



# THE SUNY CHARTER SCHOOLS INSTITUTE

*RENEWAL RECOMMENDATION REPORT  
BROOME STREET ACADEMY  
CHARTER HIGH SCHOOL*

**Report Date: March 9, 2021**

**Visit Date: December 7-11, 2020**

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**Charter Schools Institute**  
The State University of New York

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# INTRODUCTION & REPORT FORMAT

This report is the primary means by which the SUNY Charter Schools Institute (the “Institute”) transmits to the State University of New York Board of Trustees (the “SUNY Trustees”) its findings and recommendations regarding a school’s Application for Charter Renewal, and more broadly, details the merits of a school’s case for renewal. The Institute has created and issued this report pursuant to the ***Policies for the Renewal of Not-For-Profit Charter School Education Corporations and Charter Schools Authorized by the Board of Trustees of the State University of New York*** (the “SUNY Renewal Policies”).<sup>1</sup>

## THE INSTITUTE MAKES ALL RENEWAL RECOMMENDATIONS BASED ON

A SCHOOL’S  
APPLICATION  
FOR CHARTER  
RENEWAL

INFORMATION  
GATHERED DURING  
THE CHARTER TERM

ACADEMIC  
PERFORMANCE

FISCAL SOUNDNESS

LEGAL COMPLIANCE

RENEWAL  
EVALUATION VISIT



Most importantly, the Institute analyzes the school’s record of academic performance and the extent to which it has met its academic Accountability Plan goals.

1. Revised September 4,  
2013 and available at: [www.  
newyorkcharters.org/SUNY-  
Renewal-Policies/](http://www.newyorkcharters.org/SUNY-Renewal-Policies/).



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## REPORT FORMAT

This renewal recommendation report compiles evidence using the **State University of New York Charter Renewal Benchmarks** (the “SUNY Renewal Benchmarks”),<sup>2</sup> which specify in detail what a successful school should be able to demonstrate at the time of the renewal review. The Institute uses the four interconnected renewal questions below for framing benchmark statements to determine if a school has made an adequate case for renewal.



## RENEWAL QUESTIONS

1. IS THE SCHOOL AN ACADEMIC SUCCESS?
2. IS THE SCHOOL AN EFFECTIVE, VIABLE ORGANIZATION?
3. IS THE SCHOOL FISCALLY SOUND?
4. IF THE SUNY TRUSTEES RENEW THE EDUCATION CORPORATION'S AUTHORITY TO OPERATE THE SCHOOL, ARE ITS PLANS FOR THE SCHOOL REASONABLE, FEASIBLE, AND ACHIEVABLE?

Additional information about the SUNY renewal process and an overview of the requirements for renewal under the New York Charter Schools Act of 1998 (as amended, the “Act”) are available on the Institute’s website at: [www.newyorkcharters.org/renewal/](http://www.newyorkcharters.org/renewal/).

2. Version 5.0, May 2012, available at: [www.newyorkcharters.org/SUNY-Renewal-Benchmarks/](http://www.newyorkcharters.org/SUNY-Renewal-Benchmarks/).

This report contains appendices that provide additional statistical and organizationally related information including a statistical school overview, copies of any school district comments on the Application for Charter Renewal, and the SUNY Fiscal Dashboard information for the school. If applicable, the appendices also include additional information about the education corporation, its schools, and student achievement of those schools.



# RENEWAL RECOMMENDATION

**Full-Term Renewal** The Institute recommends that the SUNY Trustees approve the Application for Charter Renewal of Broome Street Academy Charter High School for a period of five years with authority to provide instruction to students in 9<sup>th</sup> – 12<sup>th</sup> grade in such configuration as set forth in its Application for Charter Renewal, with a projected total enrollment of 328 students.



To earn a **Subsequent Full-Term Renewal**, a school must demonstrate that it has met or come close to meeting its academic Accountability Plan goals.<sup>3</sup>

## REQUIRED FINDINGS

In addition to making a recommendation based on a determination of whether the school has met the SUNY Trustees' specific renewal criteria, the Institute makes the following findings required by the Act:

- 1: the school, as described in the Application for Charter Renewal, meets the requirements of the Act and all other applicable laws, rules, and regulations;
- 2: the education corporation can demonstrate the ability to operate the school in an educationally and fiscally sound manner in the next charter term; and,
- 3: given the programs it will offer, its structure and its purpose, approving the school to operate for another five years is likely to improve student learning and achievement and materially further the purposes of the Act.<sup>4</sup>

## METHODOLOGY

By March 16, 2020, schools across New York State transitioned to Continuity of Learning Plans to provide remote instruction to students following Governor Cuomo's executive orders, which closed schools to in-person instruction in response to the COVID-19 pandemic. At the start of the facility closure period, the Institute continued oversight of programs, gathered Continuity of Learning Plans from every school, and had ongoing communication to support and monitor programs. Broome Street Academy Charter High School ("Broome Street") transitioned to its Continuity of Learning Plan in that time frame. During summer 2020, Governor Cuomo and New York State Department of Health requested that all schools submit a Reopening Plan following specific health and safety guidelines. The Institute additionally requested that SUNY authorized charter schools submit specific information regarding the structure of the schools' educational program for the 2020-21 school year. A brief summary of the school's current program is outlined in the School Background section.

3. SUNY Renewal Policies  
(p. 14).

4. See New York Education  
Law § 2852(2).

The Institute followed its typical renewal procedures where possible. Schools submitted the Application for Charter Renewal by the August deadline and included additional information regarding the Continuity of Learning Plans. The Institute team conducted its renewal review activities virtually using the SUNY Renewal Benchmarks. For remote learning, the Institute visit team joined virtual lessons to observe online learning and teaching. The Institute visit team conducted all interviews virtually including interviews with families, students, teachers, leaders, and the board.

In considering how to evaluate schools' remote or hybrid learning plans, the Institute reviewed research and standards for remote and online teaching. Utilizing the National Standards for Quality Online Teaching ("NSQOT"),<sup>5</sup> the Institute conducted a review of the SUNY Renewal Benchmarks with the standards and found that the SUNY Renewal Benchmarks and the NSQOT align closely. In the qualitative review narrative found within this report, the visit team collected evidence of the quality of the school's hybrid or remote learning model. In some instances, the Institute adjusted its indicators to reflect standards for online learning, where applicable.

## ENROLLMENT AND RETENTION TARGETS

As required by Education Law § 2851(4)(e), a school must include in its renewal application information regarding the efforts it will put in place to meet or exceed SUNY's enrollment and retention targets for students with disabilities, English Language learners ("ELLs"), and students who are eligible applicants for the federal Free and Reduced Price Lunch ("FRPL") program. The Institute examines each school's progress toward meeting or coming close to meeting its targets over the charter term as well as the efforts it has and will put in place to meet or continue to meet those targets.

Broome Street makes good faith efforts to meet or come close to meeting its enrollment and retention targets. The school exceeds its enrollment targets for students who qualify for FRPL and students with disabilities, and comes close to meeting its ELL enrollment target. The school does not meet the retention targets for the three subgroups. The school plans to use the following strategies to continue making good faith efforts to recruit and retain students:

- including lottery preferences for economically disadvantaged students and students who are housing insecure;
- conducting targeted recruitment visits to middle schools, family service providers, housing associations, counseling centers, and other community based organizations;

5. NSQOT is a set of standards for online teaching established by a group of online education institutions. For more information, see [www.nsqol.org](http://www.nsqol.org).

- canvassing in and mailing postcards to ELLs and families in neighborhoods with high concentrations of students living in public housing;
- highlighting information about counseling, services for students with individualized education programs (“IEPs”), and other services available through the school in all fliers and marketing materials;
- monitoring data trends in academic achievement, attendance, engagement, and exit reasons across subgroups in order to make adjustments to retention efforts;
- strengthening caregiver liaisons to maintain consistent communication with families and translating all communications with caregivers of currently enrolled ELLs;
- working with the attendance social worker and community school supervisor to monitor attendance and truancy trends and targeting potential dropouts;
- participating in the New York City Department of Education (“NYCDOE”) District-Charter Collaborative to share best practices for recruitment and retention;
- sending e-mail blasts to contacts at various community based organizations and mailing lists; and,
- hosting bimonthly open houses prior to the COVID-19 closure that transitioned to weekly virtual information sessions after the school transitioned to remote instruction.

For additional information on the school’s enrollment and retention target progress, see Appendix A.

## CONSIDERATION OF SCHOOL DISTRICT COMMENTS

In accordance with the Act, the Institute notified the district in which the charter school is located regarding the school’s Application for Charter Renewal. The full text of any written comments received from the district appears in Appendix C, which also includes a summary of any public comments.

*As of the date of this report, the Institute has not received district comments in response to the renewal application. A summary of public comments submitted to the Institute appears in Appendix C.*



# SCHOOL BACKGROUND AND EXECUTIVE SUMMARY

## BROOME STREET ACADEMY CHARTER HIGH SCHOOL

### BACKGROUND

The SUNY Trustees approved the original charter for Broome Street on September 15, 2010. It opened its doors in the fall of 2011 initially serving 110 students in 9<sup>th</sup> grade. The school is authorized to serve 360 students in 9<sup>th</sup> – 12<sup>th</sup> grade during the 2020-21 school year. If renewed, the school will continue to serve students in 9<sup>th</sup> – 12<sup>th</sup> grade, with a projected total enrollment of 328 students to more closely reflect historical actual enrollment levels.

Broome Street serves some of New York City's most vulnerable students. In addition to enrolling large proportions of economically disadvantaged students and students with disabilities, the school sets aside 50% of its available seats for students who are currently homeless, live in a housing insecure situation, are not in the custody of a parent or guardian, or are in foster care or otherwise involved in the child welfare system. The school addresses the needs of its students through comprehensive social emotional supports. Broome Street partners with The Door – A Center of Alternatives, Inc. ("The Door"), a New York not-for-profit organization located in the same building as the school, to provide students with access to mental health, substance abuse, anger management, health, legal, and college and career readiness services. The school notably implements its unique advisory system, the champion model, a research based program that matches students with individual staff members who advocate on each student's behalf, provide academic support, serve as liaisons between the school and home, and connect students to specific services.

The current charter term expires on July 31, 2021. A subsequent charter term would enable the school to operate through July 31, 2026. The school is located in a private facility at 555 Broome Street, New York, NY, in New York City Community School District ("CSD") 2.

The mission of Broome Street states:



*The Broome Street Academy Charter High School will prepare our young people for post-secondary success that leads to positive life outcomes. We value student strengths and will provide multiple pathways to success through a curriculum of rigorous academic, career, and social instruction grounded in the principles of positive youth development.*

## COVID-19 RESPONSE

When Broome Street transitioned to remote learning in March 2020, leaders focused on two main priorities: providing all students with laptops and connectivity to internet, and ensuring students had wellness checks for basic needs. With support from The Door, the school effectively reached all students and established a system to ensure ongoing communication with students and caregivers. The school transitioned its academic program to an online platform, Edgenuity. Schools typically use Edgenuity for credit recovery activities, so Broome Street worked with the company to develop a more robust curricular program to allow students to work asynchronously on course content. The school also implemented virtual office hours and other opportunities for students to check in with teachers throughout the week. As a key design element, the school continued to offer its wraparound services in the remote setting including mental health services.

