

Accountability Plan Progress Reports for the 2009-10 School Year

Reader's Guide

SUNY Authorized Charter Schools

As set forth in the *Practices, Policies and Procedures for the Renewal of Charter Schools Authorized by the State University Board of Trustees*, the single most important factor that the Charter Schools Institute and the SUNY Board of Trustees consider in making renewal determinations is the school's record in generating successful student achievement outcomes. In order to determine whether a school has met that high standard, **each charter school that the SUNY Board of Trustees authorizes is required to enter into an accountability agreement, known as an Accountability Plan**, which ultimately becomes part of its charter.

The Charter Schools Institute closely monitors each school's progress toward achieving the goals outlined in its Accountability Plan.

In addition, as part of its annual reporting requirements, **each SUNY authorized charter school must submit an Accountability Plan Progress Report which, from its vantage point, addresses each of the goals and outcome measures contained in its Accountability Plan.** The information presented in these Progress Reports constitutes important evidence that a school is keeping its promises to its students, parents and community, and is critical to making its case for renewal at the end of its charter period. The most important parts of Progress Reports are student achievement results on state exams and other assessments. However, not all schools will have tested grade levels for a particular state exam. Each year, the state administers English language arts and mathematics tests to 3rd through 8th grade, science tests to the 4th and 8th grades, and, up through 2009-10, social studies tests to the 5th and 8th grades.

Important Note: **The Accountability Plan Progress Report is authored by the charter school.** In reporting school progress toward meeting the outcome measures set forth in the Accountability Plan, schools are encouraged to build a case for the effectiveness of their program, and to lay the groundwork for writing a Renewal Application and ultimately for charter renewal. **The school's evaluation of its own progress does not necessarily reflect the conclusions of the Institute.** Further, the Institute does not affirm the completeness or accuracy of the report's data and may not endorse the school's characterization of the progress it has made toward achieving its Accountability Plan goals. Throughout the life of the school's charter, the Institute will visit each school, generating Institute School Visit Reports and, at the end of each charter period, a Renewal Report (select the <back> button in your browser to return to the school profile to see any/all available reports). These reports include detailed summaries of the Institute's observations of the school, as well as its evaluation of student performance and progress toward meeting the academic subject goals in its Accountability Plan.

**ACHIEVEMENT FIRST
BROWNSVILLE
CHARTER SCHOOL**

2009-10

**ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 3, 2010

By Lesley Esters Redwine
for

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Lesley Esters Redwine prepared this 2009-10 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position	Committee(s)
Kelly Wachowicz	Chair	Finance and Audit, Charter Management Agreement, Facilities
Chrystal Stokes Williams	Treasurer	Finance and Audit, Charter Management Agreement, Evaluation
Lee Gelernt	Secretary	Education and Accountability, Facilities
Charmaine Bobb	Parent Representative	
Max Polaner	Trustee	Finance and Audit, Facilities, Charter Management Agreement
Vanessa Jackson	Trustee	Education and Accountability, Evaluation
Amy Arthur Samuels	Trustee	Education and Accountability, Evaluation

INTRODUCTION

The mission of Achievement First Brownsville Charter School is to provide all of our students with the academic and character skills they need to excel in top colleges, succeed in a competitive world, and serve as the next generation of leaders in their communities. We accomplish this by ensuring that every student attending the school receives a college-preparatory education and is frequently assessed to ensure that she or he is making yearly progress made towards academic goals.

Achievement First Brownsville elementary academy opened in fall 2008 and served 254 students in grades K-2 in the 2009-10 school year. The school is growing to serve grades K-4. The student body is 93% Black, 6% Latino, and 1% Asian; 100% of the students are selected by a blind lottery process.

Core elements of the Achievement First model that support our ambitious goal of closing the achievement gap by preparing our students for success include:

- Unwavering focus on breakthrough student achievement
- Aggressive recruitment and retention of talent and diversity
- Consistent, proven, standards-based curriculum
- Disciplined, high-expectations achievement-oriented school culture
- Interim assessments & strategic use of data to drive instruction
- Principals with the power to lead and high-quality, focused training for leaders
- Parents as Partners

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2005-06	n/a													
2006-07	n/a													
2007-08	n/a													
2008-09	92	90												182
2009-10	76	91	79											246

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

All students at Achievement First Brownsville Charter School (AF Brownsville) will be proficient readers and writers of the English language.

Background

Teaching students to read well is the critical task of elementary schools. AF Brownsville builds on the latest research in literary education to create a rigorous program in which all students are fluent readers by the end of second grade. Beyond the second grade we will develop students who are able to rigorously analyze text using explicit comprehension strategies. In order to accomplish this ambitious goal, the school schedule includes three hours per day of reading and language arts instruction for students in all grades using established curricula that focus on phonics, phonemic awareness, vocabulary, fluency and comprehension. Students are assessed internally every six weeks to ensure that every student displays mastery on core material before moving forward.

Goal 1: Absolute Measure

Each year through 2008-09, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State English language arts examination.

In 2009-10, 75 percent of all tested students who are enrolled in at least their second year will perform at or above a Scale Score of 650 on the New York State English language arts examination.

Method

Kindergarten, first, and second grade students at Achievement First Brownsville were not eligible for New York State examinations in 2009-2010.

