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By:

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

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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 of progress towards student achievement as outlined in the school's Accountability Plan. The following documents results achieved by Broome Street Academy during the third year of operation.

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

Broome Street Academy Charter High School (BSA) was granted a charter to enroll its first year class in the 2011-2012 school-year. One hundred twenty four students were enrolled in August of 2011. By August of 2012 BSA had enrolled an additional 102 students. Our population increased to 247 in 2013-2014 with enrollment currently at 327 for the 2014-2015 school year.

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

### **Broome Street Academy values:**

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

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

Education Program and 8 students identified as English Language Learners (3.8% of the student body).

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

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

BSA is housed within its partner agency, The Door, a well-known youth development agency serving youth ages 12 to 21. BSA's overarching goal is that the most "disconnected" young people, through the support found at BSA and The Door, will have the opportunity to realize excellent academic achievement while receiving comprehensive support services, which include health care and education; mental health counseling and crisis assistance; legal advice and advocacy; college preparation services; career development, job training and placement; supportive housing; arts, sports and recreational activities; and nutritious meals. Vulnerable youth benefit from the individualized support and personalized services available from staff at The Door who work in collaboration with BSA. During the 2013-2104 school year this partnership was strengthened by systematic integrated meetings at the Administrative, instructional and social service levels. Staff at BSA were partnered with staff at the Door to begin the discussion and planning for greater integration and participation. This level of collaboration and wrap-around services is integral to the success of our vulnerable youth and insures that each young person's individual needs are being addressed.

Broome Street Academy continues its quest to enroll students who have experienced significant life and educational difficulties. Additionally, BSA strives to train and support teachers in their quest to educate this population. During the 2013-2014 school-year BSA created a model for building positive school culture to help students develop trust and respect for the staff, the environment and each other. As a result, former focus on behavioral issues shifted to focus on achievement. Between the 2012-13 school year and 2013-14 school year, the percent of students who received discipline referrals dropped from 54% to 21%. In recognition of BSA's ability to promote positive school culture and improve staff and student engagement BSA was selected as a

Host school in the DOE's Learning Partners program. The Learning Partners program is designed to promote interschool collaborative learning between a set of 24 host schools and 48 partner schools (2 per host school) in order to strengthen the practices of all participating schools and identify strong practices to share system-wide. BSA was chosen because of its strong positive school culture.

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

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

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

In addition to our participation as a Host in the Learning Partners program, the BSA/Door partnership has been recognized as a model for building community schools and one of our teachers was selected to participate in the Education Leadership Collaborative, a year-long program designed to increase the capacity to effectively collaborate, exercise leadership and drive change. Retaining quality staff in an intense educational and social environment such as BSA will

depend on our ability to collaborate with and participate in important educational and social initiatives and to continue to recognize and support quality staff. Towards that end we will be adopting a PDI model that recognizes the resources of our staff. Our Professional Learning Communities will reinforce the each-one, teach-one model of peer-to-peer support, collaboration and learning. We have promoted more staff to department chair positions adding responsibilities to those roles that will support pedagogy. We will continue to use our evaluation tools (based on the Danielson model) in a way that supports not only staff but also builds skills for department chairs. Conducting 3 minute observations in addition to full, pre-planned evaluation schedules with self-assessment components will support collegial feedback and improvement.

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

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

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

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

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

### School Enrollment by Grade Level and School Year

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

## APPENDIX A: HIGH SCHOOL GOALS AND MEASURES

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

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

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

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### High School Cohorts

#### Accountability Cohort

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

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

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

**Fourth-Year High School Accountability Cohorts**

Fourth Year Cohort	Year Entered 9 <sup>th</sup> 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
2011-12	2008-09	2008	1	1	0
2012-13	2009-10	2009	8	1	7
2013-14	2010-11	2010	23	2	21*

\*Three students in the 2010 cohort transferred in after BEDS day 2013



## Total Cohort for Graduation

Students are included in the Total Cohort for Graduation also based on the year they first enter the 9<sup>th</sup> grade. Prior to 2012-13, students who have enrolled at least five months in the school after entering the 9<sup>th</sup> 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 9<sup>th</sup> 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 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30 <sup>th</sup> of the Cohort's Fourth Year (a)	Additional Students Still in Cohort <sup>1</sup> (b)	Graduation Cohort (a) + (b)
2011-12	2008-09	2008	1	6	7
2012-13	2009-10	2009	8	11	19
2013-14	2010-11	2010	24	7	31

### Fifth Year Total Cohort for Graduation

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

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<sup>1</sup> 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.

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

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

## **ENGLISH LANGUAGE ARTS**

### **Background**

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

## **ENGLISH LANGUAGE ARTS**

### **Goal 1: Absolute Measure**

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

**REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED PRIOR TO 2012-13**

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

**REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED IN 2012-13 OR LATER**

### **Method**

The school administered the New York State Regents Comprehensive English exam that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department defines the following pass levels: scoring 65 to meet the graduation requirement for a Regents diploma and 75 to meet the college and career readiness standard.<sup>3</sup> 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.

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<sup>3</sup> The statewide adaptation of new State Standards includes incorporating college and career readiness performance standards for the English Language Arts exam. The state has benchmarked student ELA test performance to the likely need for remedial course work when students enter college by comparing student 3-8 test results and Regents results to their post-secondary experience at SUNY and CUNY. Besides raising the cut scores for proficiency in the 3-8 testing program, the state has begun to set college and career readiness standards for passing Regents.

## Results

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

**English Regents Passing Rate with a Score of 65 /75  
by Fourth Year Accountability Cohort<sup>4</sup>**

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

## Evaluation

Broome Street Academy fell short of this measure for its 2009 and 2010 cohorts. However, these cohorts only represent about 10% of the school's population in the 2013-14 school year. Additionally, these two cohorts have a disproportionate amount of chronically truant<sup>5</sup> students relative to later cohorts enrolled at Broome Street Academy. Last year, the pass rate for the 2009 cohort was 25%. This year, we saw an eighteen percentage point increase. In the 2009 cohort, three students have not yet attempted the English Regents due to chronic truancy and one has not taken it due to not having completed sufficient coursework to attempt the exam. Out of the three students in this cohort who have taken the English Regents, all three have passed.

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

## Additional Evidence

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

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

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<sup>4</sup> Based on the highest score for each student on the English Regents exam

<sup>5</sup> 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%

contributing to the increase from 22% to 44% in the percent of students in the total cohort passing the English Regents exam.

### English Regents Passing Rate by Cohort and Year

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

#### Goal 1: Absolute Measure

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

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED PRIOR TO 2012-13

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

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED IN 2012-13 OR LATER

#### Method

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

#### Results

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

**English Regents Passing Rate with a Score of 65 /75  
by Fourth Year Accountability Cohort<sup>6</sup>**

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

**Evaluation**

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

**Additional Evidence**

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

**English Regents Passing Rate by Cohort and Year**

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

<sup>6</sup> Based on the highest score for each student on the English Regents exam

### 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](http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver_REVISED.pdf)

The AMO continues to be SED's basis for determining if schools are making satisfactory progress toward the annual goal. To achieve this measure, all tested students in the Accountability Cohort must have an Accountability Performance Level (APL) that equals or exceeds the 2013-14 English Language Arts AMO of 166.

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

### Results

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

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

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

$$\begin{array}{rcccccccl} \text{PI} & = & 38 & + & 16 & + & 0 & = & 54 \\ & & & & 16 & + & 0 & = & \underline{16} \\ & & & & & & \text{APL} & = & 70 \end{array}$$

### Evaluation

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

## Additional Evidence

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

### Goal 1: Comparative Measure

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

## Method

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

## Results

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2013-14 analysis is not yet available.

### Goal 1: Comparative Measure

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

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED PRIOR TO 2012-13

(§) Each year, the Accountability Performance Level (APL) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from its peer schools designated by the New York City Department of Education.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED IN 2012-13 OR LATER

## Method

The school compares the performance of students in their fourth year in the charter school Accountability Cohort to that of the respective cohort of students in its comparative peer schools, as designated by the New York City Department of Education. Given that students may take Regents

exam up through the summer of their fourth year, and BSA has not reached that mark, we are presenting the most recently available school results.<sup>7</sup>

## Results

At this time, cohort-level data are only available for the 2012-13 school year. In this year members of the 2009 cohort were compared to one another. In this year, 11% of Broome Street Academy's Graduation Cohort passed the English Regents. On this measure, Broome Street Academy only outperformed one charter school. The average cohort pass rate for our peer schools was 54% (See Table D1). Broome Street Academy did not outperform its peers in this regard.

In the 2012-13 the APL for Broome Street Academy was 99. The average APL of our peer schools was 96. Broome Street Academy outperformed the average APL for peer schools. Broome Street Academy had a higher APL than 48% of its peer schools.

## Evaluation

The 2009 cohort is not representative of Broome Street Academy's overall student body, as this is a small and disproportionately over-aged subset of the student population. With the exception of one school who had a graduation cohort of six, all other schools outperformed Broome Street Academy and also had much larger cohorts. It is likely that for schools that are older than Broome Street Academy that their 2009 cohort was a full graduating class, while for Broome Street Academy, the 2009 cohort was not a full class. This difference in size mitigates the strength of the comparison.

## Additional Evidence

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

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

## Results

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

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<sup>7</sup> 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: Optional Comparative Measure-** Each year, the percent of students passing the English Regents exam with a score of at least 65 will exceed the average pass rate of schools designated as peers by the New York City Department of Education.

