



**Broome Street Academy
Charter High School**

**2011-12 ACCOUNTABILITY PLAN
PROGRESS REPORT**

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By The Board of Trustees

121 Avenue of the Americas

New York, NY 10013

Jeremy Kaplan, Principal

(212) 453-0295

Jeremy@broomestreetacademy.org

Jeremy L. Kaplan, Founding Principal, prepared this 2011-12 Accountability Progress Report on behalf of the school's board of trustees:

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Jeremy L. Kaplan has served as the Principal since November, 2010.

INTRODUCTION

Broome Street Academy Charter High School (BSA) opened its doors in August of 2011 with a first year enrollment of 124 students. Today, the school is in its second year with a total of 210 students, and will continue to add a grade level in 2013 and 2014 until it hits four enrolled grades and a chartered student body of 325. BSA's mission is to prepare New York City's most vulnerable young people to graduate with Regents diplomas through a rigorous curriculum that is grounded in the principles of positive youth development. Specifically, 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. Of the current student body, which includes those admitted in the first and second years of operation, 35% of students have a history of involvement in the child welfare system, 8% of students are homeless or transitionally housed, and 90% of students come from under-performing middle schools. In addition, in 2011-2012 BSA had 46 students with Individualized Education Plans (37.1% of the student body) and had 6 students identified as English Language Learners (4.8% of the student body). In 2012-13 BSA has 67 students with Individualized Education Plans (31.9% of the student body) and 8 students identified as English Language Learners (3.8% of the student body).

In order to bring vulnerable youth up to grade level and eventually graduate with a Regents Diploma. BSA uses an intervention style program where all students receive a mixture of academic and social support, including small-group instruction and flexible grouping in the classroom; academic enrichment opportunities offered daily; extended school days; a summer school program; literacy strategies infused throughout the curriculum; a remediation program; and personal advisors.

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 available both in the classroom and on-site at The Door as teachers, advisors, and program staff collaborate to ensure each young person's needs are met.

Broome Street Academy seeks students entering ninth grade who have experienced significant educational and life vulnerabilities. During the 2011-2012 school year BSA students, in aggregate, demonstrated high levels of trauma, particularly educational trauma and they started off the school year with a tremendous amount of distrust for the school and their teachers. Likewise, teachers felt an impetus to help students "feel good" about school and feel invested in the educational process. Discipline was a major school-wide concern as many Broome Street Academy students came from previous school environments that were unstructured with low academic and behavioral expectations. Furthermore, a good number of students had been chronically truant in previous school years, over-age and under credited, gang involved, and addicted to illicit substances. All of this led to a steep learning curve for the school in terms of striking a balance among behavior management rooted in therapeutic responses, eliciting student "investment" in school, and maintaining the necessary academic rigor to yield student achievement.

Despite profound challenges in the first school year, the staff's impetus to create sustainable systems that will lead to a culture of high academic achievement was relentless. The Principal hired

experienced teachers with a track record of success in their subject areas, and 82% of teachers completing the first year returned for the school's second year. Recognizing a school must address the root causes of negative student behaviors and constantly work to heal the trauma in order for students to have success academically, BSA developed a behavior management system that always asks the question, "Then what?" Consequences at BSA are followed up with a therapeutic intervention, whether it is a student chosen "give back" to make restitution to the school community, mediation with another student, a counseling session with the school social worker, and in some cases, referral to clinical intervention from The Door's Article 38 clinic.

When faced with a severe truancy challenge, BSA deployed many strategies to engage students and catch them up when absent. These strategies included investing in an online credit recovery program, called Nova Net, allowing some students who are over age, under credited, and/or chronically truant to make up course content in a small individualized setting; intensive case management involving caregivers and external service providers, for those students who rarely showed up to school; and a "reintegration program" for students who missed many consecutive days of school. The Academy developed extensive opportunities to help students who were struggling including small group instruction and individual tutoring during and after the school day, a summer school program for students who failed their Regents exams, and an afterschool program offering a wide range of additional academic and extracurricular opportunities including afterschool homework help and tutoring, basketball, dance, theater, spoken word, and other clubs that got students excited and invested in the education process.

After the year's mid-point, BSA students experienced a culture shift. The school instituted a rules and consequence system that was not only consistent, but that was meaningful in terms of addressing the root causes of behaviors. Major behavioral violations decreased significantly in the latter part of the school year due to leadership prioritizing this aspect of school culture development. A culture of academic achievement began to build, culminating with a "Regents University," which geared students up to take at least one Regents exam and in some cases two or three Regents exams in June of 2012. The high pass rate among students who sat for Regents exams in June is a testament that in its first year, BSA laid a foundation for a culture that allows students to feel safe, accepted, and successful at school and thus creating a growing culture of learning and scholarship.

