

THE SUNY CHARTER SCHOOLS INSTITUTE

*RENEWAL RECOMMENDATION REPORT
BROOME STREET ACADEMY
CHARTER HIGH SCHOOL*

*REPORT DATE: JANUARY 14, 2026
VISIT DATE: OCTOBER 29 – 30, 2025
RETURN VISIT: DECEMBER 4, 2025*



Charter Schools Institute
The State University of New York

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SCHOOL BACKGROUND

BROOME STREET ACADEMY CHARTER HIGH SCHOOL

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



MISSION

The Broome Street Academy Charter High School prepares our students for post-secondary success rooted in educational, personal, and professional growth. Broome Street provides multiple pathways to success through a rigorous academic curriculum, post-secondary readiness services, and social emotional supports. This foundation enables students to realize their potential and achieve positive economic outcomes.

BROOME STREET ACADEMY CHARTER HIGH SCHOOL BOARD OF TRUSTEES¹

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CURRENT CHARTER INFORMATION

Year Opened: 2011

Serves: 9th – 12th

Chartered Enrollment: 328

Charter Expires on: July 31, 2026

FUTURE CHARTER INFORMATION

Serves: 9th – 12th

Chartered Enrollment: 200

Charter Expiration July 31, 2031

KEY DESIGN ELEMENTS

A school culture grounded in the principles of youth development



The recruitment, nurturing, and retention of quality staff members



A focus on assessment as a critical analytical tool



Three pathways to post-secondary success for students not ready for college



1. Source: The Institute's board records at the time of the visit.

"+" : This indicator is generally present.

"-" : This indicator is generally not present.

EXECUTIVE SUMMARY

FULL-TERM RENEWAL WITH CONDITIONS

The SUNY Charter Schools Institute (the “Institute”) recommends the SUNY Trustees’ Charter Schools Committee approve the Application for Charter Renewal of Broome Street Academy Charter High School for a period of five years subject to a set of conditions listed below with authority to provide instruction to students in 9th through 12th grades in such configuration as set forth in its Application for Charter Renewal with a projected total enrollment of 200 students. The Institute makes this recommendation as Broome Street Academy Charter High School meets the requirements for renewal set forth in the Policies for Renewal of Not-For-Profit Charter School Education Corporations and Charter Schools Authorized by the Board of Trustees of the State University of New York (the “SUNY Renewal Policies”).²

THE SCHOOL IS SUBJECT TO THE FOLLOWING CONDITIONS

Broome Street Academy Charter High School (“Broome Street”) must meet or exceed the targets in at least half of the measures, as established by the Institute with collaboration from the school and outlined in its Accountability Plan, in at least three of five years in its upcoming five-year Accountability Period. If the school does not satisfy these academic conditions in the time frame prescribed, the school will be ineligible to apply for subsequent renewal. The school will work with the Institute to finalize the conditions in its Accountability Plan by July 1, 2026.

By July 1, 2026, the school must provide an updated turnaround plan, to be approved by the Institute, aligned to its mission of delivering high quality outcomes for at-risk youth that will make clear and convincing progress toward the SUNY Renewal Benchmarks. The plan must include clear benchmarking of progress. The school will report to the Institute on its progress every six months.

EXECUTIVE SUMMARY

Broome Street experienced many challenges during its subsequent charter term. Over the term, the school struggled to deliver consistent academic outcomes due to a variety of factors affecting school culture, enrollment, and instructional leadership systems. The Institute conducted evaluations in nearly every year of the term and observed unambiguous improvement in the school’s educational program in the final year of the term demonstrating the school’s success in rebounding from multiple challenges over the past five years. In its final year, while not fully meeting its Accountability Plan goals, the school demonstrated increases in key graduation and college preparation measures. Broome Street partners with The Door – A Center for Alternatives, Inc. (“The Door”), a New York not-for-profit organization located in the same building as the school, to provide students with access to mental health, substance abuse, anger management, health, legal, and college and career readiness services. Over the term, Broome Street and The Door leaders worked closely together to refine its social work services to best and fully serve students. The school has also worked to achieve nearly 100% participation of Broome Street students with The Door’s services. At the December 2025 visit, leaders from both organizations reported the organizations are working to understand how The Door can better and more fully support Broome Street in meeting its mission.

Broome Street typically enrolls students from virtually all Community School Districts, has enrolled a plurality from the Bronx or Brooklyn, and has a set-aside in its lottery for students experiencing various life challenges including housing insecurity and foster care system involvement. Since the COVID-19 closure period, Broome Street leaders have worked to improve the school’s student culture. In the first years of the current charter term, the school faced

². SUNY Renewal Policies (p. 14) are available on the [Institute’s website](#).

EXECUTIVE SUMMARY

multiple student discipline issues and other disruptive behaviors. In the third year of the term, during one of the Institute's visits to the school, the school community faced a tragedy with a student shot and killed just outside the school building by an individual unrelated to the school. In the wake of the shooting and other difficult culture points, the school experienced a decline in enrollment. In an attempt to secure enrollment, the school began enrolling over-age, under-credited students, which meant the school would spend more time on catching students up and working to design a program that would effectively serve all of Broome Street's students. In the final year of the term, the school exhibits progress in balancing both academic and cultural improvements demonstrating it has the capacity to build teachers' skills to design an effective and meaningful program for all the students Broome Street seeks to serve.

Throughout the charter term, the Institute conducted three evaluation visits to the school. The Institute also met regularly with school leaders and board members to share feedback and work to improve the school's overall reporting and analysis of student performance. The Institute conducted its renewal visit in October 2025, and then returned to review any progress the school subsequently made on December 4, 2025. The school acknowledges that throughout the term, it was primarily focused on improving aspects of student and adult culture to make the school a safe, welcoming environment. The Institute observed clear evidence the school has effectively shifted its culture, and it saw improvement year over year during site visits and meetings. School leaders also acknowledge not enough work has been done to improve academics, and so the school's strategic plan and focus for the fifth year have been on improving academics. Between the October 2025 and the December 2025 visits, the Institute observed this improvement work on the academic program as evidenced by more effective teaching across classrooms, more focused instructional leadership systems, and more efforts to increase attendance.

Broome Street experienced multiple instances of leadership turnover in both its head of school and associate head of school positions during the term. Early in the charter term, the head of school passed away due to medical illness. The school hired an interim leader for a year, conducted a national search, and hired an individual who left only a few months after hiring. In an effort to improve the school's culture, the board, alongside The Door, moved The Door's chief program officer into the head of school position. The school also faced turnover with its associate head of school position, which is primarily responsible for the school's instructional leadership. The board acknowledges the current leadership team is what the school needed in order to improve school culture, and now that the goal is accomplished, it has engaged with a consulting firm to work closely with the school to improve its academic program. At the December 2025 visit, the Institute observed purposeful instruction, effective use of multiple adults in classrooms, and improved classroom management strategies in place. The leadership team also presented a strategic plan and demonstrated sustained focus on improving the academic program. In addition, the education corporation transitioned a new board chair as the founding board chair transitioned to be a board member. In the latter part of the term, the board refocused its oversight and governance to ensure school leaders had the necessary tools and support to make programmatic improvements. Further, the myriad challenges throughout the charter term helped improve the board's overall governance and oversight skills. The Institute worked closely with the board and observed notable improvements in structure and oversight throughout the charter term.

