

THE SUNY CHARTER SCHOOLS INSTITUTE

*RENEWAL RECOMMENDATION REPORT
ACHIEVEMENT FIRST BROOKLYN
CHARTER SCHOOLS AUTHORITY TO
OPERATE:*

*ACHIEVEMENT FIRST APOLLO CHARTER SCHOOL
ACHIEVEMENT FIRST ASPIRE CHARTER SCHOOL
ACHIEVEMENT FIRST BROWNSVILLE CHARTER SCHOOL
ACHIEVEMENT FIRST BUSHWICK CHARTER SCHOOL
ACHIEVEMENT FIRST CROWN HEIGHTS CHARTER SCHOOL
ACHIEVEMENT FIRST EAST NEW YORK CHARTER SCHOOL
ACHIEVEMENT FIRST ENDEAVOR CHARTER SCHOOL
ACHIEVEMENT FIRST LINDEN CHARTER SCHOOL
ACHIEVEMENT FIRST NORTH BROOKLYN PREPARATORY
CHARTER SCHOOL*

REPORT DATE: APRIL 2, 2025

VISIT DATE: SEPTEMBER 23 – 26, 2024



Charter Schools Institute
The State University of New York

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EDUCATION CORPORATION BACKGROUND

ACHIEVEMENT FIRST BROOKLYN CHARTER SCHOOLS



MISSION

Our mission is to deliver on the promise of equal educational opportunity for all of America's children. We know that every child - regardless of race, zip code, or economic status - deserves access to a great education. At Achievement First, our students realize their potential and develop the skills they need to graduate from college, succeed in a competitive world, and serve as the next generation of leaders in our community. Achievement First's operative construct is that we position our students to have choices in their lives through the skills and experiences that we provide them, not link them to a particular destiny.

EDUCATION CORPORATION BACKGROUND

Achievement First Brooklyn Charter Schools ("AF Brooklyn Schools" or the "education corporation"), a not-for-profit charter school education corporation, is currently authorized to operate 12 charter schools. The education corporation contracts with the Connecticut not-for-profit charter management organization ("CMO") Achievement First, Inc. ("Achievement First" or the "network"). The network provides the schools with academic, operations, facilities, and back office assistance. The network supports schools with planning and implementing new curricular programs and implements a robust assessment system. The network is also responsible for managing and evaluating the performance of each school and school leader and making recommendations to the AF Brooklyn Schools board for its approval.

CURRENT EDUCATION CORPORATION SNAPSHOT

First School Opened:
2005

Total Number of Charters:
12

Number of Students Served:
9,350

PROPOSED FUTURE EDUCATION CORPORATION SNAPSHOT

Serves: Kindergarten – 12th

Total Number of Charters:
12

Number of Students Served:
9,350

Information about each charter is found on the following page.

EDUCATION CORPORATION BACKGROUND

Achievement First Apollo Charter School



Opening Year: 2010

Current Enrollment/Grades: 824 | K-8

Future Enrollment/Grades: 824 | K-8

Achievement First Apollo Elementary School | 350 Linwood St, Brooklyn New York | CSD 19 | K-4 | East New York

Achievement First Apollo Middle School | 301 Vermont St, Brooklyn New York | CSD 19 | 5-8 | East New York

Achievement First Aspire Charter School



Opening Year: 2013

Current Enrollment/Grades: 1,271 | K-10

Future Enrollment/Grades: 1,446 | K-12

Achievement First Aspire Elementary School | 982 Hegeman Avenue Brooklyn | CSD 19 | K-4 | East New York

Achievement First Aspire Middle School | 970 Vermont St, Brooklyn New York | CSD 19 | 5-8 | East New York

Achievement First Ujima High School | 600 Central Ave, Brooklyn, New York | CSD 32 | 9-11 | Bushwick

East Brooklyn High School | 600 Central Ave, Brooklyn, New York | CSD 32 | 12 | Bushwick

Achievement First Brownsville Charter School



Opening Year: 2008

Current Enrollment/Grades: 837 | K-8

Future Enrollment/Grades: 754 | K-8

Achievement First Brownsville Elementary/Middle School | 2021 Bergen St, Brooklyn New York | CSD 23 | K-8 | Ocean Hill

Achievement First Bushwick Charter School



Opening Year: 2006

Current Enrollment/Grades: 824 | K-8

Future Enrollment/Grades: 824 | K-8

Achievement First Bushwick Elementary School | 125 Covert St, Brooklyn New York | CSD 32 | K-4 | Bushwick

Achievement First Bushwick Middle School | 1300 Greene Ave, Brooklyn New York | CSD 32 | 5-8 | Bushwick

Achievement First Crown Heights Charter School



Opening Year: 2005

Current Enrollment/Grades: 1,454 | K-12

Future Enrollment/Grades: 1,384 | K-12

Achievement First Crown Heights Elementary/Middle School | 790 East New York Ave, Brooklyn New York |

CSD 17 | K-8 | Crown Heights

Achievement First Brooklyn High School | 1485 Pacific St, Brooklyn New York | CSD 17 | 9-12 | Crown Heights

* New York City Community School District ("CSD")

Please note, under the Act, each charter school is permitted to educate students from Kindergarten through 12th grade upon authorizer approval. Each charter school may have multiple facilities or sites to offer their approved grade configuration, as long as, each charter school does not educate students of the same grade level in more than one site.

EDUCATION CORPORATION BACKGROUND

Achievement First East New York

Charter School



Opening Year: 2005

Current Enrollment/Grades: 1,208 | K-12

Future Enrollment/Grades: 728 | K-8

Achievement First East New York Elementary School | 557 Pennsylvania Ave, Brooklyn New York | CSD 19 | K-4 | East New York

Achievement First East New York Middle School | 158 Richmond St, Brooklyn New York | CSD 19 | 5-8 | Cypress Hills

Achievement First University Prep High School | 35 Starr St, Brooklyn New York | CSD 32 | 9-12 | Bushwick

Achievement First Endeavor

Charter School



Opening Year: 2006

Current Enrollment/Grades: 824 | K-8

Future Enrollment/Grades: 824 | K-8

Achievement First Endeavor Elementary/Middle School | 510 Waverly Ave, Brooklyn New York | CSD 13 | K-8 | Clinton Hill

Achievement First Linden

Charter School



Opening Year: 2014

Current Enrollment/Grades: 824 | K-8

Future Enrollment/Grades: 824 | K-8

Achievement First Linden Elementary School | 800 Van Siclen Ave, Brooklyn New York | CSD 19 | K-4 | East New York

Achievement First-Linden Middle School | 2390 Pitkin Ave, Brooklyn New York | CSD 19 | 5-8 | East New York

Achievement First North Brooklyn

Preparatory Charter School



Opening Year: 2014

Current Enrollment/Grades: 824 | K-8

Future Enrollment/Grades: 824 | K-8

Achievement First North Brooklyn Prep Elementary/Middle School | 200 Woodbine St, Brooklyn New York |

CSD 32 | K-8 | Bushwick



EDUCATION CORPORATION BACKGROUND

ACHIEVEMENT FIRST BROOKLYN CHARTER SCHOOLS BOARD OF TRUSTEES¹

CHAIR	TRUSTEES
Romy Coquillette	Desiree Dalton
VICE CHAIR	Tamika Bradley
Paul Cabana	Jonathan Atkeson
TREASURER	Amy Arthur Samuels
Christopher J. Lynch	Kevin Miquelon
SECRETARY	Josh Vidro
Akeem Frett	David Pollak
	Brandon Sorlie
	Erica Murphy
	Andrea Kilpatrick

ACHIEVEMENT FIRST NETWORK BOARD OF TRUSTEES

CHAIR	
Andrew Boas	Kathy Hamel
VICE CHAIR	Elizabeth Rose
Reshma Singh	Jennifer Mulhern
TRUSTEES	Katie Ballah
Valerie Rockefeller	Carrie Schindele
Griselda Rodriguez-Solomon	Shelly Cleary
	Pinak Pujari

KEY DESIGN ELEMENTS

Unwavering focus on breakthrough student achievement;	+	Aggressively recruits and develops talent;	+
Uses a consistent, high quality, standards-aligned curriculum;	+	Creates a disciplined, achievement-oriented school culture;	+
Strategically uses assessments to monitor and address student performance;	+	Provides rigorous, high quality, focused training for principals and leaders; and,	+
Principals have the power to lead their school to execute their vision;	+	Values families as partners.	+
Principals provide increased supervision over the quality of instruction;	+		

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

"+" : This indicator is generally present.

"-" : This indicator is generally not present.

EXECUTIVE SUMMARY

FULL-TERM RENEWAL

Renewal through 2029-30. *The SUNY Charter Schools Institute (the “Institute”) recommends the SUNY Trustees’ Charter Schools Committee approve the nine Applications for Charter Renewal:*

- *Achievement First Apollo Charter School;*
- *Achievement First Aspire Charter School;*
- *Achievement First Brownsville Charter School;*
- *Achievement First Bushwick Charter School;*
- *Achievement First Crown Heights Charter School;*
- *Achievement First East New York Charter School;*
- *Achievement First Endeavor Charter School;*
- *Achievement First Linden Charter School; and,*
- *Achievement First North Brooklyn Preparatory Charter School.*

If each school is renewed, AF Brooklyn Schools will be granted the authority to continue to operate each charter through 2029-30 with the authority to provide instruction to students in such configuration as set forth in each charter’s Application for Renewal. The Institute makes this recommendation based on each charter meeting the criteria for renewal set forth in the Policies for the Renewal of Not-for-Profit Charter School Education Corporations and Charter Schools Authorized by the Board of Trustees of the State University of New York (“SUNY Renewal Policies”).²

The Institute further recommends the SUNY Trustees renew for a full term of five years the provisional charter of AF Brooklyn Schools, the New York not-for-profit charter school education corporation.

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

EXECUTIVE SUMMARY

EXECUTIVE SUMMARY

AF Brooklyn Schools has served communities throughout Brooklyn since its first school opened in 2005. AF Brooklyn Schools also expanded into Queens, opening Achievement First Legacy Charter School (“AF Legacy”) in the St. Albans neighborhood in 2020-21. The education corporation has the authority to operate 12 charters, 11 of which are open and operating. The schools are academic successes as demonstrated by the schools consistently meeting or coming close to meeting their Accountability Plan goals throughout the charter term.

Over the current charter term, the AF Brooklyn Schools board demonstrated increased levels of oversight and governance to ensure the leadership transitions Achievement First faced in the past few years did not adversely affect its schools. The board worked closely with the leadership team throughout the charter term to align its expectations. Frequent communication and reporting ensured the board had all information necessary to inform its decision making practices. With stable leadership in place, the education corporation and CMO established a strategic plan in spring 2024, which includes revisions to the organization’s vision, mission, key design elements, and strategic priorities. Through this process, the network and school leadership developed a set of skills and abilities students who attend AF Brooklyn Schools should demonstrate upon graduation, which will guide future planning to ensure students have the skills to access any college and career pathway they choose.

Over the charter term, the education corporation faced significant staffing challenges across its schools. In response to staffing, facilities, and student enrollment challenges, the AF Brooklyn Schools’ board made the thoughtful, strategic decision to consolidate two of its four high school programs due to their close proximity, enrollment trends, and hiring at the high school level. This will allow Achievement First Brooklyn schools to continue to offer three high quality high school programs for their middle school students. In its long term planning, the network revitalized its principal fellowship program to enhance supports for building its bench of school leaders.

FINDINGS & INFORMATION

Is the education corporation an academic success?

AF Brooklyn Schools is an academic success. Over the charter term, AF Brooklyn Schools’ elementary and middle school programs implemented new curricula in response to teacher feedback and an opportunity to provide teachers with more supplemental materials through the new programs. Some schools demonstrated increased performance in the programs’ first year of implementation. This demonstrates AF Brooklyn Schools’ ability to pivot programs in a short amount of time and maintain high expectations for student performance.

The high school programs continue to develop and refine their offerings to ensure they are responsive to student feedback. The high school programs offer robust Advanced Placement (“AP”) coursework to prepare students for college.

The schools demonstrate success in the following ways:

- In English language arts (“ELA”), the education corporation’s students enrolled in at least their second year posted average proficiency rates that surpassed the citywide and Brooklyn borough averages from 2021-22 through 2023-24. AF Brooklyn Schools also posted aggregate growth scores that exceeded the target of 50 in all years with data suitable for analysis.

EXECUTIVE SUMMARY

- In mathematics, AF Brooklyn Schools posted high absolute achievement that exceeded New York City and Brooklyn averages. From 2021-22 to 2023-24, the education corporation increased the proportion of students enrolled in at least their second year scoring at or above proficiency by 18 percentage points. AF Brooklyn Schools also posted aggregate effect sizes in mathematics far above the target of 0.3 indicating that the schools performed higher than expected to a large degree compared to demographically similar schools statewide.
- The three schools within the education corporation producing high school results during this charter term posted high four year graduation rates and high college matriculation rates over the charter term. Notably, from 2019-20 through 2023-24, the aggregate AF Brooklyn Schools four year graduation rates exceeded the absolute target of 75% and the New York City average each year.

Is the education corporation an effective, viable organization?

AF Brooklyn Schools, with support from the network, is a viable, effective organization. AF Brooklyn Schools' board continues to increase its effectiveness in governance and oversight of the network and schools. It is thoughtful in its oversight as the network experienced turnover in its senior leadership during the charter term. The board is also thoughtful in its consideration of enrollment challenges and is requesting more information from the network on demographic and enrollment trends in both Brooklyn and Queens. Over the charter term, the network built up its leadership pipeline through its principal fellows program and has over 25 candidates for principalship in the network's pipeline. Given the success with its principal pipeline program, the network is working urgently to restructure its teacher in residence program to support hiring and retention efforts. Network and school leaders have robust supports in place to support teachers on the pathway to certification.

Is the education corporation fiscally sound³?

