

# Accountability Plan Progress Reports for the 2006-07 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 State University 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 State University 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 3<sup>rd</sup> through 8<sup>th</sup> grade, science tests to the 4<sup>th</sup> and 8<sup>th</sup> grades, and social studies tests to the 5<sup>th</sup> and 8<sup>th</sup> 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 Bushwick Charter School**  
**Accountability Plan Progress Report**  
**2006 – 2007**

The mission of Achievement First Bushwick 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. As outlined in the accountability plan, Achievement First Bushwick Charter School determines the school's overall success by the degree to which we meet or exceed ambitious and measurable performance goals in the following areas: (1) Academic Goals, (2) Other Academic Goals (Non-State Mandated Assessments), (3) Organizational and Non-Academic Goals, and (4) Fiscal Soundness. This report tracks the school's progress towards meeting the aforementioned goals. In this report, you will find data tracked at the elementary academy, currently serving grades K and 1.

Across both grade levels, our scholars have made significant progress towards meeting and/or exceeding the goals outlined in our charter application in all areas. With the back-office and instructional coaching support of Achievement First, the instructional team at AF Bushwick has been able to devote an abundance of time and energy into daily class instruction, professional development, and creating a school culture that is strictly focused on student achievement. Our first year gains set scholars on the path to success in college and beyond, and the school leadership looks forward to continued curriculum realignment along New York State standards, additional professional development, and additional individual tutoring opportunities next year to produce ongoing, stellar achievement results.

Principal Lizette Suxo has been charged in her first year with leading an instructional team that provides instruction to students who were not reading at grade level at the beginning of the year when they entered the school. She accepted this challenge and has worked tirelessly alongside her team members to map out a plan to meet benchmarks set at the beginning of the year. By mid-year, students were already showing significant progress towards achieving goals; at the end of the year, student success was evident, not only in our students' performance on nationally-normed assessments, but also in their enthusiasm for learning and "climbing the mountain to college." As an institution – comprised of our board, instructional staff, and Charter Management Organization Achievement First – we are committed to measuring academic performance as the paramount indicator of our students' success.

Below please find end-of-year results for Achievement First Bushwick Charter School:

## Category 1: Academic Goals

- New York State English Language Arts Examination

### GOAL:

#### **Absolute Proficiency (Required)**

Each year, 75 percent of 3-8 graders who are enrolled in at least their second year will perform at or above Level 3 on the New York State ELA examination.

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

#### **Comparative Proficiency on State Exams (Required)**

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 ELA exam will be greater than that of students in the same tested grades in the local school district. Achievement First Bushwick Charter School is currently located in Region 4, District 32 as defined by the New York City Department of Education.

Each year, the school will exceed its predicted level of performance on the State ELA 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.

#### **Value Added to Student Learning (Required)**

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

Kindergarten (K) and first grade (1) students at AF Bushwick are exempt from the New York State examinations. Students will begin taking these assessments in grade three in 2008-2009 and in fifth grade, upon the opening of Achievement First Bushwick middle academy, in 2007-2008.

- New York State Math Examination

### GOAL:

#### **Absolute Proficiency (Required)**

Each year, 75 percent of 3-8 graders who are enrolled in at least their second year will perform at or above Level 3 on the New York State Mathematics examination.

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

#### **Comparative Proficiency on State Exams (Required)**

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 Math exam will be greater than that of students in the same tested grades in the local school district. As described above, AF-Bushwick Charter School is currently located in Region 4, District 32 as defined by the New York City Department of Education.

Each year, the school will exceed its predicted level of performance on the State Math 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.

**Value Added to Student Learning (Required)**

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

Kindergarten (K) and first grade (1) students at AF Bushwick are exempt from the New York State examinations. Students will begin taking these assessments in grade three in 2008-2009 and in fifth grade, upon the opening of Achievement First Bushwick middle academy, in 2007-2008.

- **New York State Science Examination**

**GOAL:**

**Absolute Proficiency (Required)**

Each year, 75 percent of fourth graders and 75 percent of eighth graders who are enrolled in at least their second year will perform at or above Level 3 on the New York State Science examination.

**Comparative Proficiency on State Exams (Required)**

Each year in each tested grade, the percent of 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 students in the respective grades in the local school district. AF-Bushwick is currently located in Region 4, District 32 as defined by the New York City Department of Education.

