



**Broome Street Academy
CHARTER SCHOOL**

**2012-13 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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Barbara McKeon, Head of School and Jessica Zulawski, Data and Evaluation Associate prepared this 2012-13 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position;(committees)
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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 in of progress towards student achievement as outlined in the schools Accountability Plan. The following documents results achieved by Broome Street Academy during the second year of operation.

Broome Street Academy Charter High School (BSA) was granted a charter to enroll its first year class in the 2011-2012 school-year. One hundred twenty four students were enrolled in August of 2011. By August of 2012 BSA had enrolled an additional 102 students. We anticipate increasing enrollment each of the remaining two years of our High School program until a full enrollment of 325 is reached in the 2014-2015 school year. Our mission is to prepare New York City's most vulnerable young people to graduate with Regents diplomas through a rigorous curriculum that is grounded in the principles of positive youth development. To that end, BSA serves students who graduated from severely under-performing middle schools, and/or those with a history of involvement with the child welfare system, and/or homeless and transitionally housed young people. In second year of operation 33.5% of our students were homeless, transitionally housed or involved in the child welfare system and 82% had attended under-performing middle schools. Vulnerability at BSA is also defined for students in need of special education services. In the 2012-2013 school year 31.9% of our student body received direct and/or indirect instruction based on the identified needs of their Individualized Education Program. In addition, in 2011-2012 BSA had 46 students with Individualized Education Plans (37.1% of the student body) and had 6 students identified as English Language Learners (4.8% of the student body). In 2012-13 BSA has 67 students with Individualized Education Plans (31.9% of the student body) and 8 students identified as English Language Learners (3.8% of the student body).

Broome Street Academy, as part of its annual reporting requirements is submitting this Accountability Plan Progress Report for the 2012-2013 academic year. The information presented in this Progress Report is evidence of BSA's commitment to the expectations set forth in both the required and optional goals outlined in the Accountability Plan. Attainment of these goals will provide evidence that BSA is working towards academic achievement that will result in renewal at the end of the established charter period. More importantly, it represents a commitment to the students, parents and community that support the mission, vision and goals set forth in our Charter.

Student achievement results on state exams and other assessments provide important measures of progress outlined in this report. Regents exams, and the North Western Evaluation Association's (NWEA) were administered during the 2012-2013 academic year and are presented in comparison to 2011-2012 data. Intervention strategies are continually assessed and revised to insure that our vulnerable youth will graduate with a Regents Diploma. A multi-sensory approach is at the core of our philosophy. Students have access to a number of personalized learning options that include small group instruction, flexible grouping in the classroom, academic enrichment opportunities both during and after school, extended school days and year, summer school programming and credit recovery. All teachers integrate literacy, writing and speaking in the curriculum. All students participate in the Advisory program which offers academic and social support.

BSA is housed within its partner agency, The Door, a well-known youth development agency serving youth ages 12 to 21. BSA's overarching goal is that the most "disconnected"

young people, through the support found at BSA and The Door, will have the opportunity to realize excellent academic achievement while receiving comprehensive support services, which include health care and education; mental health counseling and crisis assistance; legal advice and advocacy; college preparation services; career development, job training and placement; supportive housing; arts, sports and recreational activities; and nutritious meals. Vulnerable youth benefit from the individualized support and personalized services available from staff at The Door who work in collaboration with BSA. This level of collaboration and wrap-around services is integral to the success of our vulnerable youth and insures that each young person's individual needs are being addressed.

Broome Street Academy continues its quest to enroll students who have experienced significant life and educational difficulties. Additionally, BSA strives to train and support teachers in their quest to educate this population. To meet the challenges of this vulnerable group in 2012-2013 BSA attempted to structure the environment in ways that were unfamiliar to many of the incoming students. Behavioral concerns dominated the school culture during the second year of operation and the then Principal, Jeremy Kaplan supported the development of a behavioral management system aligned with principles of restorative justice. This approach recognized the need to both address the root cause of behavior and respond to crises with a systematic, consistent approach. The "then what"? consequence system put in place at BSA was designed to engage students in the process of mediation, individual and group counseling and/or students "giving back" to the school community. During the 2012-2013 school year 5% of students needed more intensive clinical support were referred for clinical counseling services from The Door's Article 31 clinic.

In the second year, truancy remained a significant challenge. Strategies that were implemented in response included specialized scheduling, investment in NovaNet, an on-line recovery program, home visits, collaboration with external service providers and individualized plans for reintegrating those students who missed many consecutive days of school. A significant factor in supporting students were faculty who believed in success and worked tirelessly to provide extra instruction, care-giver support and behavioral intervention. In 2012-2013 87% of teachers returned despite the significant academic and behavioral challenges described.

The Academy continued to provide extensive opportunities to help students who were struggling including small group instruction and individual tutoring during and after the school day, a summer school program for students who failed their Regents exams, and an afterschool program offering a wide range of additional academic and extracurricular opportunities including afterschool homework help and tutoring, basketball, dance, theater, spoken word, and other clubs that fostered engagement.

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

BSA begins its third year with a new sense of possibility for student achievement and additional structures and systems to support that commitment. We have implemented an Instructional Co-Teaching (ICT) model that pairs content-area special and general educators and an ICT Coach to insure successful implementation of co-teaching goals. Staff have also been hired to provide instruction to our students who have been promoted to 11th grade. Health is being taught using the NYCDOE model and we have increased our advisory program from 1x/week to

3-5s/week. Our advisory program provides social intervention and community building skills to our vulnerable population.

We have expanded our academic offerings to include Performing Arts, Algebra II, Trigonometry, Global 2, and Spanish 2. For students requiring additional intervention we have added a daily period of pre-algebra and a block of integrated reading and writing intervention. Instruction in the intervention classes is based on researched based programs that are differentiated and offer scaffolding of instruction. The On-Ramp to Algebra program we have adopted has been successfully implemented in NYCDOE public school classes. Our reading intervention specialist continues to provide direct instruction to those students who come to us from poorly performing middle schools or who have not achieved reading goals consistent with grade level expectations. In addition, our RTI model will insure that all staff are engaged in the process of student achievement through a continuum of intervention models. Understanding the importance of community involvement and after school success for our population we are initiating two new clubs: Drama and Tae Kwon Do in addition to those already in place. These two clubs were chosen as means of teaching different forms of expression in an attempt to reduce violent behaviors seen in previous years at BSA.

To insure on-going evaluation of new instructional pedagogy and instructional staff we have promoted staff to department chair roles and developed a rubric based on the Danielson Domain Model to support on-going assessment and feedback. Instructional coaching occurs daily and is supported by behavioral coaching based on our newly adopted *No Nonsense, Nurturing* model of restorative behavioral change. This model was the focus of our Professional Development Institute this August and will drive our actions and interactions with the students of BSA. In addition we continue to strengthen our partnership with the Door staff and will be assessing efficacy of service utilization of resources available to our students.

Each week Administrators, Supervisors and Instructional Coaches conduct “walk-through” observations providing immediate teacher feedback. Documentation from these sessions along with formal observations will be used to support individual Professional Development Plans. To provide additional behavioral support for students and to increase caregiver involvement we have added a guidance counselor with expertise in these areas. Finally, the Administrative Team has been restructured to insure that there is sufficient supervisory support in all area for on-site professional development, instructional rigor and student achievement.

Currently, the staff is being engaged in the process of collecting data on student achievement aligned with the goals of the Accountability Plan. We have formed a curriculum committee whose mission is to develop a horizontal and vertical structure aligned with the Common Core State Standards. We will provide training in the curriculum mapping process and build assessment tools that will reflect student achievement towards those standards.

