, Earnings on Investments, NYC-DYCD (Department of Youth and Community Developmt.)	-	-	-	-	300	300	Interest income and other miscellaneous income
Food Service (Income from meals)	-	-	-	-	-	-	
Text Book	-	-	25,616	-	-	25,616	In-kind donation receive from NYSTL
Other Local Revenue	-	18,831	210,511	-	571	229,913	Foundations including Helmsley and Sonima
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	18,831	236,127	-	80,871	335,829	
TOTAL REVENUE	3,814,794	1,255,627	236,127	-	887,991	6,194,539	
EXPENSES							
ADMINISTRATIVE STAFF PERSONNEL COSTS							
	No. of Positions						List exact titles and staff FTE's (Full time equivalent)
Executive Management	1.00	74,880	21,120	-	64,000	160,000	HEAD OF SCHOOL; FTE=1.00
Instructional Management	-	-	-	-	-	-	
Deans, Directors & Coordinators	8.00	410,292	115,724	-	132,537	658,553	ASSOCIATE, HEAD OF SECURITY; FTE = 8
CFO / Director of Finance	-	-	-	-	-	-	
Operation / Business Manager	1.00	-	-	-	40,000	40,000	OPERATION COORDINATOR; FTE =1.00
Administrative Staff	2.00	13,650	3,850	-	47,500	65,000	IT SUPPORT COORDINATOR & CLERICAL ASSISTANT; FTE=2.00
TOTAL ADMINISTRATIVE STAFF	12	498,822	140,694	-	284,037	923,553	
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	12.00	584,584	-	55,000	-	639,584	GLOBAL II TEACHER, FTE = 10
Teachers - SPED	11.00	-	569,470	48,750	-	618,220	ICT TEACHERS, FTE = 11
Substitute Teachers	-	-	-	-	-	-	
Teaching Assistants	2.00	-	-	35,000	-	35,000	2 YOGA ASSISTANTS, FTE = 2
Specialty Teachers	16.00	884,311	-	49,500	-	933,811	HEALTH TEACHER AND ECONOMICS TEACHER. FTE = 15.5

BROOME STREET ACADEMY CHARTER HIGH SCHOOL

PROJECTED BUDGET FOR 2014-2015

PROJECTED BUDGET FOR 2014-2015							Assumptions
July 1, 2014 to June 30, 2015							DESCRIPTION OF ASSUMPTIONS - Please note assumptions when applicable
Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 155. This will populate the data in row 10.							
		REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
Total Revenue		3,814,794	1,255,627	236,127	-	887,991	6,194,539
Total Expenses		3,600,976	1,255,627	236,127	-	887,991	5,980,721
Net Income		213,818	-	-	-	-	213,818
Actual Student Enrollment		330	105	-	-	-	-
Total Paid Student Enrollment		-	-	-	-	-	-
		PROGRAM SERVICES			SUPPORT SERVICES		
		REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
Aides	-	-	-	-	-	-	-
Therapists & Counselors	6.00	262,561	74,056	-	-	-	336,617
Other	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	47	1,731,456	643,526	188,250	-	-	2,563,232
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	59	2,230,278	784,220	188,250	-	284,037	3,486,785
PAYROLL TAXES AND BENEFITS							
Payroll Taxes		270,147	94,778	5,982	-	51,063	421,970
Fringe / Employee Benefits		359,658	126,181	7,965	-	68,027	561,831
Retirement / Pension		51,653	18,122	1,144	-	9,770	80,689
TOTAL PAYROLL TAXES AND BENEFITS		681,458	239,081	15,091	-	128,860	1,064,490
TOTAL PERSONNEL SERVICE COSTS		2,911,736	1,023,301	203,341	-	412,897	4,551,275
CONTRACTED SERVICES							
Accounting / Audit		14,520	5,280	-	-	13,200	33,000
Legal		-	-	-	-	34,100	34,100
Management Company Fee		-	-	-	-	260,000	260,000
Nurse Services		-	-	-	-	-	-
Food Service / School Lunch		-	-	-	-	-	-
Payroll Services		9,266	3,500	1,170	-	1,144	15,080
Special Ed Services		-	5,000	-	-	-	5,000
Titlement Services (i.e. Title I)		-	-	6,000	-	-	6,000
Other Purchased / Professional / Consulting		32,760	9,240	-	-	8,373	50,373
TOTAL CONTRACTED SERVICES		56,546	23,020	7,170	-	316,817	403,553
SCHOOL OPERATIONS							
Board Expenses		-	-	-	-	-	-
Classroom / Teaching Supplies & Materials		42,900	12,100	2,014	-	-	57,014
Special Ed Supplies & Materials		-	27,500	-	-	-	27,500
Textbooks / Workbooks		15,600	4,400	18,774	-	-	38,774
Supplies & Materials other		16,380	4,620	-	-	3,000	24,000
Equipment / Furniture		51,714	14,586	4,828	-	11,700	82,828
Telephone		6,600	1,900	-	-	1,500	10,000
Technology		16,500	4,750	-	-	3,750	25,000
Student Testing & Assessment		7,800	2,200	-	-	-	10,000
Field Trips		-	-	-	-	-	-
Transportation (student)		3,900	1,100	-	-	-	5,000
Student Services - other		46,800	13,200	-	-	-	60,000
Office Expense		5,230	3,270	-	-	20,000	28,500
Staff Development		15,912	4,488	-	-	3,600	24,000
Staff Recruitment		4,620	1,330	-	-	1,050	7,000
Student Recruitment / Marketing		7,800	2,200	-	-	-	10,000
School Meals / Lunch		5,070	1,430	-	-	-	6,500
Travel (Staff)		995	280	-	-	225	1,500
Fundraising		-	-	-	-	-	-
Other		5,967	1,683	-	-	6,850	14,500
TOTAL SCHOOL OPERATIONS		253,788	101,037	25,616	-	51,675	432,116