EXECUTIVE SUMMARY

FINDINGS & INFORMATION

Is the school an academic success?

After stabilizing the school's culture over the term, Broome Street improved and established an adequate education program in the final year of its charter term. Given the challenges the school faced in the immediate years proceeding the COVID-19 period, the board and leadership team's strategic planning and efforts to develop the program demonstrate capacity to deliver an academically successful education program. With positive student culture in place, leaders focus their efforts on developing teachers' capacity to deliver purposeful, high quality instruction. The board and leaders communicate clear next steps necessary to sustain these improvements and drive future growth. At the December 2025 visit, the Institute observed an academic program of sufficient quality as evaluated against the Qualitative Education Benchmarks. Despite these efforts, the school's record of quantitative outcomes as measured against its Accountability Plan goals has been mixed. While Broome Street has not consistently met or come close to meeting its Accountability Plan goals, the Institute's renewal site visits generated sufficient countervailing evidence to suggest the current programmatic elements in place create the conditions to improve student outcomes in a future term. The school demonstrates clear progress in developing its program to serve students with atypically high needs including those experiencing homelessness. The school meets the standard for subsequent renewal with regard to its qualitative program, but requires academic conditions to ensure that the program on the ground delivers on its promise of demonstrable improvement in outcomes for its intended student population.

Broome Street's record of quantitative results is summarized as follows:

- From 2020-21 through 2024-25, the school posted four year graduation rates that exceed the absolute target in only one of five years. The school's four year graduation rate declined from 2021-22 through 2023-24 in alignment with the school's increase in enrollment of students later in their high school careers. Notably in 2024-25, the school increased its four year graduation rate by 13 percentage points from the prior year and continues to enroll many of its 2021 Cohort students signaling a future high fifth year graduation rate.
- The school posted graduation rates and Regents attainment that was below its local district, Manhattan CSD 2, over the term. Given that Broome Street enrolls students from across nearly all Community School Districts and intentionally enrolls a catchment that includes students with various life challenges including housing instability, the school's local district remains an unsuitable comparison. Although not formally included in its Accountability Plan, Broome Street has identified a set of peer schools located in the main geographies the school serves and with similar student demographics. Broome Street's graduation rates and subject area exam passing rates are in greater alignment with the average results of this peer group.
- Broome Street did not meet its college preparation goal over the term posting matriculation rates that fell under the target of 75% each year. Students at Broome Street demonstrate postsecondary preparation through participation in programming such as The Door's Work, Learn, Grow program. The school has the opportunity to grow its graduates' participation rate in any programming relevant to postsecondary success.

Is the school an effective, viable organization?

After facing much turnover at both Broome Street and The Door, the school is developing into an effective, viable organization. The school and the board recognize multiple areas needed to continue a trajectory of improvement, and they have demonstrated success with their newly designed three phase turnaround plan. The board hired a consultant

EXECUTIVE SUMMARY

who previously worked with the school to engage with leaders on a near-daily basis to support with a deep focus on improving the academic program in the school's final year of the current term. Between the Institute's October 2025 and December 2025 visits, the school modestly improved its attendance by implementing new protocols to ensure that every tardy student receives a phone call to their family. The school recognizes it must improve some of its student information systems to more fully address improving systems like attendance.

The board has demonstrated improved governance and oversight skills in order to hold school leaders and The Door more accountable. Board members acknowledge that ineffective oversight and governance hindered some progress throughout the term, but the current board configuration and members demonstrate a high level of involvement and understanding of the school's needs to position itself for more effective oversight in a future charter term.

Is the school fiscally sound?³

Broome Street is fiscally adequate based on the Institute's review of the renewal documentation. While the education corporation reported sufficient enrollment in the initial years of its current charter term, enrollment declined significantly in the latter half of the term, resulting in sustained operating deficits. In response, the school has formally aligned its current enrollment with its charter enrollment in its five year budget, reflecting a more realistic and achievable operating model for the next charter term.

The 2024-25 annual financial audit reported one compliance finding, with no significant deficiencies or material weaknesses in internal controls over financial reporting. However, the school experienced repeated significant deficiencies and material weaknesses in financial reporting earlier in the charter term, primarily related to per-pupil revenue and insufficient proof-of-residency documentation for its students. These findings stem from students who are believed to be homeless, for whom required residency documentation could not be produced. Leaders have acknowledged these deficiencies and developed a corrective action plan to be implemented in the next charter term, including formal documentation of due diligence procedures used to verify student eligibility and the underlying causes of incomplete documentation.

As of the 2024-25 annual audit, Broome Street reported net assets of approximately \$0.9 million and 0.7 months of cash on hand, both of which have declined during the current charter term. The school has experienced periods of low operating cash on hand, driven largely by declining enrollment and operating deficits. However, in addition to cash balances, the school maintains \$966,000 in unrestricted, publicly traded investment assets as of fiscal year end 2024-25. These investments are convertible to cash within one to three business days and available to meet short-term liquidity needs if required, alongside continued support from The Door. Despite these pressures, the education corporation has maintained consistent teacher-to-student ratios and adjusted staffing levels as needed to align with enrollment fluctuations. In addition, Broome Street maintains a separate bank account with funds reserved for dissolution, in compliance with its charter agreement.

Notably, the education corporation has received continued support from The Door. The school has secured a formal commitment from The Door to provide financial support, if needed, to address potential fiscal challenges arising from continued enrollment decline and revenue losses. This commitment provides an additional level of fiscal stability as the

³ The U.S. Department of Education has established fiscal criteria for certain ratios or information with high – medium – low categories, represented in the table as blue – gray – orange. The categories generally correspond to levels of fiscal risk, but must be viewed in the context of each education corporation and the general type or category of school.

EXECUTIVE SUMMARY

school will continue to stabilize enrollment and operations in the next charter term. The Institute will closely monitor the school throughout the next charter term, with a particular focus on steady cash flow, enrollment trends, and the school's progress toward achieving sustained fiscal stability.

If the SUNY Trustees renew the school, are the education corporation's plans for the school reasonable, feasible, and achievable?

Broome Street has established a turnaround plan and hired additional support to ensure it has future plans that are reasonable, feasible, and achievable. The board acknowledges the current Broome Street leadership team helped to improve the school's student culture. With the support of the current consultant, a new instructional leadership team will build upon the more stable student culture and continue advancing the academic progress made in the final year of the term. The board has shown improved stewardship of its duties to hold school personnel accountable and to provide more effective oversight and governance to the school to fulfill its mission.