After reflecting on feedback from students, teachers, and caregivers, Broome Street revamped its remote learning program for the 2020-21 school year. The school transitioned away from primarily using Edgenuity and implements Google Classroom as the main resource for teaching and learning with teachers using the school's typical curricular program in this modality. Teachers use a mixture of synchronous and asynchronous learning opportunities for students.

More information about the school's approach to reopening and Covid-19 guidance is available at this [link](#).



## EXECUTIVE SUMMARY

Broome Street is an academic success having met or come close to meeting its Accountability Plan goals over the current charter term. The school prepares its unique student population for post-secondary success by providing access to high quality instruction and robust non-academic supports through its partnership with The Door. Broome Street demonstrates success in the following ways:

- The school posted four year graduation rates that came close to or exceeded the absolute target of 75% over the majority of the charter term. Notably, in 2019-20, the school increased its graduation rate by 16 percentage points from the prior year.
- Broome Street demonstrates academic success with students who are housing insecure or categorized as homeless according to the New York State Department of Education (“NYSED”). In 2019-20, the school posted a 87% four year graduation rate for homeless students surpassing the state and CSD results by 23 and 25 percentage points, respectively.
- The school exceeded the target of 75% for its matriculation measure in four of five years during the Accountability Period.<sup>6</sup> In 2019-20, 91% of the school’s graduates matriculated into a two or four year program in the fall following graduation.
- Broome Street efficiently and effectively delivers wraparound services to its students. In 2020-21, the school provides counseling services to approximately one third of its student population, far exceeding mandated requirements. In addition to counseling, The Door continues to offer its legal, mental health, medical, and other support services to all Broome Street students and their families during the period of remote academic instruction.

6. Because the SUNY Trustees make a renewal decision before student achievement results for the final year of a charter term become available, the Accountability Period ends with the school year prior to the final year of the charter term. For a school in a subsequent charter term, the Accountability Period covers the final year of the previous charter term and ends with the school year prior to the final year of the current charter term. In this renewal report, the Institute uses “charter term” and “Accountability Period” interchangeably.

In addition to the school’s record of achievement over the charter term, Broome Street effectively transitioned its in-person program to remote learning while maintaining its focus on rigorous academic opportunities and strong social emotional supports for students. Notably, between the transition to remote instruction in March 2020 and the end of the 2019-20 school year, the school conducted over 400 unique individual counseling contacts with students. After piloting a single Advanced Placement (“AP”) course in 2018-19, the school expanded its AP offerings to eight courses during the 2020-21 school year in the remote environment.

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Based on the Institute's review of the school's performance as posted over the charter term; a review of the Application for Charter Renewal submitted by the school; a review of academic, organizational, governance, and financial documentation; and a renewal review of the school's academic program, the Institute finds that the school meets the required criteria for charter renewal.

The Institute recommends that the SUNY Trustees grant Broome Street a Subsequent Renewal of five years.

#### NOTEWORTHY

The school's 2020 graduating class matriculated into a variety of state, local, and private institutions in the fall following graduation. Notably, those 55 graduates were awarded over \$800,000 in financial aid and scholarships for the 2020-21 academic year.

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# ACADEMIC PERFORMANCE



## IS THE SCHOOL AN ACADEMIC SUCCESS?

Broome Street is an academic success. During its second charter term, the school met or came close to meeting its Accountability Plan goals. Based on the evidence the Institute compiled throughout the charter term and at the time of the renewal review, Broome Street's academic program is effective and supported by high quality instructional and organizational leadership.

At the beginning of the Accountability Period, the school developed and adopted an Accountability Plan that set academic goals in six required areas of high school graduation, college preparation, English language arts ("ELA"), mathematics, science, and social studies. For each goal in the Accountability Plan, specific outcome measures define the level of performance necessary to meet that goal. The Institute examines outcomes on a set of required Accountability Plan measures to determine goal attainment. Because the Act requires charters be held "accountable for meeting measurable student achievement results"<sup>7</sup> and states the educational programs at a charter school must "meet or exceed the student performance standards adopted by the board of regents"<sup>8</sup> for other public schools, SUNY's required accountability measures rest on performance as measured by statewide and nationally normed assessments, and high school graduation and college acceptance rates. Historically, SUNY's required measures include measures that present schools':

ABSOLUTE  
PERFORMANCE, I.E.,  
WHAT PERCENTAGE  
OF STUDENTS  
SCORE AT A CERTAIN  
PROFICIENCY ON  
STATE EXAMS?

COMPARATIVE PERFOR-  
MANCE, I.E., HOW DID THE  
SCHOOL DO AS COMPARED  
TO SCHOOLS IN THE  
DISTRICT AND SCHOOLS  
THAT SERVE SIMILAR  
POPULATIONS OF ECO-  
NOMICALLY DISADVAN-  
TAGED STUDENTS?

GROWTH  
PERFORMANCE,  
I.E., HOW MUCH  
DID THE SCHOOL  
GROW STUDENT  
PERFORMANCE AS  
COMPARED TO THE  
GROWTH OF SIMILARLY  
SITUATED STUDENTS?

7. Education Law § 2850(2)(f).

8. Education Law § 2854(1)(d).

Every SUNY authorized charter school has the opportunity to propose additional measures of success when crafting its Accountability Plan. Broome Street did propose and include additional measures of success in the Accountability Plan it adopted. The school developed additional comparative measures of success under its graduation, ELA, mathematics, science, and social studies goals. In addition to comparing its achievement to the overall performance of its CSD, Broome Street also compares itself to a peer group of schools that enroll similar populations of students based on publicly available demographic data.



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The Institute analyzes every measure included in the school's Accountability Plan to determine its level of academic success including the extent to which the school has established and maintained a record of high performance, and established progress toward meeting its academic Accountability Plan goals throughout the charter term. The analysis of high school academic performance focuses primarily on absolute and comparative measures associated with the school's graduation and (for college preparatory programs) college preparation goals. The Institute identifies the required measures (absolute proficiency, absolute Measure of Interim Progress ("MIP") attainment,<sup>9</sup> comparison to local district, comparison to demographically similar schools, student growth, and high school graduation and college going rates) in the Performance Summaries appearing in Appendix B.

The Accountability Plan also includes science and ESSA goals, the latter of which replaces the No Child Left Behind Act ("NCLB") goals. Please note that for schools located in New York City, the Institute uses the CSD as the local school district.

In response to the COVID-19 global pandemic, the New York State Board of Regents ("Board of Regents") canceled the administration of the 2019-20 3<sup>rd</sup> – 8<sup>th</sup> grade ELA and mathematics assessments; the 4<sup>th</sup> and 8<sup>th</sup> grade state science exam; and the June and August administration of the Regents exams. The Institute requested that schools submit any evidence of progress toward meeting Accountability Plan goals collected from any interim or summative assessments the school had available for the 2019-20 school year. Based on the school's existing track record of goal attainment and on information submitted in the 2019-20 Accountability Plan Progress Report, the Institute highlights achievement data in the Academic Attainment section below.

In April 2020, the Board of Regents canceled the Regents exams in all subject areas due to complications from the COVID-19 facility closures. More information on the cancellations can be found at [this link](#). NYSED issued a waiver to students enrolled in any course terminating in a Regents exam in June or August 2020. If the exam was a requirement for graduation with a Regents diploma or a Regents diploma with advanced designation, the waiver allowed students in any graduation cohort to meet the requirement without having to sit for any future administration of the exam.

9. During the 2017-18 school year, the state finalized and approved its Every Student Succeeds Act ("ESSA") plan. As such, the Institute established changes to required goals and measures in order to align with the new accountability system. The Institute now requires schools to report a Performance Index ("PI") with the target of meeting or exceeding the state's MIP.

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## SUNY RENEWAL BENCHMARK 1A

### HAS THE SCHOOL MET OR COME CLOSE TO MEETING ITS ACADEMIC ACCOUNTABILITY PLAN GOALS?

During its five year charter term, Broome Street came close to meeting its key Accountability Plan goals in high school graduation, college preparation, ELA, and mathematics. Notably in 2019-20, the school increased its graduation and college matriculation rates from the previous year by 16 and 20 percentage points, respectively. The school also came close to meeting its science and social studies goals and met its NCLB/ESSA goal.

Broome Street came close to meeting its graduation goal over the charter term. From 2015-16 through 2019-20, the school posted four year graduation rates at or above the absolute target of 75% in three of the five years. In contrast, the school exceeded the district graduation rate in one year of the Accountability Period. The school enrolls a student population with different demographics than the district including higher proportions of students with disabilities and homeless students. Notably in 2019-20, 79% of the school's 2016 Cohort graduated after four years, an increase of 16 percentage points from the prior year.

Broome Street came close to meeting its college preparation goal during the charter term. In four of the five years of the Accountability Period, the school's graduates matriculated into college programs at rates that exceeded the absolute target of 75%. Notably in 2019-20, 91% of the school's 2016 Graduation Cohort matriculated into a two or four year college program in the fall following graduation, which surpasses the target by 16 percentage points. The school also demonstrates college preparation through a variety of other measures including achieving the college and career readiness benchmark on the SAT. In 2018-19 and 2019-20, the school's graduates demonstrated college preparation at rates that fell under the absolute target of 75%.

Broome Street came close to meeting its ELA goal over the charter term. The school's Accountability Cohorts passed the ELA Regents exam at rates that came close to or met the absolute target of 80% each year. The school's Total Cohorts came close to the district performance in each year of the Accountability Period. Similarly, Broome Street's Total Cohorts achieved the college and career readiness standard on the exam, currently defined as scoring at least at level 4 of five levels, at rates that fell under the absolute target but near the district performance in each year of the term.

The school also came close to meeting its mathematics goal over the charter term. The school's Accountability Cohorts passed at least one Regents mathematics exam at rates that came close to or exceeded the absolute target in the majority of the Accountability Period. Also from 2015-16 through 2018-19, the school's Total Cohorts passed one mathematics Regents exam at rates that surpassed the district performance in two of four years. In contrast, the school posted low rates of achieving the college and career readiness standard, currently defined as scoring at least at level 4 of five levels. Instructional leaders acknowledge the opportunity to increase supports for mathematics instruction to ensure that more students meet the standard.

Broome Street also came close to meeting its science goal over the charter term. Students in the school's Accountability Cohorts passed any Regents science exam by the end of four years at rates that exceeded the absolute target of 75% in the majority of the term. Further, the school's Total Cohorts achieved passing rates that surpassed the district's Total Cohort passing rates in two of four years that comparative data are available. In 2019-20, 86% of the 2016 Total Cohort students either passed at least one science Regents exam or were exempted due to the 2020 Regents cancellation.

Broome Street came close to meeting its social studies goal. The school's Accountability Cohorts scored at or above proficiency on the U.S. History and Global History Regents exams at rates that came close to or exceeded the absolute target of 75% over the majority of the term. The school's Total Cohorts posted passing rates on both exams that exceeded the district's Total Cohort passing rates over the majority of the term.

The school met its ESSA goal, remaining in good standing according to the state's accountability system over the charter term.