### **Method**

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

### **Results:**

Broome Street Academy's pass rate for the English Regents in the 2013-14 school year is 57%. This is greater than the average pass rate of all assigned peer schools. The average pass rate for our peer schools was 55.7% (See Table E1). Broome Street Academy had a higher pass rate than 58% of all peer schools. The average score on the English Regents for Broome Street Academy was 63, which was higher than the average score on 55% of all peer schools.

Broome Street Academy's College and Career Ready rate on the English Regents was 10%. This was lower than the average College and Career Ready rate for peer schools which was 23.5%. Broome Street Academy only had a higher College and Career Ready rate than three of its peer schools.

### **Summary of the High School English Language Arts Goal**<sup>8</sup>

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

Relative to peer schools, the passing rate on the English Regents in the 2013-14 school year, marginally surpassed the average peer schools. Broome Street Academy had a higher pass rate than 58% of its peer schools suggesting that on the English Regents, Broome Street Academy's performance fell in the middle of the peer group.

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

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

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<sup>8</sup> If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

that at the College/Career Ready level. The majority of our peer schools outperformed us in this regard. This continues to be an area of focus for Broome Street Academy.

Type	Measure (Accountability Plan from 2012-13 or later)	Outcome
Absolute	(§) Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career ready standard (currently scoring 75 on the New York State Regents English exam) by the completion of their fourth year in the cohort.	Did Not Achieve
Absolute	(§) Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on 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.	Did Not Achieve
Absolute	Each year, the Accountability Performance Level (APL) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Did Not Achieve
Comparative	(§) Each year, students in the high school Total Cohort will exceed the predicted pass rate on the Regents English exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all high schools in New York State.	N/A
Comparative	(§) Each year, the Accountability Performance Level (APL) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from its peer schools (Using 2012-13 peer school results.)	Achieved
Growth	(§) Each year, under the state's high school Growth Model (under development) the relative growth of selected students will exceed the state's median growth.	N/A

## Action Plan

The English department in 2014-2015 has taken a number of measures to increase student mastery of content and skills within the curriculum. Specifically, the department has re-written the English curriculum 9 through 12 at BSA to better scaffold, spiral and support our student learners to be able to master skills of reading, writing, listening and communicating. The curriculum is set up with a focus on both the vertical (preparing students year by year for expectations to come) and horizontally (infusing engaging materials and thoughtful planning throughout the year to build and support English skills). Furthermore, the curriculum is completely linked to the Common Core Standards and is sensitive to the shift our students will see on the Regents exam as this test moves from being NYS

Standards-based to being Common Core standards-based. Additionally, when students are unsuccessful on their Regents assessments as juniors (this is the time they sit for the exam), there are additional supports built into the English program that can serve as continued skill building courses as well as an engaging way of accessing the standards and material. These are curricular adjustments to the English 12 curriculum and the Journalism class which gives students a second opportunity as a senior to take an English class (on top of their English 12 course) to master the standards and be successful on their final assessment.

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

## **MATHEMATICS**

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

### **Goal 2: Absolute Measure**

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

**REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED PRIOR TO 2012-13**

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

**REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED IN 2012-13 OR LATER**

## **Method**

The school administered the New York State Regents Geometry, Integrated Algebra and Algebra 2 exams. The school scores Regents on a scale from 0 to 100. The State Education Department defines the following pass levels: scoring 65 to meet the graduation requirement for a Regents diploma / scoring 80 to meet the college and career readiness standard.<sup>9</sup> 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.

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<sup>9</sup> The statewide adaptation of the revised State Standards includes incorporating college and career readiness performance standards for the Mathematics exam. The state has benchmarked student mathematics test performance to the likely need for remedial course work when students enter college by comparing student 3-8 test results and Regents results to their post-secondary experience at SUNY and CUNY. Besides raising the cut scores for proficiency in the 3-8 testing program, the state has begun to set college and career readiness standards for passing Regents.

## Results

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

**Mathematics Regents Passing Rate with a Score of 65 /80  
by Fourth Year Accountability Cohort<sup>10</sup>**

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

## Evaluation

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

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

## Additional Evidence

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

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

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

<sup>10</sup> Based on the highest score for each student on the Mathematics Regents exam

**Goal 2: Absolute Measure**

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

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED PRIOR TO 2012-13

(§) Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8<sup>th</sup> grade math exam will meet the college and career ready standard (currently scoring 80 on a New York State Regents math exam) by the completion of their fourth year in the cohort.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED IN 2012-13 OR LATER

**Method**

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

**Results**

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

**Mathematics Regents Passing Rate with a Score of  
by Fourth Year Accountability Cohort<sup>11</sup>**

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

**Evaluation**

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

<sup>11</sup> Based on the highest score for each student on the Mathematics Regents exam

## Additional Evidence

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

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

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

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

### Goal 2: Absolute Measure

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

SAME FOR ALL SCHOOLS

### Method

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

[http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver\\_REVISED.pdf](http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver_REVISED.pdf)

The AMO continues to be SED's basis for determining if schools are making satisfactory progress toward the annual goal. To achieve this measure, all tested students in the Accountability Cohort must have an Accountability Performance Level (APL) that equals or exceeds 2013-14 mathematics AMO of 148.

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

## Results

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

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

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

$$\begin{array}{rcccccccl} \text{PI} & = & 54 & + & 15 & + & 0 & = & 69 \\ & & & & 15 & + & 0 & = & \underline{15} \\ & & & & & & \text{APL} & = & 84 \end{array}$$

## Evaluation

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

## Additional Evidence

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

### Goal 2: Comparative Measure

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

## Method

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

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2013-14 analysis is not yet available.

## Results

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

### **Goal 2: Comparative Measure**

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

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED PRIOR TO 2012-13

(§) Each year, the Accountability Performance Level (APL) in mathematics of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from its peer schools designated by the New York City Department of Education.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED IN 2012-13 OR LATER

## Method

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

Given that students may take Regents exam up through the summer of their fourth year, and BSA has not reached that mark, we are presenting the most recently available school results.<sup>12</sup>  
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## Results

At the time of this writing, comparative cohort-level data are only available from 2012-13. Forty-two percent of the 2009 cohort have passed a math regents. The average pass rate for peer schools was 60% (See Table D2).

The APL for the 2009 cohort in the 2012-13 school year for Broome Street Academy was 100. The average APL for peer schools was 79 (See Table D2). Broome Street Academy outperformed its peer schools in this respect.

## Evaluation

Broome Street Academy had a lower pass rate than the average pass rate of its peer schools, so we did not meet the measure in that aspect. However, Broome Street Academy had far fewer students relative to other peer schools. The 2009 cohort was not a full class for Broome Street Academy and was mostly comprised of over-aged and under-credited students. This weakens the comparative power since the other schools had cohorts which were likely to be more representative of their performance.

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<sup>12</sup> 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.

<sup>13</sup> 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.



## Additional Evidence

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

### Goal 2: Growth Measure

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

### Method

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

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

### Results

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

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

### Method

Broome Street Academy will compare its annual pass rate on the Regents Integrated Algebra and Geometry exams to the pass rates of 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

In the 2013-14 school year, the pass rate for Integrated Algebra at Broome Street Academy was 45%. This was comparable to the average pass rate of our peer schools. The average pass rate for our peer schools was 42% meaning Broome Street Academy outperformed our peer schools. Broome Street Academy had a higher pass rate than 65% of peer schools. The average score on the Integrated Algebra Regents exam was 61. This was greater than 60% of peer schools (See Table E1).

On the Integrated Algebra Regents, 8% of Broome Street Academy students scored at the College/Career Ready level. The average College/Career Ready rate for peer schools was 3.9%. In this respect, Broome Street Academy outperformed its peer schools. Only five peer schools had a higher College/Career Ready rate.

The pass rate for Geometry in the 2013-14 school year, was 30% for Broome Street Academy, which was higher than the average pass rate for peer schools which was 25%. Broome Street Academy had a higher pass rate than 65% of the peer schools which reported Geometry Scores. At Broome Street Academy, two percent of students performed at the College/Career Ready level on this exam. This was comparable to the average College/Career Ready level of our peers.

## **Summary of the High School Mathematics Goal**<sup>14</sup>

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

The APL for the 2009 cohort was higher than the average APL for peer schools. However, the sample from Broome Street Academy's 2009 cohort was relatively small compared to other peer schools, so this may not be the most adequate comparison.

In 2013-14, Broome Street Academy had higher pass rates than the average pass rate of its peer schools on both the Integrated Algebra and Geometry exams. Broome Street Academy had higher pass rates than more than half of its peer schools suggesting it is performing in the middle of this group.

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

<b>Type</b>	<b>Measure (Accountability Plan from 2012-13 or later)</b>	<b>Outcome</b>
Absolute	(§) Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career ready standard (currently scoring 80 on a New York State Regents mathematics exam) by the completion of their fourth year in the cohort.	Did Not Achieve
Absolute	(§) Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will meet the college and career ready standard (currently scoring 80 on a New York State Regents mathematics exam) by the completion of their fourth year in the cohort.	Did Not Achieve
Absolute	Each year, the Accountability Performance Level (APL) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Did Not Achieve
Comparative	(§) Each year, students in the high school Total Cohort will exceed the predicted pass rate on a New York State Regents mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all high schools in New York State.	N/A
Comparative	(§) Each year, the Accountability Performance Level (APL) on a New York State Regents mathematics exam of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from its peer schools (Using 2012-13 school district results.)	Achieved
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

<sup>14</sup> If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

## **Action Plan**

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

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

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

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## SCIENCE

### Goal 3: Absolute Measure

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

### Method

New York State administers multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry and Physics. The school administered Living Environment, Earth Science, and Chemistry. It scores Regents on a scale from 0 to 100; students must score at least 65 to pass. This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort. Students may have taken a particular Regents science exam multiple times or have taken multiple science exams. Students have until the summer of their fourth year to pass a science exam.