AF Brooklyn Schools is fiscally sound based on the Institute's review of the renewal documentation. The education corporation established a sound budget creation method with input from departments across the network with reasonable and achievable projections and fiscal goals. The education corporation's finance team meets monthly with each school to monitor variances and quarterly with the board to discuss results. AF Brooklyn Schools maintained strong enrollment numbers throughout the current charter term in most of the schools in the education corporation and maintained adequate revenue to cover its expenses. AF Brooklyn Schools has no material internal control weaknesses in the 2023-24 annual financial audit and maintains a separate dissolution account with the appropriate amounts as required by the charter agreement.

AF Brooklyn Schools demonstrates strong financial performance during the current charter term with net assets (\$94.7 million), and cash (4.8 months on hand) reserves growing each year. It consistently achieves high scores across all fiscal metrics tracked by the Institute throughout the term. AF Brooklyn Schools maintains adequate teacher to student ratios and adjusts accordingly to reflect enrollment fluctuations. The network prioritizes spending on teacher recruitment and retention by increasing salaries and benefits, curriculum upgrades, technology, and necessary facility upgrades across all schools.

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

EXECUTIVE SUMMARY

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

AF Brooklyn Schools' plans for each charter are reasonable, feasible, and achievable. The network will continue to support the transition to new curricular programs across the Kindergarten – 8th grade programs. The schools plan to continue developing the graduate aims framework to ensure a fully vertically aligned experience for students.

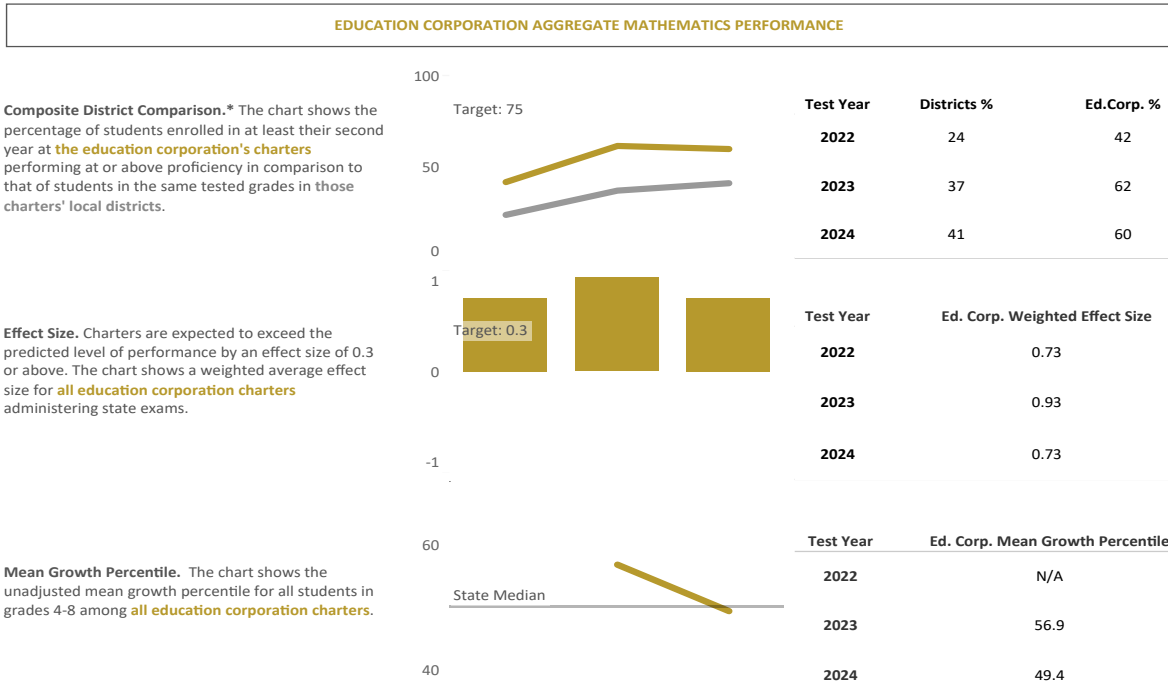
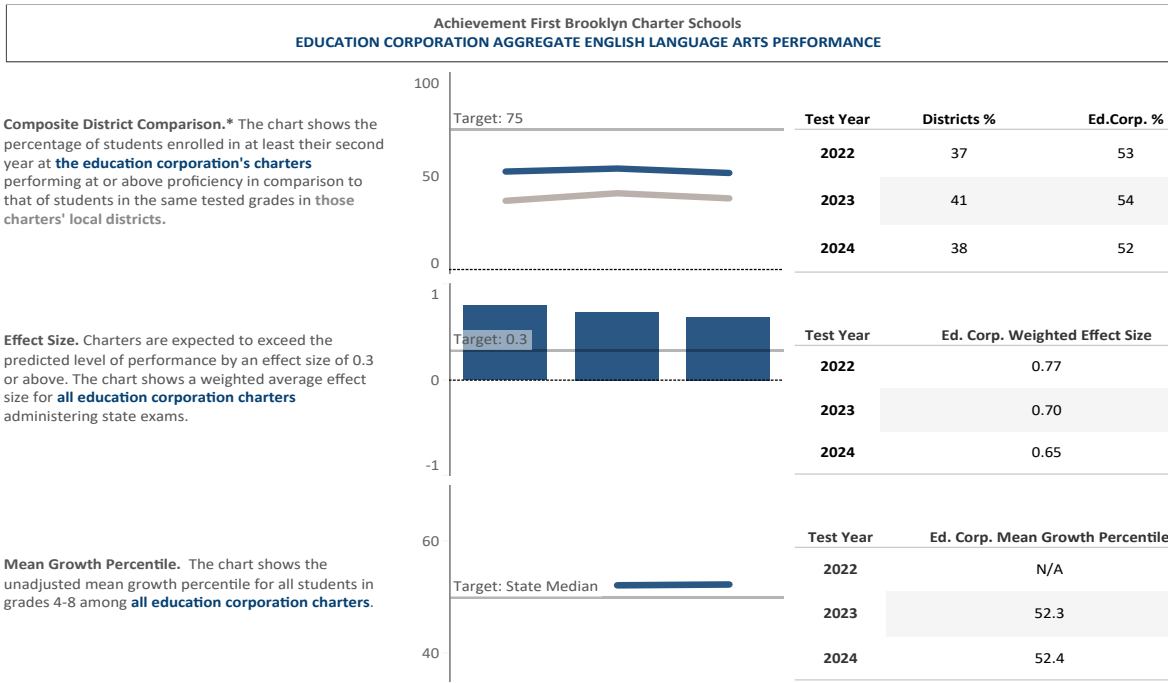
AF Brooklyn Schools proposes a reasonable and achievable budget plan for the next charter term. The education corporation plans to invest more in afterschool programs, curriculum updates, digital platform recruitment, and social and emotional learning programs. The education corporation plans to continue to pursue title funds and entitlement grants to further support its enrollment revenue. The Institute has confidence that AF Brooklyn Schools will continue to be a financial success in the next charter term.

AF Brooklyn Schools plans to continue operating its programs in their current sites for the next charter term.



EDUCATION CORPORATION OVERVIEW

ACHIEVEMENT FIRST BROOKLYN CHARTER SCHOOLS: AGGREGATE ELA AND MATHEMATICS PERFORMANCE FOR ALL CHARTERS

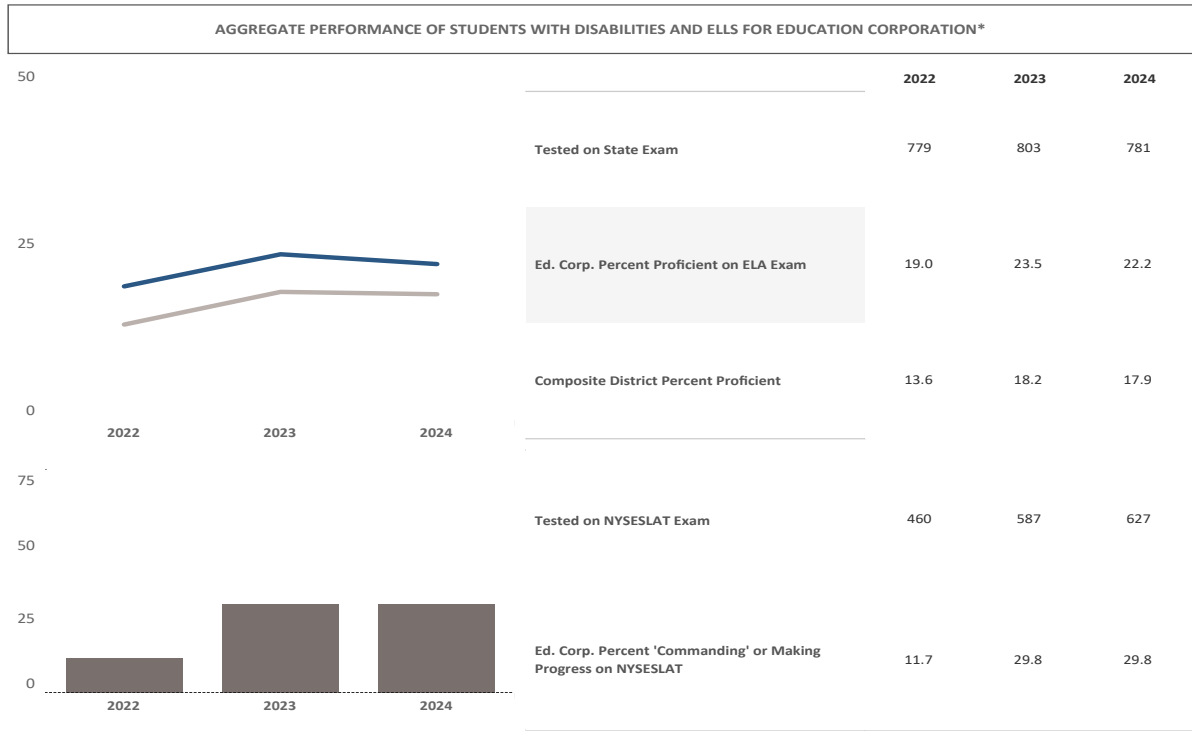
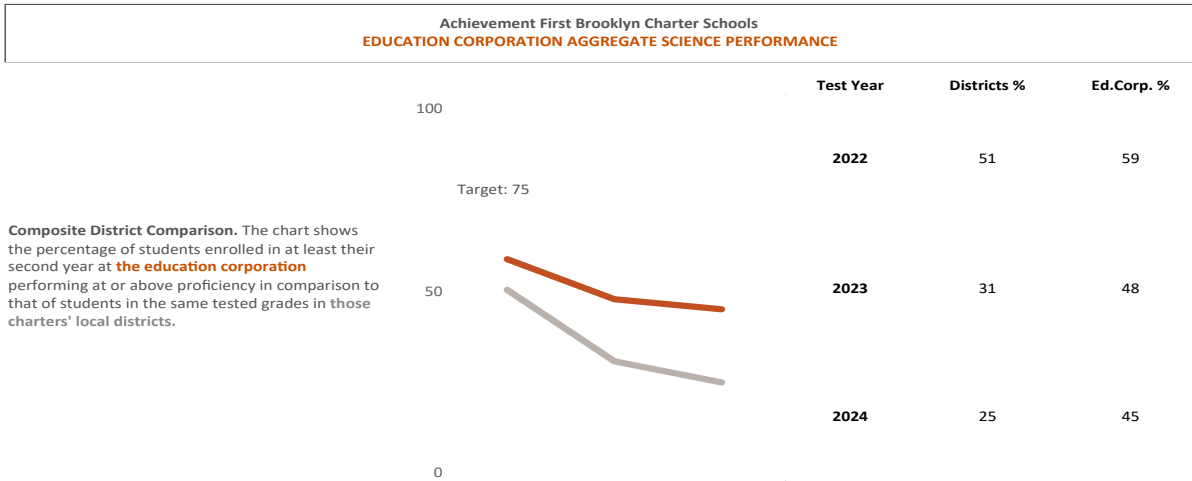


* The composite district comparison is a weighted proficiency rate including all comparison grades from Districts/New York City Community School Districts ("CSDs") in which a charter in the education corporation is located. The data reflect results for all charters in the education corporation that have produced New York State exam results.