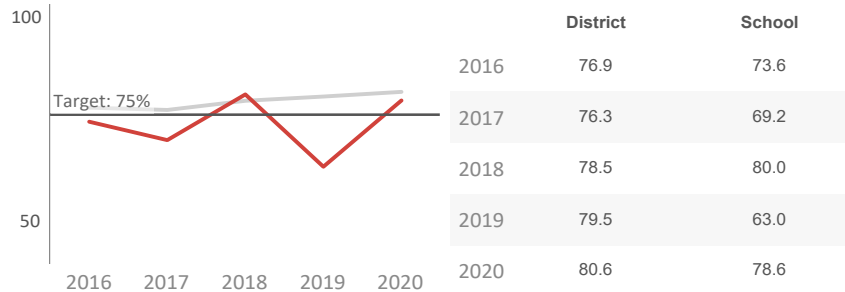
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# ACADEMIC PERFORMANCE

## BROOME STREET ACADEMY CHARTER HIGH SCHOOL

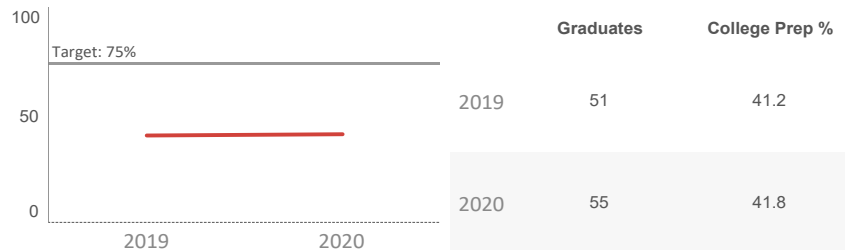
### HIGH SCHOOL GRADUATION RATE

**Comparative Measure: Graduation Rate.** Each year, the percentage of **the school's students graduating** after completion of their fourth year will exceed the **District**.

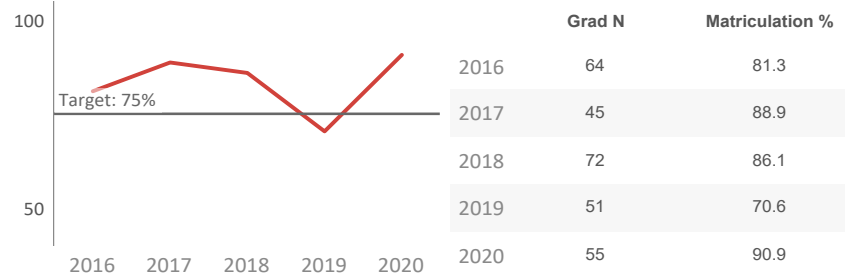


### COLLEGE PREPARATION AND ATTAINMENT

**College Preparation Measure:** Each year, 75 percent of **graduates** will demonstrate college preparation through one or more indicators including passing an AP exam or earning an advanced diploma.

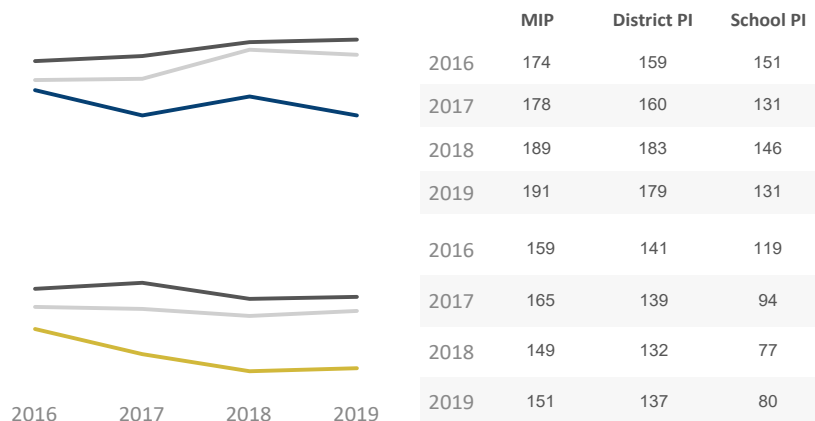


**College Attainment Measure: Matriculation into College.** Each year, 75 percent of **graduating students** will enroll in a college or university.



### ENGLISH LANGUAGE ARTS AND MATHEMATICS

**Comparative and Absolute Measure: District Comparison.** Each year, the school's **ELA Accountability Performance Index** and the **math PI** will exceed the **district's PI** and the **state's MIP**.



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**SUNY  
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1B**

## **DOES THE SCHOOL HAVE AN ASSESSMENT SYSTEM THAT IMPROVES INSTRUCTIONAL EFFECTIVENESS AND STUDENT LEARNING?**

Broome Street has an assessment system that allows teachers to monitor progress within courses and identify struggling students to support with Regents performance. Each course has a common set of assessments that allow teachers who teach similar subjects to analyze teaching effectiveness and adjust course curriculum. Most courses typically administer mid and end of unit assessments. In addition to these and other formative assessments, teachers also administer a mock Regents exam in courses that end in a Regents exam. Overall, the school has improved its assessment systems since the school's previous renewal.

The school has increased its capacity to gather and analyze student data over the charter term. Broome Street hired manager of data and evaluation who supports the school in capturing and using student achievement data to improve teaching. Leaders also review course data on a regular basis and focus on analyzing passing rates to support teachers in adjusting instruction and providing students with opportunities to make up work. Leaders work with teachers to determine meaningful makeup assignments in order to provide more flexibility to students during the period of remote instruction. When pass rates are inconsistent or low, leaders meet with teachers to discuss action steps to improve. For example, in one classroom pass rates were low so leaders worked with the teacher to adjust the curricular program to make it more engaging for students. Leaders also analyze student achievement data to work with teachers to identify specific students for intervention.

## **DOES THE SCHOOL'S CURRICULUM SUPPORT TEACHERS IN THEIR INSTRUCTIONAL PLANNING?**

Broome Street has a curricular program that supports teachers with instructional planning. In spring 2020, the school transitioned to its Continuity of Learning Plan, an asynchronous model using modules and courses from Edgenuity, which is primarily used as a credit recovery program. Working with Edgenuity, the school adapted the program to deliver coursework for the remaining four months of the 2019-20 school year. Over the summer, the school gathered feedback from all stakeholders and worked with teachers to understand student needs in regard to remote learning. The school then worked to develop a more effective model for both students and teachers.

**SUNY  
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1C**



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For 2020-21, the school remains in a mostly asynchronous model using Google Classroom to deliver assignments and work to students. Overall, leaders recognize an opportunity to set more expectations for teachers' learning modalities – as with the current model, the school does not deliver a consistent curricular program. The school established a schedule in which teachers have office hours approximately two times per week for students to join. In developing this system, the school gave teachers the autonomy to decide how to utilize the office hours time. As such, some teachers deliver live lessons and others host open-ended help sessions and require students to join. In some office hours, teachers do not require attendance and sometimes have no students joining. For content, the school transitioned from the Edgenuity platform and teachers developed curricula for each course based on previous material, but adapted it for students to self-pace via Google Classroom. The school provides the standards, and teachers produce scope and sequence documents, unit plans, and daily lesson plans. Teachers primarily utilize New Visions, a support organization that partners with both public charter and traditional public schools in New York City, to access curricular materials, all of which are available to educators for free. Teachers adapt the program to meet the needs of students.

## SUNY RENEWAL BENCHMARK 1D

### IS HIGH QUALITY INSTRUCTION EVIDENT THROUGHOUT THE SCHOOL?

High quality instruction is evident in some classrooms at Broome Street. Lessons are purposeful and teachers generally engage students in lively discussion. During the mandated school closure beginning in March 2020, Broome Street operated a fully remote educational program with an asynchronous schedule that included some live instruction in all core classes. Beginning in 2020-21, teachers began to deliver a combination of remote live instruction, office hours support, and asynchronous assignments during set times throughout the week. At the time of the renewal review the school continued instruction in a fully remote setting. During the remote renewal review the Institute team observed 16 synchronous lessons across subject areas and grades following a defined protocol used for school visits during the period of time that schools implement remote learning models.

Most teachers deliver lessons with clear objectives that are aligned to lesson plans and state standards. Teachers explicitly communicate objectives to students, and lesson activities are aligned to previous work and the objective. Teachers implement technology seamlessly into lesson activities maximizing instructional time and maintaining high student engagement. Lessons have few technology glitches. Teachers establish clear routines for large group instruction and small group student interaction. During breakout room sessions, teachers circulate through rooms to monitor participation and behavior.

In the majority of lessons, teachers effectively check for understanding and make adjustments in the moment. Teachers employ a mix of techniques including cold calling, requiring responses in a chat, and monitoring student work using various software platforms. Based on student responses, teachers rephrase or restate relevant information to the entire class in order to mitigate misunderstandings.

Some teachers facilitate student discussions that feature higher order thinking and problem solving skills in their lessons. In lessons in which this technique is implemented most effectively, teachers ask probing questions that elicit high levels of engagement and frequent student to student interaction. If students give incorrect or incomplete answers, teachers push for elaboration and for students to cite evidence. In many lessons, teachers use breakout rooms to facilitate student-led small group work. In contrast, some teachers do not use their live instruction time to lead student discussions and ask low rigor questions. Instructional leaders acknowledge the opportunity to support teachers in infusing higher order thinking and discussion across lessons.

## DOES THE SCHOOL HAVE STRONG INSTRUCTIONAL LEADERSHIP?

Broome Street's leadership team supports the teaching staff to meet the needs of the school's unique population and meet the school's Accountability Plan goals. The school's instructional leadership team includes the head of school; dean of student supports; senior dean of academics; dean of STEM; and dean of diversity, equity, and inclusion. These leaders establish schoolwide academic priorities and set expectations for teachers. The chief executive officer ("CEO") of The Door directly oversees and supports the head of school. The director of social work and director of operations work in tandem with the academic leaders to ensure that the academic program is supplemented with social emotional supports and family outreach.

Professional development at Broome Street is adequate to support teachers. Beginning in the 2020-21 school year, the leadership team established full day professional development and planning time for teachers weekly. Teachers use this time to plan with their co-teachers, attend grade team meetings, and collaborate with interventionists. Further, the deans run professional development sessions on a variety of topics including analysis of the Danielson Framework for Teaching, technology challenges, and establishing common pedagogical vocabulary. The dean of student supports plans and delivers biweekly sessions on the champion model, which supports teachers in delivering instruction during the advocacy periods. Leaders strive to incorporate teacher input into the planning and professional development process; for example, during the summer, leaders ran three groups that included the majority of the teaching staff to plan the priorities of social emotional learning, academic rigor, and inclusivity.

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Broome Street provides some coaching to teachers but is still in the process of codifying its system. Deans conduct observations of live teaching sessions and audit teachers' Google Classrooms. They also meet with teachers to discuss teaching strategies and particular students on an ad hoc basis. However, the school does not have a system to adjust the frequency and intensity of these practices. Leaders acknowledge the opportunity to formally link student data analysis to a regular coaching cycle.

## DOES THE SCHOOL MEET THE EDUCATIONAL NEEDS OF AT-RISK STUDENTS?

Broome Street works effectively to meet the individual needs of each student with the additional support of wraparound services from The Door. Broome Street leaders consistently reflect upon the successes of the program and make appropriate adjustments to support at-risk students. In recognizing a need to systematize services and supports for the at-risk program, the school transitioned a department chair of academic interventions into a dean of diversity, equity, and inclusion to oversee and support the entire at-risk program. The shift in this role allows the school to make services consistent across the school. In addition, the school participates in the NYCDOE District-Charter Collaborative and attends professional development sessions with the Collaborative for Inclusive Education.

For students struggling academically, the school's Response to Intervention ("RTI") program is robust and aims to support students in multiple areas including academics, mental health services, and basic needs such as housing and food support. The school works with The Door to provide robust, high quality support in a wide range of areas including legal, housing, and job placement services. For academics, the school reviews new student information available from each student's previous school. After each quarter, teachers and leaders review course passing information and grades to identify students for RTI services. The school assigns students to tier 2 supports that include tutoring, then has a system to ensure that students are attending tutoring sessions. For tier 3 support, teachers provide students with more intensive supports including one on one support and other interventions. School leaders reflect on the effectiveness of the RTI program for students struggling academically and work to improve the program to ensure students receive high quality interventions.