**2009-10 State English Language Arts Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ¹			Total Enrolled
		IEP	ELL	Absent	
3					
4					
5					
6					
7					
8					
All					

Results

¹ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

N/A

**Charter School Performance on 2009-10 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Population	Percent Scoring at or above 650	Number Tested
3	All Students		
	Students in At Least 2 nd Year		
4	All Students		
	Students in At Least 2 nd Year		
5	All Students		
	Students in At Least 2 nd Year		
6	All Students		
	Students in At Least 2 nd Year		
7	All Students		
	Students in At Least 2 nd Year		
8	All Students		
	Students in At Least 2 nd Year		
All	All Students		
	Students in At Least 2 nd Year		

Evaluation

This metric is inapplicable.

Additional Evidence

N/A

English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Levels 3 and 4 through 2008-09 and a Scale Score of 650 in 2009-10							
	2006-07		2007-08		2008-09		2009-10	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3								
4								
5								
6								
7								
8								
All								

Goal 1: Absolute Measure

Each year, the school’s aggregate Performance Index (PI) on the State English language arts exam will meet the Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards all students being proficient by the year 2013-14. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal that 100 percent of students will ultimately be proficient in the state’s learning standards in English Language Arts. To achieve this measure, all tested students must have a Performance Index (PI) value that equals or exceeds this year’s English language arts AMO, which for 2009-10 is 155.² The PI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PI is 200.

Results

Kindergarten, first, and second grade students at Achievement First Brownsville were not eligible for New York State examinations in 2009-2010.

Calculation of 2009-10 English Language Arts Performance Index (PI)

Grades	Percent of Students at Each Performance Level				Number Tested
	Level 1	Level 2	Level 3	Level 4	

$$\begin{array}{cccccc}
 \text{PI} & = & & + & + & = \\
 & & & + & + & = \\
 & & & & \text{PI} & =
 \end{array}$$

Evaluation

This metric is not applicable.

Additional Evidence

N/A

English Language Arts Performance Index (PI) and Annual Measurable Objective (AMO) by School Year

Year	Grades	Number Tested	Percent of Students at Each Performance Level				PI	AMO
			Level 1	Level 2	Level 3	Level 4		
2006-07							122	

² With the change in Proficiency Scores, the State Education Department is currently reviewing the current Annual Measurable Objectives in English language arts and mathematics.

2007-08								133
2008-09								144
2009-10								155

Goal 1: Comparative Measure
 Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the state English language arts exam will be greater than that of all students in the same tested grades in the local school district.

Method

Tested students who were enrolled in at least their second year are compared to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students and the results for the respective grades in the local school district, as well as between the total result of students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.

Results

Kindergarten, first, and second grade students at Achievement First Brownsville were not eligible for New York State examinations in 2009-2010.

**2009-10 State English Language Arts Exam
 Charter School and District Performance by Grade Level**

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3				
4				
5				
6				
7				
8				
All				

Evaluation

This metric is not applicable.

Additional Evidence

N/A

**English Language Performance of Charter School and Local District
 by Grade Level and School Year**

Grade	Percent of Charter School Students at Levels 3 and 4 and Enrolled in At Least their Second Year
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	Compared to Local District Students							
	2006-07		2007-08		2008-09		2009-10	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
3								
4								
5								
6								
7								
8								
All								

Goal 1: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state English language arts exam by at least a small Effect Size (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.

Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school’s performance to demographically similar public schools state-wide. Regression analysis is used to control for the percentage of students eligible for free lunch among all public schools in New York State. The school’s actual performance is then compared to the predicted performance of public schools with a similar free lunch percentage. The difference between the school’s actual and predicted performance, relative to other schools with similar free lunch statistics, produces an Effect Size. An Effect Size of 0.3 is considered performing higher than expected to a small degree, which is the requirement for achieving this measure. We have not had any students take state exams; therefore we are not reporting any relevant poverty data.

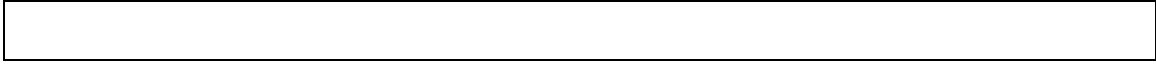
Results

Kindergarten, first, and second grade students at Achievement First Brownsville were not eligible for New York State examinations in 2009-2010.

2009-10 English Language Arts Comparative Performance by Grade Level

Grade	Percent Eligible for Free Lunch	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3						
4						
5						
6						
7						
8						
All						

School’s Overall Comparative Performance:



Evaluation

This metric is not applicable.

Additional Evidence

N/A

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2006-07						
2007-08						
2008-09						
2009-10						

Goal 1: Growth Measure

Each year through 2008-09, each grade-level cohort will reduce by one-half the gap between the percent at or above Level 3 on the previous year’s state English language arts exam and 75 percent at or above Level 3 on the current year’s state English language arts exam. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, that cohort is expected to show at least an increase in the current year.

In 2009-10, each grade-level cohort will reduce by one-half the gap between the percent of students at or above a Scale Score of 650 on the 2008-09 state exam and 75 percent of students at or above a Scale Score of 650 on the 2009-10 state exam. If a grade-level cohort exceeds 75 percent at or above a Scale Score of 650 in 2008-09, that cohort is expected to show at least an increase in the percentage in 2009-10.