### Results

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

#### Science Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort<sup>15</sup>

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

### Evaluation

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

In the 2009 cohort, the three students who have not passed a science exam, have also not attempted a science exam. All three of these students are chronically truant. In the 2010 cohort, only six students have attempted a Science Regents exam. Four out of six of these students have passed a Science Regents resulting in a 67% pass rate for those who have taken one of the Science Regents exams.

<sup>15</sup> Based on the highest score for each student on a science Regents exam

## Additional Evidence

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

In the 2012 cohort, 40% have passed a science Regents by the end of their second year. Fifty-six of these students have attempted a Science Regents. Out of those who have actually attempted the exam, 68% passed in this cohort.

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

Cohort Designation	2011-12		2012-13		2013-14	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2010	28	11%	27	15%	21	19%
2011	70	12%	60	32%	67	46%
2012			90	24%	95	40%
2013					70	11%

### Goal 3: Comparative Measure

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

## Method

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

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

## Results

At the time of this writing only data from the 2012-13 school year are available for this measure. Sixteen percent of the 2009 cohort at Broome Street Academy passed a science regents exam by their fourth year in the cohort. The average cohort pass rate for our peer schools was 54% (See Table D3).

<sup>16</sup> 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.

## Evaluation

Broome Street Academy did not outperform its peer schools on this measure. However, many of our peer schools had significant larger cohort sizes in this year. The 2009 cohort for Broome Street Academy was not a full class size and was disproportionately comprised of truant, over-aged and under-credited students. This cohort is not representative of the overall student body at Broome Street Academy. This makes the comparison between these cohorts challenging.

### Goal 3: Optional Comparative Measure

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

## Method

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

## Results

In the 2013-14 school year, Broome Street Academy students had taken the Earth Science, Living Environment, and Chemistry Regents exams.

On the Earth Science exam, Broome Street Academy had an 84% pass rate and an average score of 74. This was higher than the average pass rate of peer schools which was 29%. Only 24 of our peer schools had published pass rates for the Earth Science Regents exam. Broome Street Academy had the highest pass rate and score than all of its peer schools (See Table E4).

For the Living Environment Regents, the pass rate for Broome Street Academy was 74% and the average score was 63. The average pass rate for our peer schools was 44.2%, which was lower than Broome Street Academy's pass rate. Broome Street Academy had the highest pass rate peer schools and a higher score than 70% of peer schools (See Table E5).

The pass rate for the Chemistry Regents for Broome Street Academy was 7%. This was lower than the average pass rate of our peer schools which was 33%. Only six of our peer schools presented data for the Chemistry Regents. Broome Street Academy only outperformed one of the six peer schools.

## Evaluation

On both Earth Science and Living Environment, Broome Street Academy outperformed the majority of its peer schools. This year was the first year in which Broome Street Academy students had taken the Chemistry Regents and did not outperform its peer schools on this exam. While only six of our peer schools had taken this exam, Broome Street Academy recognizes that Chemistry Regents performance is an area of focus.

## Action Plan

Broome Street Academy's Science Department is committed to continuing on its path for improvement and is offering both Regents and non-Regents science courses to broaden the appeal for more students. In addition, the Science wing which was scheduled to open in the fall of 2013 did not

open until December of that year. While the science team was creative in their approach to lab offerings during the delay, the new wing will enable us to provide full year science labs with state of the art equipment to insure a well-rounded curriculum for our students.

## SOCIAL STUDIES

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

### **Goal 4: Absolute Measure**

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

### **Method**

New York State administers two high school social studies assessments: U.S. History and Global History. In order to graduate, students must pass both of these Regents exams with a score of 65 or higher. This measure requires students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort. Students may have taken the exams multiple times and have until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

### **Results**

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

#### **U.S. History Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort<sup>17</sup>**

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

### **Evaluation**

Broome Street Academy did not meet this measure for either the 2009 and 2010 cohorts. The 2009 cohort only fell short of the goal by eighteen percentage points, however, as this Accountability Cohort only contains seven students, this is not representative. The 2010 fell short of this goal by forty-six percentage points. Only eleven students in the 2010 cohort sat for the US History exam. Out of the remaining ten students, eight are chronically truant and the other two have not yet taken sufficient coursework to sit for this exam.

<sup>17</sup> Based on the highest score for each student on a science Regents exam



## Additional Evidence

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

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

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

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

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

Cohort Designation	2011-12		2012-13		2013-14	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2010	28	36%	27	33%	21	29%
2011	70	50%	60	32%	67	54%
2012			90	58%	95	48%
2013					70	n.a.

#### Goal 4: Comparative Measure

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

#### Method

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

<sup>18</sup>

<sup>18</sup> 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**

At this time only 2012-13 data are available for the 2009 cohort. Thirty-two percent of Broome Street Academy in the 2009 cohort passed the US History regents by their fourth year of high school. The average cohort pass rate for students in the 2009 cohort is 50% for Broome Street Academy's peer schools.

## **Evaluation**

Broome Street Academy's 2009 cohort pass rate in the 2012-13 was lower than the average pass rate of its peer schools and only outperformed two peer schools. However, Broome Street Academy also has fewer students in the cohort relative to other peer schools. This cohort is also made up of mostly truant, over-aged students, which differs from the other cohorts at Broome Street Academy. This makes it challenging to provide an adequate comparison between Broome Street Academy and its peer schools.

**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:**

In the 2013-14 school year, only nine students attempted the US History Regents at Broome Street Academy. The pass rate for this exam was 22% and the average score was 58. The average pass rate was 49%. Broome Street Academy did not outperform any of its peer schools. However, in regard to comparative data this year was not comparable to other years as fewer Broome Street Academy students had taken the US History Regents than in previous years.

## **Evaluation:**

The comparison between Broome Street Academy and its peer schools on US History Regents pass rates is difficult to make because this year only a few students had taken US History Regents at Broome Street Academy. Broome Street Academy made a conscious decision to change the order of its curriculum. In previous years, when US History was taught freshman year, as opposed to a junior-level class as it is currently, more than 80 students had taken the US History exam in Broome Street Academy's first two years of history. This year, only nine students who had previously failed the US History Regents during the school's first two years attempted the exam in the 2013-14 school year. This mitigates the efficacy of this comparison.

#### **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**

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

**Global History Regents Passing Rate with a Score of 65  
by Fourth Year Accountability Cohort<sup>19</sup>**

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

#### **Evaluation**

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

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

#### **Additional Evidence**

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

<sup>19</sup> Based on the highest score for each student on a science Regents exam

Accountability Cohort who have attempted a Global History Regents, 65% have passed. This percentage is greater than the 30% of all students in the Accountability Cohort who have passed the exam.

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

Cohort Designation	2011-12		2012-13		2013-14	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2010	n.a.	n.a.	27	7.5%	21	29%
2011	n.a.	n.a.	60	n.a.	67	30%
2012			90	n.a.	95	n.a.
2013					70	n.a.

#### **Goal 4: Comparative Measure**

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

#### **Method**

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

#### **Results**

At the time of this writing, only 2012-13 school year data for the 2009 cohort are available. In the 2009 Broome Street Academy cohort, 16% passed a Global History exam by their fourth year in the cohort. The average pass rate for Broome Street Academy's peer schools was 48% (See Table D5).

#### **Evaluation**

Broome Street Academy had a lower cohort pass rate in 2012-13 than the average of its peer schools. The 2009 cohort for Broome Street Academy is not representative of the overall student body as this cohort contained a disproportionate number of over-aged and under-credited students relative to the rest of Broome Street Academy's student body. Other peer schools had much larger cohorts which were likely to be more representative of their student body, which in part explains Broome Street Academy's weak performance relative to peer schools.

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

#### **Method**

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

## **Results:**

In the 2013-14 school year, 60% of Broome Street students who had taken the Global History exam passed. This is greater than the average pass rate of all peer schools which was 34%. Broome Street Academy had a higher pass rate than 70% of all peer schools. The average score for Broome Street Academy was 65. This was higher than the average score of 68% of all peer schools (See Table E8).

## **Evaluation:**

Broome Street Academy outperformed the majority of its peer schools on the Global History exam both in regard to pass rate and the average score on the exam. Broome Street Academy also had a higher pass rate than the average pass rate of its peer schools.

## **Action Plan**

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

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

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

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## **GOAL V: NCLB**

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

#### **Absolute Measure**

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

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

#### **HIGH SCHOOL GRADUATION**

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

(§) Each year, 75 percent of students in first and second year of high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.

#### **Method**

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

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

- Fulfilling the required "seat time" time of 108 hours in class or equivalent; and
- Passing the class with a grade of 65 percent or higher.<sup>20</sup>
- Core academic subjects for 2013-14 included: English 9-11, Integrated Algebra, Geometry, Algebra 2/Trig, Earth Science, Living Environment, Forensics, Chemistry, and Global History. The school also offered Creative Writing, Studio Art, Performing Arts, Physical Education, Spanish I & II, and Yoga in the 2013-14 school year.

