



**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
bmckeon@broomestreetacademy.org

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

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

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 Goal ⁷

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.

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 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

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

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

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

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

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.

<p>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>
<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	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.

	scoring 80 on a New York State Regents mathematics 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.	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	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	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* students	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%

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.