

THE SUNY CHARTER SCHOOLS INSTITUTE

SCHOOL EVALUATION REPORT
**BROOME STREET ACADEMY
CHARTER HIGH SCHOOL**

VISIT DATE: APRIL 29 – 30, 2025
REPORT DATE: JULY 7, 2025

SUNY Charter Schools Institute

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Charter Schools Institute
The State University of New York

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INTRODUCTION

INTRODUCTION

This School Evaluation Report offers an analysis of evidence collected during the school visit to Broome Street Academy Charter High School (“Broome Street”) on April 29 – 30, 2025. While the SUNY Charter Schools Institute (the “Institute”) conducts a comprehensive review of evidence related to all the [State University of New York Charter Renewal Benchmarks](#) (the “SUNY Renewal Benchmarks”) near the end of a charter term, most mid-cycle charter school evaluation visits focus on a subset of these benchmarks addressing the academic success of the school and the effectiveness and viability of the charter school organization. It provides a framework for examining the quality of the educational program, focusing on teaching and learning (e.g., curriculum, pedagogy, assessment, and services for at-risk students), as well as leadership, organizational capacity, and board oversight. The Institute uses the established criteria on a regular basis to provide schools with a consistent set of expectations leading up to renewal. The Institute provided the school an Accountability Summary that outlines the school’s previous three years of performance, if available, and to the extent to which the school is meeting, coming close to meeting, or not meeting its Accountability Plan goals. Within the performance review, the Institute shares if the school’s renewal is in jeopardy based on the quantitative record of performance. For more information about the school’s performance, see the 2023-24 School Performance Review section below.

The Appendix to the report contains a School Overview with descriptive and historical information about the school, as well as background information on the conduct of the visit. Together this information puts the visit in the context of the school’s current charter term.

This report serves as a summary of the school’s program based on the Qualitative Education Benchmarks. The Institute intends this selection of information to be an exception report in order to highlight areas of concern. As such, limited detail about positive elements of the educational program is not an indication that the Institute does not recognize other indicators of program effectiveness.

While the Institute posts the evaluation report on its website and makes it publicly available, the Institute encourages school leaders to share the report with its stakeholders including, but not limited to, the full board of trustees, staff members, and families.





CHARTER BACKGROUND

BROOME STREET ACADEMY CHARTER HIGH SCHOOL

555 Broome Street, New York, NY 10013 | Grades: 9-12 | CSD 2

MISSION

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

CURRENT CHARTER

Opened:
2011

Serves:
9th – 12th

Chartered Enrollment:
325

Charter Expiration:
July 31, 2026

KEY DESIGN ELEMENTS

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

EXECUTIVE SUMMARY

EXECUTIVE SUMMARY

Throughout its third charter term, Broome Street has struggled to demonstrate strong student outcomes, and the school's prospects for earning renewal are currently in jeopardy. Despite improvements to school safety and leadership stability in the 2024-25 school year, Broome Street does not consistently deliver an effective educational program to meet the needs of all learners. The school sets aside 50% of its seats for students who are experiencing homelessness, housing insecurity, foster care, or other involvement in the child welfare system, but fewer than 20% of current students fall into this specific catchment. School leaders note that many students choose Broome Street as an alternative to their home districts because of safety concerns, and the school therefore enrolls students from across New York City's five boroughs. After experiencing enrollment declines early in the charter term, Broome Street enrolled a large number of overage and under-credited transfer students in the 2023-24 school year. The 10th – 12th grade cohorts each expanded by more than 50%, significantly outpacing the enrollment of incoming ninth grade students and evidencing the school's draw as a transfer option. Broome Street works with its partner youth development organization, The Door, to deliver counseling and support aligned to the specific needs of its population, including wrap-around social emotional services, healthcare, and referrals to The Door's high school equivalency program for students at-risk of dropping out.

Over the charter term, the Institute conducted two visits and a training session with board and school leaders as the school navigated two leadership transitions and worked to reengage vulnerable students following COVID-19 disruptions. In the 2024-25 school year, leaders took clear steps to stabilize the school and improve safety to establish an environment conducive to student learning. Leaders' efforts have succeeded in reducing the number of suspensions and student incidents, and teachers are encouraged by the school's cell phone ban, uniform policy, behavior interventions, and social emotional support for students. Broome Street must continue to sustain a stable culture to facilitate academic achievement given its low performance throughout the term. Broome Street and The Door also increased coordination to improve the accuracy of student information and incorporate data in decision making across the two organizations. Collaboration between the head of school ("HOS") and chief executive officer ("CEO"), supported by the associate head of school ("AHOS"), and program heads at The Door, has helped leaders determine which of The Door's services are most impactful to support the needs of the school, and how best to identify students and enable access to programming. While initiatives such as the attendance improvement and drop out prevention ("AIDP") program indicate a strategy and aligned action to keep at-risk students engaged in the school community, the two organizations do not consistently evaluate and refine their efforts to ensure the partnership is achieving its stated goals.