Method

This measure examines the change in performance of the same group of students from one year to the next and in 2009-10 the progress they are making towards the absolute measure of 75 percent of students performing at or above a Scale Score of 650. Each grade level cohort consists of those students who took the state exam in 2009-10 and also have a state exam score in 2008-09. It includes students who repeated the grade. Students who repeated the grade should be included in their current grade level cohort, not the cohort to which they previously belonged. In addition, the aggregate of all cohorts is examined to determine the growth of all students who took a state exam in both years.

Results

Kindergarten, first, and second grade students at Achievement First Brownsville were not eligible for New York State examinations in 2009-2010.

Cohort Growth on State English Language Arts Exam from 2008-09 to 2009-10

Grade	Cohort Size	Percent Performing At or Above 650			Target Achieved
		2008-09	Target	2009-10	
4					N/A
5					N/A
6					N/A
7					N/A
8					N/A
All					N/A

These targets are not applicable to students in K-2 at Achievement First Brownsville.

Additional Evidence

N/A

Cohort Performance on State English Language Arts Exam Since the Advent of the Grades 3-8 Testing Program by School Year

School Year	Cohort Grades	Number of Cohorts Meeting Target	Number of Cohorts
2006-07			
2007-08			
2008-09			
2009-10			

Summary of the English Language Arts Goal

Third grade students Achievement First Brownsville Charter School will be eligible for the New York State English Language Arts examination 2010-2011, at which time the following metrics will be applicable.

Type	Measure	Outcome
Absolute	75 percent of all tested students who are enrolled in at least their second year will perform at or above a Scale Score of 650 on the New York State examination.	N/A
Absolute	Each year, the school’s aggregate Performance Index (PI) on the State exam will meet the Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district.	N/A
Comparative	Each year, the school will exceed its predicted level of performance on the State exam by at least a small Effect Size.	N/A
Growth	Each grade-level cohort will reduce by one-half the gap between the percent at or above a Scale Score of 650 on the 2008-09 state exam and 75 percent at or above a Scale Score of 650 on the 2009-10 state exam.	N/A

Action Plan

Achievement First Brownsville will continue to administer its rigorous English language arts curriculum in accordance with New York State standards, to prepare its students for success on state examinations in 2011 and beyond.

MATHEMATICS

Goal 2: Mathematics

Students will demonstrate competency in the understanding and application of mathematical computation and problem solving.

Background

Students at Achievement First receive up to two hours of concentrated math instruction every day. The curriculum is designed to prepare students with basic facts knowledge and ease of procedure computation as well as a conceptual understanding of math concepts and ability to solve complex mathematical problems. Ultimately, Achievement First Brownsville academy aims to produce students who have mastered middle school mathematics and Algebra I by the end of 8th grade. By the end of high school, AF Brownsville students will have mastered Calculus.

In the early grades, students will use the Investigations mathematics curriculum, a highly effective curriculum that gives students an exceptionally strong foundation in the basic skills, procedural computation, and conceptual understanding. All AF Brownsville students will know their addition and subtraction facts by the end of second grade and their times tables by the end of third grade. Teachers will require students to apply this strong basic skills knowledge in challenging problem-solving situations. AF Brownsville will use a problem-solving supplement to Investigations math, and starting in the second grade, students will begin Achievement First's math curriculum; this curriculum mirrors New York's rigorous standards and requires daily demonstration of problem-solving skills. Math classes will also make extensive use of the rap, rhythm, and rhyme techniques pioneered by master math teacher Harriett Ball. These curricula, which have been proven to produce exceptional results, will serve as tools to meet the targeted proficiencies described below.

Goal 2: Absolute Measure

Each year through 2008-09, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State mathematics examination.

In 2009-10, 75 percent of all tested students who are enrolled in at least their second year will perform at or above a Scale Score of 650 on the New York State mathematics examination.

Method

Kindergarten, first, and second grade students at Achievement First Brownsville were not eligible for New York State examinations in 2009-2010.

2009-10 State Mathematics Exam Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ³			Total Enrolled
		IEP	ELL	Absent	
3					
4					

³ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam

5					
6					
7					
8					
All					

Results

N/A

**Charter School Performance on 2009-10 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Population	Percent Scoring at or above 650	Number Tested
3	All Students		
	Students in At Least 2 nd Year		
4	All Students		
	Students in At Least 2 nd Year		
5	All Students		
	Students in At Least 2 nd Year		
6	All Students		
	Students in At Least 2 nd Year		
7	All Students		
	Students in At Least 2 nd Year		
8	All Students		
	Students in At Least 2 nd Year		
All	All Students		
	Students in At Least 2 nd Year		

Evaluation

The metric is not applicable.

Additional Evidence

N/A

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Levels 3 and 4 through 2008-09 and a Scale Score of 650 in 2009-10							
	2006-07		2007-08		2008-09		2009-10	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3								

4								
5								
6								
7								
8								
All								

Goal 2: Absolute Measure

Each year, the school’s aggregate Performance Index (PI) on the State mathematics exam will meet the Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards all students being proficient by the year 2013-14. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal that 100 percent of students will ultimately be proficient in the state’s learning standards in Mathematics. To achieve this measure, all tested students must have a Performance Index (PI) value that equals or exceeds this year’s Mathematics AMO, which for 2009-10 is 135⁴. The PI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PI is 200.

Results

Kindergarten, first, and second grade students at Achievement First Brownsville were not eligible for New York State examinations in 2009-2010.