Kindergarten (K) and first grade (1) students at AF Bushwick are exempt from the New York State examinations. Students will begin taking these assessments in grade three in 2008-2009 and in fifth grade, upon the opening of Achievement First Bushwick middle academy, in 2007-2008.

- **New York State Science Examination**

**GOAL:**

**Absolute Proficiency (Required)**

Each year, 75 percent of fifth graders and 75 percent of eighth graders who are enrolled in at least their second year will perform at or above Level 3 on the New York State Social Studies examination.

**Comparative Proficiency on State Exams (Required)**

Each year in each tested grade, the percent of 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 students in the same respective grades in the local school district.

Kindergarten (K) and first grade (1) students at AF Bushwick are exempt from the New York State examinations. Students will begin taking these assessments in grade three in 2008-2009 and in fifth grade, upon the opening of Achievement First Bushwick middle academy, in 2007-2008.

- **No Child Left Behind**

**GOAL:**

Under the state's NCLB accountability system, the school's Accountability Status will be "Good Standing" each year.

Achievement First Bushwick Charter School is in "Good Standing" according to the No Child Left Behind accountability system.

**Category 2: Other Academic Goals (Non-State Assessments)**

- **Developmental Reading Assessment (DRA)**

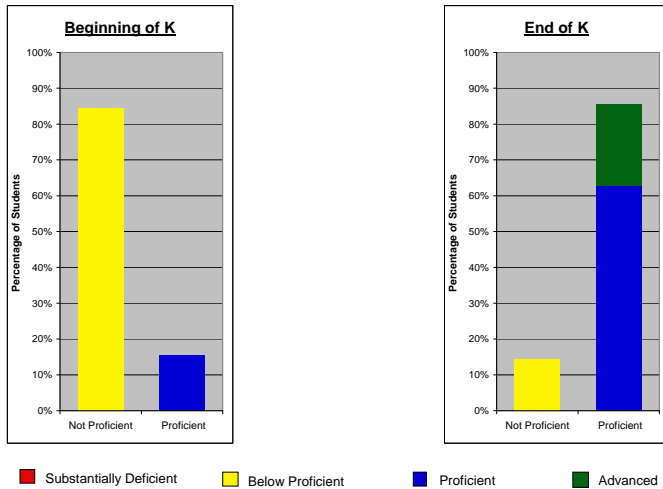
**GOAL:**

On the Developmental Reading Assessment, a nationally-normed reading test administered to students in the elementary academy, a minimum of 50 percent of kindergarteners will achieve at/above proficiency on the end-of-year test; a minimum of 55 percent of first graders will achieve at/above proficiency on the end-of-year test; a minimum of 60% of second graders will achieve at/above proficiency on the end-of-year test; a minimum of 65% of third graders will achieve at/above proficiency on the end-of-year test; and a minimum of 70% of fourth graders will achieve at/above proficiency on the end-of-year test.

Students at Achievement First Bushwick took the Developmental Reading Assessment (DRA), a nationally-normed examination that tests reading fluency (the rate and accuracy at which students read) and reading comprehension. This test is administered to students by a teacher two-three times per year to get baseline, mid-year, and end-of-year data tracking students' individual progress. Every new teacher to AF Bushwick received DRA training which enables them to test students one-on-one and Charter Management Organization Achievement First provided cross-network auditing to ensure consistency of results. The test takes between 15 minutes and one hour to administer, depending on a given student's skill level. Achievement First has developed its own extremely rigorous standards for basic, below-proficient, proficient and advanced for beginning, middle and end-of-year. No student is exempt from examination -- every student in the elementary school is assessed and all results are reported here, as elsewhere.

According to DRA data, at the beginning of the year, only 16% of the kindergarten cohort at AF Bushwick was reading at a proficient level. By the end of the year, 86% of the students achieved proficiency or beyond on the examination. This exceeds our goal of 50% proficiency by the end of kindergarten. Please see a graph of kindergarten DRA results below.