CAREGIVER COORDINATOR. FTE= 6

SUBSTITUTES SERVICES, CIRRICULUM, ASSESSMENT & NO NONSENSE NURTUR

BROOME STREET ACADEMY CHARTER HIGH SCHOOL

PROJECTED BUDGET FOR 2014-2015

PROJECTED BUDGET FOR 2014-2015							Assumptions
July 1, 2014 to June 30, 2015							DESCRIPTION OF ASSUMPTIONS - Please note assumptions when applicable
Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 155. This will populate the data in row 10.							
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
Total Revenue	3,814,794	1,255,627	236,127	-	887,991	6,194,539	
Total Expenses	3,600,976	1,255,627	236,127	-	887,991	5,980,721	
Net Income	213,818	-	-	-	-	213,818	
Actual Student Enrollment	330	105					
Total Paid Student Enrollment	-	-					
	PROGRAM SERVICES			SUPPORT SERVICES			
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
FACILITY OPERATION & MAINTENANCE							
Insurance	19,784	6,951	-	-	5,100	31,835	
Janitorial	-	-	-	-	-	-	
Building and Land Rent / Lease	273,490	77,162	-	-	66,890	417,542	
Repairs & Maintenance	13,100	3,696	-	-	3,204	20,000	
Equipment / Furniture	-	-	-	-	-	-	
Security	46,332	13,068	-	-	-	59,400	
Utilities	26,200	7,392	-	-	6,408	40,000	
TOTAL FACILITY OPERATION & MAINTENANCE	378,906	108,269	-	-	81,602	568,777	
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-	
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	-	-	-	25,000	25,000	
TOTAL EXPENSES	3,600,976	1,255,627	236,127	-	887,991	5,980,721	
NET INCOME	213,818	-	-	-	-	213,818	
ENROLLMENT - *School Districts Are Linked To Above Entries*	REGULAR EDUCATION	SPECIAL EDUCATION	TOTAL ENROLLED				
District of Location	330	105	435				
School District 2 (Enter Name)			-				
School District 3 (Enter Name)			-				
School District 4 (Enter Name)			-				
School District 5 (Enter Name)			-				
TOTAL ENROLLMENT	330	105	435				
REVENUE PER PUPIL	11,560	11,958	543				
EXPENSES PER PUPIL	10,912	11,958	543				

Broome Street Academy Charter High School

Financial Report
June 30, 2014

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Independent Auditor's Report

To the Board of Trustees
Broome Street Academy Charter High School
New York, New York

Report on the Financial Statements

We have audited the accompanying financial statements of Broome Street Academy Charter High School (BSA), which comprise the statements of financial position as of June 30, 2014 and 2013, the related statements of activities, functional expenses, and cash flows for the years 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.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audits. We conducted our audits 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 entity'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 entity'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 Broome Street Academy Charter High School as of June 30, 2014 and 2013, and the changes in its net assets and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our reports dated October 20, 2014 and October 31, 2013 on our consideration of BSA'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 these reports 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. These reports are an integral part of an audit performed in accordance with *Government Auditing Standards* in considering BSA's internal control over financial reporting and compliance.

McGladrey LLP

New York, New York
October 20, 2014

Broome Street Academy Charter High School

**Statements of Financial Position
June 30, 2014 and 2013**

Assets	2014	2013
Cash	\$ 844,217	\$ 976,652
Restricted Cash	75,166	50,099
Grants, Contracts and Other Receivables	86,940	235,833
Prepaid Expenses and Other Assets	25,638	51,247
Property and Equipment, Net	<u>839,658</u>	<u>709,378</u>
Total assets	<u>\$ 1,871,619</u>	<u>\$ 2,023,209</u>
Liabilities and Net Assets		
Liabilities		
Refundable advances	\$ 246	\$ 12,387
Accounts payable and accrued expenses	422,986	288,930
Deferred rent obligation	93,765	115,648
Other	7,630	-
Total liabilities	<u>524,627</u>	<u>416,965</u>
Commitments and Contingency		
Net Assets		
Unrestricted:		
Reserve - contingency	75,166	50,000
Undesignated for general use	360,060	498,700
Net investment in fixed assets	<u>839,658</u>	<u>709,378</u>
Total unrestricted	1,274,884	1,258,078
Temporarily restricted	<u>72,108</u>	<u>348,166</u>
Total net assets	<u>1,346,992</u>	<u>1,606,244</u>
Total liabilities and net assets	<u>\$ 1,871,619</u>	<u>\$ 2,023,209</u>

See Notes to Financial Statements.

Broome Street Academy Charter High School

**Statements of Activities
Years Ended June 30, 2014 and 2013**

	2014			2013		
	Unrestricted	Temporarily Restricted	Total	Unrestricted	Temporarily Restricted	Total
Operating Revenue						
State and local per pupil operating revenue	\$ 4,318,964	\$ -	\$ 4,318,964	\$ 3,526,942	\$ -	\$ 3,526,942
Government grants and contracts	263,809	-	263,809	537,753	-	537,753
Total operating revenue	4,582,773	-	4,582,773	4,064,695	-	4,064,695
Operating Expenses						
Program services:						
Regular education	3,204,285	-	3,204,285	2,509,805	-	2,509,805
Special education	1,094,728	-	1,094,728	807,732	-	807,732
Total program services	4,299,013	-	4,299,013	3,317,537	-	3,317,537
Management and general	799,207	-	799,207	595,393	-	595,393
Total operating expenses	5,098,220	-	5,098,220	3,912,930	-	3,912,930
Net (deficit) revenue from school operations	(515,447)	-	(515,447)	151,765	-	151,765
Public Support and Other Revenue (Expenses)						
Public support:						
Contributions	242,510	-	242,510	357,672	-	357,672
Foundation and corporate support	164,264	11,250	175,514	72,834	348,166	421,000
Total public support	406,774	11,250	418,024	430,506	348,166	778,672
Interest Income	182	-	182	227	-	227
Miscellaneous Income	1,686	-	1,686	3,684	-	3,684
Fund-Raising Expenses	(163,697)	-	(163,697)	(167,015)	-	(167,015)
Net Assets Released From Restrictions	287,308	(287,308)	-	19,934	(19,934)	-
Total public support and other revenue (expenses)	532,253	(276,058)	256,195	287,336	328,232	615,568
Change in net assets	16,806	(276,058)	(259,252)	439,101	328,232	767,333
Net Assets						
Beginning	1,258,078	348,166	1,606,244	818,977	19,934	838,911
Ending	\$ 1,274,884	\$ 72,108	\$ 1,346,992	\$ 1,258,078	\$ 348,166	\$ 1,606,244

See Notes to Financial Statements.