We will continue to provide summer support to students who need more intensive work on skill mastery, content knowledge and Regents support to gain the knowledge necessary to advance to the next grade. For students who need to work on the mastery of specific skills, our summer remediation program teaches students through individualized curricula, in classes of about five students with one to two teachers, meeting for a 60-minute bloc. This past summer we included Algebra and U.S. History offering both Regents prep and credit recovery classes and Global 1 for credit recovery. An important addition to our summer program was our US Support class. This intensive remedial writing and reading class integrated basic skills within the context of the U.S. History curriculum.

The following report summarizes and provides analysis of our performance data for 2012-2013 school year. This report provides an in-depth look at our performance data that will both highlight our current levels of performance and illustrate in need of continued growth. From the data we will identify specific actions that will drive our plan for achieving the goals set forth in our accountability plan and our mission of preparing our students for success in high school and beyond.

School Enrollment by Grade Level and School Year

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

APPENDIX A: HIGH SCHOOL GOALS AND MEASURES

High School Cohorts

Accountability Cohort

The state's Accountability Cohort consists specifically of students who are in their fourth year of high school after the 9th grade. For example, the 2009 state Accountability Cohort consists of students who entered the 9th grade in the 2009-10 school year, were enrolled in the school on the state's annual enrollment-determination day (BEDS day) in the 2012-13 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department's website for their accountability rules and cohort definitions: <http://www.emsc.nysed.gov/irts/accountability/home.shtml>)

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

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 30th
2009-10	2006-07	2006			
2010-11	2007-08	2007			
2011-12	2008-09	2008	2	1	1
2012-13	2009-10	2009	12	4	8

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

Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30 th of the Cohort's Fourth Year (a)	Additional Students Still in Cohort ¹ (b)	Graduation Cohort (a) + (b)
2009-10	2006-07	2006			
2010-11	2007-08	2007			
2011-12	2008-09	2008	1	6	7
2012-13	2009-10	2009	8	5	13

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)
2010-11	2006-07	2006			
2011-12	2007-08	2007			
2012-13	2008-09	2008	1	6	7

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

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

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

ENGLISH LANGUAGE ARTS

Background

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

Goal 1: Absolute Measure

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

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

Method

The school administered the New York State Regents Comprehensive English exam one of the 5 Regents required for graduation. The school scores Regents on a scale from 0 to 100. The State Education Department defines the following pass levels: scoring 65 to meet the graduation requirement for a Regents diploma; and scoring 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

The 2008 cohort comprised of one over-aged and under-credit student did not meet this standard. In the 2009 cohort, two students (25%) have passed the English Regents, with one student performing at the college-ready level (12.5%).

³ The statewide adaptation of the Common Core 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.

**English Regents Passing Rate
by Fourth Year Accountability Cohort⁴**

Cohort Designation	Number in Cohort	Percent Passing with a score of 65	Percent at the college/career ready level
2007			
2008	1	0%	0%
2009	8	25%	12.5%

Evaluation

Analysis of this data must be made in relation to the population reported. The one student in the cohort with a 0% passing rate is chronically absent and did not attempt the English Regents when offered. Given that truancy is a factor at BSA particularly for the older, under-credited youth we are working on an individualized plan to support all members of the 2008 and 2009 cohort who either did not attempt to take or took and failed the English Regents. In regard to the 2009 cohort, three students have attempted the English Regents exam and two out of the three have passed, with one student scoring at the college-ready level. The remaining five students in the 2009 cohort have either not completed sufficient coursework to attempt the English Regents exam or are chronically truant. Again, credit recovery and individualized instruction are being provided to address this concern.

Additional Evidence

When Broome Street Academy opened its doors in 2011-2012, it accepted a number of students who had previously failed 9th grade in other schools 9 of whom make up the 2008-2009 cohort. These cohorts should not be viewed as representative of our student body. In the 2010 cohort, 14 students sat for the English Regents exam, of which 7 students passed, resulting in a 50% pass rate for students who attempted.

To demonstrate continued instructional rigor it is important to note that of the 2011 cohort, 39 of the 60 students enrolled attempted the English Regents a year earlier (10th grade) than is typical for most NYS students who attempt it in Grade 11. Out of these 39 students, 13 passed (33%), and 7 (18%) performed at the College-Ready level. Students in the 2011 cohort will be able to re-take the English Regents in the upcoming school year if they have not already met or exceed the College-Ready threshold and instructional support will be provided to insure a higher pass rate for those who retake.

English Regents Passing Rate by Cohort and Year

Cohort Designation	2011-12			2012-13		
	Number in Cohort	Percent Passing at 65	Percent performing at college/career ready level	Number in Cohort	Percent Passing at 65	Percent performing at college/career ready level
2009	n.a.	n.a.	n.a.	8	25%	12.5%
2010	n.a.	n.a.	n.a.	27	26%	7.5%
2011	n.a.	n.a.	n.a.	60	22%	12%
2012			n.a.	90	n.a.	n.a.

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

Goal 1: Absolute Measure

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

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

Method

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

Results

The 2012-2013 school year is the first in which we have data available for the English Regents. To date, no students in the 2008 or 2009 cohort who were not proficient in the 8th grade have passed the English Regents exam.

**English Regents Passing Rate 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 performing at a college/career ready level
2007			
2008	1	0%	0%
2009	4	0%	0%

Evaluation

In the 2009 cohort, four out of the eight students were not proficient on their 8th grade ELA exam. Out of these four students, only one has attempted the English Regents exam and did not pass. The remaining three are either chronically truant or have not completed sufficient coursework to attempt the English Regents exam. Both attendance and credit recovery programs are currently in place to support these students.

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

Additional Evidence

English Regents Passing Rate among Students Who Were Not Proficient in the 8th Grade by Cohort and Year

Cohort Designation	2011-12			2012-13		
	Number in Cohort	Percent Passing	Percent at college/career ready level	Number in Cohort	Percent Passing at 65	Percent at college/career ready standard
2009	n.a.	n.a.	n.a.	4	0%	0%
2010	n.a.	n.a.	n.a.	23	26%	4%
2011	n.a.	n.a.	n.a.	48	23%	10%
2012			n.a.	51	n.a.	n.a.

Broome Street Academy has recruited a significant portion of students who did not demonstrate proficiency on their 8th grade ELA exam. Approximately 68% of students who were attending Broome Street Academy during the 2012-2013 school year fell into this category. Thirteen students in the 2010 cohort were not proficient on the 8th grade ELA exam attempted the English Regents and of those, 46% passed. In the 2011 cohort 35 of the 55 students attempted the English Regents. Of those 35, 11 passed resulting in a 31% pass rate for students who were not proficient in the 2011 cohort.

Goal 1: Absolute Measure

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

Method

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

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

The AMO continues to be its 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 2012-13 English language arts AMO of **163**.

The APL is calculated by adding the sum of the percent of students in the Accountability Cohort at Levels 2 through 4 to the sum of the percent of students at Level 3 and 4. Thus, the highest possible APL is 200. The Regents exams are scored on a scale from 0 to 100; 0 to 64 is Level 1, 65 to 74 is Level 2, 75 to 89 is Level 3, and 90 to 100 is Level 4.

Results

The APL for Broome Street Academy in the 2012-2013 school year is 37.5, which is significantly lower than the English Language Arts AMO of 163.