Although the Institute recognizes Broome Street's unique context and ongoing efforts to meet the needs of an underserved student population, the school has not met its graduation or college preparation goals. The school has reestablished foundational systems following significant leader and teacher turnover, but the current instructional leadership is not sufficient to support the development of all teachers. The school lacks a consistent vision for high quality instruction designed to meet the needs of its population. At the time of the Institute's visit, instructional leaders did not deliver coaching and professional development aligned to a clear strategy for instructional improvement, despite recognizing the need to strengthen the school's academic program to achieve its Accountability Plan goals. Finally, while Broome Street identifies trade school acceptance, entry into the work force, and military enlistment as acceptable alternatives to college enrollment, the school has not defined its systems for monitoring student progress towards each post-secondary outcome. Broome Street has proposed a 4+1 pathway program to provide students flexibility in fulfilling graduation requirements, but has not yet formalized such a program or produced results to demonstrate its effectiveness in promoting and transitioning students beyond high school.

ACADEMIC PERFORMANCE

2023-24 CHARTER PERFORMANCE REVIEW

At the beginning of the Accountability Period,¹ the school developed and adopted an Accountability Plan that set academic goals in the key subjects of English language arts (“ELA”) and mathematics. For each goal in the Accountability Plan, specific outcome measures define the level of performance necessary to meet that goal. Throughout the charter term, the Institute examines results for five required Accountability Plan measures on an annual basis and provides an Accountability Summary to each school detailing the school’s progress toward meeting its Accountability Plan goals. Because The New York State Charter Schools Act of 1998 (the “Act”) requires charters be held “accountable for meeting measurable student achievement results”² and states the educational programs at a charter school must “meet or exceed the student performance standards adopted by the board of regents”³ for other public schools, SUNY’s required accountability measures rest on performance as measured by statewide assessments. More information about the required Accountability Plan measures can be found on the [Institute’s website](#).

In 2023-24, the third year of Broome Street’s charter term and fourth year of its current Accountability Period, the school did not meet its graduation or college preparation goals. The school did not meet the target for any of the absolute, comparative, or leading indicator measures included under those goal areas in its Accountability Plan for the second consecutive year. As a result, the school’s prospects for earning renewal are currently in jeopardy. In order to make the most compelling case for earning subsequent renewal in 2025-26, Broome Street must improve its academic performance and provide substantial additional data contextualizing its record of achievement.

Broome Street did not meet its graduation goal in 2023-24 when only 54% of the school’s 2020 Total Cohort graduated after four years. This level of performance was 21 percentage points below the absolute target of 75% and 31 percentage points below the Manhattan Community School District 2 results. The Institute acknowledges that this is an unsuitable district comparison due to the fact that the school enrolls most students from outer boroughs, has a set-aside in its lottery for students experiencing various life challenges including housing insecurity, and has increasingly enrolled a population of overage and under-credited students. While the Institute has afforded Broome Street multiple opportunities to define a suitable comparison group, the school has not yet produced one, and the school’s graduation outcomes remain far below the SUNY Trustees’ standards for high school performance. Among students who entered the school in 9th grade and were not transfers, only 61% graduated after four years in 2023-24. Broome Street’s five year graduation rate of 70% was 25 percentage points under the target of 95%. Notably, zero students in the school’s 2020 Cohort dropped out of the school in contrast to higher drop out rates for New York City Department of Education schools and at-risk subpopulations including homeless students, and the school has the potential to demonstrate future high fifth year graduation rates. However, the school did not post promising results on leading indicators of future success in graduating students on time. In particular, only 33% of Broome Street’s 2022 Cohort earned sufficient credits to be promoted to the subsequent grade.

1. Because the SUNY Trustees make a renewal decision before student achievement results for the final year of a charter term become available, the Accountability Period ends with the school year prior to the final year of the charter term. In the case of initial renewal, the Accountability Period covers the first four years of the charter term.