During the remote learning period, Broome Street focuses efforts on improving its integrated co-teaching ("ICT") model to meet the needs of students with disabilities. The Institute team observed effective co-teaching strategies in most ICT lessons. The school identifies students with disabilities by analyzing existing IEPs and by closely monitoring students in

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its RTI program. If students do not make progress the school refers students to the district committee on special education (“CSE”) for evaluation. The school offers special education teacher support services (“SETSS”) and ICT classrooms as its primary academic services. The school provides co-teaching teams with time to plan content and develop strategies to support and differentiate learning for students with disabilities.

The school supports ELLs with a variety of strategies to develop English language acquisition. The ELL teacher coordinates closely with general education teachers to support ELLs during lessons by translating materials and providing other in the moment supports. The school also dedicates time for small group pull out remote sessions during which the ELL teacher works with students on specific English language acquisition strategies. ELLs participate in asynchronous lessons designed by the ELL teacher to practice independent reading and writing skills. The ELL teacher ensures that general education teachers are aware of ELLs’ English language skill levels and monitors progress for each student.

# ORGANIZATIONAL PERFORMANCE



## IS THE SCHOOL AN EFFECTIVE, VIABLE ORGANIZATION?

Broome Street is an effective and viable organization that has in place the key design elements identified in its charter. The education corporation’s board of trustees (the “board”) meets regularly to oversee the school’s academic progress, monitor the organization’s development, and ensure the school substantially complies with applicable laws and regulations.

## IS THE SCHOOL FAITHFUL TO ITS MISSION AND DOES IT IMPLEMENT THE KEY DESIGN ELEMENTS INCLUDED IN ITS CHARTER?

Broome Street is faithful to its mission and key design elements. These can be found in the School Background section at the beginning of the report and Appendix A, respectively. Through Broome Street’s partnership with The Door, the school’s culture is grounded in principles of youth development as the school uses a holistic approach to meet student needs. For example, the school’s partnership with The Door allows it to offer robust mental health services to all students, not just those with mandated counseling. The school provides services to approximately one third of the school’s population, and 36% of students served are not mandated to receive counseling through an IEP. This demonstrates the school’s commitment to ensure students receive specific services and supports that allow them to feel safe and secure at the school and set the foundation for them to learn.

## ARE PARENTS/GUARDIANS AND STUDENTS SATISFIED WITH THE SCHOOL?

To report on parent satisfaction with the school’s program, the Institute used satisfaction survey data, information gathered from a focus group of parents representing a cross section of students, and data regarding persistence in enrollment.

**Parent Survey Data.** The Institute compiled data from the NYCDOE’s 2018-19 NYC School Survey. NYCDOE distributes the survey every year to compile data about school culture, instruction, and systems for improvement. Broome Street does not emphasize completing the NYC School Survey. Alternatively, the school prioritizes frequent communication between teachers and caregivers. Teaches, leaders, and staff from The Door regularly communicate with families to gauge satisfaction with the program over the school year. In 2018-19, 14% of families who

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received the survey responded. Families expressed high satisfaction with the school in general and indicated particular appreciation for the head of school's efforts to build a sense of community and communicate effectively with caregivers. However, the survey results may not be representative of the school community given the low response rate.

**Parent Focus Group.** The Institute asks all schools facing renewal to convene a representative set of parents for a focus group discussion. For renewal reviews in 2020-21, the Institute convened families in a virtual environment. A representative set includes parents of students in attendance at the school for multiple years, parents of students new to the school, parents of students receiving general education services, parents of students with disabilities, and parents of ELLs. The seven caregivers in attendance at the focus group indicated high levels of satisfaction with Broome Street's program and response to the COVID-19 pandemic. Caregivers shared multiple examples of how the school keeps in close contact during the remote learning period and ensures that students have the ability to connect and remain connected to the learning platforms. Caregivers also appreciate the school's efforts outside of academics. One caregiver discussed the school's efforts to help secure their child's summer employment through the New York City Summer Youth Employment Program.

**Student Focus Group.** For 2020-21, the Institute asks all schools facing renewal to convene a representative set of students for a focus group discussion regarding their experience with the remote or hybrid learning experience. The Institute convened students in a virtual environment. A representative set includes students with disabilities, ELLs, and general education students. The 10 students in attendance expressed strong levels of satisfaction with the school's programming especially the school's quick response to get all students connected during the remote learning period. Students appreciate the time in the advocacy block because it feels less formal than class periods and allows students to ask teachers questions outside of the academic content areas.

**Persistence in Enrollment.** An additional indicator of parent satisfaction is persistence in enrollment. In 2019-20, 72% of Broome Street students returned from the previous year. Student persistence data from previous years of the charter term is available in Appendix A.

The Institute derived the statistical information on persistence in enrollment from its database. No comparative data from the NYCDOE or NYSED is available to the Institute to provide either district or statewide context.

## SUNY RENEWAL BENCHMARK 2C

### DOES THE SCHOOL'S ORGANIZATION WORK EFFECTIVELY TO DELIVER THE EDUCATIONAL PROGRAM?

Broome Street has an administrative structure that enables the school to implement its academic program, provide support to teachers, and address challenges related to remote instruction as they emerge. Leaders have clearly defined leadership roles and responsibilities, and teachers understand the school's lines of accountability. In 2019-20, the school increased its instructional leadership team to include three deans under the head of school. The larger number of instructional leaders ensures that each leader can provide substantive professional development in alignment with the school's priorities and also oversee specific schoolwide initiatives such as the champion model or inclusion.

Broome Street's partnership with The Door, as well as its staff dedicated to oversee the champion model, ensures the school has allocated sufficient resources to deliver substantial non-academic supports to its vulnerable population of students. In 2020-21, approximately one third of students received counseling services, far exceeding the mandated requirements of the student population. In addition to counseling, The Door offers legal, mental health, medical, and other support services to all Broome Street students and their families. Further, as part of the champion model, every staff member is assigned as an advisor to a caseload of seven to nine students. Each advisor serves as a point person for students' issues including academic challenges, family needs, and technology challenges. The school also schedules a weekly one hour advocacy block during which advisors meet with their caseload to deliver a curriculum developed by the dean of student culture addressing topics such as social emotional learning.

The school has a system to monitor the program, and the instructional leadership team regularly reviews data to reflect on the effectiveness of the school's initiatives. Over the charter term, the school increased its capacity to capture and analyze relevant demographics about its student population, disciplinary data, and its students' usage of various services at the school and The Door. For example, as a result of analyzing the school's increase in out of school suspensions, leaders prioritized including restorative justice practices into the school's weekly professional development time. However, Broome Street leaders acknowledge the need to react with greater urgency to data in order to make necessary adjustments to the program. For example, while the school collects and disseminates robust data on student participation in advocacy blocks, the school has yet to implement strong interventions to mitigate low attendance.

## SUNY RENEWAL BENCHMARK 2D

### DOES THE BOARD WORK EFFECTIVELY TO ACHIEVE THE SCHOOL'S ACCOUNTABILITY PLAN GOALS?

The Broome Street board provides effective oversight to help the school achieve its Accountability Plan goals. Board members' backgrounds include experience in finance, development, social work, and education. In the next charter term, the board plans to increase its academic expertise, increase parent representation, and diversify its membership.

As a result of planning that began earlier in the charter term and the substantive changes to the academic program due to the COVID-19 pandemic, the board increased the type of data and information it requests from Broome Street and The Door staff in order to adequately monitor the program. At the beginning of the 2020-21 school year, the board established a new dashboard to monitor metrics its prioritizes. Trustees closely monitor multiple data points including attendance, engagement, formative assessment results, and subgroup enrollment. Additionally, the head of school and CEO continue to give monthly reports.

The board establishes a reflective culture consisting of regular evaluation of the school's program and outcomes. To supplement this culture with formal systems of evaluation, the board conducts a formal review of the head of school with goals tied to the measures of achievement in the school's Accountability Plan. Additionally, the board conducts a self evaluation and contracts an outside consultant to conduct a needs assessment. Board members acknowledge an opportunity to improve their oversight by codifying goals and priorities in a formal strategic plan in a future charter term.

### DOES THE BOARD IMPLEMENT, MAINTAIN, AND ABIDE BY APPROPRIATE POLICIES, SYSTEMS, AND PROCESSES?

The board materially and substantially implements, maintains, and abides by adequate and appropriate policies, systems, and processes to ensure the effective governance and oversight of the school. The board demonstrates a clear understanding of its role in holding the school leadership accountable for academic results and fiscal soundness as well as the partner organization accountable for the programming and services it provides to ensure a continually beneficial relationship between the school and the partner organization for its students.

- During the charter term, the board developed effective communication with The Door as well as its board, allowing the two entities to more effectively provide programming and supports for the students and the school, and creating greater value under the contract between them.

## SUNY RENEWAL BENCHMARK 2E

- The board clearly defines the roles and expectations of the leadership team and the partner organization as well as the executive director who acts on both sides of the partnership.
- The board took effective action during the charter term to more clearly delineate its expectations of the partner organization and the leadership team regarding student supports and academic outcomes. The development of the data reporting system clearly demonstrates the board's shift from concentrating heavily on the supports for students to its expectations that robust supports should lead to high academic outcomes for the students.
- Minutes reflect that the board reviews contractual relationships and revises contracts accordingly. The minutes clearly reflect that the board reviews and updates board policies.
- The board recognizes a need for a long-term strategic plan.
- The board is thoughtful about its membership. While there are several long standing members of the board, the board has recruited new members and is thoughtful about skill area needs.
- The board implements a comprehensive code of ethics and conflicts of interest policy in accordance with applicable law.
- The board manages conflicts of interest in a transparent manner in accordance with applicable laws and regulations.
- The board has a clear complaint policy and responds to complaints in a timely fashion.
- Minutes reflect that the board abides by its by-laws and holds meetings in accordance with the N.Y. Open Meetings Law.
- The board works with its partner organization to provide substantial fundraising to enhance programming at the school.

## SUNY RENEWAL BENCHMARK 2F

### HAS THE SCHOOL SUBSTANTIALLY COMPLIED WITH APPLICABLE LAWS, RULES AND REGULATIONS, AND PROVISIONS OF ITS CHARTER?

Broome Street substantially complies with applicable laws, rules and regulations, and provisions of its charter. During the current charter term, the education corporation demonstrates a clear record of compliance with the terms of its charter including the timely submission of required reporting to the Institute.

- **Annual Reports.** Broome Street properly submitted its annual report to the Institute and NYSED and posted annual reports on its website in accordance with the Act.
- **Complaints.** The Institute did not receive any formal complaints regarding the school during the charter term.
- **Compliance.** The Institute issued no violation letters to the school during the charter term.
- **FOIL.** The school has an appropriate Freedom of Information Law policy posted on its website that includes a link to the site for the New York State Committee on Open Government as required.
- **Teacher Certification.** The school is four over the allowable limit and six uncertified teachers do not meet the necessary requirements. The school works with the New York City Charter School Center to track teacher progress toward certification. In addition to tracking and offering supports to teachers to obtain certification, the school was to partner with the Relay School of Education for the 2020-21 school year to provide professional development and increase the number of certified teachers. The partnership was also viewed as an incentive to increase teacher retention at the school. Due to the pandemic and related budgetary constraints this contract was put on hold but the school hopes to resume the relationship when the budget allows.



