

Application: Broome Street Academy

Jen Pasek - jen@pasekconsulting.com
2020-2021 Annual Report

Entry 1 School Info and Cover Page

In Progress Last edited: Nov 2 2021

Instructions

Required of ALL Charter Schools

Each Annual Report begins with a completed School Information and Cover Page. The information is collected in a survey format within Annual Report portal. When entering information in the portal, some of the following items may not appear, depending on your authorizer and/or your responses to related items.

Entry 1 School Information and Cover Page

(New schools that were not open for instruction for the 2020-2021 school year are not required to complete or submit an annual report this year).

Please be advised that you will need to complete this cover page (including signatures) before all of the other tasks assigned to you by your school's authorizer are visible on your task page. While completing this cover page task, please ensure that you select the correct authorizer **(as of June 30, 2021)** or you may not be assigned the correct tasks.

BASIC INFORMATION

a. SCHOOL NAME

(Select name from the drop down menu)

BROOME STREET ACADEMY CHARTER HIGH SCHOOL 310200860992

a1. Popular School Name

BSA

b. CHARTER AUTHORIZER (As of June 30th, 2021)

Please select the correct authorizer as of June 30, 2021 or you may not be assigned the correct tasks.

SUNY BOARD OF TRUSTEES

c. DISTRICT / CSD OF LOCATION

CSD # 2 - MANHATTAN

d. DATE OF INITIAL CHARTER

10/2010

e. DATE FIRST OPENED FOR INSTRUCTION

8/2011

h. SCHOOL WEB ADDRESS (URL)

<https://broomestreetacademy.org/>

i. TOTAL MAX APPROVED ENROLLMENT FOR THE 2020-2021 SCHOOL YEAR (exclude Pre-K program enrollment)

360

j. TOTAL STUDENT ENROLLMENT ON JUNE 30, 2021 (exclude Pre-K program enrollment)

314

k. GRADES SERVED IN SCHOOL YEAR 2020-2021 (exclude Pre-K program students)

Check all that apply

Grades Served

9, 10, 11, 12

l. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?

No

FACILITIES INFORMATION

m. FACILITIES

Will the school maintain or operate multiple sites in 2021-2022?

No, just one site.

School Site 1 (Primary)

m1. SCHOOL SITES

Please provide information on Site 1 for the upcoming school year.

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for coming year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 1	121 Avenue of the Americas 5th Floor	212-453-0295	NYC CSD 2	9-12	12

m1a. Please provide the contact information for Site 1.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Melissa Silberman			
Operational Leader	Keith Morton			
Compliance Contact	Keith Morton			
Complaint Contact	David Zurndorfer			
DASA Coordinator	Carl Allen			
Phone Contact for After Hours Emergencies	Melissa Silberman			

m1b. Is site 1 in public (co-located) space or in private space?

Private Space

IF LOCATED IN PRIVATE SPACE IN NYC OR IN DISTRICTS OUTSIDE NYC

m1d. Upload a current Certificate of Occupancy (COO) and the annual Fire Inspection Report for school site 1 if located in private space in NYC or located outside of NYC .

Certificate of Occupancy and Fire Inspection. Provide a copy of a current and non-expired certificate of occupancy (if outside NYC or in private space in NYC). For schools that are not in district space (NYC co-locations), provide a copy of a current and non-expired certificate of occupancy, and a copy of the current annual fire inspection results, which should be dated on or after July 1, 2021.

Site 1 Certificate of Occupancy (COO)

[B A C of O .docx](#)

Filename: B A C of O .docx **Size:** 12.0 kB

Site 1 Fire Inspection Report

[B A fire inspection.docx](#)

Filename: B A fire inspection.docx **Size:** 11.9 kB

CHARTER REVISIONS DURING THE 2020-2021 SCHOOL YEAR

n1. Were there any revisions to the school's charter during the 2020-2021 school year? (Please include approved or pending material and non-material charter revisions).

Yes

n2. Summary of Charter Revisions

	Category (Select Best Description)	Specific Revision (150 word limit)	Date Approved by BOT (if applicable)	Date Approved by Authorizer (if applicable)
1	Change in admissions/enrollment policy	Nonmaterial revisions to admissions policy	July 21, 2020	March 9, 2021
2	Change in mission, vision or philosophy	Nonmaterial revision to mission statement	July 21, 2020	March 9, 2021
3	Other	Nonmaterial revision to key design element #4	August 4, 2020	March 9, 2021
4	Change in complaint policy	Nonmaterial updates to complaint policy	July 21, 2020	March 9, 2021
5	Change in Bylaws	Nonmaterial updates to bylaws	August 4, 2020	March 9, 2021

More revisions to add?

Yes

n2. Summary of Charter Revisions

	Category (Select Best Description)	Specific Revision (150 word limit)	Date Approved by BOT (if applicable)	Date Approved by Authorizer (if applicable)
6	Change in discipline or code of conduct policy	Nonmatieral updates to discipline policy	August 4, 2020	March 9, 2021
7				
8				
9				
10				

o. Has your school's Board of Trustee's approved a budget for the 2020-2021 FY?

Yes

ATTESTATIONS

p. Individual Primarily Responsible for Submitting the Annual Report.

Name	Jen Pasek
Position	Consultant
Phone/Extension	518-542-9810
Email	jen@pasekconsulting.com

p. Our signatures (Executive Director/School Leader/Head of School and Board President) below attest that our school has reviewed, understands and will comply with the employee clearance and fingerprint requirements as outlined in Entry 10 and found in the [NYSED CSO Fingerprint Clearance Oct 2019 Memo](#). Click **YES** to agree.

Responses Selected:

Yes

q. Our signatures (Executive Director/School Leader/Head of School and Board President) below attest that all of the information contained herein is truthful and accurate and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws, regulations, and rules. We understand that if any information in any part of this report is found to have been deliberately misrepresented, that will constitute grounds for the revocation of our charter. Click **YES** to agree and then use the mouse on your PC or the stylus on your mobile device to sign your name).

Responses Selected:

Yes

Signature, Head of Charter School

A handwritten signature in black ink on a light gray background. The signature is highly stylized and cursive, appearing to read 'M. D. H. L.' followed by a long, sweeping flourish.

Signature, President of the Board of Trustees

A handwritten signature in black ink on a light gray background. The signature starts with a large 'M.' followed by several loops and a long horizontal line at the end.

Date

Nov 1 2021

Thank you.



Entry 3 Accountability Plan Progress Reports

Completed Nov 1 2021

Instructions

SUNY-Authorized Charter Schools ONLY

SUNY-authorized charter schools must download an Accountability Plan Progress Report template at [Accountability Plan Progress Report template](#). After completing, schools must upload the document into the SUNY Epicenter system by **August 16, 2021**.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

BSA 2020-21 APPR 100721_FINAL

Filename: BSA 2020 21 APPR 100721 FINAL.docx Size: 73.0 kB

Entry 4 - Audited Financial Statements

Incomplete

Required of ALL Charter Schools

ALL SUNY-authorized charter schools must upload the financial statements in .pdf format into the

SUNY Epicenter system no later than **November 1, 2021**. SUNY CSI will forward to NYSED CSO.

ALL Regents, NYCDOE, and Buffalo BOE authorized charter schools must upload final, audited financial statements to the [Annual Report Portal](#) no later than **November 1, 2021**. Upload the independent auditor's report, any advisory and/or management letter, and the internal controls report one submission, combined into .PDF file, ensuring that security features such as password protection are turned off.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

Entry 4a - Audited Financial Report Template (SUNY)

Incomplete

Instructions - SUNY-Authorized Charter Schools ONLY

SUNY-authorized schools must download the Excel spreadsheet entitled "Audited Financial Report Template" at <http://www.newyorkcharters.org/fiscal/>. After completing, schools must upload the document into the SUNY Epicenter system by **November 1**.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

Entry 4c - Additional Financial Documents

Incomplete Hidden from applicant

Instructions - Regents, NYCDOE and Buffalo BOE authorized schools must upload financial documents in this section **by November 1, 2021**. The items listed below should be uploaded, with an explanation if not applicable or available. For example, "federal Single Audit was not required because the school did not expend federal funds of more than the \$750,000 Threshold."

1. Advisory and/or Management letter
2. Federal Single Audit
3. CSP Agreed-Upon Procedure Report
4. Evidence of Required Escrow Account for each school^[1]
5. Corrective Action Plan for Audit Findings and Management Letter Recommendations

^[1] Note: For BOR schools chartered or renewed after the 2017-2018 school year, the escrow account per school is \$100,000.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

Entry 4d - Financial Services Contact Information

Incomplete Hidden from applicant

Instructions: Please enter the contact information for school staff, firms or other entities providing financial services to the education corporation **by November 1, 2021**.

Form for "Financial Services Contact Information"

1. School Based Fiscal Contact Information

	School Based Fiscal Contact Name	School Based Fiscal Contact Email	School Based Fiscal Contact Phone

2. Audit Firm Contact Information

	School Audit Contact Name	School Audit Contact Email	School Audit Contact Phone	Years Working With This Audit Firm

3. If applicable, please provide contact information for the school's outsourced financial services firm.

	Firm Name	Contact Person	Mailing Address	Email	Phone	Years With Firm

Entry 5 - Fiscal Year 2021-2022 Budget

Completed Nov 1 2021

Instructions - Regents, NYCDOE, and Buffalo BOE authorized charter schools should upload copy of the school's FY21 Budget using the 2021-2022 [Projected Annual Budget template](#) in the portal or from the Annual Report website **by November 1, 2021**.

The assumptions column should be completed for all revenue and expense items unless the item is self-explanatory. Where applicable, reference the page number or section in the application narrative that indicates the assumption being made. For instance, student enrollment would reference the applicable page number in Section I, C of the application narrative.

Instructions - SUNY authorized charter schools should download the [2021-2022 Budget and Quarterly Report Template](#) on the SUNY website or Epicenter and upload the completed template into the portal **by November 1, 2021**.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

[BSA BUDGET FY 2021 - 2022 APPROVED BUDGET](#)

Filename: BSA BUDGET FY 2021 2022 APPROVED BUDGET.xlsx **Size:** 762.7 kB

Entry 6 - Board of Trustees Disclosure of Financial Interest Form

Completed Nov 1 2021

Required of ALL Charter Schools by August 2

Each member of the charter school's Board of Trustees who served on a charter school education corporation governing one or more charter schools for any period during the 2020-2021 school year must complete a signed:

- Regents, NYCDOE, and Buffalo BOE Authorized Schools: [Disclosure of Financial Interest Form](#)
- SUNY- Authorized Charter Schools: [SUNY Trustee Financial Disclosure Form](#)

All completed forms must be collected and uploaded in .PDF format for each individual member. **If a trustee is not able or available to complete the form by the deadline, the education corporation is responsible for doing so on behalf of the trustee.** (Forms completed from past years will not be accepted).

Trustees serving on an education corporation that governs more than one school are not required to complete a separate disclosure for each school governed by the **education** corporation. In the Disclosure of Financial Interest Form, trustees must disclose information relevant to any of the schools served by the governing education corporation. Note: Docusign is accepted.

[BOT Files v2](#)

Filename: BOT Files v2.pdf Size: 2.5 MB

[BSA BOT Nov 1 upload](#)

Filename: BSA BOT Nov 1 upload.pdf Size: 1.6 MB

Entry 7 BOT Membership Table

Completed Nov 1 2021

Instructions

Required of All charter schools

ALL charter schools or education corporations governing multiple schools must complete the Board of Trustees Membership Table within the online portal. Please be sure to include and identify parents who are members of the Board of Trustees and indicate whether parents are voting or non-voting members.

Entry 7 BOT Table

1. SUNY-AUTHORIZED charter schools are required to provide information for VOTING Trustees only.
2. REGENTS, NYCDOE, and BUFFALO BOE-AUTHORIZED charter schools are required to provide information for all --VOTING and NON-VOTING-- trustees.

1. 2020-2021 Board Member Information (Enter info for each BOT member)

	Trustee Name	Trustee Email Address	Position on the Board	Committee Affiliations	Voting Member Per By-Laws (Y/N)	Number of Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2020-2021
1	M. David Zurndorfer		Chair	Executive	Yes	6	09/02/2019	09/30/2021	12
2	Monica de la Torre		Vice Chair	Executive, Grievance, Development	Yes	6	09/02/2019	09/30/2021	12
3	Noah Leff		Treasurer	Executive, Finance, Audit	Yes	6	09/02/2019	09/30/2021	9
4	Catherine Aquila		Secretary	Executive, Development	Yes	2	09/02/2019	09/30/2021	12
5	Marlene Nadel		Trustee/Member	Finance	Yes	6	09/02/2019	09/30/2021	7
6	Kate Jaxheimer		Trustee/Member	--	Yes	1	09/02/2019	9/30/2021	12

	Agarwal								
7	Joaquin Pichardo		Parent Rep	--	Yes	1	09/02/2019	9/30/2021	5 or less
8	Gail Schargel		Trustee/Member	Program, Investment, Grievance	Yes	2	9/2/2019	9/30/2021	12
9	Elaine Schott		Trustee/Member	Program, Development	Yes	4	09/02/2020	9/30/2022	7

1a. Are there more than 9 members of the Board of Trustees?

Yes

1b. Current Board Member Information

	Trustee Name	Trustee Email Address	Position on the Board	Committee Affiliations	Voting Member Per By-Laws (Y/N)	Number of Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2020-2021
10	Herbert Elish		Trustee/Member	Finance, Executive	Yes	4	9/2/2020	9/30/2022	12
11	Vanda Belusic-Vollor		Trustee/Member	Program	Yes	2	09/02/2020	9/30/2022	11
12	Benjamin Felt		Trustee/Member	Finance, Investment, Development	Yes	3	09/02/2020	3/17/2021	9
13	Stephanie Durden Barfield		Trustee/Member	Program, Finance, Audit	Yes	2	09/30/2020	09/30/2022	9
14	Jeffrey Katzin		Trustee/Member	Program, Investment, Development, Audit	Yes	2	9/30/2020	9/30/2022	10
15	Lauren Blum		Trustee/Member	Investment	Yes	1	2/1/2021	9/30/2022	5 or less

1c. Are there more than 15 members of the Board of Trustees?

Yes

1d. 2020-2021 Board Member Information

	Trustee Name	Trustee Email Address	Position on the Board	Committee Affiliations	Voting Member Per By-Laws (Y/N)	Number of Terms Served	Start Date of Current Term (MM/DD /YYYY)	End Date of Current Term (MM/DD /YYYY)	Board Meetings Attended During 2020-2021
16	John Quinn		Trustee/Member	--	Yes	1	3/18/2021	9/30/2022	5 or less
17	Fernando Snowden-Lorence		Trustee/Member	--	Yes	1	6/21/2021	9/30/2022	5 or less
18									
19									
20									
21									

2. INFORMATION ABOUT MEMBERS OF THE BOARD OF TRUSTEES

1. SUNY-AUTHORIZED charter schools provide response relative to VOTING Trustees only.
2. REGENTS, NYCDOE, and BUFFALO BOE-AUTHORIZED charter schools provide a response relative to all trustees.

a. Total Number of BOT Members on June 30, 2021	16
b.Total Number of Members Added During 2020-2021	3
c. Total Number of Members who Departed during 2020-2021	1
d.Total Number of members, as set in Bylaws, Resolution or Minutes	16

3. Number of Board meetings held during 2020-2021

12

4. Number of Board meetings scheduled for 2021-2022

12

Thank you.

Entry 8 Board Meeting Minutes

Incomplete Hidden from applicant

Instructions - Required of Regents, NYCDOE, and Buffalo BOE Authorized Schools ONLY

Schools must upload complete set of monthly board meeting minutes (July 2020-June 2021), which should match the number of meetings held during the 2020-2021 school year, indicated in the above table. The minutes provided must be the final version approved by the school's Board of Trustees and may be uploaded individually or one single combined file. Board meeting minutes must be submitted by August 2, 2021.

Entry 9 Enrollment & Retention

Completed Nov 1 2021

Instructions for submitting Enrollment and Retention Efforts

ALL charter schools must complete this section. Describe the good faith efforts the charter school has made in 2020-2021 toward meeting targets to attract and retain the enrollment of Students with Disabilities (SWDs), English Language Learners (ELLs), and students who are economically disadvantaged. In addition, describe the school's plans for meeting or making progress toward meeting its enrollment and retention targets in 2021-2022.

Entry 9 Enrollment and Retention of Special Populations

Instructions for Reporting Enrollment and Retention Strategies

Describe the efforts the charter school has made in 2020-2021 toward meeting targets to attract and retain enrollment of students with disabilities, English language learners, and students who are economically disadvantaged. In addition, describe the school's plans for meeting or making progress toward meeting its enrollment and retention targets in 2021-2022.

Recruitment/Attraction Efforts Toward Meeting Targets

	Describe Recruitment Efforts in 2020-2021	Describe Recruitment Plans in 2021-2022
	B A is dedicated to serving students in the most vulnerable populations in the City, who are at the most risk for academic failure. Our lottery policy includes a 50% set-aside preference for students who indicate that they are homeless, transitionally housed, unaccompanied youth, in foster	

<p>Economically Disadvantaged</p>	<p>care, or otherwise involved in the child welfare system. B A's recruitment efforts are targeted to areas and at schools that serve high percentages of students who are ED, SWD, and ELLs, and community-based organizations with a focus on serving homeless youth. B A consistently meets our enrollment targets for ED students. We continue to refine our targeted mailings to middle schools to ensure that we are reaching families with ED students. Due to COVID-19, we did not conduct in-person recruitment. We participated in the New York City Charter Center's virtual recruitment fair in 2021.</p>	<p>In 2020-2021, our enrollment of ED students again substantially exceeded that of CSD 2. Going forward, we will continue to implement the strategies listed to the left. B A will use these strategies, with adjustments as needed to respond to enrollment trends and any changes in the conditions for returning to the physical building full time.</p>
<p>English Language Learners</p>	<p>To recruit ELLs, we conduct outreach in communities and Family Welcome Centers in Queens, Manhattan, and Brooklyn where families speak languages other than English or Spanish, including Arabic, Mandarin, and Cantonese. In addition, members of the B A team canvas in neighborhoods on the Lower East Side and in Brooklyn that have large concentrations of ELLs. We also run advertisements in El Diario, a Spanish-language newspaper. As the majority of our ELL population are Spanish-speaking, we offer materials translated in Spanish. The paper application is available in English, Spanish, Mandarin, and Arabic and SchoolMint offers a Spanish</p>	<p>In 2020-2021, our enrollment of ELLs was within several percentage points of CSD 2. Going forward, we will continue to implement the strategies listed to the left (resuming in-person activities) and will ensure that translation and one-on-one support for enrollment are available for ELLs and their families.</p>

	<p>version for the online application. Due to COVID-19, we were unable to visit the family welcome centers or visit in-person recruitment locations. We participated in the New York City Charter Center's virtual recruitment fair in 2021.</p>	
Students with Disabilities	<p>B A consistently exceeds our enrollment targets for SWD. Our recruitment efforts are concentrated on a list of middle schools, High School Fairs, and Family Welcome Centers throughout the City. This comprehensive approach to recruitment has resulted in B A consistently enrolling more SWD than both our district and the City. At the annual citywide High School Fairs and at Family Welcome Centers we distribute marketing materials that clearly state that all learners are welcome. Due to COVID-19, we did not conduct in-person recruitment. Instead we focused on targeted mailings. We participated in the New York City Charter Center's virtual recruitment fair in 2021.</p>	<p>In 2020-2021, our enrollment of SWD again substantially exceeded that of CSD 2. Going forward, we will continue to implement the strategies listed to the left. B A has developed a strong reputation as a school with a robust program for SWD and we are confident that our well-developed outreach strategies will continue ensuring enrollment of this population.</p>

Retention Efforts Toward Meeting Targets

	Describe Retention Efforts in 2020-2021	Describe Retention Plans in 2021-2022
	<p>Our entire program is designed to support students who are ED or in vulnerable categories. Strategies to support these students include:</p>	

Economically Disadvantaged

-Providing three meals a day prepared by a chef at no cost to any B A students. We continue to modify and improve recipes to ensure that students enjoy the offerings. As a school food authority, we are able to provide high-quality meals and most of our students choose to eat on campus.

-Offering extracurricular activities such as sports and clubs.

-Students also have the option to participate in after-school activities at The Door, our partner organization. These activities include dance, music, visual arts, tutoring, enrichment and community service, and are open to both Broome Street Academy students and other Door members ages 12-21. After-school Door programming extends until 8pm every weekday, with extended hours until 10pm on Wednesdays. In 2019-20, 85% of B A students engaged in enrichment activities at The Door before or after the school day. After-school Door programming extends until 8pm every weekday, with extended hours until 10pm on Wednesdays. In 2019-20, 85% of B A students engaged in enrichment activities at The Door before or after the school day.

In addition, through B A's partnership with The Door, these students have access (at no cost) to all wraparound services offered at The Door, including: Medical, dental, and vision services through The Door's

We will continue implementing the strategies listed to the left to ensure retention of ED students going forward. In addition, as students return to in-person instruction in 2021-22, B A is focused on training teachers in trauma-informed instruction and will be focused on mitigating learning loss due to the COVID-19 pandemic.

