



Charter Schools Institute
The State University of New York

Initial Renewal Report

Achievement First-Bushwick Charter School

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The final version of Institute renewal reports should be broadly shared by the school with the entire school community. This report will be posted on the Institute’s website at: www.newyorkcharters.org/pubsReportsRenewals.htm.

REPORT INTRODUCTION

This report is the primary means by which the Charter Schools Institute (the “Institute”) transmits to the Board of Trustees of the State University of New York (the “SUNY Trustees”) its findings and recommendations regarding a school’s Application for Renewal, and more broadly, details the merits of a school’s case for renewal. This report has been created and issued pursuant to the *Practices, Policies and Procedures for the Renewal of Charter Schools Authorized by the State University Board of Trustees* (the “SUNY Renewal Practices”).¹

Information about the SUNY renewal process, including an overview of the requirements for renewal under the New York Charter Schools Act of 1998 (as amended, the “Act”), is available on the Institute’s website at: www.newyorkcharters.org/schoolsRenewOverview.htm.

RECOMMENDATION AND SUMMARY DISCUSSION

Recommendation

Short-Term Renewal with Conditions

The Charter Schools Institute recommends that the SUNY Trustees approve the Application for Renewal of Achievement First-Bushwick Charter School to a limited extent and renew its charter only for a period of three years with authority to provide instruction to students in Kindergarten through 11th grade in such configuration as set forth in its Application for Renewal, with a maximum projected enrollment of 920 students, subject however to the applicable terms of the Application for Renewal as limited and to the following additional conditions:

- Prior to commencing instruction for the 2011-12 school year, Achievement First-Bushwick Charter School shall develop and have operational a formal and effective program for meeting the needs of English language learners for all grades it serves and shall provide supporting documentation to the Institute by August 1, 2011.

Background and Required Findings

In initial renewal reviews, the SUNY Trustees evaluate the strength and effectiveness of a school’s academic program by the degree to which the school has succeeded in meeting its academic Accountability Plan goals during the Accountability Period² and by the quality of the instructional program in place at the school during the charter period, as assessed using the Qualitative Education Benchmarks (a subset of the SUNY Renewal Benchmarks available at: www.newyorkcharters.org/schoolsRenewOverview.htm). In giving weight to both student

¹ The *Practices, Policies and Procedures for the Renewal of Charter Schools Authorized by the State University Board of Trustees* (revised September 15, 2009) are available at: <http://www.newyorkcharters.org/documents/renewalPractices.doc>.

² For the purpose of reporting student achievement results, the Accountability Period is defined in the SUNY Renewal Practices as the time the Accountability Plan was in effect. In the case of an initial renewal, the plan covers the first four years that the school was in operation during the charter period.

achievement and the emergent program, this approach provides a balance between an outcome-based system of accountability in which a school is held accountable for meeting measurable student achievement results and a determination of the likelihood that the educational program will improve student learning and achievement going forward.

Achievement First-Bushwick Charter School (“AF Bushwick”) has applied for an initial, Full-Term Renewal of five years. The SUNY Renewal Practices provide three possible renewal outcomes for AF Bushwick: Full-Term Renewal; Short-Term Renewal; or Non-Renewal. In reviewing the renewal criteria, Institute staff found that the school has not met the criteria for full-term renewal to the extent that it has not compiled a strong record of meeting its academic Accountability Plan goals and does not have in place an educational program that is strong and effective as required in the Renewal Practices. In order to earn Short-Term Renewal, AF Bushwick must in brief either have compiled: 1) an ambiguous or mixed record of educational achievement but have in place an academic program of sufficient strength and effectiveness which will likely result in the school’s being able to meet, with the additional time that renewal would permit, its academic Accountability Plan goals; or 2) an overall record of meeting its academic Accountability Plan goals but have in place an educational program that is inadequate in multiple and material respects.³

Based on the Institute’s review of the evidence it gathered and AF Bushwick provided including, but not limited to, the school’s Application for Renewal, evaluation visits conducted during the charter period, a renewal evaluation visit conducted in the last year of the charter period, and the school’s record of academic performance as determined by the extent to which it has met the academic goals in its Accountability Plan, the Institute finds that the school has compiled an ambiguous or mixed record of educational achievement in meeting its academic Accountability Plan goals, but has in place an academic program of sufficient strength and effectiveness, as assessed by using the Qualitative Education Benchmarks, that with the condition imposed will likely result in the school’s being able to meet or come close to meeting those goals with the additional three years that a Short-Term Renewal would permit.

Based on the evidence, the Institute makes the following findings required by the Act. AF Bushwick as described in its Application for Renewal meets the requirements of the Act and all other applicable laws, rules and regulations. The school has demonstrated the ability to operate in an educationally sound manner with the condition imposed and a fiscally sound manner in the next charter period. Finally, given the programs it will offer, its structure and its purpose, approving the school to operate for another three years with the condition is likely to improve student learning and achievement and materially further the purposes set out in Education Law subdivision 2850(2).

With respect to the condition noted above, at the time of the renewal inspection visit, English language learners (ELLs) enrolled in the school were receiving immersion services from the school’s special services team, and in some cases informal pull-out instruction under the supervision of the special education coordinator. The Institute has determined, and school leaders have acknowledged, that this model for providing services to ELL students at the Elementary Academy has been ineffective given the absence of formal ELL program for what is a sizable ELL population. In addition, the perceived treatment provided for ELLs as similar to that for special education students could be seen as violative of federal law. Leaders at the school’s Elementary Academy were, at the time of the renewal inspection visit, still exploring how to implement an ELL program. While there were far fewer ELLs enrolled at the Middle Academy, it is likely that its ELL population will

³ See the SUNY Renewal Practices for a full explanation of both Short-Term Renewal options.

increase substantially with the increasing number of students matriculating from the Elementary Academy especially as those students are less likely to be declassified through assessment due to the ineffective approach to providing services to ELLs. In addition, the existing Elementary Academy program is *ad hoc* in nature and was coordinated at the time of the renewal inspection visit by the special services coordinator. Inspectors also found that the services were not adequately articulated from the Elementary Academy to the Middle Academy. The school must therefore submit to the Institute for approval a comprehensive plan to support English language learners within each campus including the high school academy. Such a plan shall include documentation demonstrating that program staff are properly certified and/or appropriately credentialed, appropriate supervision and support is provided to instructional staff, the program is effectively coordinated, and that there are mechanisms in place to evaluate program effectiveness year to year, and that all instructors that have ELLs in classes are provided adequate professional development regarding roles and responsibilities for serving ELL students. The school must also demonstrate that the parents of ELLs are able to access materials provided to non-ELL parents such as discipline code, complaint policy, etc. The Institute will place the school in corrective action during the current charter term to begin to implement the foregoing specific conditions with the end date of the corrective action being the end of the current term.

If approved, the school would reach the end of the next and subsequent charter period following the proposed three-year Short-Term Renewal serving students in Kindergarten through 11th grade as the school currently serves students in Kindergarten through 8th grade. The Institute's recommendation to allow the inclusion of high school grades in the Short-Term Renewal was not based on the strength of the academic program or AF Bushwick's governance. Rather it was based on the fact that the co-located high school (which the Institute's renewal inspectors visited) has already been established by other schools (not authorized by the SUNY Trustees) that also contract with Achievement First, Inc ("AFI"), AF Bushwick's, not-for-profit management organization and sole corporate member. Further, the addition of the AF Bushwick's students would not be an operational or governance drain on the existing AF Bushwick academic program. If the additional grades were the responsibility of the renewal school alone, the Institute would not recommend that the high school grades be included in the school's plans for the future.

At the end of the next charter term, as a subsequent renewal period, the SUNY Renewal Practices would only permit two renewal recommendations, Full-Term Renewal or Non-Renewal, based almost exclusively on the extent to which the school has met its academic Accountability Plan goals. Given the absence of the most significant accountability data for high schools, namely graduation rates, the school will be evaluated following the subsequent renewal charter period based upon leading high school indicators and to a larger extent its performance on 3rd through 8th grade state assessments. In the event that the school fails to earn a subsequent renewal, the students in 11th grade may not be able to graduate. The school board must consider that possibility as it decides whether or not to go forward with an AF Bushwick high school program. In addition, if there were a scenario where the SUNY Trustees were to exercise discretion to permit those AF Bushwick students already in the co-located high school grades to remain enrolled in order to complete their program even though the school would otherwise close, that stand-alone high school program would have to be fiscally sound based on its limited enrollment. If the school board wishes to go forward with the high school program, it should consider the costs involved and determine whether it needs to raise and/or reserve sufficient funds for that contingency during the Short-Term Renewal charter period.

In accordance with the standard for Short-Term Renewal found in the SUNY Renewal Practices, the Institute recommends that the SUNY Trustees approve Achievement First-Bushwick Charter

School's Application for Charter Renewal as limited and renew the charter for a period of three years with the above listed condition.

Consideration of School District Comments

In accordance with the Act, the Institute notified the school district in which the charter school is located regarding the school's application for renewal. As of the date of this report, no school district comments were received in response.