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# FISCAL PERFORMANCE



10. The U.S. Department of Education has established fiscal criteria for certain ratios or information with high – medium – low categories, represented in the table as green – gray – red. The categories generally correspond to levels of fiscal risk, but must be viewed in the context of each education corporation and the general type or category of school.

## IS THE EDUCATION CORPORATION FISCALLY SOUND?

Based on review of the fiscal evidence collected through the renewal review, Broome Street is fiscally sound. The SUNY Fiscal Dashboard presents color-coded tables and charts indicating that the education corporation has demonstrated fiscal soundness over the majority of the charter term.<sup>10</sup>

Broome Street contracts with The Door, an external partner organization that supports the charter school in fiscal management services, information technology, development office services, human resources, and executive support. The school pays the partner organization on a monthly basis based on time allocated for the varying support services provided by the partner organization.

In response to the COVID-19 pandemic, Broome Street proactively budgeted FY 2020-21 conservatively by projecting decreased revenues and lowering expenses while projecting additional costs for remote learning technologies and building safety measures to comply with socially distanced in-person learning. The school anticipates enrollment will remain steady but budgeted conservatively to remain fiscally stable.

## DOES THE SCHOOL OPERATE PURSUANT TO A FISCAL PLAN IN WHICH IT CREATES REALISTIC BUDGETS THAT IT MONITORS AND ADJUSTS WHEN APPROPRIATE?

Broome Street has adequate financial resources to ensure stable operations. Broome Street employs clear budgetary objectives and budget preparation procedures.

- The school develops budgets annually based on input from the external partner organization, school operations staff, the board, school administration, and the school's medium and long term financial planning.
- The school includes COVID-19 contingency expenses in the proposed budgets for the first three years of the next charter term. This proposed budget creates flexibility should the school incur further expenses due to the COVID-19 pandemic.
- Broome Street currently serves 9<sup>th</sup> – 12<sup>th</sup> grade students in a privately leased space. The school leases 25,000 square feet at the external partner organization's headquarters. Students have access to the organization's services located in other parts of the building including the organization's health center, cafeteria, and gymnasium. This facility provides ample space for the school to operate during the next charter term.

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## SUNY RENEWAL BENCHMARK 3B

### DOES THE SCHOOL MAINTAIN APPROPRIATE INTERNAL CONTROLS AND PROCEDURES?

Broome Street has a history of sound fiscal policies, procedures, and practices and maintains appropriate internal controls.

- The Fiscal Policies and Procedures Manual serves as the guide to all financial internal controls and procedures. The manual undergoes ongoing reviews and updates.
- The most recent Broome Street audit report for June 30, 2020 noted that due in part to personnel changes at The Door, which provides administrative and fiscal management services to Broome Street; as well as difficulties caused by the COVID-19 pandemic, which included the closure of The Door and Broome Street's office in New York City, Broome Street was not able to provide all the supporting documents in a timely manner. These factors resulted in the need for significant adjustment to the year-end financial statements.

## SUNY RENEWAL BENCHMARK 3C

### DOES THE SCHOOL COMPLY WITH FINANCIAL REPORTING REQUIREMENTS?

Broome Street complies with financial reporting requirements.

- The school submits required financial reports to the Institute, NYCDOE, and NYSED on time, complete, and following generally accepted accounting principles ("GAAP").
- The board increased its oversight of the transition of The Door's new chief financial officer.
- The school has generally filed key reports on time and accurately including audit reports, budgets, and unaudited quarterly reports of revenue, expenses, and enrollment.
- The school submitted the June 30, 2020 annual audit to the Institute by the due date of November 1, 2020 which reported continued fiscal strength, and submitted the corrective action plan regarding the financial records.

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## DOES THE SCHOOL MAINTAIN ADEQUATE FINANCIAL RESOURCES TO ENSURE STABLE OPERATIONS?

Broome Street maintains adequate financial resources to ensure stable operations.

- Since the school opened in 2011-12, the education corporation has reported operating surpluses as well as deficits, which were offset against surpluses.
- Broome Street's fiscal dashboard in Appendix D reflects fiscally strong with 4.4 months of cash on hand to pay liabilities coming due shortly.
- Broome Street had total net assets of approximately \$2.1 million as of June 30, 2020.
- As a requirement of the SUNY charter agreement, Broome Street has established the separate dissolution reserve fund account of \$75,000.

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# FUTURE PLANS



## IF THE SUNY TRUSTEES RENEW THE EDUCATION CORPORATION'S AUTHORITY TO OPERATE THE SCHOOL, ARE ITS PLANS FOR THE SCHOOL REASONABLE, FEASIBLE, AND ACHIEVABLE?

Broome Street's plans for the future are reasonable, feasible, and achievable. The school plans to continue its program and implement changes where necessary to meet its Accountability Plan goals in a future charter term.

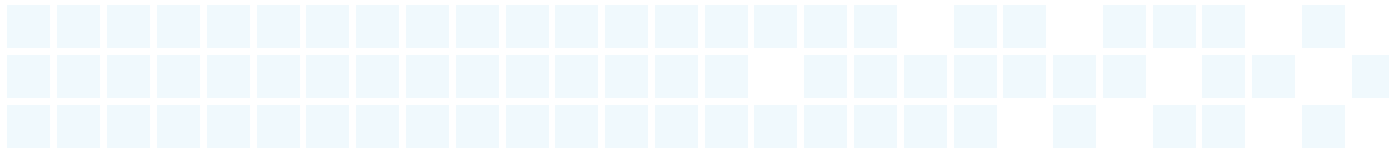
**Plans for the School's Structure.** The education corporation has provided all of the key structural elements for a charter renewal, and those elements are reasonable, feasible, and achievable.

**Plans for the Educational Program.** Broome Street plans to continue to implement the same core elements of its academic program and partnership with The Door that have led it to demonstrate academic success over its first two charter terms. In an effort to meet the needs of its unique student population, the school plans to offer academic programming in the evening hours for students who would benefit from an alternative schedule.

**Plans for Board Oversight & Governance.** Board members expressed interest in maintaining their membership in the next charter term. The board may add more members in the future.

**Fiscal & Facility Plans.** Based on evidence collected through the renewal review, including a review of the five year financial plan, Broome Street presents a reasonable and appropriate fiscal plan for the next charter term including school budgets that are feasible and achievable.

	CURRENT	END OF NEXT CHARTER TERM
<b>Enrollment</b>	360	328
<b>Grade Span</b>	9-12	9-12
<b>Teaching Staff</b>	34	29
<b>Days of Instruction</b>	178	178



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Broome Street currently serves 9<sup>th</sup> – 12<sup>th</sup> grade students in a privately leased space at its external partner organization’s headquarters. All Broome Street students have access to the organization’s services located in other parts of the building. This facility provides sufficient space for the school to implement its program during the next charter term.

The school’s Application for Charter Renewal contains all necessary elements as required by the Act. The proposed school calendar allots an appropriate amount of instructional time to meet or exceed instructional time requirements, and taken together with other academic and key design elements, should be sufficient to allow the school to meet its proposed Accountability Plan goals.





Broome Street

# Ax

## APPENDICES

PAGES Ax 1-12

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FISCAL DASHBOARD

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# APPENDIX A: School Overview

## BROOME STREET ACADEMY CHARTER HIGH SCHOOL BOARD OF TRUSTEES

CHAIR	TRUSTEES	
M. David Zurndorfer	Herb Elish	Gail Schargel
VICE CHAIR	Vanda Belusic-Vollor	Elaine Schott
Mónica de la Torre	Katie Jaxheimer Agarwal	
TREASURER	Stephanie Durden Barfield	
Noah Leff	Benjamin Felt	
SECRETARY	Jeffrey Katzin	
Cathy Aquila	Marlene Nadel	
	Joaquin Pichardo	

## THE DOOR BOARD OF TRUSTEES

PRESIDENT	TRUSTEES
Marc N. DeBevoise	Nora Abousteit
VICE PRESIDENT	Maya Browne
Lou Leone	Benjamin Felt
TREASURER	Leslie Gruss
Hunter Philbrick	Bethany Menzies
SECRETARY	Susan Notkin
Clayton Pope	David Shapiro
BOARD DEVELOPMENT	Kelly Stevens
Sarah Marie Martin	David Zurndorfer

## SCHOOL LEADERS

### HEAD OF SCHOOL

*Melissa Silberman, Head of School (July 2018 to March 2019 and June 2019 to Present)*

*Jill Glassbrook, Interim Head of School (March 2019 to May 2019)*

*Louise Grotenhuis, Interim Head of School (December 2017 to June 2018)*

*Dr. Barbara McKeon, Head of School (2013-14 to December 2017)*

*Jeremy Kaplan, Principal (2011-12 to 2012-13)*

## SCHOOL CHARACTERISTICS

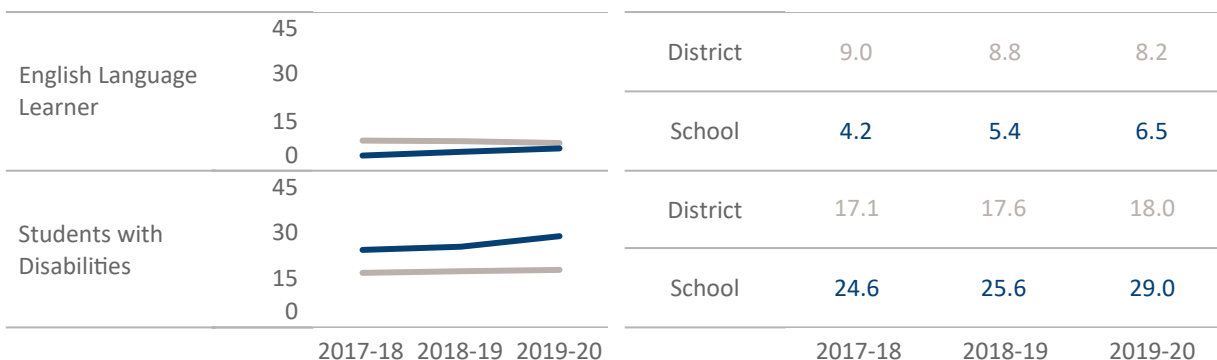
SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	GRADES SERVED
2016-17	330	312	95%	9-12
2017-18	330	322	98%	9-12
2018-19	360	290	81%	9-12
2019-20	360	297	83%	9-12
2020-21	360	311	86%	9-12