EDUCATION CORPORATION OVERVIEW

ACHIEVEMENT FIRST BROOKLYN CHARTER SCHOOLS: AGGREGATE SCIENCE PERFORMANCE FOR ALL CHARTERS

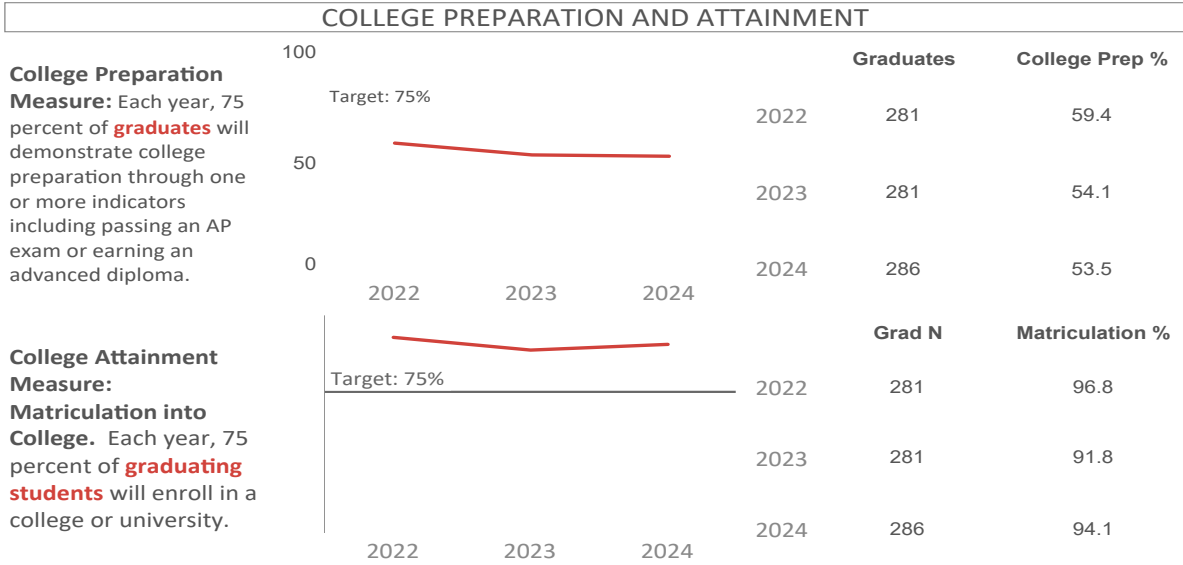
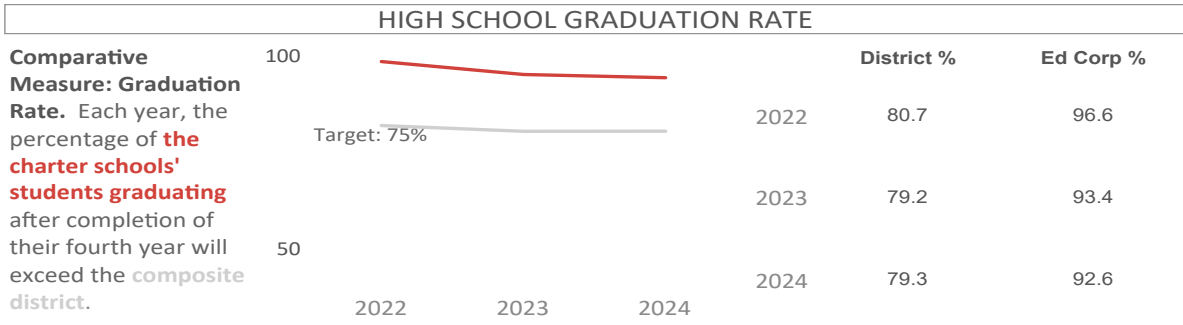


*The academic outcome data about the performance of students receiving special education services and ELLs above is not tied to separate goals in a charter's formal Accountability Plan. The NYSESLAT, the New York State English as a Second Language Achievement Test, is a standardized state exam. "Making Progress" is defined as moving up at least one level of proficiency. Student scores fall into five categories/proficiency levels: Entering; Emerging; Transitioning; Expanding; and, Commanding.



EDUCATION CORPORATION OVERVIEW

ACHIEVEMENT FIRST BROOKLYN CHARTER SCHOOLS: AGGREGATE HIGH SCHOOL PERFORMANCE FOR ALL CHARTERS

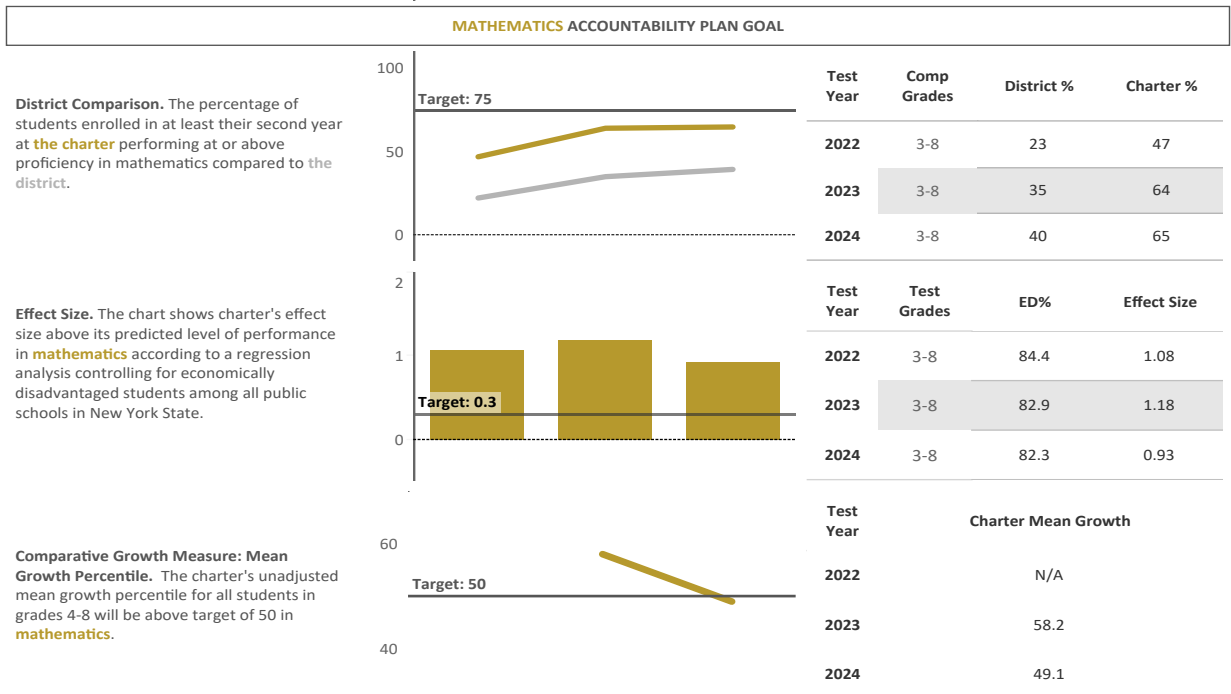
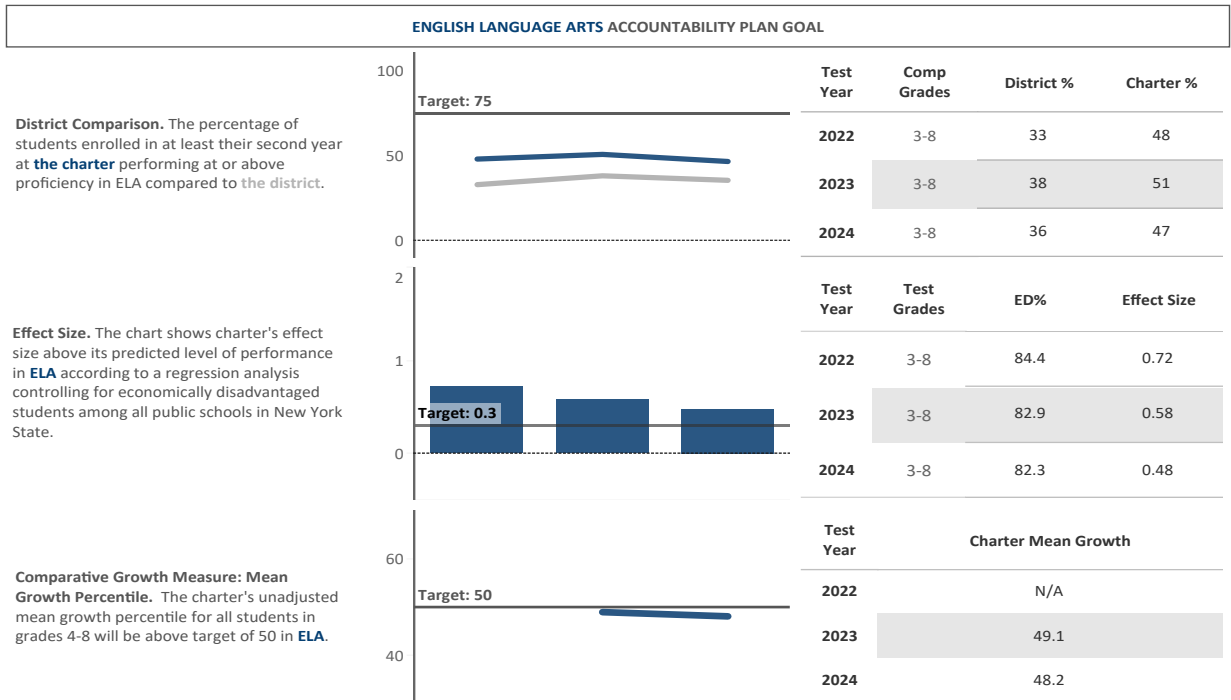


* High school outcome data for 2023-24 is pending final validation by the Institute and education corporation.



ACADEMIC PERFORMANCE

ACHIEVEMENT FIRST APOLLO CHARTER SCHOOL

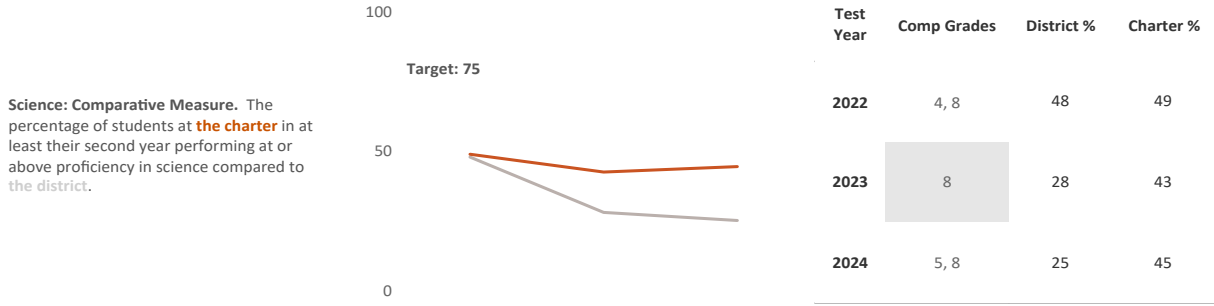




ACADEMIC PERFORMANCE

ACHIEVEMENT FIRST APOLLO CHARTER SCHOOL

SCIENCE ACCOUNTABILITY PLAN GOAL



TESTED PERCENTAGES

	2022		2023		2024	
	ELA	Math	ELA	Math	ELA	Math
School Tested Number	527	530	511	519	489	494
School Tested %	82.7%	83.3%	79.1%	80.6%	94.6%	95.6%
District Tested %	85.2%	87.4%	86.4%	88.5%	84.2%	89.6%

SPECIAL POPULATIONS PERFORMANCE*

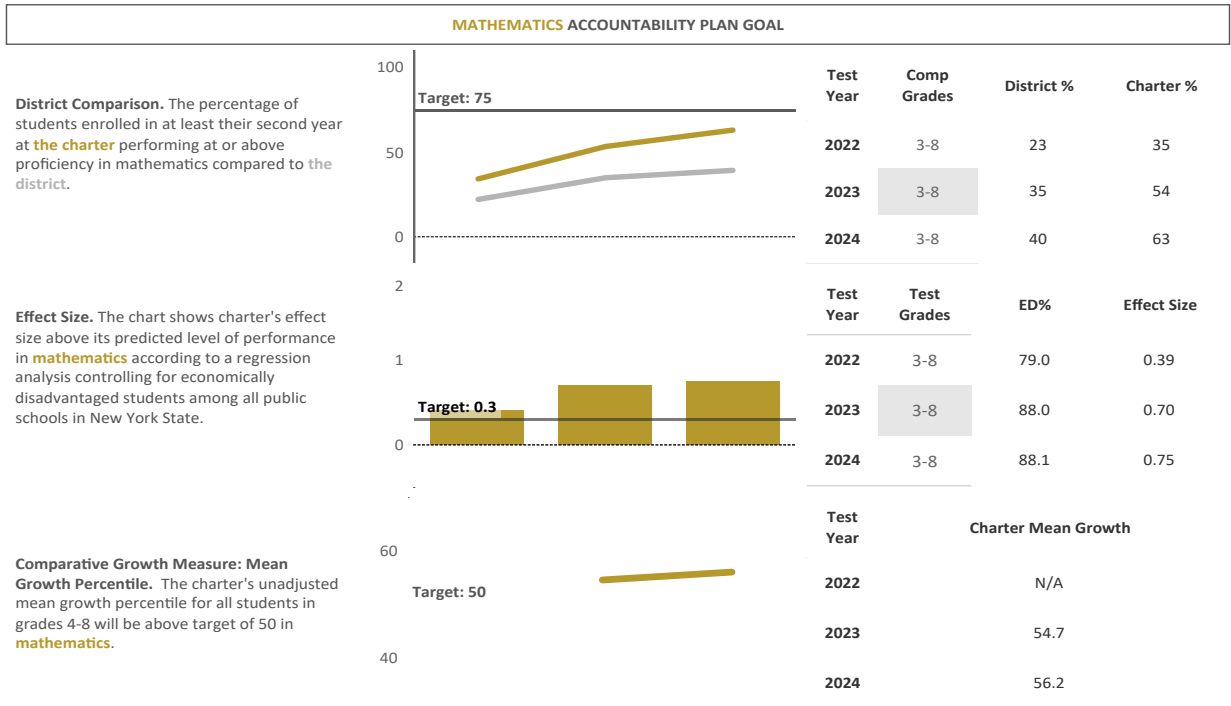
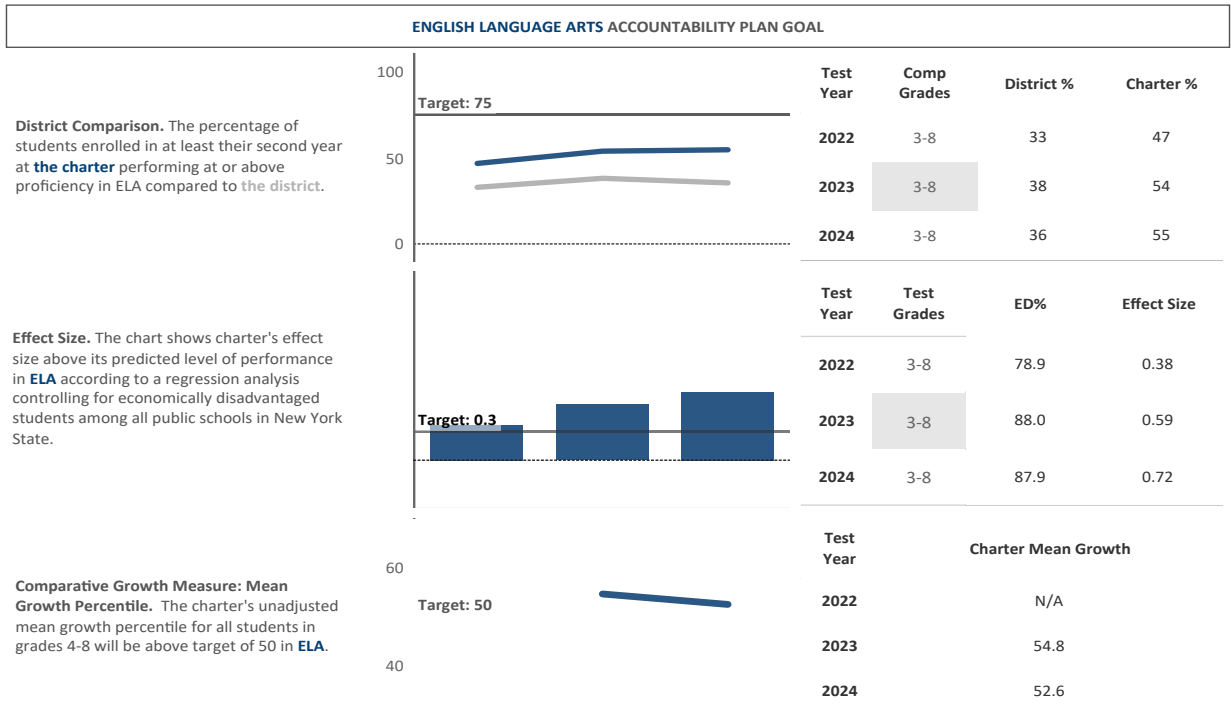
	2022	2023	2024
Students with Disabilities Tested on State Exam	67	65	57
Charter Percent Proficient on ELA Exam	11.9	13.8	17.5
District Percent Proficient	12.4	17.7	16.7
Tested on NYSESLAT Exam	43	76	65
Charter Percent 'Commanding' or Making Progress	2.3	28.9	47.7