Broome Street Academy Charter High School

Statements of Functional Expenses
Years Ended June 30, 2014 and 2013

	2014				2013									
	Program Services		Supporting Services		Program Services		Supporting Services							
	Regular Education	Special Education	Total	Management and General	Fund-Raising	Regular Education	Special Education	Total	Management and General	Fund-Raising	Total			
Salaries and Employee Benefits	\$ 2,016,862	\$ 678,946	\$ 2,695,798	\$ 304,315	\$ 75,853	\$ 380,168	\$ 3,075,966	\$ 1,490,878	\$ 453,728	\$ 1,944,606	\$ 289,337	\$ 83,699	\$ 383,036	\$ 2,327,642
Payroll Taxes														
Professional and Administrative Fees	447,606	156,603	603,209	66,063	49,963	86,026	689,236	282,387	87,543	369,930	46,923	17,422	64,345	434,275
Audit Fees	56,591	31,816	88,507	213,390	60,322	273,712	362,219	175,565	62,533	238,118	100,725	62,128	162,853	400,971
Advertising and Recruitment	14,646	6,800	20,446	7,374	1,511	8,885	29,330	14,500	5,800	20,300	7,169	1,511	8,700	29,000
Equipment and Software Maintenance	8,659	3,094	11,753	870	-	870	12,623	4,003	3,316	7,319	19,239	-	19,239	26,558
Equipment Purchases	22,937	7,356	30,293	2,950	77	3,027	33,320	26,933	6,173	33,106	1,683	-	1,683	34,789
Insurance	13,149	4,851	18,000	6,525	-	6,525	24,525	14,493	-	14,493	-	-	-	14,493
Membership Dues	18,241	7,160	25,401	3,924	-	3,924	29,325	19,101	7,640	26,741	5,093	-	5,093	31,834
Occupancy Costs	959	338	1,297	192	8	200	1,497	956	385	1,321	118	75	193	1,514
Office, Instructional Supplies and Materials	266,643	89,762	346,405	66,104	-	66,104	412,509	141,545	54,702	196,247	73,798	-	73,798	270,045
Postage, Printing and Copying	64,282	19,166	83,448	49,922	3,300	53,222	136,670	180,658	64,771	245,429	1,451	1,115	2,566	247,995
Staff Development	3,464	1,261	4,725	811	843	1,654	6,379	1,900	682	2,582	3,934	10	3,944	6,526
Student Meals	17,348	2,954	20,302	6,643	800	7,523	27,826	6,617	1,000	7,617	3,640	-	3,640	11,257
Telephone	1,833	811	2,644	-	-	2,644	2,644	846	431	1,277	-	-	-	1,277
Travel	4,120	1,438	5,658	1,061	-	1,061	6,619	2,336	1,097	3,433	2,128	-	2,129	5,562
Youth Events	55	19	74	41	42	83	157	635	-	635	-	5	5	640
Miscellaneous Expenses	14,994	5,324	20,318	-	-	20,318	20,318	26,325	11,782	38,107	-	-	-	38,107
Depreciation and Amortization	3	-	3	11,014	723	11,737	11,740	12,113	4,545	16,658	1,857	875	2,732	19,390
	241,804	79,029	320,833	58,008	175	58,183	379,016	107,994	41,624	148,618	28,277	175	28,452	178,070
Total expenses	\$ 3,204,286	\$ 1,094,728	\$ 4,299,013	\$ 799,207	\$ 163,697	\$ 962,904	\$ 5,261,917	\$ 2,509,805	\$ 807,732	\$ 3,317,537	\$ 585,393	\$ 167,015	\$ 762,408	\$ 4,079,945

See Notes to Financial Statements.

Broome Street Academy Charter High School

**Statements of Cash Flows
Years Ended June 30, 2014 and 2013**

	2014	2013
Cash Flows From Operating Activities		
Change in net assets	\$ (259,252)	\$ 767,333
Adjustments to reconcile change in net assets to net cash provided by operating activities:		
Depreciation and amortization	379,016	178,070
Amortization of deferred rent obligation	(21,883)	19,648
Net gain on sale of property and equipment	(1,158)	-
Changes in operating assets and liabilities:		
Increase in restricted cash	(25,067)	(25,054)
Decrease (increase) in grants, contracts and other receivables	148,893	(29,462)
Decrease (increase) in prepaid expenses and other assets	25,609	(25,564)
(Decrease) increase in refundable advances	(12,141)	3,947
Increase in accounts payable and accrued expenses	134,056	112,444
Increase in other liabilities	7,630	-
Net cash provided by operating activities	375,703	1,001,362
Cash Flows From Investing Activities		
Acquisition of property and equipment	(509,563)	(499,229)
Proceeds from sale of property and equipment	1,425	-
Net cash (used in) investing activities	(508,138)	(499,229)
Net change in cash	(132,435)	502,133
Cash		
Beginning	976,652	474,519
Ending	\$ 844,217	\$ 976,652

See Notes to Financial Statements.

Broome Street Academy Charter High School

Notes to Financial Statements

Note 1. Organization and Principal Business Activity

Broome Street Academy Charter High School (BSA) is a New York State, not-for-profit educational corporation operating as a charter school in Manhattan, New York. On October 19, 2010, the Board of Regents of the University of the State of New York granted BSA a provisional charter valid for a term of five years and renewable upon expiration. BSA's charter states that it will provide instruction to students in the ninth through twelfth grades for a period of five years.

BSA will prepare our young people for post-secondary success that leads to positive life outcomes. We value student strengths and will provide multiple pathways to success through a curriculum of rigorous academic, career and social instruction grounded in the principles of positive youth development. BSA is a tuition-free public charter high school devoted to providing students the necessary skills and support to graduate, while preparing them for a successful future beyond high school. BSA's admissions policy gives preference to students who are homeless, in foster care, or from low performing middle schools.

BSA opened in the fall of 2011 with a freshman class. BSA has added one grade-level since then, and will hit its full capacity of ninth through twelfth grades in the 2014-2015 school year. The BSA model merges academic, social, and emotional services to prepare students to graduate with a New York State Regents diploma, providing opportunities for a successful future. Additionally, BSA is partnered with, and housed within, The Door - A Center of Alternatives, Inc. (The Door), a not-for-profit organization under Section 501(c)(3) of the Internal Revenue Code founded in 1972 to provide a full range of integrated services a leading youth development agency that offers a full range of supportive programming in the areas of health, mental health, career and workforce development, legal services, supportive housing, and arts and recreation. Through the support found at BSA and The Door, New York City's most at-risk students will realize their greatest potential.