Through its turnaround plan, Broome Street will focus on continuing and sustaining the improvements it has already made with attendance, teaching and learning, tracking students' post-secondary success, and college and career preparation. At the time of the December 2025 visit, the Institute observed some progress with school attendance, instructional leadership systems, and improved teaching and learning.



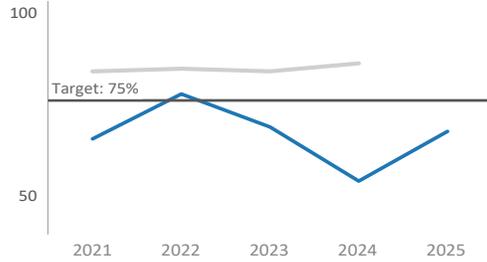
ACADEMIC PERFORMANCE

BROOME STREET ACADEMY CHARTER HIGH SCHOOL

Manhattan CSD 2

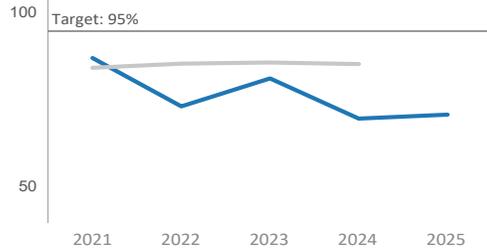
HIGH SCHOOL GRADUATION RATE

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



Year	4 Year District %	4 Year School %
2021	82.7	65.1
2022	83.5	76.8
2023	82.8	68.2
2024	84.9	54.0
2025	N/A	67.0

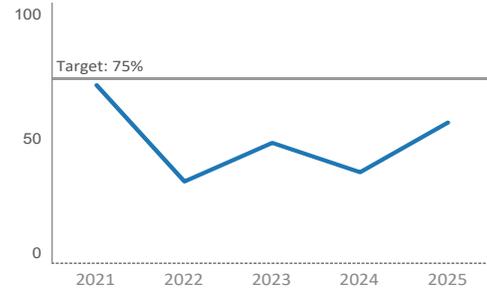
Absolute Measure: Graduation Rate. Each year, 95 percent of students will **graduate** after the completion of their fifth year.



Year	5 Year District %	5 Year School %
2021	84.5	87.3
2022	85.7	73.5
2023	86.0	81.5
2024	85.6	70.0
2025	N/A	71.1

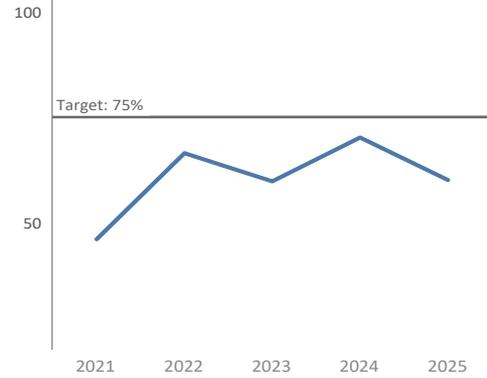
COLLEGE PREPARATION AND ATTAINMENT

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



Year	4 Year Graduates N	College Prep %
2021	54	72.2
2022	63	33.3
2023	45	48.9
2024	54	37.0
2025	63	57.1

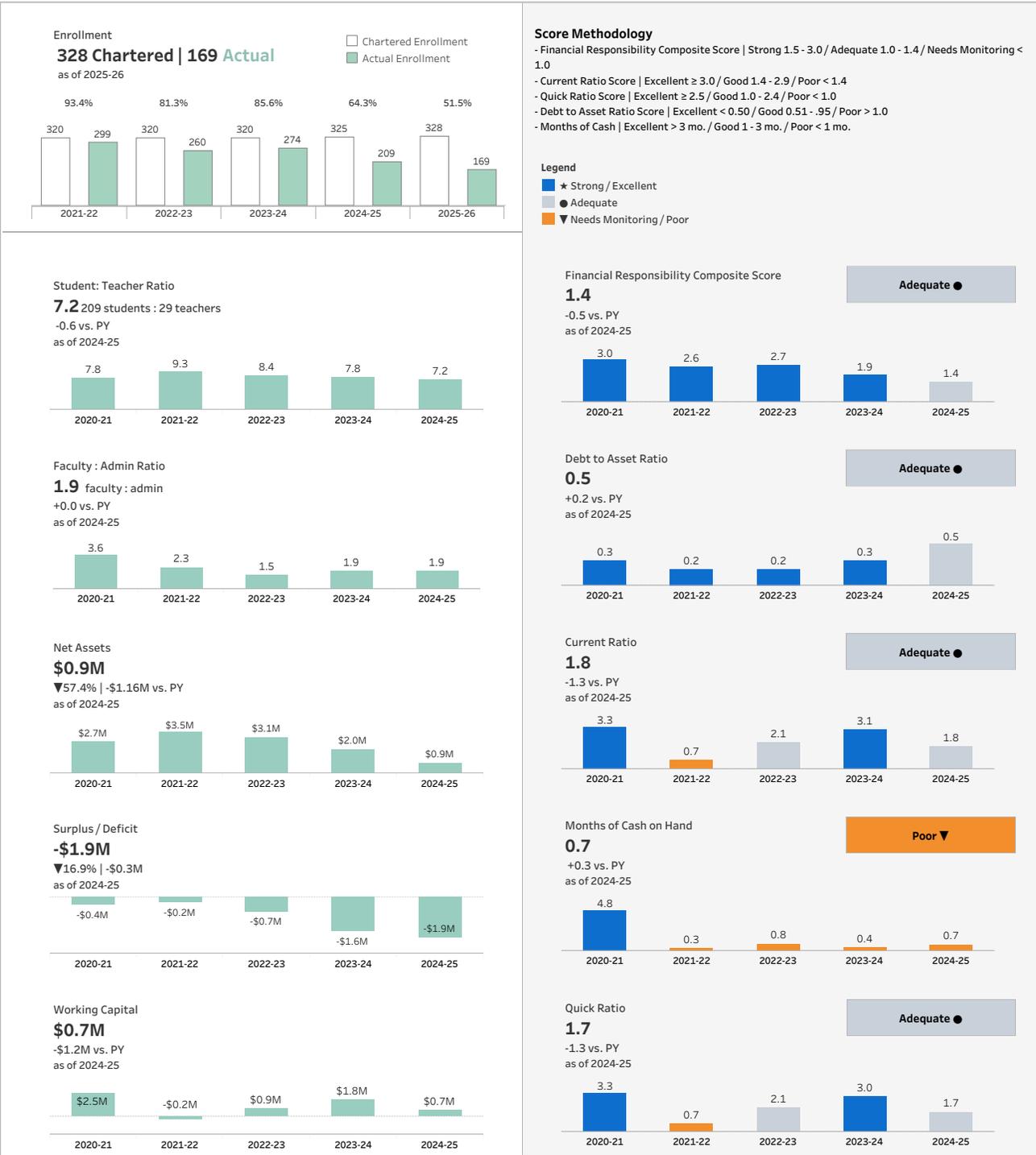
College Attainment Measure: Matriculation into College. Each year, 75 percent of **graduating students** will enroll in a college or university.