	<p>Adolescent Health Center; Counseling provided by The Door’s therapists and psychiatrists through the Mental Health Clinic; Legal services; Other academic supports including free AT prep, tutoring, and peer education; and Work-readiness programs (e.g., Service Works and This Way Ahead), where students have the opportunity to gain work-related skills through service-learning and acquire life and work skills via internships.</p>	
<p>English Language Learners</p>	<p>B A continues to implement the retention strategies in place. For all students, in 2020-21, we will be focused on maintaining frequent communication to ensure that students are engaged in a remote or hybrid learning model. We are providing all students with a Chromebook in 2020-21 to ensure access to our remote and hybrid programs. We are also preparing to address the mental health needs for students who will be impacted by the trauma of the COVID-19 pandemic. For our ELLs, we will continue to ensure that our ELL teacher is available to support students virtually during our hybrid and remote programs.</p>	<p>We will continue implementing the strategies listed to the left to ensure retention of ELLs going forward. In addition, as described above, our whole-school plans for returning to school after the COVID-19 pandemic are designed to support retention of students in all at-risk subgroups.</p>
	<p>B A continues to implement the retention strategies listed in prior years. To support teachers in effectively implementing an ICT model, we introduced the position of Dean of Diversity, Equity, and Inclusion in 2020-21.</p>	

Students with Disabilities

This Dean will observe co-planning sessions on a weekly basis. In addition, co-teaching pairs were required to submit lesson plans to the Director of Special Education weekly. For all students in 2020-21, we focused on maintaining frequent communication to ensure that students are engaged in a remote or hybrid learning model. We provided all students with a Chromebook in 2020-21 to ensure access to our remote and hybrid programs. We began addressing the mental health needs for students who were impacted by the trauma of the COVID-19 pandemic. For SWD, we continue to provide the same level of support through ICT classrooms while virtual, as well as responsive one-on-one outreach and support to ensure that SWD can successfully learn in our remote and hybrid programs.

We will continue implementing the strategies listed to the left to ensure the retention of SWD going forward. As we return to in-person instruction, we are focusing on whole-school strategies (as described above) to support students' success.

Entry 10 - Teacher and Administrator Attrition

Completed Nov 1 2021

Form for "Entry 10 - Teacher and Administrator Attrition" Revised to Employee Fingerprint Requirements Attestation

A. TEACH System - Employee Clearance

Charter schools must ensure that all prospective employees^[1] receive clearance through [the NYSED Office of School Personnel Review and Accountability](#) (OSPRA) prior to employment. **This includes paraprofessionals and other school personnel that are provided or assigned by the district of location, or related/contracted service providers.** After an employee has been cleared, schools are required to maintain proof of such clearance in the file of each employee. For the safety of all students, charter schools must take immediate steps to terminate the employment of individuals who have been denied clearance. Once the employees have been terminated, the school must terminate the request for clearance in the TEACH system.

In the Annual Report, charter schools are asked to confirm that all employees have been cleared through the NYSED TEACH system; and, if denied clearance, confirm that the individual or employee has been removed from the TEACH system, and is not employed by the school.

^[1] Employees that must be cleared include, but are not limited to, teachers, administrative staff, janitors, security personnel and cafeteria workers, and other staff who are present when children are in the school building. **This includes paraprofessionals and other school personnel that are provided or assigned by the district of location, as well as related/contracted service providers.** See NYSED memorandum dated October 1, 2019 at <http://www.p12.nysed.gov/psc/aboutcharterschools/lawsandregs/EmployeeFingerprintOct19.pdf> or visit the NYSED website at: <http://www.highered.nysed.gov/tsei/ospra/fingerprintingcharts.html> for more information regarding who must be fingerprinted. Also see, 8 NYCRR §87.2.

B. Emergency Conditional Clearances

Charter schools are **strongly discouraged** from using the emergency conditional clearance provisions for prospective employees. This is because the school must simultaneously request clearance through NYSED TEACH, and the school's emergency conditional clearance of the employee terminates automatically once the school receives notification from NYSED regarding the clearance request. Status notification is provided for all prospective employees through the NYSED TEACH portal within 48 hours after the clearance request is submitted. Therefore, at most, a school's emergency conditional clearance will be valid for only 48 hours after approval by the board.

Schools are not permitted to renew or in any way re-establish a prospective employee's emergency conditional clearance after status notification is sent by NYSED through the TEACH portal.

Schools are asked to attest that they have reviewed and understand these requirements. More information can be found in the memo at

<http://www.p12.nysed.gov/psc/aboutcharterschools/lawsandregs/EmployeeFingerprintOct19.pdf>.

Attestation

Responses Selected:

I hereby attest that the school has reviewed, understands, and will comply with these requirements.

Entry 11 Percent of Uncertified Teachers

Incomplete Hidden from applicant

Instructions

Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY

The table below reflects the information collected through the online portal for compliance with New York State Education Law 2854(3)(a-1) for teaching staff qualifications. Uncertified teachers are those not certified pursuant to the State Certification Requirements established by the NYSED Commissioner of Education.

Enter the relevant full-time equivalent (FTE) count of teachers in each column. For example, school with 20 full-time teachers and 5 half-time teachers would have an FTE count of 22.5.

Entry 11 Uncertified Teachers

School Name:

Instructions for Reporting Percent of Uncertified Teachers

Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools

The table below reflects the information collected through the online portal for compliance with New York State Education Law 2854(3)(a-1) for teaching staff qualifications. Uncertified teachers are those not certified pursuant to the State Certification Requirements established by the NYSED Commissioner of Education. Enter the relevant full-time equivalent (FTE) count of teachers in each column. For example, a school with 20 full-time teachers and 5 half-time teachers would have an FTE count of 22.5.

If more than one line applies to a teacher, please include in only one FTE uncertified category. Please do not include paraprofessionals, such as teacher aides.

CATEGORY A. 30% OR 5 UNCERTIFIED TEACHERS WHICHEVER IS LESS

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2021)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2021)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2021)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as of June 30, 2021)	
Total Category A: 5 or 30% whichever is less	0

CATEGORY B. PLUS FIVE UNCERTIFIED TEACHERS IN MATHEMATICS, SCIENCE, COMPUTER SCIENCE, TECHNOLOGY OR CAREER AND TECHNICAL EDUCATION.

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2021)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2021)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2021)	
. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2021)	
Total Category B: not to exceed 5	0

CATEGORY C: PLUS 5 ADDITIONAL UNCERTIFIED TEACHERS

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2021)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2021)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2021)	
. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2021)	
Total Category C: not to exceed 5	0

CATEGORY D: TOTAL FTE COUNT OF UNCATEGORIZED, UNCERTIFIED TEACHERS

(Include teachers who do not fit in one of these categories or if did fit would exceed the numerical limits for that category)

	FTE Count
Total Category D	

CATEGORY E: TOTAL FTE COUNT OF CERTIFIED TEACHERS

	FTE Count
Total Category E	

CATEGORY F: TOTAL FTE COUNT OF ALL TEACHERS

Please do not include paraprofessionals, such as teacher aides.

	FTE Count
Total Category F	



Thank you.

Entry 12 Organization Chart

Incomplete Hidden from applicant

Instructions

Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY

Upload the 2020-2021 **Organization Chart**. The organization chart should include position titles and reporting relationships. Employee names should not appear on the chart

Entry 13 School Calendar

Completed Nov 1 2021

Instructions for submitting School Calendar

Required of ALL Charter Schools

Given these uncertain and changing times, charter schools may or may not have school calendar ready to upload by the submission deadline this year of August 2, 2021. If the charter school has tentative calendar based on available information and guidance at the time, please submit with the August 2nd submission. Charter schools will be able to upload an updated school calendar into the portal at any time but no later than **September 15, 2021**.

School calendars must meet the [minimum instructional requirements](#) required of other public schools *"... unless the school's charter requires more instructional time than is required under the regulations."*

Board of Regents-authorized charter schools are required to submit school calendars that clearly indicate the start and end date of the instructional year AND the number of instructional hours and/or instructional days for each month.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

BSA 2021-2022 School Break Calendar (1)

Filename: BSA 2021 2022 School Break Calendar 1.pdf **Size:** 214.2 kB

Entry 14 Links to Critical Documents on School Website

Completed Nov 1 2021

Instructions

Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY

By law, each charter school is required to maintain certain notices and policies listed on its website. Please insert the link from the school's website for each of the items:

1. Most recently filed Annual Report (i.e., 2019-2020 Annual Report);
2. Most recent board meeting notice, documents to be discussed at the meeting (if any), and webcast of Board meetings (if held virtually per Governor's Executive Order);
3. Link to New York State School Report Card;
4. Lottery Notice announcing date of lottery;
5. Authorizer-approved DASA Policy;
6. District-wide safety plan and Authorizer-approved Discipline Policy (as per August 29, 2019 [Emergency Response Plan Memo](#));
7. Authorizer-approved FOIL Policy; and
8. Subject matter list of FOIL records.
9. Link to School Reopening Plan

Form for Entry 14 Links to Critical Documents on School Website

School Name: **Broome Street Academy**

Required of ALL Charter Schools noting that SUNY-authorized charter schools are not required to submit item 5: Authorizer-approved DASA policy

By law, each charter school is required to maintain certain notices and policies listed on its website. Please insert the link from the school's website for each of the items:

	Link to Documents
1. Most Recent Annual Report (i.e., 2019-20)	https://broomestreetacademy.org/compliance/
2. Most recent board meeting notice, documents to be discussed at the meeting (if any)	https://broomestreetacademy.org/compliance/
2a. Webcast of Board Meetings (per Governor's Executive Order)	https://broomestreetacademy.org/compliance/
3. Link to NYS School Report Card	https://broomestreetacademy.org/compliance/
4. Lottery Notice announcing date of lottery	https://broomestreetacademy.org/compliance/
5. Authorizer-approved DASA Policy (For Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY);	
6. District-wide Safety Plan	https://broomestreetacademy.org/compliance/
6a. Authorizer-Approved Discipline Policy (as per August 29, 2019 Emergency Response Plan Memo)	https://broomestreetacademy.org/compliance/
7. Authorizer-Approved FOIL Policy	https://broomestreetacademy.org/compliance/
8. Subject matter list of FOIL records	https://broomestreetacademy.org/compliance/

Thank you.



Entry 15 Staff Roster

Incomplete Hidden from applicant

INSTRUCTIONS

Required of Regents-Authorized Charter Schools ONLY

Please click on [the MS Excel Staff Roster Template](#) and provide the following information for ANY and ALL instructional and non-instructional employees.

- Full name for any and all employees
- TEACH IDs for any and all employees
- Using the drop down menu, select role/position (or the best fit) for each employee in the charter school. (Please provide additional information to the Notes Section of the Staff Roster Template necessary)
- Date of hire and employment start dates
- Number of years each employee has had in their respective professions
- Number of years each employee has had in their current role in the charter school
- Using the drop down menu, select the correct explanation to why teacher is teaching outside of their certification area.



**Broome Street Academy Charter
High School**

**2020-21 ACCOUNTABILITY
PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

October 8, 2021

By Melissa Silberman

555 Broome Street
New York, NY 10013

(212) 453-0295

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Melissa Silberman, Head of School; Jen Pasek, Consultant; Nora Clancy, Consultant; Laisa Khan, Data Manager; Matthew Molloy, Senior Dean of Academics prepared this 2020-21 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position	
	Office	Committees
M. David Zurndorfer	Chair	Executive
Monica de la Torre	Vice Chair	Executive, Grievance, Development
Noah Leff	Treasurer	Executive, Finance, Audit
Catherine S Aquila	Secretary	Executive, Development
Katie Jaxheimer Agarwal	Trustee/Member	Program, Finance, Grievance
Gail Schargel	Trustee/Member	Program, Investment, Grievance
Elaine Schott	Trustee/Member	Program, Development
Herbert Elish	Trustee/Member	Finance, Executive
Vanda Belusic-Vollor	Trustee/Member	Program
Stephanie Durden Barfield	Trustee/Member	Program, Finance, Audit
Jeffrey Katzin	Trustee/Member	Program, Investment, Development, Audit
Lauren Blum	Trustee/Member	Investment
John Quinn	Trustee/Member	
Fernando Snowden-Lorence	Trustee/Member	
Sarah Weeks	Trustee/Member	
Alexandra C. Wood	Trustee/Member	

Melissa H. Silberman has served as the Head of School since June 1st, 2018.

SCHOOL OVERVIEW

Mission and Population

Broome Street Academy Charter School (Broome Street or BSA) is a college preparatory high school that serves some of New York City's most vulnerable students. The school opened its doors in the fall of 2011. Our mission states: Broome Street Academy Charter High School will empower our students to reach their highest aspirations for post-secondary success. Our equitable, holistic, and student-centered approach will provide students with access to a rigorous, standards-based curriculum that will equip our graduates with the skills they need to make a positive impact on their communities and the broader world.

BSA is dedicated and designed to serve the City's most vulnerable young people and, as such, we offer a lottery set-aside of 50% for students who indicate that they are:

- Currently living in, or have lived in a shelter, a hotel/motel, a car, with another family (due to economic hardship), or in another temporary living arrangement; or
- Unaccompanied youth (not in the physical custody of a parent or guardian); or
- Currently in, or have ever been in, foster care, or otherwise involved in the child welfare system.
- If, after offering this preference to students within and outside of CSD 2, seats remain open, our 5th and 6th preferences are for students who reside in New York City public housing and/or are eligible to receive Supplemental Nutrition Assistance Program (SNAP) or Temporary Assistance for Needy Families (TANF) benefits.

Partnership with The Door

BSA grew from the vision of the staff and Board of Trustees of The Door—a Center for Alternatives, Inc. (The Door), which is BSA's partner institution and with which BSA shares a campus. The Door has been working to support New York City's most vulnerable youth for over 45 years. Each year, The Door serves nearly 11,000 young people from all over New York City, with a wide range of services, including primary and reproductive health care and education, mental health counseling and crisis assistance, legal assistance, academic and college-preparatory services, career development, job training and placement, supportive housing, sports and recreational activities, arts programming, and daily nutritious meals. Through our unique partnership with The Door, all BSA students have had access to the services offered by The Door, all at no cost and in the same building as their school.

BSA's Key Design Elements:

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

2020-21 School Year Modalities

Between September 2020 and April 2021, BSA offered an entirely remote program, offered primarily through synchronous instruction on Zoom. Starting in April 2021, we shifted to a hybrid model until the end of the 2020-21 school year. Our summer school in 2021 was offered in-person with social distancing guidelines in place. Our experience with remote and hybrid learning helped us realize the importance of a 1:1 program; starting in 2020-21, we provided every student with a Chromebook.

2020-21 School Year Mental and Emotional Supports

Mental health support was a critical need as students returned to school in September 2020 with high levels of trauma. To meet this need, our social work department contacted every incoming first-year student over the course of the summer to assess their incoming mental health needs and identify any history of trauma, as well as learn about their experience in middle school during the 2020 closure. When school resumed in the fall, BSA’s social work team similarly reached out to our returning students to assess their needs. All BSA students who need individual or group counseling beyond what is mandated in their IEP were offered mental health services from The Door.

We also formed a caregiver communication committee in the 2020-21 school year. This committee focused on creative, non-traditional caregiver engagement strategies. These strategies, substantially informed by our experience with virtual learning during the COVID-19 closure, taught us that caregivers can be engaged virtually. For example, during our enrollment period in 2020, we offered weekly caregiver drop-in Zooms to support the enrollment process, and in Fall 2020, we launched a monthly “Intro to The Door” virtual session that covers the services and supports, including access to benefits and legal services, available from The Door.

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year

School Year	9	10	11	12	Total
2016-17	90	81	80	67	318
2017-18	101	74	81	78	334
2018-19	96	71	48	82	297
2019-20	59	85	91	77	312
2020-21	115	63	77	76	331

HIGH SCHOOL COHORTS

ACCOUNTABILITY COHORT

The state’s Accountability Cohort consists specifically of students who are in their fourth year of high school after entering the 9th grade. For example, the 2017 state Accountability Cohort consists of students who entered the 9th grade anywhere sometime during the 2017-18 school year, were enrolled in the school on the state’s annual enrollment-determination day (i.e., BEDS day) in the 2020-21 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department’s SIRS Manual for more details about cohort eligibility and acceptable exit reasons: <http://www.p12.nysed.gov/irs/sirs/ht>)

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Fourth-Year High School Accountability Cohorts					
Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort's Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30 th
2018-19	2015-16	2015	75	2	73
2019-20	2016-17	2016	80	10	70
2020-21	2017-18	2017	86	3	83

TOTAL COHORT FOR GRADUATION

Students are also included in the Total Cohort for Graduation (referred to as the Graduation Cohort, Total Graduation Cohort, or Total Cohort interchangeably throughout this report) based on the year they first enter the 9th grade. Students enrolled for at least one day in the school after entering the 9th grade are part of the school's Graduation Cohort. The school may remove students from the Graduation Cohort if the school has discharged those students for an acceptable reason listed in the SIRS manual, including the following: if they transfer to another public or private diploma-granting program with documentation, transfer to homeschooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S., or are deceased.

Fourth Year Total Cohort for Graduation					
Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Enrolled on June 30 th of the Cohort's Fourth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2018-19	2015-16	2015	64	17	81
2019-20	2016-17	2016	70	-	70
2020-21	2017-18	2017	78	3	81

Fifth Year Total Cohort for Graduation					
Fifth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Enrolled on June	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and	Total Graduation Cohort (a) + (b)

			30 th of the Cohort's Fifth Year (a)	Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	
2018-19	2014-15	2014	79	19	98
2019-20	2015-16	2015	67	7	74
2020-21	2016-17	2016	65	3	68

PROMOTION POLICY

The state has provided additional guidance regarding earning course credit and unit of study requirements [here](#).

BSA Grading and Awarding Course Credit

Our grading and credit accumulation policy is aligned with requirements set forth by New York State to attain a high school diploma. Course credits are awarded on a semester basis. Students are awarded half credits (0.5 credits) for each class they pass each semester. New York State requires that students accrue 108 hours of instruction in order to be awarded credit. Attendance is critical to student success. Students who have 12 or more absences to a class, or 6 absences for an 80-minute class that meets every other day, are at risk of failing and will earn a grade of "54" in the class due to attendance. A passing grade at Broome Street Academy is 65, consistent with New York requirements.

Grades are calculated as follows:

	Quarter 1	Quarter 2	Semester 1	Quarter 3	Quarter 4	Semester 2
Classwork & Participation	15%	15%	Semester grade is the average of grades earned for Quarters 1 and 2	15%	15%	Semester grade is the average of grades earned for Quarters 3 and 4
Homework	15%	15%		15%	15%	
Common Assessments	30%	30%		30%	30%	
Formative and Summative Assessments	40%	40%		40%	40%	

GOAL 1: HIGH SCHOOL GRADUATION

GOAL 1: HIGH SCHOOL GRADUATION

BSA will prepare students for Post-Secondary Success.

Goal 1: Leading Indicator

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

METHOD

This measure serves as a leading indicator of the performance of the high school cohort and examines students’ progress toward graduation based on annual credit accumulation. The measure requires that, based on the school’s promotion requirements, 75 percent of the first and second year high school Total Graduation Cohorts will earn the required number of credits.

RESULTS AND EVALUATION

BSA did not achieve this graduation measure as many students struggled to adapt to the sudden changes in life and learning during COVID. Although many were exempt from taking the NYS Regents exams, many had difficulty completing all the requirements to earn course credits for a variety of reasons.

Percent of Students in First and Second Year Cohorts Earning the Required Number of Credits in 2020-21

Cohort Designation	Number in Cohort during 2020-21	Percent Earning 5 Credits
2019	53	49%
2020	87	43%

Goal 1: Leading Indicator
 Each year, 75 percent of students in the second year high school Total Graduation Cohort will score at or above proficient on at least three different New York State Regents exams required for graduation.

METHOD

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

As a result of the Board of Regents’ guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, for the most recent second year cohort schools should report the percentage of students who either passed or were exempted from at least three exams. In August of 2021, the 2019 cohort will have completed its second year.

RESULTS AND EVALUATION

Broome Street achieved this accountability metric with 90 percent of students in their second year of high school earning credit for at least three NYS Regents exams although this includes exemptions.

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

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Cohort Designation	School Year	Number in Cohort	Percent Passing at Least Three Regents (including exemptions)
2017	2018-19	62	37%
2018	2019-20	76	87%
2019	2020-21	48	90%

Goal 1: Absolute Measures

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

METHOD

This measure examines students in two high school Graduation Cohorts: those who entered the 9th grade as members of the 2017 cohort and graduated four years later and those who entered as members of the 2016 cohort and graduated five years later. These data reflect August graduation rates. At a minimum, these students have passed or been exempted from five Regents exams required for high school graduation in ELA, mathematics, science, U.S. History, and Global History or met the requirements for the 4+1 pathway to graduation.¹

The school's graduation requirements appear in this document above the graduation goal.

RESULTS AND EVALUATION

BSA did not achieve this graduation measure. 65 percent of students in the 2017 Total Cohort graduated after four years in high school dropping by 14 points from the previous year. 88 percent of students in the 2016 Total Cohort graduated after five years in the cohort, up from 80 percent in 2020.

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

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2015	2018-19	81	63%
2016	2019-20	70	79%
2017	2020-21	83	65%

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

Cohort Designation	School Year	Number in Cohort	Percent Graduating
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¹ The state's guidance for the 4+1 graduation pathway can be found here:

<http://www.p12.nysed.gov/ciai/multiple-pathways/>.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

2014	2018-19	98	81%
2015	2019-20	74	80%
2016	2020-21	63	88%

ADDITIONAL EVIDENCE

The pandemic's changes to the physical setting that our students were able to learn in affected them and their families in different ways. It was very difficult for some to adjust to learning outside of school and it's also been challenging to transition back to being in the building full time.

Goal 1: Comparative Measure

Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.