**English Language Arts Accountability Performance Level (APL)
For the 2009 High School Accountability Cohort**

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
3	33.3%	33.3%	33.3%	0

$$\begin{array}{rcccccccc}
 \text{PI} & = & 33.3 & + & 33.3 & + & 0 & = & 66 \\
 & & & & 33.3 & + & 0 & = & \underline{33} \\
 & & & & & & \text{APL} & = & 99
 \end{array}$$

Evaluation

Broome Street Academy did not meet the AMO in the 2012-2013 school year. This is largely due to the fact that only three out of the eight students in the 2009 cohort attempted the English Regents exam. For reasons presented above this cohort should not be considered representative of our student body. In contrast, students for who attempted the English Regents exam, the APL would be 99. Broome Street Academy’s failure to meet this target is largely attributed to the dearth of students in the 2009 cohort who have attempted the English Regents due to truancy.

Additional Evidence

Analysis of cohorts who have not yet reached their fourth year support this given that greater proportions of students have taken the English Regents exam. In the 2011 cohort, 65% of the students have attempted the English Regents exam and in the 2010 cohort, 52% of those students attempted the English Regents exam. It is expected as we continue to provide rigorous instruction along with specialized interventions that that Broome Street Academy’s APL will increase.

Goal 1: Comparative Measure

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

Method

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

Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2012-13 analysis is not yet available.

Goal 1: Comparative Measure

Each year, the percent to students in the high school Accountability Cohort passing the Regents English exam with a score of 65 or above will exceed that of the high school Accountability Cohort from our peer schools.

(§) 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 our 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 a subset of ten peer schools identified by the New York City Department of Education selected based on the similarity of student demographics. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.⁶

Results

At present, the most recently available results at the New York City and New York State level are from the 2011-12 school year. No students from Broome Street Academy sat for the English Regents Exam in this year. Comparative data will be presented when results from 2012-13 are available.

Goal 1: Optional Comparative Measure

Each year, the percent to students in the high school Accountability Cohort passing the Regents English exam with a score of 65 or above will exceed that of the high school Accountability Cohort from our peer schools.

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

At present, the most recently available results at the New York City and New York State level are from the 2011-12 school year. No students from Broome Street Academy sat for the English Regents Exam in this year. Comparative data will be presented when results from 2012-13 are available.

⁶ The New York State Report Card provides the district results for students scoring at or above 65. The New York State Accountability Report provides the district results for students scoring at or above 75.

Goal 1: Growth Measure

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

Method

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

Results

Given the timing of the release of state data regarding the growth model, no information will be presented until the state releases school growth data.

Summary of the High School English Language Arts Goal⁷

For the 2008 and 2009 cohorts, Broome Street Academy did not meet any of the absolute High School English Language Arts goals as a result of over-aged, under-credited transient and chronically truant students that enrolled in our first year of operation. Since these cohorts only represented 5% of the Broome Street Academy population in the 2012-2013 school year, they are not representative of the Broome Street Academy population. Analysis of the 2011 cohort, in which the majority of students began their high school at Broome Street Academy reveals that twenty-two percent of students have already passed the English Regents exam after only their second year of high school. We anticipate that the 2011 cohort will have a stronger performance on this measure in coming years as we continue to provide rigorous instruction.

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents English exam by the completion of their fourth year in the cohort.	Did Not Achieve
	(§) 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.	
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will did not score proficient on the New York State 8th grade English language arts exam will score at least 65 on the New York State Regents English exam by the completion of their fourth year in the cohort.	Did Not Achieve
	(§) 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.	
Absolute	Each year, the Accountability Performance Level (APL) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.	Did Not Achieve

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

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 percent to students in the high school Accountability Cohort passing the Regents English exam with a score of 65 or above will exceed that of the high school Accountability Cohort from the local school district. (Using 2011-12 school district results.)	Achieved/ Did Not Achieve
	(§) Each year, the Accountability Performance Level (APL) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the local school district. (Using 2011-12 school district results.)	
Growth	(§) Each year, under the state's high school Growth Model (under development) the relative growth of selected students will exceed the state's median growth.	N/A

Action Plan

A plan of actionable steps is being designed to address the complicated factors associated with the deficiencies noted in this area. Given the profile of these students the actionable steps include both truancy and academic interventions. Students who continue to be enrolled at BSA in Cohort 2008 and 2009 will be offered two tiers of intervention based on their individual needs and accomplishments. In this plan that is being developed students who have passed the course but not the Regents exam will attend our PM school where we will offer an intensive Regents Review class taught by Master's level content area teachers. PM School classes will be offered at the end of the regular school day with the explicit goal of passing the Regents Exam. Students who have not passed the course will be enrolled in the NovaNet Credit Recovery class which will meet daily and upon completion will enroll in the Regents Review class. Students who continue to be on BSA's roster but do not attend school with enough consistency to participate in these two intervention strategies will be referred to our Home Visit Team. Home visits will occur by the end of September each year for the purpose of offering resources that meet the individual needs of these students in an attempt to improve attendance and/or find alternative instructional models. Our unique relationship with access to The Door resources provides the structure around which this will occur.

These program revisions and specific supports will be essential to insuring that the older, under-credited, truant students that comprise the 2008, 2009 cohorts gain access to necessary remedial and community supports.

MATHEMATICS

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

Goal 2: Absolute Measure
 Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents mathematics exam by the completion of their fourth year in the cohort.

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

Method

The school administered the New York State Regents Geometry, and Integrated Algebra 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; and 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

The one student in the 2008 cohort has yet to pass a mathematics Regents exam. In the 2009 cohort, five out of eight students (63%) have passed a mathematics Regents exam to date.

Mathematics Regents Passing Rate by Fourth Year Accountability Cohort⁹

Cohort Designation	Number in Cohort	Percent Passing with a score of of 65	Percent at the College/Career-ready level
2007			
2008	1	0%	0%
2009	8	63%	0%

Evaluation

This cohort missed this measure, by about 12 percentage points. Out of the eight students in the 2009 cohort five have passed a mathematics regents exam. The remaining three students have not attempted a mathematics Regents exam and are chronically truant. All five students who attempted a mathematics Regents exam, passed.

Additional Evidence

Mathematics Regents Passing Rate by Cohort and Year

Cohort Designation	2011-12			2012-13		
	Number in Cohort	Percent Passing at 65	Percent at college/career ready level	Number in Cohort	Percent Passing at 65	Percent at college/career ready level
2009	17	29%	n.a.	8	63%	0%
2010	28	29%	n.a.	27	37%	4%
2011	70	51%	n.a.	60	42%	3%
2012				90	37%	6%

Students in later cohorts are making progress in regard to math performance, as evidenced by the 42% of students in the 2011 cohort who have passed a mathematics Regents exam, and 37%

⁸ The statewide adaptation of the Common Core 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

of students in the 2010 and 2012 cohort who have passed a mathematics Regents exam in their first year of high school. In the 2010 cohort, 12 out of 15 students who attempted a mathematics Regents exam, passed. In the 2011 cohort, 32 out of 43 students attempted a mathematics Regents exam and passed. The majority of students who have not yet passed a math Regents exam are those same students who are older, under-credited and have chronic absenteeism or truancy.

The decrease in the percent passing the mathematics Regents for the 2011 cohort is due to ten students who had passed the math Regents exam transferring between the 2011-12 and 2012-13 school years.

Goal 2: Absolute Measure

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

(§) 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 and (the college and career readiness standard).

Results

Mathematics Regents Passing Rate 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 at college/career ready level
2007			
2008	1	0	0%
2009	3	67%	0%

Evaluation

The description of the 2008 and 2009 Cohort provided above applies to this data and is the cause for the 8 percentage point shortfall in achieving the goal for those cohorts. Two out of the three students in the 2009 cohort who were not proficient on their 8th grade state math exam have passed a math exam.