Year	4 Year Graduates N	Matriculation %
2021	54	46.3
2022	63	66.7
2023	45	60.0
2024	54	70.4
2025	63	60.3

2024-25 high school outcome data is pending final validation by the Institute subsequent to the release of the NYSED's graduation database.

BROOME STREET ACADEMY CHARTER HIGH SCHOOL



Schools report actual enrollment on a quarterly basis to the Institute, and the actual enrollment for 2025-26 reflects the most recently submitted quarterly submission.

COMPLIANCE REPORTING



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

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

For each of the items below, the Institute will work with the school to ensure compliance by the start of the next charter term.

Annual Reports

The education corporation submitted its annual reports to the Institute and the New York State Education Department (“NYSED”) on time but has not posted all elements of the most recent reports directly on its website on the date of submission as required by the Act. All elements include the August 1st submission, the Accountability Plan Progress Report (“APPR”), and the independent financial audit.

Complaints

The Institute received one formal complaint during this charter term alleging the school did not appropriately implement a student’s individualized education program (“IEP”) and offer a credit recovery plan. The Institute found the school had not violated the Act or any law in relation to the implementation of the student’s IEP and appropriately assigned a credit recovery plan. The school was directed to comply with Family Educational Rights and Privacy Act (“FERPA”) and provide an up-to-date transcript to the student.

Open Meetings Law

While the education corporation appropriately posts the notice, agenda, and minutes for its board meetings, it has not posted the materials under consideration (e.g., resolutions, policies, budgets) at such meetings.

SAVE

The education corporation’s district-wide save plan requires revision as to the provision of remote instruction.

Student Privacy

The school inappropriately files student health files with students’ academic records.

Teacher Certification

The Act allows charters to hire up to 15 uncertified lead teachers contingent upon those teachers meeting certain requirements including: two years of Teach for America experience; three years of teaching experience; status as a higher education professor; exceptional experience in a subject; or, teaching science, technology, engineering, and mathematics (STEM) or career and technical education courses.

The school monitors any uncertified teacher in their pursuit toward certification and offers financial assistance, time off, and professional development credits to assist individuals in becoming certified. At the time of the renewal review the school employed 22 lead teachers. Of the 22 lead teachers, 12 were uncertified, which is within the allowable limit. Eight of the uncertified teachers met the appropriate qualifications under the Act.

COMMUNITY SATISFACTION & ENROLLMENT AND RETENTION

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

The Institute analyzed information provided by Broome Street regarding family and caretaker satisfaction. The school has fallen short of due diligence in collecting parent or caretaker feedback. The school shared plans, which it began enacting, demonstrating how it will improve family response rates and engagement with families. The school set three specific and measurable goals to improve family and caretaker engagement. The plan includes clear roles and responsibilities of staff members for engaging with families regarding attendance, student performance, and post-secondary planning and readiness. At the time of the December 2025 visit, the school began implementing the plan with a clear focus on improving attendance by calling families at multiple touchpoints in the day when students are absent.

Parent Survey Data

The Institute compiled data from the NYCDOE’s annual family survey. The NYCDOE conducts an annual survey to gauge satisfaction with schools’ programs. In 2024-25, two percent of families responded to the survey. Of those respondents, 87% indicated satisfaction with the school. The Institute recognizes that the low response rate may not be representative of the whole community.

Parent Focus Group

The Institute asks all schools facing renewal to convene a representative set of parents for a focus group discussion. A representative set includes parents of students in attendance at the school for multiple years, students new to the school, students receiving general education services, students with disabilities, and ELLs.

The school’s four family and caretaker representatives expressed satisfaction with the school’s caring staff members and access to supports, but expressed dissatisfaction with the school’s communication regarding student performance. Families report irregular progress updates, unclear benchmarks for Regents readiness and credit accumulation, and outreach that reacts to issues.

Public Comments

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

The NYCDOE held its required hearing on the renewal application for Broome Street on December 3, 2025, via videoconference. The head of school and associate head of school presented on behalf of the school and shared the school’s mission, its positive youth development approach, holistic student supports, and data-informed instruction guided by the PRIDE pillars of professionalism, resilience, investment, dignity, and empathy. The leaders also discussed the school’s supports, such as its partnership with The Door, social emotional programming, and college and career readiness initiatives, including Future Pathways, the Summer Youth Employment Program, and the Work, Learn, Grow Program,

COMMUNITY SATISFACTION & ENROLLMENT AND RETENTION

which provide access to paid internships and career exploration through City University of New York partnerships. The leaders described the school's recent turnaround under new leadership and highlighted the creation of a safe, caring school environment for students who travel from across New York City. The leaders also outlined future plans to implement an immersion program for all grade levels, enhanced services for multi-language learners, mandatory tutoring, and a later start time.

The Institute received one written comment in opposition to the renewal application alleging special education non-compliance (for more information as to the Institute's evaluation of the special education program, please see the At-Risk Program section in Appendix B: Benchmark Summary).

Enrollment and Retention

Broome Street makes good faith efforts to meet enrollment and retention targets, recruiting year-round through feeder-school outreach, tours, and its partnership with The Door. The school far exceeds its enrollment targets for economically disadvantaged students and students with disabilities.

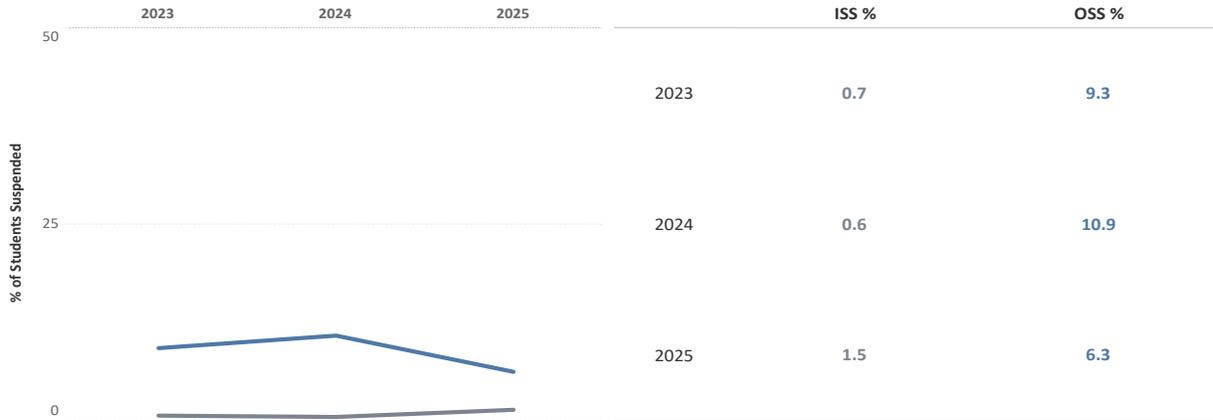
Persistence in Enrollment

An additional indicator of parent satisfaction is persistence in enrollment. In 2024-25, 64% of students returned from the previous year. Student persistence data from previous years of the charter term is available below. The school reports its preliminary 2025-26 retention rate increased to 70% of students returning from the 2024-25 school year, demonstrating a slight improvement in retaining students.