* The academic outcome data about the performance of students receiving special education services and English language learners ("ELLs") above is not tied to separate goals in the charter school's formal Accountability Plan. The NYSESLAT, the New York State English as a Second Language Achievement Test, is a standardized state exam. "Making Progress" is defined as moving up at least one level of proficiency. Student scores fall into five categories/proficiency levels: Entering; Emerging; Transitioning; Expanding; and, Commanding. In order to comply with Family Educational Rights and Privacy Act regulations on reporting education outcome data, the Institute does not report assessment results for groups containing five or fewer students and indicates this with an "s".



ACADEMIC PERFORMANCE

ACHIEVEMENT FIRST ASPIRE CHARTER SCHOOL

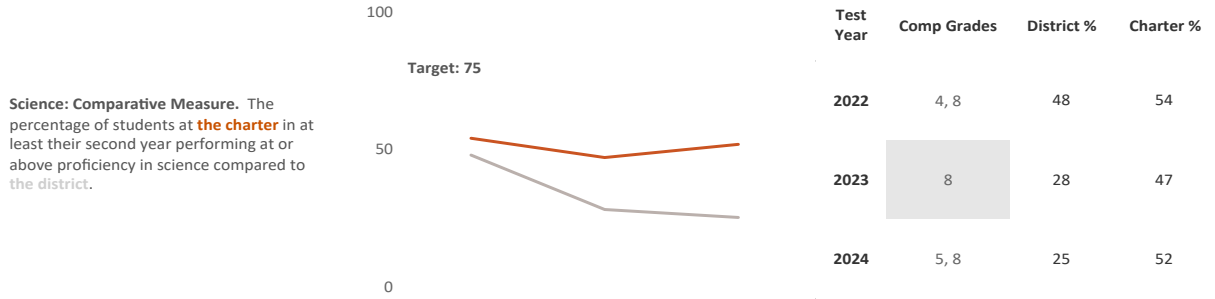




ACADEMIC PERFORMANCE

ACHIEVEMENT FIRST ASPIRE CHARTER SCHOOL

SCIENCE ACCOUNTABILITY PLAN GOAL



Science: Comparative Measure. The percentage of students at the charter in at least their second year performing at or above proficiency in science compared to the district.

TESTED PERCENTAGES

	2022		2023		2024	
	ELA	Math	ELA	Math	ELA	Math
School Tested Number	506	504	470	472	382	368
School Tested %	83.2%	83.0%	97.3%	97.7%	93.9%	90.4%
District Tested %	85.2%	87.4%	86.4%	88.5%	84.2%	89.6%

SPECIAL POPULATIONS PERFORMANCE*

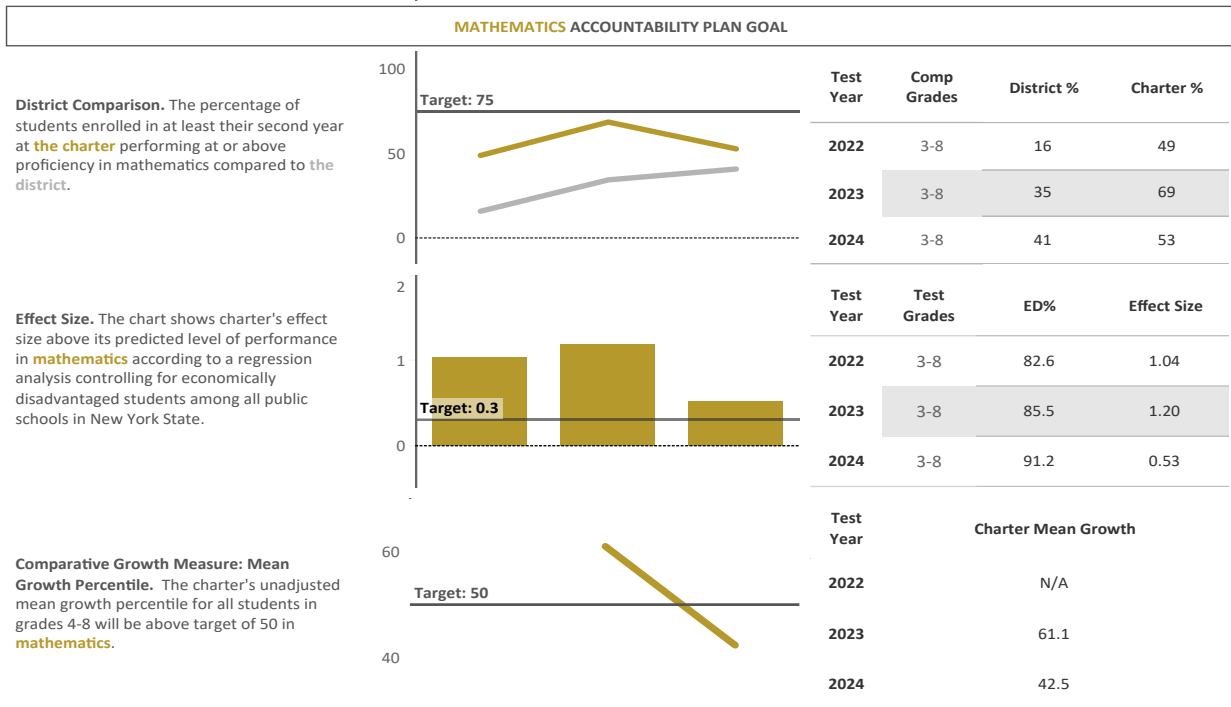
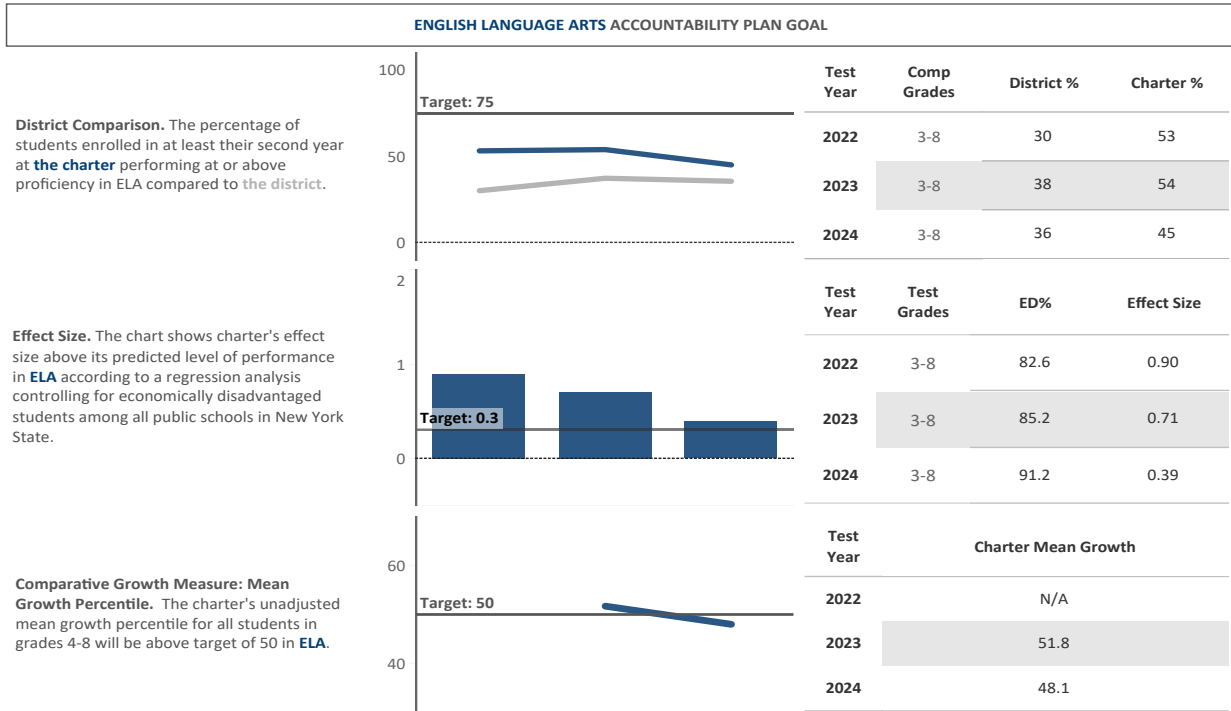
	2022	2023	2024
Students with Disabilities Tested on State Exam	65	61	51
Charter Percent Proficient on ELA Exam	15.4	18.0	21.6
District Percent Proficient	12.4	17.7	16.7
Tested on NYSESLAT Exam	27	25	26
Charter Percent 'Commanding' or Making Progress	22.2	12.0	26.9

* The academic outcome data about the performance of students receiving special education services and English language learners ("ELLs") above is not tied to separate goals in the charter school's formal Accountability Plan. The NYSESLAT, the New York State English as a Second Language Achievement Test, is a standardized state exam. "Making Progress" is defined as moving up at least one level of proficiency. Student scores fall into five categories/proficiency levels: Entering; Emerging; Transitioning; Expanding; and, Commanding. In order to comply with Family Educational Rights and Privacy Act regulations on reporting education outcome data, the Institute does not report assessment results for groups containing five or fewer students and indicates this with an "s".



ACADEMIC PERFORMANCE

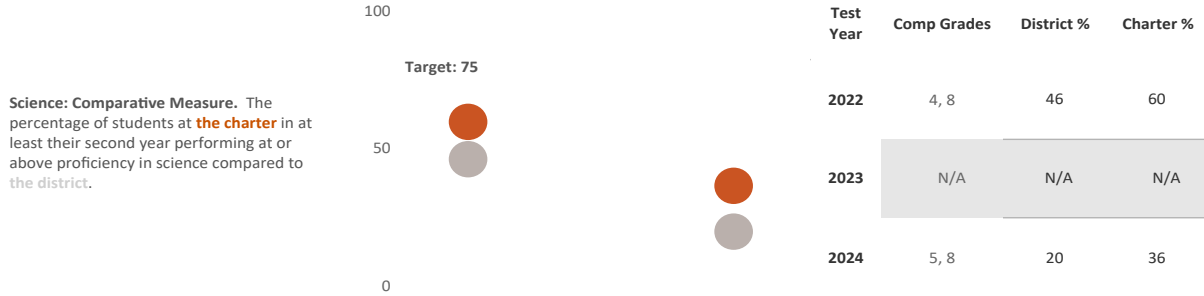
ACHIEVEMENT FIRST BROWNSVILLE CHARTER SCHOOL



ACADEMIC PERFORMANCE

ACHIEVEMENT FIRST BROWNSVILLE CHARTER SCHOOL

SCIENCE ACCOUNTABILITY PLAN GOAL



TESTED PERCENTAGES

	2022		2023		2024	
	ELA	Math	ELA	Math	ELA	Math
School Tested Number	483	484	432	450	450	425
School Tested %	92.9%	92.7%	88.9%	92.8%	93.6%	88.4%
District Tested %	79.4%	77.6%	74.2%	75.5%	74.3%	75.9%

SPECIAL POPULATIONS PERFORMANCE*

	2022	2023	2024
Students with Disabilities Tested on State Exam	68	75	69
Charter Percent Proficient on ELA Exam	19.1	24.0	11.6
District Percent Proficient	10.1	16.1	16.5
Tested on NYSESLAT Exam	26	27	48
Charter Percent 'Commanding' or Making Progress	38.5	33.3	10.4