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<sup>20</sup> The pass rate will be changed to 65 in the 2014-15 school year in an effort to be consistent with other DOE schools.

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

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

## Results

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

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

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

## Evaluation

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

## Additional Evidence

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

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

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

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

### First and Second Year Cohorts Earning the Required Number of Credits in 2013-14 by IEP Status

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

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

#### Goal 6: Absolute Measure

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

#### Method

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

#### Results

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



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

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

### Evaluation

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

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

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

### Additional Evidence

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

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

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

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

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

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

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

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

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

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

**Goal 6: Absolute Measure**

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

**Method**

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

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

**Results**

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

2010 cohort and the other two are part of the 2009 cohort. We look forward to graduating our first official graduating class next year.

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

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

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

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

### **Evaluation**

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

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

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

### **Additional Evidence**

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

#### **Goal 6: Comparative Measure**

Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from its peer schools as designated by the New York City Department of Education.

### **Method**

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

## Results

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

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

Cohort Designation	Charter School		Peer Schools <sup>22</sup>	
	Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2008	N/A	N/A	N/A	N/A
2009	N/A	N/A	N/A	N/A
2010	N/A	N/A	N/A	N/A

## Evaluation

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

### Summary of the High School Graduation Goal

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

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

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

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

<sup>21</sup> 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.

<sup>22</sup> District results for the 2009 cohort are not yet available.

<b>Type</b>	<b>Measure</b>	<b>Outcome</b>
Absolute	Each year, 75 percent of students in the high school Total Graduation Cohort will pass their core academic subjects by the end of August and be promoted to the next grade. Required for Accountability Plans developed prior to 2012-13	Did Not Achieve
	(§) Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.	
	Required for Accountability Plans developed in 2012-13 or later	
Absolute	Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.	Did Not Achieve
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort and 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	Did Not Achieve
Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the peer schools as designated by the New York City Department of Education	Not Applicable

### **Action Plan**

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

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

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

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## COLLEGE PREPARATION

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

### Goal 7: Comparative Measure

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

### Method

This measure tracks student performance on one of the most commonly used early high school college prep assessment. Students receive a scale score in critical reading, writing and mathematics. Scale scores range from 200 to 800 on each subsection with 1600 as the highest possible score. As students may choose to take the test multiple times, the school reports only on a student's highest score on each subsection. Compare school averages to the New York State average for all 10<sup>th</sup> grade (sophomore) test takers in the given year.

### Results

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

### 10<sup>th</sup> Grade PSAT Performance by School Year

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

### Evaluation

Broome Street Academy fell short of this goal and did not exceed the state averages on the PSAT. However, it is important to keep in context that many students at Broome Street Academy arrive at our school with significant deficits in reading and math ability. This is particularly apparent when we compare this figure with the state average. When comparing our 2012 cohort with the state average of

the 2012 cohort, 71% BSA students who took the exam, were not proficient on the 8<sup>th</sup> grade ELA exam, while only 53% of students state-wide did not demonstrate proficiency.

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

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

### **Goal 7: Comparative Measure**

Each year, the average performance of students in the 12<sup>th</sup> grade will exceed the state average on the SAT or ACT tests in reading and mathematics.

### **Method**

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

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

### **Results**

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

### **12<sup>th</sup> Grade SAT Performance by School Year**

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

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

### **Evaluation**

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

## Additional Evidence

### 11<sup>th</sup> Grade SAT Performance by School Year

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

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

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

#### Method

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

#### Results

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

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

#### Method

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



## Results

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

### **Goal 7: School Created College Attendance or Achievement Measure**

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

## Method

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

## Results

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

### **Goal 7: School Created College Attendance or Achievement Measure**

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

## Method

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

## Results

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

## **Summary of the College Preparation Goal**

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

<b>Type</b>	<b>Measure</b>	<b>Outcome</b>
Comparative	Each year, the average performance of students in the 10 <sup>th</sup> grade will exceed the state average on the PSAT test in Critical Reading and Mathematics.	Not Achieved
Comparative	Each year, the average performance of students in the 12 <sup>th</sup> grade will exceed the state average on the SAT or ACT tests in reading and mathematics.	Not Achieved
College Preparation	Each Year, the school will demonstrate the preparation of its students for college through at least one measure of its own design.	Not Applicable
	(§) 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.	

## **Action Plan**

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

1. Seminar: Test taking strategies will be part of the focus of our newly adopted Seminar class. This class is offered beginning in freshman year and moves from being prepared, being productive and planning ahead to teaching leadership and workplace skills, building community connections and providing opportunities to use these skills by volunteering in community building projects.
2. Transition: BSA has added a Transition Counselor to develop a 12-16 model of college and career preparation. This work will be done in conjunction with our full guidance model that provides transition planning in five specific areas: post-secondary success, living, career, rec-leisure and civic engagement over the four years. The specific 12-16 model will offer support to students who are entering the workforce and/or college with specific, goal oriented personal contacts to each student. For those students in college,

support will be directed towards problems identified by the student. For those students in the workforce a connection to the employer will also be made. Understanding that many of our students struggle with task completion, collaboration and planning, support in this model will include strategies based instruction on time management, identification of resources and self-advocacy. The Transition Counselor will track all contacts and outcomes with graduates towards program evaluation.

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

## APPENDIX B: OPTIONAL GOALS

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

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

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

### Method

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

### Results

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

#### 2013-14 Parent Satisfaction Survey Response Rate

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

#### 2013-14 Parent Satisfaction on Key Survey Results

	BSA Rating 2013-14	City-wide Average 2013-14
<b>Instructional Core</b>	90%	94%
<b>School Culture</b>	91%	93%
<b>Systems for Improvement</b>	94%	93%

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

## Evaluation

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

### Goal S: Absolute Measure

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

## Method

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

### 2013-14 Student Retention Rate

2013-14 BEDS Day <sup>23</sup> Enrollment	Number of Students Who Graduated in 2013-14	Number of Students Who Returned in 2014-15	Retention Rate 2014-15 Re-enrollment ÷ (2013-14 Enrollment – Graduates)
272	5	220	82%

## Evaluation

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

<sup>23</sup> For the September 15<sup>th</sup> 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 1<sup>st</sup> submission will be updated to reflect BEDS day to BEDS day retention rates.

## Additional Evidence

Year	Retention <sup>24</sup> Rate
2011-12	79%
2012-13	73%
2013-14	82%

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

### **Goal S: Absolute Measure**

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

### **Method**

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

### **Results**

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

### **Goal S: Absolute Measure**

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

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

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<sup>24</sup> Updated to reflect BEDS day BEDS day retention.

### 2013-14 Attendance

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

### Evaluation

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

### Additional Evidence

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

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

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

### Absolute Measure

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

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

**Absolute Measure**

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

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

**Absolute Measure**

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

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

**Absolute Measure**

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

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

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



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

## APPENDIX C: SUPPLEMENTARY TABLES

### 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 50<sup>th</sup> NCE in the second. If a cohort has already achieved an average NCE of 50, it is expected to show some positive growth in the subsequent year.

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

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

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

### NWEA Reading

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

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

### Results

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

### Evaluation

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

### Additional Evidence

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

### Growth Measure

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

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

**NWEA MATHEMATICS**

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

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

**Results:**

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

**Evaluation:**

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

**Additional Information:**

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

## HIGH SCHOOL: SUBJECT AREA MEASURES

### Cohort Passing Rate by Regents Mathematics Exam

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

### Cohort Passing Rate by Regents Science Exam

Exam	Cohort									
	2009		2010		2011		2012		2013	
	Number who attempted exam	Pass rate	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	3	100%	6	67%	39	77%	65	78%	3	100%
Earth Science	2	100%	3	66%	11	81%	24	83%	24	79%
Chemistry	1	0%	4	0%	6	17%	2	0%	n.a.	n.a.
Physics	n.a.	n.a.	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. For mathematics, Broome Street Academy has offered both the Integrated Algebra and the Geometry Regents. Thus far, Broome Street Academy students have demonstrated a much stronger performance on Integrated Algebra than Geometry. The 2011, and 2012 cohorts have strong performances on Integrated Algebra with 84% and 74% of students having passed this exam at some point throughout their high school career.