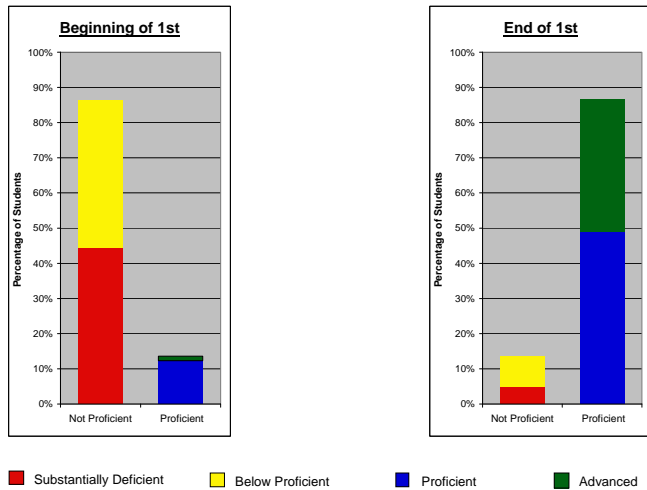
**AF BUSHWICK CLASS OF 2023**  
DRA Results (Reading) - Kindergarten



Note: There is no "substantially deficient" category for the beginning or middle of kindergarten.

According to DRA data, at the beginning of the year, only 13% of the first grade students were proficient readers. At the end of the first grade year, this number increased dramatically to 86%. This exceeds our goal of 55% proficiency in first grade. Please see a graph of first grade DRA results below.

**AF BUSHWICK CLASS OF 2022**  
DRA Results (Reading) - 1st Grade



In total, 86% of the elementary students met and/or achieved proficiency on the DRA assessment by the end of 2006-2007. This data is suggestive that the rate of students' reading fluency and comprehension dramatically improved over the course of the academic year.

According to Lizette Suvo, principal of AF Bushwick, this success correlates with the strong curriculum used, which includes SRA Reading Mastery and the Waterford computer program. The balanced approach to teaching reading (whole language and phonics), and the positive, achievement-oriented school culture where the instructional team is truly committed to seeing that every child succeeds are also equally

instrumental in the students' high performance rates. In addition, small group instruction, two-teacher classroom model, and longer-school day and year are contributing factors to the school's end-of-year success on the DRA assessments. Additionally, at AF Bushwick parents are true partners in the educational process: from school orientation to family chats and family workshops held throughout the year on reading, parent involvement is something we take seriously. The school model requires that all students read at home nightly with their parents. This alone creates a strengthened relationship between parent and child and an early love for reading.

- **Degrees of Reading Power (DRP)**

**GOAL:**

On the Degrees of Reading Power (DRP), a nationally-normed reading assessment administered to students in the middle school academy, fifth graders will achieve at/above the average national percentile of at least 40 on end-of-year test; sixth graders will achieve at/above the average national percentile of at least 50 on end-of-year test; seventh graders will achieve at/above the average national percentile of at least 55 on end-of-year test; and eighth graders will achieve at/above the average national percentile of at least 60 on end-of-year test.

Kindergarten and first grade scholars at AF Bushwick are exempt from the Degrees of Reading Power test. The incoming fifth grade class at AF Bushwick middle academy will begin taking this examination in 2007-2008 and results will be reported in the next Progress Report.

- **Terra Nova**

**GOAL:**

On the Terra Nova, a nationally-normed reading test administered to students in the elementary academy, kindergarteners will achieve at/above the average national percentile of at least 50 on the end-of-year test; first graders will achieve at/above the average national percentile of at least 55 on the end-of-year test; second graders will achieve at/above the average national percentile of at least 60 on end-of-year test; third graders will achieve at/above the average national percentile of at least 65 on end-of-year test; and fourth graders will achieve at/above the 70 on end-of-year test.

All elementary academy students were administered the mathematics section of the TerraNova, a nationally-normed test created by CTB McGraw Hill. TerraNova is comprised of a combination of basic procedures questions and higher-order word problem testing the mathematic skills of early math students. This examination is administered to students at the end of each grade. Unfortunately year-end results for the TerraNova examination are not yet available, but we anticipate strong results across grade levels on this test. These results will be reported to SUNY by September 30, 2007.

During the academic year student receive seventy-five minutes of daily math instruction that is directly aligned to the New York State learning standards. While kindergarten and first grade students are exempted from state assessments, the TerraNova allows the principal and instructional team to gauge students' knowledge of entry level mathematics concepts and preparation for advancement to new material in subsequent grades.