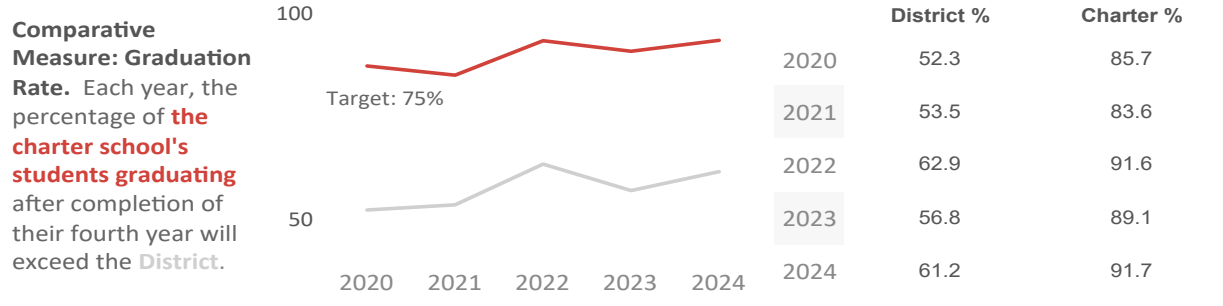
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ACADEMIC PERFORMANCE

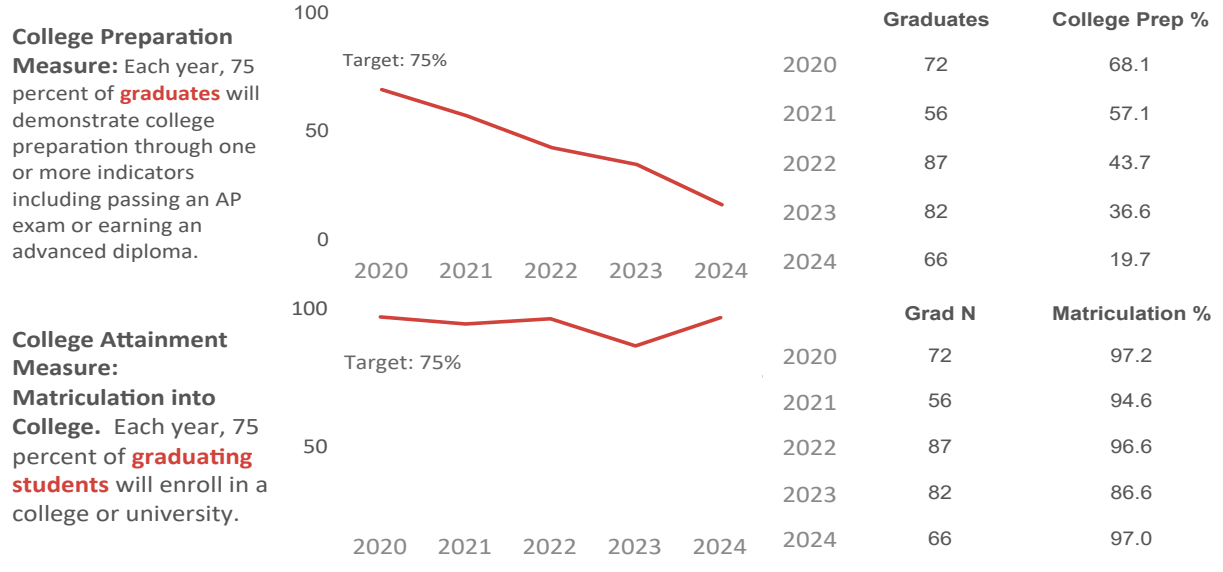
ACHIEVEMENT FIRST BROWNSVILLE CHARTER SCHOOL

HIGH SCHOOL GRADUATION RATE



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

COLLEGE PREPARATION AND ATTAINMENT



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

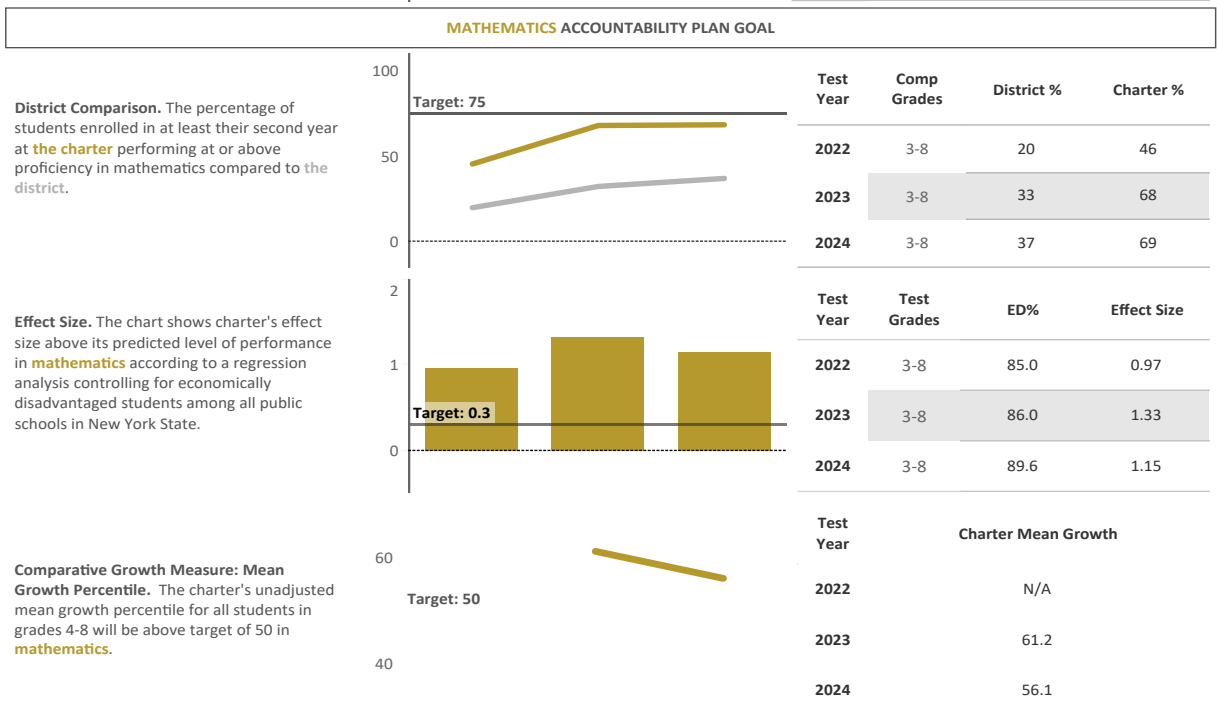
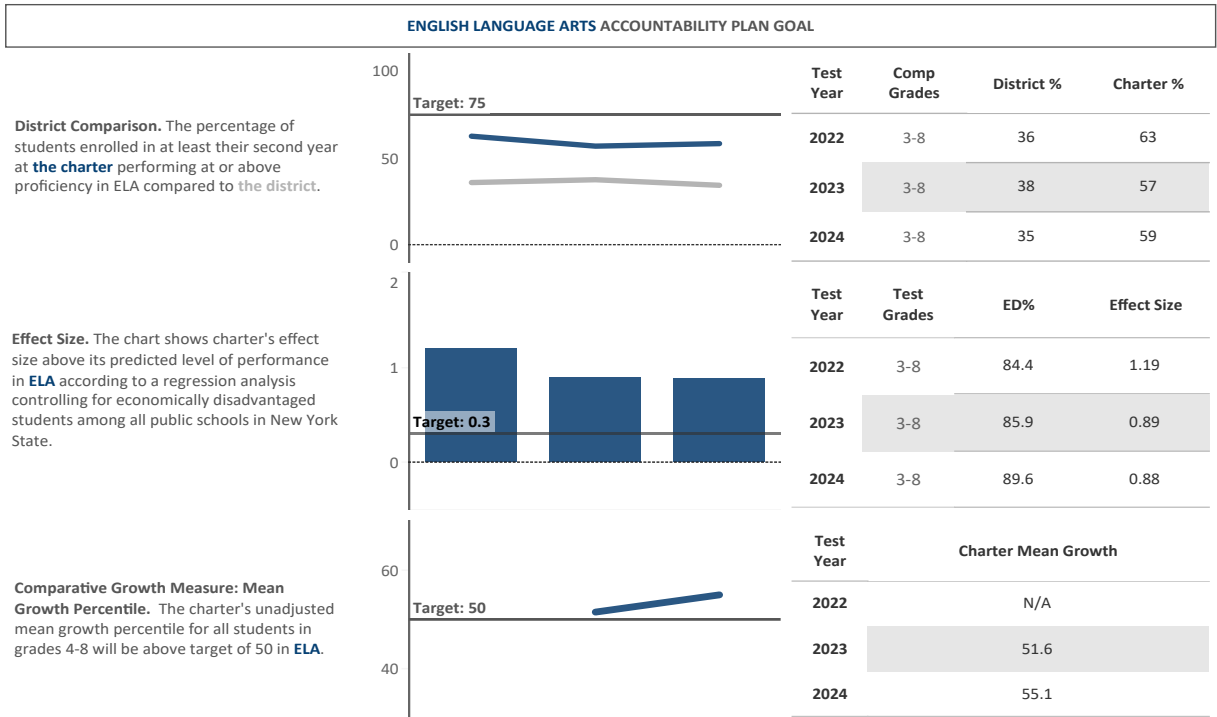
College Attainment Measure: Matriculation into College. Each year, 75 percent of **graduating students** will enroll in a college or university.

* High school outcome data for 2023-24 is pending final validation by the Institute and education corporation.



ACADEMIC PERFORMANCE

ACHIEVEMENT FIRST BUSHWICK CHARTER SCHOOL

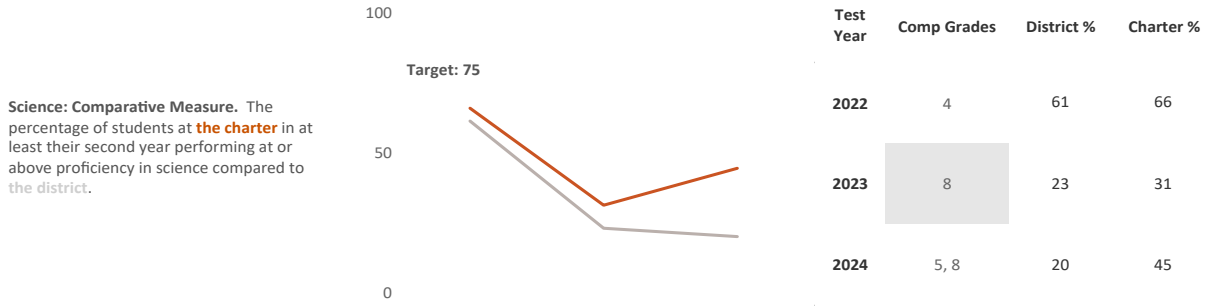




ACADEMIC PERFORMANCE

ACHIEVEMENT FIRST BUSHWICK CHARTER SCHOOL

SCIENCE ACCOUNTABILITY PLAN GOAL



TESTED PERCENTAGES

	2022		2023		2024	
	ELA	Math	ELA	Math	ELA	Math
School Tested Number	589	593	602	601	575	581
School Tested %	91.3%	92.1%	91.2%	91.1%	96.2%	97.2%
District Tested %	79.2%	84.3%	80.8%	84.7%	83.7%	89.0%