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

Additional Evidence

Cohort Designation	2010-11		2011-12		2012-13	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2009			n.a.	n.a.	3	67%
2010			n.a.	n.a.	27	37%
2011			n.a.	n.a.	44	57%
2012					60	54%

Broome Street Academy has been making progress towards this goal, as evidenced by the results for the 2011 and 2012 cohorts. No students in the 2010 accountability cohort demonstrated proficiency on the state 8th grade math exam, a relevant factor in their low passing rate. The 2011 and 2012 cohorts have relatively lower proportions of students who were not proficient on their 8th grade exams than the 2010 cohort which should be kept in context.

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 its 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 2012-13 mathematics AMO of **142**.

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

Results

Broome Street Academy's Mathematics Accountability Performance Level was 100, falling short of the AMO of 142.

Mathematics Accountability Performance Level (APL) For the 2009 High School Accountability Cohort

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
5	0	100	0	0

$$\begin{array}{rcccccccc}
 \text{PI} & = & 100 & + & 0 & + & 0 & = & 100 \\
 & & & & 0 & + & 0 & = & \underline{0} \\
 & & & & & & \text{APL} & = & 100
 \end{array}$$

Evaluation

Broome Street Academy did not meet this measure by a significant margin as a result of students in the 2009 cohort's lack of attendance at the administration of the Math Regents.

Additional Evidence

Only including students from the 2009 cohort who attempted a mathematics Regents exam, the APL would be 100, as all five students scored at level 2.

Goal 2: Comparative Measure

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

Method

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

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2012-13 analysis is not yet available.

Goal 2: Comparative Measure

Each year, the percent to students in the high school Accountability Cohort passing a Regents mathematics exam with a score of 65 or above will exceed that of the high school Accountability Cohort from our peer schools.

(§) 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 our 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 a subset of peer schools identified by the NYCDOE. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.¹¹

¹¹ The New York State Report Card provides the district results for students scoring at or above 65. The New York State Accountability Report provides the district results for students scoring at or above 75.

Results

In the 2011-2012 school year, the percent of students in the 2008 cohort scoring above a 65 on a Mathematics Regents exam at Broome Street Academy did not exceed the percent of students in the 2008 cohort passing a mathematics regents exam at any of our peer schools. This is likely due to Broome Street Academy's relatively small population of students in the 2008 cohort. Since Broome Street Academy did not open until the 2011-12 school year, this cohort is atypical and not representative of our student population at large. Similarly, Broome Street Academy's APL for mathematics in 2011-12 did not exceed any of our peer schools.

DBN	Name of School	Number of Students in 2008 cohort	Percent of students in 2008 cohort Scoring above 65	2011-12 APL in Mathematics
84M522	Broome Street Academy	6	50%	67
02M429	Legacy School for Integrated Studies	86	62%	126
02M500	Unity Center for Urban Technologies	69	81%	170
08X305	Pablo Neruda Academy for Architecture and World Studies	110	75%	140
08X540	School for Community Research and Learning	79	63%	115
09X239	Urban Assembly Academy for History and Citizenship for Young Men	61	67%	118
09X404	School for Excellence	110	74%	136
12X262	Performance Conservatory High School	86	59%	109
17K625	Paul Robeson High School	163	69%	130
84M433	The Renaissance Charter High School for Innovation	1	n.a.	n.a.

Goal 2: Optional Comparative Measure: Each year, the percent of students passing a Regents mathematics exam with a score of at least 65 will exceed the average pass rate of schools included in our peer group.

Method

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

Results

At the time of this writing, the most recent data available is from the 2011-12 school year. During this school year, only the Integrated Algebra exam was administered to Broome Street Academy students. In 2011-12, 82% of Broome Street Academy students who took the Integrated Algebra exam passed. Seven percent of these students performed at the College/Career ready-level. The average pass

rate for our subset of peer schools in 2011-12 is 50% and the average rate of peer schools performing at the College/Career-ready level is 3%.

Out of the ten schools in the peer school sub-set, Broome Street Academy had the highest passing rate on the Integrated Algebra exam. Only the Unity Center for Urban Technologies had a higher percentage of students score at the College/Career ready level.

DBN	Name of School	Number of Students who took exam in 2011-12	2011-12 Passing Rate for Integrated Algebra	2011-12 College/Career Ready Rate	2011-12 Average Score on the Integrated Algebra exam
84M522	Broome Street Academy	56	82%	7%	66
02M429	Legacy School for Integrated Studies	129	33%	0%	58
02M500	Unity Center for Urban Technologies	75	77%	12%	66
08X305	Pablo Neruda Academy for Architecture and World Studies	122	40%	2%	60
08X540	School for Community Research and Learning	26	35%	0%	58
09X239	Urban Assembly Academy for History and Citizenship for Young Men	119	67%	0%	64
09X404	School for Excellence	195	65%	8%	66
12X262	Performance Conservatory High School	74	35%	0%	57
17K625	Paul Robeson High School	55	51%	2%	61
84M433	The Renaissance Charter High School for Innovation	122	49%	2%	61
Average			50%	3%	

Goal 2: Growth Measure

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

Method

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

Results

Given the timing of the release of state data regarding the growth model, no information will be presented until the state releases school growth data.

Summary of the High School Mathematics Goal¹²

Students in the 2008 and 2009 cohorts have not met any of the absolute measures. Sixty-three percent of the 2009 cohort at Broome Street Academy passed a mathematics Regents exam; these students missed the target of 75 percent by twelve percentage points. The students in the 2009 cohort who have not yet passed the mathematics Regents exam did not sit for the Regents exam. However, the 2008 and 2009 cohorts at Broome Street Academy are not representative of the school at large. Broome Street Academy is making significant progress towards reaching 75% proficiency on a mathematics Regents exam. To date, 57% of the 2011 cohort and 54% of the 2012 cohort have demonstrated proficiency, which is a strong lead indicator of success on this measure.

Broome Street Academy needs to focus its energies on bringing students to the college and career ready standard in mathematics. Only 3% of the 2011 cohort and 6% of the 2012 cohort are performing at this level.

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents mathematics exam by the completion of their fourth year in the cohort.	Did Not Achieve
	(§) 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.	
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will did not score proficient on the New York State 8th grade English language arts exam will score at least 65 on a New York State Regents mathematics exam by the completion of their fourth year in the cohort.	Did Not Achieve
	(§) 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 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 a New York State 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.	Did Not Achieve
Comparative	(§) Each year, students in the high school Total Cohort will exceed the predicted pass rate on a New York State Regents mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all high schools in New York State.	N/A
Comparative	Each year, the percent to students in the high school Accountability Cohort passing a New York State Regents mathematics exam with a score of 65 or above will exceed that of the high school Accountability Cohort from the local school district. (Using 2011-12 school district results.)	Did Not Achieve
	(§) Each year, the Accountability Performance Level (APL) on a New York State Regents mathematics exam of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the local school district. (Using 2011-12 school district results.)	
Growth	(§) Each year, under the state's high school Growth Model (under development) the relative growth of selected students will exceed the state's median growth.	N/A

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

Action Plan

A plan of actionable steps is being designed to address the complicated factors associated with the deficiencies noted in this area. Given the profile of these students the actionable steps include both truancy and academic interventions. Students who have not yet mastered the curricular requirements for math and/or have not passed the Math Regents along with those over-age, under-credited truant students who continue to be enrolled at BSA in Cohort 2008 and 2009 will be offered two tiers of intervention based on their individual needs and accomplishments. In this plan that is being developed students who have passed the course but not the Regents exam will attend our PM school where we will offer an intensive Regents Review class taught by Master's level content area teachers. PM School classes will be offered at the end of the regular school day with the explicit goal of passing the Regents Exam. Students who have not passed the course will be enrolled in the NovaNet Credit Recovery class which will meet daily and upon completion will enroll in the Regents Review class. In addition, students will be provided with necessary tools to work on a self-paced individual course of study from Kahn Academy for reinforcing skill development. Students who continue to be on BSA's roster but do not attend school with enough consistency to participate in these two intervention strategies will be referred to our Home Visit Team. Home visits will occur by the end of September each year for the purpose of offering resources that meet the individual needs of these students in an attempt to improve attendance and/or find alternative instructional models. Our unique relationship with access to The Door resources provides the structure around which this will occur.