Note 2. Summary of Significant Accounting Policies

Basis of financial statement presentation: The financial statements of BSA have been prepared on the accrual basis of accounting in conformity with accounting principles generally accepted in the United States of America. Net assets are classified and presented as unrestricted, temporarily restricted and permanently restricted based on the designation of donors. BSA had no permanently restricted net assets at June 30, 2014 and 2013.

State and local per pupil operating revenue: Revenue from the state and local governments resulting from BSA's charter status and based on the number of students enrolled is recorded when services are performed in accordance with the charter agreement.

Grants and refundable advances: BSA records cash received on certain government grants and contracts as refundable advances until related services are performed or qualifying expenditures are incurred, at which time it is recognized as revenue.

Contributions: Contributed assets are reported at fair value when BSA obtains possession or an unconditional promise to give. BSA reports gifts of cash and other assets as restricted support if they are received with donor stipulations that limit the use of the donated assets. When a donor restriction expires, that is, when a stipulated time restriction ends or purpose restriction is accomplished, temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statements of activities as net assets released from restrictions. Donor-restricted contributions whose restrictions are met in the same reporting period are reported as unrestricted contributions. Conditional contributions are recognized as revenue when the conditions on which they depend have been substantially met.

Broome Street Academy Charter High School

Notes to Financial Statements

Note 2. Summary of Significant Accounting Policies (Continued)

Contributions (Continued): Contributed supplies and materials for use in BSA's programs or distribution to students are recognized as revenue and expenses in the accompanying financial statements.

Contributed services are reported as contributions at their fair value if such services create or enhance nonfinancial assets or would have been purchased if not provided by donation, require specialized skills and are provided by individuals possessing such specialized skills

A number of volunteers have made a contribution of their time to BSA to develop its academic and other programs and to serve on the board of trustees. The value of this contributed time is not reflected in these financial statements as such services do not meet the criteria for recognition under accounting principles generally accepted in the United States of America.

Food services: The New York City Department of Education provides free lunches to a majority of BSA's students. Such costs are not included in these financial statements. BSA covers the cost of lunches for children not entitled to the free lunches.

Cash and concentration of credit risk: BSA's cash in bank accounts are maintained with one financial institution, and balances at times may exceed federally insured limits. BSA has not experienced any losses in such accounts.

Property and equipment and related depreciation and amortization: Property and equipment is recorded at cost. Additions and improvements in excess of \$5,000 with an estimated useful life of more than one year are capitalized. Depreciation is computed using the straight-line method over the estimated useful lives of the assets. Amortization of leasehold improvements is provided on the straight-line method over the remaining term of the lease.

Accounting 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 assets and liabilities at the date of the financial statements and the reported amounts of revenue and expenses during the reporting period. Actual results could differ from these estimates.

Income taxes: BSA is exempt from federal income taxes under Section 501(c)(3) of the Internal Revenue Code (the Code). As a nonprofit organization, BSA is subject to unrelated business income tax (UBIT), if applicable. For the tax years ended June 30, 2014 and 2013, BSA did not owe any UBIT. Management evaluated BSA's tax positions and concluded that BSA had taken no uncertain tax positions that require recognition or disclosure to these financial statements. With a few exceptions, BSA is no longer subject to income tax examinations by U.S. federal, state or local tax authorities for years before 2011.

Reclassifications: Certain 2013 amounts have been reclassified to conform with the 2014 financial statement presentation. The reclassification had no effect on 2013 reported assets, liabilities, net assets and changes in net assets.

Broome Street Academy Charter High School

Notes to Financial Statements

Note 2. Summary of Significant Accounting Policies (Continued)

Recently issued accounting pronouncements: In October 2012, the Financial Accounting Standards Board (the FASB) issued Accounting Standards Update (ASU) 2012-04, *Technical Corrections and Improvements*. The amendments in this update cover a wide range of topics including technical corrections and improvements to the Accounting Standards Codification and conforming amendments related to fair value measurements. The amendments in this update will generally be effective for fiscal periods beginning after December 15, 2013 for nonpublic entities, except for amendments in this update where there was no transition guidance and which were immediately effective upon issuance. The impact of adopting ASU 2012-04 on BSA's financial statements for subsequent periods has not yet been determined.

In April 2013, the FASB issued ASU 2013-06, *Services Received from Personnel of an Affiliate*. The amendments in this update require a recipient not-for-profit entity to recognize all services received from personnel of an affiliate that directly benefit the recipient not-for-profit entity. The amendments in this update will generally be effective for fiscal periods beginning after June 15, 2014. The impact of adopting ASU 2013-06 on BSA's financial statements for subsequent periods has not yet been determined.

Note 3. Restricted Cash

BSA maintains an escrow account, pursuant to its charter agreement, to pay off expenses in the event of its dissolution.

Note 4. Grants, Contracts and Other Receivables

Grants, contracts and other receivables are due in full within one year. Management has evaluated these receivables and concluded that all of these receivables will be collected in full and no allowance for uncollectible account is necessary.

Note 5. Property and Equipment, Net

Property and equipment, at cost, consists of the following as of June 30:

	2014	2013	Estimated Useful Life
Furniture and equipment	\$ 224,259	\$ 97,961	3 - 5 years
Computer equipment	302,274	302,274	3 - 5 years
Leasehold improvements	920,627	546,848	Term of lease
	<u>1,447,160</u>	<u>947,083</u>	
Less accumulated depreciation and amortization	<u>(607,502)</u>	<u>(237,705)</u>	
	<u>\$ 839,658</u>	<u>\$ 709,378</u>	

Broome Street Academy Charter High School

Notes to Financial Statements

Note 6. Pension Plan

BSA sponsors a 403(b) thrift plan. All employees are immediately eligible to begin making voluntary salary reduction contributions. Additionally, BSA has both an employer base contribution and an employer matching contribution in the plan.

For the base employer contribution, employees must be at least age 21 and have two years of service to be eligible to start receiving the 3% employer base contribution. Participants will receive this base contribution regardless of whether they are contributing to the 403(b) plan or not. The employer base contribution is 100% immediately vested because the eligibility is two years.