SPECIAL POPULATIONS PERFORMANCE*

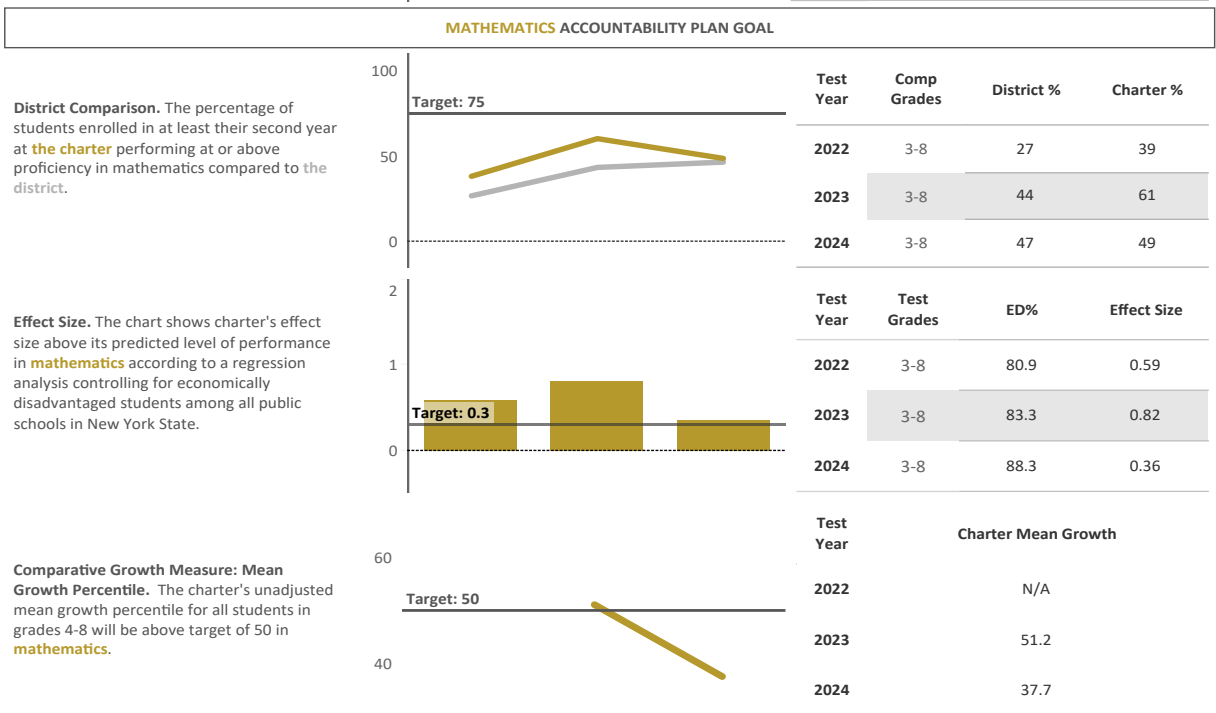
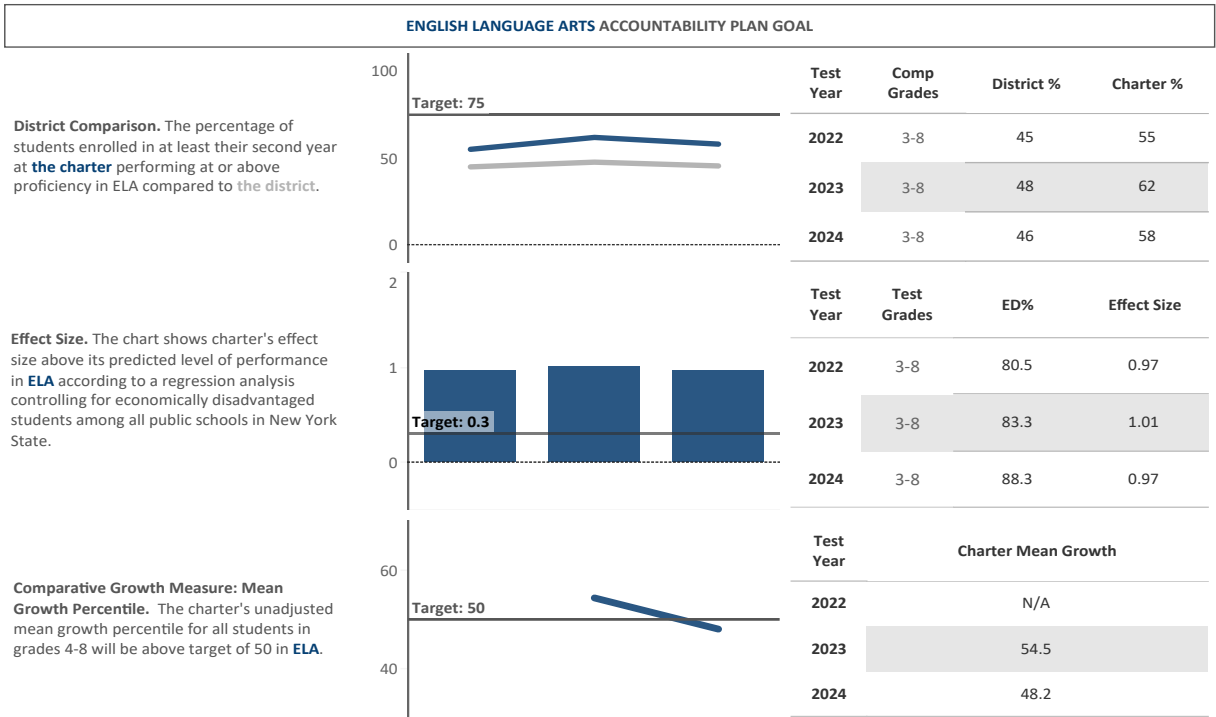
	2022	2023	2024
Students with Disabilities Tested on State Exam	149	164	154
Charter Percent Proficient on ELA Exam	22.8	26.2	23.4
District Percent Proficient	9.8	14.1	15.6
Tested on NYSESLAT Exam	157	197	191
Charter Percent 'Commanding' or Making Progress	6.4	36.5	30.9

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ACADEMIC PERFORMANCE

ACHIEVEMENT FIRST CROWN HEIGHTS CHARTER SCHOOL

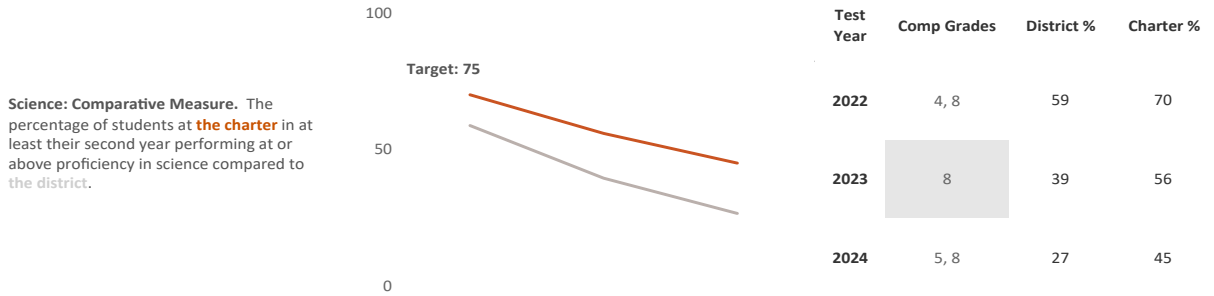




ACADEMIC PERFORMANCE

ACHIEVEMENT FIRST CROWN HEIGHTS CHARTER SCHOOL

SCIENCE ACCOUNTABILITY PLAN GOAL



TESTED PERCENTAGES

	2022		2023		2024	
	ELA	Math	ELA	Math	ELA	Math
School Tested Number	516	511	503	504	496	493
School Tested %	90.1%	89.8%	89.2%	89.2%	96.1%	95.5%
District Tested %	86.6%	89.4%	85.3%	88.4%	82.7%	87.9%

SPECIAL POPULATIONS PERFORMANCE*

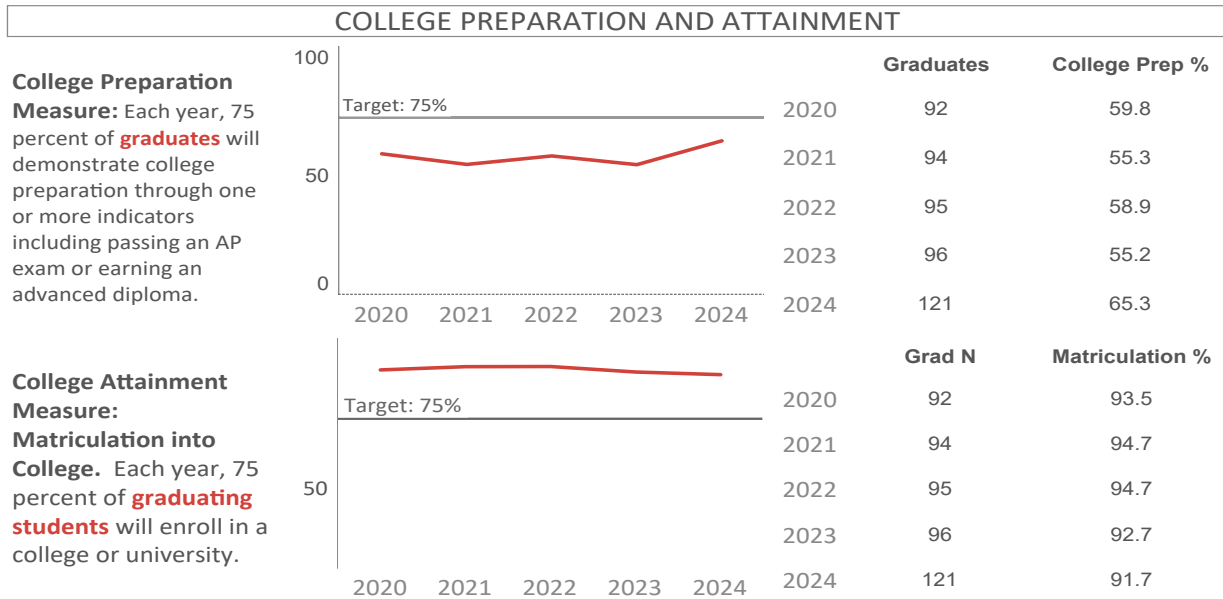
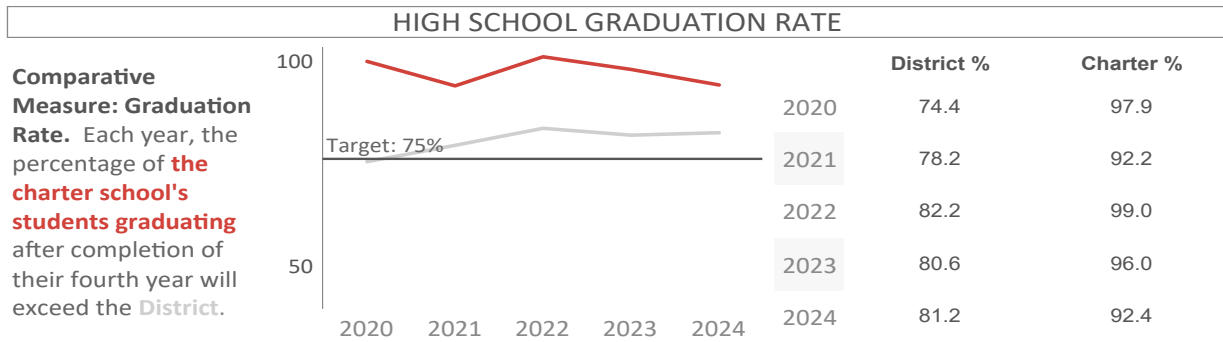
	2022	2023	2024
Students with Disabilities Tested on State Exam	86	90	82
Charter Percent Proficient on ELA Exam	20.9	28.9	26.8
District Percent Proficient	19.8	21.3	21.9
Tested on NYSESLAT Exam	16	16	23
Charter Percent 'Commanding' or Making Progress	0.0	31.3	56.5

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ACADEMIC PERFORMANCE

ACHIEVEMENT FIRST CROWN HEIGHTS CHARTER SCHOOL

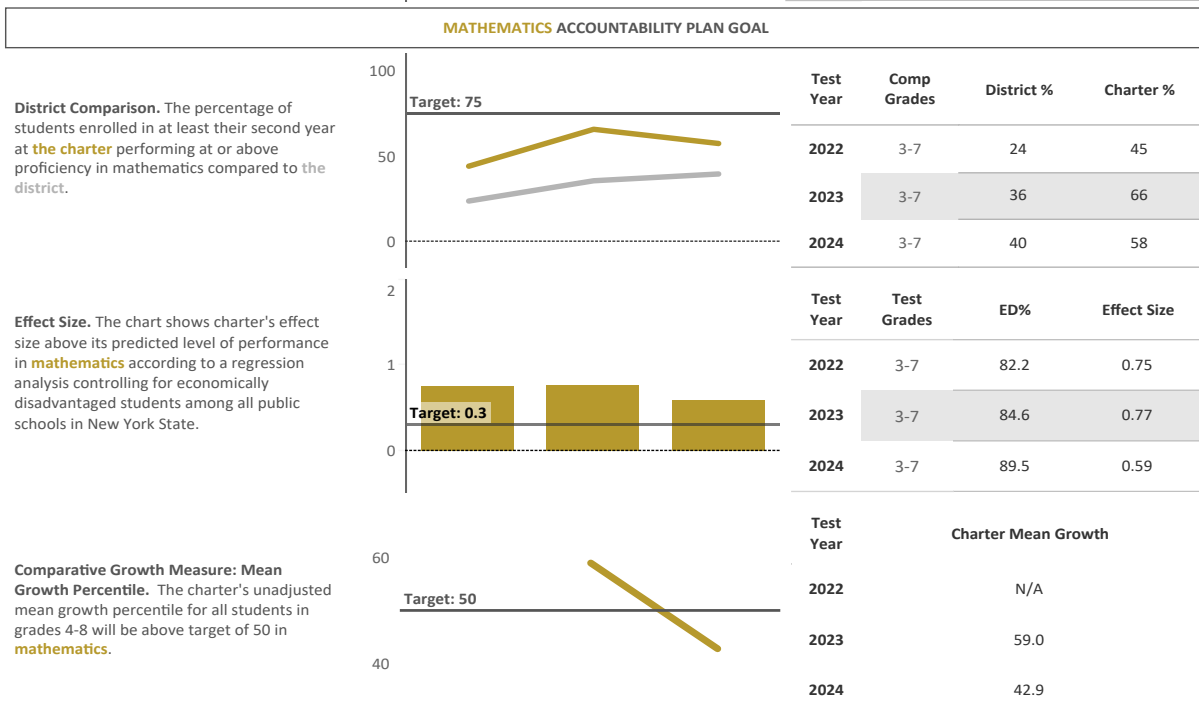
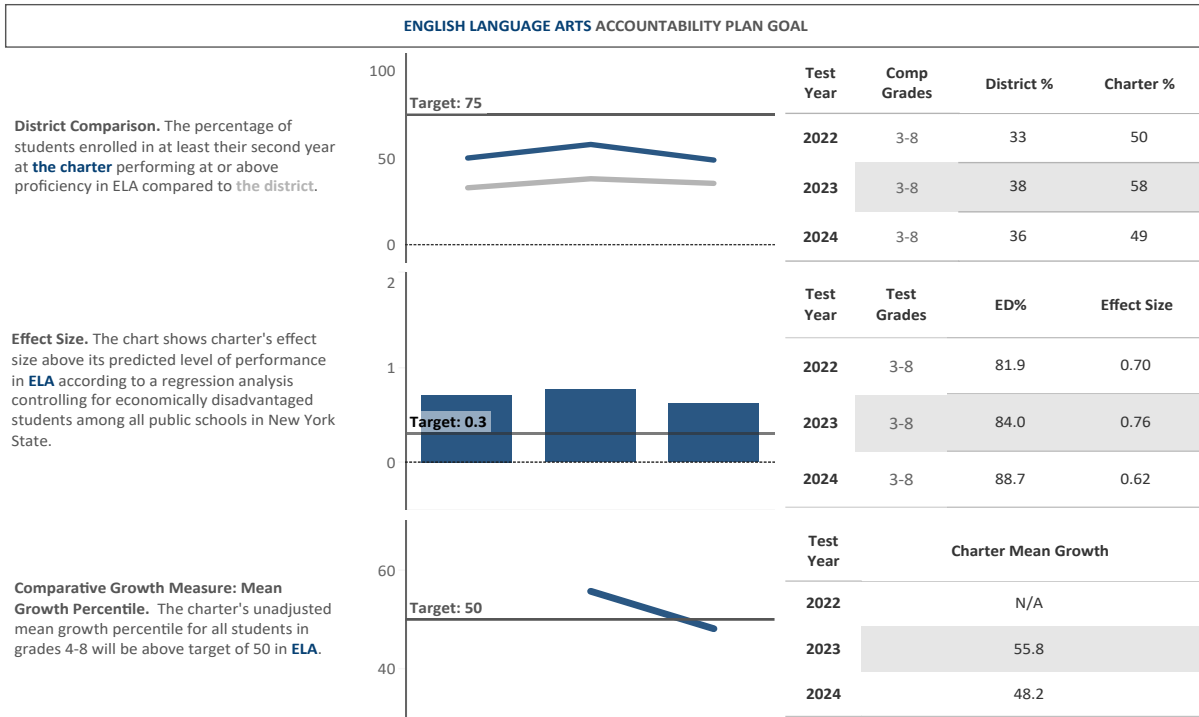


* High school outcome data for 2023-24 is pending final validation by the Institute and education corporation.



