

# THE SUNY CHARTER SCHOOLS INSTITUTE

*RENEWAL RECOMMENDATION REPORT  
BROOME STREET ACADEMY  
CHARTER HIGH SCHOOL*

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



**Charter Schools Institute**  
The State University of New York

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## SCHOOL BACKGROUND

# BROOME STREET ACADEMY CHARTER HIGH SCHOOL

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



### MISSION

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

### BROOME STREET ACADEMY CHARTER HIGH SCHOOL BOARD OF TRUSTEES<sup>1</sup>

#### CHAIR

Jeffrey Katzin

#### VICE CHAIR

Stephanie Durden Barfield

#### TREASURER

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#### SECRETARY

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Katie Jaxheimer Agarwal

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Alexandra C. Wood

Lynn Schnurnberger

Susan Notkin

### CURRENT CHARTER INFORMATION

Year Opened: 2011

Serves: 9<sup>th</sup> – 12<sup>th</sup>

Chartered Enrollment: 328

Charter Expires on: July 31, 2026

### FUTURE CHARTER INFORMATION

Serves: 9<sup>th</sup> – 12<sup>th</sup>

Chartered Enrollment: 200

Charter Expiration: July 31, 2031

### KEY DESIGN ELEMENTS

A school culture grounded in the principles of youth development



The recruitment, nurturing, and retention of quality staff members



A focus on assessment as a critical analytical tool



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



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

"+" : This indicator is generally present.

"-" : This indicator is generally not present.

## EXECUTIVE SUMMARY

### FULL-TERM RENEWAL WITH CONDITIONS

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

#### THE SCHOOL IS SUBJECT TO THE FOLLOWING CONDITIONS

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

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

#### EXECUTIVE SUMMARY

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

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

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

## EXECUTIVE SUMMARY

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

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

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

## EXECUTIVE SUMMARY

### FINDINGS & INFORMATION

#### *Is the school an academic success?*

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

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

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

#### *Is the school an effective, viable organization?*

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

## EXECUTIVE SUMMARY

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

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

### ***Is the school fiscally sound?***<sup>3</sup>

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

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

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

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

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

## EXECUTIVE SUMMARY

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

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

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

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

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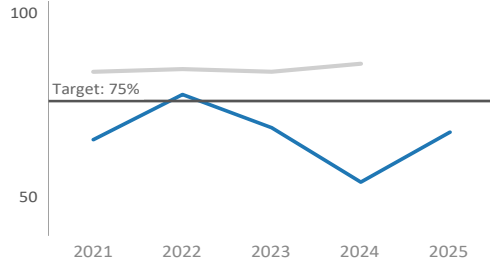
# ACADEMIC PERFORMANCE

## BROOME STREET ACADEMY CHARTER HIGH SCHOOL

Manhattan CSD 2

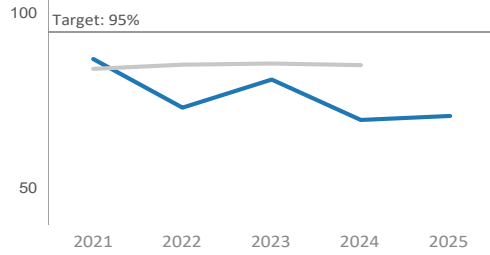
### HIGH SCHOOL GRADUATION RATE

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



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

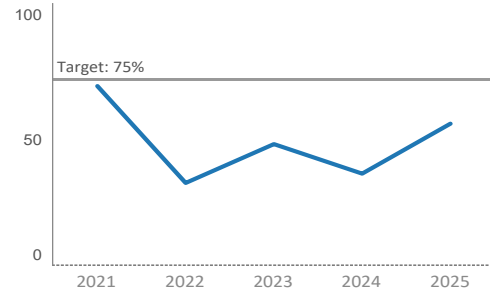
**Absolute Measure: Graduation Rate.** Each year, 95 percent of students will **graduate** after the completion of their fifth year.