For the employer match, the participant must be at least age 21 and have two years of service with BSA to be eligible to start receiving the employer match. After two years with BSA, if a participant is voluntarily contributing 1% salary reduction into the 403(b), BSA will then begin to match that and put in an employer matching contribution equivalent to 3%. With the employer match, the vesting is also 100% immediate because the eligibility is two years.

During the years ended June 30, 2014 and 2013, BSA contributed \$41,488 and \$7,597, respectively, to the plan.

Note 7. Related Party Transactions

The Door is the sole member of BSA and three members of the board of The Door are also members of the 13-member board of BSA.

During the years ended June 30, 2014 and 2013, BSA paid The Door \$260,000 and \$213,000, respectively, under an approved services agreement, to provide administrative support and fund-raising services, human resources services, fiscal management and information technology. Such amounts are included as professional and administrative fees in the statements of functional expenses. Service agreements between BSA and The Door are reviewed and approved annually by BSA's board of trustees.

BSA has a five-year operating lease agreement, commencing on July 1, 2011, with The Door for classrooms and office space at 121 Avenue of the Americas, New York, NY 10013. This agreement was amended in June 2013 and in August 2013. Rent paid to The Door under this lease agreement amounted to \$379,588 and \$210,590 for the years ended June 30, 2014 and 2013, respectively. Such amounts are included as occupancy costs in the statements of functional expenses. Aggregate minimum rent payable on this agreement, as amended, is \$275,000 for each of the fiscal years ending June 30, 2015 and 2016.

During the year ended June 30, 2014, BSA received a grant of \$100,000 from The Door for facility-related costs. The amount is included as foundation and corporate support in the 2014 statement of activities.

Note 8. Temporarily Restricted Net Assets

Temporarily restricted net assets at June 30, 2014 and 2013 consist of contributions restricted for certain school programs in fiscal years 2015 and 2014, respectively.

Broome Street Academy Charter High School

Notes to Financial Statements

Note 9. Contingency

Certain grants and contracts may be subject to audit by the funders. Such audits may result in disallowances of costs submitted for reimbursement by BSA. Management does not anticipate that any cost disallowances will have a material effect on the accompanying financial statements. Accordingly, no amounts have been provided in the accompanying financial statements for such potential claims.

Note 10. Subsequent Events

BSA evaluates events occurring after the date of the financial statements to consider whether or not the impact of such events needs to be reflected and/or disclosed in the financial statements. Such evaluation is performed through the date the financial statements are available for issuance, which was October 20, 2014 for these financial statements.



**Independent Auditor's 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
Broome Street Academy Charter High School
New York, New York

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 Broome Street Academy Charter High School (BSA), 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, and have issued our report thereon dated October 20, 2014.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered BSA'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 BSA's internal control. Accordingly, we do not express an opinion on the effectiveness of BSA'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 BSA'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*.

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 entity'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 entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

McGladrey LLP

New York, New York
October 20, 2014

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

School Name:	Broome Street Academy Charter High School
Date (Report is due Nov. 1):	November 1, 2014
School Fiscal Contact Name:	Irma Gonzalez
School Fiscal Contact Email:	[REDACTED]
School Fiscal Contact Phone:	[REDACTED]
School Audit Firm Name:	McGladrey LLP
School Audit Contact Name:	Maria Junia Perez
School Audit Contact Email:	MariaJunia.Perez@mcgladrey.com
School Audit Contact Phone:	212.372.1651
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	No management letter comments for this period
Management Letter Response	No management letter response for this period.
Form 990	Extension will be filed on or before November 15, 2014. The 990 will
Federal Single Audit (A-133) ¹	N/A
Corrective Action Plan	None for this period

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 Cir

Broome Street Academy Charter High School
Statement of Financial Position
as of June 30

<u>ASSETS</u>	<u>#NAME?</u>	<u>#NAME?</u>	<u>FIC</u>
<u>CURRENT ASSETS</u>			
Cash and cash equivalents	\$919,383	\$1,026,751	
Grants and contracts receivable	86,940	235,833	
Accounts receivables	-	-	
Prepaid expenses	25,638	51,247	
Contributions and other receivables	-	-	
TOTAL CURRENT ASSETS	1,031,961	1,313,831	
 <u>PROPERTY, BUILDING AND EQUIPMENT, net</u>	 <u>839,658</u>	 <u>709,378</u>	
 <u>OTHER ASSETS</u>	 <u>-</u>	 <u>-</u>	
TOTAL ASSETS	<u>1,871,619</u>	<u>2,023,209</u>	
 <u>LIABILITIES AND NET ASSETS</u>			
<u>CURRENT LIABILITIES</u>			
Accounts payable and accrued expenses	\$104,247	\$21,007	
Accrued payroll and benefits	318,739	267,923	
Deferred Revenue	-	-	
Current maturities of long-term debt	-	-	
Short Term Debt - Bonds, Notes Payable	-	-	
Other	<u>101,641</u>	<u>128,035</u>	
TOTAL CURRENT LIABILITIES	524,627	416,965	
 <u>LONG-TERM DEBT and NOTES PAYABLE, net current maturities</u>	 <u>-</u>	 <u>-</u>	
TOTAL LIABILITIES	<u>524,627</u>	<u>416,965</u>	
 <u>NET ASSETS</u>			
Unrestricted	1,274,884	1,258,078	
Temporarily restricted	<u>72,108</u>	<u>348,166</u>	
TOTAL NET ASSETS	<u>1,346,992</u>	<u>1,606,244</u>	
TOTAL LIABILITIES AND NET ASSETS	<u>1,871,619</u>	<u>2,023,209</u>	