These program revisions and specific supports will be essential to insuring that the older, under-credited, truant students that comprise the 2008, 2009 cohorts gain access to necessary remedial and community supports.

SCIENCE

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.

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 and Earth Science. 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

The one student in the 2008 cohort did not pass a science Regents exam. In the 2009 cohort, four out of eight students (50%) have passed a science Regents.

**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
2007		
2008	1	0
2009	8	50%

Evaluation

In the 2008 and 2009 cohorts, Broome Street Academy did not meet the goals outlined in this measure. However, the students who did not pass a science exam in these cohorts, have not yet attempted a science exam due to chronic truancy. Out of the students in the 2009 who attempted a science regents all have passed.

Additional Evidence

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

Cohort Designation	2010-11		2011-12		2012-13	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2009			17	0%	8	50%
2010			28	11%	27	15%
2011			70	12%	60	32%
2012					90	24%

Between the 2011-12 school year and the 2012-13 school year, the percent of students who have passed a science Regents exam increased across all cohorts. Only a select portion of our 9th grade students take the Earth Science Regents exam, so many of our students do not attempt a science Regents exam until Living Environment in 10th grade.

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 will exceed that of the high school Total Cohort from our peer schools.

Method

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

Results

At this time, only 2011-12 comparative data is available. During this year, no students in the four-year cohort attempted a science exam. We will report on this measure when comparative data for 2012-13 is available.

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

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 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

At the time of this writing, only the 2011-12 data is available. During the 2011-12 school year the only science exam which students took at Broome Street Academy was the Earth Science Regents exam. Only four of our peer schools had students sit for the Earth Science Regents exam. The average pass rate for these schools is 27.5%, which is lower than Broome Street Academy's pass rate of 79%. Relative to our peer schools, Broome Street Academy had both a higher passing rate and average score on the Earth Science exam.

DBN	Name of School	Number of Students who took exam in 2011-12	2011-12 Passing Rate for Earth Science	2011-12 Average Score on the Earth Science exam
84M522	Broome Street Academy	13	79%	68
02M429	Legacy School for Integrated Studies	34	9%	46
02M500	Unity Center for Urban Technologies	24	46%	58
08X540	School for Community Research and Learning	30	20%	57
17K625	Paul Robeson High School	23	35%	55
Average			27.5%	

SOCIAL STUDIES

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

Goal 4: Absolute Measure

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

Method

New York State administers two high school social studies assessments: U.S. History and Global History. In order to graduate, students must pass both of these Regents exams with a score of 65 or higher. This measure requires students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort. Students may have taken the exams multiple times and

have until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

Results

In the 2008 accountability cohort, there is one student, who has passed the US History exam. Therefore, 100% of the 2008 accountability cohort passed the U.S. History exam. In the 2009 accountability cohort, 5 out of 8 students (63%) passed the U.S. History exam.

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
2007		
2008	1	100%
2009	8	63%

Evaluation

The 2008 cohort was able to meet this measure, while the 2009 cohort fell short of this measure by twelve percentage points. In the 2009 cohort, only 6 out of the 8 students attempted the U.S. History exam, resulting in a 83% pass rate of those in the 2009 cohort who sat for the exam. The remaining two students did not complete the U.S. History exam because of chronic truancy.

Additional Evidence

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

Cohort Designation	2010-11		2011-12		2012-13	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2009			17	35%	8	63%
2010			28	36%	27	33%
2011			70	50%	60	32%
2012					90	58%

In the 2010 cohort, two students who passed the U.S. History exam in the 2011-12 school year transferred to other degree-granting institutions and three students belonging to the 2010 cohort who have not passed the U.S. History exam transferred in to Broome Street Academy during the 2012-2013 school year.

Similarly, in regard to the 2011 cohort, 8 students who passed the U.S. History Regents exam last year transferred to another degree-granting institution, which explains the decrease in the percent passing rate from 2011-12.

Relative to the 2010 and 2011 cohort, the 2012 cohort had a stronger performance on the U.S. History exam with 58% of the cohort passing the exam in their first year of high school. Notably, 28% of students in the 2012 cohort scored higher than an 85 on the U.S. History Regents demonstrating a solid understanding of the course material.

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

Goal 4: Comparative Measure

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

Method

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

Results

At present, only data from the 2011-12 school year is available. In terms of percent of students in the 2008 cohort passing the U.S. History exam, Broome Street Academy only outperformed one of its peer schools. It is also worth noting that the 2008 cohort is not representative of the Broome Street Academy population as a whole. Broome Street Academy first opened during the 2011-12 school year, so students in the 2008 cohort enrolled at Broome Street Academy as freshmen after previously struggling at other schools.

DBN	Name of School	Number of Students in 2008 cohort	Percent of students in 2008 cohort passing U.S. History exam
84M522	Broome Street Academy	6	33%
02M429	Legacy School for Integrated Studies	86	48%
02M500	Unity Center for Urban Technologies	69	61%
08X305	Pablo Neruda Academy for Architecture and World Studies	110	63%
08X540	School for Community Research and Learning	79	30%
09X239	Urban Assembly Academy for History and Citizenship for Young Men	61	46%
09X404	School for Excellence	110	55%
12X262	Performance Conservatory High School	86	39%
17K625	Paul Robeson High School	163	49%
84M433	The Renaissance Charter High School for Innovation	1	n.a.

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: At the time of this writing, only 2011-12 data is available. During the 2011-12 school year 73 students sat for the U.S. History Regents exam and 64% of students passed the United States History Regents. The average passing rate for these peer schools is 48%, which is lower than Broome Street Academy’s pass rate. In terms of passing rate on this exam, Broome Street Academy outperformed five of out ten of its peer schools and had a higher average score than six out of ten of our peer schools.

DBN	Name of School	Number of Students who took exam in 2011-12	2011-12 Passing Rate for United States History Exam	2011-12 Average Score on the United States History Exam
84M522	Broome Street Academy	73	64%	64
02M429	Legacy School for Integrated Studies	135	46%	59
02M500	Unity Center for Urban Technologies	78	62%	64
08X305	Pablo Neruda Academy for Architecture and World Studies	106	64%	59
08X540	School for Community Research and Learning	40	35%	51
09X239	Urban Assembly Academy for History and Citizenship for Young Men	99	54%	33
09X404	School for Excellence	107	74%	66
12X262	Performance Conservatory High School	70	31%	55
17K625	Paul Robeson High School	110	64%	61
84M433	The Renaissance Charter High School for Innovation	n.a.	n.a.	n.a.
Average			48%	

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

The 2008 and 2009 cohort did not meet this measure. However, these cohorts only represent a small portion of the Broome Street Academy community. The one student in the 2008 cohort did not pass the Global History Regents exam. In the 2009 cohort, 3 out of 8 students 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
2007		
2008	1	0
2009	8	38%

Evaluation

Broome Street Academy did not meet this measure for the 2008 and 2009 cohorts. However, all students in these two cohorts who attempted the Global History Regents exam passed. The students who have yet to complete the Global History Regents exam have experienced issues with chronic truancy and have not yet taken the Global History Regents.