# APPENDIX A: School Overview

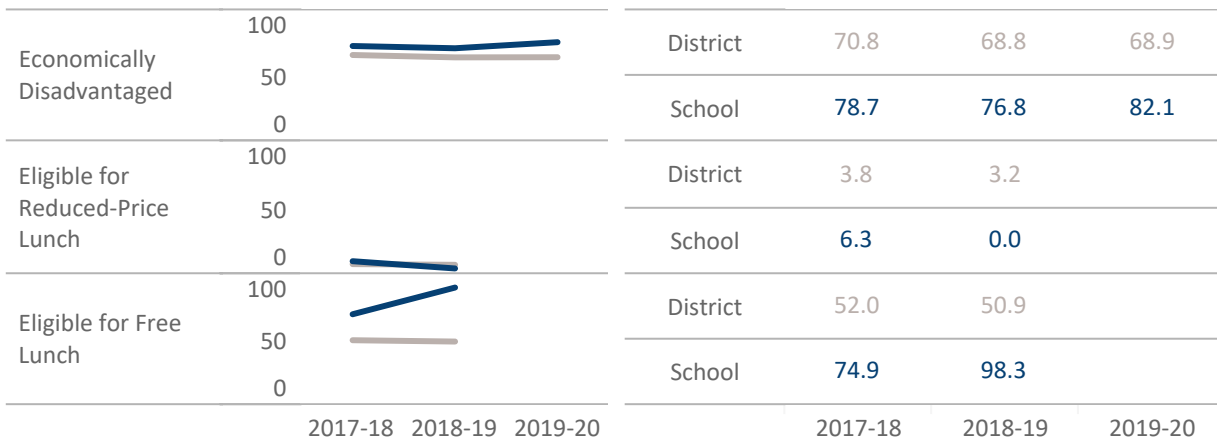
## Broome Street Academy Charter High School

Manhattan CSD 2

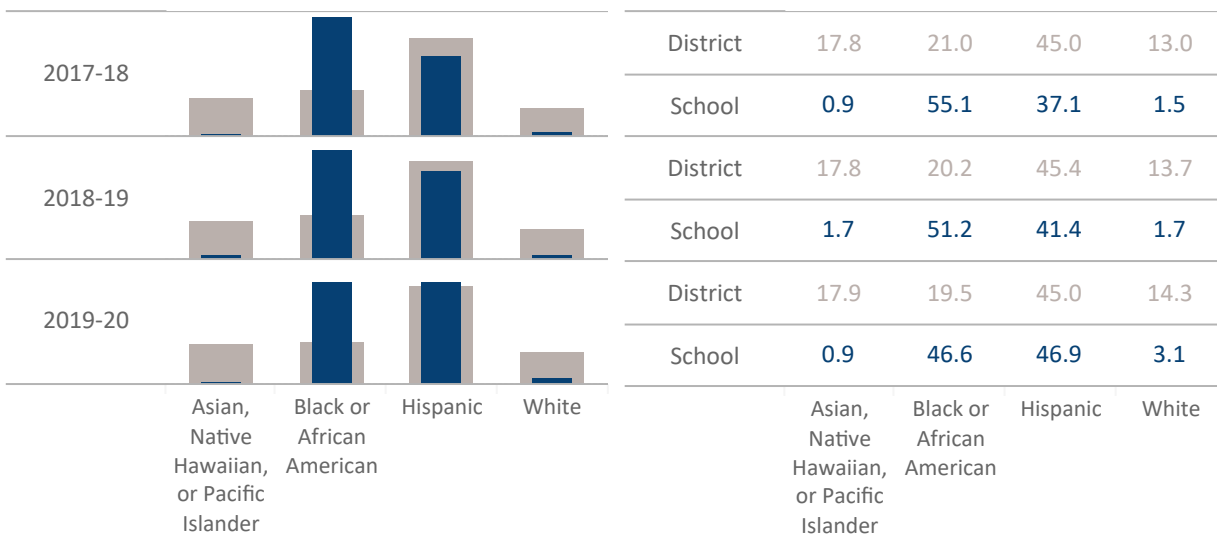
### Student Demographics: Special Populations



### Student Demographics: Free/Reduced Lunch



### Student Demographics: Race/Ethnicity

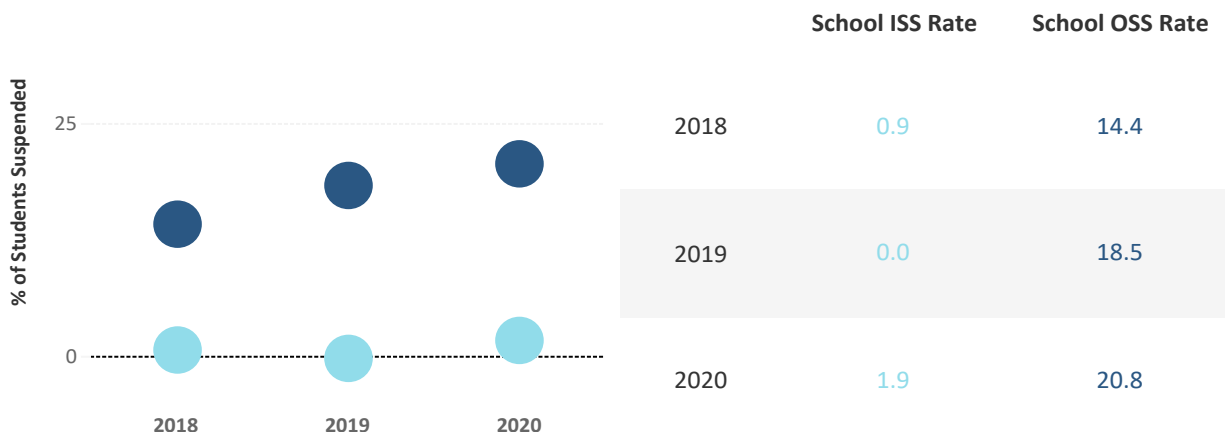


Data reported in these charts reflect BEDS day enrollment counts as reported by the New York State Education Department

# APPENDIX A: School Overview

## Broome Street Academy Charter High School

## Manhattan CSD 2



CSD data suitable for comparison are not available. The percentage rate shown here is calculated using the method employed by the New York City Department of Education ("NYCDOE"): the total number of students receiving an in school or out of school suspension at any time during the school year is divided by the total enrollment, then multiplied by 100.

**Persistence in Enrollment:** The percentage of students eligible to return from previous year who did return



**Expulsions:** The number of students expelled from the school each year

	2018	2019	2020
	0	0	0

### Broome Street Academy Charter High School's Enrollment and Retention Status: 2019-20

			Target	School
enrollment	economically disadvantaged		72.5	76.6
	English language learners		10.9	8.0
	students with disabilities		13.1	29.2
retention	economically disadvantaged		92.5	71.6
	English language learners		89.3	73.9
	students with disabilities		90.5	69.6

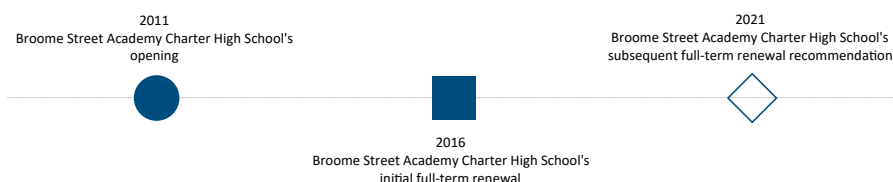
Data reported in these charts reflect information reported by the school and validated by the Institute.

# APPENDIX A: School Overview

## PARENT SATISFACTION: SURVEY RESULTS

RESPONSE RATE <b>14%</b>	OVERALL SATISFACTION <b>86%</b>	TRUST <b>88%</b>	EFFECTIVE SCHOOL LEADERSHIP <b>89%</b>	STRONG FAMILY COMMUNITY TIES <b>83%</b>
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## TIMELINE OF CHARTER SCHOOL RENEWAL



## SCHOOL VISIT HISTORY

SCHOOL YEAR	VISIT TYPE	DATE
<b>2011-12</b>	First Year Visit	April 2-3, 2012
<b>2015-16</b>	Initial Renewal Visit	October 14-15, 2015
<b>2020-21</b>	Subsequent Renewal Visit	December 7-11, 2020

## CONDUCT OF THE RENEWAL VISIT

DATE(S) OF VISIT	EVALUATION TEAM MEMBERS	TITLE
<b>December 7-11, 2020</b>	Sinnjinn Bucknell	Director of Performance and Systems
	Andrew Kile	Managing Director of School Evaluation
	Jenna Wilkinson	Program Analyst

# APPENDIX A: School Overview

## KEY DESIGN ELEMENTS:

ELEMENT	EVIDENT?
A school culture grounded in the principles of youth development;	+
The recruitment, nurturing and retention of quality staff;	+
A focus on assessment as a critical analytical tool; and,	+
Three pathways to post-secondary success for students not ready for college.	+

# APPENDIX B: Performance Summaries

## SCHOOL PERFORMANCE SUMMARY: Broome Street Academy Charter High School

### High School Graduation

	2017-18			2018-19			2019-20		
	MET			MET			MET		
1. Each year, 75 percent of students in the second year high school Total Graduation Cohort will score at or above proficiency on at least three different Regents exams required for graduation.	2016 Cohort N	% Passing ≥ 3 Regents		2017 Cohort N	% Passing ≥ 3 Regents		2018 Cohort N	% Passing ≥ 3 Regents	
	62	40.3		62	37.1		76	86.8	
2. Each year, 75 percent of students in the Total Graduation Cohort will graduate after the completion of their fourth year.	2014 Cohort N	%		2015 Cohort N	%		2016 Cohort N	%	
	90	80.0		81	63.0		70	78.6	
3. Each year, 95 percent of students will graduate after the completion of their fifth year.	2013 Cohort N	% Graduating		2014 Cohort N	% Graduating		2015 Cohort N	% Graduating	
	65	83.1		98	80.6		74	79.7	
4. Each year, the percent of students graduating after the completion of their fourth year will exceed that of the local school district.	Comparison School District: CSD 2	District		Comparison School District: CSD 2	District		Comparison School District: CSD 2	District	
	School			School			School		
	80.0	78.5		63.0	79.5		78.6	80.6	
	YES			NO			NO		
	YES			NO			NO		

### College Preparation

	2017-18			2018-19			2019-20		
	MET			MET			MET		
1. Each year, 75 percent of graduating students will demonstrate their preparation for college by at least one or some combination of indicators of college readiness. <sup>1</sup>	Graduate N	%		Graduate N	%		Graduate N	%	
	72	NR		51	41.2		55	41.8	
2. Each year, 75 percent of graduating students will matriculate in a college or university in the year after graduation.	Graduate N	%		Graduate N	%		Graduate N	%	
	72	86.1		51	70.6		55	90.9	
3. Each year, the College, Career, and Civic Readiness Index ("CCCRI") for the school's Total Cohort will exceed the state's MIP set forth in the state's ESSA accountability system.	CCCRI	MIP		CCCRI	MIP		CCCRI	MIP	
	8	128		55	128		NA	NA	
4. Each year, the school's CCCRI for the Total Cohort will exceed that of the district's Total Cohort.	Comparison School District: CSD 2	District		Comparison School District: CSD 2	District		Comparison School District: CSD 2	District	
	School			School			School		
	8	122		55	127		NA	NA	
	NO			NO			NO		
	NO			NO			NA		

1. The indicators include, but are not limited to: passing an Advanced Placement exam with a score of 3 or higher; earning a score of 4 or higher on an International Baccalaureate exam; passing a College Level Examination Program exam; passing a college level course; achieving the college and career readiness benchmark on the SAT; earning a Regents diploma with advanced designation.