Summary Discussion

AF Bushwick meets the standard for a Short-Term Renewal of three years insofar as it has accumulated a mixed record of educational achievement but has introduced educational systems that are likely to result in improved student learning within the added time that a Short-Term Renewal permits. Specifically, given its ongoing review and revision of curriculum and internal assessment systems, further implementation of its structures and systems for providing instructional coaching and support to its teachers, and positive impact that a high school program is likely to have on the existing K - 8 program, AF Bushwick is likely to meet its Accountability Plan goals with the additional time that a Short-Term Renewal of three years would permit.

Academic Success

AF Bushwick has compiled a mixed record in meeting its key academic Accountability Plan goals in English language arts and mathematics. Having administered the state exams for the first time in 2007-08, AF Bushwick has over the last three years consistently met the mathematics goal; however, over the same period the school has not met the English language arts goal. While AF Bushwick has outperformed its local community school district in English language arts, it has continued to perform lower than expected in comparison to similar schools state-wide, based on free lunch statistics. Based on limited data, the school has met its science goal, but not its social studies goal. According to the state's No Child Left Behind ("NCLB") accountability system, the school is deemed to be in good standing.

Based on the results of the five measures in its Accountability Plan, AF Bushwick has consistently failed to meet its English language arts goal. The school has exceeded the Annual Measurable Objective ("AMO") set by the state throughout the Accountability Period and outperformed its local community school district during the two most recent years, though only by a small margin. However, during the three years in which the state test has been administered, the school has failed to meet the 75 percent target for absolute proficiency. More importantly, in comparison to demographically similar schools the school has performed worse than expected each year that it has administered the state exam. The school has not met its overall growth target in either of the two years it was applicable. In the most recent year, overall school performance declined with only one of three cohorts meeting its individual growth target.

Based on the results of the five measures in its Accountability Plan, AF Bushwick has met its mathematics goals throughout the Accountability Period. The school has far exceeded its absolute target of 75 percent proficiency each year, with close to 100 percent proficiency each of the last two years. The school has consistently exceeded the AMO and outperformed its local community school district by a wide margin each year. In comparison to demographically similar schools state-wide, the school met its target and performed better than expected to a large degree each year. With

respect to growth, the school as a whole has exceeded its cohort growth targets during each of the two years that this measure was applicable.

Over the course of the charter period AF Bushwick has implemented a comprehensive system to gather assessment and evaluation data and uses it to improve instructional effectiveness and student learning. The central feature of this system is a series of interim assessments generally administered in six-week cycles, followed by a systematic review and discussion of the results for instructional purposes. In addition, teachers have regularly administered additional assessments including daily formative assessments, standardized summative assessments such as the Terra Nova, and more recently the Fountas and Pinnell literacy assessment to determine student acquisition of skills and concepts. Teachers have consistently used various assessment data to develop student groupings and to identify students in need of assistance, thereby increasing their chances of performing at or above proficiency, especially in mathematics. While the school has been less able late in the charter period to use assessment results to accurately predict whether or not the school's English language arts Accountability Plan goal is being met, it has begun to refine its interim assessments to ensure appropriate alignment. Given the existing strengths of its current assessment system, acknowledgement of its shortcomings and action to remedy them, particularly in English language arts, AF Bushwick's assessment system is likely to support the continued implementation of the school's educational program throughout the term of the proposed Short-Term Renewal charter period.

At the time of the renewal inspection visit, AF Bushwick had in place, with the exception of language arts in the Middle Academy, a generally comprehensive and clearly defined curriculum aligned to state performance standards. Curriculum planning documents sufficiently support teachers in knowing what to teach and when to teach it. Additionally, teachers have access to a robust amount of instructional resources to carry out their lessons and to support the implementation of the school's intervention programs. Teachers demonstrated a clear understanding of the curricula for the grades and subject areas they were responsible for teaching. Generally, the existing curriculum is a result of a deliberate process implemented by the school that has allocated sufficient time and resources, and included the teachers in the ongoing review, development, and revision of the curriculum. The school at the time of the renewal inspection visit however had not been successful in using this process to create an effective curriculum in English language arts.

AF Bushwick has begun to increase the articulation of the curriculum from the Elementary Academy to the Middle Academy. In addition, the existing co-located Achievement First High School, where students would matriculate from 8th to 9th grade, if approved, has begun to implement a process of backward planning its curriculum starting with college readiness skills, which will likely have an impact on the overall curriculum review and development efforts of the Elementary and Middle School Academies. These efforts are expected to strengthen the cohesiveness of the instructional program across campuses.

The quality of instruction has varied across AF Bushwick throughout the charter period and at the time of the renewal inspection visit. High quality instruction was generally evident during the first three years of operation, particularly in the elementary grades. At the time of the renewal visit, teachers at both academies were observed delivering purposeful and effective basic skills instruction focused on clear learning objectives aligned to the school's curriculum and state standards. In some classrooms, teachers regularly employed higher-order questioning strategies while engaging students in rigorous instruction. In other classrooms, teachers struggled to engage students in high levels of instruction. The school has acknowledged the need to increase rigor in the Middle Academy, where

there is a perceived reduction in the need for remedial and intervention services because of the amount of time students will have already spent at the school.

Instructional leaders at both academies have established a school culture and academic environment that generally supports high expectations for student behavior and achievement. In addition, school leaders have held teachers accountable for student achievement through the use of Performance Improvement Plans put in place for struggling teachers at each academy, and by opting to not renew contracts of teachers who have not performed satisfactorily. Throughout the charter period, AF Bushwick has had a comprehensive system of instructional coaching. Each member of the staff, including instructional leaders, has an assigned coach that provides constructive support through the development of a Professional Growth Plan (PGP). Through this structure, teachers are provided with ongoing and systematic support from instructional leaders, specifically, the principal, academic deans, and deans of school culture. With an increased focus on student learning outcomes and instructional effectiveness, the PGP structure has the potential to improve teaching and learning at the school within the proposed renewal charter period. Late in the charter period, school leaders have increased their expectations of teachers regarding the development of quality written lesson plans and are providing regular constructive feedback on these plans.

AF Bushwick has implemented a sustained and comprehensive professional development program in support of its teachers. Professional development activities are comprised of a combination of Achievement First network-wide events and school-based activities coordinated by the leadership teams at the respective academies. In addition, teachers have been provided with professional development experiences that address their individual needs and interests, including funding to pursue such interests. It has been clear to inspectors over the course of the charter period that professional development is a significant part of the school's design and culture and there exists a strong foundation for using professional development to improve teaching, which in turn is likely to allow the school to meet its academic Accountability Plan goals in the time that a Short-Term Renewal charter would provide.

AF Bushwick effectively provides a range of instructional supports to meet the needs of students who are struggling academically, with the exception of ELLs. Clear procedures are in place to identify students with disabilities as well as those that may benefit from remedial interventions through the school's Child Study Team and a Response to Intervention process. The school has allocated significant resources toward the implementation of a number of interventions including differentiated instruction in classrooms, small group targeted instruction, and multiple pull-out structures. While teachers have received adequate training and support in addressing the learning needs of struggling students, a formal and coherent program to support the needs of ELLs is not in place at either the Elementary Academy or the Middle Academy. The absence of such a program is of particular significance given the increasing population of ELLs throughout AF Bushwick.

AF Bushwick has established a culture of scholarship where learning is clearly valued. High behavioral expectations have been observed throughout the charter period, with an increased focus on community and character development at the time of the renewal inspection visit. Despite a concerted effort to reduce student discipline issues, the number of students being disciplined at the Elementary Academy increased significantly in 2009-10, likely a result of a facility transition, yet has declined since that time. Teachers at both academies were observed implementing consistent school-wide policies and practices for managing student behavior. Effective classroom management techniques have been observed by inspectors across the school throughout the charter period. In-class and whole-group transitions have also been efficient and productive. Teachers have received

extensive professional development and ongoing support to implement the intended school culture in a consistent manner. Low-level misbehavior is not tolerated in classrooms at AF Bushwick and the school is safe and very orderly.

Organizational Effectiveness and Viability

AF Bushwick has remained faithful to its mission; all stakeholders have consistently expressed a commitment to high academic achievement for all students and the promotion of a college preparatory educational program. In addition, the school has fully implemented the key design elements contained in its charter in pursuit of its mission. Permitting the school to provide a high school program co-located with other charter schools (not authorized by the SUNY Trustees) that contract with AFI is likely to further support the school in ultimately fulfilling the college preparatory aspect of its mission.

Based on limited data, parents are satisfied with the school. The most recently available survey results provided by the school in its Application for Renewal are from 2008-09. The vast majority of parents responded positively to the items contained in the survey. At the Elementary Academy, 96 percent of respondents gave the school an overall grade of “A” or “A+,” while 85.5 percent of respondents from the Middle Academy responded in a similar fashion. While these results are strongly positive, any conclusion must be tempered by the absence of a survey response rate from the school. Based on focus group interviews during the renewal inspection visit, parents do appear to be satisfied with the school. Interviewed parents appreciated the school’s focus on discipline, high expectations for learning, and preparation for college; they believed that the school does a good job in communicating with them about their child’s needs and progress.