METHOD

The school compares the graduation rate of students completing their fourth year in the charter school's Total Graduation Cohort to that of the respective cohort of students in the school district of comparison. Given that district results for the current year are generally not available at this time, for purposes of this report schools should include the district's 2019-20 results as a temporary placeholder for the district's 2020-21 results.

RESULTS AND EVALUATION

BSA did not match the graduation rate of our district of location Manhattan District #2, but we only enroll less than 3 percent of our students from that district. Our students come to us from a great many districts, with Bronx #9 being home to our greatest percentage at 15%. The four year graduation rate for that district was 74% in 2019-20. The other districts that make up the highest percentages of our enrollment at greater than 5 percent each had graduation rates ranging from 66% - 80%.

Percent of Students in the Total Graduation Cohort who Graduate in Four Years Compared to the District

Cohort Designation	School Year	Charter School		School District	
		Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2015	2018-19	81	63%	6974	80%
2016	2019-20	70	79%	7374	81%
2017	2020-21	83	65%		TBD

Goal 1: Absolute Measure

Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway (commonly referred to as the 4+1 pathway) will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year in the cohort.

METHOD

The New York State Board of Regents approved regulations establishing alternative pathways to graduation for all students. Students may replace one of the required Social Studies Regents exams with an approved alternative assessment. For more information about requirements and approved assessments refer to the NYSED resource online:

<http://www.p12.nysed.gov/ciai/multiple-pathways/>. The school will document the names of the alternative assessments administered and success rate for students in the templates below.

As a result of the Board of Regents’ guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, students planning to take a pathway examination during those cancelled dates would be exempted from the requirement. For purposes of this measure, only report results for students with valid scores for any pathway exam.

RESULTS AND EVALUATION

Not Applicable

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

Although BSA did not meet any of the applicable graduation metrics in 2020-21, we made great efforts to keep in touch with our students and ensure those who did not graduate in four or five years know that they still can. We have resources at The Door to help them stay on track and some enroll in their Alternative High School Equivalency program while also attending BSA, so they stay on track until completion.

Type	Measure	Outcome
Leading Indicator	Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.	Not Met
Leading Indicator	Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.	Not Met
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort will graduate.	Not Met

Absolute	Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	Not Met
Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.	Not Met
Absolute	Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year.	N/A

ACTION PLAN

In addition to our plans for the academic areas, we are in the process of outlining a plan to address learning loss to begin in January 2022. With the help of grant funds, we plan to have trained tutors push into the classrooms to work directly with our students. Many of our students do not tend to take advantage of supports that occur outside the daily schedule’s timeframe, so we needed to be creative in providing remediation during the school day.

GOAL 2: COLLEGE PREPARATION

GOAL 2: COLLEGE PREPARATION
 Upon graduation, students will be prepared to navigate a clearly articulated pathway of next steps in their career and college planning, including social and study skills, motivation, work readiness competencies, resiliency, the ability to make connections to what they learned in school and how it connects to the world of work and their long-term career goals.

BSA works closely with all seniors to provide individualized support for post-secondary programs. BSA also has the support of a post-secondary readiness coach, provided through The Door’s College Access team (including the Director of Academic Services, and College Advisor). This team, in part, works directly with our student population to improve college and career readiness. Further, the board secured a small foundation grant to pay for a part-time employee who conducts periodic outreach to recent BSA graduates who are furthering their education.

Goal 2: Absolute Measure
 Each year, 75 percent of graduating students will demonstrate their preparation for college by at least one or some combination of the following indicators:

- Passing an Advanced Placement (“AP”) exam with a score of 3 or higher;

- Earning a score of 4 or higher on an International Baccalaureate (“IB”) exam;
- Passing a College Level Examination Program (“CLEP”) exam;
- Passing a college level course offered at a college or university or through a school partnership with a college or university;
- Achieving the college and career readiness benchmark on the SAT; or,
- Earning a Regents diploma with advanced designation; or,
- Achieving a minimum of two industry technical assessment to acknowledged by employers and industry leads (i.e., Google, Microsoft, Cisco, SkillsUSA); or,
- [NYCDOE School Quality Guide’s College Readiness Index](#)

METHOD

Schools use any method listed here, or any combination thereof, to demonstrate that at least 75 percent of graduates are prepared to engage in rigorous college level coursework. The school should select only those methods listed here that it uses to demonstrate the college readiness of its students and eliminate those that it will not. For instance, high schools that do not deliver an IB Program as part of their high school design do not report on the IB option. The school reports on the number of students who attempted to achieve each indicator, the number who succeeded, and the corresponding percentage. Additionally, the school should report on the overall number of students who graduated after four years, the number of those graduates who achieved any of the relevant indicators, and the overall percentage achieving any indicator.

RESULTS AND EVALUATION

BSA fell just short of this measure, having 72% of graduating students demonstrate an indicator for post secondary preparation. Because we serve a population of students in which many are considered at high risk of not completing high school or attending college, we offer programming to also prepare them for entering the workforce. Many participate in the Summer Youth Employment Program (SYEP) to gain experience and responsibility of what being an employee looks like. In the past we also tracked scores on standardized tests (SAT), but our graduating students did not sit for the assessment because of COVID, and most colleges are not requiring them for admission.

Percentage of the 2017 Total Cohort Graduates Demonstrating College Preparation by Indicator

Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
Advanced Placement Govt & Politics	10	3	30%
Advanced Regents Diploma	54	8	15%

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Overall	54	10	19%
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Percentage of the 2017 Total Cohort Graduates Demonstrating Post-Secondary Preparation by Indicator			
Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
Summer Youth Employment Program	38	32	86%
Overall, from Both Tables	54	39	72%

Goal 2: Absolute Measure

Each year, the College, Career, and Civic Readiness Index (“CCCRI”) for the school’s Total Cohort will exceed the Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

The calculation of this measure is not required for 2020-21.

Goal 2: Comparative Measure

Each year, the school’s CCCRI for the Total Cohort will exceed that of the district of comparison’s Total Cohort.

The calculation of this measure is not required for 2020-21.

Goal 2: Absolute Measure

Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.

METHOD

The ultimate measure of whether a college prep high school has lived up to its mission is whether students actually enroll and succeed in college. Schools track and report the percentage of fourth-year Total Cohort graduates who matriculate into a two or four-year college program in the school year following graduation. Schools should update and confirm data for Cohorts prior to 2020-21 and provide preliminary matriculation data for 2017 Cohort. It may be necessary for schools to provide updated data to the Institute when National Student Clearinghouse or other data sources become available later in the school year.

RESULTS AND EVALUATION

BSA did not meet this metric in college matriculation for the year after graduation of the 2016 cohort. 56 percent are confirmed to have matriculated in the spring 2021 and slightly more have matriculated this fall. Our counseling office and services at The Door are available to assist all students with post-secondary planning.

Matriculation Rate of Graduates by Year

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Cohort	Graduation Year	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Following Year (b)	Matriculation Rate = $[(b)/(a)]*100$
2015	2018-19	47	36	75%
2016	2019-20	55	50	56% accepted

ADDITIONAL EVIDENCE

In partnership with The Door, students also have the opportunity to participate in a number of programs to prepare them for life after high school if they choose to enter directly into the workforce.

SUMMARY OF THE COLLEGE PREPARATION GOAL

The 2020 and 2021 school years were very different than typical years because of the pandemic and the many challenges and shifts in the education community. Most college visits, fairs and interviews took place virtually. Students toured campuses online and did not take the SAT exam. Without most NYS Regents exams in those years, students did not have as big a chance to earn a Regents Diploma with Advanced Designation since it depends on score ranges. BSA also provides options for students to experience work programs during the summers. 68.5 percent of the 2021 graduates participated in the Summer Employment Youth Program and coincidentally 68.5 percent were accepted into 2-4 year colleges.

Type	Measure	Outcome
Absolute	Each year, 75 percent of graduating students will demonstrate their preparation for college by one or more possible indicators of college readiness.	Not Met
Absolute	Each year, the CCCRI for the school's Total Cohort will exceed that year's state MIP set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the school's CCCRI for the Total Cohort will exceed that of the district's Total Cohort.	N/A
Absolute	Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.	Not Met

ACTION PLAN

BSA will continue to offer more students opportunities to take multiple AP exams, which we believe will have a positive impact on our college preparation indicator going forward. In addition, the

following areas of focus will support our progress toward meeting the post-secondary readiness measures going forward.

Continued Initiatives for College and Career Readiness

BSA continues its collaboration with The Door to support college and career readiness for our students. The Door employs a Director of College and Academic Services who oversees the College Advisor and our Post-Secondary Success Coach. This team works directly with our student population to improve college and career readiness.

We are also emphasizing career-readiness through work-based learning, specifically the Summer Youth Employment Program (SYEP).

We are addressing college readiness by increasing the rigor in our core academic classes. We recognize that to reach a number of our accountability goals, and to prepare students for college and careers, our instructional rigor must increase. Schoolwide, we are supporting teachers to use data to drive instructional choices; we are also emphasizing the design of assessments that check for mastery of standards rather than basic comprehension. The following are still in place for 2021-22 to challenge students:

- We utilize Educating Powerful Writers to standardize our approach to writing throughout our core ELA classes. To support students who have achieved a 65 or higher or who are on the cusp of achieving a performance level of 4, we emphasized writing in all subjects for seniors, with additional focus on writing in senior ELA classes.
- BSA partners with Harvard University to offer a Harvard Poetry class at BSA for students who have either passed the ELA Regents or who are accelerated juniors or seniors who need more academic challenges.
- Students have the option to enroll in AP Statistics as an accessible advanced mathematics course in addition to Geometry, Algebra II, and Pre-Calculus.

Teacher Observation and Evaluation

With our push to increase rigor schoolwide, we are working to support teachers as they adjust to our new expectations for instruction. We continue to use the Danielson Framework as the primary rubric for coaching and evaluating teachers.

Teachers are informally observed at least 6 times per year, and formal observations happen twice per year. Feedback is delivered via Whetstone, a software platform designed to support classroom observations that we adopted. BSA also uses the Culturally Responsive Instruction Observation Protocol (CRIOP) as a framework for teacher professional development.

For school leaders sitting on the leadership cabinet,² the Head of School follows a formal evaluation system using a goal-setting model to provide an annual formal evaluation of each.

To increase students' ownership of their academic trajectories, we are focused on encouraging students to develop self-direction skills.

² The leadership cabinet includes the Senior Dean of Academics, Dean of STEM, Dean of Diversity, Equity, and Inclusion, Dean of Social Work, Senior Director of Operations, and Dean of Students (6 people).

GOAL 3: ENGLISH LANGUAGE ARTS

HIGH SCHOOL ENGLISH LANGUAGE ARTS

Goal 3: Absolute Measure

Each year, 65 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

The school administered the Regents English exam that students must pass to graduate. The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 4 among the students who sat for the exam.

RESULTS AND EVALUATION

BSA did not meet this measure. 38% of those tested scored in the Level 4 range on the NYS ELA Regents exam. Because this Regents exam has not been administered in 2020 or 2021, many students are exempt from this and several other Regents graduation requirements.

Percent Scoring at Least Level 4 on Regents English Common Core Exam
by Fourth Year Accountability Cohort³

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2015	2018-19	73	0	16	24%
2016	2019-20	70	15	11	23%
2017	2020-21	83	33	16	38%

³ Based on the highest score for each student on the English Regents exam

ADDITIONAL EVIDENCE

As evidenced in the table below, 36 percent of the 2018 cohort students who sat for the ELA Regents scored at Level 4 and both 2019 students did so.

Percent Achieving at Least Level 4 by Cohort and Year						
Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2017	60	23%	42 Tested 28 Exempted (E)	29%	83 42 Tested	38%
2018	56	25%	48 Tested 0 E	17%	74 55 Tested	36%
2019			1 Tested 0E	0	48 2 Tested	100%
2020					85	--

Goal 3: Absolute Measure
 Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

The school administered the Regents English exam that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 3 among the students who sat for the exam.

RESULTS AND EVALUATION

BSA achieved this ELA metric. 86 percent of the 42 students in the 2107 accountability cohort passed the NYS ELA Regents exam with a Level 3 or higher.

Percent Scoring at Least Level 3 on Regents English Common Core Exam
by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2015	2018-19	68	0	23	34%
2016	2019-20	70 63 Tested or Rec'd Credit	15	19	40%
2017	2020-21	83 75 Tested or Rec'd Credit	33	36	86%

ADDITIONAL EVIDENCE

Of the students who have taken the NYS ELA Regents greater than 75 percent passed with a Level 3 in the 2017, 2018 and 2019 accountability cohorts.

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	60	47%	42 Tested 28E	36%	83 42 Tested	86%
2018	56	59%	48 Tested 0 E	29%	74 39 Tested	90%
2019			1 Tested 0E	100%	48 2 Tested	100%
2020					85	--

Goal 3: Absolute Measure

Each year, the Performance Index (“PI”) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state’s Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

The calculation of this measure is not required for 2020-21.

Goal 3: Comparative Measure

Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.

The calculation of this measure is not required for 2020-21.

Goal 3: Comparative Measure

Each year, the percent of students in the high school Total Cohort at least partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.

The calculation of this measure is not required for 2020-21.

Goal 3: Comparative Measure

Each year, the Performance Index (“PI”) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.

The calculation of this measure is not required for 2020-21.

Goal 3: Growth Measure

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will meet the college and career readiness standard (currently scoring at Performance Level 4 and fully meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

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

RESULTS AND EVALUATION

BSA did not track NYS ELA results from the 2017 Cohort students when they were in the 8th grade.

Goal 3: Growth Measure

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will at least partially meet

Common Core expectations (currently scoring at Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

Although we continue to improve rigor in our English Language Arts courses, we also had teachers working to improve the quality of instruction in our hybrid model in 2020-21. We achieved the accountability measure with having 86 percent of the 2017 accountability cohort score at 65+ on the ELA Regents but continue to work toward increasing the scores to Level 4 on the ELA Regents.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	No Met
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Met
Absolute	Each year, the Performance Index (PI) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state’s ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Data Unavailable

Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Data Unavailable
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ACTION PLAN

To address learning loss in the 2021-22 school year, we are introducing several school-wide initiatives to support high quality teaching and learning. These school-wide initiatives are as follows:

Director of Curriculum: BSA hired a Director of Curriculum and Instruction to oversee our academic program going forward.

Instructional Coach: We are working with an instructional consultant to ensure that our teachers are prepared with the skills necessary to reach all students.

Interim Assessment Cycle: We are using a 6-week interim assessment cycle for all BSA scholars in order to monitor student performance trends and drive instructional choices.

New Visions Public Schools (NVPS) Curriculum: We are adopting the curricular framework from NVPS, which is a standards-aligned, adaptable curriculum. We are confident that the rigor of this program will improve student mastery and outcomes.

Academic Recovery: BSA is introducing an after-school credit recovery model for freshman and sophomores. This program will begin in the fall of 2021.

PM School Program: We are offering a later start time to juniors and seniors so that these students can access morning services, such as workforce readiness, provided by The Door.

Improving Literacy and Numeracy: We are investing in software that supports literacy and numeracy across our ELA and math programs.

As a school, we recognize that students have always needed support in writing. One of the elements of instruction that was lost during covid is the continuity that is needed to engage students fully in an iterative writing process. While it is a school-wide concern, the solution and action steps begin in the ELA classroom. We will be using the writing methodologies in NVPS curriculum to create a coherent vertically sound approach to writing instruction. This work starts in what we are calling Week Zero for instruction (the week we return to school) with intense focus and practice on the writing routines and the overall approach that the curriculum prescribes and carries on in an ongoing way throughout all of the units in the school year. We are supporting this work in three notable ways:

It is an ongoing part of the observation and feedback cycle. We have identified component 3c from the Danielson Rubric as the lever to use to set a bar for quality work on writing in ELA and across the whole school. To that end, the newly hired director of curriculum and the entire academics team will be using 3c as a way to coach people towards creating substantive writing tasks for students using the methodologies in the NVPS curriculum.

We have changed our supervisory model to be less driven by department goals and more driven by school-wide goals. We believe that this will allow us to give clearer feedback and foster greater

development in areas like writing and written task development. Unlike last year, the Dean of Academics and the Director of Curriculum and Instruction will be focused equally on writing across all classrooms and specifically in ELA classrooms.

Using the NVPS curriculum with fidelity supports our goal in creating a vertically sound way to teach writing and to foster growth in the student's ability to engage in an iterative process that supports them in developing and communicating their ideas in writing.

Finally, we will see an upward trend in student performance when looked at longitudinally through the lens of our interim assessment system. We are adopting the rubrics used along with a common assessment system. This system will help us to understand student achievement in writing as individuals and as a whole. Our goal is to see student writing skill increase on the individual grade level writing skill rubrics as well as see scores increase on the holistic rubric.

GOAL 4: MATHEMATICS

HIGH SCHOOL MATHEMATICS

Goal 4: Absolute Measure

Each year, 65 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The school administered the Regents mathematics exam(s) that students must pass to graduate. The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on any Regents Common Core mathematics exams. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam requirement as well as the percentage of students achieving at least Level 4 among the students who sat for any exam.

RESULTS AND EVALUATION

BSA did not achieve this metric in math. 15 percent of the 55 students in the 2017 accountability cohort scored at the Level 4 range on any NYS Math Regents exam during their four years in the high school.

Percent Scoring at Least Level 4 on a Regents Mathematics Common Core Exam
by Fourth Year Accountability Cohort

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2015	2018-19	73	0	1	1%
2016	2019-20	70 69 Tested or E	19	0	0
2017	2020-21	83 55 Tested	26	8	15%

ADDITIONAL EVIDENCE

The 2019 accountability cohort has an increase of the percentage of students who have already earned a score in the Level 4 range on a NYS Math Regents after two years in high school.

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2017	60	5%	63 Tested 25E	0	83 55 Tested	15%
2018	56	11%	49 Tested 27E	0	74 48 Tested	13%
2019			5 Tested 40E	0	48 6 Tested	33%
2020					85 0 Tested	--

Goal 4: Absolute Measure

Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The school administered the Regents mathematics exam(s) that students must pass to graduate. The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on the Regents mathematics exams. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam requirement as well as the percentage of students achieving at least Level 3 among the students who sat for any exam.

RESULTS AND EVALUATION

BSA achieved this metric, having 89 percent of the students who sat for a NYS Math Regents pass with a score in the Level 3 range.

Percent Scoring at Least Level 3 on a Regents Mathematics Common Core Exam by Fourth Year Accountability Cohort					
Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2015	2018-19	73	0	4	5%
2016	2019-20	70 69 Tested or E	19	4	8%
2017	2020-21	83	26E & 1 Not Tested	49	89%

ADDITIONAL EVIDENCE

Please note that the previous years indicate percent of total accountability cohort earned a Level 3, whereas the 2020-21 percentages are the percent of those tested as that is more telling of the success rate.

Percent Achieving at Least Level 3 by Cohort and Year			
Cohort Designation	2018-19	2019-20	2020-21

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	60	60%	63 Tested 25E	6.35%	83 55 Tested	89%
2018	61	61%	49 Tested 27E	10%	74 48 Tested	96%
2019			5 Tested 40E	20%	48 6 Tested	83%
2020					85	--

Goal 4: Absolute Measure

Each year, the Performance Index (“PI”) on the Regents mathematics exam of students completing their fourth year in the Accountability Cohort will meet the state’s Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

The calculation of this measure is not required for 2020-21.

Goal 4: Comparative Measure

Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exams will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.

The calculation of this measure is not required for 2020-21.

Goal 4: Comparative Measure

Each year, the percent of students in the high school Total Cohort at least partially meeting Common Core expectations on a Regents mathematics exams will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.

The calculation of this measure is not required for 2020-21.

Goal 4: Comparative Measure

Each year, the Performance Index (“PI”) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.

The calculation of this measure is not required for 2020-21.

Goal 4: Growth Measure

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will meet the college and career readiness standard (currently scoring at Performance Level 4 and fully meeting Common Core expectations on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The school demonstrates the effectiveness of its mathematics program by enabling students who were not meeting proficiency standards in the eighth grade to grow to meeting the mathematics requirement for the college and career readiness standard.

RESULTS AND EVALUATION

BSA did not track 8th grade NYS ELA exam results for the students graduating this year.

Goal 4: Growth Measure

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will at least partially meet Common Core expectations (currently scoring at Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The school demonstrates the effectiveness of its mathematics program by enabling students who were not meeting proficiency standards in the eighth grade to move to meeting the English requirement for graduation.

RESULTS AND EVALUATION

This information is not available.

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

The vast majority of students who took a NYS Math Regents, passed with a score of at least a 65. 86 percent of the 2017 accountability cohort who took a math Regents earned at least a 65 on after four years in high school.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Not Met
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Met

Absolute	Each year, the Performance Index (PI) in mathematics of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state’s ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Info Unavailable
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Info Unavailable

ACTION PLAN

We believe that the department that will most benefit from alignment to a common curriculum is the math department. What we learned as a school community when we stretched Algebra over four semesters as opposed to two is that there is not a common understanding at the school about what students need. The added time to spend on topics resulted in an uneven approach that was not driven by a sustained examination of data. Instead, teachers attempted to close all of the gaps they encountered with students all of the time.

Standardizing curriculum and the approach to math we are providing the structure for teachers to dig deeply into the gaps they encounter with students in a systematic and facilitated way that is led by our Director of Curriculum and Instruction.