Additional Evidence

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

Cohort Designation	2010-11		2011-12		2012-13	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2009			n.a.	n.a.	8	38%
2010			n.a.	n.a.	27	7.5%
2011			n.a.	n.a.	60	0%
2012					90	0%

In the 2012-13 school year, the Global History Regents was only offered to a select few students in earlier cohorts. The majority of students at Broome Street Academy are preparing to take the Global History exam after the 2013-2014 school year. We expect that these figures will increase as more Broome Street Academy students complete the Regents Global History curriculum and take the Global History exam.

Goal 4: Comparative Measure

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

Method

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the local school district. Given that

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

students may take Regents exam up through the summer of their fourth year, the school presents most recently available district results.

Results

As stipulated in our accountability plan, Broome Street Academy will be reporting on comparative data with its peer schools identified by the New York City Department of Education when this data is published.

Goal 4: Optional Comparative 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: These results will not be available until the New York City Department of Education publishes peer school data in early November 2013.

GOAL V: NCLB

Goal: The school will make Adequate Yearly Progress.

Absolute Measure

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

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 first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.

Method

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

At Broome Street Academy, a student must accumulate 22 credits of coursework and pass the five required New York State Regents exams in order to graduate high school. To be considered ‘on track’ for graduation in 4 years, students must achieve credits in increments of at least 5.5 each school year. A student may “earn a credit” at Broome Street Academy by:

- Fulfilling the required “seat time” time of 108 hours in class or equivalent.
- Passing the class with a grade of 70 percent or higher.
- In 2011-2012, Students who ended the year with a grade of 65-69 had the opportunity to complete a project over the summer to make up the lost points necessary to earn a 70.
- Core academic subjects for 2011-2012 included: English Language Arts I, Math Fundamentals, Integrated Algebra, Earth Science, and United States History. The school also offered Creative Writing and Physical Education in the first school year. In 2012-2013, the core academic subjects include those listed above in addition to English Language Arts II, Geometry, Biology, and Global History. In 2012-2013 the Academy also offers Creative Writing, Physical Education, Art, and Spanish.

Broome Street Academy developed the following credit accumulation policy effective August 29, 2012: All students at Broome Street Academy are expected to graduate with a New York State Regents diploma. Thus our grading and credit accumulation policy is aligned with requirements set forth by New York State to attain a Regents diploma. Course credits are awarded on a semester basis. Students are awarded half credits (0.5 credits) for each class they pass each semester. New York State requires that students sit through 108 hours of instruction in order to be awarded credit in that subject and thus Broome Street academy students may be awarded half credits for every 54 hours of “seat time” in a class. A passing grade at Broome Street Academy is 70 percent.

School Wide Course Grading Policy

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

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

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

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

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

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

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

Midterm/Final: These are comprehensive, interim and final assessments that show overall mastery of class material. Midterm and final exams are administered at the end of each quarter in a controlled testing environment. In “Regents” classes, previously administered Regents exams may serve as midterm assessments and actual Regents exams may serve as the final exam.

Results

Forty-eight percent of the 2011 graduation cohort and 71% of the 2012 graduation cohort earned five or more credits during the 2012-2013 school year.

**Percent of Students in First and Second Year Cohorts
Earning the Required Number of Credits in 2012-13**

Cohort Designation	Number in Cohort	Percent promoted
2011	60	53%
2012	90	71%

Evaluation

Broome Street Academy did not meet this measure in 2012-2013, however the 2012 cohort only missed the 75% proficiency target by four percentage points. The 2011 cohort was comparatively less successful in accumulating credits as only 53% attained sufficient credits. The 2011 cohort fell short of the goal by 22 percentage points. As our program continues to grow and we develop rigorous curriculum and instructional standards we are seeing increases in this data.

Additional Evidence

Between the 2011-12 School year and the 2012-13 school year, the 2011 cohort improved

**First and Second Year Cohorts
Earning the Required Number of Credits in 2012-13 by truancy status**

Cohort Designation	Number in Cohort: Non-truant Students*	Percent promoted	Number in Cohort: Truant students	Percent promoted
2011	34	59%	26	4%
2012	75	83%	15	13%

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

While Broome Street Academy saw marginal improvements in promotion rates between the 2011-12 school year the disaggregation by truancy status is elucidating. When the 2011 cohort is disaggregated by truancy, we find that 59% of non-truant students accumulated five or more credits during the 2012-13 school year. Among the non-truant students in the 2011 cohort who were not promoted, 57% are categorized as special education students, indicating these students may face additional challenges on their path to credit accumulation.

Among the 2012 cohort, 83% of the non-truant students were promoted, while only 13% of the truant students accumulated five or more credits. Among those who were non-truant, who were not promoted, 30% are designated as special education, which may be related to their credit accumulation performance.

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

Cohort Designation	Number in Cohort: Students without IEPs	Percent promoted	Number in Cohort: Students with IEPs	Percent promoted
2011	34	38%	26	42%
2012	72	76%	18	50%

In the 2011 cohort, IEP designation did not seem to play as strong role in a student’s ability to accumulate five or more credits as truancy rates, which likely explains the weak relationship between promotion rates and IEP status in this cohort. In regard to the 2012 cohort, students without IEPs had a greater promotion rate than students without IEPs suggesting that in this cohort, students with IEPs struggled more with credit accumulation than those without.

Goal 6: Absolute Measure

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

Method

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

Results

Broome Street Academy did not meet this measure for either the 2009, 2010, or 2011 cohorts and fell short of this goal by a significant margin.

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

Cohort Designation	Number in Cohort	Percent Passing Three Regents
2009	13	23%
2010	29	24%
2011	66	29%

Evaluation

Students in all three cohorts were unable to meet this measure. However, each subsequent cohort showed some improvement on this measure. The 2009, 2010, and 2011 cohorts fell short by 52, 51, and 46 percentage points, respectively. This is an area of relative weakness for Broome Street Academy.

Additional Evidence

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

Cohort Designation	Number in Cohort: non-truant	Percent Passing Three Regents :non-truant	Number in cohort truant	Percent Passing Three Regents: truant
2009	3	100%	10	0%
2010	8	50%	21	16%
2011	34	50%	32	3%

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

Cohort Designation	Number in Cohort: Students without IEPs	Percent Passing Three Regents :Students without IEPs	Number in cohort: Students with IEPs	Percent Passing Three Regents: Students with IEPs
2009	11	27%	2	0%
2010	16	38%	13	8%
2011	38	24%	28	26%

In disaggregating this data by truancy and IEP status, we find that truancy had a much stronger impact than IEP status on passing three or more Regents exams than IEP status. In the 2009 cohort, 100% of non-truant students have completed three or more Regents exams as opposed to 0% of truant students. Similarly, in the 2010 and 2011 cohort, we see much greater rates of Regents completion among non-truant students than truant.

In the 2009 and 2010 cohorts, we see that IEP designation was more closely related to students completing three or more Regents exams. In the 2011 cohort there was little difference between students with and without IEPs.

Goal 6: Absolute Measure

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

Method

This measure examines students in two high school Graduation Cohorts: those who entered the 9th grade as members of the 2009 cohort and graduated four years later and those who entered as members of the 2008 cohort and graduate five years later. At a minimum, these students have passed five Regents exams in English language arts, mathematics, science, U.S. History and Global History. Students have through the summer to complete their graduation requirements.