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

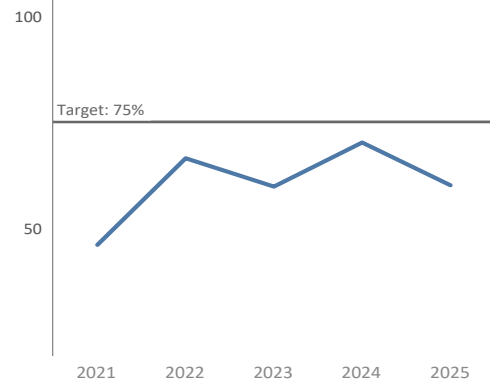
### COLLEGE PREPARATION AND ATTAINMENT

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



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

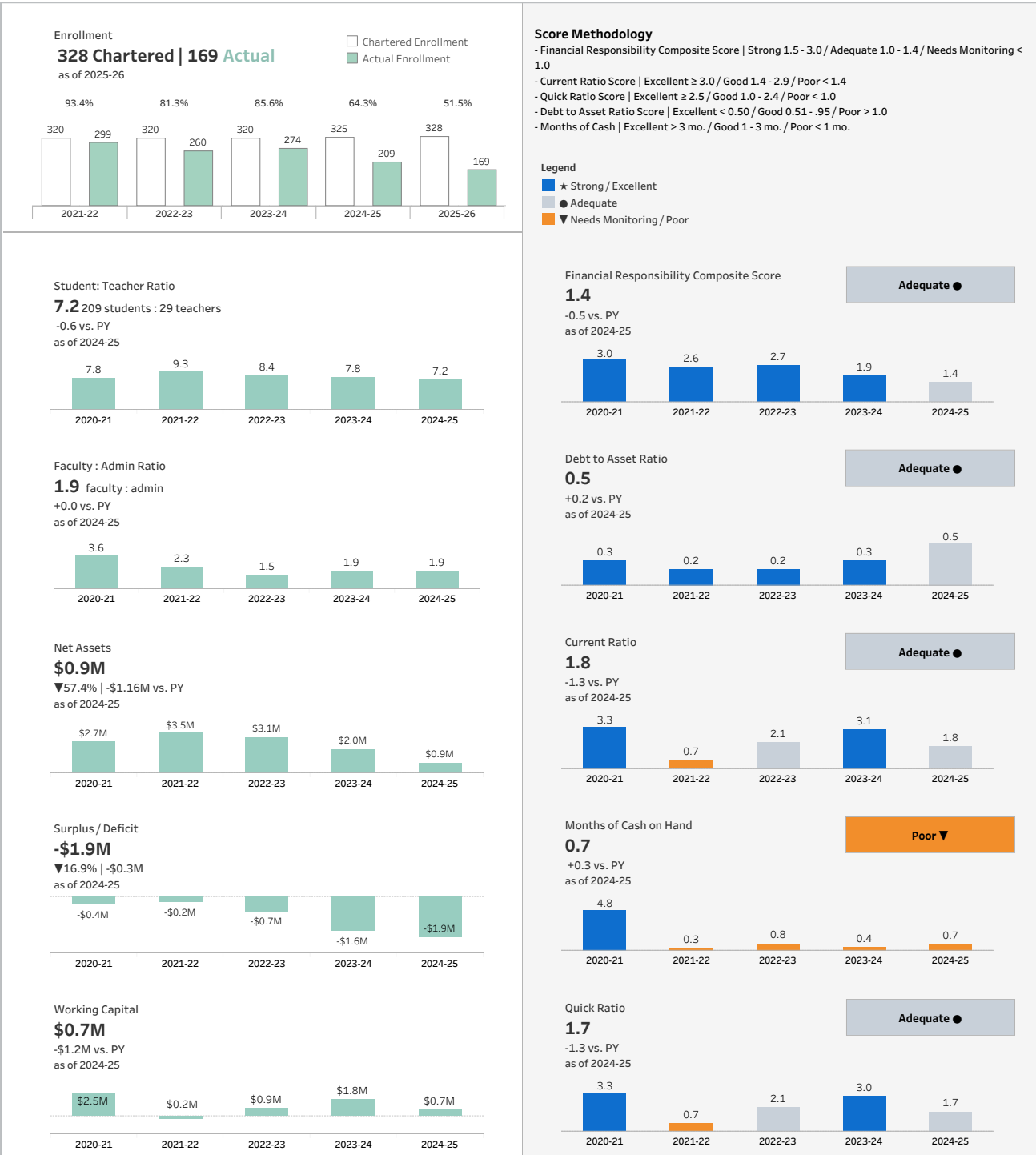
**College Attainment Measure: Matriculation into College.** Each year, 75 percent of **graduating students** will enroll in a college or university.