**Category 3: Organizational and Non-Academic Goals**

- **Attendance**

**GOAL:**

Achievement First Bushwick students will demonstrate their enthusiasm and commitment to the school by maintaining an average rate of 95% or higher.

The Achievement First model prescribes discipline around school culture. At AF Bushwick there is a specific focus and mandate on student attendance. Clear expectations around attendance are established and maintained throughout the academic year. As a daily reminder, principals, dean of students, and teachers preach the importance of being in school every day. To further build on the college-preparatory culture, parents are constantly reminded about punctuality and the time-on-task required to prepare students for college. As an incentive around attendance, students receive "Scholar Dollars." Over time these can be redeemed for field trips and class activities. Because attendance and Scholar Dollars are constantly monitored, the principal and the dean of students work directly with students who are failing to meet the school's attendance requirements.

The combined student attendance for 2006-2007 was 96%, which exceeds our goal. As a model for student attendance rate, teacher attendance is also tracked at AF Bushwick and the results were extraordinarily high, with an average of 99% attendance.

- **Student Suspension and Discipline**

**GOAL:**

Achievement First Bushwick will be marked by a tight, positive school culture. From the outset of school, we will have an average of one disciplinary action per every 50 students per year or fewer. As the total student population will grow as the school grows, the school culture will need to get tighter and more disciplined as time evolves to continue meeting this goal.

The Achievement First culture is disciplined and designed to sweat the small stuff. In order to maintain a strong culture, high student expectations are key. At AF Bushwick, there is a shared message around student behavior. Much of this is achieved through the school's character education program that centers on the REACH values (Respect, Enthusiasm, Achievement, Citizenship, and Hard work). The dean of students works directly with students to monitor and track behavior. The daily infractions focus on small, insignificant issues that do not escalate into complex issues, and the net result is very few student suspensions. Principal Suvo and the dean of students worked collaboratively on student behavioral issues, ensuring that those resulting in suspensions from school would be minimal.

We are pleased to report that AF Bushwick had only one short-term suspension throughout the 2006-2007 academic year, a first grade student in September. This was the result of complicated behavioral issues and shortly thereafter the parent voluntarily decided to withdraw the student. We anticipate the same number or even fewer suspensions or overall behavioral infractions next year as students continue to settle into the rigorous school culture of high expectations and receive constant support from the leadership team.

- **Parent Satisfaction**

**GOAL:**

Parents will demonstrate their satisfaction primarily by choosing to keep their children at Achievement First Bushwick. Eighty percent or more of parents will give the school an overall rank of "B" or better (given the choices of A through F) on parent satisfaction surveys.

Student success is directly attributable to parent involvement. At AF Bushwick, parent partnerships are created early on and at every level. Prior to the start of the academic year, the principal or deans conducted

one-on-one family meetings with parents and students to explain the program model and the school's expectations. During these sessions, parents overwhelmingly expressed buy-in to the Achievement First program, which requires parent involvement in ensuring students attend regularly, arrive on time every day, turn in daily homework assignments, and engage in independent reading at home nightly. In addition, parents have been invited to and volunteer to participate in various events at the school a scholastic book fair, a Black History Month celebration, talent show and monthly Parent Leadership Council (PLC) meetings and board meetings. Because Achievement First believes in tracking data on multiple measures of school success, parents were given surveys towards the end of the school year to rate the school's performance.

According to the survey, 98.9% of parents rated Achievement First Bushwick as a B to A+ school (94% rated it as an A/A+ school) and 100% agreed or strongly agreed that "my child goes to a great school." This data is overwhelming suggestive of positive parental impact, the instructional team is very proud of the support and feedback parents have given over the course of the academic year. Attached to this report please find data from the parent satisfaction survey.

- **Fiscal Soundness**

**GOALS:**

**Budgeting**

**Goal:** Each year, AF-Bushwick will operate on a balanced budget meaning actual revenues will equal or exceed actual expenses.

Achievement First Bushwick has closed the fiscal year under budget with revenues exceeding predicted expenses. Please see attached financial reports for a detailed expense account.

**Audit**

**Goal:** Each year, AF-Bushwick will have a clean audit with no material negative findings.

Achievement First Bushwick is currently undergoing the annual auditing process, but we anticipate no negative findings. Complete audit information will be provided by the October 29, 2007 deadline.