AF Bushwick’s overall organizational structure consists of elementary and middle school academies with central staff from AFI, taking broad responsibility for the day-to-day oversight of the charter school as a whole. Well-functioning organizational structures with clearly defined roles and responsibilities have been evident within the individual academies, which have allowed for efficient and effective day-to-day operations. While each academy has operated effectively, coordination of school operations and the educational program across the academies making up the entire charter school has not been as evident, including operations, discipline, special education, and services for English language learners. The task of aligning policies between the Elementary and Middle Academies is currently left to the collaborative efforts of the leaders at each level with input from central staff of AFI.

The composition of the board of AF Bushwick includes individuals with a diverse set of skills. The board believes that it is well represented in critical areas including management, business, legal and financial expertise. The board also has a parent representative. The school board fulfills its responsibilities through a traditional committee structure and has generally avoided creating conflicts of interest. Where conflicts exist, such as with the two school trustees affiliated with AFI, the board has managed them in a clear and transparent manner through recusal. In all material respects, the school board has implemented adequate board policies and procedures to ensure the effective governance and oversight of the school. While the board had not formally evaluated the performance of its management partner during the first two years of operation, it has since implemented a process to do so.

Based on the evidence available at the time of the renewal inspection visit and throughout the current charter term, in all material respects, AF Bushwick has been in general compliance with the terms of

its charter, bylaws, applicable state and federal law, rules and regulations with certain exceptions. In addition to the ELL issues, deficiencies were noted in the areas of teacher certification (discussed below), Freedom of Information Law compliance and parental complaint procedures. The school's student discipline policy lacked clarity in the areas of mandatory alternative instruction for suspended students and the federal Gun Free School Zones Act mandatory penalties. While the school had implemented a clear Family Educational Rights and Privacy Act (FERPA) policy and waiver, it lacked sufficient detail to inform parents as to how student achievement data would be displayed within the school. The school's code of ethics needs to incorporate additional language as required by the recent amendments to the Act. The school has also regularly consulted with and made appropriate use of outside legal counsel on various matters.

At the time of the renewal inspection visit, a significant number of teachers and/or teaching assistants lacked appropriate certification as such certification was pending, expired, or not yet ready for review by State Education Department staff. Education Law subdivision 2854(3)(a-1) requires that uncertified teachers, who must otherwise be Highly Qualified as defined by the federal No Child Left Behind Act ("NCLB"), shall not in total comprise more than 30 percent of the teaching staff of the school, or five teachers, whichever is less. Following the school's factual review of the Draft Renewal Report, the school submitted additional certification and NCLB data. While the additional evidence indicated that a majority of those that had been identified as uncertified at the renewal inspection visit were certified or otherwise NCLB Highly Qualified, the number of uncertified teachers remained slightly outside of the guidelines set forth above. Therefore, the school will be placed on corrective action and must submit to the Institute full and complete documentation by August 1, 2011 to demonstrate that it is in compliance with the Education Law and federal law regarding certification and/or qualification of teachers. Note that the Education Law subdivision applies to an entire charter school and not a specific academy within a charter school.

AF Bushwick is located in a Community School District with a high percentage of students eligible for Free and/or Reduced Price Lunch (FRPL). Despite its location, the school has historically had relatively low enrollment of FRPL-eligible students. According to school leaders, this low percentage was caused by historically low return-rates of eligibility forms, which artificially skewed the school's FRPL numbers downward. At the time of the renewal inspection visit, the school had achieved a 97 percent return rate on this year's eligibility forms and anticipated a corresponding increase in the FRPL-eligible student percentage as a result. Furthermore, the school has recently implemented a revision to its admissions policy to increase the likelihood that FRPL-eligible students are selected in its annual admissions lottery. The school has been fully enrolled and maintains a sizeable waitlist.

Fiscal Soundness

AF Bushwick has created realistic budgets over the course of the charter period that are monitored and adjusted when appropriate. Annual budgets are developed as a collaborative effort between AFI staff, school-based directors of operation, principals and the school board. The school approaches the budgeting process with the goal that the school should be able to sustain its program on per-pupil funding alone. Budget variances are routinely analyzed and material variances are discussed with appropriate staff and/or the school board when necessary. The school continually takes a strategic look at spending trends and staffing needs in the development and monitoring of its budget(s). Actual expenses have been equal to or less than actual revenue over the course of the charter period with no material exceptions.

The school has adopted the written fiscal policies and procedures of AFI related to external and internal compliance for cash disbursements, cash receipts, bank reconciliations, payroll, fixed assets, grants/contributions, and the preparation of financial statements. Transactions have been accurately recorded and appropriately documented in accordance with management's direction. The directors of operations and central Achievement First, Inc. staff work with academy principals, school leadership team and board of trustees to ensure that the policies and procedures are documented and followed by school staff. The school's Fiscal Year (FY) 2009-10 audit report of internal controls—related to financial reporting and compliance with laws, regulations and grants—disclosed no material weaknesses, or instances of non-compliance. The lack of other deficiencies in the reports provides some, but not absolute, assurance that the school has maintained adequate internal controls and procedures.

AF Bushwick has complied with financial reporting requirements during the charter period. Budget, quarterly and annual financial statement audit reports were filed in a timely, accurate and complete manner. Each of the school's annual financial audits indicate that the reports followed, and were conducted in accordance with, generally accepted accounting principles and received an unqualified opinion, indicating that, in the auditor's opinion, the school's financial statements and notes fairly represent, in all material respects, the school's financial position, changes in net assets, and cash flows. The school board reviews and approves various monthly and quarterly reports along with the annual financial audit report.

The school has maintained adequate financial resources to ensure stable operations and has monitored and successfully managed cash flow. The school completed the FY 2009-10 school year in stable financial condition with increases in cash reserves and total net assets.

As illustrated in the Institute's Fiscal Dashboard,⁴ which appears as an appendix to this report, AF Bushwick has averaged a "fiscally strong" financial-responsibility-composite score over the current charter term, indicating a consistent level of fiscal stability. The composite score assists in measuring the financial health of a school using a blended score that measures the school's performances on key financial indicators. The blended score allows a school's sources of financial strength to offset areas of financial weakness. The school has also averaged a "medium risk/good" working-capital-ratio which indicates the school generally has had enough short term assets to cover immediate liabilities/short-term debt. In addition, the school has averaged a "low risk/excellent" debt-to-asset-ratio indicating the proportion of debt the school has relative to its assets due to its maintaining no short or long-term debt. Finally, the school has averaged a "high risk/poor" months-of-cash-ratio, demonstrating it has had less than the suggested three months of annual expenses in reserves. The school has no major investments and all cash is left in savings and/or money market accounts to ensure the school has sufficient cash available to pay current bills and other payables that are shortly due.

AF Bushwick averaged slightly under 87 percent of all expenses being allocated to program services over the current charter term. The school also saw revenue exceed expenses per-student on an average of nine percent a year, which indicates the school has followed through with an adequate operational plan on a year-to-year basis.

⁴ The Institute's Fiscal Dashboard, which provides a detailed financial analysis of each school authorized by the SUNY Trustees, is available at: <http://www.newyorkcharters.org/FiscalDashboard.htm>. A memo explaining the metrics used within the dashboard is also available at that web address.

Based on all of the foregoing the school has demonstrated fiscal soundness over the course of its charter term.

Plans for the Next Charter Period

The school has provided all of the key structural elements for a renewal charter, most of which are deemed to be reasonable, feasible and achievable. The school would maintain its current mission statement for the term of the renewal charter as follows:

Achievement First-Bushwick Charter School will strengthen the academic and character skills needed for all students to excel in top tier colleges, achieve success in a competitive world, and serve as the next generation of leaders in their communities.

The board of trustees intends to maintain its contractual relationship with AFI for school management services including the continued implementation of the academic program, curriculum and assessment services, professional development, and all fiscal and operational management services.

In its Application for Renewal, the school proposes to continue providing instruction to students in Kindergarten through 8th grade during the proposed charter period and to add one grade each year, providing instruction in Kindergarten through 11th grade in the final year of the charter. Accordingly, proposed enrollment would increase each year of the proposed charter period, with a student enrollment of 801 students in the first year, growing to 920 students in the third and final year. The school would offer 190 instructional days each year with the school day lasting from 7:15 a.m. to 4:00 p.m. for elementary grades, 7:30 to 4:00 for middle school grades (dismissal at 1:45 p.m. on Fridays to provide for professional development activities for the school's teachers), and 7:40 a.m. to 4:00 p.m. for high school grades.

AF Bushwick proposes to implement the following key design elements for the next charter period in pursuit of its mission: unwavering focus on breakthrough student achievement; consistent, proven, standards-based curriculum; interim assessments and strategic use of student performance data; more time on task; principals with the power to lead; increased supervision of the quality of instruction; aggressive recruitment and development of talent; disciplined, achievement-oriented school culture; rigorous, high-quality, focused training for principals and leaders; and parents and community as partners.