2. Education Law § 2850(2)(f).

3. Education Law § 2854(1)(d).

ACADEMIC PERFORMANCE

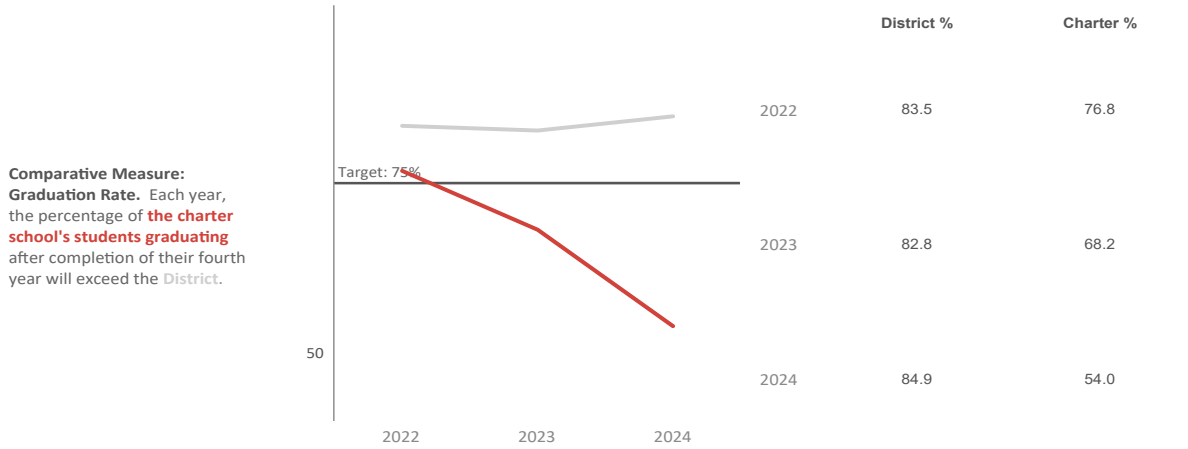
Broome Street also did not meet its college preparation goal in 2023-24. The school demonstrates post-secondary preparation for its graduates through passing an Advanced Placement (“AP”) exam with a score of 3 or higher. In 2023-24, only six percent of the 2020 Cohort graduates passed an AP exam, falling far below the absolute target of 75%. According to the most recently available data from the school, only 27 of the 45 graduates from the 2019 Cohort matriculated into a college program following graduation reflecting 60% of the graduating class and 41% of the Graduation Cohort. This rate of college matriculation was 15 percentage points below the target of 75%. Broome Street must unequivocally improve the postsecondary preparation of its graduating students in order to make the best case for earning subsequent renewal. The school has not yet begun to establish a record demonstrating that a meaningful proportion of graduates are ready to succeed in college or career after leaving the school.



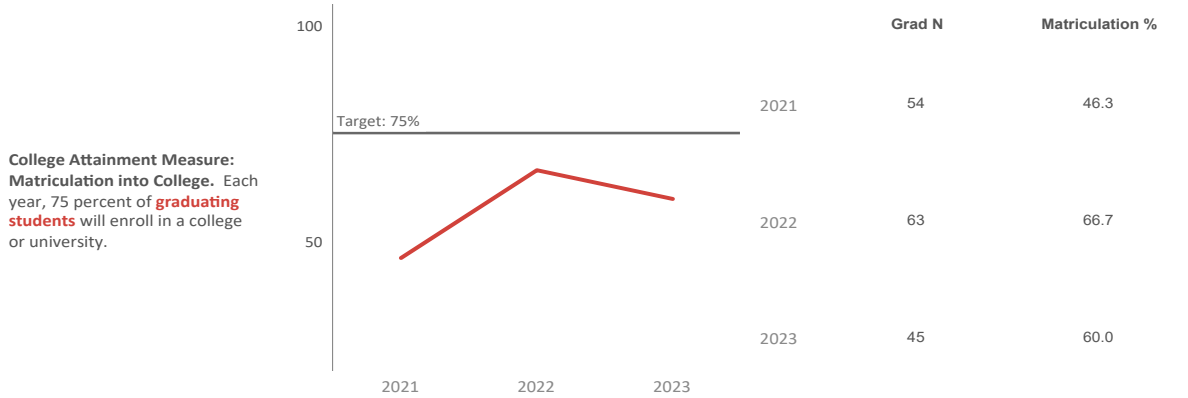
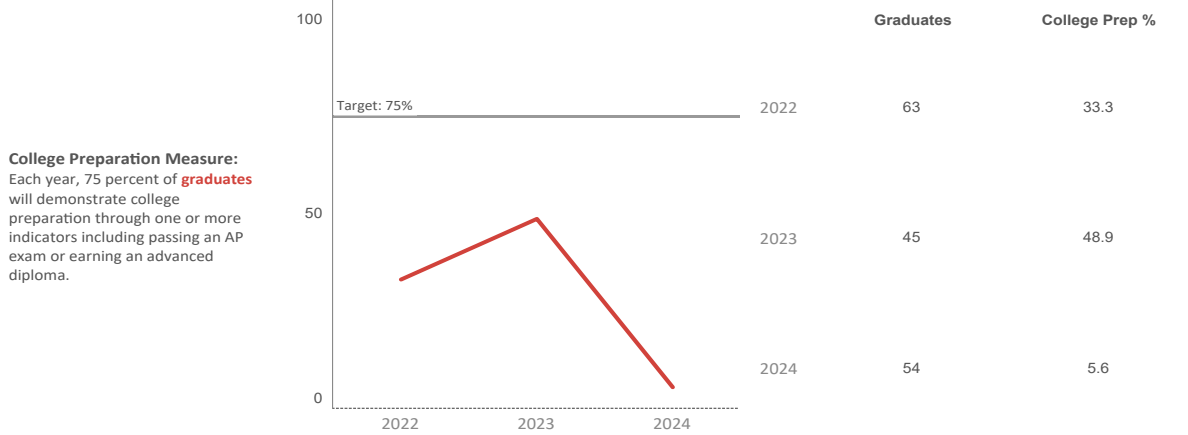
ACADEMIC PERFORMANCE

BROOME STREET ACADEMY CHARTER HIGH SCHOOL

HIGH SCHOOL GRADUATION RATE



COLLEGE PREPARATION AND ATTAINMENT



BENCHMARK SUMMARY

QUALITATIVE BENCHMARK ANALYSIS

The SUNY Renewal Benchmarks, grounded in the body of research from the Center for Urban Studies at Harvard University,⁴ describe the elements in place at schools that are highly effective at providing students from low-income backgrounds the instruction, content, knowledge, and skills necessary to produce strong academic performance.