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

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

## Appendix D: Comparative 2009 Cohort Data in English and Math for Peer Schools

**Table D1: Comparative 2009 Cohort Data for English**

DBN	School Name	Number of Students in 2009 Graduation cohort	Percent of students in 2009 cohort passing with a 65	Number of students in 2009 Tested	2012-13 APL English
84M522	Broome Street Academy	19	11%	3	99
01M292	Henry Street School for International Studies	85	62%	76	99
05M469	Choir Academy of Harlem	30	67%	71	113
05M685	Bread & Roses Integrated Arts High School	125	45%	99	74%
07X520	Foreign Language Academy of Global Studies	91	54%	81	96
07X547	New Explorers High School	81	51%	68	93
07X600	Alfred E. Smith Career and Technical Education High School	196	56%	171	98
07X655	Samuel Gompers Career and Technical Education High School	184	47%	154	84
08X295	Gateway School for Environmental Research and Technology	117	48%	99	86
08X305	Pablo Neruda Academy	90	60%	73	110
08X332	Holcombe L. Rucker School of Community Research	85	56%	71	90
08X452	Bronx Guild	88	66%	78	104
08X519	Felisa Rincon de Gautier Institute for Law and Public Policy, The	n.a.	n.a.	n.a.	n.a.
08X530	Banana Kelly High School	123	53%	101	95
08X561	Bronx Compass High School	n.a.	n.a.	n.a.	n.a.
09X239	Urban Assembly Academy for History and Citizenship for Young Men, The	44	32%	76	87

09X276	Leadership Institute	48	54%	36	103
09X404	School for Excellence	93	71%	72	131
09X412	Bronx High School of Business	100	66%	82	96
09X414	Jonathan Levin High School for Media and Communications	n.a.	n.a.	n.a.	n.a.
10X438	Fordham Leadership Academy for Business and Technology	108	57%	89	102
10X660	Grace Dodge Career and Technical Education High School	312	48%	244	85
11X415	Christopher Columbus High School	238	54%	190	96
11X544	High School for Contemporary Arts	n.a.	n.a.	n.a.	n.a.
12X251	Explorations Academy	102	57%	77	113
12X278	Peace and Diversity Academy	67	52%	52	81
12X479	Bronx Career and College Preparatory High School	69	70%	61	111
14K071	Juan Morel Campos Secondary School	108	60%	95	119
14K322	Foundations Academy	27	56%	63	75
14K610	Automotive High School	187	54%	154	106
14K632	Frances Perkins Academy	37	68%	31	94
16K455	Boys and Girls High School	460	51%	346	91
16K688	The Brooklyn Academy of Global Finance	n.a.	n.a.	n.a.	n.a.
17K625	Paul Robeson High School	93	54%	65	106
18K629	Cultural Academy for the Arts and Sciences	63	70%	56	114
19K504	High School for Civil Rights	107	56%	85	80
19K660	W. H. Maxwell Career and Technical Education High School	157	66%	135	110
27Q400	August Martin High School	291	60%	245	109
29Q496	Business, Computer Applications &	92	55%	70	110



	Entrepreneurship High School				
32K552	Academy of Urban Planning	110	48%	90	86
84M433	Renaissance Charter High School for Innovation	6	0%	n.a.	n.a.
<b>Average</b>			<b>54%</b>		<b>96</b>

**Table D2: Comparative 2009 Cohort Data for Math**

<b>DBN</b>	<b>School Name</b>	<b>Number of Students in 2009 Graduation cohort</b>	<b>Percent of students in 2009 cohort passing with a 65</b>	<b>Number of students in 2009 Tested</b>	<b>2012-13 APL Math</b>
<b>84M522</b>	<b>Broome Street Academy</b>	19	42%	5	100
01M292	Henry Street School for International Studies	85	76%	76	89
05M469	Choir Academy of Harlem	30	43%	71	68
05M685	Bread & Roses Integrated Arts High School	n.a.	n.a.	n.a.	n.a.
07X520	Foreign Language Academy of Global Studies	91	54%	81	68
07X547	New Explorers High School	86	65%	68	85
07X600	Alfred E. Smith Career and Technical Education High School	196	65%	171	85
07X655	Samuel Gompers Career and Technical Education High School	184	44%	154	55
08X295	Gateway School for Environmental Research and Technology	117	63%	99	82
08X305	Pablo Neruda Academy	90	68%	73	88
08X332	Holcombe L. Rucker School of Community Research	85	64%	71	77
08X452	Bronx Guild	88	61%	78	73
08X519	Felisa Rincon de Gautier Institute for Law and Public Policy, The	n.a.	n.a.	n.a.	n.a.
08X530	Banana Kelly High School	n.a.	n.a.	n.a.	n.a.
08X561	Bronx Compass High School	n.a.	n.a.	n.a.	n.a.
09X239	Urban Assembly Academy for History and Citizenship for Young	44	32	76	66

	Men, The				
09X276	Leadership Institute	48	69%	36	83
09X404	School for Excellence	93	65%	72	93
09X412	Bronx High School of Business	100	57%	82	98
09X414	Jonathan Levin High School for Media and Communications	n.a.	n.a.	n.a.	n.a.
10X438	Fordham Leadership Academy for Business and Technology	108	68%	89	87
10X660	Grace Dodge Career and Technical Education High School	312	47%	244	62
11X415	Christopher Columbus High School	238	62%	190	78
11X544	High School for Contemporary Arts	n.a.	n.a.	n.a.	n.a.
12X251	Explorations Academy	102	71%	77	94
12X278	Peace and Diversity Academy	67	58%	52	71
12X479	Bronx Career and College Preparatory High School	69	81%	61	85
14K071	Juan Morel Campos Secondary School	108	56%	95	80
14K322	Foundations Academy	27	59%	63	71
14K610	Automotive High School	187	59%	154	76
14K632	Frances Perkins Academy	37	59%	31	61
16K455	Boys and Girls High School	460	55%	346	72
16K688	The Brooklyn Academy of Global Finance	n.a.	n.a.	n.a.	n.a.
17K625	Paul Robeson High School	93	62%	65	78
18K629	Cultural Academy for the Arts and Sciences	63	75%	56	84
19K504	High School for Civil Rights	107	70%	85	82
19K660	W. H. Maxwell Career and Technical Education High School	157	79%	135	101

27Q400	August Martin High School	291	60%	245	71
29Q496	Business, Computer Applications & Entrepreneurship High School	92	43%	70	57
32K552	Academy of Urban Planning	110	69%	90	91
84M433	Renaissance Charter High School for Innovation	6	50%	n.a.	n.a.
<b>Average</b>			<b>60%</b>		<b>79</b>

**Table D3: Comparative 2009 Cohort Data for Science**

<b>DBN</b>	<b>School Name</b>	<b>Number of Students in 2009 Graduation cohort</b>	<b>Percent of students in 2009 cohort passing science with a 65</b>
<b>84M522</b>	<b>Broome Street Academy</b>	<b>19</b>	<b>16%</b>
01M292	Henry Street School for International Studies	85	62%
05M469	Choir Academy of Harlem	30	60%
05M685	Bread & Roses Integrated Arts High School	125	33%
07X520	Foreign Language Academy of Global Studies	91	51%
07X547	New Explorers High School	86	50%
07X600	Alfred E. Smith Career and Technical Education High School	196	65%
07X655	Samuel Gompers Career and Technical Education High School	184	43%
08X295	Gateway School for Environmental Research and Technology	117	55%
08X305	Pablo Neruda Academy	90	61%
08X332	Holcombe L. Rucker School of Community Research	85	53%
08X452	Bronx Guild	88	61%
08X519	Felisa Rincon de Gautier Institute for Law and Public Policy, The	n.a.	n.a.
08X530	Banana Kelly High School	123	55%
08X561	Bronx Compass High School	n.a.	n.a.
09X239	Urban Assembly Academy for History and Citizenship for Young Men, The	44	30%
09X276	Leadership Institute	48	60%
09X404	School for Excellence	93	70%
09X412	Bronx High School of Business	100	57%
09X414	Jonathan Levin High School for Media and Communications	n.a.	n.a.

10X438	Fordham Leadership Academy for Business and Technology	108	64%
10X660	Grace Dodge Career and Technical Education High School	312	40%
11X415	Christopher Columbus High School	238	55%
11X544	High School for Contemporary Arts	122	72%
12X251	Explorations Academy	102	61%
12X278	Peace and Diversity Academy	67	58%
12X479	Bronx Career and College Preparatory High School	69	62%
14K071	Juan Morel Campos Secondary School	108	58%
14K322	Foundations Academy	27	52%
14K610	Automotive High School	187	53%
14K632	Frances Perkins Academy	37	57%
16K455	Boys and Girls High School	460	57%
16K688	The Brooklyn Academy of Global Finance	52	56%
17K625	Paul Robeson High School	93	47%
18K629	Cultural Academy for the Arts and Sciences	63	79%
19K504	High School for Civil Rights	107	60%
19K660	W. H. Maxwell Career and Technical Education High School	157	67%
27Q400	August Martin High School	291	49%
29Q496	Business, Computer Applications & Entrepreneurship High School	92	55%
32K552	Academy of Urban Planning	110	55%
84M433	Renaissance Charter High School for Innovation	6	33%
<b>Average</b>			<b>54%</b>

**Table D4: Comparative 2009 Cohort Data for US History**

<b>DBN</b>	<b>School Name</b>	<b>Number of Students in 2009 Graduation cohort</b>	<b>Percent of students in 2009 cohort passing US History with a 65</b>
<b>84M522</b>	<b>Broome Street Academy</b>	<b>19</b>	<b>32%</b>
01M292	Henry Street School for International Studies	85	61%
05M469	Choir Academy of Harlem	30	40%
05M685	Bread & Roses Integrated Arts High School	125	41%
07X520	Foreign Language Academy of Global Studies	91	57%
07X547	New Explorers High School	86	53%
07X600	Alfred E. Smith Career and Technical Education High School	196	54%
07X655	Samuel Gompers Career and Technical Education High School	184	39%
08X295	Gateway School for Environmental Research and Technology	117	40%
08X305	Pablo Neruda Academy	90	58%
08X332	Holcombe L. Rucker School of Community Research	85	51%
08X452	Bronx Guild	88	50%
08X519	Felisa Rincon de Gautier Institute for Law and Public Policy, The	n.a.	n.a.
08X530	Banana Kelly High School	123	41%
08X561	Bronx Compass High School	n.a.	n.a.
09X239	Urban Assembly Academy for History and Citizenship for Young Men, The	44	36%
09X276	Leadership Institute	48	54%
09X404	School for Excellence	93	65%
09X412	Bronx High School of Business	100	57%
09X414	Jonathan Levin High School for Media and Communications	n.a.	n.a.
10X438	Fordham Leadership Academy for Business and Technology	108	43%
10X660	Grace Dodge Career and Technical	312	37%