# APPENDIX B: Performance Summaries

## SCHOOL PERFORMANCE SUMMARY: Broome Street Academy Charter High School

### English Language Arts

	2017-18		2018-19		2019-20	
	MET		MET		MET	
1. Each year, 65 percent of students in the fourth year Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)).	2014 Cohort N	%	2015 Cohort N	%	2016 Cohort N	%*
	90	47.8	73	35.6	70	20.0
2. Each year, 50 percent of students in the fourth year Accountability Cohort who did not score proficient on the 8 <sup>th</sup> grade ELA exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the exam).	Low Performing Entrants N	%	Low Performing Entrants N	%	Low Performing Entrants N	%
	68	1.5	NR	NR	NR	NR
3. The percentage of students in the Total Cohort scoring at or above Level 4 on the Regents English exam will exceed the district.	Comparison District: CSD 2		Comparison District: CSD 2		Comparison District: CSD 2	
	School	District	School	District	School	District
	47.8	63.7	31.5	61.5	20.0	NA
4. The school's performance index ("PI") in ELA of students in the fourth year of their Accountability Cohort will exceed that of the district.	146	183	131	179	NA	NA

### Mathematics

	2017-18		2018-19		2019-20	
	MET		MET		MET	
1. Each year, 65 percent of students in the fourth year Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents Common Core mathematics exam).	2014 Cohort N	%	2015 Cohort N	%	2016 Cohort N	%
	90	2.2	73	1.4	70	0.0
2. Each year, 50 percent of students in the fourth year Accountability Cohort who did not score proficient on the 8 <sup>th</sup> grade math exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the exam).	Low Performing Entrants N	%	Low Performing Entrants N	%	Low Performing Entrants N	%
	68	1.5	NR	NR	NR	NR
3. The percentage of students in the Total Cohort scoring at or above Level 4 on a Regents mathematics exam will exceed the district.	Comparison District: CSD 2		Comparison District: CSD 2		Comparison District: CSD 2	
	School	District	School	District	School	District
	2.2	27.4	1.2	31.9	0.0	NA
4. The school's PI in mathematics of students in the fourth year of their Accountability Cohort will exceed that of the district.	77	132	80	137	NA	NA

\*The results reported for 2019-20 reflect the percentage of students achieving the standard among students in the Cohort who were not exempted from the exam.



# APPENDIX C: District Comments

## SUMMARY OF PUBLIC COMMENTS

The NYCDOE held its required hearing on Broome Street’s renewal application on October 7, 2020 by videoconference. Nineteen people were present and nine spoke in favor of the renewal application. Leadership spoke of the school’s unique program, which pairs rigorous academics with human and social service supports through its partnership with The Door, targeting students traditionally at risk. Leadership said the school prides itself on seeking out students in the homeless and foster care systems. Leadership also cited the school’s 94% daily participation rate in synchronous and asynchronous learning this school year, which reflects the dedication of the staff to ensure they reach and engage each student. Staff shared that while the school targets a unique student population, those students are held to the same academic standards as others. By focusing on the emotional well-being of the student population, teachers stated, the school ensures the students are in a mental place to attend to their academics. Teachers cited that professional development is teacher centered, and teachers observe each other’s classroom to share content and best practices. Students spoke of the dedication of the staff not only to push them academically but also to be supportive when life circumstances are difficult. Students feel they can excel academically as they are able to appropriately address their mental health. Students cited the hard work of the staff to make their lives as normal as possible when the school was forced to go remote. No one spoke in opposition.

# APPENDIX D: Fiscal Dashboard

## BROOME STREET ACADEMY CHARTER HIGH SCHOOL

### SCHOOL INFORMATION

#### BALANCE SHEET

Opened 2011-12

##### Assets

##### Current Assets

Cash and Cash Equivalents - **GRAPH 1**  
Grants and Contracts Receivable  
Accounts Receivable  
Prepaid Expenses  
Contributions and Other Receivables

##### Total Current Assets - GRAPH 1

Property, Building and Equipment, net  
Other Assets

##### Total Assets - GRAPH 1

##### Liabilities and Net Assets

##### Current Liabilities

Accounts Payable and Accrued Expenses  
Accrued Payroll and Benefits  
Deferred Revenue  
Current Maturities of Long-Term Debt  
Short Term Debt - Bonds, Notes Payable  
Other

##### Total Current Liabilities - GRAPH 1

Deferred Rent/Lease Liability  
All other L-T debt and notes payable, net current maturities

##### Total Liabilities - GRAPH 1

##### Net Assets

Without Donor Restrictions  
With Donor Restrictions

##### Total Net Assets

##### Total Liabilities and Net Assets

#### ACTIVITIES

##### Operating Revenue

Resident Student Enrollment  
Students with Disabilities

##### Grants and Contracts

State and local  
Federal - Title and IDEA  
Federal - Other  
Other  
NYC DoE Rental Assistance  
Food Service/Child Nutrition Program

##### Total Operating Revenue

##### Expenses

Regular Education  
SPED  
Other

##### Total Program Services

Management and General  
Fundraising

##### Total Expenses - GRAPHS 2, 3 & 4

##### Surplus / (Deficit) From School Operations

##### Support and Other Revenue

Contributions  
Fundraising  
Miscellaneous Income  
Net assets released from restriction

##### Total Support and Other Revenue

##### Total Unrestricted Revenue

##### Total Temporally Restricted Revenue

##### Total Revenue - GRAPHS 2 & 3

##### Change in Net Assets

##### Net Assets - Beginning of Year - GRAPH 2

Prior Year Adjustment(s)

##### Net Assets - End of Year - GRAPH 2

2015-16	2016-17	2017-18	2018-19	2019-20
1,926,769	2,177,293	2,252,549	2,159,284	2,460,579
62,102	149,998	136,812	168,853	213,819
-	-	-	-	-
26,606	44,221	37,896	55,159	45,015
-	-	-	-	108,773
2,015,477	2,371,512	2,427,257	2,383,296	2,828,186
290,606	169,751	72,181	14,219	70,228
75,333	75,370	75,407	75,445	75,476
2,381,416	2,616,633	2,574,845	2,472,960	2,973,890

580,943	85,801	59,970	152,248	772,546
-	621,847	698,503	566,745	-
1,603	8,753	13,813	94,656	-
-	-	-	-	-
-	-	-	-	-
15,716	14,138	20,998	40,707	55,161
598,262	730,539	793,284	854,356	827,707
-	-	-	-	-
-	-	-	-	-
598,262	730,539	793,284	854,356	827,707

1,752,154	1,879,519	1,781,561	1,528,940	2,000,479
31,000	6,575	-	89,664	145,704
1,783,154	1,886,094	1,781,561	1,618,604	2,146,183
2,381,416	2,616,633	2,574,845	2,472,960	2,973,890

4,476,532	4,380,632	4,670,781	4,222,819	4,832,807
1,083,532	1,044,697	1,082,795	1,001,187	943,918

213,568	204,886	118,166	-	-
190,846	182,724	264,380	256,052	207,571
5,472	152,979	130,954	-	-
-	-	-	235,182	69,046
-	161,872	340,254	343,779	185,743
-	-	-	92,678	86,554
5,969,950	6,127,790	6,607,330	6,151,697	6,325,639

4,076,902	4,129,327	4,773,584	4,423,386	3,922,201
1,461,735	1,243,232	1,315,736	1,149,409	1,353,080
-	-	-	-	-
5,538,637	5,372,559	6,089,320	5,572,795	5,275,281
885,022	1,073,941	1,080,260	1,117,630	1,371,899
160,307	204,687	224,561	-	-
6,583,966	6,651,187	7,394,141	6,690,425	6,647,180

(614,016)	(523,397)	(786,811)	(538,728)	(321,541)
-----------	-----------	-----------	-----------	-----------

457,455	824,014	679,129	136,080	756,072
157,583	(204,687)	-	(226,487)	48,778
9,471	7,010	3,149	466,178	44,270
-	0	-	-	-
624,509	626,337	682,278	375,771	849,120

6,563,459	6,778,552	7,296,183	6,527,468	6,781,445
31,000	(24,425)	(6,575)	-	207,571
6,594,459	6,754,127	7,289,608	6,527,468	6,989,016

10,493	102,940	(104,533)	(162,957)	527,579
1,772,661	1,783,154	1,886,094	1,781,561	1,618,604
-	-	-	-	-
1,783,154	1,886,095	1,781,561	1,618,604	2,146,183

# APPENDIX D: Fiscal Dashboard

## BROOME STREET ACADEMY CHARTER HIGH SCHOOL

### SCHOOL INFORMATION - (Continued)

#### Functional Expense Breakdown

Personnel Service
Administrative Staff Personnel
Instructional Personnel
Non-Instructional Personnel
Personnel Services (Combined)
<b>Total Salaries and Staff</b>
Fringe Benefits & Payroll Taxes
Retirement
Management Company Fees
Building and Land Rent / Lease
Staff Development
Professional Fees, Consultant & Purchased Services
Marketing / Recruitment
Student Supplies, Materials & Services
Depreciation
Other

2015-16	2016-17	2017-18	2018-19	2019-20
579,964	541,254	443,360	534,614	871,898
2,668,681	2,699,701	2,614,700	2,646,076	2,645,123
444,769	621,867	1,053,743	806,067	683,809
-	-	-	-	-
<b>3,693,414</b>	<b>3,862,822</b>	<b>4,111,803</b>	<b>3,986,757</b>	<b>4,200,830</b>
889,708	905,843	996,989	908,868	869,011
-	-	-	-	-
580,954	767,171	1,075,975	-	-
427,437	496,710	507,869	508,020	530,758
68,273	60,738	85,745	28,389	21,894
30,521	31,674	38,422	954,650	769,712
11,857	32,413	47,447	56,634	56,492
160,983	123,925	167,700	132,613	112,080
446,686	130,909	103,081	60,740	28,052
274,133	238,982	259,110	280,241	334,573
<b>6,583,966</b>	<b>6,651,187</b>	<b>7,394,141</b>	<b>6,916,912</b>	<b>6,923,402</b>

Total Expenses

### SCHOOL ANALYSIS

#### ENROLLMENT

Original Chartered Enrollment
Final Chartered Enrollment (includes any revisions)
Actual Enrollment - <b>GRAPH 4</b>
Chartered Grades
Final Chartered Grades (includes any revisions)

2015-16	2016-17	2017-18	2018-19	2019-20
325	330	330	360	360
325	330	330	360	360
324	312	322	290	297
9-12	9-12	9-12	9-12	9-12
-	-	-	-	-

#### Primary School District: NYC CHANCELLOR'S OFFICE

Per Pupil Funding (Weighted Avg of All Districts)  
Increase over prior year

13,877	13,877	14,527	15,307	16,150
2.5%	0.0%	4.5%	5.1%	5.2%

#### PER STUDENT BREAKDOWN

##### Revenue

Operating
Other Revenue and Support
<b>TOTAL - GRAPH 3</b>

18,453	19,621	20,520	21,213	21,298
1,930	2,006	2,119	1,296	2,859
<b>20,383</b>	<b>21,627</b>	<b>22,639</b>	<b>22,509</b>	<b>24,157</b>

##### Expenses

Program Services
Management and General, Fundraising
<b>TOTAL - GRAPH 3</b>
% of Program Services
% of Management and Other

17,120	17,203	18,911	19,217	17,762
3,231	4,094	4,052	3,854	4,619
<b>20,351</b>	<b>21,297</b>	<b>22,963</b>	<b>23,070</b>	<b>22,381</b>
84.1%	80.8%	82.4%	83.3%	79.4%
15.9%	19.2%	17.6%	16.7%	20.6%
<b>0.2%</b>	<b>1.5%</b>	<b>-1.4%</b>	<b>-2.4%</b>	<b>7.9%</b>

% of Revenue Exceeding Expenses - **GRAPH 5**

#### Student to Faculty Ratio

-	6.6	7.3	19.3	-
---	-----	-----	------	---

#### Faculty to Admin Ratio

14.7	7.8	40.0	7.5	-
------	-----	------	-----	---

#### Financial Responsibility Composite Scores - **GRAPH 6**

Score
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 /
Fiscally Needs Monitoring < 1.0