ASSESSMENT

Broome Street's assessment system does not improve instructional effectiveness despite efforts to improve data systems since the Institute's previous visit. The school implements some foundational systems to track and review student assessment data, but leaders and teachers do not leverage these systems to enhance student learning. Over the charter term, the school established more consistent routines to collect data from multiple sources and verify the accuracy of information. Teachers and school leaders meet monthly to review key student information such as NWEA MAP results, Regents exam scores, and marking period grades. These meetings are intended to help guide instruction, but the school does not include important assessment data, such as interim assessment results and practice Regents exams, in the reports for teachers. Without consistent access to relevant data, teachers cannot use student information efficiently to inform instructional decisions.

Broome Street has not developed consistent, schoolwide assessment practices that allow teachers and leaders to monitor student progress against state standards across all grades and subject areas. Teachers individually create interim and final assessments, and the AHOS and department chairs do not implement consistent structures to review exams for standards alignment and validity. Departments, under the direction of their chairs, follow varied processes for assessing overall student performance. Some have created their own systems to track multiple assessment data points and monitor student progress toward goals, while others have not. Broome Street instructional leaders do not articulate clear schoolwide targets for growth on standardized assessments.

Across classrooms, the Institute observed limited use of real-time assessment techniques to check for student understanding. While some teachers collect exit tickets, department chairs reported that many teachers would benefit from professional development to strengthen their ability to analyze item-level student work and use it to adjust and differentiate instruction. Although Broome Street has implemented systems to compile student performance data from multiple sources, the absence of schoolwide expectations for how teachers and leaders respond to that data limits the effectiveness of the school's assessment systems.

CURRICULUM

Broome Street's curriculum does not fully support teachers' instructional planning. Although the school has a fixed, underlying curricular framework to inform instruction, teachers require additional supporting tools and systems to plan effective lessons. Across content areas, teachers implement New Visions curricular programs or AP materials from the College Board. The school's instructional leaders prescribe a consistent planning template to structure lessons, as well as a process for teachers to submit plans to their department chairs for review each week. Most teachers leverage the scope and sequence included in the curriculum and work

4. An extensive body of research, including a [report from Harvard](#) and a [report from the United States General Accounting Office](#), identifying and confirming the correlates of effective schools exists dating back four decades.

BENCHMARK SUMMARY

with department chairs to pace out lessons for each month. Despite the school's efforts to implement a more structured approach to lesson planning, these routines have not meaningfully impacted teachers' ability to translate the curriculum into effective daily lessons. For example, the school's science curriculum is aligned to the Earth and Space Sciences and Life Science/Biology Regents exams scheduled for first administration in June 2025, but leaders have not provided any training on the new standards, tools, or content included in the revised course syllabi. At the time of the visit, teachers were not on track to cover the totality of the course content or required lab hours before the exams and indicated an ongoing need for more resources to support and prepare students for success. Further, while some departments backwards plan from Regents-aligned assessments for each unit and ensure opportunities to present the essential content, others lack explicit systems for ensuring that teachers' utilization of the curricula maintains the rigor of grade level standards and alignment with end of course goals.

Broome Street does not implement a clear process for developing and reviewing its curricular documents and resources. Without systems for maintaining historical knowledge of the school's programs, some departments lack vertical alignment that would constitute a clear arc of the academic experience at Broome Street. As a result of turnover among instructional staff and the school's lack of systems to ensure continuity of instruction across content areas, Broome Street does not provide a consistent academic experience to students. At the time of the visit, experienced teachers demonstrated some processes for adapting the tools to meet the needs of their students. However, instructional leaders did not provide sufficient targeted coaching for teachers new to the school, grade level, or content area in order to ensure all teachers plan purposeful and focused lessons and implement Broome Street's curricular resources with fidelity.

PEDAGOGY

Broome Street does not deliver consistently high-quality instruction despite improvements to student culture and the school's learning environment. Lessons are generally structured and aligned to state standards, but teachers do not hold all students accountable for engaging in the lesson activities and learning tasks. While the school has established foundational curricular and assessment tools, instruction remains variable and often lacks cognitive engagement from students, real-time assessment strategies, and meaningful differentiation techniques to support at-risk learners.