In all subjects, but especially in math, a standardized curriculum and regular assessments will not only support teachers in identifying gaps but will also give the school an opportunity to identify school wide deficiencies. Identifiable patterns for the whole school will allow for targeted adjustments on curriculum and instruction as well as developing professionals learning inquiries for the math teachers and academic leaders that were only asked in in some grades last year. BSA is dedicating Election Day 2021 and time at our bi-monthly professional development sessions to learning about the school wide gaps and trends that we identify using the new curriculum.

The instructional coach that has been hired to support instruction at BSA this coming year comes to us with years of experience in supporting instruction in math and science. She will be deployed to give feedback and support instruction in all math classes weekly from the start of the year. To start the year, she is focusing on lesson planning and task development with the teachers. Overall, her goal is to support a more cohesive approach to unit planning and lesson delivery that does not focus on a calendar of discrete skills or concepts but focuses on larger mathematical understandings and working backwards with students to obtain skills and understand discrete concepts.

In addition, to the strategies listed above, refer to the school-wide initiatives described in the ELA action plan.

GOAL 5: SCIENCE

HIGH SCHOOL SCIENCE

Goal 5: Absolute Measure

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

METHOD

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

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

RESULTS AND EVALUATION

BSA achieved this science accountability measure, having greater than 75 percent of the 2017 accountability cohort who took a NYS science Regents exam passing with a performance of at least a Level 3 or above.

Science Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2015	2018-19	73	0	63	86%
2016	2019-20	*66/70 tested	23	43	100%
2017	2020-21	83	37	42	86%

ADDITIONAL EVIDENCE

Based on all students who have tested on a science Regents, the four accountability cohorts have achieved this measure in 2020-21.

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

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	60	47%	71 Tested 8E	95.77%	83 49 Tested	86%
2018	56	41%	38 Tested 34 E	89%	74 38 Tested	97%
2019			7 Tested 36E	85.71%	48 11 Tested	100%
2020					85 1 Tested	100%

Goal 5: Comparative Measure

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

The calculation of this measure is not required for 2020-21.

GOAL 6: SOCIAL STUDIES

Goal 6: Social Studies

Students will proficiently demonstrate historical thinking skills in writing using evidence from primary and secondary sources, compare and contrast treatments of the same topic in several primary and secondary sources, analyze in detail a series of events described in a text and integrate quantitative or technical sources with qualitative sources.

Goal 6: Absolute Measure

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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

METHOD

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

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

RESULTS

Students typically take this Regents in their third year in high school. Because all the Regents exams were cancelled in 2020 and 2021, none of our 2017 accountability cohort took the NYS U.S. History Regents.

**U.S. History Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort**

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2015	2018-19	73	0	53	73%
2016	2019-20	70 62 Tested or Rec'd Credit	30	28	88%
2017	2020-21	83	All	--	All Exempt

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

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	60	N/A	82 60E	73%	83	NA

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

2018	59	N/A	2 Tested 1 E	100%	74	NA
2019			3 Tested 0E	67%	48	NA
2020					85	NA

Goal 6: Comparative Measure

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

The calculation of this measure is not required for 2020-21.

Goal 6: Absolute Measure

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

METHOD

This measure requires students in each Accountability Cohort to pass the Global History exam by the completion of their fourth year in the cohort. Students may have taken the exam multiple times and had until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

RESULTS

Broome Street met this measure, with 92 percent of those tested earning at least a 65+ on the NYS Global History Regents after four years in high school.

Global History Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort	Number Exempted with No Valid Score	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
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2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

		(a)	(b)		
2015	2018-19	73	0	57	78%
2016	2019-20	70 67 Tested or Rec'd Credit	28	29	74%
2017	2020-21	83	39	34/37	92%

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

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	60	32%	39 Tested 37E	85%	83 37 Tested	92%
2018	56	N/A	1 tested 67E	100%	74 3 Tested	100%
2019			0 Tested 1 Exempt	--	48	NA
2020					85	NA

Goal 6: Comparative Measure

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

The calculation of this measure is not required for 2020-21

GOAL 7: ESSA

Due to COVID-19 and the subsequent changes to the state's testing, accountability, and federal reporting requirements, the 2020-21 school accountability statuses are the same as those assigned for the 2019-20 school year. The 2019-20 accountability statuses were based on 2018-19 exam results. Assigned accountability designations and further context can be found [here](#).

Goal 7: Absolute Measure

Under the state’s ESSA accountability system, the school is in good standing: the state has not identified the school for comprehensive or targeted improvement.

METHOD

Because *all* students are expected to meet the state's performance standards, the federal statute stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. As New York State, like all states, is required to establish a specific system for making these determinations for its public schools, charter schools do not have latitude in establishing their own performance levels or criteria of success for meeting the ESSA accountability requirements. Each year, the state issues School Report Cards that indicate a school’s status under the state accountability system.

RESULTS AND EVALUATION

BSA met this accountability measure. Because there were not traditional Regents testing at the high school level in 2020-21, BSA’s 2020-21 accountability status is based on the 2019-20 & 2018-19 results: Good Standing.

ADDITIONAL EVIDENCE

BSA continues to be in Good Standing.

Accountability Status by Year

Year	Status
2018-19	Good Standing
2019-20	Good Standing
2020-21	Good Standing

Broome Street Academy Charter High School

Independent Auditor's Reports and Financial Statements

June 30, 2021 and 2020



Broome Street Academy Charter High School

June 30, 2021 and 2020

Contents

Independent Auditor’s Report	1
Financial Statements	
Statements of Financial Positions.....	3
Statements of Activities.....	4
Statements of Functional Expenses	5
Statements of Cash Flows	7
Notes to Financial Statements	8
Report on Internal Control Over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with <i>Government Auditing Standards</i> – Independent Auditor’s Report.....	18
Schedule of Findings and Responses	20
Summary Schedule of Prior Audit Findings	22

Independent Auditor's Report

Board of Trustees
Broome Street Academy Charter High School
New York, New York

Report on the Financial Statements

We have audited the accompanying financial statements of Broome Street Academy Charter High School, which comprise the statement of financial position as of June 30, 2021, and the related statements of activities, functional expenses and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Broome Street Academy Charter High School, as of June 30, 2021, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Prior Year Audited by Other Auditors

The 2020 financial statements were audited by other auditors, whose unmodified opinion on those statements thereon, dated October 30, 2020, included an emphasis paragraph that described changes in accounting principles for contributions and revenue from contracts with customers.

Supplementary Information

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying supplementary information within the 2021 statement of functional expenses is presented for purposes of additional analysis and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the 2021 financial statements as a whole.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we also have issued our report dated November 1, 2021, on our consideration of Broome Street Academy Charter High School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of Broome Street Academy Charter High School's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Broome Street Academy Charter High School's internal control over financial reporting and compliance.

BKD, LLP

New York, New York
November 1, 2021

Broome Street Academy Charter High School
Statements of Financial Position
June 30, 2021 and 2020

	2021	2020
Assets		
Current Assets		
Cash and cash equivalents	\$ 1,133,718	\$ 821,882
Investments	1,638,697	1,638,697
Grants, contracts and other receivables	161,331	213,819
Due from affiliate (The Door)	654,418	108,773
Prepaid expenses and other assets	62,593	45,015
Total current assets	3,650,757	2,828,186
Restricted cash	75,492	75,476
Property and equipment, net	73,843	70,228
Total assets	\$ 3,800,092	\$ 2,973,890
Liabilities and Net Assets		
Current Liabilities		
Accounts payable and accrued expenses	\$ 839,129	\$ 772,546
Refundable advances	201,351	-
Other liabilities	63,385	55,161
Total liabilities	1,103,865	827,707
Net Assets		
Without donor restrictions		
Undesignated for general use	2,546,892	2,000,479
Reserve - contingency	75,492	75,476
Net investment in property and equipment	73,843	70,228
Total net assets	2,696,227	2,146,183
Total liabilities and net assets	\$ 3,800,092	\$ 2,973,890

Broome Street Academy Charter High School

Statements of Activities

Years Ended June 30, 2021 and 2020

	2021		2020	
	Without Donor Restrictions	With Donor Restrictions	Without Donor Restrictions	With Donor Restrictions
	Total		Total	
Operating Revenue				
State and local per pupil operating revenue	\$ 5,066,764	\$ -	\$ 4,832,807	\$ -
Resident student enrollment	832,374	-	943,918	-
Students with disabilities	62,540	-	69,046	-
Other	395,057	-	185,743	-
New York Department of Education rental assistance	79,684	-	-	207,571
Government grants and contracts	64,092	-	86,554	-
Contributed services	-	-	207,571	(207,571)
Net assets released from restrictions	-	-	-	-
Total operating revenue	6,500,511	-	6,325,639	-
Operating Expenses				
Program services	3,840,574	-	3,922,201	-
Regular education	1,346,382	-	1,353,080	-
Special education	5,186,956	-	5,275,281	-
Total program services	1,455,737	-	1,371,899	-
Supporting services	6,642,693	-	6,647,180	-
Management and general	(142,182)	-	(321,541)	-
Total operating expenses	127,923	-	200,285	-
Net deficit from school operations	469,063	-	555,787	-
Public Support and Other Revenues	325,000	-	325,000	-
Contributions	921,986	-	1,081,072	-
Foundation and corporate support	1,035	-	26,397	-
Special events, net of expenses of \$24,932 in 2021 and \$51,218 in 2020	-	-	17,873	-
Total public support	(230,795)	-	(276,222)	-
Other revenues (expenses)	692,226	-	849,120	-
Interest income	550,044	-	527,579	-
Miscellaneous	2,146,183	-	1,618,604	-
Fundraising expenses	\$ 2,696,227	\$ -	\$ 2,146,183	\$ -
Total public support and other revenues (expenses)	921,986	-	1,081,072	-
Change in Net Assets	550,044	-	527,579	-
Net Assets, Beginning of Year	2,146,183	-	1,618,604	-
Net Assets, End of Year	\$ 2,696,227	\$ -	\$ 2,146,183	\$ -

Broome Street Academy Charter High School

Statements of Functional Expenses

Years Ended June 30, 2021 and 2020

	No. of Positions	2021						
		Program Services		Supporting Services				
		Regular Education	Special Education	Management and General	Fundraising Expenses	Special Events	Total	
Administrative staff	11	\$ 314,873	\$ 108,934	\$ 423,807	\$ 41,131	\$ -	\$ 400,027	\$ 823,834
Instructional personnel	40	1,826,812	591,963	2,418,775	-	-	-	2,418,775
Non-instructional personnel	11	478,964	231,691	710,655	83,505	-	83,505	794,160
Total salaries	62	2,620,649	932,588	3,553,237	442,401	-	483,532	4,036,769
Employee benefits and payroll taxes		549,028	209,739	758,767	151,285	-	158,864	917,631
Professional and administration fees		46,514	14,869	61,383	673,195	13,754	866,996	928,379
Occupancy costs		343,120	102,679	445,799	81,223	-	81,223	527,022
Equipment and software maintenance		89,023	27,664	116,687	29,210	1,180	31,076	147,763
Office supplies and material		19,304	5,829	25,133	16,302	-	16,302	41,435
Advertising and recruitment		31,116	10,038	41,154	1,162	-	1,162	42,316
Youth events		29,837	8,436	38,273	4,853	-	4,853	43,126
Telephone		33,334	9,928	43,262	7,676	-	7,676	50,938
Insurance expense		24,480	7,323	31,803	4,726	-	4,726	36,529
Staff development and meetings		9,132	3,014	12,146	7,074	2,179	9,253	21,399
Membership dues		5,600	1,697	7,297	60	-	60	7,357
Miscellaneous expenses		10,040	3,196	13,236	26,477	300	30,625	43,861
Postage and printing		3,876	1,158	5,034	3,228	3,971	8,251	13,285
Travel		-	-	-	1,159	-	1,159	1,159
Depreciation and amortization		25,521	8,224	33,745	5,706	-	5,706	39,451
Total expenses		\$ 3,840,574	\$ 1,346,382	\$ 5,186,956	\$ 1,455,737	\$ 24,932	\$ 1,711,464	\$ 6,898,420

* Supplementary information

Broome Street Academy Charter High School

Statements of Functional Expenses

Years Ended June 30, 2021 and 2020 (Continued)

	2020					
	Program Services			Supporting Services		
	Regular Education	Special Education	Total	Management and General	Fundraising Expenses	Total
Salaries	\$ 2,588,725	\$ 903,610	\$ 3,492,335	\$ 666,059	\$ 42,436	\$ 708,495
Employee benefits and payroll taxes	530,703	189,382	720,085	142,634	6,292	148,926
Total salaries and related expenses	3,119,428	1,092,992	4,212,420	808,693	48,728	857,421
Professional and administration fees	140,839	44,489	185,328	409,380	175,004	584,384
Occupancy costs	331,895	111,799	443,694	84,355	2,709	87,064
Equipment and software maintenance	107,496	33,446	140,942	13,686	30,822	44,508
Office supplies and material	47,429	14,969	62,398	5,517	688	6,205
Advertising and recruitment	23,988	8,511	32,499	23,993	-	23,993
Youth events	32,078	10,640	42,718	759	-	759
Telephone	27,712	7,810	35,522	5,960	-	5,960
Student meals	26,008	8,199	34,207	-	-	-
Insurance expense	23,627	6,823	30,450	5,214	-	5,214
Staff development and meetings	7,972	2,304	10,276	2,523	9,095	11,618
Membership dues	10,390	3,299	13,689	660	-	660
Miscellaneous expenses	1,903	1,147	3,050	4,669	6,776	11,445
Postage and printing	2,737	754	3,491	2,637	2,114	4,751
Travel	264	76	340	58	286	344
Depreciation and amortization	18,435	5,822	24,257	3,795	-	3,795
Total expenses	<u>\$ 3,922,201</u>	<u>\$ 1,353,080</u>	<u>\$ 5,275,281</u>	<u>\$ 1,371,899</u>	<u>\$ 276,222</u>	<u>\$ 1,648,121</u>
						<u>\$ 6,923,402</u>

Broome Street Academy Charter High School

Statements of Cash Flows

Years Ended June 30, 2021 and 2020

	2021	2020
Operating Activities		
Change in net assets	\$ 550,044	\$ 527,579
Items not requiring (providing) operating cash flows		
Depreciation and amortization	39,452	28,052
Donated stock	(16,664)	-
Realized gains on investments	(693)	-
Bad debt expense	18,885	-
Changes in		
Grants, contracts, and other receivables	33,603	(44,966)
Due from affiliate (The Door)	(545,645)	(108,773)
Prepaid expenses and other assets	(17,578)	10,144
Accounts payable and accrued expenses	66,583	72,528
Refundable advances	201,351	(94,656)
Due to affiliate (The Door)	-	(18,975)
Other liabilities	8,224	14,454
	337,562	385,387
Investing Activities		
Purchase of property and equipment	(43,067)	(84,061)
Sales of investments	17,357	-
Purchases of investments	-	(16,735)
	(25,710)	(100,796)
Net Increase in Cash, Cash Equivalents and Restricted Cash	311,852	284,591
Cash, Cash Equivalents and Restricted Cash, Beginning of Year	897,358	612,767
Cash, Cash Equivalents and Restricted Cash, End of Year	\$ 1,209,210	\$ 897,358
Cash, Cash Equivalents and Restricted Cash Consist of:		
Cash and cash equivalents	\$ 1,133,718	\$ 821,882
Restricted cash	75,492	75,476
	\$ 1,209,210	\$ 897,358

Broome Street Academy Charter High School

Notes to Financial Statements

June 30, 2021 and 2020

Note 1: Nature of Organization and Summary of Significant Accounting Policies

Nature of Operations

Broome Street Academy Charter High School (the School) is a New York State educational corporation operating as a charter school in Manhattan, New York. On October 19, 2010, the Board of Regents of the University of the State of New York granted the School a provisional charter valid for a term of five years and renewable upon expiration. In April 2016, the School's charter was renewed for five additional years. The School's charter states that it will provide instruction to students in the ninth through twelfth grades for a period of five years.

Broome Street Academy Charter High School prepares its students for post-secondary success that leads to positive life outcomes. The School values student strengths and provides multiple pathways to success through a curriculum of rigorous academic, career and social instruction grounded in the principles of the necessary skills and support to graduate, while preparing them for a successful future beyond high school. The School's admissions policy gives preference to students who are homeless, in foster care, or from low performing middle schools.

The School opened in the fall of 2011 with a freshman class. Since then, the School grew by one grade level at a time until it hit capacity (ninth through twelfth grade) in the 2015-2016 school year. The School's model merges academic, social, and emotional services to prepare students to graduate with a New York State Regents diploma, providing opportunities for a successful future. Additionally, the School is partnered with, and housed within, The Door – A Center of Alternatives, Inc. (The Door), a nonprofit organization organized pursuant to Section 501(c)(3) of the Internal Revenue Code (the Code). Founded in 1972, The Door is a leading youth development agency that offers a full range of supportive programming in the areas of health, mental health, career and workforce development, legal services, supportive housing, and arts and recreation. Through the support found at the School and The Door, New York City's most at-risk students will realize their greatest potential. All programs were provided remotely during the year ended June 30, 2021.

Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America (GAAP) requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues, expenses, gains, losses and other changes in net assets during the reporting period. Actual results could differ from those estimates.

Cash and Cash Equivalents

The School considers all liquid investments with original maturities of three months or less to be cash equivalents. Uninvested cash and cash equivalents included in investment accounts are considered to be cash and cash equivalents. At June 30, 2021 and 2020, cash equivalents consisted primarily of money market accounts.

Broome Street Academy Charter High School
Notes to Financial Statements
June 30, 2021 and 2020

At June 30, 2021, the School's cash accounts exceeded federally insured limits by approximately \$813,000.

Cash Held in Escrow

Accounts restricted externally by regulators are considered to be restricted cash.

As part of the School's charter agreement, the School established a long-term reserve account to pay for legal and audit expenses that would be associated with a dissolution should it occur.

Investments and Net Investment Return

Investments are carried at fair value. Investment return includes dividend, interest, and realized and unrealized gains and losses on investments carried at fair value, net of external investment fees. Gains and losses on the sale of securities are recorded on the trade date and are determined using the specific identification method.

Broome Street Academy Charter High School's investments have been classified as current based on the availability of these investments to fund current operations as needed.

Investment return is reflected in the statements of activities with or without donor restriction based upon the existence and nature of any donation or legally imposed restriction.

Grants and Contracts Revenue and Receivables

Revenues from government grants and contracts to which the School is entitled are recognized mostly on student enrollment. Some grants are provided for specific educational endeavors which are not based on student enrollment and are recorded when related expenditures are incurred by the School. Receivables are recorded when the revenue is earned. No allowance for doubtful accounts was deemed necessary as of June 30, 2021 and 2020.

Refundable Advances

The School records certain government grants and contracts as refundable advances and deferred revenue until related services are performed, at which time it is recognized as revenue.

Property and Equipment

Property and equipment acquisitions over \$5,000 are stated at cost, less accumulated depreciation and amortization. Depreciation and amortization are charged to expense on the straight-line basis over the estimated useful life of each asset. Leasehold improvements are amortized over the shorter of the lease term or respective estimated useful lives.

The estimated useful lives for each major depreciable classification of property and equipment are as follows:

Leasehold improvements	3-5 years
Computer equipment and software	3-5 years
Furniture and equipment	3-5 years

Broome Street Academy Charter High School

Notes to Financial Statements

June 30, 2021 and 2020

Long-Lived Asset Impairment

The School evaluates the recoverability of the carrying value of long-lived assets whenever events or circumstances indicate the carrying amount may not be recoverable. If a long-lived asset is tested for recoverability and the undiscounted estimated future cash flows expected to result from the use and eventual disposition of the asset are less than the carrying amount of the asset, the asset cost is adjusted to fair value and an impairment loss is recognized as the amount by which the carrying amount of a long-lived asset exceeds its fair value. No asset impairment was recognized during the years ended June 30, 2021 and 2020.

Net Assets

Net assets, revenues, gains and losses are classified based on the existence or absence of donor or grantor restrictions.

Net assets without donor restrictions are available for use in general operations and not subject to donor or grantor restrictions.

Net assets with donor restrictions are subject to donor or grantor restrictions. Some restrictions are temporary in nature, such as those that will be met by the passage of time or other events specified by the donor.

State and Local Per-Pupil Operating Revenues

Revenues from the state and local governments resulting from the School's charter status and based on the number of students enrolled are recorded when services are performed in accordance with the charter agreement. These grants are recorded as revenue by the School when services are rendered.

Contributions

Contributions are provided to the School either with or without restrictions placed on the gift by the donor. Revenues and net assets are separately reported to reflect the nature of those gifts – with or without donor restrictions. The value recorded for each contribution is recognized as follows:

Nature of the Gift	Value Recognized
<i>Conditional gifts, with or without restriction</i>	
Gifts that depend on the School overcoming a donor-imposed barrier to be entitled to the funds	Not recognized until the gift becomes unconditional, <i>i.e.</i> , the donor-imposed barrier is met
<i>Unconditional gifts, with or without restriction</i>	
Received at date of gift – cash and other assets	Fair value
Received at date of gift – property, equipment and long-lived assets	Estimated fair value

Broome Street Academy Charter High School

Notes to Financial Statements

June 30, 2021 and 2020

Nature of the Gift	Value Recognized
Expected to be collected within one year	Net realizable value
Collected in future years	Initially reported at fair value determined using the discounted present value of estimated future cash flows technique

In addition to the amount initially recognized, revenue for unconditional gifts to be collected in future years is also recognized each year as the present-value discount is amortized using the level-yield method.