As BSA embarks on its second school year it will build on the solid foundation set in the first year. There will be an increased emphasis on a data driven cycle of observation and feedback for teachers; teacher driven professional development that focuses on research based instructional strategies and peer to peer observations; school wide professional development in the practice of "restorative justice," thus moving the culture of therapeutic behavioral interventions forward. Additionally, in 2013-2013, The Academy will continue to address its truancy problem through intensive case management, strengthening referral systems with our partner, with The Door, and an ever increasing culture of academic urgency.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2007-08	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2008-09	0	0	0	0	0	0	0	0	0	0	0	0	0	0
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
Totals	0	0	0	0	0	0	0	0	0	124	0	0	0	124

*School enrollment is based on the sum of fourth, five, and six year graduation cohorts, including those who enrolled after BEDS day.

APPENDIX A: HIGH SCHOOL GOALS AND MEASURES

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 2008 state Accountability Cohort consists of students who entered the 9th grade in the 2008-09 school year, were enrolled in the school on the state's annual enrollment-determination day (BEDS day) in the 2011-12 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 their 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 Cohorts who are in their fourth year of high school and were enrolled on BEDS Day in October and on June 30th.

Four-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
2008-09	2005-06	2005	0	0	0
2009-10	2006-07	2006	0	0	0
2010-11	2007-08	2007	1	1	1
2011-12	2008-09	2008	8	2	8
Totals			9	3	9

*Any students who dropped out and did not transfer to another degree-granting institution are still part of BSA's cohort.

Total Cohort for Graduation

Students are included in the Total Cohort for Graduation also based on the year they first enter the 9th grade. Until 2011-12, 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, 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. 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 diploma-granting program, transfer to another district or school, transfer by court order, leave the U.S. or die.

Fourth Year High School Graduation Cohorts

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)
2014-15	2011-12	2011	69	1	70
Total			69	1	70

Fifth Year High School Graduation Cohorts

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)
2014-15	2010-11	2010	28	0	28
Total			28	0	28

Sixth Year High School Graduation Cohorts

Sixth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30 th of the Cohort's Sixth Year (a)	Additional Students Still in Cohort ³ (b)	Graduation Cohort (a) + (b)
2012-13	2007-08	2007	0	1	1
2013-14	2008-09	2008	6	2	8
2014-15	2009-10	2009	16	1	17
Total			22	4	26

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

³ 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

ENGLISH LANGUAGE ARTS

(§) Goal 1: Growth Measure

Each year, the group of students in their second year in the school who have taken the NWEA Reading Exam for two years will reduce by one-half the difference between their average of the first year score and the national RIT score mean for the appropriate grade level.

Method

Broome Street Academy administered the North Western Evaluation Association’s (NWEA), Measures of Academic Progress (MAP) assessment for reading comprehension. The assessment was administered during the summer of 2011 as a class placement tool and then once again in May of 2012 as the first benchmark for growth on a nationally norm reference assessment. 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.

Results

In the spring of 2012, Broome Street Academy students took their first benchmark NWEA MAP assessment for reading comprehension. The national mean RIT score for ninth grade students is 222. The national mean RIT score for tenth grade students is 223. The average RIT benchmark score for each BSA cohort was below grade level, with students in the 2011 designated graduation cohort performing on average at the fifth grade. The second year target was set using the national tenth grade proficiency RIT score, 223. Thus, to reduce the difference between their first year average RIT score of 208.7 and the national mean score for tenth graders by half, the target for students in the designated 2011 graduation cohort is 215.9.

Table 1: First to Second Year Cohort Growth on the NWEA Reading Exam

Cohort Designation	Number in Cohort	Number of Students Tested	Average NCE			Target Achieved
			First Year Baseline	Second Year Target	Second Year Result	
2007	1	0	-	-		
2008	8	2	211.5	217.3		
2009	17	9	218.6	220.8		
2010	28	14	215.3	219.2		
2011	70	51	208.7	215.9		
Total	124	76				

MATHEMATICS

(§) Goal 2: Growth Measure

Each year, the group of students in their second year in the school who have taken the NWEA Mathematics Exam 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

Broome Street Academy administered the North Western Evaluation Association's (NWEA), Measured of Academic Progress (MAP) assessment for mathematics. The assessment was administered during the summer of 2011 as a class placement tool and then once again in May of 2012 as the first benchmark for growth on a nationally norm reference assessment. 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.