Few teachers employ effective strategies to check for understanding or respond to student misconceptions in whole group settings. In the effective lessons the Institute observed, teachers leveraged the low student to teacher ratio evident throughout much of the program by conducting targeted conferences with students to assess understanding and make instructional adjustments. However, some teachers do not identify and respond to student needs efficiently, and do not demonstrate preparedness for areas in which students might struggle with the content of the lesson. In most classes, teachers do not provide students with the opportunity to extend their thinking or elaborate on peer responses. Some assignments include open ended tasks to drive higher order thinking, but others rely on teacher direction and only engage students in basic factual recall.

Most teachers implement clear routines and structure lesson agendas in alignment with the school's lesson planning template. However, student engagement with lesson content is highly variable and participation in group discussion is limited. Further, many students arrive late to class and linger in the hallways during

BENCHMARK SUMMARY

transitions, limiting the effectiveness of teachers' efforts to begin lessons with activities to quickly engage students in the day's learning. Despite teachers' attempts to pace lessons appropriately, frequent tardiness and inconsistent attendance prevent teachers from maximizing learning time. Without a schoolwide model for tailoring instruction to the highly differentiated needs of students, teachers' abilities to attend strategically to each learner vary throughout the program.

INSTRUCTIONAL LEADERSHIP

Broome Street does not implement effective instructional leadership to develop the skills of all teachers. While the school has taken steps to codify curricular programs, implement lesson planning frameworks, and observe teachers based on the Danielson Framework, leaders do not tailor support to the instructional needs of the teaching team. As a result, coaching and professional development lack strategic alignment to teacher development goals and do not improve instructional quality across classrooms. Leaders do not deliver consistent feedback reflective of the urgency required to make significant programmatic improvements.

Instructional leaders' coaching and supervision of teachers is not sustained and effective. The school lacks systemic, strategic support to develop the skills of teachers and coaches, and the current routines are not sufficient to improve instructional quality. School leaders made the decision to remove two instructional leadership positions due to budget shortfalls midyear, and at the time of the visit, the AHOS and four department chairs were responsible for conducting observations of the teaching staff. Between December and March, however, leaders did not consistently observe teachers, and the school has not implemented structures to develop the capacity of department chairs to coach and support teachers. Some department chairs have full course loads with limited time in the day to observe teachers. Further, the school did not communicate clear and consistent expectations about the scope of coaching responsibilities throughout the year. Broome Street does not define professional development priorities based on what department chairs see in classrooms, despite the chairs being the primary source of observational data for the school's instructional leadership. Some chairs give feedback on teachers' lesson plans and assessments, but others indicate that they do not have the authority to hold teachers accountable because they are viewed as peers rather than supervisors.

At the time of the visit in late April, instructional leadership emphasized one domain of the Danielson rubric related to teacher planning and preparation, but neither teachers nor leaders articulated specific strategies to improve the quality of questioning, higher order thinking opportunities, or pacing in the classroom. Given the range of teacher experience and the diverse needs of the student population, the school has not delivered sufficiently explicit support to improve teachers' ability to execute high quality instructional practices. While instructional leaders work from a shared book of coaching strategies, a cohesive plan to develop the skills and mindsets of teachers in alignment with a shared vision for instruction at Broome Street is not evident. Teachers have opportunities to collaborate with one another as co-teachers, grade teams, and departments, but leaders have not provided effective guidance or routines for shared planning time to ensure that teachers have the right tools and resources necessary to prepare effective lessons. The school's current instructional leadership practices do not establish an environment of consistently high, shared expectations for teacher performance or student achievement.

BENCHMARK SUMMARY

AT-RISK PROGRAM

Broome Street implements some systems to meet the educational needs of at-risk students, but the school has not equipped general education teachers with the knowledge and skills necessary to close academic gaps for all learners. The school follows appropriate procedures to identify students with disabilities, English language learners (“ELLs”), and those struggling academically. However, for students struggling academically, the intervention process relies on NWEA MAP diagnostic data collected in early November, potentially missing opportunities to identify and support students in the first weeks of the school year. The school laid off both the special education coordinator and the ELL coordinator in January due to budget constraints, and although the HOS and AHOS assumed oversight of the programs, teachers indicate that the loss of the positions has impacted the coordination and delivery of student supports. The school does not currently have an individual overseeing the program for students with disabilities who is certified in a special education title as required by its charter agreement. At the time of the visit, a special education teacher support services (“SETSS”) teacher and two special education generalists work with classroom teachers to provide integrated co-teaching (“ICT”) services to students with individualized education programs (“IEPs”). The school relies on a long term substitute to deliver instruction to ELLs.

Recognizing chronic absenteeism and low overall attendance rates are a barrier to the school’s ability to support all students, including those at risk, the school implemented the AIDP program in collaboration with The Door. While leaders have made progress in identifying students for attendance intervention and reengaging them in the school, teachers indicate attendance still creates significant disruptions to their ability to deliver interventions to meet the needs of their students and consistently monitor progress. Similarly, teachers do not speak with specificity about the school’s multitiered system of supports (“MTSS”) programming and referral process. Leaders provided training in the beginning of the year on all of the school’s at-risk programming, but systems are not yet embedded and routinized in teachers’ experiences at the school. For example, the intervention journal captures activity but lacks evidence of impact, consistent progress monitoring, or follow-up on student outcomes.