ACADEMIC PERFORMANCE

ACHIEVEMENT FIRST EAST NEW YORK CHARTER SCHOOL

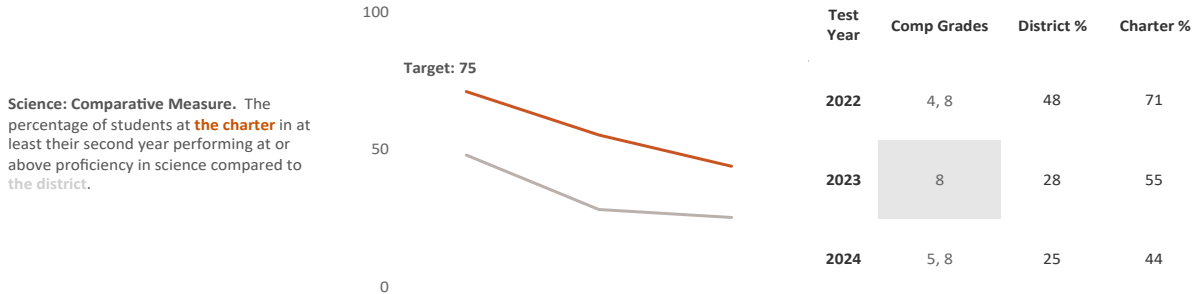




ACADEMIC PERFORMANCE

ACHIEVEMENT FIRST EAST NEW YORK CHARTER SCHOOL

SCIENCE ACCOUNTABILITY PLAN GOAL



TESTED PERCENTAGES

	2022		2023		2024	
	ELA	Math	ELA	Math	ELA	Math
School Tested Number	414	410	407	413	411	410
School Tested %	95.6%	95.1%	95.1%	96.5%	96.9%	96.7%
District Tested %	85.2%	87.4%	86.4%	88.5%	84.2%	89.6%

SPECIAL POPULATIONS PERFORMANCE*

	2022	2023	2024
Students with Disabilities Tested on State Exam	59	56	57
Charter Percent Proficient on ELA Exam	13.6	21.4	17.5
District Percent Proficient	12.4	17.7	16.7
Tested on NYSESLAT Exam	17	33	35
Charter Percent 'Commanding' or Making Progress	29.4	15.2	20.0

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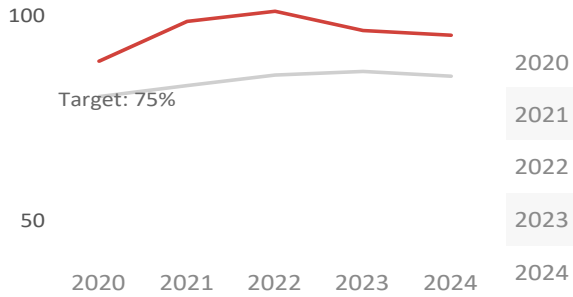


ACADEMIC PERFORMANCE

ACHIEVEMENT FIRST EAST NEW YORK CHARTER SCHOOL

HIGH SCHOOL GRADUATION RATE

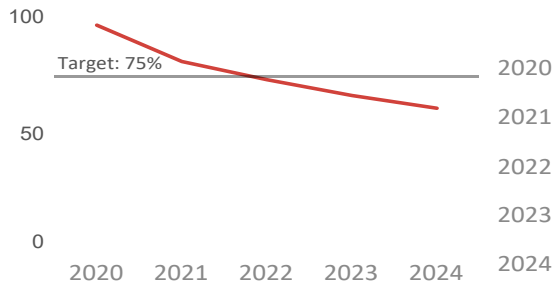
Comparative Measure: Graduation Rate. Each year, the percentage of **the charter school's students graduating** after completion of their fourth year will exceed the **District**.



Year	District %	Charter %
2020	79.0	87.3
2021	81.6	96.6
2022	84.1	99.0
2023	84.9	94.5
2024	83.8	93.4

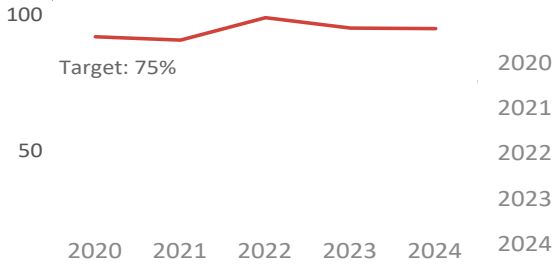
COLLEGE PREPARATION AND ATTAINMENT

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



Year	Graduates	College Prep %
2020	62	96.8
2021	86	81.4
2022	99	73.7
2023	103	67.0
2024	99	61.6

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



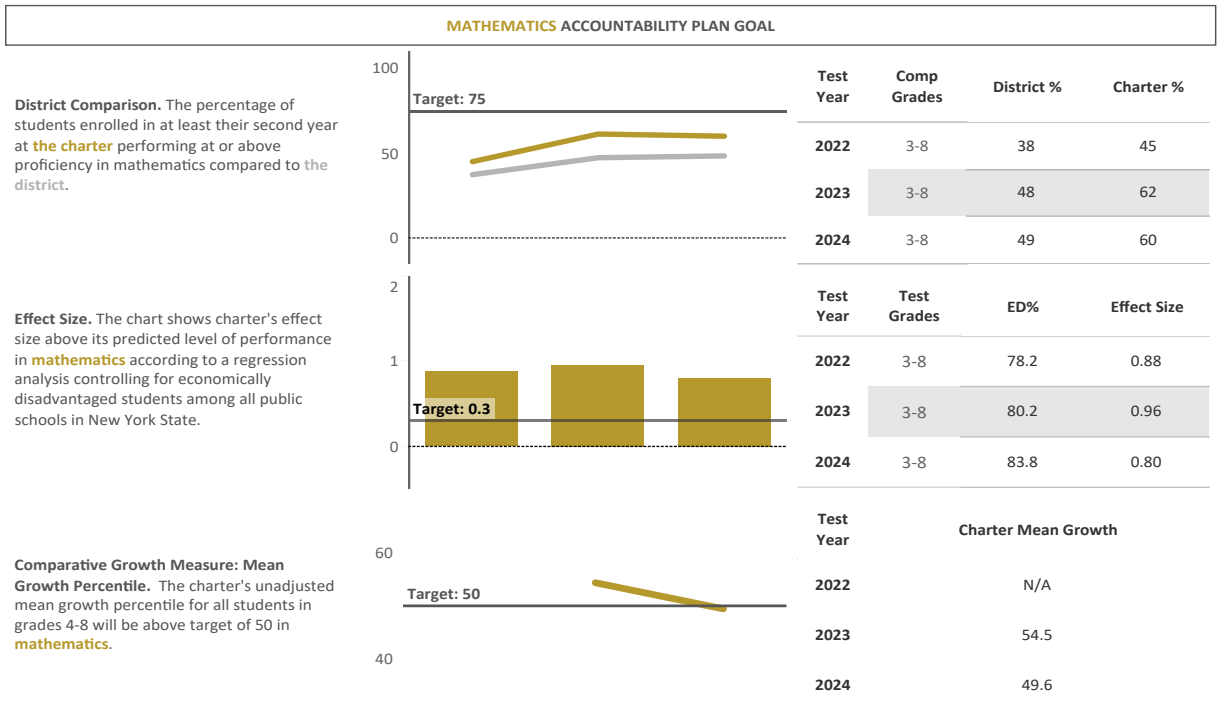
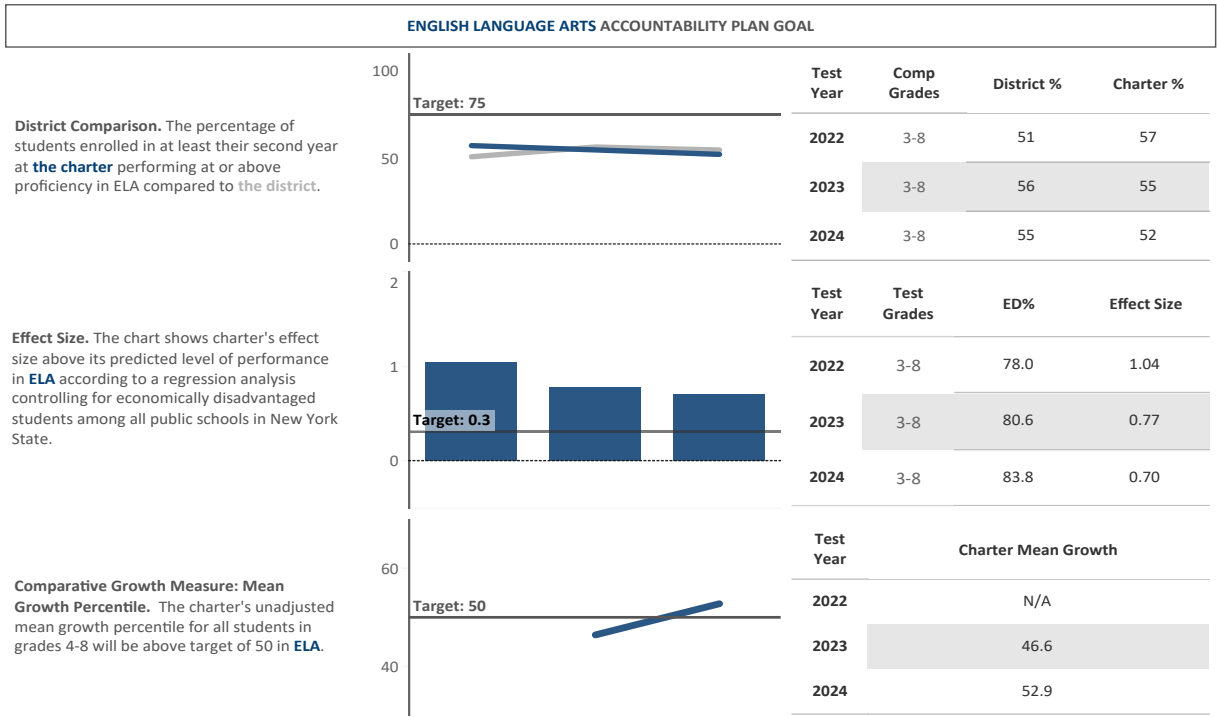
Year	Grad N	Matriculation %
2020	62	91.9
2021	86	90.7
2022	99	99.0
2023	103	95.1
2024	99	94.9

* High school outcome data for 2023-24 is pending final validation by the Institute and education corporation.



ACADEMIC PERFORMANCE

ACHIEVEMENT FIRST ENDEAVOR CHARTER SCHOOL

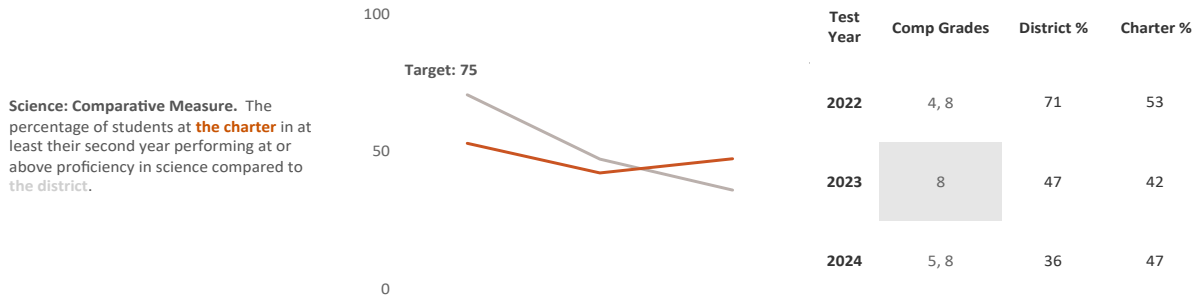




ACADEMIC PERFORMANCE

ACHIEVEMENT FIRST ENDEAVOR CHARTER SCHOOL

SCIENCE ACCOUNTABILITY PLAN GOAL



TESTED PERCENTAGES

	2022		2023		2024	
	ELA	Math	ELA	Math	ELA	Math
School Tested Number	533	532	480	493	490	483
School Tested %	96.4%	96.2%	89.1%	91.5%	97.0%	95.6%
District Tested %	78.5%	77.4%	84.2%	84.2%	82.9%	84.2%

SPECIAL POPULATIONS PERFORMANCE*

	2022	2023	2024
Students with Disabilities Tested on State Exam	89	75	91
Charter Percent Proficient on ELA Exam	24.7	24.0	20.9
District Percent Proficient	21.0	26.4	26.4
Tested on NYSESLAT Exam	6	7	1
Charter Percent 'Commanding' or Making Progress	16.7	28.6	s

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ACADEMIC PERFORMANCE

ACHIEVEMENT FIRST LINDEN CHARTER SCHOOL

ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL

District Comparison. The percentage of students enrolled in at least their second year at **the charter** performing at or above proficiency in ELA compared to the district.