Calculation of 2009-10 Mathematics Performance Index (PI)

Grades	Percent of Students at Each Performance Level				Number Tested
	Level 1	Level 2	Level 3	Level 4	

$$\begin{array}{cccccc}
 \mathbf{PI} & = & & + & + & = \\
 & & & + & + & = \\
 & & & & & \mathbf{PI} =
 \end{array}$$

Evaluation

This metric is not applicable.

Additional Evidence

N/A

⁴ With the change in Proficiency Scores, the State Education Department is currently reviewing the current Annual Measurable Objectives in English language arts and mathematics.

**Mathematics Performance Index (PI) and
Annual Measurable Objective (AMO) by School Year**

Year	Grades	Number Tested	Percent of Students at Each Performance Level				PI	AMO
			Level 1	Level 2	Level 3	Level 4		
2006-07							86	
2007-08							102	
2008-09							119	
2009-10							135	

Goal 2: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the state mathematics exam will be greater than that of all students in the same tested grades in the local school district.

Method

Tested students who were enrolled in at least their second year are compared to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students and the results for the respective grades in the local school district, as well as between the total result of students in at least their second year at the school and the total result for the corresponding grades in the school district.

Results

Kindergarten, first, and second grade students at Achievement First Brownsville were not eligible for New York State examinations in 2009-2010.

**2009-10 State Mathematics Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3				
4				
5				
6				
7				
8				
All				

Evaluation

This metric is inapplicable.

Additional Evidence

N/A

**Mathematics Performance of Charter School and Local District
by Grade Level and School Year**

Grade	Percent of Charter School Students at Levels 3 and 4 and Enrolled in At Least their Second Year Compared to Local District Students							
	2006-07		2007-08		2008-09		2009-10	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
3								
4								
5								
6								
7								
8								
All								

Goal 2: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state mathematics exam by at least a small Effect Size (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.

Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school’s performance to demographically similar public schools state-wide. Regression analysis is used to control for the percentage of students eligible for free lunch among all public schools in New York State. The school’s actual performance is then compared to the predicted performance of public schools with a similar free lunch percentage. The difference between the school’s actual and predicted performance, relative to other schools with similar free lunch statistics, produces an Effect Size. An Effect Size of 0.3 is considered performing higher than expected to a small degree, which is the requirement for achieving this measure. We have not had any students take state exams; therefore we are not reporting any relevant poverty data.

Results

Kindergarten, first, and second grade students at Achievement First Brownsville were not eligible for New York State examinations in 2009-2010.

2009-10 Mathematics Comparative Performance by Grade Level

Grade	Percent Eligible for Free Lunch	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3						
4						
5						

6	
7	
8	
All	

School's Overall Comparative Performance:

Evaluation

This metric is not applicable.

Additional Evidence

N/A

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2005-06						
2006-07						
2007-08						
2008-09						
2009-10						

Goal 2: Growth Measure

Each year through 2008-09, each grade-level cohort will reduce by one-half the gap between the percent at or above Level 3 on the previous year's state mathematics exam and 75 percent at or above Level 3 on the current year's state mathematics exam. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, that cohort is expected to show at least an increase in the current year.

In 2009-10, each grade-level cohort will reduce by one-half the gap between the percent of students at or above a Scale Score of 650 on the 2008-09 state exam and 75 percent of students at or above a Scale Score of 650 on the 2009-10 state exam. If a grade-level cohort exceeds 75 percent at or above a Scale Score of 650 in 2008-09, that cohort is expected to show at least an increase in the percentage in 2009-10

Method

This measure examines the change in performance of the same group of students from one year to the next and in 2009-10 the progress they are making towards the absolute measure of 75 percent of students performing at or above a Scale Score of 650. Each grade level cohort consists of those students who took the state exam in 2009-10 and also have a state exam score in 2008-09. It includes students who repeated the grade. Students who repeated the grade should be included in their current

grade level cohort, not the cohort to which they previously belonged. In addition, the aggregate of all cohorts is examined to determine the growth of all students who took a state exam in both years.

Results

Kindergarten, first, and second grade students at Achievement First Brownsville were not eligible for New York State examinations in 2009-2010.

Cohort Growth on State Mathematics Exam from 2008-09 to 2009-10

Grade	Cohort Size	Percent Performing At or Above 650			Target Achieved
		2008-09	Target	2009-10	
4					
5					
6					
7					
8					
All					

Evaluation

This metric is inapplicable.

Additional Evidence

N/A

**Cohort Performance on Mathematics Exam
Since the Advent of the Grades 3-8 Testing Program by School Year**

School Year	Cohort Grades	Number of Cohorts Meeting Target	Number of Cohorts
2006-07			
2007-08			
2008-09			
2009-10			

Summary of the Mathematics Goal

Third grade students Achievement First Brownsville Charter School will be eligible for the New York State English Language Arts examination 2010-2011, at which time the following metrics will be applicable.

Type	Measure	Outcome
Absolute	75 percent of all tested students who are enrolled in at least their second year will perform at or above a Scale Score of 650 on the New York State examination.	N/A
Absolute	Each year, the school's aggregate Performance Index (PI) on the State exam	N/A

	will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district.	N/A
Comparative	Each year, the school will exceed its predicted level of performance on the State exam by at least a small Effect Size.	N/A
Growth	Each grade-level cohort will reduce by one-half the gap between the percent at or above a Scale Score of 650 on the 2008-09 state exam and 75 percent at or above a Scale Score of 650 on the 2009-10 state exam.	N/A

Action Plan

Achievement First Brownsville will continue to administer its rigorous mathematics curriculum in accordance with New York State standards, to prepare its students for success on state examinations in 2011 and beyond.