General education teachers are not prepared to differentiate instruction for at-risk students consistently, and coordination between special education staff members, intervention staff members, and classroom teachers is fragmented despite the presence of common planning time. The school has not established clear expectations or accountability measures for teachers’ implementation of student support strategies discussed in case conferences or intervention planning. Leaders have provided minimal training, and there is not evidence of a schoolwide strategy to build teacher capacity to support at-risk learners within general education settings. Despite staff dedication and recognition of student needs, the absence of systems, tools, and training to ensure effective and consistent supports limits the school’s ability to close learning gaps and provide access to grade-level instruction.

ORGANIZATIONAL CAPACITY

Although Broome Street has foundational structures in place to support operations, the school’s organization does not work effectively to deliver the educational program. Leaders and staff are committed to addressing student needs holistically, but operational processes are not yet streamlined, and leaders do not consistently integrate data to inform decision-making across teams. Leaders track much of the school’s information in

BENCHMARK SUMMARY

disconnected systems, including attendance, assessment, enrollment, and social work data, and do not make data accessible across all teams at Broome Street and The Door, limiting transparency and efficiency. Although leaders have increased data availability, it is often stored in spreadsheets with duplicative versions and related conversations remain surface-level. For example, counselors support graduation planning through academic audits and teacher collaboration, but lack a unified system to identify students who are not receiving needed counseling services. School leaders acknowledge the need for greater data transparency, particularly in collaboration with The Door, to support more strategic and coordinated responses.

Broome Street implements routines to strengthen family engagement, but consistently low enrollment, and enrollment of high needs transfer students, has led school leaders to restructure the staffing and organizational model. A new admissions and family engagement role has led to increased communication with families, and the operations team expanded phone and email coverage to respond more effectively to parent inquiries. The school has taken steps to support recruitment but enrollment has remained below projections over the charter term and current ninth grade applications are lower than anticipated. As a result, Broome Street is reducing enrollment targets to align with staffing and budget capacity and right size the program. The school focused on stabilizing enrollment ahead of the 2023-24 school year by enrolling a large number of overage and under-credited transfer students, many of whom were chronically absent or never attended the school, but remained on the roster due to inefficiencies in the data management system. In the 2024-25 school year, Broome Street prioritized improving chronic absenteeism and identifying students who would benefit from alternative services, such as high school equivalency pathways offered by The Door, by forming a dedicated, cross-functional AIDP team that meets weekly to review individual student cases and address underlying challenges. While this approach has increased attention on individual students, the school has not yet developed a clear schoolwide strategy to address broader attendance trends, and both tardiness and attendance remain barriers to student achievement.

Over the term, the school has made notable improvements to student safety and discipline and is working to expand on its progress. From 2023-24 to 2024-25, suspensions decreased by 78%, expulsions by 56%, and the number of student altercations declined significantly. The school implements a five-tiered behavior matrix grounded in mediation and restorative practices, along with policies such as a cell phone ban, uniform requirements, and hallway monitoring. Teachers now have access to walkie-talkies and a new referral system for disciplinary support. Despite these efforts, the visit team observed students wandering the hallways after transitions and arriving late to class throughout the visit, and adults were not consistently present to redirect students. The school acknowledges it must continue to build on its culture systems to ensure clear, consistent expectations throughout the building.

BOARD OVERSIGHT & GOVERNANCE

Broome Street's board does not work effectively to achieve the school's Accountability Plan goals. Following several leader transitions over the charter term, the board emphasized stability and support for the current leadership team in the 2024-25 school year to improve school culture and address challenges related to declining enrollment patterns and academic performance. In alignment with these priority concerns, the board requests and receives data from the leadership team on a variety of topics, including NWEA MAP performance,

BENCHMARK SUMMARY

Regents scores, and course grades, as well as attendance, students' utilization of services at The Door, suspensions, and behavior incidents. While the board and school leaders have improved their collection and communication of student data, the board does not hold the school accountable for using these data to make decisions and monitor progress against clearly defined benchmarks. The board and leadership team speak about progress in general terms but lack specificity in their articulation of targets for where the school should be performing at any given point in time. Given the range of different challenges over the charter term, it remains unclear how the board is determining whether the current inputs are the right ones for attaining both the school's internal priorities and the Accountability Plan goals.