The school proposes to organize the educational program into existing Elementary and Middle Academies and expand its programmatic offerings to include a high school that is co-located with other charter schools (Achievement First Crown Heights Charter School and Achievement First Endeavor Charter School, both not authorized by the SUNY Trustees) that contract with AFI. It should be noted that the co-located high school is already in its second year of operation, having admitted students from the Middle Academies of the two aforementioned Achievement First charter schools. Achievement First Crown Heights Charter School was the first to enroll high school students and would serve as the fiscal agent for the co-located high school. Each governing board would be accountable for student achievement results of those students that enroll in the co-located high school from their respective middle school campuses. Each of the other two schools would provide resources proportionate to the number of students it enrolls. It should be noted that AFI has successfully operated such a co-located high school in Connecticut. A principal at each of the three school level academies would report directly to the AFI network leadership and each school's board

of trustees and would serve as the chief school high school official for the respective academies. Each principal would be supported by a cadre of secondary leaders, including a director of operations, a dean of students, and an academic dean(s). The school proposes to meet its high school goals by adapting David T. Tonley's four facets of college readiness to the Achievement First school model, which reportedly includes key cognitive strategies, key academic skills, academic behaviors and mindsets, and understanding of the college process.

In its Application for Renewal, the school provided plans to support the implementation of the high school program including, but not limited to, a curriculum framework, graduation requirements, student assessment plans, and other key information. The school will be required to provide a number of amendments to its Application for Renewal through the Institute's Request for Amendments (RFA) process to account for the co-located nature of the proposed High School Academy as well as other relevant information that requires modifications.

Due to its proposal to expand grade levels offered, the school's organizational structure would also evolve over the course of the charter period. A principal would serve as the overall leader at each of the three programmatic levels as well as the primary instructional leader, while a director of operations would oversee and manage all non-instructional functions of the school. These school-based leaders would report to and receive support from the management of AFI. Specifically, the principals of the Elementary Academy, Middle Academy, and High School would report to separate and individual assistant superintendents employed by AFI, who would oversee several schools at the same developmental level.

Members of the current board of trustees expressed an interest in continuing their service to the school. The school board would maintain its existing committee structure to carry out its responsibilities, and would add its participation on a joint high school committee to oversee and govern the co-located high school. Three members of each of the three charter school boards of trustees would serve on such a committee to collaboratively provide oversight of the educational program at the co-located high school. In addition, the school board has instituted plans to increase its focus in providing oversight in light of the challenges it has faced in meeting its English language arts Accountability Plan goal. In particular, the school board would: a) require each principal to report at each board meeting the extent to which students are performing on interim assessments in English language arts and mathematics against established goals; b) require a report at each meeting from AFI as to how it is supporting the school in meeting those goals, as well as the specific instructional and curricular changes that are being made, particularly in English language arts; c) the school board would collect and analyze additional data, such as comparisons to other schools managed by AFI to provide a comparative perspective on student achievement results; and d) the school board would only renew its management contract with AFI for one year, as opposed to the entire charter period, and conduct a thorough annual performance evaluation prior to renewing the contract. The school intends to maintain its current facilities, which, if approved would comprise three individual campuses – the Elementary Academy serving Kindergarten through 4th grade; the Middle Academy serving 5th through 8th grade; and growing enrollment in the co-located Achievement First High School serving 9th through 12th grade.

AF Bushwick has presented a reasonable and appropriate fiscal plan for the term of the next charter that is likely achievable, including adequate budgets that will need to be closely monitored and adjusted when appropriate to ensure fiscal stability. The school has taken a moderately aggressive yet strategic approach to budgeting and planning for the next charter period, developing a working budget that uses the 2010-11 funding levels as a starting point, increasing each year by one and a half

percent. The plan projects a modest operating and cash flow deficit in each year contingent on the school continuing to meet enrollment goals, which it has historically demonstrated the ability to meet.

The school and its management partner acknowledged that they continually develop budget outcomes that reflect many per-pupil funding scenarios to ensure the school has a contingency scenario should unexpected funding challenges arise. Long-range fiscal projections are more susceptible to error than those for a single year. Such projections are subject to revision due to changes in local conditions, objectives, laws and state funding. The school will be required to continually develop and adopt annual budgets based on known per-pupil amounts for the districts from which it draws enrollment.

Critical financial needs of the school will also be tied to the addition of the proposed grade expansion starting in 2011-12 and will also be dependent on student enrollment as noted above.

AF Bushwick with the condition imposed has presented a plan for implementing an educational program during the proposed charter period that would contribute to its meeting the goals contained in its Accountability Plan. Its governing board has demonstrated the capacity and instituted the organizational processes and structures to operate the school in an educationally and fiscally sound fashion. With the continued implementation of its curriculum and assessment programs including the addition of program offerings for high school students in partnership with an existing co-located high school, its structures for providing support to teachers, and its expectations for student performance, the school's leadership is likely to increase student learning and achievement. In turn, these improvements to the academic program are likely to result in the school's meeting or coming close to meeting the goals in its Accountability Plan with the additional time a Short-Term Renewal period would permit.

SCHOOL OVERVIEW

Opening Information

Date Initial Charter Approved by SUNY Trustees	January 2006
Date Initial Charter Approved by Operation of Law	June 2006
School Opening Date	August 30, 2006

Location

School Year(s)	Location(s)	Grades	District
2006 - 2007	84 Schaefer St., Brooklyn, NY 11207	K-1	NYC CSD 32
2007 - 2008	84 Schaefer St., Brooklyn, NY 11207	5	NYC CSD 32
2007 - 2009	1137 Herkimer St., Brooklyn, NY 11233	K-3	NYC CSD 23
2008 - present	1300 Greene Ave., Brooklyn, NY 11237	5-8	NYC CSD 32
2009- present	125 Covert St., Brooklyn, NY 11207	K-4	NYC CSD 32

Partner Organizations

School Year(s)	Partner Name	Partner Type	Dates of Service
Current	Achievement First, Inc.	CMO	2006 - present

Current Mission Statement

The mission of Achievement First-Bushwick Charter School is to provide students with the academic and character skills they need to excel in top colleges, to succeed in a competitive world, and to serve as the next generation of leaders in their communities.

Current Key Design Elements

<ul style="list-style-type: none"> • An unwavering focus on breakthrough student achievement.
<ul style="list-style-type: none"> • A consistent, proven, standards-driven curriculum.
<ul style="list-style-type: none"> • Strategic use of interim assessments and student performance.
<ul style="list-style-type: none"> • Increased time on task.
<ul style="list-style-type: none"> • Principals with the power to lead and increased supervision over the quality of instruction.
<ul style="list-style-type: none"> • Aggressive recruitment and development of talent.
<ul style="list-style-type: none"> • A disciplined, achievement oriented school culture.
<ul style="list-style-type: none"> • Rigorous, high quality, focused training for principals and leaders.
<ul style="list-style-type: none"> • Involvement of parents and communities as partners.

School Characteristics

School Year	Original Chartered Enrollment	Revised Charter Enrollment	Actual Enrollment ⁵	Original Chartered Grades	Actual Grades	Days of Instruction
2006-07	162	N/A	163	K-1	K-1	196
2007-08	318	335	360	K-2, 5	K-2, 5	196
2008-09	471	N/A	515	K-3, 5-6	K-3, 5-6	195
2009-10	620	N/A	664	K-7	K-7	195
2010-11	688	N/A	TBD	K-8	K-8	181

Student Demographics

	2007-08 ⁶		2008-09 ⁷		2009-10	
	Percent of School Enrollment	Percent of NYCSD 32 Enrollment	Percent of School Enrollment	Percent of NYCSD 32 Enrollment	Percent of School Enrollment ⁸	Percent of NYCSD 32 Enrollment ⁹
Race/Ethnicity						
American Indian or Alaska Native	0	0	0	0	0	N/A
Black or African American	73	26	71	25	55	N/A
Hispanic	26	71	28	71	36	N/A
Asian, Native Hawaiian, or Pacific Islander	1	2	1	2	1	N/A
White	0	1	0	1	5	N/A
Multiracial	0	0	0	0	3	N/A
Special Populations						
Students with Disabilities ¹⁰	7	N/A	10	N/A	8	N/A
Limited English Proficient	1	19	1	18	3	N/A
Free/Reduced Lunch						
Eligible for Free Lunch	63	86	55	84	45	N/A
Eligible for Reduced-Price Lunch	15	5	24	6	11	N/A

Current Board of Trustees¹¹

⁵ Source: SUNY Charter School Institute's Official Enrollment Binder. (Figures may differ slightly from New York State Report Cards, depending on date of data collection.)

⁶ Source: 2007-08 School Report Cards, New York State Education Department.

⁷ Source: 2008-09 School Report Cards, New York State Education Department.

⁸ Source: 2009-10 demographic and Limited English Proficient percentages based on BEDS reports submitted at the beginning of the school year. Percent Eligible for Free Lunch is based on schools' BEDS data as reported by SED; percent Eligible for Reduced Price Lunch provided by the school.

⁹ Aggregated district data not yet available for 2009-10.

¹⁰ New York State Education Department does not report special education data. School data is school-reported from charter renewal applications. District data from NYSED Special Education School District Data Profile.