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

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

## BROOME STREET ACADEMY CHARTER HIGH SCHOOL



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

## COMPLIANCE REPORTING



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

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

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

#### **Annual Reports**

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

#### **Complaints**

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

#### **Open Meetings Law**

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

#### **SAVE**

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

#### **Student Privacy**

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

#### **Teacher Certification**

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

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

## COMMUNITY SATISFACTION & ENROLLMENT AND RETENTION

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

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

### ***Parent Survey Data***

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

### ***Parent Focus Group***

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

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

### ***Public Comments***

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

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

## COMMUNITY SATISFACTION & ENROLLMENT AND RETENTION

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

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

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### **Enrollment and Retention**

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

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### **Persistence in Enrollment**

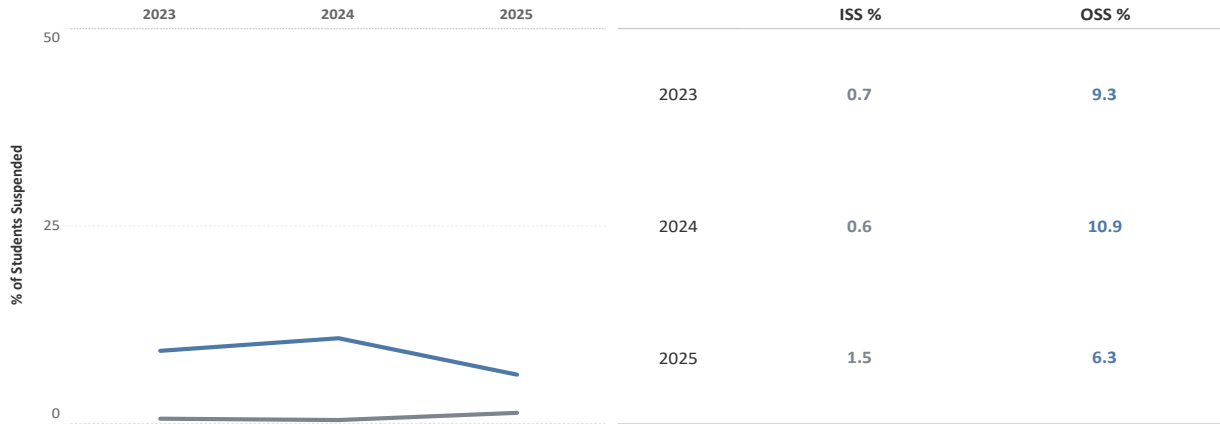
An additional indicator of parent satisfaction is persistence in enrollment. In 2024-25, 64% of students returned from the previous year. Student persistence data from previous years of the charter term is available below. The school reports its preliminary 2025-26 retention rate increased to 70% of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

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

# COMMUNITY SATISFACTION & ENROLLMENT AND RETENTION

## Broome Street Academy Charter High School



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

**Persistence in Enrollment:** The percentage of students eligible to return from previous year who did return



**Expulsions:** The number of students expelled from the school each year

Year	2023	2024	2025
Expulsions	0	0	1

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

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

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



SUNY Charter Schools Institute  
H. Carl McCall SUNY Building  
353 Broadway  
Albany, NY 12246

518.445.4250  
[www.newyorkcharters.org](http://www.newyorkcharters.org)