Results

In the spring of 2012, Broome Street Academy students took their first benchmark NWEA MAP assessment for mathematics. The national mean RIT score for ninth grade students is 233. The national mean RIT score for tenth grade students is 235. The average RIT benchmark score for each BSA cohort was below grade level, with students in the 2011 designated graduation cohort performing on average at the fourth grade level. The second year target was set using the national tenth grade proficiency RIT score, 235. Thus, to reduce the difference between their first year average RIT score of 207.8 and the national mean score for tenth graders, the target for students in the designated 2011 graduation cohort is 221.4.

Table 2: First to Second Year Cohort Growth on the NWEA Mathematics Exam

Cohort Designation	Number in Cohort	Number of Students Tested	Average NCE			Target Achieved
			First Year Baseline	Second Year Target	Second Year Result	
2007	1	0	-	-		
2008	8	2	211.0	223.0		
2009	17	9	218.0	226.5		
2010	28	10	220.6	227.8		
2011	70	46	207.8	221.4		
Total	124	67				

HIGH SCHOOL GRADUATION

GOAL 6: HIGH SCHOOL GRADUATION – Pending approval of accountability plan

Each year, 75 percent of students in the Total Cohort for Graduation will graduate after the completion of their fourth year in the cohort.

Each year, 85 percent of students in the high school graduation cohort will graduate after the completion of their fifth year in the cohort.

Each year, 95 percent of students in the high school graduation cohort will graduate after the completion of their sixth year in the cohort.

(§) Goal 6: Absolute Measure

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

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 to the next grade by the end of August.

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 5.5 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.
- Passing the class with a grade of 70 percent or higher.
- In 2011-2012, Students who ended the year with a grade of 65-69 had the opportunity to complete a project over the summer to make up the lost points necessary to earn a 70.
- Core academic subjects for 2011-2012 included: English Language Arts I, Math Fundamentals, Integrated Algebra, Earth Science, and United States History. The school also offered Creative Writing and Physical Education in the first school year. In 2012-2013, the core academic subjects include those listed above in addition to English Language Arts II, Geometry, Biology, and Global History. In 2012-2013 the Academy also offers Creative Writing, Physical Education, Art, and Spanish.

Broome Street Academy developed the following credit accumulation policy effective August 29, 2012: All students at Broome Street Academy are expected to graduate with a New York State Regents diploma. Thus 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. Students are awarded half credits (0.5 credits) for each class they pass each semester. New York State requires that students sit through 108 hours of instruction 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 is 70 percent.

School Wide Course Grading Policy

	Quarter 1	Quarter 2	Semester 1
Classwork	19%	19%	Semester grade is the average of grades earned for Quarter one and Quarter two.
Homework	19%	19%	
Projects	19%	19%	
Tests/quizzes	19%	19%	
Participation	19%	19%	
Midterm / final	5%	5%	

	Quarter 3	Quarter 4	Semester 2
Classwork	18%	17%	Semester grade is the average of grades earned for Quarter three and Quarter four.
Homework	18%	17%	
Projects	18%	17%	
Tests/quizzes	18%	17%	
Participation	18%	17%	
Midterm / final	10%	15%	

Classwork: Any work or assignments that are completed during the class period.

Homework: Assignments that are generally intend to be completed at home. Students will generally receive at least three homework assignments, per class, every school week.

Projects: These are large assignments that may include lab reports, essays, and multimedia assignments. They are generally completed over more than two class periods and graded on a rubric that is provided along with the project's directions.

Tests/Quizzes: These are assessments that students take in class to determine if they have mastered class material. They may include a daily "check for understanding," which is a short assessment that determines if scholars mastered daily class material.

Participation: The manner in which a scholar behaves and engages in class, interacts with teachers and other students, and shows diligent effort to master class material are all factored into the participation grade. Broome Street Academy utilizes a standard rubric to evaluate participation in each class.

Midterm/Final: 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 quarter in a controlled testing environment. In "Regents" classes, previously administered Regents exams may serve as midterm assessments and actual Regents exams may serve as the final exam.

Results

The following table shows the promotion rate of students across all cohorts at Broome Street Academy for the 2011-2012 school year. Among all students entering BSA's first year of operation there were seven designated graduation cohort years. This included one student who entered high school for the first time in 2005 and 73 students who entered high school for the first time in 2011. With the exception of the one student who entered high school in 2006, no students who entered high school earlier than 2009 were promoted. Fifteen percent of the students who entered high school in 2009 were promoted, 19 percent of students who entered high school in 2012 were

promoted, and 51 percent of the students who entered high school in 2011 were promoted. The table includes all students who were enrolled at the school on June 30, 2011.