SCIENCE

Goal 3: Science
 Students will demonstrate proficiency in the understanding and application of scientific principles.

Background

Achievement First Brownsville uses the FOSS Science curriculum, which is highly correlated to the New York and national science standards. Science instruction combines mastery of core vocabulary and conceptual knowledge with the application of scientific principles in laboratory settings.

Science instruction at AF Brownsville will combine student mastery of core vocabulary and conceptual knowledge with the application of scientific principals in laboratory settings. Science assessments, for example, will include sections that focus on the key terms and ideas of a unit as well as a performance task component that will require students to synthesize and analyze data from laboratory experiments. Science teachers will also actively work to reinforce key mathematical concepts, especially graphing and measurement skills. This curriculum and teaching methods will serve as tools to meet the targeted proficiencies described below.

Goal 3: Absolute Measure
 Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State science examination.

Method

The school will administer the New York State Testing Program science assessment to students in 4th and 8th grade when cohorts of those grade levels are enrolled. Each student’s raw score has been converted to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4.

Results

No fourth or eighth grades are currently enrolled at Achievement First Brownsville Charter School.

**Charter School Performance on 2009-10 State Science Exam
 By All Students and Students Enrolled in At Least Their Second Year**

Grade	Population	Percent at Each Performance Level					Number Tested
		Level 1	Level 2	Level 3	Level 4	Level 3/4	
4	All Students						
	Students in At Least 2 nd Year						
8	All Students						
	Students in At Least 2 nd Year						

Evaluation

This metric is currently not applicable.

Additional Evidence

N/A

**Science Performance
by Grade Level and School Year**

Grade	Percent of Students Enrolled in At Least Their Second Year at Levels 3 and 4							
	2006-07		2007-08		2008-09		2009-10	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
4								
8								
All								

Goal 3: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State science exam will be greater than that of all students in the same tested grades in the local school district.

Method

Tested students who were enrolled in at least their second year are compared to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students and the results for the respective grades in the local school district.

Results

This metric is not currently relevant as Achievement First Brownsville does not enroll a fourth or eighth grade.

**2009-10 State Science Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
4				
8				

Evaluation

This metric is not applicable.

Additional Evidence

N/A

**Science Performance of Charter School and Local District
by Grade Level and School Year**

Grade	Percent of Charter School Students at Levels 3 and 4 and Enrolled in At Least their Second Year Compared to Local District Students							
	2006-07		2007-08		2008-09		2009-10	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
4								
8								
All								

Summary

Students at Achievement First Brownsville Charter School will not take the New York State Science exam until 2011-2012, when the first cohort of students reaches fourth grade.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State examination.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district.	N/A

Action Plan

Science instruction will continue as currently scheduled, in accordance with New York State learning standards.

SOCIAL STUDIES

Goal 4: Social Studies

Students will demonstrate proficiency in the understanding and application of principles related to the social sciences.

Background

Achievement First Brownsville Charter School uses the Core Knowledge program to present an engaging and challenging Social Studies curriculum. Students master key concepts and vocabulary, analyze primary sources, debate points of view, and make cause-and-effect connections.

Goal 4: Absolute Measure

Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State social studies examination.

Method

The school will administer the New York State Testing Program social studies assessment to students in 5th grade and 8th grades when cohorts of those grade levels are enrolled. Each student’s raw score has been converted to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4.

Results

No fifth or eighth grade students are currently enrolled at Achievement First Brownsville.

**Charter School Performance on 2009-10 State Social Studies Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Population	Percent at Each Performance Level					Number Tested
		Level 1	Level 2	Level 3	Level 4	Level 3/4	
5	All Students						
	Students in At Least 2 nd Year						
8	All Students						
	Students in At Least 2 nd Year						

Evaluation

This metric is not applicable.

Additional Evidence

N/A

**Social Studies Performance
by Grade Level and School Year**

Grade	Percent of Students Enrolled in At Least Their Second Year at Levels 3 and 4
-------	--

	2006-07		2007-08		2008-09		2009-10	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
5								
8								
All								

Goal 4: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State social studies exam will be greater than that of all students in the same tested grades in the local school district.

Method

Tested students who were enrolled in at least their second year are compared to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students and the results for the respective grades in the local school district.

Results

This metric is not currently relevant as Achievement First Brownsville does not enroll a fifth or eighth grade.

**2009-10 State Social Studies Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
5				
8				

Evaluation

This metric is not applicable.

Additional Evidence

N/A

**Social Studies Performance of Charter School and Local District
by Grade Level and School Year**

Grade	Percent of Charter School Students at Levels 3 and 4 and Enrolled in At Least their Second Year Compared to Local District Students							
	2006-07		2007-08		2008-09		2009-10	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
5								
8								
All								

Summary

Metrics are inapplicable until students taking the test have been enrolled in the school for two or more years. Results for the first fifth grade cohort will be available in 2012-2013.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State examination.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district.	N/A

Action Plan

Social Studies instruction will continue as currently scheduled, in accordance with New York State learning standards.

NCLB

Goal 5: NCLB
The school will make adequate yearly progress.