When a donor-stipulated time restriction ends or purpose restriction is accomplished, net assets with donor restrictions are reclassified to net assets without donor restrictions and reported in the statements of activities as net assets released from restrictions. Absent explicit donor stipulations for the period of time that long-lived assets must be held, expirations of restrictions for gifts of land, buildings, equipment and other long-lived assets are reported when those assets are placed in service.

Gifts and investment income that are originally restricted by the donor and for which the restriction is met in the same time period are recorded as revenue with donor restrictions and then released from restriction.

Conditional contributions having donor stipulations which are satisfied in the period the gift is received are recorded as revenue and net assets without donor restrictions.

Contributed Services

Contributions of services are recognized as revenue at their estimated fair value only when the services received create or enhance nonfinancial assets or require specialized skills possessed by the individuals providing the service and the service would typically need to be purchased if not donated.

Income Taxes

The School is exempt from income taxes under Section 501(c)(3) of the Internal Revenue Code and a similar provision of state law. However, the School is subject to federal income tax on any unrelated business taxable income. The School files tax returns in the U.S. federal jurisdiction.

Functional Allocation of Expenses

The costs of supporting the various programs and other activities have been summarized on a functional basis in the statements of activities. The statements of functional expenses present the natural classification detail of expenses by function. Certain costs have been allocated among the program and management and general categories based on estimates of time and effort, occupancy, number of students, and other methods.

Broome Street Academy Charter High School

Notes to Financial Statements

June 30, 2021 and 2020

Note 2: Property and Equipment

	<u>2021</u>	<u>2020</u>
Leasehold improvements	\$ 950,322	\$ 950,322
Computer equipment and software	731,657	688,590
Furniture and equipment	<u>253,301</u>	<u>253,301</u>
	1,935,280	1,892,213
Accumulated depreciation and amortization	<u>(1,861,437)</u>	<u>(1,821,985)</u>
	<u>\$ 73,843</u>	<u>\$ 70,228</u>

Note 3: Net Assets

Net Assets Released from Restrictions

Net assets were released from donor restrictions by incurring expenses satisfying the restricted purposes or by occurrence of other events specified by donors.

	<u>2021</u>	<u>2020</u>
Charter School - regular and special education	<u>\$ -</u>	<u>\$ 207,571</u>

Note 4: Investments and Fair Value Measurements

Fair value is the price that would be received to sell an asset or paid to transfer a liability in an orderly transaction between market participants at the measurement date. Fair value measurements must maximize the use of observable inputs and minimize the use of unobservable inputs. The hierarchy comprises three levels of inputs that may be used to measure fair value:

- Level 1** Quoted prices in active markets for identical assets or liabilities
- Level 2** Observable inputs other than Level 1 prices, such as quoted prices for similar assets or liabilities, quoted prices in markets that are not active, or other inputs that are observable or can be corroborated by observable market data for substantially the full term of the assets or liabilities
- Level 3** Unobservable inputs supported by little or no market activity and that are significant to the fair value of the assets or liabilities

Broome Street Academy Charter High School

Notes to Financial Statements

June 30, 2021 and 2020

Recurring Measurements

The following tables present the fair value measurements of assets and liabilities recognized in the accompanying statements of financial position measured at fair value on a recurring basis and the level within the fair value hierarchy in which the fair value measurements fall at June 30, 2021 and 2020:

	2021			
	Fair Value Measurements Using			
	Total	Quoted Prices in Active Markets for Identical Assets (Level 1)	Significant Other Observable Inputs (Level 2)	Significant Unobservable Inputs (Level 3)
	Total	(Level 1)	(Level 2)	(Level 3)
Money market mutual funds - fixed income	\$ 1,638,697	\$ 1,638,697	\$ -	\$ -
Total	\$ 1,638,697	\$ 1,638,697	\$ -	\$ -

	2020			
	Fair Value Measurements Using			
	Total	Quoted Prices in Active Markets for Identical Assets (Level 1)	Significant Other Observable Inputs (Level 2)	Significant Unobservable Inputs (Level 3)
	Total	(Level 1)	(Level 2)	(Level 3)
Money market mutual funds - fixed income	\$ 1,638,697	\$ 1,638,697	\$ -	\$ -
Total	\$ 1,638,697	\$ 1,638,697	\$ -	\$ -

The following is a description of the valuation methodologies and inputs used for assets measured at fair value on a recurring basis and recognized in the accompanying statement of financial position, as well as the general classification of such assets pursuant to the valuation hierarchy. There have been no significant changes in the valuation techniques during the years ended June 30, 2021 and 2020.

Broome Street Academy Charter High School

Notes to Financial Statements

June 30, 2021 and 2020

Investments

Where quoted market prices are available in an active market, securities are classified within Level 1 of the valuation hierarchy. If quoted market prices are not available, then fair values are estimated by using quoted prices of securities with similar characteristics or independent asset pricing services and pricing models, the inputs of which are market-based or independently sourced market parameters, including, but not limited to, yield curves, interest rates, volatilities, prepayments, defaults, cumulative loss projections and cash flows. Such securities are classified in Level 2 of the valuation hierarchy. In certain cases where Level 1 or Level 2 inputs are not available, securities are classified within Level 3 of the hierarchy. 100 percent of the School's investments are classified as Level 1.

Note 5: Significant Estimates and Concentrations

GAAP requires disclosure of certain significant estimates and current vulnerabilities due to certain concentrations. Those matters include the following:

Grants and Contracts

Certain grants and contracts may be subject to audit by the funding sources. Such audits might result in disallowances of costs submitted for reimbursement. Management is of the opinion that such cost disallowances, if any, will not have a material effect on the accompanying financial statements. Accordingly, no amounts have been provided in the accompanying financial statements for such potential claims.

Accounts Receivable and Revenue Concentrations

54 percent and 33 percent of the School's accounts receivable are due from New York State as of June 30, 2021 and 2020, respectively. 99 percent of the School's operating revenues and public support were from New York State for the years ended June 30, 2021 and 2020.

Note 6: Liquidity and Availability

The following represents the School's financial assets at June 30:

	<u>2021</u>	<u>2020</u>
Financial assets at year-end		
Cash	\$ 1,133,718	\$ 821,882
Investments	1,638,697	1,638,697
Grants, contracts, and other receivables	<u>161,331</u>	<u>213,819</u>
Financial assets available to meet cash needs for general expenditures within one year	<u>\$ 2,933,746</u>	<u>\$ 2,674,398</u>

Broome Street Academy Charter High School

Notes to Financial Statements

June 30, 2021 and 2020

The School has a policy to maintain available cash and short-term investments to meet 90 days of normal operating expenses, which are, on average, approximately \$1,400,000. The School manages its cash and liquid assets to ensure the availability of funds to meet its current expenses and liquidate its liabilities. In addition to these available financial assets, a significant portion of the School's annual expenditures will be funded by current year operating revenues, including program fees and grants.

Note 7: Retirement Plan

The School sponsors a 403(b) thrift plan covering all employees. All employees are immediately eligible to begin making voluntary reduction contributions. The School has both an employer-based contribution and an employer matching contribution in the plan.

For the base employer contribution, employees must be at least age 21 and have two years of service to be eligible to start receiving the 3 percent employer base contribution. Participants will receive this base contribution regardless of whether they are contributing to the 403(b) plan or not. The employer base contribution is 100 percent immediately vested.

For the employer match, the participant must be at least age 21 and have two years of service with the School to be eligible to start receiving the employer match. After two years with the School, if a participant is voluntarily contributing 1 percent into the 403(b), the School will begin to put in an employer matching contribution equivalent to 3 percent. With employer match, the vesting is also 100 percent immediate.

Total expense for the years ended June 30, 2021 and 2020 was \$88,698 and \$65,664, respectively.

Note 8: Related-Party Transactions

Administrative Services

The Door is the sole member of the School and two members of the board of trustees of The Door are also members of the board of the School. The Door assisted with the establishment of the School in obtaining its charter, and acted as fiscal conduit for the School when it was incorporated.

Pursuant to an approved services agreement, the School paid The Door \$417,981 and \$405,808 during the years ended June 30, 2021 and 2020, respectively, for administrative support and fund-raising services, human resources services, fiscal management and information technology. There was also \$244,566 paid to The Door for shared services in 2021. Such amounts are included as professional and administrative fees in the statements of functional expenses. As of June 30, 2021 and 2020, the School has a receivable from The Door of \$654,418 and \$108,773, respectively.

Broome Street Academy Charter High School

Notes to Financial Statements

June 30, 2021 and 2020

Lease Commitment

The School has a five-year operating lease agreement, commencing on July 1, 2011, with The Door for classrooms and office space at 121 Avenue of the Americas, New York, NY, which expired on June 30, 2016. Pursuant to subsequent annual amendments to this lease agreement, the School paid The Door rent that amounted to \$520,512 for the years ended June 30, 2021 and 2020. Such amounts are included as occupancy cost in the statements of functional expenses.

As part of the lease amendment entered into in June 2021, the School extended the lease agreement with The Door for a one-year term, which is set to expire on June 30, 2022.

The future minimum lease payments as of June 30, 2021 are:

2022	<u>\$ 800,748</u>
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Special Event

During the year ended June 30, 2021, the School, together with The Door, held a joint special fundraising event from which the School's gross share of revenue amounted to \$348,438 and its net proceeds (after expenses of \$24,932) were \$325,000. During the year ended June 30, 2020, the School, together with The Door, held a joint special fundraising event from which the School's gross share of revenue amounted to \$376,218 and its net proceeds (after expenses of \$51,218) was \$325,000.

Contributed Services

In addition to receiving cash contributions, the School receives in-kind contributions of legal services from a member of the Board. It is the policy of the School to record the estimated fair value of certain contributed services as an expense in its financial statements, and similarly increase contribution revenue by the same amount. For the years ended June 30, 2021 and 2020, \$64,092 and \$80,115, respectively, was received in contributed services.

Note 9: Subsequent Events

Subsequent events have been evaluated through November 1, 2021, which is the date the financial statements were available to be issued.

Broome Street Academy Charter High School

Notes to Financial Statements

June 30, 2021 and 2020

Note 10: Future Accounting Change

Accounting for Leases

The Financial Accounting Standards Board amended its standard related to the accounting for leases. Under the new standard, lessees will now be required to recognize substantially all leases on the statements of financial position as both a right-of-use asset and a liability. The standard has two types of leases for income statement recognition purposes: operating leases and finance leases. Operating leases will result in the recognition of a single lease expense on a straight-line basis over the lease term similar to the treatment for operating leases under existing standards. Finance leases will result in an accelerated expense similar to the accounting for capital leases under existing standards. The determination of lease classification as operating or finance will be done in a manner similar to existing standards. The new standard also contains amended guidance regarding the identification of embedded leases in service contracts and the identification of lease and nonlease components in an arrangement. The new standard is effective for annual periods beginning after December 15, 2021. The School is evaluating the impact the standard will have on the financial statements; however, the standard is expected to have an impact on the financial statements due to the recognition of additional assets and liabilities for operating leases.

**Report on Internal Control Over Financial Reporting and on Compliance and
Other Matters Based on an Audit of Financial Statements Performed
in Accordance with *Government Auditing Standards***

Independent Auditor's Report

Board of Trustees
Broome Street Academy Charter High School
New York, New York

We have audited, in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, the financial statements of Broome Street Academy Charter High School, which comprise the statement of financial position as of June 30, 2021 and the related statements of activities, functional expenses and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated November 1, 2021.

Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered Broome Street Academy Charter High School's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Broome Street Academy Charter High School's internal control. Accordingly, we do not express an opinion on the effectiveness of Broome Street Academy Charter High School's internal control.

Our consideration of internal control was for the limited purpose described in the preceding paragraph and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies, and therefore, material weaknesses or significant deficiencies may exist that have not been identified. However, as described in the accompanying schedule of findings and responses, we identified certain deficiencies in internal control that we consider to be a material weakness and a significant deficiency.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected, on a timely basis. We consider the deficiency described in the accompanying schedule of findings and responses as item 2021-001 to be a material weakness.

A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance. We consider the deficiency described in the accompanying schedule of findings and responses as item 2021-002 to be a significant deficiency.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether Broome Street Academy Charter High School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Broome Street Academy Charter High School's Response to Findings

Broome Street Academy Charter High School's response to the findings identified in our audit are described in the accompanying schedule of findings and responses. Broome Street Academy Charter High School's response was not subjected to the auditing procedures applied in the audit of the financial statements, and accordingly, we express no opinion on it.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the result of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

BKD, LLP

New York, New York
November 1, 2021

Broome Street Academy Charter High School
Schedule of Findings and Responses
Year Ended June 30, 2021

Reference Number	Summary of Findings
2021-001	Financial Records and Year-End Accounting Procedures
Criteria:	Broome Street Academy Charter High School must prepare financial statements that reflect accurate information about its financial position, results of operations and changes in net assets for the fiscal year. In addition, Broome Street Academy Charter High School should adhere to its internal controls to provide reasonable assurance regarding the reliability of financial information and records, effectiveness and efficiency of operations, proper execution of management’s objectives, and compliance with laws and regulations.
Condition:	During our audit, we noted that detailed schedules supporting general ledger accounts were not prepared prior to the start of the audit, and when provided did not always agree with the general ledger balances. There were also certain balances and transactions that were classified incorrectly under GAAP.
Cause:	Management did not have adequate resources and personnel to review and perform the year-end close of the accounting records in a timely manner.
Effect:	During the audit, we noted a number of instances of incorrect analyses and inadequate review of work performed by others.
Recommendation:	A closing process should be implemented that requires all of the statement of financial position accounts to be reconciled to supporting statements and subsidiary ledgers. This will prevent incorrect balances or entries from being recorded. In addition, we strongly recommend that the Chief Financial Officer perform a thorough and detailed review of the financial statements as part of the financial statement close.
Views of Responsible Officials and Planned Corrective Actions:	Management acknowledges the seriousness of this finding for the period audited and has implemented remedies by putting in place the needed processes and reviews. The School is now current in updating and reporting all financial information.

Broome Street Academy Charter High School
Schedule of Findings and Responses
Year Ended June 30, 2021

Reference Number	Summary of Findings (Continued)
2021-002	Segregation of Duties
Criteria:	The accounting functions should be properly segregated to ensure proper internal controls over financial reporting.
Condition:	Due to the limited number of employees in the accounting department, many critical duties are combined and given to the available employees within the cash receipts and cash disbursements functions.
Cause:	The current size of the accounting department creates difficulties in properly segregating certain accounting functions.
Effect:	The School is exposed to loss due to potential fraud.
Recommendation:	We recommend that the School establish procedures so that record keeping, authorization, and reconciliation functions are segregated.
Views of Responsible Officials and Planned Corrective Actions:	Management acknowledges the seriousness of this finding. Steps have already been taken to remedy this situation, and the School is hiring new staff to strengthen internal controls.

Broome Street Academy Charter High School
Summary Schedule of Prior Audit Findings
Year Ended June 30, 2021

Reference Number	Summary of Findings	Status
2020-001	Financial Records and Year-End Accounting Procedures The initial trial balance provided had not reflected several closing adjustments. The trial balance required significant revisions to ensure account balances were reconciled to supporting schedules.	Unresolved – See Finding 2021-001



Transmittal Form
Annual Financial Statement Audit Report
for SUNY Authorized Charter Schools

Charter School Name:	Broome Street Academy Charter High School
Audit Period:	2020-21
Prior Period:	2019-20
Report Due Date:	Monday, November 1, 2021
School Fiscal Contact Name:	Sanjay Dutt
School Fiscal Contact Email:	[REDACTED]
School Fiscal Contact Phone:	[REDACTED]
School Audit Firm Name:	BKD
School Audit Contact Name:	Joseph Blatt
School Audit Contact Email:	[REDACTED]
School Audit Contact Phone:	[REDACTED]

SUNY CHARTER SCHOOLS INSTITUTE - Reporting Requirements:

Online Portal: <https://my.epicenternow.org/>

Required 8 Items:

- 1) The independent auditor's report on financial statements and notes;
- 2) Excel template file with appropriate sheets completed: Financial Position, Statement of Activities, Cash Flow and Functional Expenses worksheets; and
- 3) Reports on internal controls over financial reporting and on compliance.

And, if applicable:

The additional items listed below should be included if applicable. Please explain the reason(s) if the items are not included. Examples might include: a written management letter was not issued; the school did not expend federal funds in excess of the Single Audit Threshold of \$750,000; the management letter response will be submitted by the following date (should be no later than 30 days from the submission of the report); etc. If not applicable enter "N/A."

	<i>If not included, state the reason(s) below. Or, if not applicable fill in "N/A":</i>
4) Management Letter	
5) Management Letter Response	
6) Form 990; or Extension Form 8868	Due at the end of the year
7) Federal Single Audit/ Uniform Guidance in 2 CFR Part 200, Subpart F	N/A
8) Corrective Action Plan	

BROOME STREET ACADEMY CHARTER HIGH SCHOOL
Statement of Financial Position
as of June 30, 2021

<u>ASSETS</u>	<u>2020-21</u>	<u>2019-20</u>
<u>CURRENT ASSETS</u>		
Cash and cash equivalents	\$ 2,772,415	\$ 2,460,579
Grants and contracts receivable	161,331	213,819
Accounts receivables	654,418	108,773
Prepaid expenses	62,593	45,015
Contributions and other receivables	-	-
TOTAL CURRENT ASSETS	3,650,757	2,828,186
<u>PROPERTY, BUILDING AND EQUIPMENT, net</u>	73,843	70,228
<u>OTHER ASSETS</u>	75,492	75,476
TOTAL ASSETS	3,800,092	2,973,890
<u>LIABILITIES AND NET ASSETS</u>		
<u>CURRENT LIABILITIES</u>		
Accounts payable and accrued expenses	\$ 839,129	\$ 772,546
Accrued payroll and benefits	-	-
Deferred Revenue	201,351	-
Current maturities of long-term debt	-	-
Short Term Debt - Bonds, Notes Payable	-	-
Other	63,385	55,161
TOTAL CURRENT LIABILITIES	1,103,865	827,707
<u>LONG-TERM LIABILITIES</u>		
Deferred Rent	-	-
All other long-term debt and notes payable, net current maturities	-	-
TOTAL LONG-TERM LIABILITIES	-	-
TOTAL LIABILITIES	1,103,865	827,707
<u>NET ASSETS</u>		
Without Donor Restrictions	2,696,227	-
With Donor Restrictions	-	2,146,183
TOTAL NET ASSETS	2,696,227	2,146,183
TOTAL LIABILITIES AND NET ASSETS	3,800,092	2,973,890

CK - Should be zero

-

-

BROOME STREET ACADEMY CHARTER HIGH SCHOOL

**Statement of Activities
as of June 30, 2021**

	2020-21			2019-20
	Without Donor Restrictions	With Donor Restrictions	Total	Total
REVENUE, GAINS AND OTHER SUPPORT				
Public School District				
Resident Student Enrollment	\$ 5,066,764	\$ -	\$ 5,066,764	\$ 4,832,807
Students with disabilities	832,374	-	832,374	943,918
Grants and Contracts				
State and local	79,684	-	79,684	207,571
Federal - Title and IDEA	62,540	-	62,540	69,046
Federal - Other	-	-	-	-
Other	64,092	-	64,092	86,554
NYC DoE Rental Assistance	395,057	-	395,057	185,743
Food Service/Child Nutrition Program	-	-	-	-
TOTAL REVENUE, GAINS AND OTHER SUPPORT	6,500,511	-	6,500,511	6,325,639
EXPENSES				
Program Services				
Regular Education	\$ 3,840,574	\$ -	\$ 3,840,574	\$ 3,922,201
Special Education	1,346,382	-	1,346,382	1,353,080
Other Programs	-	-	-	-
Total Program Services	5,186,956	-	5,186,956	5,275,281
Management and general	1,455,737	-	1,455,737	1,371,899
Fundraising	230,795	-	230,795	276,222
TOTAL OPERATING EXPENSES	6,873,488	-	6,873,488	6,923,402
SURPLUS / (DEFICIT) FROM SCHOOL OPERATIONS	(372,977)	-	(372,977)	(597,763)
SUPPORT AND OTHER REVENUE				
Contributions				
Foundations	\$ 469,063	\$ -	\$ 469,063	\$ 555,787
Individuals	127,923	-	127,923	200,285
Corporations	-	-	-	-
Fundraising	325,000	-	325,000	325,000
Interest income	1,035	-	1,035	26,397
Miscellaneous income	-	-	-	17,873
Net assets released from restriction	-	-	-	-
TOTAL SUPPORT AND OTHER REVENUE	923,021	-	923,021	1,125,342
CHANGE IN NET ASSETS	550,044	-	550,044	527,579
NET ASSETS BEGINNING OF YEAR	2,146,183	-	2,146,183	-
PRIOR YEAR/PERIOD ADJUSTMENTS	-	-	-	-
NET ASSETS END OF YEAR	\$ 2,696,227	\$ -	\$ 2,696,227	\$ 527,579