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

COMMUNITY SATISFACTION & ENROLLMENT AND RETENTION

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 school each year

Year	2023	2024	2025
Expulsions	0	0	1

Broome Street Academy Charter High School's Enrollment and Retention Status: 2024-25

		Target %	School %
Enrollment	Economically Disadvantaged	69.2	89.6
	English Language Learners	13.7	7.4
	Students with Disabilities	17.8	27.9
Retention	Economically Disadvantaged	94.3	63.7
	English Language Learners	92.5	90.0
	Students with Disabilities	93.0	60.0

Discipline data reported in these charts reflect information reported by the education corporation and validated by the Institute. Enrollment and retention data reflect available BEDS day information as reported by the NYSED.

Broome Street

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APPENDICES

PAGES Ax 1-11

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SCHOOL CHARACTERISTICS

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT ¹	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	GRADES SERVED
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
2025-26	328	169	52%	9 – 12

SCHOOL VISIT HISTORY

SCHOOL YEAR	VISIT TYPE	DATE
2011-12	First Year Visit	April 2 – 3, 2012
2015-16	Initial Renewal	October 14 – 15, 2015
2020-21	Subsequent Renewal	December 7 – 11, 2020
2022-23	Evaluation Visit	March 16, 2023
2024-25	Evaluation Visit	April 29 – 30, 2025
2025-26	Subsequent Renewal	October 29 – 30, 2025 December 4, 2025

CONDUCT OF THE RENEWAL REVIEW

DATE(S) OF REVIEW	EVALUATION TEAM MEMBERS	TITLE
October 29 – 30, 2025	Desree Cabrall-Njenga	School Evaluator
	Kathryn Connell-Espinosa	Executive Director
	Sinnjinn Bucknell	Managing Director of Accountability
	Kennesha Kelly	External Consultant
	Greg Lippman	External Consultant
	Aretha Miller	External Consultant

DATE(S) OF REVIEW	EVALUATION TEAM MEMBERS	TITLE
December 4, 2025	Desree Cabrall-Njenga	School Evaluator
	Kathryn Connell-Espinosa	Executive Director
	Andrew Kile	Director of School Evaluation
	Bryan Stroud	School Evaluator
	Daree Lewis	External Consultant

1. Source: Institute's Official Enrollment Binder. (Figures may differ slightly from New York State Report Cards, depending on date of data collection.)

BENCHMARK SUMMARY

ACADEMIC ACHIEVEMENT

Broome Street did not meet its key academic Accountability Plan goals over its third charter term. The Institute acknowledges the school's Accountability Plan includes measures aligned to the required goals and targets for a traditional college preparatory high school but are not tailored to the unique student population Broome Street serves. The school is in the process of establishing a meaningful comparison group for its graduation and subject area exam results. Further, Broome Street has the opportunity to supplement its measurement of postsecondary success with outcomes in addition to matriculation into two- and four-year college programs.

Broome Street did not meet its graduation goal over the term. In each year of the charter term excluding 2021-22, the school's fourth year cohort graduated at rates that fell below the absolute target of 75%. In contrast, the school consistently posted higher fifth year graduation rates and has a lower dropout rate than the city, state, and local district averages. Given the school's low dropout rate, it has the opportunity to further increase its five and six year graduation rates, especially for students entering over-aged, under-credited, and later in their high school career. Although the school's graduation outcomes fall below the Manhattan CSD 2 results, the Institute acknowledges the school typically enrolls a student population dissimilar from its district that includes students experiencing various life challenges including housing insecurity. In its 2025-26 Renewal Application, Broome Street provided a list of schools it defined as a peer group reflecting similar demographics. The school has the opportunity to continue tracking outcomes against this peer group in a future charter term.

Broome Street did not meet its college preparation goal over the term and continues to develop a suitable definition of postsecondary success. In recent years, the school has reported the rates of its graduates completing the Work, Learn, Grow Program and the Summer Youth Employment Program through The Door. In every year of the Accountability Period, the percentage of graduates completing one or more of these programs has fallen below the target of 75%. Although the school's matriculation rate into two- and four-year colleges was under the absolute target of 75% established in its Accountability Plan, Broome Street has the opportunity to formally codify alternative comparisons such as low-income students and alternative placements such as career programming into its Accountability Plan for any future term.

ASSESSMENT

Broome Street has demonstrated improvement to its assessment system over the charter term, and part of the school's turnaround plan includes clear improvements to the program's deficits to ensure it has a robust plan in place to begin using data more effectively. While the school administers a set of assessments to monitor progress toward grade level standards and graduation requirements, it consistently fails at effectively using the data to drive improvement for student learning. The school administers assessments including NWEA MAP ("MAP"), Regents-aligned practice tasks, classroom exit tickets, and the Ohio Scales, which measures social emotional learning. The school does not have a valid and reliable process for scoring and analyzing assessments. Leaders do not support teachers with calibrating scoring for common interim tasks or participate in any meaningful norming activity to ensure teachers review student assessments with a consistent lens. When reviewing data, teachers do not consistently conduct item level analyses to drive intervention or reteaching strategies.

The school does not have adequate systems to make assessment data accessible to teachers and school leaders. Teachers reported easier access to data in 2025-26, but this has not resulted in more effective use of data to drive instructional improvement for student learning. Leaders report that data systems are incomplete or housed in multiple systems, therefore not providing leaders with a comprehensive view of student performance. As part of the school's turnaround plan, leaders have begun to review the efficacy of the school's systems and strategize how to consolidate and improve data accessibility.

Leaders fail to support teachers using assessment results to meet students' needs or identify students for intervention. Since the Institute's spring 2025 visit, leaders created student profiles with social emotional and academic data and built weekly data-team and co-planning blocks into the schedule. Leaders are working to improve these practices to ensure data discussions and student profiles support and target student learning. While MAP provides reports on student progress and achievement, the school does not consistently use these data to create effective adjustments to course work or student groupings. Based on the Institute's observations, the school does not have an effective system or practice of incorporating intervention or differentiation strategies based on data analysis into classroom instruction.