Goal 5: Absolute Measure
Under the state’s NCLB accountability system, the school’s Accountability Status will be “Good Standing” each year.

Method

Since *all* students are expected to meet the state's learning standards, the federal No Child Left Behind legislation 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. New York, like all states, established a system for making these determinations for its public schools. Each year the state issues School Report Cards which indicate each school’s status under the state’s NCLB accountability system. For a school’s status to be “Good Standing” it must not have failed to make Adequate Yearly Progress (AYP) for two consecutive years.

Results

Achievement First Brownsville is in “Good Standing” under the NCLB accountability system.

Evaluation

This meets the measure as stated in the AF Brownsville Accountability Plan.

Additional Evidence

Achievement First Brownsville Charter School has consistently maintained “Good Standing” since its opening in 2008-09.

NCLB Status by Year

Year	Status
2005-06	N/A
2006-07	N/A
2007-08	N/A
2008-09	Good Standing
2009-10	Good Standing

APPENDIX B: OPTIONAL GOALS

Goal 6: Literacy

Brownsville students will demonstrate grade-level appropriate literacy skills.

Background

Achievement First Brownsville is committed to tracking and ensuring grade-level literacy development in the years prior to New York State examination eligibility. The school has invested in the Fountas & Pinnell assessment system to regularly evaluate student reading fluency and comprehension beginning in kindergarten and throughout the elementary school.

Goal 6: Absolute Measure

On the Fountas & Pinnell Assessment, a minimum of 50 percent of kindergarteners will achieve proficiency on the end-of-the-year test; a minimum of 55 percent of first graders will achieve proficiency on the end-of-the-year test; a minimum of 60 percent of second graders will achieve proficiency on the end-of-the-year test; a minimum of 65 percent of third graders will achieve proficiency on the end-of-the-year test; and a minimum of 70 percent of fourth graders will achieve proficiency on the end-of-the-year test.

Method

AF Brownsville will administer the Fountas & Pinnell Assessment, an examination that tests reading fluency (the rate and accuracy at which students read) and reading comprehension, to all students in the middle and end of every school year. The initial diagnostic may take up to 30 minutes to administer, and the follow-up assessments should take only 10-15 minutes each. Every new teacher to AF Brownsville receives F&P training which enables them to test students one-on-one. Achievement First has developed its own standards for basic, below-proficient, proficient and advanced scores. No student is exempt from taking this examination.

Results

On the end-of-year Fountas & Pinnell evaluation, 99% of kindergarten students, 100% of first grade students, and 94% of second grade students were rated proficient or advanced. Both cohorts increased proficiency between 2008-09 and 2009-10, with the first cohort reaching 100% and only five students missing the proficiency benchmark in the second cohort.

Cohort Growth on Fountas & Pinnell Test from Spring 2009 to Spring 2010

Grade	Cohort Size	Percent of Students Proficient			Target Achieved
		2008-09	Target	2009-10	
K	79		50%	99%	YES
1	80	94%	55%	100%	YES
2	89	79%	60%	94%	YES
3					
4					
All	248	86%		98%	

Cohort Performance on Fountas & Pinnell Test by School Year

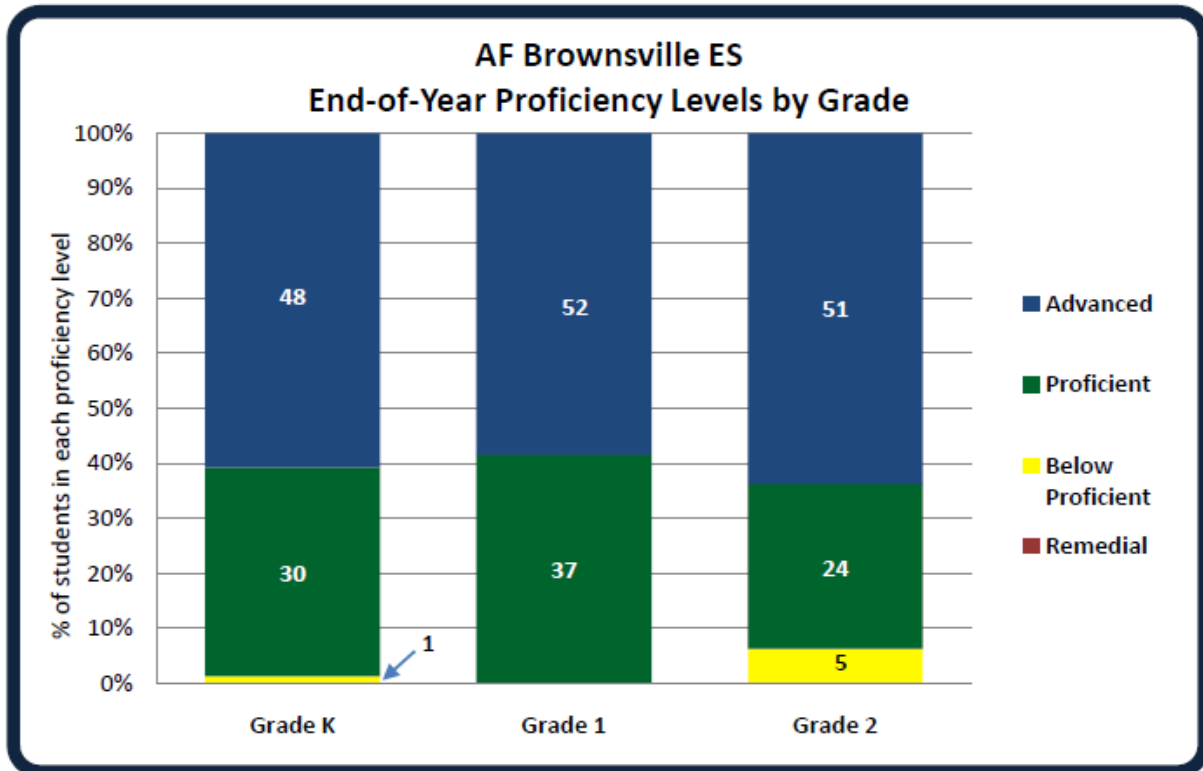
School Year	Cohort Grades	Number of Cohorts Meeting Target	Number of Cohorts
2005-06	N/A		
2006-07	N/A		
2007-08	N/A		
2008-09	K-1	2	2
2009-10	K-2	3	3