BROOME STREET ACADEMY CHARTER HIGH SCHOOL

Statement of Cash Flows

as of June 30, 2021

	2020-21	2019-20
CASH FLOWS - OPERATING ACTIVITIES		
Increase (decrease) in net assets	\$ 550,044	\$ 527,579
Revenues from School Districts	-	-
Accounts Receivable	-	-
Due from School Districts	-	-
Depreciation	39,452	28,052
Grants Receivable	33,603	(44,966)
Due from NYS	201,351	(94,656)
Grant revenues	-	-
Prepaid Expenses	(17,578)	10,144
Accounts Payable	66,583	72,528
Accrued Expenses	-	-
Accrued Liabilities	8,224	14,454
Contributions and fund-raising activities	(16,664)	-
Miscellaneous sources	-	-
Deferred Revenue	-	-
Interest payments	-	-
Due to affiliate	(545,645)	(127,748)
Other (Realized gains/bad debt expense)	18,192	-
NET CASH PROVIDED FROM OPERATING ACTIVITIES	\$ 337,562	\$ 385,387
CASH FLOWS - INVESTING ACTIVITIES		
Purchase of equipment	(43,067)	(84,061)
Other	17,357	(16,735)
NET CASH PROVIDED FROM INVESTING ACTIVITIES	\$ (25,710)	\$ (100,796)
CASH FLOWS - FINANCING ACTIVITIES		
Principal payments on long-term debt	-	-
Other	-	-
NET CASH PROVIDED FROM FINANCING ACTIVITIES	\$ -	\$ -
NET (DECREASE) INCREASE IN CASH AND CASH EQUIVALENTS	\$ 311,852	\$ 284,591
Cash at beginning of year	897,358	612,767
CASH AND CASH EQUIVALENTS AT END OF YEAR	\$ 1,209,210	\$ 897,358

BROOME STREET ACADEMY CHARTER HIGH SCHOOL
Statement of Functional Expenses
as of June 30, 2021

	No. of Positions	2020-21						2019-20	
		Program Services			Supporting Services			Total	Total
		Regular Education	Special Education	Other Education	Fund-raising	Management and General	Total		
		\$	\$	\$	\$	\$	\$	\$	
Personnel Services Costs									
Administrative Staff Personnel	11.00	314,873	108,934	-	423,807	41,161	358,896	823,864	871,899
Instructional Personnel	40.00	1,826,812	591,963	-	2,418,775	-	-	2,418,775	2,645,122
Non-Instructional Personnel	11.00	478,964	231,691	-	710,655	-	83,505	794,160	683,809
Total Salaries and Staff	62.00	2,620,649	932,588	-	3,553,237	41,161	442,401	4,036,799	4,200,830
Fringe Benefits & Payroll Taxes		549,028	209,739	-	758,767	7,579	151,285	917,631	869,011
Retirement		-	-	-	-	-	-	-	-
Management Company Fees		46,514	14,869	-	61,383	180,047	673,195	914,625	769,712
Legal Service		-	-	-	-	-	-	-	-
Accounting / Audit Services		-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting Services		-	-	-	-	-	-	-	-
Building and Land Rent / Lease / Facility Finance Interest		343,120	102,679	-	445,799	-	81,223	527,022	530,758
Repairs & Maintenance		89,023	27,664	-	116,687	686	29,210	146,583	185,450
Insurance		24,480	7,323	-	31,803	-	4,726	36,529	35,664
Utilities		33,334	9,928	-	43,262	-	7,676	50,938	41,482
Supplies / Materials		19,304	5,829	-	25,133	-	16,302	41,435	68,603
Equipment / Furnishings		-	-	-	-	-	-	-	-
Staff Development		9,132	3,014	-	12,146	-	7,074	19,220	21,894
Marketing / Recruitment		31,116	10,038	-	41,154	-	1,162	42,316	56,492
Technology		-	-	-	-	-	-	-	-
Food Service		-	-	-	-	-	-	-	-
Student Services		29,837	8,436	-	38,273	-	4,853	43,126	43,477
Office Expense		-	-	-	-	-	-	-	-
Depreciation		25,521	8,224	-	33,745	-	5,706	39,451	28,052
OTHER		19,516	6,051	-	25,567	1,352	30,924	57,843	37,770
Total Expenses		\$ 3,840,574	\$ 1,346,382	\$ -	\$ 5,186,956	\$ 230,825	\$ 1,455,737	\$ 6,873,518	\$ 6,923,402



**Broome Street Academy Charter
High School**

**2020-21 ACCOUNTABILITY
PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

October 8, 2021

By Melissa Silberman

555 Broome Street
New York, NY 10013

(212) 453-0295

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Melissa Silberman, Head of School; Jen Pasek, Consultant; Nora Clancy, Consultant; Laisa Khan, Data Manager; Matthew Molloy, Senior Dean of Academics prepared this 2020-21 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position	
	Office	Committees
M. David Zurndorfer	Chair	Executive
Monica de la Torre	Vice Chair	Executive, Grievance, Development
Noah Leff	Treasurer	Executive, Finance, Audit
Catherine S Aquila	Secretary	Executive, Development
Katie Jaxheimer Agarwal	Trustee/Member	Program, Finance, Grievance
Gail Schargel	Trustee/Member	Program, Investment, Grievance
Elaine Schott	Trustee/Member	Program, Development
Herbert Elish	Trustee/Member	Finance, Executive
Vanda Belusic-Vollor	Trustee/Member	Program
Stephanie Durden Barfield	Trustee/Member	Program, Finance, Audit
Jeffrey Katzin	Trustee/Member	Program, Investment, Development, Audit
Lauren Blum	Trustee/Member	Investment
John Quinn	Trustee/Member	
Fernando Snowden-Lorence	Trustee/Member	
Sarah Weeks	Trustee/Member	
Alexandra C. Wood	Trustee/Member	

Melissa H. Silberman has served as the Head of School since June 1st, 2018.

SCHOOL OVERVIEW

Mission and Population

Broome Street Academy Charter School (Broome Street or BSA) is a college preparatory high school that serves some of New York City's most vulnerable students. The school opened its doors in the fall of 2011. Our mission states: Broome Street Academy Charter High School will empower our students to reach their highest aspirations for post-secondary success. Our equitable, holistic, and student-centered approach will provide students with access to a rigorous, standards-based curriculum that will equip our graduates with the skills they need to make a positive impact on their communities and the broader world.

BSA is dedicated and designed to serve the City's most vulnerable young people and, as such, we offer a lottery set-aside of 50% for students who indicate that they are:

- Currently living in, or have lived in a shelter, a hotel/motel, a car, with another family (due to economic hardship), or in another temporary living arrangement; or
- Unaccompanied youth (not in the physical custody of a parent or guardian); or
- Currently in, or have ever been in, foster care, or otherwise involved in the child welfare system.
- If, after offering this preference to students within and outside of CSD 2, seats remain open, our 5th and 6th preferences are for students who reside in New York City public housing and/or are eligible to receive Supplemental Nutrition Assistance Program (SNAP) or Temporary Assistance for Needy Families (TANF) benefits.

Partnership with The Door

BSA grew from the vision of the staff and Board of Trustees of The Door—a Center for Alternatives, Inc. (The Door), which is BSA's partner institution and with which BSA shares a campus. The Door has been working to support New York City's most vulnerable youth for over 45 years. Each year, The Door serves nearly 11,000 young people from all over New York City, with a wide range of services, including primary and reproductive health care and education, mental health counseling and crisis assistance, legal assistance, academic and college-preparatory services, career development, job training and placement, supportive housing, sports and recreational activities, arts programming, and daily nutritious meals. Through our unique partnership with The Door, all BSA students have had access to the services offered by The Door, all at no cost and in the same building as their school.

BSA's Key Design Elements:

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

2020-21 School Year Modalities

Between September 2020 and April 2021, BSA offered an entirely remote program, offered primarily through synchronous instruction on Zoom. Starting in April 2021, we shifted to a hybrid model until the end of the 2020-21 school year. Our summer school in 2021 was offered in-person with social distancing guidelines in place. Our experience with remote and hybrid learning helped us realize the importance of a 1:1 program; starting in 2020-21, we provided every student with a Chromebook.

2020-21 School Year Mental and Emotional Supports

Mental health support was a critical need as students returned to school in September 2020 with high levels of trauma. To meet this need, our social work department contacted every incoming first-year student over the course of the summer to assess their incoming mental health needs and identify any history of trauma, as well as learn about their experience in middle school during the 2020 closure. When school resumed in the fall, BSA’s social work team similarly reached out to our returning students to assess their needs. All BSA students who need individual or group counseling beyond what is mandated in their IEP were offered mental health services from The Door.

We also formed a caregiver communication committee in the 2020-21 school year. This committee focused on creative, non-traditional caregiver engagement strategies. These strategies, substantially informed by our experience with virtual learning during the COVID-19 closure, taught us that caregivers can be engaged virtually. For example, during our enrollment period in 2020, we offered weekly caregiver drop-in Zooms to support the enrollment process, and in Fall 2020, we launched a monthly “Intro to The Door” virtual session that covers the services and supports, including access to benefits and legal services, available from The Door.

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year

School Year	9	10	11	12	Total
2016-17	90	81	80	67	318
2017-18	101	74	81	78	334
2018-19	96	71	48	82	297
2019-20	59	85	91	77	312
2020-21	115	63	77	76	331

HIGH SCHOOL COHORTS

ACCOUNTABILITY COHORT

The state’s Accountability Cohort consists specifically of students who are in their fourth year of high school after entering the 9th grade. For example, the 2017 state Accountability Cohort consists of students who entered the 9th grade anywhere sometime during the 2017-18 school year, were enrolled in the school on the state’s annual enrollment-determination day (i.e., BEDS day) in the

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

2020-21 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department’s SIRS Manual for more details about cohort eligibility and acceptable exit reasons: <http://www.p12.nysed.gov/irs/sirs/ht>)

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

Fourth-Year High School Accountability Cohorts

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort’s Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30 th
2018-19	2015-16	2015	75	2	73
2019-20	2016-17	2016	80	10	70
2020-21	2017-18	2017	86	3	83

TOTAL COHORT FOR GRADUATION

Students are also included in the Total Cohort for Graduation (referred to as the Graduation Cohort, Total Graduation Cohort, or Total Cohort interchangeably throughout this report) based on the year they first enter the 9th grade. Students enrolled for at least one day in the school after entering the 9th grade are part of the school’s Graduation Cohort. The school may remove students from the Graduation Cohort if the school has discharged those students for an acceptable reason listed in the SIRS manual, including the following: if they transfer to another public or private diploma-granting program with documentation, transfer to homeschooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S., or are deceased.

Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Enrolled on June 30 th of the Cohort’s Fourth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2018-19	2015-16	2015	64	17	81
2019-20	2016-17	2016	70	-	70
2020-21	2017-18	2017	78	3	81

Fifth Year Total Cohort for Graduation

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Fifth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Enrolled on June 30 th of the Cohort's Fifth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2018-19	2014-15	2014	79	19	98
2019-20	2015-16	2015	67	7	74
2020-21	2016-17	2016	65	3	68

PROMOTION POLICY

The state has provided additional guidance regarding earning course credit and unit of study requirements [here](#).

BSA Grading and Awarding Course Credit

Our grading and credit accumulation policy is aligned with requirements set forth by New York State to attain a high school diploma. Course credits are awarded on a semester basis. Students are awarded half credits (0.5 credits) for each class they pass each semester. New York State requires that students accrue 108 hours of instruction in order to be awarded credit. Attendance is critical to student success. Students who have 12 or more absences to a class, or 6 absences for an 80-minute class that meets every other day, are at risk of failing and will earn a grade of "54" in the class due to attendance. A passing grade at Broome Street Academy is 65, consistent with New York requirements.

Grades are calculated as follows:

	Quarter 1	Quarter 2	Semester 1	Quarter 3	Quarter 4	Semester 2
Classwork & Participation	15%	15%	Semester grade is the average of grades earned for Quarters 1 and 2	15%	15%	Semester grade is the average of grades earned for Quarters 3 and 4
Homework	15%	15%		15%	15%	
Common Assessments	30%	30%		30%	30%	
Formative and Summative Assessments	40%	40%		40%	40%	

GOAL 1: HIGH SCHOOL GRADUATION

GOAL 1: HIGH SCHOOL GRADUATION

BSA will prepare students for Post-Secondary Success.

Goal 1: Leading Indicator

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

METHOD

This measure serves as a leading indicator of the performance of the high school cohort and examines students’ progress toward graduation based on annual credit accumulation. The measure requires that, based on the school’s promotion requirements, 75 percent of the first and second year high school Total Graduation Cohorts will earn the required number of credits.

RESULTS AND EVALUATION

BSA did not achieve this graduation measure as many students struggled to adapt to the sudden changes in life and learning during COVID. Although many were exempt from taking the NYS Regents exams, many had difficulty completing all the requirements to earn course credits for a variety of reasons.

Percent of Students in First and Second Year Cohorts
Earning the Required Number of Credits in 2020-21

Cohort Designation	Number in Cohort during 2020-21	Percent Earning 5 Credits
2019	53	49%
2020	87	43%

Goal 1: Leading Indicator

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

METHOD

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

As a result of the Board of Regents’ guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, for the most recent second year cohort schools should report the percentage of students who either passed or were exempted from at least three exams. In August of 2021, the 2019 cohort will have completed its second year.

RESULTS AND EVALUATION

Broome Street achieved this accountability metric with 90 percent of students in their second year of high school earning credit for at least three NYS Regents exams although this includes exemptions.

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

Cohort Designation	School Year	Number in Cohort	Percent Passing at Least Three Regents (including exemptions)
2017	2018-19	62	37%
2018	2019-20	76	87%
2019	2020-21	48	90%

Goal 1: Absolute Measures

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

METHOD

This measure examines students in two high school Graduation Cohorts: those who entered the 9th grade as members of the 2017 cohort and graduated four years later and those who entered as members of the 2016 cohort and graduated five years later. These data reflect August graduation rates. At a minimum, these students have passed or been exempted from five Regents exams required for high school graduation in ELA, mathematics, science, U.S. History, and Global History or met the requirements for the 4+1 pathway to graduation.¹

The school’s graduation requirements appear in this document above the graduation goal.

RESULTS AND EVALUATION

BSA did not achieve this graduation measure. 65 percent of students in the 2017 Total Cohort graduated after four years in high school dropping by 14 points from the previous year. 88 percent of students in the 2016 Total Cohort graduated after five years in the cohort, up from 80 percent in 2020.

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

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2015	2018-19	81	63%

¹ The state’s guidance for the 4+1 graduation pathway can be found here: <http://www.p12.nysed.gov/ciai/multiple-pathways/>.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

2016	2019-20	70	79%
2017	2020-21	83	65%

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

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2014	2018-19	98	81%
2015	2019-20	74	80%
2016	2020-21	63	88%

ADDITIONAL EVIDENCE

The pandemic's changes to the physical setting that our students were able to learn in affected them and their families in different ways. It was very difficult for some to adjust to learning outside of school and it's also been challenging to transition back to being in the building full time.

Goal 1: Comparative Measure

Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.

METHOD

The school compares the graduation rate of students completing their fourth year in the charter school's Total Graduation Cohort to that of the respective cohort of students in the school district of comparison. Given that district results for the current year are generally not available at this time, for purposes of this report schools should include the district's 2019-20 results as a temporary placeholder for the district's 2020-21 results.

RESULTS AND EVALUATION

BSA did not match the graduation rate of our district of location Manhattan District #2, but we only enroll less than 3 percent of our students from that district. Our students come to us from a great many districts, with Bronx #9 being home to our greatest percentage at 15%. The four year graduation rate for that district was 74% in 2019-20. The other districts that make up the highest percentages of our enrollment at greater than 5 percent each had graduation rates ranging from 66% - 80%.

Percent of Students in the Total Graduation Cohort who Graduate in Four Years Compared to the District

		Charter School	School District
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2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Cohort Designation	School Year	Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2015	2018-19	81	63%	6974	80%
2016	2019-20	70	79%	7374	81%
2017	2020-21	83	65%		TBD

Goal 1: Absolute Measure

Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway (commonly referred to as the 4+1 pathway) will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year in the cohort.

METHOD

The New York State Board of Regents approved regulations establishing alternative pathways to graduation for all students. Students may replace one of the required Social Studies Regents exams with an approved alternative assessment. For more information about requirements and approved assessments refer to the NYSED resource online: <http://www.p12.nysed.gov/ciai/multiple-pathways/>. The school will document the names of the alternative assessments administered and success rate for students in the templates below.

As a result of the Board of Regents' guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, students planning to take a pathway examination during those cancelled dates would be exempted from the requirement. For purposes of this measure, only report results for students with valid scores for any pathway exam.

RESULTS AND EVALUATION

Not Applicable

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

Although BSA did not meet any of the applicable graduation metrics in 2020-21, we made great efforts to keep in touch with our students and ensure those who did not graduate in four or five years know that they still can. We have resources at The Door to help them stay on track and some enroll in their Alternative High School Equivalency program while also attending BSA, so they stay on track until completion.

Type	Measure	Outcome
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2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Leading Indicator	Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.	Not Met
Leading Indicator	Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.	Not Met
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort will graduate.	Not Met
Absolute	Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	Not Met
Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.	Not Met
Absolute	Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year.	N/A

ACTION PLAN

In addition to our plans for the academic areas, we are in the process of outlining a plan to address learning loss to begin in January 2022. With the help of grant funds, we plan to have trained tutors push into the classrooms to work directly with our students. Many of our students do not tend to take advantage of supports that occur outside the daily schedule's timeframe, so we needed to be creative in providing remediation during the school day.

GOAL 2: COLLEGE PREPARATION

GOAL 2: COLLEGE PREPARATION

Upon graduation, students will be prepared to navigate a clearly articulated pathway of next steps in their career and college planning, including social and study skills, motivation, work readiness competencies, resiliency, the ability to make connections to what they learned in school and how it connects to the world of work and their long-term career goals.

BSA works closely with all seniors to provide individualized support for post-secondary programs. BSA also has the support of a post-secondary readiness coach, provided through The Door's College Access team (including the Director of Academic Services, and College Advisor). This team, in part, works directly with our student population to improve college and career readiness. Further, the board secured a small foundation grant to pay for a part-time employee who conducts periodic outreach to recent BSA graduates who are furthering their education.

Goal 2: Absolute Measure

Each year, 75 percent of graduating students will demonstrate their preparation for college by at least one or some combination of the following indicators:

- Passing an Advanced Placement ("AP") exam with a score of 3 or higher;
- Earning a score of 4 or higher on an International Baccalaureate ("IB") exam;
- Passing a College Level Examination Program ("CLEP") exam;
- Passing a college level course offered at a college or university or through a school partnership with a college or university;
- Achieving the college and career readiness benchmark on the SAT; or,
- Earning a Regents diploma with advanced designation; or,
- Achieving a minimum of two industry technical assessment to acknowledged by employers and industry leads (i.e., Google, Microsoft, Cisco, SkillsUSA); or,
- **NYCDOE School Quality Guide's College Readiness Index**

METHOD

Schools use any method listed here, or any combination thereof, to demonstrate that at least 75 percent of graduates are prepared to engage in rigorous college level coursework. The school should select only those methods listed here that it uses to demonstrate the college readiness of its students and eliminate those that it will not. For instance, high schools that do not deliver an IB Program as part of their high school design do not report on the IB option. The school reports on the number of students who attempted to achieve each indicator, the number who succeeded, and the corresponding percentage. Additionally, the school should report on the overall number of students who graduated after four years, the number of those graduates who achieved any of the relevant indicators, and the overall percentage achieving any indicator.

RESULTS AND EVALUATION

BSA fell just short of this measure, having 72% of graduating students demonstrate an indicator for post secondary preparation. Because we serve a population of students in which many are considered at high risk of not completing high school or attending college, we offer programming to also prepare them for entering the workforce. Many participate in the Summer Youth Employment Program (SYEP) to gain experience and responsibility of what being an employee looks like. In the

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

past we also tracked scores on standardized tests (SAT), but our graduating students did not sit for the assessment because of COVID, and most colleges are not requiring them for admission.

Percentage of the 2017 Total Cohort Graduates Demonstrating College Preparation by Indicator

Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
Advanced Placement Govt & Politics	10	3	30%
Advanced Regents Diploma	54	8	15%
Overall	54	10	19%

Percentage of the 2017 Total Cohort Graduates Demonstrating **Post-Secondary Preparation** by Indicator

Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
Summer Youth Employment Program	38	32	86%
Overall, from Both Tables	54	39	72%

Goal 2: Absolute Measure

Each year, the College, Career, and Civic Readiness Index (“CCCRI”) for the school’s Total Cohort will exceed the Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

The calculation of this measure is not required for 2020-21.

Goal 2: Comparative Measure

Each year, the school’s CCCRI for the Total Cohort will exceed that of the district of comparison’s Total Cohort.

The calculation of this measure is not required for 2020-21.

Goal 2: Absolute Measure

Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.

METHOD

The ultimate measure of whether a college prep high school has lived up to its mission is whether students actually enroll and succeed in college. Schools track and report the percentage of fourth-year Total Cohort graduates who matriculate into a two or four-year college program in the school year following graduation. Schools should update and confirm data for Cohorts prior to 2020-21 and provide preliminary matriculation data for 2017 Cohort. It may be necessary for schools to provide updated data to the Institute when National Student Clearinghouse or other data sources become available later in the school year.

RESULTS AND EVALUATION

BSA did not meet this metric in college matriculation for the year after graduation of the 2016 cohort. 56 percent are confirmed to have matriculated in the spring 2021 and slightly more have matriculated this fall. Our counseling office and services at The Door are available to assist all students with post-secondary planning.

Matriculation Rate of Graduates by Year

Cohort	Graduation Year	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Following Year (b)	Matriculation Rate =[(b)/(a)]*100
2015	2018-19	47	36	75%
2016	2019-20	55	50	56% accepted

ADDITIONAL EVIDENCE

In partnership with The Door, students also have the opportunity to participate in a number of programs to prepare them for life after high school if they choose to enter directly into the workforce.