Leaders do not use assessment results to evaluate teacher effectiveness or to develop professional development and coaching strategies. Leaders discuss assessment results with teachers, but the discussions do not translate into accountability for teacher performance or to teachers having clear plans to re-teach concepts and skills when students do not reach mastery. Leaders connect some topics with the professional development calendar, but these efforts do not consistently result in high quality instruction or targeted support to improve the school's academic program. Leaders fail to build teacher efficacy with making data driven decisions and do not target coaching based on their review of student performance data.

CURRICULUM

The school has curricular programs in place, and leaders are improving their support for teachers with instructional planning. The school uses curriculum from New Visions in its core subjects and College Board materials for AP classes. The school does not have mechanisms to maintain an archive of curricular units to preserve instructional knowledge from year to year, so leaders are unclear what materials may or may not be preserved when teachers depart the school.

The school has not provided teachers with sufficient supporting tools that provide a bridge between the curricular framework and lesson plans. While the school provides teachers with unit plans, scope and sequence documents, and unit assessment, these tools do not consistently support teachers with translating the curricular framework into rigorous daily instruction. As a result of the lack of structures to support teachers with lesson planning, teachers do not consistently know what to teach and when to teach it. Leaders have also not established a common set of performance expectations for each course or benchmarks that students should meet throughout the term. Leaders do not adequately monitor teachers' pacing, and the Institute observed variation in pacing based on the teacher and department. Department chairs meet with teachers weekly, but ineffective protocols and use of the time do not result in aligned pacing structures, updates to unit planning, or effective lesson planning.

At the time of the October 2025 visit, leaders did not have adequate systems in place to ensure teachers plan purposeful and focused lessons. Leaders did not have systems in place to review teachers' submitted lesson plans. With little support for planning, teachers plans did not consistently reflect grade level rigor or

student need. At the time of the December 2025 visit, leaders demonstrated effective improvement in this area. Leaders built the time to review lesson plans to provide teachers with feedback, and leaders normed on what high quality instructional planning should look like. As a result of this work, the Institute observed higher quality instruction at place during the December 2025 visit.

PEDAGOGY

The Institute has consistently observed low quality teaching and learning throughout the current charter term. Leaders have not prioritized building effective supports, development, and a definition of high quality teaching and learning for Broome Street teachers. The lack of high quality teaching and learning across the school is a clear result of the ineffective instructional leadership systems currently in place. At the time of the October 2025 visit, teaching and learning did not demonstrate a level of quality that would improve student learning. However, by the December 2025 visit, leaders worked closely with a new consultant to substantially improve teaching and learning.

During the December 2025 visit, teachers consistently delivered more purposeful instruction. Since the October 2025 visit, leaders provided more targeted support in two specific areas, which include posting objectives and effective use of two adults in the classroom. The Institute observed these two priority areas in nearly every classroom. Teachers posted objectives, explicitly stated at the start of lessons, and then revisited throughout the lesson. With more targeted support from leadership, teachers plan and execute lessons with activities that align to the standards. The Institute observed higher student engagement. In classrooms with more than one adult, teachers more actively coordinated to support students. This is an improvement from the October 2025 visit, where the Institute observed some co-teachers not engaged in lesson activities. With these improvements, teachers made more efforts to check in with students and provide feedback. While checks for understanding are not yet at a highly effective level, teachers were more aware of ways in which to support students in the moment due to improved planning efforts. While these new developments do not include all aspects of effective instruction the school needs to improve, it does demonstrate leaders' efforts to focus attention on a priority and enact improvement with teacher practice.

INSTRUCTIONAL LEADERSHIP

Broome Street had strong leadership that helped improve the school's student culture, which has resulted in a safer, more welcoming environment. However, the board and school recognize that the school needs to place more effective instructional leadership in place in order to fully demonstrate improvement. To support in this effort, the board hired a consultant who previously worked with the school. At the time of the December 2025 visit, the consultant works closely with the instructional leadership team to build stronger systems to demonstrate more effective supports to develop teacher practice.

For the specific needs of the school during this charter term, leaders have focused on improvement of Broome Street's student culture. To build more instructional leadership capacity during the term, the deputy head of school instated clear roles for department chairs to support teacher development. As these are new positions, the school has targeted support plans in place to build the skills of the instructional leaders, working closely with the school's new consultant to build strong systems including lesson plan review protocols, observation and feedback cycles, and purposeful department meetings.

Instructional leaders have not consistently provided sustained, systemic, or effective coaching and supervision. Leaders have increased frequency of observations from prior school years. However, the quality of feedback does not result in improved instruction. The school contracted with a consultant to provide coaching to department chairs. The work includes developing department chairs' skills with providing feedback on lesson plans and how to use observations to drive support. During the December 2025 visit, the Institute observed demonstrable improvement across the school in teaching and learning.

Leaders do not implement a comprehensive professional development program. In the fifth year of the charter term, leaders increased the amount of professional development learning time in teachers' schedules. Leaders make attempts to align professional learning activities with classroom practice. However, the existing professional development has not translated into gains in classroom quality or student outcomes. Leaders do not effectively use a formal evaluation system to evaluate teachers against clear criteria. Without clear criteria or schoolwide goals in place, leaders cannot effectively hold teachers accountable to any set measurable goal.

AT-RISK PROGRAM

Broome Street's mission is to serve some of the most at-risk student subgroups. In response to COVID-19 disruptions to education, the school prioritized focusing on students' social emotional well-being. The school demonstrated clear improvement in engagement with The Door's services to support co-academic needs of students. In the final year of the charter term, school leaders have now prioritized improvement in the school's academic program, and the Institute observed sufficient improvement to demonstrate the school is establishing clear systems to support all students. The school uses compliant procedures to identify students with disabilities and English language learners ("ELLs"). Although Broome Street has a defined process for identifying students who are at risk of academic failure, teachers have yet to take deliberate steps to systematically integrate effective instructional strategies to engage students, increase academic rigor, and strengthen overall student performance. Certified English to speakers of other languages ("ESOL") and special education teachers provide both push-in and pull-out support to students who need their services as well as meet with their general education colleagues and department chairs weekly to plan and modify their lessons and curriculum pacing guides. The school also implements integrated co-teaching ("ICT") to support students with disabilities. At the time of the December 2025 visit, teachers demonstrated a clear improvement in the use of two teachers in the ICT setting.

The child case study team plays a pivotal role in designing and monitoring support for students who may need tier 2 support. Content area teachers work closely with members of the social emotional learning team and school leaders to identify students who are at risk of academic failure due to poor attendance and low academic performance. A notable element of the child case study team meetings is the inclusion of family members and service providers who are not affiliated with either Broome Street or The Door, but who play a critical role in a student's life. This has made it possible for staff members to gain a holistic view of the student and to leverage as many resources as possible to help that student achieve academic and personal success. Despite this more defined process for identifying at-risk students, neither teachers nor leaders could articulate the criteria they use to determine the effectiveness of the improvement plans they have put in place to support students. Furthermore, teachers did not demonstrate that they knew how to integrate effective instructional strategies for engaging students, especially those who were struggling academically. Consequently, students rely heavily on teachers for help.