2.3	2.6	2.3	2.2	2.8
Fiscally Strong	Fiscally Strong	Fiscally Strong	Fiscally Strong	Fiscally Strong

#### Working Capital - **GRAPH 7**

Net Working Capital
As % of Unrestricted Revenue
Working Capital (Current) Ratio Score
Risk (Low ≥ 3.0 / Medium 1.4 - 2.9 / High < 1.4)
Rating (Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.4)

1,417,215	1,640,973	1,633,973	1,528,940	2,000,479
21.6%	24.2%	22.4%	23.4%	29.5%
3.4	3.2	3.1	2.8	3.4
LOW	LOW	LOW	MEDIUM	LOW
Excellent	Excellent	Excellent	Good	Excellent

#### Quick (Acid Test) Ratio

Score
Risk (Low ≥ 2.5 / Medium 1.0 - 2.4 / High < 1.0)
Rating (Excellent ≥ 2.5 / Good 1.0 - 2.4 / Poor < 1.0)

3.3	3.2	3.0	2.7	3.4
LOW	LOW	LOW	LOW	LOW
Excellent	Excellent	Excellent	Excellent	Excellent

#### Debt to Asset Ratio - **GRAPH 7**

Score
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)

0.3	0.3	0.3	0.3	0.3
LOW	LOW	LOW	LOW	LOW
Excellent	Excellent	Excellent	Excellent	Excellent

#### Months of Cash - **GRAPH 8**

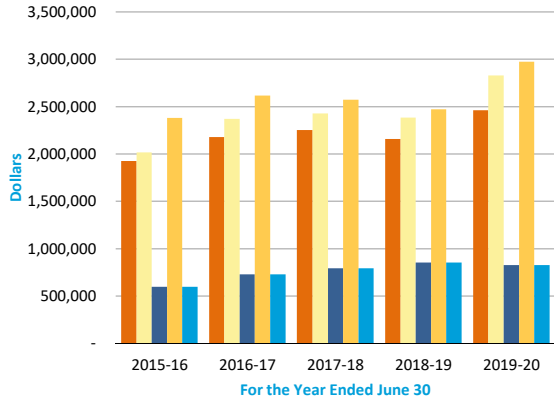
Score
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)

3.5	3.9	3.7	3.9	4.4
LOW	LOW	LOW	LOW	LOW
Excellent	Excellent	Excellent	Excellent	Excellent

# APPENDIX D: Fiscal Dashboard

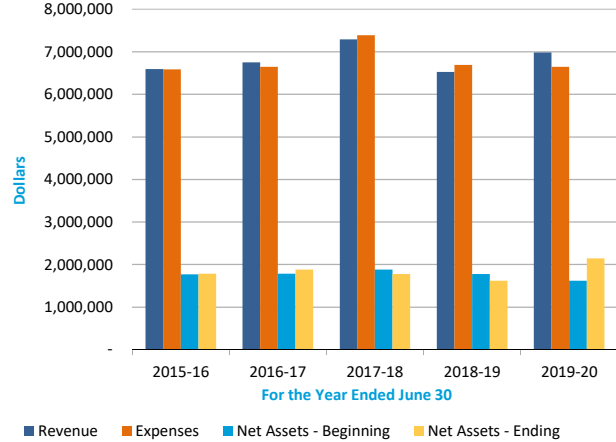
## BROOME STREET ACADEMY CHARTER HIGH SCHOOL

**GRAPH 1** Cash, Assets and Liabilities



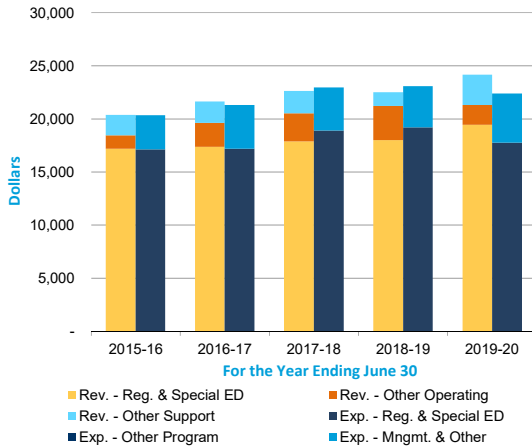
This chart illustrates the relationship between assets and liabilities and to what extent cash reserves makes up current assets. Ideally for each subset, subsets 2 through 4, (i.e. current assets vs. current liabilities), the column on the left is taller than the immediate column on the right; and, generally speaking, the bigger that gap, the better.

**GRAPH 2** Revenue, Expenses and Net Assets



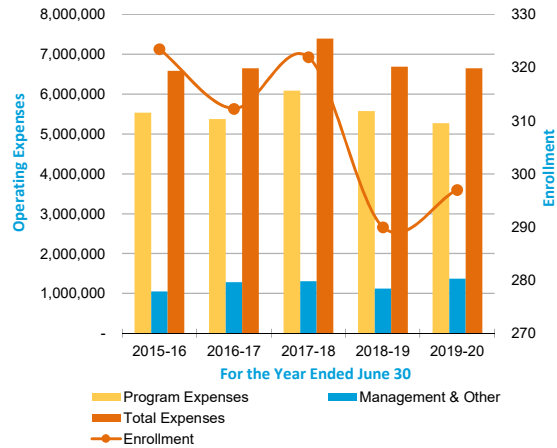
This chart illustrates total revenue and expenses each year and the relationship those subsets have on the increase/decrease of net assets on a year-to-year basis. Ideally subset 1, revenue, will be taller than subset 2, expenses, and as a result subset 3, net assets - beginning, will increase each year, building a more fiscally viable school.

**GRAPH 3** Revenue & Expenses Per Pupil



This chart illustrates the breakdown of revenue and expenses on a per pupil basis. Caution should be exercised in making school-by-school comparisons since schools serving different missions or student populations are likely to have substantially different educational cost bases. Comparisons with similar schools with similar dynamics are most valid.

**GRAPH 4** Enrollment vs. Operating Expenses

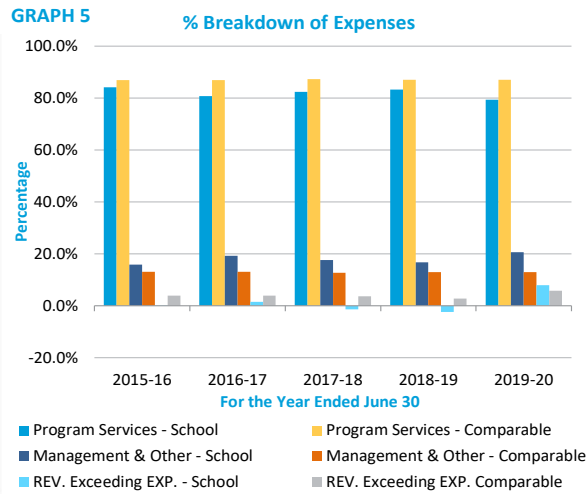


This chart illustrates to what extent the school's operating expenses have followed its student enrollment pattern. A baseline assumption that this data tests is that operating expenses increase with each additional student served. This chart also compares and contrasts growth trends of both, giving insight into what a reasonable expectation might be in terms of economies of scale.

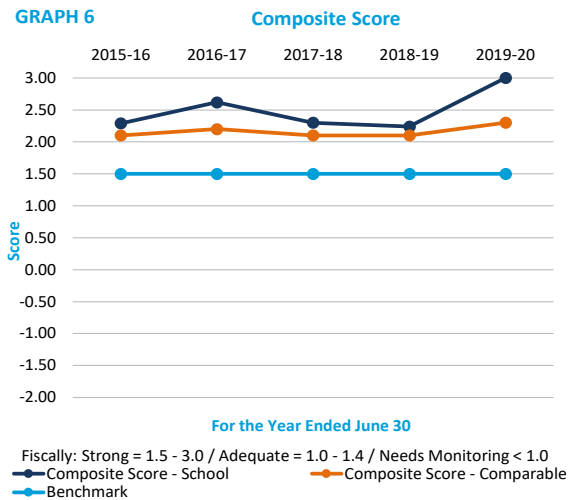
# APPENDIX D: Fiscal Dashboard

## BROOME STREET ACADEMY CHARTER HIGH SCHOOL

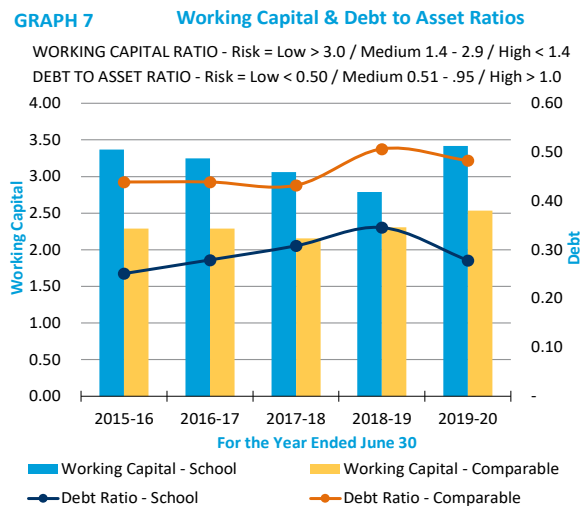
Comparable School, Region or Network: All SUNY Authorized Charter Schools (Including Closed Schools)



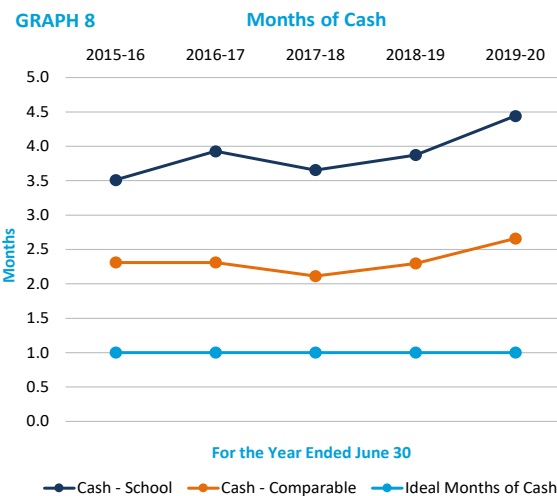
This chart illustrates the percentage expense breakdown between program services and management & others as well as the percentage of revenues exceeding expenses. Ideally the percentage expense for program services will far exceed that of the management & other expense. The percentage of revenues exceeding expenses should not be negative. Similar caution, as mentioned on GRAPH 3, should be used in comparing schools.



This chart illustrates a school's composite score based on the methodology developed by the United States Department of Education (USDOE) to determine whether private not-for-profit colleges and universities are financially strong enough to participate in federal loan programs. These scores can be valid for observing the fiscal trends of a particular school and used as a tool to compare the results of different schools.



This chart illustrates working capital and debt to asset ratios. The working capital ratio indicates if a school has enough short-term assets to cover its immediate liabilities/short term debt. The debt to asset ratio indicates what proportion of debt a school has relative to its assets. The measure gives an idea to the leverage of the school along with the potential risks the school faces in terms of its debt-load.



This chart illustrates how many months of cash the school has in reserves. This metric is to measure solvency – the school's ability to pay debts and claims as they come due. This gives some idea of how long a school could continue its ongoing operating costs without tapping into some other, non-cash form of financing in the event that revenues were to cease flowing to the school.