Percent of Students Promoted by Cohort in 2011-12

Table 3: Promotion of All Students by Graduation Cohort

Graduation Cohort	Year Entered 9 th Grade Anywhere	Number in Cohort	Number Promoted	Percent Promoted	Average Attendance of Promoted Students	Average Attendance of Students Not Promoted
2012-13	2007	1	0	0%	-	29%
2013-14	2008	8	0	0%	-	36%
2014-15	2009	17	3	18%	85%	40%
2014-15	2010	28	7	25%	87%	46%
2014-15	2011	70	36	51%	93%	70%
Total		124	46	37%	92%	60%

Evaluation

The leading indicator target is 75 percent of students will pass their core academic classes and be promoted to the next grade. Broome Street Academy did not meet this measure. However, considering the student’s dramatic skill deficiencies in reading comprehension and mathematics, progress was made in setting a foundation for acceleration and student achievement in future charter term years. As indicated in Table 1, the majority of students entered Broome Street Academy averaging at the fifth grade reading level and Table 2 shows that a majority of students entered Broome Street Academy with average mathematic proficiency at the fourth grade level. Broome Street Academy classes must be rigorously aligned to the New York State standards for graduation and thus students cannot be promoted until they attain appropriate grade level mastery. In the first year, BSA focused its curriculum at providing students with the foundation of academic skills necessary for high school success while at the same time only promoting those students who demonstrated grade level mastery in their core academic subjects. Since the academy offers up to 7.5 credits of course work each academic year, and with accelerated growth in reading comprehension and basic math skills, we anticipate the gap in the promotion towards graduation target to close with each subsequent charter year. Additionally, due to some of their identified “risk factors,” many BSA students were chronically truant, limiting their likelihood of being promoted. As mentioned in the introduction to this progress report, The Academy devoted a good deal of resources to battling truancy and will continue to do so throughout the charter term. The Academy is exploring additional academic recovery options for its chronically truant students.

Additional Evidence

The tables below show promotion and attendance rates by “risk factor.” It is likely that compounding and undefined risk factors may exist for students in each of these categories, such as involvement in the criminal justice system, LGBTQ youth, pregnant or parenting youth, among others. The Academy will collect that information, and evaluate it, in subsequent school years.

Table 4: Promotion by Risk Factors

Year Entered 9 th Grade Anywhere	Graduation Cohort	Students without Identified “Risk Factor”	Number & Percent of Students Without Identified “Risk Factor” Promoted	Students Involved in Child Welfare System or Transitionally Housed	Number & Percent of Students Involved in Child Welfare System or Transitionally Housed Promoted	Students Who Graduated from Low Achieving Middle Schools*	Number & Percent of Students Promoted Who Graduated from Low Achieving Middle Schools*
2007	2012-13	1	0/ 0%	0	-	0	-
2008	2013-14	2	0/ 0%	4	0	2	0/ 0%
2009	2014-15	1	0/ 0%	14	1/ 7%	2	2/ 100%
2010	2014-15	5	2/ 40%	15	3/ 20%	8	2/ 25%
2011	2014-15	13	10/ 77%	33	10/ 30%	24	16/ 67%
Total		22	12	66	14	36	20

Table 5: Attendance by Risk Factor

Year Entered 9 th Grade Anywhere	Graduation Cohort	Students without Identified “Risk Factor”	Average Attendance of Students Without Identified “Risk Factor”	Students Involved in Child Welfare System or Transitionally Housed	Average Attendance of Students Involved in Child Welfare System or transitionally housed	Students Who Graduated from Low Achieving Middle Schools*	Average Attendance of Students Who Graduated from Low Achieving Middle Schools*
2007	2012-13	1	29%	0	-	0	-
2008	2013-14	2	37%	4	29%	2	51%
2009	2014-15	1	23%	14	45%	2	84%
2010	2014-15	5	60%	15	53%	8	64%
2011	2014-15	13	85%	33	78%	24	86%
Total		22		66		36	

*This column includes students who graduated from a middle school in which at least 50% of students scored a 1 or 2 on the ELA 8 Exam, but had no other defined “risk factor” present. These students were never involved in the child welfare system nor indicated that they were transitionally housed.

Absolute Measure

Each year, 75 percent of students will score at least 65 on at least three New York State Regents exams required for graduation by the completion of their second year in the cohort. This measure is not required until the completion of the school's second year.

Graduation Cohort Regents Data

As students prepared to take their first Regents exams in June 2012, the academic urgency radiating through the classrooms and halls at BSA was absolutely palpable. The hard work and resources poured into creating a safe school culture paid off in the fourth quarter as demonstrated by the high pass rates of those who sat for the three Regents exams offered in June of the first school year.