	Education High School		
11X415	Christopher Columbus High School	238	46%
11X544	High School for Contemporary Arts	122	78%
12X251	Explorations Academy	102	50%
12X278	Peace and Diversity Academy	67	58%
12X479	Bronx Career and College Preparatory High School	69	65%
14K071	Juan Morel Campos Secondary School	108	59%
14K322	Foundations Academy	27	30%
14K610	Automotive High School	187	51%
14K632	Frances Perkins Academy	37	51%
16K455	Boys and Girls High School	460	47%
16K688	The Brooklyn Academy of Global Finance	52	63%
17K625	Paul Robeson High School	93	45%
18K629	Cultural Academy for the Arts and Sciences	63	79%
19K504	High School for Civil Rights	107	61%
19K660	W. H. Maxwell Career and Technical Education High School	157	68%
27Q400	August Martin High School	291	45%
29Q496	Business, Computer Applications & Entrepreneurship High School	92	37%
32K552	Academy of Urban Planning	110	52%
84M433	Renaissance Charter High School for Innovation	6	0%
<b>Average</b>			<b>50%</b>



**Table D5: Comparative 2009 Cohort Data for Global History**

<b>DBN</b>	<b>School Name</b>	<b>Number of Students in 2009 Graduation cohort</b>	<b>Percent of students in 2009 cohort passing Global History with a 65</b>
<b>84M522</b>	<b>Broome Street Academy</b>	<b>19</b>	<b>16%</b>
01M292	Henry Street School for International Studies	85	66%
05M469	Choir Academy of Harlem	30	47%
05M685	Bread & Roses Integrated Arts High School	125	34%
07X520	Foreign Language Academy of Global Studies	91	49%
07X547	New Explorers High School	86	52%
07X600	Alfred E. Smith Career and Technical Education High School	196	50%
07X655	Samuel Gompers Career and Technical Education High School	184	41%
08X295	Gateway School for Environmental Research and Technology	117	38%
08X305	Pablo Neruda Academy	90	57%
08X332	Holcombe L. Rucker School of Community Research	85	47%
08X452	Bronx Guild	88	49%
08X519	Felisa Rincon de Gautier Institute for Law and Public Policy, The	n.a.	n.a.
08X530	Banana Kelly High School	123	38%
08X561	Bronx Compass High School	n.a.	n.a.
09X239	Urban Assembly Academy for History and Citizenship for Young Men, The	44	36%
09X276	Leadership Institute	48	46%
09X404	School for Excellence	93	62%
09X412	Bronx High School of Business	100	47%
09X414	Jonathan Levin High School for Media and Communications	n.a.	n.a.
10X438	Fordham Leadership Academy for Business and Technology	108	48%

10X660	Grace Dodge Career and Technical Education High School	312	43%
11X415	Christopher Columbus High School	238	44%
11X544	High School for Contemporary Arts	122	70%
12X251	Explorations Academy	102	64%
12X278	Peace and Diversity Academy	67	49%
12X479	Bronx Career and College Preparatory High School	69	67%
14K071	Juan Morel Campos Secondary School	108	55%
14K322	Foundations Academy	27	30%
14K610	Automotive High School	187	52%
14K632	Frances Perkins Academy	37	54%
16K455	Boys and Girls High School	460	42%
16K688	The Brooklyn Academy of Global Finance	52	50%
17K625	Paul Robeson High School	93	41%
18K629	Cultural Academy for the Arts and Sciences	63	70%
19K504	High School for Civil Rights	107	50%
19K660	W. H. Maxwell Career and Technical Education High School	157	62%
27Q400	August Martin High School	291	50%
29Q496	Business, Computer Applications & Entrepreneurship High School	92	29%
32K552	Academy of Urban Planning	110	54%
84M433	Renaissance Charter High School for Innovation	6	17%
<b>Average</b>			<b>48%</b>

DBN	School Name	Average Score Regents English	Percent Passing	Percent at College/ Career ready threshold
<b>84M522</b>	<b>Broome Street Academy</b>	<b>63</b>	<b>57.0%</b>	<b>10%</b>
01M292	Henry Street School for International Studies	63	53.8%	25.0%
05M469	Choir Academy of Harlem	59	44.4%	7.4%
05M685	Bread & Roses Integrated Arts High School	57	45.9%	14.3%
07X520	Foreign Language Academy of Global Studies	58	52.0%	24.0%
07X547	New Explorers High School	64	57.3%	29.8%
07X600	Alfred E. Smith Career and Technical Education High School	57	42.9%	11.0%
07X655	Samuel Gompers Career and Technical Education High School	59	53.8%	18.3%
08X295	Gateway School for Environmental Research and Technology	62	48.2%	18.8%
08X305	Pablo Neruda Academy	60	48.2%	12.7%
08X332	Holcombe L. Rucker School of Community Research	60	48.3%	9.2%
08X452	Bronx Guild	64	56.9%	23.6%
08X519	Felisa Rincon de Gautier Institute for Law and Public Policy, The	63	63.0%	25.0%
08X530	Banana Kelly High School	59	47.7%	15.6%
08X561	Bronx Compass High School	62	52.6%	24.6%
09X239	The Urban Assembly Academy for History and Citizenship for Young Men	70	70.6%	52.9%
09X276	Leadership Institute	59	52.9%	14.3%
09X404	School for Excellence	66	67.9%	35.7%
09X412	Bronx High School of Business	58	45.2%	16.3%
09X414	Jonathan Levin High School for Media and Communications	57	42.6%	13.1%
10X438	Fordham Leadership Academy for Business and Technology	66	63.1%	33.3%

10X660	Grace Dodge Career and Technical Education High School	57	43.8%	18.8%
11X415	Christopher Columbus High School	61	34.7%	18.4%
11X544	High School for Contemporary Arts	68	71.8%	38.7%
12X251	Explorations Academy	65	64.7%	27.6%
12X278	Peace and Diversity Academy	62	51.5%	25.0%
12X479	Bronx Career and College Preparatory High School	68	70.0%	36.7%
14K071	Juan Morel Campos Secondary School	62	58.0%	25.0%
14K322	Foundations Academy	55	37.0%	11.1%
14K610	Automotive High School	50	28.3%	9.4%
14K632	Frances Perkins Academy	68	74.4%	44.2%
16K455	Boys and Girls High School	62	56.5%	16.9%
16K688	The Brooklyn Academy of Global Finance	63	60.3%	17.2%
17K625	Paul Robeson High School	n.a.	n.a.	n.a.
18K629	Cultural Academy for the Arts and Sciences	69	70.7%	40.4%
19K504	High School for Civil Rights	61	54.7%	24.6%
19K660	W. H. Maxwell Career and Technical Education High School	65	63.5%	28.7%
27Q400	August Martin High School	65	66.1%	25.3%
29Q496	Business, Computer Applications & Entrepreneurship High School	66	72.2%	27.8%
32K552	Academy of Urban Planning	63	58.3%	20.0%
84M433	Renaissance Charter High School for Innovation	71	79.2%	36.8%
<b>Average</b>			<b>55.7%</b>	<b>23.5%</b>

**Table E2: Integrated Algebra Regents Pass Rates for Peer Schools 2013-14 School Year**

<b>DBN</b>	<b>School Name</b>	<b>Average Score Regents Integrated Algebra</b>	<b>Percent Passing</b>	<b>Percent at College/Career- ready threshold</b>
<b>84M522</b>	<b>Broome Street Academy</b>	<b>61</b>	<b>45%</b>	<b>8%</b>
01M292	Henry Street School for International Studies	58	39.0%	0.0%
05M469	Choir Academy of Harlem	56	34.2%	0.0%
05M685	Bread & Roses Integrated Arts High School	56	19.6%	1.0%
07X520	Foreign Language Academy of Global Studies	52	9.4%	0.0%
07X547	New Explorers High School	71	85.7%	13.3%
07X600	Alfred E. Smith Career and Technical Education High School	66	61.2%	3.3%
07X655	Samuel Gompers Career and Technical Education High School	56	27.5%	2.0%
08X295	Gateway School for Environmental Research and Technology	53	18.5%	0.0%
08X305	Pablo Neruda Academy	58	26.2%	1.2%
08X332	Holcombe L. Rucker School of Community Research	58	33.3%	1.1%
08X452	Bronx Guild	60	38.5%	3.3%
08X519	Felisa Rincon de Gautier Institute for Law and Public Policy, The	60	40.7%	1.7%
08X530	Banana Kelly High School	58	34.3%	3.6%
08X561	Bronx Compass High School	65	52.6%	3.5%
09X239	Urban Assembly Academy for History and Citizenship for Young Men, The	n.a.	n.a.	n.a.
09X276	Leadership Institute	59	34.1%	5.5%
09X404	School for Excellence	67	66.7%	14.2%
09X412	Bronx High School of Business	63	57.4%	7.1%
09X414	Jonathan Levin High School for Media and Communications	58	36.5%	1.6%
10X438	Fordham Leadership Academy for Business and Technology	62	48.0%	1.6%