School leaders have also instituted mandatory tutoring for students who are performing below 75% on local assessments due to their poor attendance. At the time of the visit, the Institute team could not assess the efficacy of this initiative since students reported that while they are aware of this new expectation, they have not taken full advantage of it due to their ongoing absences and tardiness. However, students noted that they meet with teachers during lunch and office hours for additional instructional support they need.

ORGANIZATIONAL CAPACITY

Broome Street’s organization is developing its ability to operate effectively to deliver the academic program. Through its partnership with The Door, Broome Street establishes an administrative structure with the staff and policies in place to run the school program. However, given staff member and leadership turnover at both organizations, The Door and Broome Street are working to ensure those systems fully support the academic program. The school has struggled to maintain adequate student information systems and systems to collect post-secondary data on students. The school’s turnaround plan addresses these deficits. The Institute has consistently messaged the need to have accurate and effective systems in place to track student information, and the board, in its fifth year of the term, is determining a plan to get basic, accurate structures in place for attendance.

Chronic absenteeism continues to be a challenge at Broome Street, and school leaders have worked to strengthen the attendance improvement and drop out prevention program (“AIDP”) in partnership with The Door. The AIDP team targets students who have an attendance below 40% and although they work closely with students and families, there is limited evidence that they are achieving their target of 85%.

At the time of the October 2025 visit, the school had its discipline system codified, but staff members did not yet consistently apply the system with fidelity across the building. While serious incidents have declined in more recent years, low level behaviors persist. For example, students continue to walk hallways and arrive late, disrupting instructional minutes when they eventually enter classrooms. Adults are rarely present in hallways to hold students to any expectation to get to class on time. At the December 2025 visit, the Institute observed improvement in the school’s management systems. Teachers were more proactive in classrooms to engage students and hold them accountable for learning. The school established a clear hallway support plan for transition time with adults present and ensuring students made it to class in a more timely fashion.

At the end of the 2024-25 school year, the school made the decision to not invite back about 44% of the teaching staff who were not aligned with the school’s vision and mission for student success. At the time of the December 2025 visit, the school revised its professional development plan and increased training and support time for teachers to build up the entire teaching staff’s skills.

The school has struggled to maintain adequate student enrollment. Enrollment has dipped below the school’s 20% collar for chartered enrollment in the two most recent years of the current charter term. After the shooting in 2023-24, the school lost enrollment and had to develop new strategies to increase enrollment. The school’s primary strategy is focusing on enrolling more 9th grade students. The school demonstrates weak enrollment systems as evidenced by previous instances of non-attending students left on the school roster. Leaders have not established procedures to monitor enrollment and retention targets for students with disabilities, ELLs, and the catchment set-aside to inform timely recruitment and support adjustments.

BOARD OVERSIGHT & GOVERNANCE

Broome Street’s board demonstrated improved oversight of the school as it struggled to rebound from the COVID-19 school closure period. During the term, the founding board chair stepped out of the role and remained on the board as a trustee. A longstanding board member was elected chair at the start of the 2024-25 school year. Members possess adequate skills with which to govern the school. The board also uses clear structures to support with oversight of the program including its committee structure to review information. The board has increased its level of involvement and urgency in overseeing the school in the past two years, with members taking a deep and detailed focus on oversight of the school program. The board is developing the governance capacity necessary to improve instructional leadership, data accuracy, and academic oversight.

Trustees request data on Regents performance, MAP growth, credit accumulation, attendance, culture, and student use of The Door’s services. Broome Street leaders have begun examining the school’s student information systems and data collection processes to ensure better collection and presentation of full data sets as requested by the board. Board members recognize the urgency to solidify these systems so they have a full picture of the school to inform governance and oversight decisions. Some additional areas the board expects to review for the remainder of the year include period-level attendance, credit accumulation by cohort, and evidence of the impact of instructional leadership on classroom practice. These additional data will provide the board with necessary information to provide rigorous month-to-month oversight.

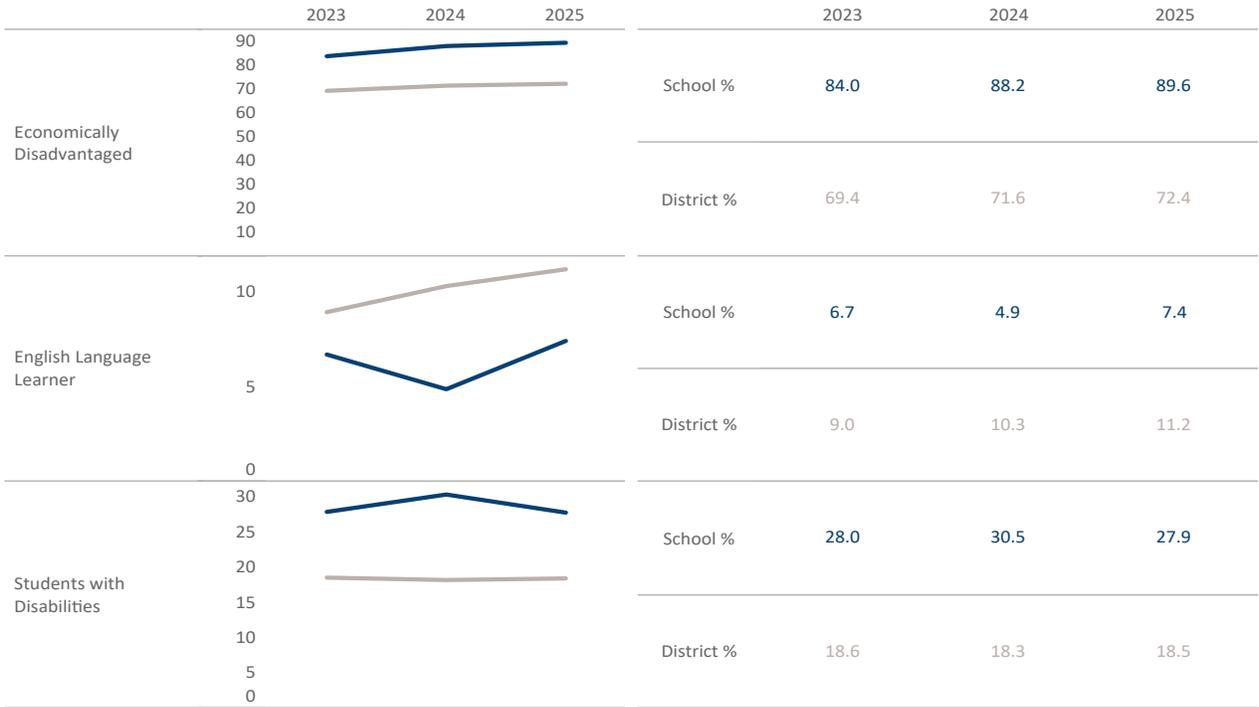
The board set three priorities this year including instructional leadership and rigor, operational stabilization including right-sizing, and better use of data. With the support of its recently hired consultant, the board worked with school leadership and The Door leadership to establish a clear turnaround plan with three phases of improvement outlined. The turnaround plan presents clear metrics for its first phase, and the board has dates scheduled to review the progress to determine specific goals for the next phases of work.