Table 6: Algebra Regents

Graduation Cohort	Year First Entered High School	Students in Cohort	Number of Students Tested	Number & Pass Rate of Those Tested for Regents Diploma*	Completion Rate of Total Graduation Cohort for Regents Diploma	Students with an IEP Eligible for a Local Diploma	Students with an IEP Eligible for a Local Diploma who sat for Exam	Number of Students Passing Towards a Local Diploma+	Number & Pass Rate of Students Eligible for Local Diploma Towards a Regents Diploma^
2012-13	2007	1	0	0 / 0%	0%	0	-	-	-
2013-14	2008	8	2	1 / 50%	13%	4	1	-	1 / 100%
2014-15	2009	17	6	5 / 83%	29%	4	1	-	1 / 100%
2014-15	2010	28	10	8 / 80%	29%	12	3	2	1 / 33%
2014-15	2011	70	40	36 / 90%	51%	26	13	0	11 / 85%
Total		124	58	50 / 86%		46	18	2	14 / 78%

*The minimum grade for passing a regents exam for obtaining a Regents Diploma is 65. Students who passed a regents exam at a previous school are included in the values above. Broome Street Academy students are expected to pass one Math regents by the completion of their fourth year.

+Students with an Individualized Education Plans who scored between a 55-64 on the Regents Exam are eligible for a Local Diploma. Broome Street Academy's goal is to have all students graduate with a Regents Diploma, regardless of eligibility.

^Students who are eligible for a Local Diploma with an IEP but scored at least a 65 towards a Regents Diploma are represented here.

Table 7: US History Regents

Graduation Cohort	Year First Entered High School	Students in Cohort	Number of Students Tested	Number & Pass Rate of Those Tested for Regents Diploma*	Completion Rate of Total Graduation Cohort for Regents Diploma	Students with an IEP Eligible for a Local Diploma	Students with an IEP Eligible for a Local Diploma who sat for Exam	Number of Students Passing Towards a Local Diploma+	Number & Pass Rate of Students Eligible for Local Diploma Towards a Regents Diploma^
2012-13	2007	1	0	0, 0%	0%	0	-	-	-
2013-14	2008	8	2	2 / 100%	25%	4	1	-	1 / 100%
2014-15	2009	17	9	6 / 67%	35%	4	3	-	1 / 33%
2014-15	2010	28	17	10 / 59%	36%	12	8	1	2 / 25%
2014-15	2011	70	55	35 / 64%	50%	26	24	6	12 / 50%
Total		124	83	53 / 64%		46	36	7	16 / 44%

*The minimum grade for passing a regents exam for obtaining a Regents Diploma is 65. Students who passed a regents exam at a previous school are included in the values above. Broome Street Academy students are expected to pass the US History Regents by completion of their fourth year.

+Students with an Individualized Education Plans who scored between a 55-64 on the Regents Exam are eligible for a Local Diploma. Broome Street Academy’s goal is to have all students graduate with a Regents Diploma, regardless of eligibility.

^Students who are eligible for a Local Diploma with an IEP but scored at least a 65 towards a Regents Diploma are represented here.

Table 8: Earth Science Regents

Graduation Cohort	Year First Entered High School	Students in Cohort	Number of Students Tested	Number & Pass Rate of Those Tested for Regents Diploma*	Completion Rate of Total Graduation Cohort for Regents Diploma	Students with an IEP Eligible for a Local Diploma	Students with an IEP Eligible for a Local Diploma who sat for Exam	Number of Students Passing Towards a Local Diploma+	Number & Pass Rate of Students Eligible for Local Diploma Towards a Regents Diploma^
2012-13	2007	1	0	-	0%	0	0	-	-
2013-14	2008	8	0	-	0%	4	0	-	-
2014-15	2009	17	0	-	0%	4	0	-	-
2014-15	2010	28	3	2/ 67%	11%	12	1	-	1/ 100%
2014-15	2011	70	11	9/ 82%	12%	26	4	0	3/ 75%
Total		124	14	11/ 79%		46	5	0	4/ 80%

*The minimum grade for passing a regents exam for obtaining a Regents Diploma is 65. Students who passed a regents exam at a previous school are included in the values above. Broome Street Academy students are expected to pass one science regents by completion of their fourth year.

+Students with an Individualized Education Plans who scored between a 55-64 on the Regents Exam are eligible for a Local Diploma. Broome Street Academy's goal is to have all students graduate with a Regents Diploma, regardless of eligibility.

^Students who are eligible for a Local Diploma with an IEP but scored at least a 65 towards a Regents Diploma are represented here.