Evaluation

This strong performance exceeds the benchmark of 50% proficiency in kindergarten, 55% proficiency in first grade, and 60% in second grade.

Additional Evidence

The following is a breakdown of the end-of-year Fountas & Pinnell assessment results for grades K-2 in 2009-2010. It shows the overwhelmingly proficient and advanced performance of the majority of Achievement First Brownsville students.



Goal 7: Math

Achievement First Brownsville students will demonstrate proficiency in mathematics procedures and problem solving skills.

Background

Achievement First Brownsville is committed to tracking and ensuring grade-level mathematics development in the years prior to New York State examination eligibility. The school has invested in the Terra Nova assessment system to regularly evaluate mathematical aptitude beginning in kindergarten and throughout the elementary school.

Goal 7: Absolute Measure

On the Terra Nova, the average kindergarten student will perform at-or-above the 50th NCE on the end-of-year test; on average, first graders will perform at-or-above the 55th NCE on the end-of-year test; on average, second graders will perform at-or-above the 60th NCE on the end-of-year test; on average, third graders will perform at-or-above the 65th NCE on the end-of-year test; and on average, fourth graders will perform at-or-above the 70th NCE on the end-of-year test.

Method

The Terra Nova math examination is administered to students at the end of kindergarten and the beginning and end of all other grades in the elementary academy. This test will be administered to all students and no students in the elementary academy will be exempt from examination.

Results

On the end-of-year Terra Nova evaluation, 91% of kindergarten students, 70% of first grade students, and 79% of second grade students were rated proficient or advanced.

Cohort Growth on Terra Nova from Spring 2009 to Spring 2010

Grade	Cohort Size	Average NCE			Target Achieved
		2008-09	Target	2009-10	
K	79		50	91	YES
1	89	68	55	70	YES
2	80	87	60	79	YES
3					
4					
All	83	77		74	YES

Cohort Performance on Terra Nova by School Year

School Year	Cohort Grades	Number of Cohorts Meeting Target	Number of Cohorts
2005-06			
2006-07			
2007-08			
2008-09	K-1	2	2
2009-10	K-2	3	3

Evaluation

This strong performance exceeds the benchmark of the 50th NCE in kindergarten, the 55th NCE in 1st grade, and the 60th NCE in 2nd grade.

Additional Evidence

Both of the cohorts available for repeated testing continued to exceed the increased benchmarks set for them at the higher grade level. The kindergarten cohort of 2008-09 improved their performance as 1st graders in 2009-2010. While scores for the 1st grade cohort of 2008-09 declined as 2nd graders in 2009-10, their scores still far exceeded the increased benchmark of 60th NCE.

Goal 8: Positive School Culture

Achievement First Brownsville students will demonstrate proficiency in mathematics procedures and problem solving skills.

Background

In addition to a rigorous academic program, Achievement First Brownsville is marked by a positive and joyful school culture that fosters a love of learning and development of strong character traits in all of its students. The school culture will be rated empirically based on student attendance, student suspension and discipline, and parent satisfaction.

Goal 8: Absolute Measure

Attendance: Each year, students in the elementary and middle academies at AF Brownsville will maintain an average daily student attendance of at least 95 percent.

Method

Attendance is tracked daily by all homeroom teachers at Achievement First Brownsville and entered into an electronic student information system. Attendance totals are reported to the board of trustees on a bi-monthly schedule.

Results

Achievement First Brownsville students maintained a daily average attendance of 98% through June, 2010.

Evaluation

The attendance benchmark was achieved for 2009-2010.

Goal 8: Absolute Measure

Discipline: Using our REACH character education curriculum to reinforce student behavior, from the outset of school the school will have an average of no more than one disciplinary action (i.e. suspension) per fifty students per academic year.

Goal 8: Absolute Measure

Method

At Achievement First Brownsville, suspensions are issued on a short-term basis to address certain behavioral or academic infractions. The consequence is intended as a learning opportunity for students and the decision is always discussed with each parent and student in person or in writing. At-home tutoring is provided for any student suspended out-of-school to ensure that he/she remains on schedule with schoolwork.

Results

In 2009-2010, nine suspensions were issued to kindergarten, first grade, or second grade students at AF Brownsville.