SUMMARY OF THE COLLEGE PREPARATION GOAL

The 2020 and 2021 school years were very different than typical years because of the pandemic and the many challenges and shifts in the education community. Most college visits, fairs and interviews took place virtually. Students toured campuses online and did not take the SAT exam. Without most NYS Regents exams in those years, students did not have as big a chance to earn a Regents Diploma with Advanced Designation since it depends on score ranges. BSA also provides options for students to experience work programs during the summers. 68.5 percent of the 2021 graduates participated in the Summer Employment Youth Program and coincidentally 68.5 percent were accepted into 2-4 year colleges.

Type	Measure	Outcome
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2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Absolute	Each year, 75 percent of graduating students will demonstrate their preparation for college by one or more possible indicators of college readiness.	Not Met
Absolute	Each year, the CCCRI for the school's Total Cohort will exceed that year's state MIP set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the school's CCCRI for the Total Cohort will exceed that of the district's Total Cohort.	N/A
Absolute	Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.	Not Met

ACTION PLAN

BSA will continue to offer more students opportunities to take multiple AP exams, which we believe will have a positive impact on our college preparation indicator going forward. In addition, the following areas of focus will support our progress toward meeting the post-secondary readiness measures going forward.

Continued Initiatives for College and Career Readiness

BSA continues its collaboration with The Door to support college and career readiness for our students. The Door employs a Director of College and Academic Services who oversees the College Advisor and our Post-Secondary Success Coach. This team works directly with our student population to improve college and career readiness.

We are also emphasizing career-readiness through work-based learning, specifically the Summer Youth Employment Program (SYEP).

We are addressing college readiness by increasing the rigor in our core academic classes. We recognize that to reach a number of our accountability goals, and to prepare students for college and careers, our instructional rigor must increase. Schoolwide, we are supporting teachers to use data to drive instructional choices; we are also emphasizing the design of assessments that check for mastery of standards rather than basic comprehension. The following are still in place for 2021-22 to challenge students:

- We utilize Educating Powerful Writers to standardize our approach to writing throughout our core ELA classes. To support students who have achieved a 65 or higher or who are on the cusp of achieving a performance level of 4, we emphasized writing in all subjects for seniors, with additional focus on writing in senior ELA classes.
- BSA partners with Harvard University to offer a Harvard Poetry class at BSA for students who have either passed the ELA Regents or who are accelerated juniors or seniors who need more academic challenges.
- Students have the option to enroll in AP Statistics as an accessible advanced mathematics course in addition to Geometry, Algebra II, and Pre-Calculus.

Teacher Observation and Evaluation

With our push to increase rigor schoolwide, we are working to support teachers as they adjust to our new expectations for instruction. We continue to use the Danielson Framework as the primary rubric for coaching and evaluating teachers.

Teachers are informally observed at least 6 times per year, and formal observations happen twice per year. Feedback is delivered via Whetstone, a software platform designed to support classroom observations that we adopted. BSA also uses the Culturally Responsive Instruction Observation Protocol (CRIOP) as a framework for teacher professional development.

For school leaders sitting on the leadership cabinet,² the Head of School follows a formal evaluation system using a goal-setting model to provide an annual formal evaluation of each.

To increase students' ownership of their academic trajectories, we are focused on encouraging students to develop self-direction skills.

² The leadership cabinet includes the Senior Dean of Academics, Dean of STEM, Dean of Diversity, Equity, and Inclusion, Dean of Social Work, Senior Director of Operations, and Dean of Students (6 people).

GOAL 3: ENGLISH LANGUAGE ARTS

HIGH SCHOOL ENGLISH LANGUAGE ARTS

Goal 3: Absolute Measure

Each year, 65 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

The school administered the Regents English exam that students must pass to graduate. The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 4 among the students who sat for the exam.

RESULTS AND EVALUATION

BSA did not meet this measure. 38% of those tested scored in the Level 4 range on the NYS ELA Regents exam. Because this Regents exam has not been administered in 2020 or 2021, many students are exempt from this and several other Regents graduation requirements.

Percent Scoring at Least Level 4 on Regents English Common Core Exam
by Fourth Year Accountability Cohort³

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2015	2018-19	73	0	16	24%
2016	2019-20	70	15	11	23%
2017	2020-21	83	33	16	38%

³ Based on the highest score for each student on the English Regents exam

ADDITIONAL EVIDENCE

As evidenced in the table below, 36 percent of the 2018 cohort students who sat for the ELA Regents scored at Level 4 and both 2019 students did so.

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2017	60	23%	42 Tested 28 Exempted (E)	29%	83 42 Tested	38%
2018	56	25%	48 Tested 0 E	17%	74 55 Tested	36%
2019			1 Tested 0E	0	48 2 Tested	100%
2020					85	--

Goal 3: Absolute Measure

Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

The school administered the Regents English exam that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 3 among the students who sat for the exam.

RESULTS AND EVALUATION

BSA achieved this ELA metric. 86 percent of the 42 students in the 2107 accountability cohort passed the NYS ELA Regents exam with a Level 3 or higher.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Percent Scoring at Least Level 3 on Regents English Common Core Exam by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2015	2018-19	68	0	23	34%
2016	2019-20	70 63 Tested or Rec'd Credit	15	19	40%
2017	2020-21	83 75 Tested or Rec'd Credit	33	36	86%

ADDITIONAL EVIDENCE

Of the students who have taken the NYS ELA Regents greater than 75 percent passed with a Level 3 in the 2017, 2018 and 2019 accountability cohorts.

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	60	47%	42 Tested 28E	36%	83 42 Tested	86%
2018	56	59%	48 Tested 0 E	29%	74 39 Tested	90%
2019			1 Tested 0E	100%	48 2 Tested	100%
2020					85	--

Goal 3: Absolute Measure

Each year, the Performance Index (“PI”) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state’s Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

The calculation of this measure is not required for 2020-21.

Goal 3: Comparative Measure

Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.

The calculation of this measure is not required for 2020-21.

Goal 3: Comparative Measure

Each year, the percent of students in the high school Total Cohort at least partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.

The calculation of this measure is not required for 2020-21.

Goal 3: Comparative Measure

Each year, the Performance Index (“PI”) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.

The calculation of this measure is not required for 2020-21.

Goal 3: Growth Measure

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will meet the college and career readiness standard (currently scoring at Performance Level 4 and fully meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

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

RESULTS AND EVALUATION

BSA did not track NYS ELA results from the 2017 Cohort students when they were in the 8th grade.

Goal 3: Growth Measure

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will at least partially meet Common Core expectations (currently scoring at Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

Although we continue to improve rigor in our English Language Arts courses, we also had teachers working to improve the quality of instruction in our hybrid model in 2020-21. We achieved the accountability measure with having 86 percent of the 2017 accountability cohort score at 65+ on the ELA Regents but continue to work toward increasing the scores to Level 4 on the ELA Regents.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	No Met
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Met
Absolute	Each year, the Performance Index (PI) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Data Unavailable

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Data Unavailable
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ACTION PLAN

To address learning loss in the 2021-22 school year, we are introducing several school-wide initiatives to support high quality teaching and learning. These school-wide initiatives are as follows:

Director of Curriculum: BSA hired a Director of Curriculum and Instruction to oversee our academic program going forward.

Instructional Coach: We are working with an instructional consultant to ensure that our teachers are prepared with the skills necessary to reach all students.

Interim Assessment Cycle: We are using a 6-week interim assessment cycle for all BSA scholars in order to monitor student performance trends and drive instructional choices.

New Visions Public Schools (NVPS) Curriculum: We are adopting the curricular framework from NVPS, which is a standards-aligned, adaptable curriculum. We are confident that the rigor of this program will improve student mastery and outcomes.

Academic Recovery: BSA is introducing an after-school credit recovery model for freshman and sophomores. This program will begin in the fall of 2021.

PM School Program: We are offering a later start time to juniors and seniors so that these students can access morning services, such as workforce readiness, provided by The Door.

Improving Literacy and Numeracy: We are investing in software that supports literacy and numeracy across our ELA and math programs.

As a school, we recognize that students have always needed support in writing. One of the elements of instruction that was lost during covid is the continuity that is needed to engage students fully in an iterative writing process. While it is a school-wide concern, the solution and action steps begin in the ELA classroom. We will be using the writing methodologies in NVPS curriculum to create a coherent vertically sound approach to writing instruction. This work starts in what we are calling Week Zero for instruction (the week we return to school) with intense focus and practice on the writing routines and the overall approach that the curriculum prescribes and carries on in an ongoing way throughout all of the units in the school year. We are supporting this work in three notable ways:

It is an ongoing part of the observation and feedback cycle. We have identified component 3c from the Danielson Rubric as the lever to use to set a bar for quality work on writing in ELA and across the whole school. To that end, the newly hired director of curriculum and the entire academics team will be using 3c as a way to coach people towards creating substantive writing tasks for students using the methodologies in the NVPS curriculum.

We have changed our supervisory model to be less driven by department goals and more driven by school-wide goals. We believe that this will allow us to give clearer feedback and foster greater development in areas like writing and written task development. Unlike last year, the Dean of Academics and the Director of Curriculum and Instruction will be focused equally on writing across all classrooms and specifically in ELA classrooms.

Using the NVPS curriculum with fidelity supports our goal in creating a vertically sound way to teach writing and to foster growth in the student's ability to engage in an iterative process that supports them in developing and communicating their ideas in writing.

Finally, we will see an upward trend in student performance when looked at longitudinally through the lens of our interim assessment system. We are adopting the rubrics used along with a common assessment system. This system will help us to understand student achievement in writing as individuals and as a whole. Our goal is to see student writing skill increase on the individual grade level writing skill rubrics as well as see scores increase on the holistic rubric.

GOAL 4: MATHEMATICS

HIGH SCHOOL MATHEMATICS

Goal 4: Absolute Measure

Each year, 65 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The school administered the Regents mathematics exam(s) that students must pass to graduate. The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on any Regents Common Core mathematics exams. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam requirement as well as the percentage of students achieving at least Level 4 among the students who sat for any exam.

RESULTS AND EVALUATION

BSA did not achieve this metric in math. 15 percent of the 55 students in the 2017 accountability cohort scored at the Level 4 range on any NYS Math Regents exam during their four years in the high school.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Percent Scoring at Least Level 4 on a Regents Mathematics Common Core Exam by Fourth Year Accountability Cohort

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2015	2018-19	73	0	1	1%
2016	2019-20	70 69 Tested or E	19	0	0
2017	2020-21	83 55 Tested	26	8	15%

ADDITIONAL EVIDENCE

The 2019 accountability cohort has an increase of the percentage of students who have already earned a score in the Level 4 range on a NYS Math Regents after two years in high school.

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2017	60	5%	63 Tested 25E	0	83 55 Tested	15%
2018	56	11%	49 Tested 27E	0	74 48 Tested	13%
2019			5 Tested 40E	0	48 6 Tested	33%
2020					85 0 Tested	--

Goal 4: Absolute Measure

Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

METHOD

The school administered the Regents mathematics exam(s) that students must pass to graduate. The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on the Regents mathematics exams. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam requirement as well as the percentage of students achieving at least Level 3 among the students who sat for any exam.

RESULTS AND EVALUATION

BSA achieved this metric, having 89 percent of the students who sat for a NYS Math Regents pass with a score in the Level 3 range.

Percent Scoring at Least Level 3 on a Regents Mathematics Common Core Exam by Fourth Year Accountability Cohort					
Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2015	2018-19	73	0	4	5%
2016	2019-20	70 69 Tested or E	19	4	8%
2017	2020-21	83	26E & 1 Not Tested	49	89%

ADDITIONAL EVIDENCE

Please note that the previous years indicate percent of total accountability cohort earned a Level 3, whereas the 2020-21 percentages are **the percent of those tested as that is more telling of the success rate.**

Percent Achieving at Least Level 3 by Cohort and Year			
	2018-19	2019-20	2020-21

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Cohort Designation	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	60	60%	63 Tested 25E	6.35%	83 55 Tested	89%
2018	61	61%	49 Tested 27E	10%	74 48 Tested	96%
2019			5 Tested 40E	20%	48 6 Tested	83%
2020					85	--

Goal 4: Absolute Measure

Each year, the Performance Index ("PI") on the Regents mathematics exam of students completing their fourth year in the Accountability Cohort will meet the state's Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

The calculation of this measure is not required for 2020-21.

Goal 4: Comparative Measure

Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exams will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.

The calculation of this measure is not required for 2020-21.

Goal 4: Comparative Measure

Each year, the percent of students in the high school Total Cohort at least partially meeting Common Core expectations on a Regents mathematics exams will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.

The calculation of this measure is not required for 2020-21.

Goal 4: Comparative Measure

Each year, the Performance Index ("PI") in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.

The calculation of this measure is not required for 2020-21.

Goal 4: Growth Measure

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will meet the college and career readiness standard (currently scoring at Performance Level 4 and fully meeting Common Core expectations on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The school demonstrates the effectiveness of its mathematics program by enabling students who were not meeting proficiency standards in the eighth grade to grow to meeting the mathematics requirement for the college and career readiness standard.

RESULTS AND EVALUATION

BSA did not track 8th grade NYS ELA exam results for the students graduating this year.

Goal 4: Growth Measure

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will at least partially meet Common Core expectations (currently scoring at Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The school demonstrates the effectiveness of its mathematics program by enabling students who were not meeting proficiency standards in the eighth grade to move to meeting the English requirement for graduation.

RESULTS AND EVALUATION

This information is not available.

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

The vast majority of students who took a NYS Math Regents, passed with a score of at least a 65. 86 percent of the 2017 accountability cohort who took a math Regents earned at least a 65 on after four years in high school.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Not Met
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Met

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Absolute	Each year, the Performance Index (PI) in mathematics of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Info Unavailable
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Info Unavailable

ACTION PLAN

We believe that the department that will most benefit from alignment to a common curriculum is the math department. What we learned as a school community when we stretched Algebra over four semesters as opposed to two is that there is not a common understanding at the school about what students need. The added time to spend on topics resulted in an uneven approach that was not driven by a sustained examination of data. Instead, teachers attempted to close all of the gaps they encountered with students all of the time.

Standardizing curriculum and the approach to math we are providing the structure for teachers to dig deeply into the gaps they encounter with students in a systematic and facilitated way that is led by our Director of Curriculum and Instruction.

In all subjects, but especially in math, a standardized curriculum and regular assessments will not only support teachers in identifying gaps but will also give the school an opportunity to identify school wide deficiencies. Identifiable patterns for the whole school will allow for targeted adjustments on curriculum and instruction as well as developing professionals learning inquiries for the math teachers and academic leaders that were only asked in in some grades last year. BSA is dedicating Election Day 2021 and time at our bi-monthly professional development sessions to learning about the school wide gaps and trends that we identify using the new curriculum.

The instructional coach that has been hired to support instruction at BSA this coming year comes to us with years of experience in supporting instruction in math and science. She will be deployed to give feedback and support instruction in all math classes weekly from the start of the year. To start the year, she is focusing on lesson planning and task development with the teachers. Overall, her goal is to support a more cohesive approach to unit planning and lesson delivery that does not focus on a calendar of discrete skills or concepts but focuses on larger mathematical understandings and working backwards with students to obtain skills and understand discrete concepts.

In addition, to the strategies listed above, refer to the school-wide initiatives described in the ELA action plan.

GOAL 5: SCIENCE

HIGH SCHOOL SCIENCE

Goal 5: Absolute Measure

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

METHOD

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

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

RESULTS AND EVALUATION

BSA achieved this science accountability measure, having greater than 75 percent of the 2017 accountability cohort who took a NYS science Regents exam passing with a performance of at least a Level 3 or above.

Science Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2015	2018-19	73	0	63	86%
2016	2019-20	*66/70 tested	23	43	100%
2017	2020-21	83	37	42	86%

ADDITIONAL EVIDENCE

Based on all students who have tested on a science Regents, the four accountability cohorts have achieved this measure in 2020-21.

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

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	60	47%	71 Tested 8E	95.77%	83 49 Tested	86%
2018	56	41%	38 Tested 34 E	89%	74 38 Tested	97%
2019			7 Tested 36E	85.71%	48 11 Tested	100%
2020					85 1 Tested	100%

Goal 5: Comparative Measure

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

The calculation of this measure is not required for 2020-21.

GOAL 6: SOCIAL STUDIES

Goal 6: Social Studies

Students will proficiently demonstrate historical thinking skills in writing using evidence from primary and secondary sources, compare and contrast treatments of the same topic in several primary and secondary sources, analyze in detail a series of events described in a text and integrate quantitative or technical sources with qualitative sources.

Goal 6: Absolute Measure

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

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

METHOD

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

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

RESULTS

Students typically take this Regents in their third year in high school. Because all the Regents exams were cancelled in 2020 and 2021, none of our 2017 accountability cohort took the NYS U.S. History Regents.

**U.S. History Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort**

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2015	2018-19	73	0	53	73%
2016	2019-20	70 62 Tested or Rec'd Credit	30	28	88%
2017	2020-21	83	All	--	All Exempt

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

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	60	N/A	82 60E	73%	83	NA
2018	59	N/A	2 Tested 1 E	100%	74	NA

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

2019			3 Tested 0E	67%	48	NA
2020					85	NA

Goal 6: Comparative Measure

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

The calculation of this measure is not required for 2020-21.

Goal 6: Absolute Measure

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

METHOD

This measure requires students in each Accountability Cohort to pass the Global History exam by the completion of their fourth year in the cohort. Students may have taken the exam multiple times and had until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

RESULTS

Broome Street met this measure, with 92 percent of those tested earning at least a 65+ on the NYS Global History Regents after four years in high school.

Global History Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

2015	2018-19	73	0	57	78%
2016	2019-20	70 67 Tested or Rec'd Credit	28	29	74%
2017	2020-21	83	39	34/37	92%

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

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	60	32%	39 Tested 37E	85%	83 37 Tested	92%
2018	56	N/A	1 tested 67E	100%	74 3 Tested	100%
2019			0 Tested 1 Exempt	--	48	NA
2020					85	NA

Goal 6: Comparative Measure

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

The calculation of this measure is not required for 2020-21

GOAL 7: ESSA

Due to COVID-19 and the subsequent changes to the state's testing, accountability, and federal reporting requirements, the 2020-21 school accountability statuses are the same as those assigned for the 2019-20 school year. The 2019-20 accountability statuses were based on 2018-19 exam results. Assigned accountability designations and further context can be found [here](#).

Goal 7: Absolute Measure

Under the state's ESSA accountability system, the school is in good standing: the state has not identified the school for comprehensive or targeted improvement.

METHOD

Because *all* students are expected to meet the state's performance standards, the federal statute stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. As New York State, like all states, is required to establish a specific system for making these determinations for its public schools, charter schools do not have latitude in establishing their own performance levels or criteria of success for meeting the ESSA accountability requirements. Each year, the state issues School Report Cards that indicate a school's status under the state accountability system.

RESULTS AND EVALUATION

BSA met this accountability measure. Because there were not traditional Regents testing at the high school level in 2020-21, BSA's 2020-21 accountability status is based on the 2019-20 & 2018-19 results: Good Standing.

ADDITIONAL EVIDENCE

BSA continues to be in Good Standing.

Accountability Status by Year

Year	Status
2018-19	Good Standing
2019-20	Good Standing
2020-21	Good Standing

2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Broome Street Academy Charter High School
Name of trustee (print):	M. David Zurndorfer
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	President
Email Address:	[REDACTED]

Home Address	
Please complete with <i>changes</i> only:	
Street:	[REDACTED]
City, State Zip:	[REDACTED]
Phone:	[REDACTED]

Business Address	
Please complete with <i>changes</i> only:	
Business Name:	
Street:	
City, State Zip:	
Phone:	

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	

None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"
M. David Zurndorfer	The Door – A Center of Alternatives, Inc.	Board Member	Lease Space Provide services	\$1.2M	I recuse myself from voting on lease or services contract	Ongoing

Trustee Signature

Signature:

M. David Zurndorfer
M. David Zurndorfer (Jun 20, 2021 08:29 EDT)

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.

2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Broome Street Academy
Name of trustee (print):	Catherine Aquila
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Secretary
Email Address:	[REDACTED]

Home Address	
Please complete with <i>changes</i> only:	
Street:	[REDACTED]
City, State Zip:	[REDACTED]
Phone:	[REDACTED]

Business Address	
Please complete with <i>changes</i> only:	
Business Name:	[REDACTED]
Street:	[REDACTED]
City, State Zip:	[REDACTED]
Phone:	[REDACTED]

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabit with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	

None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

Trustee Signature

Signature:

Catherine Aquila
Catherine Aquila (Jul 23, 2021 09:15 EDT)

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.

2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Broome Street Academy Charter High School
Name of trustee (print):	Stephanie Durden Barfield
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Finance Committee Member, Audit Committee Member, Acad
Email Address:	[REDACTED]

Home Address	
Please complete with <i>changes</i> only:	
Street:	
City, State Zip:	
Phone:	

Business Address	
Please complete with <i>changes</i> only:	
Business Name:	
Street:	
City, State Zip:	
Phone:	

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	

None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

Trustee Signature

Signature:

Stephanie Durden Barfield
Stephanie Durden Barfield (Jul 29, 2021 11:56 EDT)

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.

2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Broome Street Academy
Name of trustee (print):	Lauren Blum
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	none
Email Address:	[REDACTED]

Home Address	
Please complete with <i>changes</i> only:	
Street:	[REDACTED]
City, State Zip:	[REDACTED]
Phone:	[REDACTED]

Business Address	
Please complete with <i>changes</i> only:	
Business Name:	[REDACTED]
Street:	[REDACTED]
City, State Zip:	[REDACTED]
Phone:	[REDACTED]

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabit with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	

None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

Trustee Signature

Signature:

Lauren Blum
Lauren Blum (Jul 30, 2021 12:29 EDT)

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.