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

Results

To date, no students from Broome Street Academy have graduated. We will be presenting on this data in future progress reports.

Goal 6: Comparative Measure

Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth, fifth and sixth year will exceed that of the Total Graduation Cohort from 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 our peer schools¹⁶. Given that students may take Regents exams through the summer of their fourth year, district results for the current year are generally not available at this time.

Results

To date, Broome Street Academy has not had any graduating students and will not be reporting on this measure this year.

Summary of the High School Graduation Goal

Broome Street Academy has not yet had a graduating class. Based on the promotion rate measure, the 2012 cohort missed the target of 75% by four percentage points. The 2011 cohort was comparatively weaker and missed the target by 22 percentage points.

Broome Street Academy also needs to focus its attention on getting students to pass three Regents exams by the end of their second year in the high school cohort. No cohorts evaluated in this progress report met this goal. However, after disaggregating the data by truancy and IEP status, we have found that truancy is likely to be a significant underlying factor in student progress towards their graduation goals. Broome Street Academy recognizes that truancy is a challenge and will continue to work toward diminishing truancy rates. When disaggregating by IEP status, Broome Street Academy has found that IEP-status is likely to be less strongly correlated with progress toward graduation. However, we will continue to support our special education students with their through intervention and remediation of skill deficits to insure that a growth in achievement for this demographic.

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Total Graduation Cohort will pass their core academic subjects by the end of August and be promoted to the next grade.	Did Not Achieve
	(§) Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.	
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	Did Not Achieve

¹⁶ 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](#).

	second year in the cohort.	
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort and 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	N/A
Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the local school district.	N/A

Action Plan

Given the need to improve both our attendance and regents rate a plan of actionable steps is being designed to address the complicated factors associated with the deficiencies noted in this area. Given the profile of these students the actionable steps include both truancy and academic interventions. Students who have not yet mastered the curricular requirements to sit for or have not passed the required number of Regents Exams according to this timetable will be offered opportunities to participate in our intervention program based on their individual needs and accomplishments. In this plan that is being developed students who have passed their courses but not the Regents exams as scheduled will attend our PM school where we will offer an intensive Regents Review class taught by Master’s level content area teachers. PM School classes will be offered at the end of the regular school day with the explicit goal of passing the required number of Regents Exams.

COLLEGE PREPARATION

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

Goal 7: Comparative Measure

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

Method

This measure tracks student performance 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

No students at Broome Street Academy sat for the PSAT in the 2012-2013 school year, we will begin to report on this measure in the 2014 progress report after students have taken the PSAT beginning in October of 2013.

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 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 (senior) test takers in the given year.

The ACT is a national college admissions and placement examination. Students receive scaled scores in reading, mathematics, English and science. Scaled scores range from 1 to 36 on each section; the school averages the three separate scores to calculate a student's composite score. As students may choose to take the test multiple times during the year, the school reports on only a student's highest scaled score for each section. The school compares its average to the New York State average for all 12th grade (senior) test takers in the given year.

Results

No students at Broome Street Academy had taken the SAT during the 2012-2013 school year. We will begin reporting on this measure on the 2014 progress report.

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

Method

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

Results

Broome Street Academy will begin reporting on this measure in 2014, as no students have completed their art portfolio during the 2012-2013 school year in preparation for graduation.

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

Method

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

Results

Broome Street Academy will begin reporting on this measure in 2014, as no students have completed their career readiness portfolio during the 2012-2013 school year in preparation for graduation.

Goal 7: School Created College Attendance or Achievement Measure

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

Method

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

Results

As Broome Street Academy has not yet had any graduates, this measure will not be reported on until the 2014 progress report.

Goal 7: School Created College Attendance or Achievement Measure

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

Method

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

Results

Broome Street Academy has not yet a graduating class and therefore this data will be reported on in future progress reports.

Summary of the College Preparation Goal

This year Broome Street Academy will not be evaluating any college preparation goals as many of our students are still at an early point in their high school careers. We will be reporting on this in future progress reports.

Type	Measure	Outcome
Comparative	Each year, the average performance of students in the 10 th grade will exceed the state average on the PSAT test in Critical Reading and Mathematics.	Not Applicable
Comparative	Each year, the average performance of students in the 12 th grade will exceed the state average on the SAT or ACT tests in reading and mathematics.	Not Applicable
College Preparation	Each Year, the school will demonstrate the preparation of its students for college through at least one measure of its own design.	Not Applicable
	(\$) The percent of graduating students that meets the state's aspirational performance measure (APM), currently defined as the percentage of students in a cohort who graduate with a score of 80 or better on a math Regents exam AND 75 or better on the English Regents exam, will exceed the statewide average.	Not Applicable
	(\$) Each year, 75 percent of graduating students will demonstrate their preparation for college by passing an Advanced Placement (AP) exam, a College Level Examination Program (CLEP) exam or a college level course.	Not Applicable
	(\$) Each year, 75 percent of graduating students will matriculate in a college or university in the year after graduation.	Not Applicable
College Attainment	Each Year, the school will demonstrate college attendance or achievement through at least one measure of its own design.	Not Applicable
	(\$) Each year, 75 percent of graduating students will matriculate in a college or university in the year after graduation.	

APPENDIX B: OPTIONAL GOALS

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

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

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

Method

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

Results

On the Annual School Survey, 27% of parents at Broome Street Academy provided a response. Overall, parents indicated satisfaction on the four measures, but Broome Street Academy fell short of the city-wide average on all four measures by a narrow margin.

2012-13 Parent Satisfaction Survey Response Rate

Number of Responses	Number of Families	Response Rate
48	48	27%

2012-13 Parent Satisfaction on Key Survey Results

Item	BSA Rating 2011-2012	City-wide Average Rating 2011-2012	BSA Rating 2012-2013	City-wide Average Rating 2012-2013
Academic Expectations	6.9	8.0	7.7	8.0
Communication	6.8	7.9	7.5	7.8
Engagement	7.2	7.9	7.2	7.5
Safety and Respect	6.9	8.6	7.0	7.7

Evaluation

With the exception of engagement, which retained the same rating across both years, Broome Street Academy's parental satisfaction rating increased from the 2011-12 school year to 2012-13. On Academic Expectations, Communication, and Engagement, Broome Street Academy's rating was lower than the city average by 0.3 points. Safety was Broome Street Academy's lowest rating, and fell below the city average by 0.7 points. Broome Street Academy is actively looking to plan based on parent responses and improving satisfaction on all of these measures.

Goal S: Absolute Measure

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

Method

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

2012-13 Student Retention Rate

2011-12 BEDS Day ¹⁷ Enrollment	Number of Students Who Graduated in 2011-12	Number of Students Who Returned in 2012-13	Retention Rate 2012-13 Re-enrollment ÷ (2011-12 Enrollment – Graduates)
215	n.a.	170	79%

Evaluation

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

Additional Evidence

Year	Retention Rate
2009-10	%
2010-11	%
2011-12	78%
2012-13	79%

Goal S: Absolute Measure

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

Method

A student is considered present if a student attended two or more periods each school day. This attendance was recorded each period by the student's instructor.

Results

the 2012-2013 school year, Broome Street Academy had an attendance rate of 71%, which is four percentage points below our goal.

Goal S: Absolute Measure

Each year, 75% of students will have a daily attendance rate of at least 75 percent.

During the 2012-2013 school year 58% of students enrolled at any point during the 2012-2013 school year had an attendance rate greater than 75 percent.