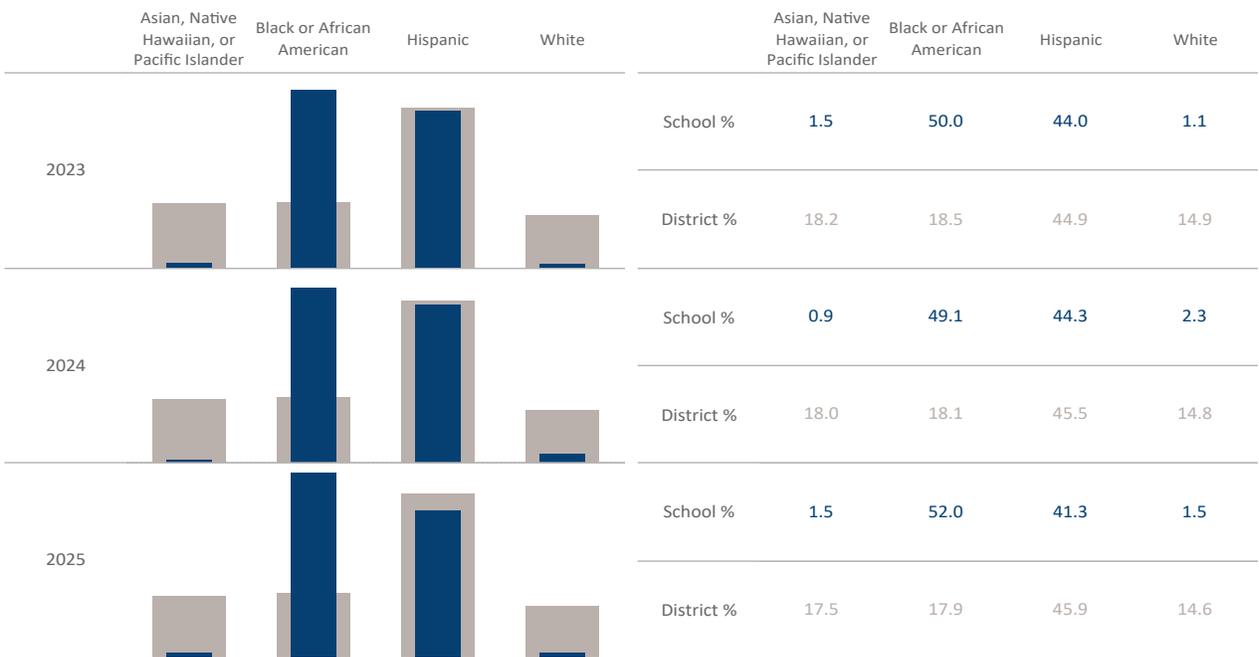
Broome Street Academy Charter High School

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 New York State Education Department ("NYSED").



FISCAL BENCHMARKS SUMMARY



DOES THE EDUCATION CORPORATION OPERATE PURSUANT TO A FISCAL PLAN WITH REALISTIC BUDGETS THAT IT MONITORS AND ADJUSTS WHEN APPROPRIATE?

The education corporation operates pursuant to a long-range financial plan in which it creates realistic budgets that it monitors and adjusts when appropriate. The following elements are generally present:

INDICATORS	EVIDENT?
The education corporation has clear budgetary objectives and budget preparation procedures.	+
Board members, charter management, and staff members contribute to the budget process, as appropriate.	+
The education corporation frequently compares its long-range fiscal plan for the charter to actual progress and adjusts it to meet changing conditions.	-
The education corporation routinely analyzes budget variances for the charter; the board addresses material variances and makes necessary revisions.	-
Actual expenses are equal to, or less than, actual revenue with no material exceptions.	-

DOES THE EDUCATION CORPORATION MAINTAIN APPROPRIATE INTERNAL CONTROLS AND PROCEDURES?

The education corporation maintains appropriate internal controls and procedures. The following elements are generally present:

INDICATORS	EVIDENT?
The education corporation has a history of sound fiscal policies, procedures, and practices, and appropriate internal controls.	-
The most recent audit report was free of any significant deficiencies or material weaknesses in internal controls.	+
The education corporation reviews and updates its Financial Policies and Procedures Manual (“FPPM”), which covers the charter, on a regular basis. The most recent review of the FPPM is found in the next column. The Institute recommends, as a best practice, that the education corporation review and update its FPPM on an annual basis to ensure current operating systems are reflected.	OCTOBER 2025

“+” : This indicator is generally present.

“-” : This indicator is generally not present.

“P” : The education corporation is progressing toward this indicator being present.

“N/A” : This indicator is not applicable.

DOES THE EDUCATION CORPORATION COMPLY WITH FINANCIAL REPORTING REQUIREMENTS?

The education corporation has complied with financial reporting requirements by providing the SUNY Trustees and NYSED with required financial reports that are on time, complete, and follow generally accepted accounting principles. The following reports will have generally been filed in a timely, accurate, and complete manner:

INDICATORS	EVIDENT?
Annual financial statement audit reports, including federal Single Audit report, if applicable.	+
Annual budgets.	+
Un-audited quarterly reports of income, expenses, and enrollment.	+
Bi-monthly enrollment reports to the sending districts and, if applicable, to NYSED including proper documentation regarding the level of special education services provided to students.	N/A
Grant expenditure reports.	N/A

DOES THE EDUCATION CORPORATION MAINTAIN ADEQUATE FINANCIAL RESOURCES TO ENSURE STABLE OPERATIONS?

The education corporation maintains adequate financial resources to ensure stable operations. Critical financial needs of the charter are not dependent on variable income (grants, donations and fundraising). The following elements are generally present:

INDICATORS	EVIDENT?
The education corporation maintains sufficient cash on hand to pay current bills and those that are due shortly.	-
The education corporation maintains adequate liquid reserves to fund expenses in the event of income loss (generally 30 days).	-
The education corporation prepares and monitors cash flow projections.	+
If the education corporation includes philanthropy in its budget, it monitors progress toward its development goals on a periodic basis.	N/A

If necessary, the education corporation pursues district state aid intercepts with NYSED to ensure adequate per pupil funding.

N/A

The education corporation accumulates unrestricted net assets that are equal to or exceed two percent of the charter's operating budget for the upcoming year.

+

The education corporation is in compliance with all loan covenants.

N/A



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