2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Broome Street Academy Charter High School
Name of trustee (print):	Benjamin Felt
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Investment Committee Chair
Email Address:	[REDACTED]

Home Address	
Please complete with <i>changes</i> only:	
Street:	
City, State Zip:	
Phone:	

Business Address	
Please complete with <i>changes</i> only:	
Business Name:	
Street:	
City, State Zip:	
Phone:	

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	

None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"
N/A	N/A	N/A	N/A	N/A	N/A	N/A

Trustee Signature

Signature: *Benjamin Felt*
Benjamin Felt (Jun 21, 2021 11:58 EDT)

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.

2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Broome street Academy
Name of trustee (print):	Gail Schargel
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Member
Email Address:	[REDACTED]

Home Address	
Please complete with <i>changes</i> only:	
Street:	[REDACTED]
City, State Zip:	[REDACTED]
Phone:	[REDACTED]

Business Address	
Please complete with <i>changes</i> only:	
Business Name:	N/a
Street:	N/a
City, State Zip:	N/a
Phone:	

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabit with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	

None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

Trustee Signature

Signature:

Gail schargel

Gail schargel (Jul 21, 2021 11:25 EDT)

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.

2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Broome Street Academy
Name of trustee (print):	Kathryn Jaxheimer
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Member
Email Address:	[REDACTED]

Home Address	
Please complete with <i>changes</i> only:	
Street:	
City, State Zip:	
Phone:	

Business Address	
Please complete with <i>changes</i> only:	
Business Name:	[REDACTED]
Street:	[REDACTED]
City, State Zip:	[REDACTED]
Phone:	[REDACTED]

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabit with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	

None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

Trustee Signature

Signature:

Kathryn Jaxheimer
Kathryn Jaxheimer (Aug 2, 2021 08:50 EDT)

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.

2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Broome Street Academy
Name of trustee (print):	Jeff Katzin
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Board Member
Email Address:	[REDACTED]

Home Address	
Please complete with <i>changes</i> only:	
Street:	
City, State Zip:	
Phone:	

Business Address	
Please complete with <i>changes</i> only:	
Business Name:	
Street:	
City, State Zip:	
Phone:	

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabit with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	

None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

Trustee Signature

Signature:

Jeffrey Katzin
Jeffrey Katzin (Jul 2, 2021 20:41 EDT)

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.

2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Broome Street Academy
Name of trustee (print):	Noah Leff
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Treasurer, Finance and Audit Committees Chair
Email Address:	[REDACTED]

Home Address	
Please complete with <i>changes</i> only:	
Street:	
City, State Zip:	
Phone:	

Business Address	
Please complete with <i>changes</i> only:	
Business Name:	[REDACTED]
Street:	[REDACTED]
City, State Zip:	[REDACTED]
Phone:	[REDACTED]

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabit with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	

None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

Trustee Signature

Signature:

Noah Leff
Noah Leff (Jun 22, 2021 17:56 EDT)

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.

2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Broome Street Academy Charter High School
Name of trustee (print):	Marlene Nadel
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Trustee
Email Address:	[REDACTED]

Home Address	
Please complete with <i>changes</i> only:	
Street:	
City, State Zip:	
Phone:	

Business Address	
Please complete with <i>changes</i> only:	
Business Name:	
Street:	
City, State Zip:	
Phone:	

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabit with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	

None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

Trustee Signature

Signature:

Marlene Nadel
Marlene Nadel (Jul 31, 2021 16:28 EDT)

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.

2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Broome Street Academy Charter High School
Name of trustee (print):	Joaquin Pichardo
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Parent Representative
Email Address:	[REDACTED]

Home Address	
Please complete with <i>changes</i> only:	
Street:	
City, State Zip:	
Phone:	

Business Address	
Please complete with <i>changes</i> only:	
Business Name:	
Street:	
City, State Zip:	
Phone:	

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabit with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	

None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

■ None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

Trustee Signature

Signature:

X

PREPARED ON BEHALF OF JOAQUIN PICHARDO BY THE SCHOOL

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.

2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Broome Street Academy
Name of trustee (print):	John Quinn
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Board member
Email Address:	[REDACTED]

Home Address	
Please complete with <i>changes</i> only:	
Street:	
City, State Zip:	
Phone:	

Business Address	
Please complete with <i>changes</i> only:	
Business Name:	[REDACTED]
Street:	[REDACTED]
City, State Zip:	[REDACTED]
Phone:	[REDACTED]

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabit with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	

None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

Trustee Signature

Signature:

John Quinn
John Quinn (Jul 30, 2021 11:54 EDT)

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.

2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Broome Street Academy
Name of trustee (print):	Elaine Schott
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	member
Email Address:	[REDACTED]

Home Address	
Please complete with <i>changes</i> only:	
Street:	[REDACTED]
City, State Zip:	[REDACTED]
Phone:	[REDACTED]

Business Address	
Please complete with <i>changes</i> only:	
Business Name:	
Street:	
City, State Zip:	
Phone:	

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabit with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	

None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

Trustee Signature

Signature:

Elaine Schott

Elaine Schott (Jun 21, 2021 10:37 EDT)

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.

2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Broome Street Academy
Name of trustee (print):	Fernando Snowden-Lorence
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Member
Email Address:	[REDACTED]

Home Address	
Please complete with <i>changes</i> only:	
Street:	[REDACTED]
City, State Zip	[REDACTED]
Phone:	[REDACTED]

Business Address	
Please complete with <i>changes</i> only:	
Business Name:	[REDACTED]
Street:	[REDACTED]
City, State Zip:	[REDACTED]
Phone:	[REDACTED]

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	

None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

Trustee Signature

Signature:

Fernando Snowden-Lorence
Fernando Snowden-Lorence (Oct 20, 2021 10:26 EDT)

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.

2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Broome Street Academy
Name of trustee (print):	Monica de la Torre
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Vice President
Email Address:	[REDACTED]

Home Address	
Please complete with <i>changes</i> only:	
Street:	[REDACTED]
City, State Zip:	[REDACTED]
Phone:	[REDACTED]

Business Address	
Please complete with <i>changes</i> only:	
Business Name:	
Street:	
City, State Zip:	
Phone:	

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabit with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	

None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"
The Door. I am a board member of The Door.	The Door	Board member	Lease space and provision of various services	\$1,000,000	I do not vote on any matters involving business with The Door	Ongoing

Trustee Signature

Signature:

Monica de la Torre
Monica de la Torre (Oct 12, 2021 11:39 EDT)

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.

2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)

Name of education corporation:

Name of trustee (print): Vanda Belusic-Vollor

Position(s) on board, if any (e.g., chair, Academic Program Chair
treasurer, committee chair, etc.):

Email Address

Home Address Business Address

Please complete with *changes* only: Please complete with *changes* only: Street: Business Name:

City, State Zip: Street:

Phone: City, State Zip:

Phone:

Questions

1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education
corporation? [If you check **yes**, answer 1a), 1b), and 1c)]. Yes No 1a) Description of the position:

1b) Salary:

1c) Start date:

2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabit with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each

X None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction (s) or "Ongoing"

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction (s) or "Ongoing"

Trustee Signature

Signature: Vanda Belusic-Vollor

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.

2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Broome Street Academy Charter School
Name of trustee (print):	Herbert Elish
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Trustee
Email Address:	[REDACTED]

Home Address	
Please complete with <i>changes</i> only:	
Street:	
City, State Zip:	
Phone:	

Business Address	
Please complete with <i>changes</i> only:	
Business Name:	
Street:	
City, State Zip:	
Phone:	

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	

2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabit with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.

None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

■ None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

Trustee Signature

Signature:

[Redacted Signature]

Completed by school on behalf of trustee with permission

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.

BROOME STREET ACADEMY C PROPOSED BUDGET FY 2 JULY 1, 2021 TO JUNE			
TITLE	STAFF	FTE	ANNUAL SALARY FY 2022
REVENUE			
REVENUES FROM STATE SOURCES			
Per Pupil Revenue	31.8 STUDENTS * \$16,844		
Special Education Revenue (IEP)			
DOE Rental Assistance Income			
TOTAL REVENUE FROM STATE SOURCES:			
REVENUE FROM FEDERAL FUNDING			
Title I			
Title II			
Title IV			
E-Rate Funding (Federal)			
IDEA			
SFA (Estimated in come equals the salary, fringe and food)			
CARES Act one-time payment			
TOTAL REVENUE FROM FEDERAL SOURCES:			
LOCAL and OTHER REVENUE			
Individual Contributions & Donations			
Board Contributions & Board Contacts			
BSA Shared Event			
Foundations			
Arabella Foundation			
Merlingoff Foundation	SAT prep, expanded AP Test		
American Theatre Wing, Inc	General Operations		
Linden foundation	Afterschool credit recovery & Edgenuity		
Deutsche Bank Americas Foundation	Capacity building		
Deutsche Bank Americas Foundation			
Other			
- NYSTL Textbook			
- NYSTL Software			
- NYSTL Library			
Interest/Bank			
Interest/Investment Income			
Miscellaneous	UBIT Reimbursement		
TOTAL REVENUE FROM LOCAL and OTHER SOURCES:			
TOTAL REVENUE			

BROOME STREET ACADEMY C				
PROPOSED BUDGET FY 2				
JULY 1, 2021 TO JUNE				
TITLE	STAFF	FTE	ANNUAL SALARY FY 2022	
EXPENSES				
ADMINISTRATIVE STAFF PERSONNEL COSTS				
Executive Management				
Head of School	500173--Silberman, Melissa H	1.00	213,123	
Total Executive Management :		1.00	213,123	
Administrative Staff				
Curriculum Coordinator	500177 - Montalvo, Cynthia E	1.00	74,490	
Data and Evaluation Manager	Khan, Luisa	1.00	65,296	
Manager of Special Projects	500190--Fox, Courtney/ TBH	-	-	
IT Support Coordinator	500119--Gomez, Robert Francisco	1.00	49,182	
Operations Support Asst and Caregiver Liaison	500170--Peralta, Jose L	1.00	56,286	
Operations Support Generalist	500171--Rowe, Felicia T	1.00	52,015	
Operation Support Assistant	500222-Ahmed, Reeham Ali	1.00	64,498	
Operation Support Assistant	TBH - New Position	1.00	50,000	
School Community Aide	500216--Ventura, Matthew	1.00	37,139	
School Community Aide	500176--Torres, Dominick S	1.00	56,238	
School Community Aide	TBH	1.00	35,000	
School Community Aide	TBH	1.00	-	
Total Administrative Staff :		11.00	543,144	
Deans, Directors & Coordinators				
Senior Director of Operations	500174--Morton, Keith D	1.00	136,591	
Director of Social Work	500186--Soffrin- Peckosh, Meredith A	1.00	103,000	
Academic Dean (Humanities)	500198--Molloy, Matthew	1.00	159,166	
Academic Dean (STEM)	500111-- Hale, Paul Conor	1.00	120,675	
Admission Counselor/Admissions Director	500194--Johnson, Angela	1.00	83,692	
Associate Director of DEI	TBH - New Position	-	80,000	
Dean or Director of Curriculum and Instruction	500045 - McEvoy, Katherine / TBH	1.00	90,000	
Dean of Students	500129--Martinez, Weber, Julia	1.00	83,935	
Dean of Students	500124--Allen, Carl Jason	1.00	114,758	
Director of Student Support Services (SPED)	500142--Westbrooks, Dafina A	1.00	114,745	
Total Deans, Directors & Coordinators :		9.00	1,085,582	
INSTRUCTIONAL PERSONNEL COSTS				
English Language Arts Teacher	500207 - Newman, Sara	1.00	64,727	
English Language Arts Teacher	Barrett, Ashlee Anne	1.00	74,485	
English Language Arts Teacher	500175--Burrroughs, Ashrea M	1.00	63,458	
English Language Arts Teacher	500180--Walton, Lakeitha	1.00	78,050	
English Language Arts Teacher	TBH - New Position	1.00	70,000	
Math Teacher	500212--Chuang, Ching Yi C (py)	1.00	84,888	
Math Teacher	500144--Farrell, Amira S	1.00	69,897	
Math Teacher	500211--Yu, Lei / TBH	1.00	-	
Math Teacher	500153--Cuevas, Dennis	1.00	84,429	

BROOME STREET ACADEMY C				
PROPOSED BUDGET FY 2				
JULY 1, 2021 TO JUNE				
TITLE	STAFF	FTE	ANNUAL SALARY FY 2022	
Math Teacher	500203--Chen, Qi	1.00	74,277	
Multisubject	500187--Feller, David Aaron	-	94,536	
Social Studies Teacher	500188--Diaz, William	1.00	56,238	
Social Studies Teacher	500201--Johnson, Robert	1.00	61,544	
Social Studies Teacher	500184--Steele, Shawn	1.00	76,410	
Social Studies Teacher	500112--Woisin, Stephen Benjamin	1.00	77,628	
Social Studies Teacher	500213--Rosario, Darren	1.00	61,014	
CIE Teacher	TBH - New Position	1.00	85,000	
Science Teacher	500224--Iselem, Shanama	1.00	73,029	
Science Teacher	500232--Manni, Jawahire	1.00	67,620	
Science Teacher / Science Team Lead	500041--Brautigam, Nikolas	1.00	103,587	
Multisubject	500172--Rosado, Christopher J	1.00	55,055	
Teachers - Regular	500209--Julia Viera / TBH	-	-	
Less: Summer Instructional	Transfer to Summer expenses	-	-	
Total Teachers - Regular :		19.00	1,473,854	
Specialty Teachers				
Art Teacher	500204--Mitchell, Edward	1.00	58,361	
Teacher	500176--Torres, Dominick S	-	-	
PE Teacher	500210--Antonucci, Troy	1.00	63,666	
PE Teacher	500185 - Presley, Ronald S.	1.00	71,041	
PE Teach	500208--Jackson, Curtis	1.00	63,666	
Spanish Teacher/ELL Department Chair	500096--Coronel-Hernandez, Julia Natalia	1.00	90,058	
Technology / Instructor	500068--Pino, Robert	1.00	77,219	
Total Specialty Teachers :		6.00	424,012	
Teachers - Special Education				
Teacher	500103--Santiago, Yesenia N.	1.00	70,000	
Reading Intervention Specialist/PM School	500148--Bettencourt, Francine	1.00	90,058	
Special Education Teacher	TBH - New Position	1.00	75,000	
Special Education Teacher	TBH - New Position	1.00	75,000	
Special Education Teacher	500019--Boyd, Brandon J	1.00	85,673	
Special Education Teacher	500205--Pie-Speiman Katherine	1.00	66,972	
Special Education Teacher	500178 - Suber, Tora	1.00	82,766	
Special Education Teacher	500218--Baumgarten, Carly	1.00	73,216	
Special Education Teacher	500221--Chen, Ying	1.00	82,766	
Total Teachers - Special Education :		9.00	703,452	
School Counselor	500177 - Montalvo, Cynthia E	-	74,490	
School Counselor	500217--Gil, Sylvia	1.00	80,000	
Social Worker	TBH - New Position	-	-	
Social Worker	500225--Cardero, Xena	1.00	55,448	
Social Worker	500202--Harris, Shana Monique	1.00	69,666	
Social Worker	500165 - Leach, Jennifer-Matellus, Manouthe	1.00	61,915	

BROOME STREET ACADEMY C				
PROPOSED BUDGET FY 2				
JULY 1, 2021 TO JUNE				
TITLE	STAFF	FTE	ANNUAL SALARY FY 2022	
Social Worker - PT	TBH - New Position	1.00	35,000	
Total Therapists & Counselors :		5.00	370,519	
NON-INSTRUCTIONAL PERSONNEL COSTS				
Chief	500214--Deguerre, Larissa	1.00	53,055	
Total Non-Instructional Personnel :		1.00	53,055	
Stipends and Bonuses				
Summer School			81,000	
Summer Bridge for incoming 9th			2,703	
Sport Coach			20,000	
Teacher Sub Coverage			35,000	
Referral Fees			9,000	
Stipends			-	
Academic Intervention & Other :			147,703	
Salary Vacancy Allowance (2%)				
One time payment to staff (1% increase + \$500)				
SUBTOTAL PERSONNEL SERVICE COSTS :		61.00	5,015,424	
PAYROLL TAXES AND BENEFITS				
FICA			7.65%	
Unemployment Insurance			3%	
Disability Insurance			3.65%	
Workman's Compensation			0.69%	
Pension			6%	
Health, Life, Dental Insurance				
Transit Benefits			82.5	
TOTAL PAYROLL TAXES AND BENEFITS :				
TOTAL PERSONNEL SERVICE COSTS :				5,015,424
CONTRACTED SERVICES				
Consultant -- Legal				
Audit (Allocation)				
Substitutes				
Payroll Services (Only ADP)				
Consultants				
E-Rate Advantage, LLC				

BROOME STREET ACADEMY C
PROPOSED BUDGET FY 2
JULY 1, 2021 TO JUNE

TITLE	STAFF	FTE	ANNUAL SALARY FY 2022
Dr. Donna L. Ferrera / Smith Layne Consultant			
Other Consultants			
Accounting Service Senior Accountant BSA			29904
The Door Teaching Artist			30000
The Door - Services Agreement			
CEO Salary			
Student Meals			
TOTAL CONTRACTED SERVICES :			
SCHOOL OPERATIONS			
Intervention Supplies			
SAT Prep Materials			
Summer School Materials			
Summer Bridges for Incoming 9th			
Special Education Supplies			
Program Supplies			
Library Books (NYSTL)			
Textbooks (NYSTL)			
Medical Supplies			
Subscriptions and Reference Materials			
Equipment Fixed Assets			
Equipment			
Equipment CAASS system			
Software			Deutsche Bank Americas Foundation
Furniture			
Communication			
Telephone			
Internet Service			
Equipment & Software Maintenance (Technology)			
Computer Supplies			
Equipment Maintenance			
Software Maintenance			
Other			
BLACKBAUD			
Edgenuity Inc.			
NWEA			
PowerSchool Group, LLC			
Wheatstone Education Inc.			
Technology Licenses (Office 365 and Google)			
Software - Salesforce			Deutsche Bank Americas Foundation
Copier Rental			
Software (NYSTL)			

BROOME STREET ACADEMY C
PROPOSED BUDGET FY 2
JULY 1, 2021 TO JUNE

TITLE	STAFF	FTE	ANNUAL SALARY FY 2022
Youth Events			
Other Youth Activities			
Parent Activities			
Participant Uniforms			
Sports Program			
Sports Uniforms			
Participant Travel			
Laundry			
Office Supplies			
Postage			
Printing and Duplicating			
Program/Educational and Laboratory Supplies			
Staff Development			
Conferences and Meetings			
Training			
Teacher Coach			
Staff Appreciation/Retention			
Staff Travel			
Staff Recruitment			
Recruitment Fees			
Student Recruitment			
Student Recruitment			
Other			
Membership Dues			
Finance & Bank Charges			
Miscellaneous			
Staff Uniforms			
Fingerprints & Background Checks			
Sales Tax Payment and Credits			
TOTAL SCHOOL OPERATIONS			
FACILITY OPERATION & MAINTENANCE			
Insurance - General Liability (Allocation)			
Rent and Maintenance			
Symetrical			
Building Maintenance Supplies / contracts			
TOTAL FACILITY OPERATION & MAINTENANCE			
TOTAL EXPENSES			
ESTIMATED DEPRECIATION EXPENSE			

BROOME STREET ACADEMY C			
PROPOSED BUDGET FY 2			
JULY 1, 2021 TO JUNE			
TITLE	STAFF	FTE	ANNUAL SALARY FY 2022
NET INCOME Surplus / (Deficit) WITH DEPRECIATION			
OPERATING NET INCOME Surplus / (Deficit)			

		Price
1	Laptop Cart	1,800
	Laptops	750
2	Smart Board (LED) or White Board Projector	4,000
	Installation	750
3	Chromebook Cart	1,500
	Chromebooks	400
4	Calculators	100
Total Student Technology		
6	Teacher Laptops	750
Grand Total		

All amounts are Based on prices from Shop DOE and Amazon and Apple estimates found online

**tal Technology Purchase Plan
In Priority Order)**

Quantity	Total Proposed
2	3,600
60	45,000
16	64,000
16	12,000
5	7,500
180	72,000
100	10,000
	214,100
35	26,250
	240,350

Our Certificate of Occupancy is currently under review with the NYC Department of Buildings (DOB).

We are currently in the process of scheduling a fire inspection for August 2021.

2021-2022

School Recess/Breaks Calendar



July '21

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

August '21

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

September '21

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

October '21

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						31

November '21

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

December '21

S	M	T	W	T	F	S
		1	2	3	4	
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

January '22

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

February '22

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28			

March '22

S	M	T	W	T	F	S
	1	2	3	4	5	
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

April '22

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

May '22

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

June '22

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

Key

First day of school

Last day of school

School Closed

178 Instructional Days

- Sept 8 First Day of School
- Sept 16 Yom Kippur
- October 11 Indigenous Peoples' Day
- Nov 11 Veterans Day

- Nov 22-26 Thanksgiving Week
- Dec 24 - Dec 31 Winter Recess
- Jan 17 Dr. Martin Luther King Jr. Day
- Feb 1 Lunar New Year

- Feb 21 - 25 Midwinter Recess
- Apr 15 - 22 Spring Recess
- May 2 Eid al-Fitr
- May 30 Memorial Day

- June 20 Juneteenth (Observed)
- June 24 Last day of School