¹⁷ For the September 15th preliminary submission of the progress report, the retention rate will be presented from BEDS day of the previous year to the first day of school of the current year. The November 1st submission will be updated to reflect BEDS day to BEDS day retention rates.

2012-13 Attendance

Evaluation

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

Additional Evidence

While Broome Street Academy has persistently struggled with engaging truant students, we have seen some improvement in the 2012-2013 school year with a seven percentage point increase in the average daily attendance. We have also had some improvement in regard to improving individual students' attendance rates. In the 2011-2012 school year, only 50% of students had an attendance rate greater than 75%. In 2012-13, Broome Street Academy was able to increase this figure by eight percentage points to 58%. While we still fell seventeen percentage points below our goal, we are making steady progress with engaging truant students and improving overall attendance rate.

Year	Average Daily Attendance Rate	Percent of students with attendance above 75%
2009-10	n.a.	n.a.
2010-11	n.a.	n.a.
2011-12	64%	50%
2012-13	71%	58%

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

Broome Street Academy complies with all laws to which it is subject including many of the same laws of other organizations. There are also additional rules unique to charter schools that members of the BSA community are expected to become aware of as they impact their area of responsibility to the school, students and caregivers. School wide policies and procedures are considerate of applicable laws and regulations. School business is conducted in accordance with legal requirements, including contractual commitments undertaken by individuals authorized to bind the school to such commitments. Further, adherence to applicable laws and regulations is tested annually by external auditors. 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 regulation, 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 third year and plan for our fourth year we are aware of upcoming assessment by the Charter School Institute as part of the charter renewal process. The school continues to substantially comply with federal education law and NLCB 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 meeting requirements set forth in the accountability plan. We provide ongoing communication of progress to our 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 school manual and student/caregiver handbook outline practices that are in place regarding code of conduct, disciplinary procedures, personnel policies, budgeting procedures and other operational controls towards compliance with legal and charter requirements. Manuals are reviewed by our Board of Trustees annually with appropriate insight and guidance as needed from the Charter School Institute.

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 an explicit budgeting and reporting cycle. The Chief Financial Officer works closely with the Board and Head of School to develop appropriate fiscal plans by reviewing both current and future needs of our school.

Particular attention is paid to staffing levels to ensure that an appropriate, sustainable student/staff ratio is maintained, this being the most critical determinant of budgetary control. Following school opening, the Board approves a revised budget projection that incorporates final hiring and opening enrollment information. Variances and updated projections are reviewed by the Finance Committee and the Board at monthly intervals. Required quarterly financial reports are submitted to SUNY Charter Schools Institute. Bi-monthly invoices detailing enrollment are submitted directly to the New York City Department of Education with copies to SUNY CSI and the New York State Department of Education. Budgets and progress reports are submitted, as requested, to funding foundations.

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 correction to address deficiencies identified by the State Department of Education and 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 BSA 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.	N/A

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

Method

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

Broome Street Academy administered the North Western Evaluation Association's (NWEA), Measured of Academic Progress (MAP) assessment for mathematics. The assessment was administered in Spring 2012 and Spring 2013. The Academy's goal in selecting a national standardized exam is to compare the school's performance with nation-wide performance while at the same time providing students with a tool to show progress over time, identify skills they need to master to be at grade level, and to help teachers differentiate instruction. The NWEA MAP is a computer-based adaptive assessment that will allow the school to compare New York State standards-aligned performance data with district and nation-wide performance data while also providing teachers with immediate, actionable reports to help differentiate instruction. The RIT score (Rauch Unit), is an equal interval scale that measures student performance over time.

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

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

NWEA Reading

Cohort Designation	Number in Cohort Spring 2012	Number Tested Spring 2012	First Year Baseline	Second Year Target	Number in cohort Spring 2013	Number Test in Spring 2012 and 2013	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 ¹	90	53	213	218			n.a.	n.a.

¹These students were tested in Spring 2013 for the first time.

Results

While all cohorts showed growth on the NWEA Reading assessment, only the 2009 and 2010 cohorts met their target for the second year. The 2011 cohort showed growth on reading, but missed their second year target by 1.9 points.

Evaluation: In the 2009 and 2010 cohorts, this objective was met and students' scores closed the gap between their 9th grade average score and an NCE of 50 by one-half. Across all cohorts who were tested in two separate years, reading ability improved as measured by the NWEA. Out of the 38 students who were tested in both in Spring 2012 and 2013, 27 increased their reading scores, meaning 71% increased their reading NWEA score.

Additional Evidence

Out of the 38 students who were tested in both in Spring 2012 and 2013, 27 increased their reading scores, meaning 71% increased their reading NWEA score.

Growth Measure

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

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

NWEA Math

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

*These students were first tested in Spring 2013

Results:

The 2009 cohort in their second year scored an average of 235, which is an increase from their first year baseline of 218. However, only two students from the 2009 cohort were tested in both sessions. Similarly, the 2010 cohort demonstrated an increase in mathematics performance, increasing from 220 in their first year to 228 in their second year. However, only one student was present in both testing sessions. In the first year, students in the 2011 cohort averaged 207.8, and increased to 212 in the second year.

Evaluation:

Cohorts 2009 and 2010 met their targets. The 2009 cohort exceed its target by 8.5 points, and the 2010 cohort exceed its target by .2 points. However, because a significant portion of students in these cohorts were either absent during NWEA testing or transferred between the first test date and the second test date, the sample size in both of these cohorts are not representative of the cohorts. The 2011 cohort demonstrated some growth in math ability as demonstrated by the increase in the average NWEA mathematics score, but fell short of their target by 9.4 points. However, much like in the earlier cohorts, the sample size of students who participated in both testing sessions is relatively low. Forty-six percent of individual students who participated in both testing sessions improved on their math ability as measured by the NWEA.

HIGH SCHOOL: SUBJECT AREA MEASURES

Cohort Passing Rate by Regents Mathematics Exam

Exam	Cohort							
	2009		2010		2011		2012	
	Number who attempted exam	Pass rate	Number who attempted exam	Pass rate	Number who attempted exam	Pass rate	Number attempted exam	Pass rate
Math A	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Math B	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Integrated Algebra	5	100%	14	78.5%	42	74%	79	75%
Geometry	1	0%	3	66%	17	47%	7	100%
Algebra 2	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.

Cohort Passing Rate by Regents Science Exam

Exam	Cohort							
	2009		2010		2011		2012	
	Number who attempted exam	Pass rate	Number who attempted exam	Pass rate	Number who attempted exam	Pass rate	Number who attempted exam	Pass Rate
Living Environment	2	100%	7	57%	31	68%	10	80%
Earth Science	2	100%	2	50%	9	78%	22	82%
Chemistry	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Physics	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.

When examining math and science performance by subject area, we can develop a sense of where our students' relative strengths and weaknesses lie. In regard to math, Geometry was a relative weakness for students, particularly those in the 2011 cohort. However, notably, all seven students who took the exam in their first year of high school, passed. This was Broome Street Academy's first year offering Geometry. Integrated Algebra performance was relatively consistent between the 2010, 2011, and 2012 cohorts with pass rates ranging from 75% to 78.5%

In regard to science, the 2010 cohort demonstrated the weakest performance in both Living Environment and Earth Science. It is important to note, that since Broome Street Academy did not open until the 2011-12 school year, this group of students came to Broome Street Academy having previously struggled at another high school. This provides some context and possible reasons for the relatively low pass rates in this cohort. This year was Broome Street Academy's first year offering Living Environment. The 2009, 2011, and 2012 cohorts had relatively much stronger performances on both Living Environment and Earth Science.