Board Member Name	Position/Committees
Deborah Shanley	Chair
Emerson Moore	Treasurer
Jalak Jobanputra	Secretary
Iris Chen	Member
Judith M. Rodriguez	Member
Harris Ferrell	Member
Shannon Kete	Member
Malda Hibri	Member

School Leader(s)

School Year	School Leader(s) Name and Title
2006-07 to 2009- 10	Lizette Suxo (Principal, Elementary Academy)
2007-08 to Present	Amy D'Angelo (Principal, Middle Academy)
2010-11 to Present	Stacey Park (Principal, Elementary Academy)

School Visit History

School Year	Visit Type	Evaluator (Institute/External)	Date
2006-07	First Year	Institute	April 11, 2007
2007-08	Second Year	External	May 8-9, 2008
2008-09	Third Year	Institute	April 30, 2009
2009-10	None	N/A	N/A
2010-11	Initial Renewal	Institute	October 5-7, 2010

¹¹ Source: School renewal application and Institute board information.

ACADEMIC ATTAINMENT AND IMPROVEMENT

Background

At the beginning of the charter period the school developed and adopted an Accountability Plan that set academic goals in the key subjects of English language arts and mathematics, as well as science and social studies. The plan also included an NCLB goal. For each goal in the Accountability Plan specific outcome measures define the level of performance necessary to meet that goal. Furthermore, the Institute has established a set of required outcome measures that include the following three types: 1) the absolute level of student performance on state examinations; 2) the comparative level of student performance on state examinations; and 3) the growth in student learning according to year-to-year comparisons of grade level cohorts. The following table shows the outcome measures currently required by the Institute in each subject area goal, as well as for the NCLB goal. Schools may have also elected to include additional optional goals and measures in their Accountability Plan.

Summary of Required Goals and Outcome Measures in Elementary/Middle School (K-8) Accountability Plans					
GOAL	Required Outcome Measures				
	Absolute¹²		Comparative		Growth¹
	75 percent at or above Level 3 on state exam	Performance Index (PI) meets Annual Measurable Objective (AMO)	Percent proficient greater than that of local school district	School exceeds predicted level of performance compared to similar public schools by small Effect Size	Grade-level cohorts reduce by half the gap between prior year's percent at or above Level 3 and 75 percent
English Language Arts	◆	◆	◆	◆	◆
Mathematics	◆	◆	◆	◆	◆
Science	◆		◆		
Social Studies	◆		◆		
NCLB	School is deemed in "Good Standing" under state's NCLB accountability system				

The most important criterion for renewal is academic success, which is demonstrated in large part by meeting or coming close to meeting the goals in a school's Accountability Plan. The Institute determines the outcome of a goal by evaluating the multiple measures associated with that goal.

¹² Note: In 2009-10, the State Education Department (SED) raised its achievement standard, by increasing the scaled score cut off for proficiency or Level 3 performance on the English language arts and mathematics exams. In order to maintain a consistent standard for determining meeting the absolute and growth measures, the Institute asked schools to report 2009-10 results on these measures using a 650 scaled score cut-off, as SED had used a 650 cut-off in the previous few years.

SED has itself refined the cut score for its own NCLB accountability system. While following the same principle of maintaining year-to-year consistency in cut scores, the state has also taken into account when the two exams were administered in 2010 compared to previous years. As the exams were administered later in the year, students had more learning opportunities prior to the exam. As such, SED set the cut scores slightly higher than 650 in each grade. For the purpose of evaluating the goals' three absolute and growth measures, the Institute has adapted SED's "time-adjusted" cut-offs.

In the presentation of English language arts and mathematics results below, we use the "time-adjusted" cut-offs for 2009-10 and include in a footnote what the results would have been using the 650 cut-off.

The following presentation indicates the outcome of each of the school’s goals, as well as an analysis of the respective measures for each goal during the Accountability Period.¹³ Italicized text indicates goals or measures as written in the school’s Accountability Plan; bold numbers appearing in the tables are the critical values for determining if a measure was achieved in a given year. Aside from required Accountability Plan measures, the following also presents the results of optional measures that the school may have included in its plan.

English Language Arts

Accountability Plan Goal: All students at Achievement First-Bushwick Charter School (AF Bushwick) will be proficient readers and writers of the English language.

Outcome: AF Bushwick has not met its English Language Arts goal.

Analysis of Accountability Plan Measures:

Absolute Measure: <i>By the 2009-10 school year, 75% of AF Bushwick Charter School students who are enrolled in at least their second year at the school will score at or above a Level 3¹⁴ on the New York State English Language Arts assessment.</i>				
Results (in percents)				
	School Year			
Grade	2006-07	2007-08¹⁵ (Tested: 85)	2008-09 (Tested: 160)	2009-10¹⁶ (Tested: 297)
3	-	-	82.3	57.8
4	-	-	-	76.9
5	-	60.0	40.0	40.0
6	-	-	67.1	62.0
7	-	-	-	75.4
8	-	-	-	-
All	-	60.0	73.8	67.0

AF Bushwick has not met the absolute performance target of 75 percent of students performing at or above Level 3 on the state English language arts exam in any year during the Accountability period. In 2008-09, the school made significant progress towards meeting this goal, but in the most recent year performance declined. The 7th grade was the strongest performing, which suggests that the longer a student is enrolled at AF Bushwick the greater their success. However, third graders, who have largely been in the school longer, did worse than other grades. An analysis of performance across grades based on year of enrollment does not show a correlation between length of enrollment and ELA performance.

¹³ Because the renewal decision is made in the last year of a Charter Period, the Accountability Period ends in the next to last year of the Charter Period. For initial renewals, the Accountability Period is the first four years of the Charter Period. For subsequent renewals, the Accountability Period includes the last year of the previous Charter Period through the next to last year of the current Charter Period.

¹⁴ In 2009-10, this is based upon the state determined “time adjusted cut scores” instead of Level 3 cut scores as in previous years.

¹⁵ In 2007-08 there were no tested students enrolled in their second year at the school. The statistics given represent all tested students.

¹⁶ If using the 650 scale score cutoff as used in previous years, 76% of AF Bushwick students would be considered proficient in English Language Arts in 2009-10.

Absolute Measure: <i>Each year, the school's aggregate Performance Index on the State ELA exam will meet its Annual Measurable Objective set forth in the State's No Child Left Behind (NCLB) accountability system.</i>				
Results (in percents)				
	School Year			
Index	2006-07	2007-08 (Tested: 85)	2008-09 (Tested: 252)	2009-10 (Tested: 393)
PI	-	160	171	165
AMO	-	133	144	155

AF Bushwick has surpassed the English language arts AMO established by the state's NCLB accountability system during each year of its Accountability Period. However, the margin by which it exceeded the target declined considerably in the most recent year.

Comparative Measure: <i>Each year, the percent of students who are enrolled in at least their second year and performing at or above Level 3 on the State ELA exam in each tested grade will be greater than that of their peers in New York City Community School District 32.</i>				
Results (in percents)				
	School Year			
Comparison	2006-07	2007-08¹⁷ (Grade 5)	2008-09 (Grades 3, 6)	2009-10 (Grades 3-4, 6-7)
School	-	60.0	66.9	36.4
District		64.9	61.5	29.1

AF Bushwick has outperformed its local school district on the state's English Language Arts exam during the last two years of the Accountability Period by a small margin both years.

Comparative Measure: <i>Each year, the school will exceed its expected level of performance on the State ELA exam by at least a small Effect Size (performing higher than expected to small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.</i>				
Results (in percents)				
	School Year			
Index	2006-07	2007-08 (Grades 5) (Tested: 85)	2008-09 (Grades 3, 5-6) (Tested: 252)	2009-10 (Grades 3-7) (Tested: 392)
Predicted	-	70.4	75.2	42.2
Actual	-	59.7	71.8	34.1
Effect Size	-	-0.82	-0.36	-0.53

In comparison to demographically similar school statewide, AF Bushwick has performed worse than expected in each of the three years in which it has administered the state exams.

¹⁷ In 2007-08 there were no tested students enrolled in their second year at the school. The statistics given represent all tested students.

Growth Measure: 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 English Language exam and 75 percent at or above Level 3¹⁸ 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, the cohort is expected to show at least some increase in the current year.

Results (in percents)				
Percent Level 3 & 4	School Year			
	2006-07	2007-08	2008-09 (Grade 5-6) (N= 79)	2009-10¹⁹ (Grade 4-7) (N= 221)
Baseline	-	-	60.8	72.6
Target	-	-	67.9	73.8
Actual	-	-	67.1	69.7
Cohorts Made Target	-	-	(0 of 1)	(1 of 3)

AF Bushwick has not met this target in either of the two years in which it was applicable, with overall performance declining in the most recent year. In the most recent year, the 8th grade was the only cohort to meet their individual growth target; the other two cohorts declined from the prior year.

Optional Measures:

The school's Accountability plan did not include any optional measure related to its English Language Arts goal.

Mathematics

Accountability Plan Goal: Students at AF Bushwick will demonstrate competency in the understanding and application of mathematical computation and problem solving.