Broome Street

Ax

APPENDICES

PAGES Ax 1-4



BROOME STREET ACADEMY CHARTER HIGH SCHOOL BOARD OF TRUSTEES¹

CHAIR	TRUSTEES
Jeffrey Katzin	M. David Zurndorfer
VICE CHAIR	Monica de la Torre
Stephanie Durden Barfield	Elaine Schott
TREASURER	William E. Murdock III
Lauren Blum	Katie Jaxheimer Agarwal
SECRETARY	Fernando Snowden-Lorence
Catherine S. Aquila	Alexandra C. Wood
	Lynn Schnumberger
	Susan Notkin

CHARTER CHARACTERISTICS

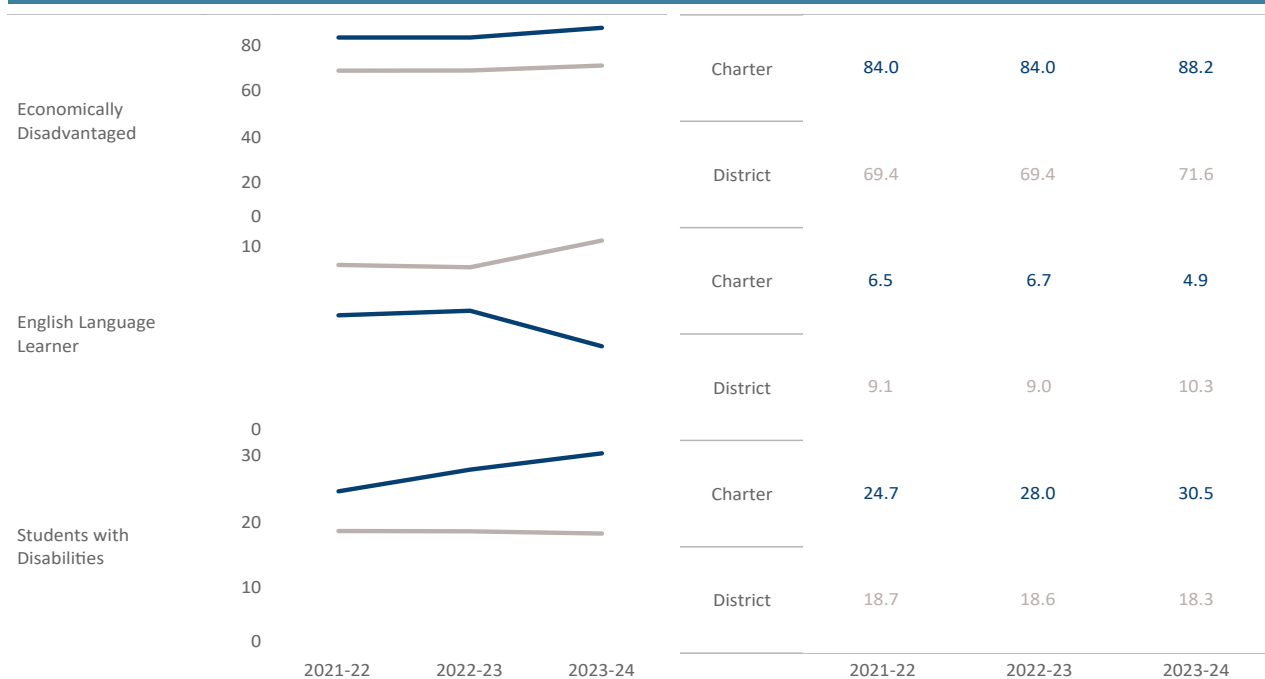
SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT ²	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	GRADES SERVED
2020-21	360	312	87%	9-12
2021-22	320	299	93%	9-12
2022-23	320	260	81%	9-12
2023-24	320	274	86%	9-12
2024-25	325	209	64%	9-12

1. Source: The Institute’s board records at the time of the visit.
2. Source: Institute’s Official Enrollment Binder. (Figures may differ slightly from New York State Report Cards, depending on date of data collection.)

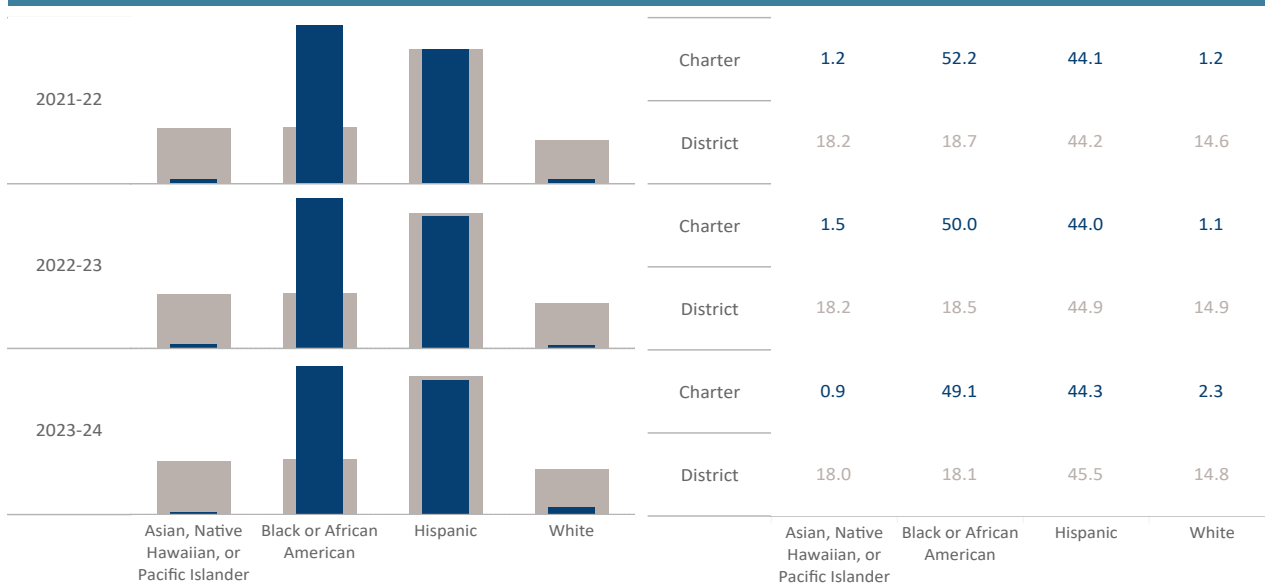
Broome Street Academy Charter High School