Broome Street Academy Charter High School
Statement of Activities
as of June 30

	#NAME?		#NAME?		FIC 1y nu
	Unrestricted	Temporarily Restricted	Total	Total	
REVENUE, GAINS AND OTHER SUPPORT					
Public School District					
Resident Student Enrollment	\$3,370,356	\$-	\$3,370,356	\$2,576,528	
Students with disabilities	948,609	-	948,609	898,238	
Grants and Contracts					
State and local	52,667	-	52,667	100,000	
Federal - Title and IDEA	111,141	-	111,141	121,834	
Federal - Other	100,000	-	100,000	368,095	
Other	-	-	-	-	
Food Service/Child Nutrition Program	-	-	-	-	
TOTAL REVENUE, GAINS AND OTHER SUPPORT	4,582,773	-	4,582,773	4,064,695	
EXPENSES					
Program Services					
Regular Education	\$3,204,285	\$-	\$3,204,285	\$2,509,805	
Special Education	1,094,728	-	1,094,728	807,732	
Other Programs	-	-	-	-	
Total Program Services	4,299,013	-	4,299,013	3,317,537	
Management and general	799,207	-	799,207	595,393	
Fundraising	163,697	-	163,697	167,015	
TOTAL OPERATING EXPENSES	5,261,917	-	5,261,917	4,079,945	
SURPLUS / (DEFICIT) FROM SCHOOL OPERATIONS	(679,144)	-	(679,144)	(15,250)	
SUPPORT AND OTHER REVENUE					
Contributions					
Foundations	\$59,264	\$11,250	\$70,514	\$421,000	
Individuals	242,510	-	242,510	357,672	
Corporations	105,000	-	105,000	-	
Fundraising	-	-	-	-	
Interest income	182	-	182	227	
Miscellaneous income	1,686	-	1,686	3,684	
Net assets released from restriction	287,308	(287,308)	-	-	
TOTAL SUPPORT AND OTHER REVENUE	695,950	(276,058)	419,892	782,583	
CHANGE IN NET ASSETS	16,806	(276,058)	(259,252)	767,333	
NET ASSETS BEGINNING OF YEAR	1,258,078	348,166	1,606,244	838,911	
PRIOR YEAR/PERIOD ADJUSTMENTS	-	-	-	-	
NET ASSETS END OF YEAR	<u>\$1,274,884</u>	<u>\$72,108</u>	<u>\$1,346,992</u>	<u>\$1,606,244</u>	

**Broome Street Academy Charter High School
Statement of Cash Flows**

as of June 30

	<u>#NAME?</u>	<u>#NAME?</u>	<u>FC</u>
			<small>*Please briefly explain any nu</small>
CASH FLOWS - OPERATING ACTIVITIES			
Increase (decrease) in net assets	\$(259,252)	\$767,333	
Revenues from School Districts	-	-	
Accounts Receivable	(12,141)	3,947	
Due from School Districts	-	-	
Depreciation	379,016	178,070	
Grants Receivable	148,893	(29,462)	
Due from NYS	-	-	
Grant revenues	-	-	
Prepaid Expenses	25,609	(25,564)	
Accounts Payable	134,056	112,444	
Accrued Expenses	-	-	
Accrued Liabilities	-	-	
Contributions and fund-raising activities	-	-	
Miscellaneous sources	7,630	-	
Deferred Revenue	(21,883)	19,648	
Interest payments	-	-	
Net gain on sale of property and equipment	(1,158)	-	
Increase in restricted cash	(25,067)	(25,054)	
NET CASH PROVIDED FROM OPERATING ACTIVITIES	<u>\$375,703</u>	<u>\$1,001,362</u>	
CASH FLOWS - INVESTING ACTIVITIES	\$	\$	
Purchase of equipment	(509,563)	(499,229)	
Other	1,425	-	
NET CASH PROVIDED FROM INVESTING ACTIVITIES	<u>\$(508,138)</u>	<u>\$(499,229)</u>	
CASH FLOWS - FINANCING ACTIVITIES	\$	\$	
Principal payments on long-term debt	-	-	
Other	-	-	
NET CASH PROVIDED FROM FINANCING ACTIVITIES	<u>\$-</u>	<u>\$-</u>	
NET (DECREASE) INCREASE IN CASH AND CASH EQUIVALENTS	<u>\$(132,435)</u>	<u>\$502,133</u>	
Cash at beginning of year	976,652	474,519	
CASH AND CASH EQUIVALENTS AT END OF YEAR	<u><u>\$844,217</u></u>	<u><u>\$976,652</u></u>	

Broome Street Academy Charter High School
Statement of Functional Expenses
as of June 30

		#NAME?							#NAME?	
		Program Services				Supporting Services				
	No. of Positions	Regular Education	Special Education	Other Education	Total	Fund-raising	Management and General	Total	Total	
		\$	\$	\$	\$	\$	\$	\$	\$	\$
Personnel Services Costs										
Administrative Staff Personnel	15.00	472,283	164,112	-	636,395	75,853	303,348	379,201	1,015,596	603,119
Instructional Personnel	33.00	1,367,596	450,468	-	1,818,064	-	967	967	1,819,032	1,521,913
Non-Instructional Personnel	6.00	176,973	64,366	-	241,339	-	-	-	241,339	202,610
Total Salaries and Staff	54.00	2,016,852	678,946	-	2,695,798	75,853	304,315	380,168	3,075,966	2,327,642
Fringe Benefits & Payroll Taxes		447,606	155,603	-	603,209	19,963	66,063	86,026	689,235	434,275
Retirement		-	-	-	-	-	-	-	-	-
Management Company Fees		56,691	31,816	-	88,507	60,322	213,390	273,712	362,219	400,971
Legal Service		-	-	-	-	-	-	-	-	-
Accounting / Audit Services		14,645	5,800	-	20,445	1,511	7,374	8,885	29,330	29,000
Other Purchased / Professional / Consulting Services		-	-	-	-	-	-	-	-	-
Building and Land Rent / Lease		256,643	89,762	-	346,405	-	66,104	66,104	412,509	270,045
Repairs & Maintenance		-	-	-	-	-	-	-	-	-
Insurance		18,241	7,160	-	25,401	-	3,924	3,924	29,325	31,834
Utilities		-	-	-	-	-	-	-	-	-
Supplies / Materials		64,282	19,166	-	83,448	3,300	49,922	53,222	136,670	247,995
Equipment / Furnishings		13,149	4,851	-	18,000	-	6,525	6,525	24,525	14,493
Staff Development		17,348	2,954	-	20,302	880	6,643	7,523	27,825	11,257
Marketing / Recruitment		8,659	3,094	-	11,753	-	870	870	12,623	26,558
Technology		22,937	7,356	-	30,293	77	2,950	3,027	33,320	34,789
Food Service		1,833	811	-	2,644	-	-	-	2,644	1,277
Student Services		14,994	5,324	-	20,318	-	-	-	20,318	38,107
Office Expense		3,464	1,261	-	4,725	843	811	1,654	6,379	6,526
Depreciation		241,804	79,029	-	320,833	175	58,008	58,183	379,016	178,070
OTHER		<u>5,137</u>	<u>1,795</u>	<u>-</u>	<u>6,932</u>	<u>773</u>	<u>12,308</u>	<u>13,081</u>	<u>20,013</u>	<u>27,106</u>
Total Expenses		\$3,204,285	\$1,094,728	\$-	\$4,299,013	\$163,697	\$799,207	\$962,904	\$5,261,917	\$4,079,945