Outcome: AF Bushwick has met its mathematics goal.

Analysis of Accountability Plan Measures:

Absolute Measure: By the 2009-10 school year, 75% of AF Bushwick students enrolled in at least their second year at the school will score at or above a Level 3²⁰ on the New York State Mathematics assessment.

Results (in percents)				
Grade	School Year			
	2006-07	2007-08²¹ (Tested: 86)	2008-09 (Tested: 157)	2009-10²² (Tested: 299)
3	-	-	100.0	100.0
4	-	-	-	98.6
5	-	88.4	80.0	40.0
6	-	-	95.9	97.2
7	-	-	-	95.7
8	-	-	-	-
All	-	88.4	97.5	97.0

¹⁸ 2009-10 results are based on the state determined "time adjusted cut score" instead of Level 3 cut scores as in previous years.
¹⁹ If using the 650 scale score cutoff as used in previous years, one out of three cohorts would have achieved the requisite gains.
²⁰ In 2009-10, this is based upon the state's determined "time adjusted cut scores" instead of Level 3 cut scores as in previous years.
²¹ In 2007-08 there were no tested students enrolled in their second year at the school. The statistics given represent all tested students.
²² If using the 650 scale score cutoff as used in previous years, 98.0% of AF Bushwick students would be considered proficient in mathematics in 2009-10.

AF Bushwick has consistently exceeded the absolute performance target of 75 percent of students performing at or above Level 3 on the state’s mathematics exam during the Accountability Period. In 2009-10 the school met the absolute measure using the historical proficiency scale score equivalent of 650, as well as the state-determined time adjusted cut scores which were slightly higher.

Absolute Measure: <i>Each year, the school’s aggregate Performance Index on the State Mathematics exam will meet its Annual Measurable Objective set forth in the State’s No Child Left Behind (NCLB) accountability system.</i>				
Results (in percents)				
	School Year			
Index	2006-07	2007-08 (Tested: 86)	2008-08 (Tested: 246)	2009-10 (Tested: 393)
PI	-	188	192	195
AMO	-	102	119	135

AF Bushwick has surpassed the mathematics Annual Measurable Objective (AMO) established by the state’s NCLB accountability system during each year of its Accountability period. The school’s Index has increased steadily each year from 2007-08 through 2009-10.

Comparative Measure: <i>Each year, the percent of students who are enrolled in at least their second year and performing at or above Level 3 on the State Mathematics exam in each tested grade will be greater than that of their peers in New York City Community School District 23.</i>				
Results (in percents)				
	School Year			
Comparison	2006-07	2007-08²³ (Grade 5)	2008-09 (Grades 3, 6)	2009-10 (Grades 3-4, 6-7)
School	-	88.4	95.7	75.3
District	-	75.5	74.9	35.3

AF Bushwick has consistently outperformed its local school district on the state mathematics exam and has widened the gap in performance each year of the Accountability Period. In the most recent year, AF Bushwick’s proficiency rate exceeded that of the district by 40 percentage points.

Comparative Measure: <i>Each year, the school will exceed its expected level of performance on the State Mathematics exam by at least a small Effect Size (performing higher than expected to small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.</i>				
Results (in percents)				
	School Year			
Index	2006-07	2007-08 (Grades 5) (Tested: 86)	2008-09 (Grades 3, 5-6) (Tested: 246)	2009-10 (Grades 307) (Tested: 393)
Predicted	-	77.4	85.1	52.1
Actual	-	88.4	92.3	72.7
Effect Size	-	0.73	0.72	1.07

In comparison to demographically similar schools, AF Bushwick has performed far better than expected on the state mathematics examination each year, and in the most recent year this gap was larger than in previous years.

²³ In 2007-08 there were no tested students enrolled in their second year at the school. The statistics given represent all tested students.

Growth Measure: 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 Mathematics exam and 75 percent at or above Level 3 ²⁴ 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, the cohort is expected to show at least some increase in the current year				
Results (in percents)				
	School Year			
Percent Level 3 & 4	2006-07	2007-08	2008-09 (Grade5-6) (N= 77)	2009-10²⁵ (Grade 3-7) (N= 220)
Baseline	-	-	87.0	93.6
Target	-	-	87.1	93.7
Actual	-	-	96.1	95.9
Cohorts Made Target	-	-	(1 of 1)	(1 of 3)

AF Bushwick's overall performance increased in the two years that this measure was applicable. In 2009-10 only one of three cohorts met its individual growth target, a result of extremely high results the previous year making it more difficult for each cohort to show improvement.

Optional Measures:

The school's Accountability plan did not include any optional measure related to its mathematics goal.

Science

Accountability Plan Goal: Students at AF Bushwick will demonstrate proficiency in the understanding and application of scientific principles.

Outcome: Based on the limited data available, the school met its science goal.

Analysis of Accountability Plan Measures:

Absolute Measure: By the 2008-09 school year, 75% of AF Bushwick students who are enrolled in at least their second year will score proficient (i.e. at level three) or better on the New York State Science examination.				
Results (in percents)				
	School Year			
Grade	2006-07	2007-08	2008-09	2009-10 (Tested: 68)
4	-	-	-	99
8	-	-	-	-

AF Bushwick first administered the state social studies test to students who had been enrolled in the school for two or more years in the 2009-10 school year; that year 99 percent of students scored

²⁴ 2009-10 results are based on the state determined "time adjusted cut score" instead of Level 3 cut scores as in previous years.
²⁵ If using the 650 scale score cutoff as used in previous years, the school as a whole would still have achieved the target, and all three cohorts would have met their individual targets.

proficient and the school far exceeded its 75 percent target. The school did not administer the 8th grade science test during the Accountability Period.

Comparative Measure: <i>On the New York State Science assessment, a greater percentage of AF Bushwick Charter School students who have been enrolled at the school for two or more years will score at proficient and advanced levels than will their peers in New York City Community School District 23 .</i>				
Results (in percents)				
	School Year			
Comparison	2006-07	2007-08	2008-09	2009-10 (Grade 4)
School	-	-	-	99.0
District	-	-	72.0	NA

While district comparison data for the 2009-10 school year is yet unavailable, AF Bushwick’s 99 percent proficient rate far exceeds the district’s performance in the previous year. Assuming district performance continues at a similar rate, the school will have achieved its target.

Social Studies

Accountability Plan Goal: Students at AF Bushwick will demonstrate proficiency in the understanding and application of principles related to the social sciences.

Outcome: **It could not be determined if AF Bushwick met its social studies goal due to limited data.**

Analysis of Accountability Plan Measures:

Absolute Measure: <i>By the 2008-09 school year, 75% of AF Bushwick students who are enrolled in at least their second year will score proficient (i.e. at level three) or better on the New York State Social Studies examination.</i>				
Results (in percents)				
	School Year			
Grade	2006-07	2007-08	2008-09	2009-10²⁶ (Tested: 85)
5	-	-	-	47
8	-	-	-	-

The only students eligible for the exam enrolled in at least their second year were a small number of 5th graders who had been retained in the grade from the previous year. Overall, 47% of 5th graders scored proficient on the state exam, though the majority of these were enrolled in their first year and thus this cannot be used to determine if the school met its social studies goal.

NCLB

In addition to meeting its specific subject area goals, the school is expected under NCLB to make adequate yearly progress towards enabling all students to score at the proficient level on the state English language arts and mathematics exams. In holding charter schools to the same standards as

²⁶ In 2007-08 there were no tested students enrolled in their second year at the school. The statistics given represent all tested students.

other public schools, the state issues an annual school accountability report that indicates the school's status each year.

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

Outcome: The school met the goal. AF Bushwick was deemed to be in good standing in each of the four years of the Accountability Period.

Absolute Measure: <i>Under the state's NCLB accountability system, the school's Accountability Status will be "Good Standing" each year.</i>				
Results				
Status	School Year			
	2006-07	2007-08	2008-09	2009-10
Good Standing	Yes	Yes	Yes	Yes

Analysis of Additional Evidence

AF Bushwick received a letter grade of "B" on its 2009-10 New York City Department of Education (DOE) Progress Report. According to the DOE, overall Progress Report scores are based on school performance in three categories: School Environment, Student Performance and Student Progress, with the greatest emphasis placed on Student Progress. Schools can also earn extra points by achieving exemplary outcomes for high-need students. To raise the bar for schools and increase stability in grades, the overall cut scores were determined for 2009-10 based on a pre-determined scoring distribution: 25 percent A, 35 percent B, 25 percent C, 10 percent D, and 5 percent E.

The school received a "B" based on the composite score of three categories as discussed above. The school received an "A" in school environment, which measures factors other than student achievement. In the two categories related to student achievement, the school performed worse, receiving a grade "C" in both Student Performance and Student Growth. This is based on the decline in ELA scores from the previous year, coupled with the consistent math scores, and the school's performance relative to other schools.