Manhattan CSD 2

Student Demographics: Sub-populations



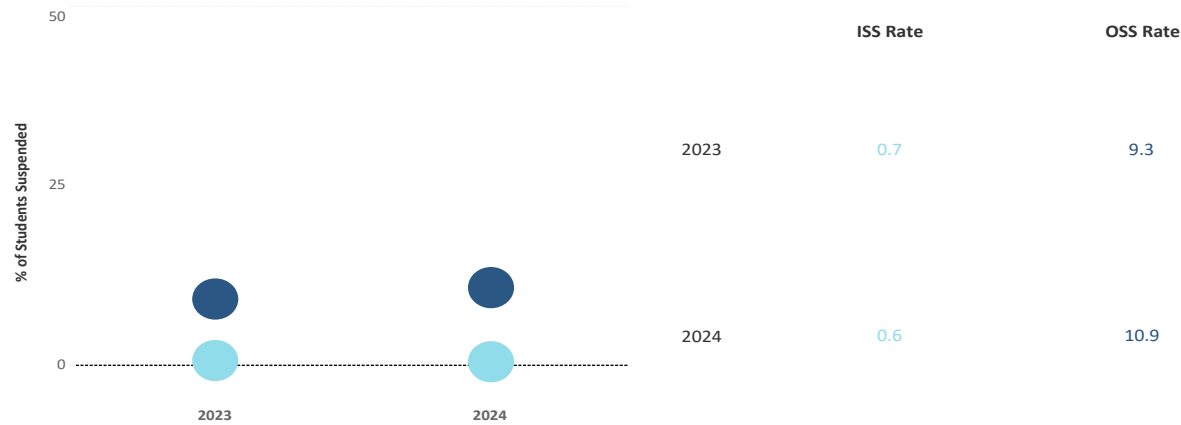
Student Demographics: Race/Ethnicity



* Data reported in these charts reflect BEDS day enrollment counts as reported by the NYSED.



Broome Street Academy Charter High School



Data suitable for comparison are not available. The percentage rate shown here is calculated using the method employed by NYCDOE: the total number of students receiving an in school or out of school suspension at any time during the school year is divided by the total enrollment, then multiplied by 100.

Persistence in Enrollment: The percentage of students eligible to return from previous year who did return		Expulsions: The number of students expelled from the charter each year	
		2023	2024
2021-22	82.4		
2022-23	75.2	0	0
2023-24	83.2		

Broome Street Academy Charter High School's Enrollment and Retention Status: 2023-24			Target	Charter
enrollment	economically disadvantaged		69.2	88.2
	English language learners		13.7	4.9
	students with disabilities		17.8	30.5
retention	economically disadvantaged		94.3	83.1
	English language learners		92.5	85.7
	students with disabilities		93.0	78.9

* Data reported in these charts reflect information reported by the education corporation and validated by the Institute.

CHARTER SCHOOL VISIT HISTORY

SCHOOL YEAR	VISIT TYPE	DATE
2011-12	First Year Visit	April 2 – 3, 2012
2015-16	Initial Renewal Visit	October 14 – 15, 2015
2020-21	Subsequent Renewal Visit	December 7 – 11, 2020
2022-23	Evaluation Visit	March 16, 2023
2024-25	Evaluation Visit	April 29 – 30, 2025

CONDUCT OF THE VISIT

DATE(S) OF REVIEW	EVALUATION TEAM MEMBERS	TITLE
April 29 – 30, 2025	Katy Clayton	School Evaluator
	Desree Cabrall-Njenga	School Evaluator
	Sinnjinn Bucknell	Managing Director for Accountability
	Cari Carpenter	External Consultant

CHARTER CYCLE CONTEXT

CHARTER TERM	TERM YEAR	ANTICIPATED RENEWAL VISIT
Third	Fourth Year of its Five Year Charter Term	Fall of 2025