Appendix E: Disclosure of Financial Interest Form

Created Thursday, July 17, 2014

Updated Monday, July 21, 2014

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310200860992 BROOME ST ACADEMY CHS

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 Thursday, July 17, 2014

Updated Friday, August 01, 2014

Page 1

310200860992 BROOME ST ACADEMY CHS

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	M. David Zurndorfer	Chair/President	Yes	Executive	9/13-9/15	Executive and Audit
2	Monica de la Torre	Vice Chair/Vice President	Yes	Development	9/13-9/15	Executive, Grievance, and Development
3	Marlene Nadel	Secretary	Yes	Finance	9/13-9/15	Executive and Program
4	Noah Leff	Treasurer	Yes	Finance	9/13-9/15	Finance, Executive, and Audit
5	Jacqueline M. Riley-Lowery	Parent Rep	Yes	Grievance	7/14-7/15	Program
6	Herbert Elish	Member	Yes	Program	8/11-9/14	Executive and Finance
7	Belle Horowitz	Member	Yes	Development	9/13-9/15	Development
8	Travis Johnson	Member	Yes	Grievance	9/12-9/14	Grievance
9	James Kagen	Member	Yes	Finance	9/13-9/15	Finance and Program
10	Gregory Kerr	Member	Yes	Development	9/12-9/14	Development
11	Helen Santiago	Member	Yes	Program	3/13-9/14	Program
12	Elaine Schott	Member	Yes	Program	12/12-9/14	Program and Development

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

0

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

1

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

15

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

12

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

12

Thank you.

Broome Street Academy does not discriminate against or limit the admission of any student on any unlawful basis, including on the basis of ethnicity, national origin, gender, disability, intellectual ability, measure of achievement or aptitude, athletic ability, race, creed gender, national origin, religion, or ancestry. The Academy's focus is to meet the needs of all students throughout New York City, especially those who may be underserved based on their financial, cultural, or educational background. The Academy's lottery provides preference for students who may be: homeless or transitionally housed, in foster care, receiving preventative services, or graduating from a low-achieving middle school. Half of the incoming seats for every new class beginning with the 2014-15 school year are reserved for youth who are homeless or transitionally housed, in foster care or receiving preventative services. The vast majority of these students are eligible for free or reduced price lunches.

Recruitment efforts include developing relationships with and visits to foster care and social service agencies across the five boroughs including the ACS Educational Forum, Beth Israel Children's Services, Catholic Guardian Services, Center for Community Alternatives, Children's Aid Society, Children's Village, Cornerstone, COFFCA (The Council of Family and Child Caring Agencies), Episcopal Services, Esperanza, Forestdale Children's Services, Graham Windham, GroundWork for Success, Harlem Children's Zone, Harlem RBI, Heartshare Human Services, Inwood House, Jewish Childcare Association, Legal Aid Society, Martin De Porres Group Home, New Alternatives for Children, New York City Housing Authority, NY District Attorney's Office, NY Foundling, Phipps NY, Restart Academies of New York, Safe Space, University Settlement; as well as visits to low-achieving middle schools that have a high percentage of English Language Learners and students with disabilities. The paper application for admission to The Academy is available in English, Spanish, and Chinese in addition to the online application offered in six languages, including Arabic and Mandarin. The Academy works to recruit students whose primary language might not be English through advertisements in the Spanish newspaper El Diario and other sources.

Nearly 30% of our current student population has an Individualized Education Plan (IEP), allowing the school to utilize team-teaching practices to meet student needs and hold regularly scheduled meetings with students, caregivers, and social workers to review the content of each IEP for the student's benefit. The Academy has a comprehensive and robust student support team with three full time social workers, one guidance counselor and one transition counselor available for our students. Broome Street Academy works closely with the Committee on Special Education to ensure our student needs are being met in all aspects of their education. Partnership with The Door also allows Broome Street Academy students to have access to both in-school and after-school counseling services in addition to healthcare, academic support including tutoring, SAT prep and college and transition planning, legal support, and dinner every school night.

Appendix I: Teacher and Administrator Attrition

Created Friday, July 18, 2014

Updated Monday, July 28, 2014

Page 1

Charter School Name: 310200860992 BROOME ST ACADEMY CHS

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
13	15	9

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
17	7	7

Thank you

Required Form: 2014-15 Appendix E - Trustee Disclosure of Financial Interest Form

Created Tuesday, September 29, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export//s/Regents-Appendix-E-BOT-Form/55af618679e8804490>

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

	First Name	Last Name
Trustee Name	M. David	Zurndorfer

2. *Your Home Address:

2. *Your Home Address: Street Address	[REDACTED]
2. *Your Home Address: City/State	[REDACTED]
2. *Your Home Address: Zip	[REDACTED]

3. *Your Business Address

3. *Your Business Address Street Address	[REDACTED]
3. *Your Business Address City/State	[REDACTED]
3. *Your Business Address Zip	[REDACTED]

4. *Daytime Phone Number:

[REDACTED]

5. *E-mail Address:

[REDACTED]

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

No, I am not.

7. Select the name of the education corporation that operates a single charter school.

BROOME STREET ACADEMY CHS (SUNY TRUSTEES) 310200860992

8. Select all positions you have held on the Board:

(check all that apply)

-
- Chair/President
-

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

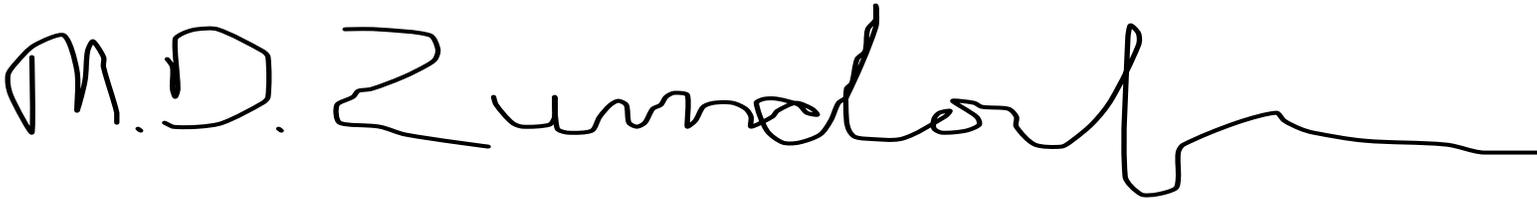
11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

12. Are you a member, director, officer or employee of an organization formally partnered with a 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

A handwritten signature in black ink. The first part consists of the initials 'M.D.' followed by a period. The second part is a cursive name that appears to be 'Zundor', followed by a long horizontal flourish that extends to the right edge of the page.

