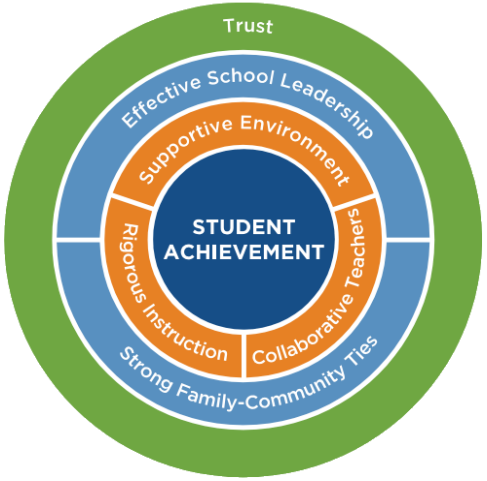
2014-15 School Quality Snapshot / Transfer HS

Department of Education
Chancellor Carmen Fariña

Broome Street Academy Charter School (84M522)

Framework for Great Schools

Research shows that schools strong in the six areas are far more likely to improve student learning.



Rigorous Instruction	*see page 3*
Collaborative Teachers	*see page 3*
Supportive Environment	*see page 3*
Effective School Leadership	*see page 4*
Strong Family-Community Ties	*see page 4*
Trust	*see page 4*
Student Achievement	*see page 2*

The 2014-15 Snapshots, which are the first release of these reports for Transfer High Schools, do not include section ratings. For future releases, beginning with the 2015-16 Snapshots, these reports will include section ratings.

School Overview

Transfer Schools are small, academically rigorous, full-time high schools designed to re-engage students who have dropped out or who have fallen behind in credits. If you enroll in a Transfer High School, you will:

- Attend regular classes Monday through Friday
- Participate in workshops and get support with academic and personal goals
- Have access to tutoring, Regents prep, and extracurricular activities
- Develop college and career plans for life after high school

General Information

Principal: Barbara Mckeon
Enrollment: 343
Average SAT: N/A
Shared Space: No

Student Demographics

Asian: 1% | Black: 62% | Hispanic: 32% | White: 1%
English Language Learners: 3%
Students with Special Needs: 25%
Overage/Undercredited*: 22%

Staff Experience

Years of principal experience at this school: N/A
% of teachers with 3 or more years of experience: N/A

Attendance

Average Change in Student Attendance: N/A
Teacher Attendance: N/A

121 Avenue Of The Americas
Manhattan, NY 10013
212-453-0295

Activities, Sports, and Arts

70% of students feel that this school offers a wide enough variety of programs, classes, and activities to keep them interested in school

Extracurricular Activities

N/A

PSAL Alternative League Sport

N/A

Arts Classes

N/A

*Students who entered this school far behind in credits and Regents for their age.

For information on admissions, see the Additional Ways to Graduate Directory.

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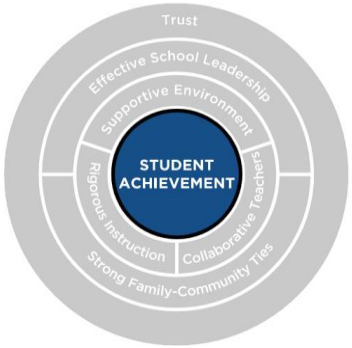

[1] College or career preparatory courses and exams (number of students successfully completing out of seniors):

Student Achievement

This section presents information on the progress towards graduation, graduation rates, college and career readiness, and postsecondary options pursued by students at this school.

Progress Toward Graduation

Credits

9.7
average credits earned by students who started the year with 22 credits or less.
Comparison Group*: 10

12.3
average credits earned by students who started the year with more than 22 credits.
Comparison Group*: 10.8

Regents

How well does this school help students improve from their incoming proficiency levels and perform on Regents exams?

English	Living Environment
Algebra	Social Studies

Graduation

All Students
N/A
of students graduated high school
Comparison Group*: N/A

Most-at-Risk Students
N/A
graduation rate for students who entered this school very far off-track for their age
Comparison Group*: N/A

Other Overage/ Under-Credited
N/A
graduation rate for students who entered this school far off-track for their age
Comparison Group*: N/A

High School Persistence
N/A
of students graduated, earned a High School equivalency, earned an alternative commencement credential, or remained enrolled and attending the school
Comparison Group*: N/A

Closing the Achievement Gap

How well did this school help different groups of students graduate?

English Language Learners	N/A
Students with Special Needs	N/A
Overage/Under-Credited Students	N/A

The transfer school graduation rate is based on whether students graduated within six years of starting high school, or seven years for students who entered this school very far off-track for their age. Other students (from prior cohorts) who graduated this year are also included.

College and Career Readiness

N/A
successfully completed approved college or career preparatory courses and assessments[1]
Comparison Group*: N/A

N/A
graduated from high school and enrolled in college or other postsecondary program within 6 months
Comparison Group*: N/A

Postsecondary options that students from this school pursued:

- N/A CUNY (City University of New York) - 4 yr
- N/A CUNY (City University of New York) - 2 yr
- N/A New York State Public
- N/A New York State Private
- N/A Out of State
- N/A Other

KEY:

Excellent
Good
Fair
Poor

***Comparison Group** is made up of students from other schools across the city who were the most similar to the students at this school, based on their incoming test scores, disability status, economic need, and over-age status. Comparing the school's result to the "comparison group" result provides insight on how well the school is helping its students in light of their starting points and the challenges that they face.