10X660	Grace Dodge Career and Technical Education High School	60	48.2%	0.9%
11X415	Christopher Columbus High School	67	76.5%	5.9%
11X544	High School for Contemporary Arts	61	42.7%	10.8%
12X251	Explorations Academy	66	64.2%	13.3%
12X278	Peace and Diversity Academy	61	50.0%	2.2%
12X479	Bronx Career and College Preparatory High School	57	32.9%	2.5%
14K071	Juan Morel Campos Secondary School	60	36.3%	5.0%
14K322	Foundations Academy	57	28.2%	0.0%
14K610	Automotive High School	59	35.2%	1.4%
14K632	Frances Perkins Academy	66	71.2%	5.8%
16K455	Boys and Girls High School	58	40.7%	2.0%
16K688	The Brooklyn Academy of Global Finance	58	33.3%	2.8%
17K625	Paul Robeson High School	n.a.	n.a.	n.a.
18K629	Cultural Academy for the Arts and Sciences	62	46.6%	1.1%
19K504	High School for Civil Rights	59	42.9%	1.9%
19K660	W. H. Maxwell Career and Technical Education High School	66	59.8%	17.6%
27Q400	August Martin High School	62	43.2%	5.0%
29Q496	Business, Computer Applications & Entrepreneurship High School	60	39.4%	2.8%
32K552	Academy of Urban Planning	62	44.9%	5.6%
84M433	Renaissance Charter High School for Innovation	58	33.8%	0.5%
<b>Average</b>			<b>42%</b>	<b>3.9%</b>

**Table E3:Geometry Pass Rates for Peer Schools 2013-14 School Year**

DBN	School Name	Average Score Regents Geometry	Percent Passing	Percent at College/Career-ready threshold
<b>84M522</b>	<b>Broome Street Academy</b>	<b>55</b>	<b>30%</b>	<b>2%</b>
01M292	Henry Street School for International Studies	n.a.	n.a.	n.a.
05M469	Choir Academy of Harlem	40	0.0%	0.0%
05M685	Bread & Roses Integrated Arts High School	n.a.	n.a.	n.a.
07X520	Foreign Language Academy of Global Studies	44	0.0%	0.0%
07X547	New Explorers High School	54	14.3%	0.0%
07X600	Alfred E. Smith Career and Technical Education High School	61	38.9%	0.0%
07X655	Samuel Gompers Career and Technical Education High School	46	8.7%	0.0%
08X295	Gateway School for Environmental Research and Technology	n.a.	n.a.	n.a.
08X305	Pablo Neruda Academy	47	10.5%	0.0%
08X332	Holcombe L. Rucker School of Community Research	54	0.0%	0.0%
08X452	Bronx Guild	n.a.	n.a.	n.a.
08X519	Felisa Rincon de Gautier Institute for Law and Public Policy, The	55	18.9%	1.9%
08X530	Banana Kelly High School	n.a.	n.a.	n.a.
08X561	Bronx Compass High School	59	20.0%	0.0%
09X239	Urban Assembly Academy for History and Citizenship for Young Men, The	n.a.	n.a.	n.a.
09X276	Leadership Institute	48	12.9%	0.0%
09X404	School for Excellence	n.a.	n.a.	n.a.
09X412	Bronx High School of Business	57	29.0%	0.0%
09X414	Jonathan Levin High School for Media and Communications	n.a.	n.a.	n.a.
10X438	Fordham Leadership Academy for Business and Technology	54	10.0%	0.0%
10X660	Grace Dodge Career and Technical Education High School	n.a.	n.a.	n.a.
11X415	Christopher Columbus High School	n.a.	n.a.	

				n.a.
11X544	High School for Contemporary Arts	54	26.80%	0.00%
12X251	Explorations Academy	64	49.1%	7.4%
12X278	Peace and Diversity Academy	63	45.9%	10.8%
12X479	Bronx Career and College Preparatory High School	58	33.3%	5.9%
14K071	Juan Morel Campos Secondary School	50	16.7%	2.0%
14K322	Foundations Academy	n.a.	n.a.	n.a.
14K610	Automotive High School	48	7.7%	1.0%
14K632	Frances Perkins Academy	n.a.	n.a.	n.a.
16K455	Boys and Girls High School	59	46.9%	0.0%
16K688	The Brooklyn Academy of Global Finance	n.a.	n.a.	n.a.
17K625	Paul Robeson High School	n.a.	n.a.	n.a.
18K629	Cultural Academy for the Arts and Sciences	n.a.	n.a.	n.a.
19K504	High School for Civil Rights	62	57.6%	6.1%
19K660	W. H. Maxwell Career and Technical Education High School	66	69.6%	4.3%
27Q400	August Martin High School	56	26.8%	0.0%
29Q496	Business, Computer Applications & Entrepreneurship High School	n.a.	n.a.	n.a.
32K552	Academy of Urban Planning	62	50.0%	0.0%
84M433	Renaissance Charter High School for Innovation	52	17.2%	0.0%
<b>Average</b>			<b>25%</b>	<b>1.6%</b>



DBN	School Name	Average Score Regents Earth Science	Percent Passing
<b>84M522</b>	<b>Broome Street Academy</b>	<b>74</b>	<b>84.0%</b>
01M292	Henry Street School for International Studies	48	13.9%
05M469	Choir Academy of Harlem	44	2.9%
05M685	Bread & Roses Integrated Arts High School	n.a.	n.a.
07X520	Foreign Language Academy of Global Studies	n.a.	n.a.
07X547	New Explorers High School	53	6.3%
07X600	Alfred E. Smith Career and Technical Education High School	54	35.1%
07X655	Samuel Gompers Career and Technical Education High School	48	26.3%
08X295	Gateway School for Environmental Research and Technology	n.a.	n.a.
08X305	Pablo Neruda Academy	56	25.0%
08X332	Holcombe L. Rucker School of Community Research	60	29.2%
08X452	Bronx Guild	n.a.	n.a.
08X519	Felisa Rincon de Gautier Institute for Law and Public Policy, The	55	31.6%
08X530	Banana Kelly High School	n.a.	n.a.
08X561	Bronx Compass High School	n.a.	n.a.
09X239	Urban Assembly Academy for History and Citizenship for Young Men, The	n.a.	n.a.
09X276	Leadership Institute	n.a.	n.a.
09X404	School for Excellence	n.a.	n.a.
09X412	Bronx High School of Business	53	28.0%
09X414	Jonathan Levin High School for Media and Communications	56	38.0%
10X438	Fordham Leadership Academy for Business and Technology	67	59.4%
10X660	Grace Dodge Career and Technical Education High School	n.a.	n.a.
11X415	Christopher Columbus High School	n.a.	n.a.
11X544	High School for Contemporary Arts	64	52.9%
12X251	Explorations Academy	41	8.3%
12X278	Peace and Diversity Academy	n.a.	n.a.
12X479	Bronx Career and College Preparatory High School	n.a.	n.a.
14K071	Juan Morel Campos Secondary School	56	30.6%
14K322	Foundations Academy	n.a.	n.a.
14K610	Automotive High School	52	21.9%
14K632	Frances Perkins Academy	59	45.0%
16K455	Boys and Girls High School	60	36.0%
16K688	The Brooklyn Academy of Global Finance	n.a.	n.a.
17K625	Paul Robeson High School	n.a.	n.a.
18K629	Cultural Academy for the Arts and Sciences	56	25.0%

19K504	High School for Civil Rights	61	41.2%
19K660	W. H. Maxwell Career and Technical Education High School	48	15.6%
27Q400	August Martin High School	52	25.0%
29Q496	Business, Computer Applications & Entrepreneurship High School	n.a.	n.a.
32K552	Academy of Urban Planning	53	6.7%
84M433	Renaissance Charter High School for Innovation	70	64.5%
<b>Average</b>			<b>29.0%</b>

DBN	School Name	Average Score Regents Living Environment	Percent Passing
<b>84M522</b>	<b>Broome Street Academy</b>	<b>63</b>	<b>74.0%</b>
01M292	Henry Street School for International Studies	60	44.2%
05M469	Choir Academy of Harlem	57	22.7%
05M685	Bread & Roses Integrated Arts High School	56	30.8%
07X520	Foreign Language Academy of Global Studies	62	37.5%
07X547	New Explorers High School	67	69.6%
07X600	Alfred E. Smith Career and Technical Education High School	63	59.8%
07X655	Samuel Gompers Career and Technical Education High School	58	37.5%
08X295	Gateway School for Environmental Research and Technology	54	17.9%
08X305	Pablo Neruda Academy	59	39.1%
08X332	Holcombe L. Rucker School of Community Research	62	52.2%
08X452	Bronx Guild	65	56.4%
08X519	Felisa Rincon de Gautier Institute for Law and Public Policy, The	60	41.9%
08X530	Banana Kelly High School	56	28.6%
08X561	Bronx Compass High School	65	62.9%
09X239	The Urban Assembly Academy for History and Citizenship for Young Men	n.a.	n.a.
09X276	Leadership Institute	55	33.3%
09X404	School for Excellence	66	61.6%
09X412	Bronx High School of Business	66	61.3%
09X414	Jonathan Levin High School for Media and Communications	53	24.6%
10X438	Fordham Leadership Academy for Business and Technology	61	43.6%
10X660	Grace Dodge Career and Technical Education High School	56	27.2%
11X415	Christopher Columbus High School	57	37.5%
11X544	High School for Contemporary Arts	60	46.2%
12X251	Explorations Academy	62	50.4%
12X278	Peace and Diversity Academy	64	54.3%
12X479	Bronx Career and College Preparatory High School	68	67.3%
14K071	Juan Morel Campos Secondary School	59	38.3%
14K322	Foundations Academy	55	31.9%
14K610	Automotive High School	56	33.8%
14K632	Frances Perkins Academy	64	48.0%
16K455	Boys and Girls High School	60	43.3%
16K688	The Brooklyn Academy of Global Finance	58	40.0%
17K625	Paul Robeson High School	n.a.	n.a.