Month	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	Total
# of Occurrence	7	2	0	0	0	0	0	0	0	0	9

Evaluation

From the outset of the school year, AF Brownsville worked diligently to create a strong school culture and helped students to adapt to this new environment. In its efforts to set high standards for all students, AF Brownsville is not willing to allow the actions of some students to negatively affect the learning environment of other students. As demonstrated in this chart, all out of school suspensions occurred in the first two months of the academic year and there were no other out of school suspensions after 10/16/2010.

Maintaining a strong and positive school culture is a key element of AF Brownsville’s educational program. Having no suspensions for the final eight months of the school year demonstrates that the school is succeeding with this mission.

Goal 8: Absolute Measure

Parent Satisfaction: Each year, 90% of parents will demonstrate their satisfaction with the school by choosing to keep their child enrolled at AF Brownsville. This metric does not include students who move out of the borough, transfer off the waiting list to a different AF school, move to where transportation makes it prohibitive to attend; gain admission to a competitive private/parochial/specialized school; or transfer to a highly-specialized school to meet extreme IEP needs.

Method

All student withdrawals from Achievement First Brownsville Charter School are carefully tracked and monitored on the school’s “Dashboard of Indicators,” a document published bi-monthly for review by the Board of Trustees.

Results

**Charter School Student Attrition Rates
2009-2010**

	2009-2010	2008-2009	2007-2008	2006-2007	2006-2007
Number of students leaving	0	0	n/a	n/a	n/a

for lack of transportation					
Number of students leaving for geographic reasons (e.g., out of state/district relocation)	1	1	n/a	n/a	n/a
Number of students leaving for more restrictive special education setting	1	0	n/a	n/a	n/a
Number of students leaving due to parental choice (e.g., school transfer closer to residence, local elementary school, parent convenience)	0	5	n/a	n/a	n/a
Number leaving for other reasons (undetermined)	0	1	n/a	n/a	n/a
Total Number of students leaving	2	7	n/a	n/a	n/a
Highest Number enrolled (July 1-June 30)	246	182	n/a	n/a	n/a
Total Percent Attrition	0%*	4%	n/a	n/a	n/a

*** Both students who withdrew during the course of the 2009-2010 academic school year were considered acceptable losses per the Accountability Plan and were not included in the attrition metric.**

Evaluation

The 100% retention rate exceeds the benchmark of 90% retention as evidence of parent satisfaction.

Goal 8: Absolute Measure

Parent Satisfaction: Each year, 80% or more parents will give the school an overall grade of B or higher on the parent satisfaction survey.

Method

The parent survey is designed by Achievement First and distributed to all enrolled families in the students' homework folders and made available at Report Card Night. 210 surveys were collected out of 240 students enrolled at the school at the time the survey was administered. Results were calculated based on the number of surveys returned.

Results

205 of 207 respondents (or 99.03%) rated the school with a grade of A+, A or B on the parent satisfaction survey. Please see the attached parent survey results spreadsheet for a complete list of responses to the questionnaire.

Evaluation

This high level of demonstrated parent satisfaction meets the standard established in the Accountability Plan.

Goal 9: Fiscal Soundness

AF Brownsville will be fiscally sound.

Background

Maintaining fiscal soundness is of the utmost importance to Achievement First Brownsville insofar as it ensures the school's ability to operate efficiently and provide educational services to its pupils. Financial metrics are established in partnership between the Chief Financial Officer of Achievement First and the school Principal and Director of Operations, who report bimonthly to the Board of Trustees.

Goal 9: Absolute Measure

Budget: Each year, AF Brownsville will operate on a balanced budget, meaning actual reserves will equal or exceed actual expenses.

Method

The annual budget is developed in partnership between the Chief Financial Officer of Achievement First and Principal of AF Brownsville in consideration of available public funding and school-based needs. The budget is reviewed and ultimately approved by the Board of Trustees. The school conducts a monthly closing of its accounts with bimonthly report to the Board.

Results

Unaudited records indicate that AF Brownsville closed the 2009-10 fiscal year under budget.

Evaluation

Final evaluation is pending audit results for AF Brownsville finances for fiscal year 2009-10. However, preliminary reports suggest that the benchmark regarding the budget has been met.

Goal 9: Absolute Measure

Audit: Each year, AF Brownsville will have a clean audit with no material findings.

Method

Each year Achievement First Brownsville is audited by independent auditor ERE, LLP. These results are reported to the Board of Trustees and shared with the school's authorizer for complete review.

Results

The 2009-2010 audit has not yet been completed, per annual timeline restrictions.

Evaluation

Evaluation is pending the completion of the audit process for 2009-2010.

Goal 9: Absolute Measure

Internal Controls and Compliance: Each year, AF Brownsville will take corrective action, if needed, in a timely manner to address any internal control or compliance deficiencies identified by its external auditor, SED, or the Institute.

Method

Achievement First Brownsville ensures that any deficiencies identified by auditor ERE, SED or the Charter Schools Institute will receive prompt attention and a response in writing to ensure immediate compliance. Responses will be direct by the Principal, Director of School Operations, or representative of the Achievement First charter management organization. Pertinent information will be shared with the Board of Trustees at the regular bimonthly meetings.

Results

The institute visited AF Brownsville for evaluation in May. We have not received a full evaluation report, but we have not received any notice of deficiencies from the Institute or SED. We are currently working with our external auditors on our financial statements for 2009-10. So far no deficiencies have been found.

Evaluation

Final evaluation of this metric is pending receipt of the Institute's 2009-10 evaluation report based on their May visit.