Thank you.

Required Form: 2014-15 Appendix E - Trustee Disclosure of Financial Interest Form

Created Monday, October 05, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export//s/Regents-Appendix-E-BOT-Form/68ed5db2a1f736d238>

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

	First Name	Last Name
Trustee Name	Helen	Santiago

2. *Your Home Address:

2. *Your Home Address: Street Address	[REDACTED]
2. *Your Home Address: City/State	[REDACTED]
2. *Your Home Address: Zip	[REDACTED]

3. *Your Business Address

3. *Your Business Address Street Address	[REDACTED]
3. *Your Business Address City/State	[REDACTED]
3. *Your Business Address Zip	[REDACTED]

4. *Daytime Phone Number:

[REDACTED]

5. *E-mail Address:

[REDACTED]

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

No, I am not.

7. Select the name of the education corporation that operates a single charter school.

BROOME STREET ACADEMY CHS (SUNY TRUSTEES) 310200860992

8. Select all positions you have held on the Board:

(check all that apply)

-
- Other, please specify...: Program 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

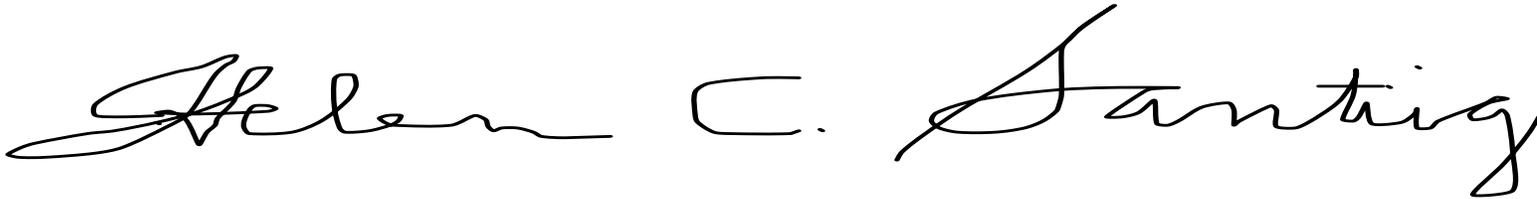
11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

12. Are you a member, director, officer or employee of an organization formally partnered with a 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

A handwritten signature in black ink that reads "Helen C. Santiago". The signature is written in a cursive style with a large, stylized initial 'H' and a distinct 'C.' before the last name.

Thank you.

Required Form: 2014-15 Appendix E - Trustee Disclosure of Financial Interest Form

Created Friday, October 16, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export//s/Regents-Appendix-E-BOT-Form/fafefc72ac5cadc859c>

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

	First Name	Last Name
Trustee Name	Elaine	Schott

2. *Your Home Address:

2. *Your Home Address: Street Address	[REDACTED]
2. *Your Home Address: City/State	[REDACTED]
2. *Your Home Address: Zip	[REDACTED]

3. *Your Business Address

3. *Your Business Address Street Address	[REDACTED]
3. *Your Business Address City/State	[REDACTED]
3. *Your Business Address Zip	[REDACTED]

4. *Daytime Phone Number:

[REDACTED]

5. *E-mail Address:

[REDACTED]

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

No, I am not.

7. Select the name of the education corporation that operates a single charter school.

BROOME STREET ACADEMY CHS (SUNY TRUSTEES) 310200860992

8. Select all positions you have held on the Board:

(check all that apply)

-
- Other, please specify...: Committee Member
-

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

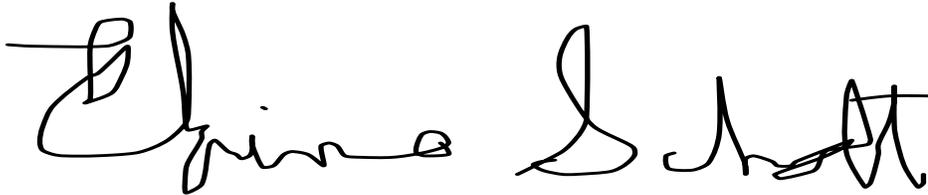
11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

12. Are you a member, director, officer or employee of an organization formally partnered with a 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

A handwritten signature in black ink that reads "Elaine Schmitt". The signature is written in a cursive style with a large initial 'E' and 'S'.

Thank you.

Required Form: 2014-15 Appendix E - Trustee Disclosure of Financial Interest Form

Created Wednesday, October 21, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export//s/Regents-Appendix-E-BOT-Form/975bfdc3ce3ec971db>

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

	First Name	Last Name
Trustee Name	James	Kagen

2. *Your Home Address:

2. *Your Home Address: Street Address	[REDACTED]
2. *Your Home Address: City/State	[REDACTED]
2. *Your Home Address: Zip	[REDACTED]

3. *Your Business Address

3. *Your Business Address Street Address	[REDACTED]
3. *Your Business Address City/State	[REDACTED]
3. *Your Business Address Zip	[REDACTED]

4. *Daytime Phone Number:

[REDACTED]

5. *E-mail Address:

[REDACTED]

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

No, I am not.

7. Select the name of the education corporation that operates a single charter school.

BROOME STREET ACADEMY CHS (SUNY TRUSTEES) 310200860992

8. Select all positions you have held on the Board:

(check all that apply)

-
- Other, please specify...: Member
-

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

11. 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

12. Are you a member, director, officer or employee of an organization formally partnered with a 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

A handwritten signature in black ink, appearing to read "James H. [unclear]". The signature is written in a cursive style with a large initial 'J' and a long horizontal stroke at the end.

Thank you.