18K629	Cultural Academy for the Arts and Sciences	61	48.0%
19K504	High School for Civil Rights	64	55.3%
19K660	W. H. Maxwell Career and Technical Education High School	60	42.7%
27Q400	August Martin High School	64	55.8%
29Q496	Business, Computer Applications & Entrepreneurship High School	59	40.6%
32K552	Academy of Urban Planning	61	52.5%
84M433	Renaissance Charter High School for Innovation	60	43.9%
<b>Average</b>			<b>44.2%</b>

DBN	School Name	Average Score Regents Chemistry	Percent Passing
<b>84M522</b>	<b>Broome Street Academy</b>	<b>48</b>	<b>7%</b>
01M292	Henry Street School for International Studies	n.a.	n.a.
05M469	Choir Academy of Harlem	n.a.	n.a.
05M685	Bread & Roses Integrated Arts High School	n.a.	n.a.
07X520	Foreign Language Academy of Global Studies	n.a.	n.a.
07X547	New Explorers High School	n.a.	n.a.
07X600	Alfred E. Smith Career and Technical Education High School	n.a.	n.a.
07X655	Samuel Gompers Career and Technical Education High School	n.a.	n.a.
08X295	Gateway School for Environmental Research and Technology	n.a.	n.a.
08X305	Pablo Neruda Academy	n.a.	n.a.
08X332	Holcombe L. Rucker School of Community Research	n.a.	n.a.
08X452	Bronx Guild	n.a.	n.a.
08X519	Felisa Rincon de Gautier Institute for Law and Public Policy, The	n.a.	n.a.
08X530	Banana Kelly High School	n.a.	n.a.
08X561	Bronx Compass High School	n.a.	n.a.
09X239	Urban Assembly Academy for History and Citizenship for Young Men, The	n.a.	n.a.
09X276	Leadership Institute	n.a.	n.a.
09X404	School for Excellence	n.a.	n.a.
09X412	Bronx High School of Business	n.a.	n.a.
09X414	Jonathan Levin High School for Media and Communications	n.a.	n.a.
10X438	Fordham Leadership Academy for Business and Technology	n.a.	n.a.
10X660	Grace Dodge Career and Technical Education High School	n.a.	n.a.
11X415	Christopher Columbus High School	n.a.	n.a.
11X544	High School for Contemporary Arts	57	31.9%
12X251	Explorations Academy	52	8.9%
12X278	Peace and Diversity Academy	n.a.	n.a.
12X479	Bronx Career and College Preparatory High School	71	75.0%
14K071	Juan Morel Campos Secondary School	51	5.6%
14K322	Foundations Academy	n.a.	n.a.

14K610	Automotive High School	n.a.	n.a.
14K632	Frances Perkins Academy	n.a.	n.a.
16K455	Boys and Girls High School	51	18.4%
16K688	The Brooklyn Academy of Global Finance	n.a.	n.a.
17K625	Paul Robeson High School	n.a.	n.a.
18K629	Cultural Academy for the Arts and Sciences	67	60.0%
19K504	High School for Civil Rights	n.a.	n.a.
19K660	W. H. Maxwell Career and Technical Education High School	n.a.	n.a.
27Q400	August Martin High School	n.a.	n.a.
29Q496	Business, Computer Applications & Entrepreneurship High School	n.a.	n.a.
32K552	Academy of Urban Planning	n.a.	n.a.
84M433	Renaissance Charter High School for Innovation	n.a.	n.a.
<b>Average</b>			<b>33.3%</b>

DBN	School Name	Average Score Regents US History	Percent Passing
<b>84M522</b>	<b>Broome Street Academy</b>	<b>58</b>	<b>22%</b>
01M292	Henry Street School for International Studies	59	48.1%
05M469	Choir Academy of Harlem	55	34.8%
05M685	Bread & Roses Integrated Arts High School	58	42.0%
07X520	Foreign Language Academy of Global Studies	55	43.4%
07X547	New Explorers High School	74	78.1%
07X600	Alfred E. Smith Career and Technical Education High School	61	55.5%
07X655	Samuel Gompers Career and Technical Education High School	56	40.5%
08X295	Gateway School for Environmental Research and Technology	57	37.0%
08X305	Pablo Neruda Academy	58	40.2%
08X332	Holcombe L. Rucker School of Community Research	65	59.2%
08X452	Bronx Guild	60	44.0%
08X519	Felisa Rincon de Gautier Institute for Law and Public Policy, The	60	42.1%
08X530	Banana Kelly High School	55	33.1%
08X561	Bronx Compass High School	n.a.	n.a.
09X239	Urban Assembly Academy for History and Citizenship for Young Men, The	n.a.	n.a.
09X276	Leadership Institute	63	51.5%
09X404	School for Excellence	66	62.1%
09X412	Bronx High School of Business	54	38.4%
09X414	Jonathan Levin High School for Media and Communications	49	24.3%
10X438	Fordham Leadership Academy for Business and Technology	63	50.8%
10X660	Grace Dodge Career and Technical Education High School	56	39.2%
11X415	Christopher Columbus High School	64	57.5%
11X544	High School for Contemporary Arts	67	65.9%
12X251	Explorations Academy	66	65.3%
12X278	Peace and Diversity Academy	61	54.8%
12X479	Bronx Career and College Preparatory High School	59	48.6%
14K071	Juan Morel Campos Secondary School	66	61.4%
14K322	Foundations Academy	57	43.6%
14K610	Automotive High School	61	46.1%
14K632	Frances Perkins Academy	67	70.8%
16K455	Boys and Girls High School	55	30.8%
16K688	The Brooklyn Academy of Global Finance	66	67.3%
17K625	Paul Robeson High School	62	72.2%

18K629	Cultural Academy for the Arts and Sciences	55	35.5%
19K504	High School for Civil Rights	56	35.7%
19K660	W. H. Maxwell Career and Technical Education High School	73	78.4%
27Q400	August Martin High School	61	50.0%
29Q496	Business, Computer Applications & Entrepreneurship High School	57	36.8%
32K552	Academy of Urban Planning	54	28.6%
84M433	Renaissance Charter High School for Innovation	67	62.8%
<b>Average</b>			<b>49.3%</b>



**Table E8: Global History Pass Rates for Peer Schools in the 2013-14 School Year**

<b>DBN</b>	<b>School Name</b>	<b>Average Score Regents Global History</b>	<b>Percent Passing</b>
<b>84M522</b>	<b>Broome Street Academy</b>	<b>65</b>	<b>60.0%</b>
01M292	Henry Street School for International Studies	55	40.0%
05M469	Choir Academy of Harlem	50	26.2%
05M685	Bread & Roses Integrated Arts High School	47	20.3%
07X520	Foreign Language Academy of Global Studies	50	24.7%
07X547	New Explorers High School	58	46.2%
07X600	Alfred E. Smith Career and Technical Education High School	57	44.4%
07X655	Samuel Gompers Career and Technical Education High School	46	17.9%
08X295	Gateway School for Environmental Research and Technology	51	30.4%
08X305	Pablo Neruda Academy	49	17.9%
08X332	Holcombe L. Rucker School of Community Research	55	34.5%
08X452	Bronx Guild	56	33.3%
08X519	Felisa Rincon de Gautier Institute for Law and Public Policy, The	55	31.8%
08X530	Banana Kelly High School	51	21.6%
08X561	Bronx Compass High School	52	27.3%
09X239	Urban Assembly Academy for History and Citizenship for Young Men, The	62	26.7%
09X276	Leadership Institute	54	38.9%
09X404	School for Excellence	60	53.4%
09X412	Bronx High School of Business	57	41.7%
09X414	Jonathan Levin High School for Media and Communications	55	35.2%
10X438	Fordham Leadership Academy for Business and Technology	57	28.0%
10X660	Grace Dodge Career and Technical Education High School	51	27.6%
11X415	Christopher Columbus High School	62	60.0%
11X544	High School for Contemporary Arts	56	42.9%
12X251	Explorations Academy	56	31.4%
12X278	Peace and Diversity Academy	60	43.9%
12X479	Bronx Career and College Preparatory High School	58	35.5%
14K071	Juan Morel Campos Secondary School	55	41.6%
14K322	Foundations Academy	47	13.0%

14K610	Automotive High School	52	27.0%
14K632	Frances Perkins Academy	51	21.3%
16K455	Boys and Girls High School	58	40.2%
16K688	The Brooklyn Academy of Global Finance	52	29.4%
17K625	Paul Robeson High School	n.a.	n.a.
18K629	Cultural Academy for the Arts and Sciences	61	45.3%
19K504	High School for Civil Rights	52	22.0%
19K660	W. H. Maxwell Career and Technical Education High School	66	62.0%
27Q400	August Martin High School	56	33.6%
29Q496	Business, Computer Applications & Entrepreneurship High School	55	32.2%
32K552	Academy of Urban Planning	55	32.7%
84M433	Renaissance Charter High School for Innovation	59	41.7%
<b>Average</b>			<b>33.9%</b>