**Internal Controls & Compliance**

**Goal:** Each year, AF-Bushwick 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.

Achievement First Bushwick anticipates no control or compliance deficiencies; however this information will be reported in full with the auditors report and we will promptly take any corrective action as deemed necessary.

## SUMMARY OF GOALS

| <b>Measure</b>                         | <b>Description</b>   | <b>Outcome</b> |
|--|--|----------------|
| Academic Goals - ELA                   | Absolute, Comparative, Value Added Goals   | N/A            |
| Academic Goals - Math                  | Absolute, Comparative, Value Added Goals   | N/A            |
| Academic Goals - Science               | Absolute, Comparative, Value Added Goals   | N/A            |
| Academic Goals – Social Studies        | Absolute, Comparative, Value Added Goals   | N/A            |
| Academic Goals - NCLB                  | School in Good Standing  | Met            |
| Other Academic Goals - DRA             | 50% kindergarten proficiency<br>55% first grade proficiency<br>60% second grade proficiency<br>65% third grade proficiency<br>70% fourth grade proficiency   | Met            |
| Other Academic Goals - DRP             | 40 <sup>th</sup> national percentile in 5 <sup>th</sup> grade<br>50 <sup>th</sup> national percentile in 6 <sup>th</sup> grade<br>55 <sup>th</sup> national percentile in 7 <sup>th</sup> grade<br>60 <sup>th</sup> national percentile in 8 <sup>th</sup> grade | N/A            |
| Other Academic Goals – Terra Nova      | 50% kindergarten proficiency<br>55% first grade proficiency<br>60% second grade proficiency<br>65% third grade proficiency<br>70% fourth grade proficiency   | Unknown        |
| Org Goals – Attendance                 | 95% or higher attendance   | Met            |
| Org Goals – Discipline                 | 1 or fewer disciplinary actions per 50 students for the academic year  | Met            |
| Org Goals – Parent Satisfaction        | 80% or more parents will rate the school as “B” level or better.   | Met            |
| Org Goals – Fiscal / Budgeting         | Balanced Budget  | Met            |
| Org Goals – Fiscal / Audit             | Clean Audit  | Unknown        |
| Org Goals – Fiscal / Internal Controls | Corrective action taken for internal control or compliance deficiencies  | Unknown        |

**Achievement First Bushwick Charter School  
School Performance & Compliance Standards  
2006-2007**

**I. STUDENT PERFORMANCE**

Student performance at Achievement First Bushwick Charter School (AF Bushwick) is carefully measured by nationally normed tests including the Developmental Reading Assessment and Terra Nova math examinations. AF Bushwick demonstrated dramatic gains in reading as measured by the Developmental Reading Assessment (DRA), beyond the high proficiency standards established by Achievement First. For example, kindergarten students at AF Bushwick began the year at 16% proficiency but 86% of students achieved grade level or advanced proficiency by the end of the school year. Lizette Suxo, Principal at AF Bushwick, is pleased with the movement students have made in their first year, which parallels the progress of cohort groups at sister schools including the highly successful Amistad Academy, Elm City College Preparatory, AF Crown Heights and AF East New York. Ms. Suxo expects continued growth in the second year of operation and is confident that AF Bushwick elementary academy students will see dramatic gains to rival their peers across New York State.

**II. QUALITY EDUCATIONAL PROGRAM**

The Achievement First educational model is two-fold with a focus on academic and character development. The program is rigorously focused on college preparation (as early as kindergarten), as well as development of essential social and emotional skills among all our students. As such, the instructional team, including the principal, deans, and teachers, devotes three structured hours on reading every day to improve reading fluency and comprehension, in addition to two full hours of math instruction. At AF Bushwick, we prioritize instruction and are extremely intentional by ensuring that "more time on task" is the driving force behind how each school day is structured. At the same time, our students share great experiences outside the classroom – on field lessons, special events, and at lunchtime – which also provide essential learning opportunities. This year, our elementary students visited the Hall of Science in Queens, the Brooklyn Historical Museum, the Community Theater, the Brooklyn Botanical Gardens, and the Museum of Natural History.