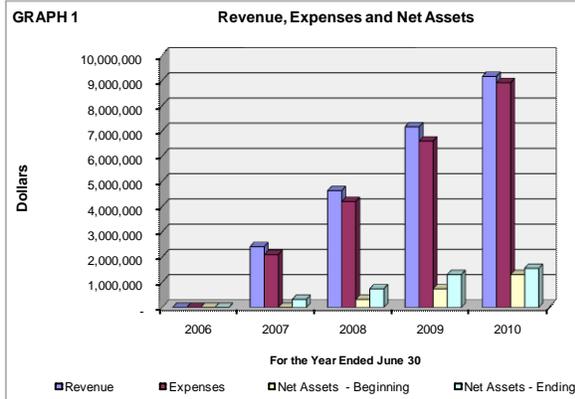
APPENDIX: FISCAL DASHBOARD

Achievement First Bushwick

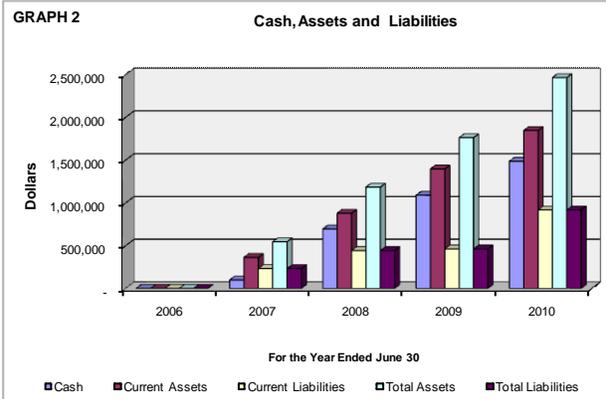
SCHOOL INFORMATION						
FINANCIAL POSITION	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Assets						
Current Assets						
Cash and Cash Equivalents - GRAPH 2	-	97,912	695,600	1,090,124	1,485,603	-
Grants and Contracts Receivable	-	-	166,106	278,785	349,012	-
Accounts Receivable	-	-	-	-	-	-
Prepaid Expenses	-	6,441	16,909	28,072	10,502	-
Contributions and Other Receivables	-	258,143	-	-	-	-
Total Current Assets - GRAPH 2	-	362,496	878,615	1,396,981	1,845,117	-
Property, Building and Equipment, net	-	183,349	304,570	364,295	556,502	-
Other Assets	-	-	-	-	62,514	-
Total Assets - GRAPH 2	-	545,845	1,183,185	1,761,276	2,464,133	-
Liabilities and Net Assets						
Current Liabilities						
Accounts Payable and Accrued Expenses	-	232,462	161,126	170,207	283,163	-
Accrued Payroll and Benefits	-	-	277,416	291,142	456,193	-
Deferred Revenue	-	-	-	-	-	-
Current Maturities of Long-Term Debt	-	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-	-
Other	-	-	4,447	1,354	177,839	-
Total Current Liabilities - GRAPH 2	-	232,462	442,989	462,703	917,195	-
L-T Debt and Notes Payable, net current maturities	-	-	-	-	-	-
Total Liabilities - GRAPH 2	-	232,462	442,989	462,703	917,195	-
Net Assets						
Unrestricted	-	313,383	740,196	1,298,573	1,546,938	-
Temporarily restricted	-	-	-	-	-	-
Total Net Assets	-	313,383	740,196	1,298,573	1,546,938	-
Total Liabilities and Net Assets	-	545,845	1,183,185	1,761,276	2,464,133	-
ACTIVITIES						
Operating Revenue						
Resident Student Enrollment	-	1,694,371	3,785,139	6,348,455	8,154,520	-
Students with Disabilities	-	-	5,147	25,690	270,474	-
Grants and Contracts						
State and local	-	-	-	-	59,214	-
Federal - Title and IDEA	-	440,884	497,627	687,838	391,607	-
Federal - Other	-	-	-	-	150,169	-
Other	-	-	-	-	52,139	-
Food Service/Child Nutrition Program	-	11,995	18,249	17,075	212	-
Total Operating Revenue	-	2,147,250	4,306,162	7,079,058	9,078,335	-
Expenses						
Regular Education	-	-	-	-	7,694,395	-
SPED	-	-	-	-	270,474	-
Regular Education & SPED (combined)	-	1,754,653	3,645,201	5,768,951	-	-
Other	-	-	-	-	-	-
Total Program Services	-	1,754,653	3,645,201	5,768,951	7,964,869	-
Management and General	-	337,586	523,728	774,853	880,324	-
Fundraising	-	-	30,265	50,750	65,236	-
Total Expenses - GRAPH 1 / GRAPH 4	-	2,092,239	4,199,194	6,594,554	8,910,429	-
Surplus / (Deficit) From School Operations	-	55,011	106,968	484,504	167,906	-
Support and Other Revenue						
Contributions	-	255,000	312,485	2,347	22,344	-
Fundraising	-	-	-	-	-	-
Miscellaneous Income	-	3,372	7,360	71,525	58,115	-
Net assets released from restriction	-	-	-	-	-	-
Total Support and Other Revenue	-	258,372	319,845	73,872	80,459	-
Total Unrestricted Revenue	-	2,405,622	4,626,007	7,152,930	9,158,794	-
Total Temporarily Restricted Revenue	-	-	-	-	-	-
Total Revenue - GRAPH 1	-	2,405,622	4,626,007	7,152,930	9,158,794	-
Change in Net Assets	-	313,383	426,813	558,376	248,365	-
Net Assets - Beginning of Year - GRAPH 1	-	-	313,383	740,196	1,298,572	1,298,572
Prior Year Adjustment(s)	-	-	-	-	-	-
Net Assets - End of Year - GRAPH 1	-	313,383	740,196	1,298,572	1,546,937	1,298,572
Functional Expense Breakdown						
Personnel Service						
Administrative Staff Personnel	-	-	-	-	638,628	-
Instructional Personnel	-	-	-	-	3,608,782	-
Non-Instructional Personnel	-	-	-	-	809,518	-
Personnel Services (Combined)	#REF!	1,130,708	2,474,450	3,950,760	-	-
Total Salaries and Staff	#REF!	1,130,708	2,474,450	3,950,760	5,056,928	-
Fringe Benefits & Payroll Taxes	-	243,011	447,326	750,288	860,249	-
Retirement	-	-	-	-	126,943	-
Management Company Fees	-	135,550	302,648	507,495	652,362	-
Building and Land Rent / Lease	-	-	42,848	49,823	71,620	-
Staff Development	-	12,566	23,453	54,773	144,615	-
Professional Fees, Consultant & Purchased Services	-	45,558	16,567	24,626	227,667	-
Marketing / Recruitment	-	-	-	-	22,176	-
Student Supplies, Materials & Services	-	275,059	431,269	585,547	732,029	-
Depreciation	-	69,016	143,882	200,293	204,859	-
Other	#REF!	180,771	316,751	470,949	810,981	-
Total Expenses	#REF!	2,092,239	4,199,194	6,594,554	8,910,429	-
ENROLLMENT						
Chartered Enroll	-	162	318	471	620	688
Revised Enroll	-	-	335	-	-	-
Actual Enroll - GRAPH 4	-	163	360	515	664	-
Chartered Grades	-	K-1	K-2,5	K-3,5-6	K-7	K-8
Revised Grades	-	-	-	-	-	-
Actual Grades	-	K-1	-	-	-	-