The section ratings are based on more information than what is included in this summary report. For more information, please see: http://schools.nyc.gov/Accountability

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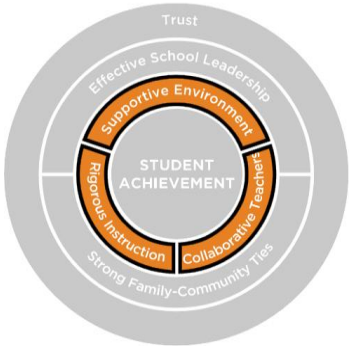

[1] **Quality Review**
Ratings from an experienced educator who visited and evaluated the school on

[2] **Survey Response Rates**

Teachers: 88%
Parents: 30%
Students: 61%

KEY:

Excellent
Good
Fair
Poor

Rigorous Instruction

Curriculum and instruction are designed to engage students, foster critical thinking skills, and are aligned to the Common Core.

Quality Review [1]

How interesting and challenging is the curriculum?

N/A

How effective is the teaching and learning?

N/A

How well does the school assess what students are learning?

N/A

Survey [2]

78%

responded positively to questions about Rigorous Instruction

City: 85%

Selected Questions

71% of students say that they learn a lot from feedback on their work (City: 84%)

78% of students know what their teacher wants them to learn in class (City: 90%)

61% of teachers say that students build on each other's ideas during class discussions (City: 78%)

Collaborative Teachers

Teachers participate in opportunities to develop, grow, and contribute to the continuous improvement of the school community.

Quality Review

How well do teachers work with each other?

N/A

Survey

82%

responded positively to questions about Collaborative Teachers

City: 86%

Selected Questions

85% of teachers say that they work together to design instructional programs (City: 91%)

93% of teachers say that they have opportunities to work productively with colleagues in their school (City: 85%)

90% of teachers say that they feel responsible that all students learn (City: 89%)

Supportive Environment

The school establishes a culture where students feel safe, challenged to grow, and supported to meet high expectations.

Quality Review

How clearly are high expectations communicated to students and staff?

N/A

Less Restrictive Environment

Movement of students with special needs to less restrictive environments

Survey

73%

responded positively to questions about Supportive Environment

City: 83%

Selected Questions

74% of students feel safe in the hallways, bathrooms, locker room, and cafeteria (City: 84%)

69% of students say that teachers notice when they are upset or having emotional difficulty (City: 71%)

75% of students say that this school supports students in navigating the post-secondary process (City: 82%)

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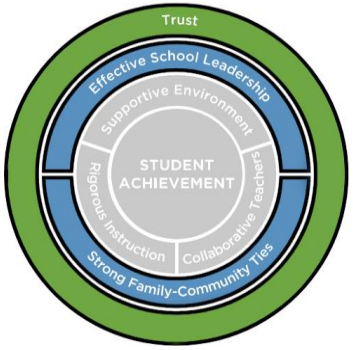

Effective School Leadership

School leadership inspires the school community with a clear instructional vision and effectively distributes leadership to realize this vision.

Survey [2]

77%

responded positively to questions about Effective School Leadership

City: 82%

Selected Questions

89% of teachers say that the principal communicates a clear vision for this school (City: 86%)

75% of teachers say that curriculum and instruction are well coordinated across different grade levels (City: 82%)

92% of parents feel that the principal works to create a sense of community in the school (City: 89%)

Strong Family-Community Ties

The school forms effective partnerships with families and outside organizations to improve the school.

Survey

79%

responded positively to questions about Strong Family-Community Ties

City: 75%

Selected Questions

90% of parents say that school staff regularly communicate with them about how the staff can help their children learn (City: 88%)

90% of parents feel that teachers try to understand families' problems and concerns (City: 90%)

96% of teachers say that teachers at this school work closely with families to meet students' needs (City: 91%)

Trust

Relationships between administrators, educators, students, and families are based on trust and respect.

Survey

87%

responded positively to questions about Trust

City: 89%

Selected Questions

85% of teachers say that they trust the principal (City: 82%)

79% of teachers say that they trust each other (City: 87%)

91% of parents say that school staff work hard to build trusting relationships with them (City: 91%)

78% of students say that teachers treat them with respect (City: 86%)

Additional Information

This report is intended to provide a useful summary of school information, but it does not cover everything.

To learn more, parents are encouraged to review additional resources, such as the School Directory, the School Quality Guide, the Quality Review, and the NYC School Survey, and to speak with members of the school community.

[2] Survey Response Rates

Teachers: 88%
Parents: 30%
Students: 61%

KEY:

Excellent
Good
Fair
Poor

For more information on this document: #http://schools.nyc.gov/NR/rdonlyres/7A334DFB-D6DD-4740-A849-E2B01B628BA6/0/SnapshotFamilyGuideHS2015.pdf#

School Quality Guide: http://schools.nyc.gov/OA/SchoolReports/2014-15/School_Quality_Guide_2015_HST_M522.pdf
Quality Review: http://schools.nyc.gov/Accountability/tools/review/default.htm
NYC School Survey: http://schools.nyc.gov/OA/SchoolReports//2014-15/Survey_2015_M522.pdf
NYC School Directory: http://schools.nyc.gov/ChoicesEnrollment/SpecialPrograms/AlternativesHS/directory.htm