The REACH curriculum at AF Bushwick integrates values education into everyday instruction by promoting the values of Respect, Enthusiasm, Achievement, Citizenship and Hard work when students interact with their teachers and peers as members of their school community. Fostering teamwork and a strong sense of personal responsibility for one's own success and the success of one's teammates is paramount. Our school motto, "Many minds, one mission!" is incorporated into the chants we sing and the banners that adorn our school. At AF Bushwick being smart, working hard, and being kind and helpful to others is the norm. This message provides a critical foundation for maintaining a school climate in which all students, in dealing with whatever kind of challenge, remain extremely positive about learning, working hard, and accomplishing their goals.

**III. SCHOOL LEADERSHIP**

School leadership is the key to school success, and the seminal driver in overall student achievement. At AF Bushwick, Lizette Suxo, Principal of the elementary academy, serves as a model instructional leader. Ms. Suxo was attracted to the Achievement First model because it allows greater focus of time and energy on ensuring student performance and quality instruction. She was selected by Achievement First and subsequently hired by the board of trustees with the support of teachers and parents because of her team

approach to leadership, her commitment to education and her willingness and ability to implement the AF model. School leadership centers on three key ingredients: the ability to lead people, the ability to create a sound culture, and the ability to drive instruction. Lizette Suxo has achieved a strong and successful start in the first year of the school's operation because she possesses a "whatever-it-takes" philosophy for ensuring that all students at AF Bushwick are provided with a solid college-preparatory education. Ms. Suxo believes that every child can achieve, and she is working to hire and retain a quality teaching staff, to develop professional development tools aligned to state grade-level standards, and to impact student lives by providing thoughtful and enriching learning and field lessons to support the classroom experience.

#### **IV. ORGANIZATIONAL VIABILITY**

Governance is an important factor in school success. Hence, the school's board of trustees is directly involved to ensure that the school functions as a viable organization. Meeting six times per year, the board confirms that the school is on target to meet academic goals, that the school implements sound fiscal practices and procedures, accurately tracking budgets and spending, and that the overall organization is set up for success. The board of trustees is provided with regular reports to ensure all of the functions of the school are being met. In addition, trustees are encouraged to visit the schools and witness student progress for themselves. School operations are also supported by Achievement First (AF), the charter management organization, that provides the academic model, principal leadership coaching, and an array of back-office support systems and personnel for operations, teacher recruitment, student recruitment, curriculum and professional development, IT and fundraising. The strong partnership and regular communication between school personnel and AF staff guarantees that AF Bushwick is on track for long-term success.

#### **V. SCHOOL CULTURE & COMMUNITY**

Many factors contribute to creating social trust within the Bushwick community. Prior to the opening of the school, much of the groundwork was laid through interactions with local politicians and local community groups. The various positive relationships with community stakeholders that resulted are lasting ones. The set of stakeholders most crucial to building social trust is parents. At AF Bushwick parents are indeed true partners in their students' education. Classroom doors are open and parents are welcome into the school at all times. This transparency creates reciprocal opportunities for feedback among parents, teachers, and school leaders. Parent attendance at school events including report card night, Parent Leadership Council meetings, and special school performances demonstrate that parents overwhelmingly support and trust the culture established at AF Bushwick. This is further supported by the Parent Survey taken by AF Bushwick parents. On their first-ever survey, 100% of the parents agreed that AF Bushwick is doing an exceptional job of creating a strong academic and character building framework for their children. Parents also believe that their child goes to a great school and that the school has delivered on its promises to parents and students. The expectation is that over time these relationships with parents and in the community will flourish and will subsequently attract additional stakeholders to the school.

In its first year of operation, Achievement First Bushwick Charter School has successfully adopted and built upon the proven model established at Amistad Academy, Elm City College Preparatory, and sister Achievement First schools located in Brooklyn. Through the devoted leadership of Principal Lizette Suxo and the hard work of the instructional staff, AF Bushwick has produced a record of high academic achievement, low levels of disciplinary infractions, and high parental and student satisfaction. Responding to the rigorous instruction and high expectations, the students of AF Bushwick rose to the challenge and demonstrated their ability to achieve in a community riddled with a history of low academic outcomes. At Achievement First, every student is taught to dream of climbing the mountain to college, and given their

dramatic performance on nationally-normed assessment tests and anticipated future successes; scholars at AF Bushwick will all make it to the top of the mountain.

**END OF REPORT**