SCHOOL ANALYSIS

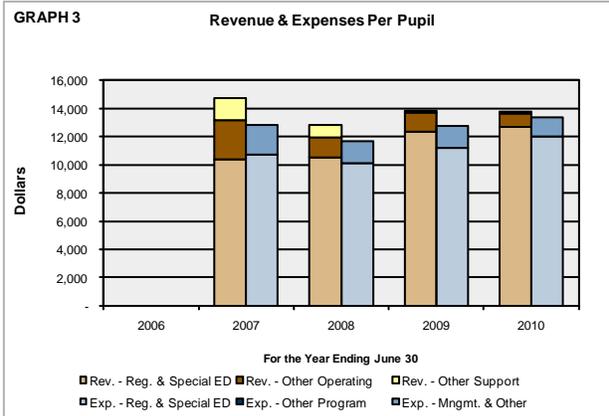
	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11 *	
Primary School District	NYC						
Per Pupil Funding	9,084	10,196	11,023	12,443	12,443	12,443	
Increase over prior year	5.8%	12.2%	8.1%	12.9%	0.0%	0.0%	
PER STUDENT BREAKDOWN							Average - 5 Yrs. OR Charter Term
Revenue							
Operating	-	13,173	11,962	13,746	13,672	-	13,138
Other Revenue and Support	-	1,585	888	143	121	-	685
TOTAL - GRAPH 3	-	14,758	12,850	13,889	13,793	-	13,823
Expenses							
Program Services	-	10,765	10,126	11,202	11,995	-	11,022
Management and General, Fundraising	-	2,071	1,539	1,603	1,424	-	1,659
TOTAL - GRAPH 3	-	12,836	11,664	12,805	13,419	-	12,681
% of Program Services	0.0%	83.9%	86.8%	87.5%	89.4%	-	86.9%
% of Management and Other	0.0%	16.1%	13.2%	12.5%	10.6%	-	13.1%
% of Revenue Exceeding Expenses - GRAPH 5	0.0%	15.0%	10.2%	8.5%	2.8%	-	9.0%
Student to Faculty Ratio						12.30	-
Faculty to Admin Ratio						6.0	-
Financial Responsibility Composite Scores - GRAPH 6							
Score	-	2.1	2.2	2.4	2.1	-	2.2
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 / Fiscally Needs Monitoring -1.0 - 0.9	N/A	Fiscally Strong	Fiscally Strong	Fiscally Strong	Fiscally Strong	N/A	Fiscally Strong
Working Capital - GRAPH 7							
Net Working Capital	-	130,034	435,626	934,278	927,922	-	606,965
As % of Unrestricted Revenue	0.0%	5.4%	9.4%	13.1%	10.1%	-	9.5%
Working Capital (Current) Ratio Score	-	1.6	2.0	3.0	2.0	-	2.1
Risk (Low > 3.0 / Medium 1.4 - 2.9 / High < 1.4)	N/A	MEDIUM	MEDIUM	LOW	MEDIUM	N/A	MEDIUM
Rating (Excellent > 3.0 / Good 1.4 - 2.9 / Poor < 1.4)	N/A	Good	Good	Excellent	Good	N/A	Good
Quick (Acid Test) Ratio							
Score	-	1.5	1.9	3.0	2.0	-	2.1
Risk (Low > 2.5 / Medium 1.0 - 2.4 / High < 1.0)	N/A	MEDIUM	MEDIUM	LOW	MEDIUM	N/A	MEDIUM
Rating (Excellent > 2.5 / Good 1.0 - 2.4 / Poor < 1.0)	N/A	Good	Good	Excellent	Good	N/A	Good
Debt to Asset Ratio - GRAPH 7							
Score	-	0.4	0.4	0.3	0.4	-	0.4
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)	N/A	LOW	LOW	LOW	LOW	N/A	LOW
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)	N/A	Excellent	Excellent	Excellent	Excellent	N/A	Excellent
Months of Cash - GRAPH 8							
Score	-	0.6	2.0	2.0	2.0	-	1.6
Risk (Low > 6 mo. / Medium 3 - 6 mo. / High < 3 mo.)	N/A	HIGH	HIGH	HIGH	HIGH	N/A	HIGH
Rating (Excellent > 6 mo. / Good 3 - 6 mo. / Poor < 3 mo.)	N/A	Poor	Poor	Poor	Poor	N/A	Poor



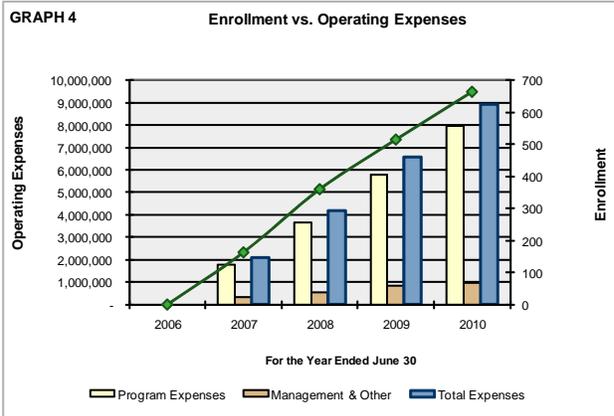
This chart illustrates total revenue and expenses each year and the relationship those subsets have on the increase/decrease of net assets on a year to year basis. Ideally subset 1, revenue, will be taller than subset 2, expenses, and as a result subset 3, net assets - beginning, will increase each year building a more fiscally viable school.



This chart illustrates the relationship between assets and liabilities and to what extent cash reserves makes up current assets. Ideally for each subset, subsets 2 thru 4, (i.e. current assets vs. current liabilities), the column on the left is taller than the immediate column on the right; and, generally speaking, the bigger that gap, the better.



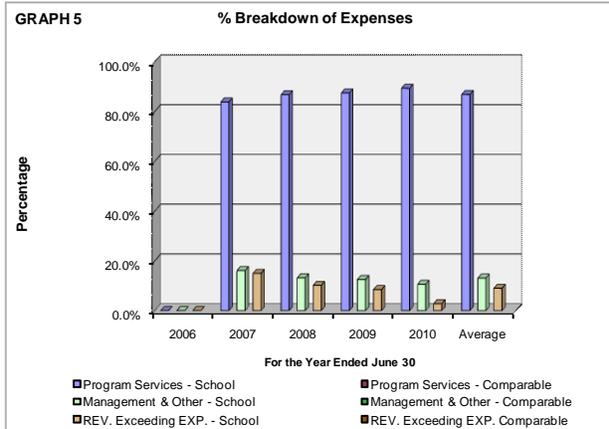
This chart illustrates the breakdown of revenue and expenses on a per pupil basis. Caution should be exercised in making school-by-school comparisons since schools serving different missions or student populations are likely to have substantially different educational cost bases. Comparisons with similar schools with similar dynamics are most valid.



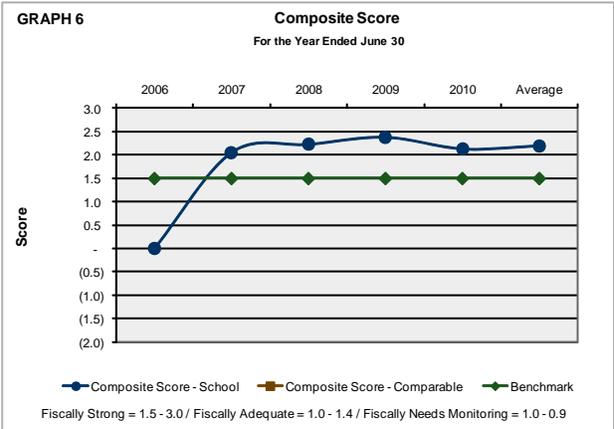
This chart illustrates to what extent the school's operating expenses have followed its student enrollment pattern. A baseline assumption that this data tests is that operating expenses increase with each additional student served. This chart also compares and contrasts growth trends of both, giving insight into what a reasonable expectation might be in terms of economies of scale.

COMPARABLE SCHOOL / REGION:

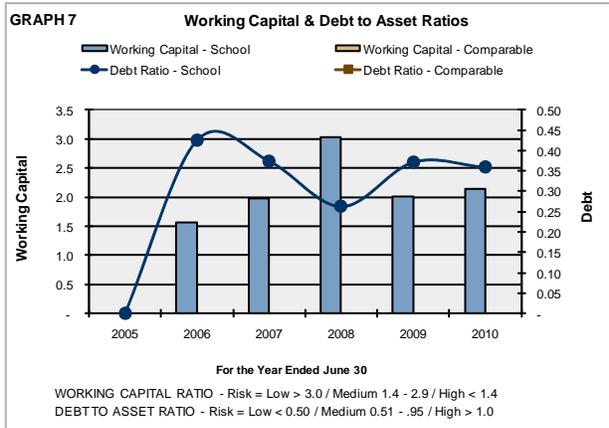
* Average = Average - 5 Yrs. OR Charter Term



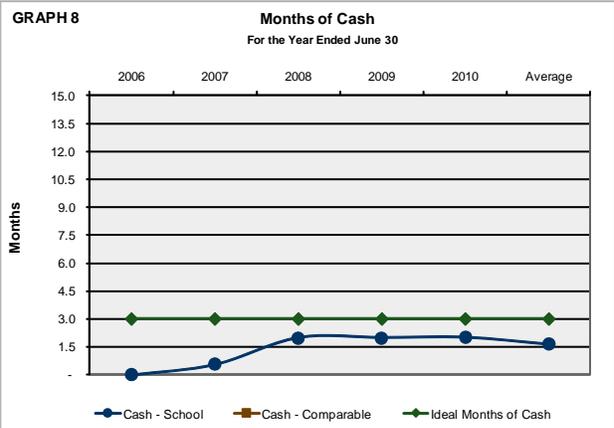
This chart illustrates the percentage expense breakdown between program services and management & others as well as the percentage of revenues exceeding expenses. Ideally the percentage expense for program services will far exceed that of the management & other expense. The percentage of revenues exceeding expenses should not be negative. Similar caution, as mentioned on GRAPH 3, should be used in comparing schools.



This chart illustrates a school's composite score based on the methodology developed by the United States Department of Education (USDOE) to determine whether private not-for-profit colleges and universities are financially strong enough to participate in federal loan programs. These scores can be valid for observing the fiscal trends of a particular school and used as a tool to compare the results of different schools.



This chart illustrates Working Capital and Debt to Asset Ratios. W/C indicates if a school has enough short-term assets to cover its immediate liabilities/short term debt. Debt to Asset indicates what proportion of debt a school has relative to its assets. The measure gives an idea to the leverage of the school along with the potential risks the school faces in terms of its debt-load.



This chart illustrates how many months of cash the school has in reserves. This metric is to measure solvency – the school's ability to pay debts and claims as they come due. This gives some idea of how long a school could continue its ongoing operating costs without tapping into some other, non-cash form of financing in the event that revenues were to cease flowing to the school.