Test Year	Comp Grades	District %	Charter %
2022	3-8	33	45
2023	3-8	38	46
2024	3-8	36	40

Effect Size. The chart shows charter's effect size above its predicted level of performance in **ELA** according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

Test Year	Test Grades	ED%	Effect Size
2022	3-8	82.5	0.39
2023	3-8	85.5	0.36
2024	3-8	89.7	0.18

Comparative Growth Measure: Mean Growth Percentile. The charter's unadjusted mean growth percentile for all students in grades 4-8 will be above target of 50 in **ELA**.

Test Year	Charter Mean Growth
2022	N/A
2023	54.2
2024	52.1

MATHEMATICS ACCOUNTABILITY PLAN GOAL

District Comparison. The percentage of students enrolled in at least their second year at **the charter** performing at or above proficiency in mathematics compared to the district.

Test Year	Comp Grades	District %	Charter %
2022	3-8	23	30
2023	3-8	35	45
2024	3-8	40	39

Effect Size. The chart shows charter's effect size above its predicted level of performance in **mathematics** according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

Test Year	Test Grades	ED%	Effect Size
2022	3-8	82.7	0.06
2023	3-8	85.5	0.23
2024	3-8	90.0	-0.15

Comparative Growth Measure: Mean Growth Percentile. The charter's unadjusted mean growth percentile for all students in grades 4-8 will be above target of 50 in **mathematics**.

Test Year	Charter Mean Growth
2022	N/A
2023	56.5
2024	43.4



ACADEMIC PERFORMANCE

ACHIEVEMENT FIRST LINDEN CHARTER SCHOOL

SCIENCE ACCOUNTABILITY PLAN GOAL



TESTED PERCENTAGES

	2022		2023		2024	
	ELA	Math	ELA	Math	ELA	Math
School Tested Number	493	499	470	475	424	450
School Tested %	91.0%	92.2%	95.9%	96.9%	89.6%	95.1%
District Tested %	85.2%	87.4%	86.4%	88.5%	84.2%	89.6%

SPECIAL POPULATIONS PERFORMANCE*

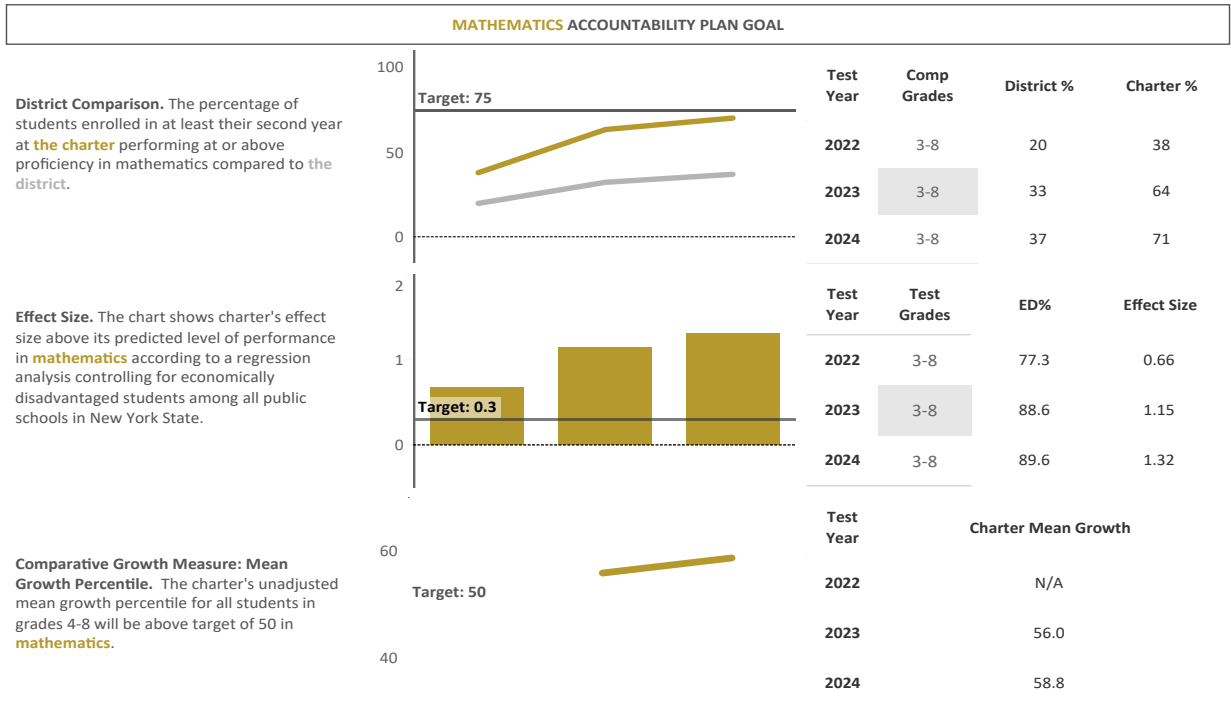
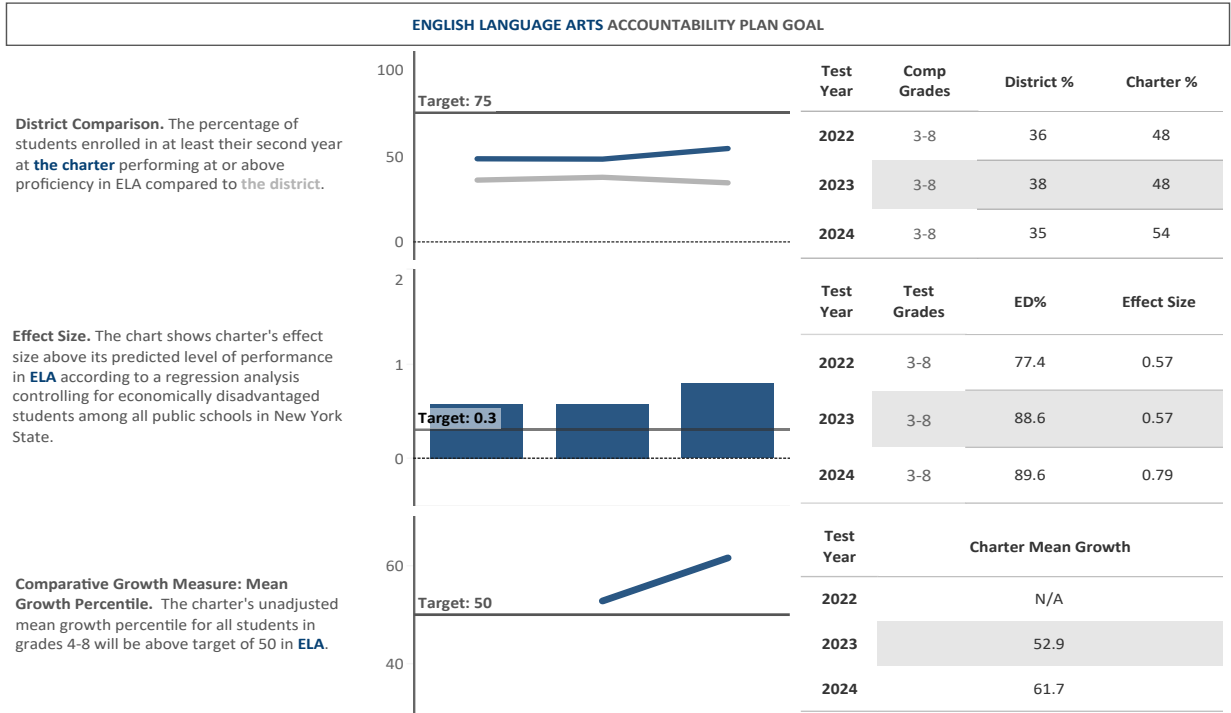
	2022	2023	2024
Students with Disabilities Tested on State Exam	73	82	80
Charter Percent Proficient on ELA Exam	11.0	22.0	12.5
District Percent Proficient	12.4	17.7	16.7
Tested on NYSESLAT Exam	7	9	12
Charter Percent 'Commanding' or Making Progress	14.3	33.3	8.3

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ACADEMIC PERFORMANCE

ACHIEVEMENT FIRST NORTH BROOKLYN PREPARATORY CHARTER SCHOOL

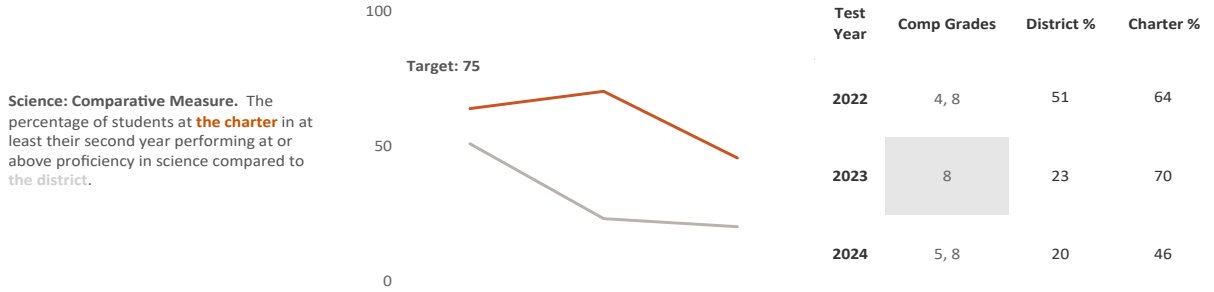




ACADEMIC PERFORMANCE

ACHIEVEMENT FIRST NORTH BROOKLYN PREPARATORY CHARTER SCHOOL

SCIENCE ACCOUNTABILITY PLAN GOAL



TESTED PERCENTAGES

	2022		2023		2024	
	ELA	Math	ELA	Math	ELA	Math
School Tested Number	551	543	535	535	546	543
School Tested %	98.4%	97.0%	96.6%	97.1%	96.1%	95.6%
District Tested %	79.2%	84.3%	80.8%	84.7%	83.7%	89.0%

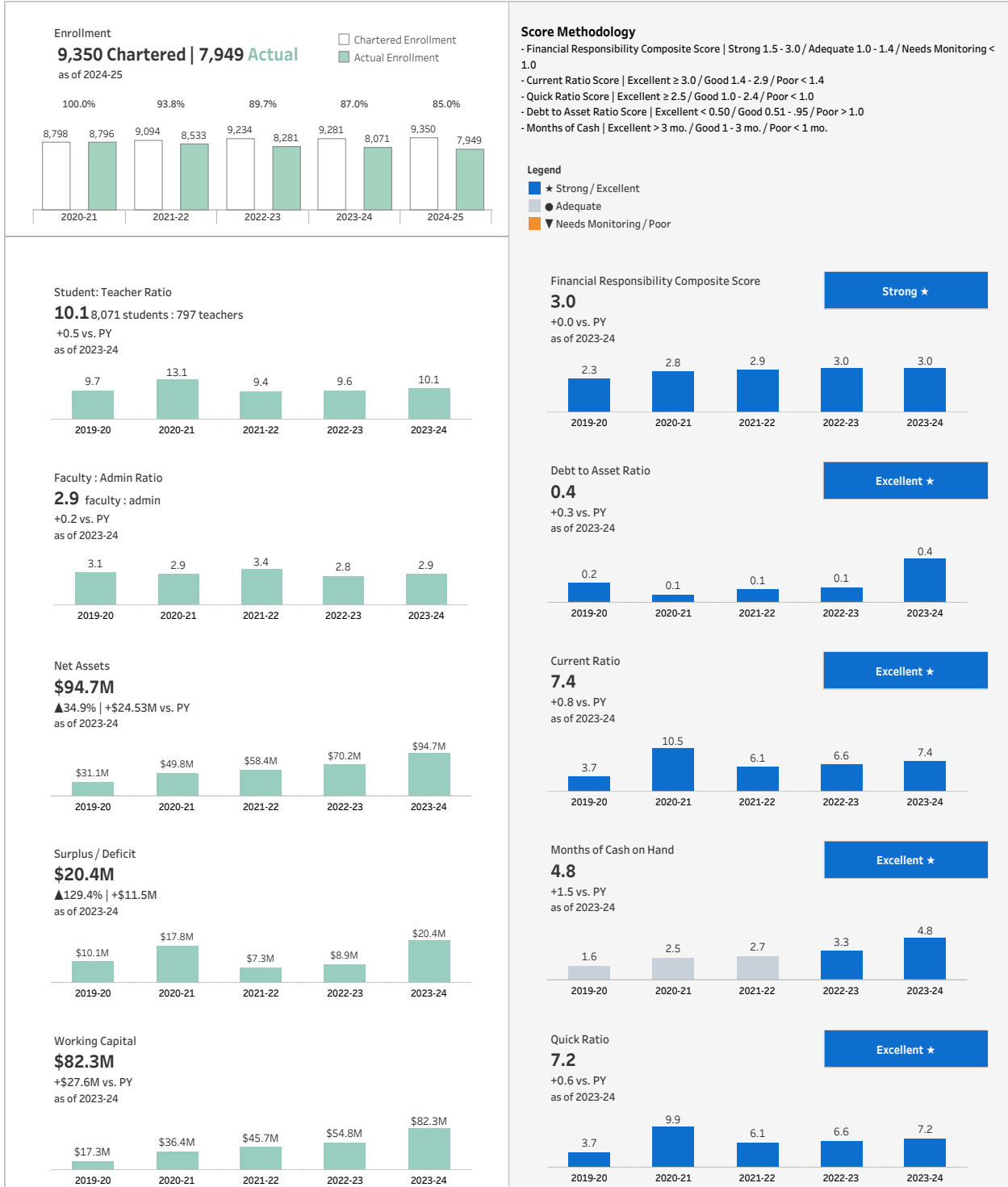
SPECIAL POPULATIONS PERFORMANCE*

	2022	2023	2024
Students with Disabilities Tested on State Exam	90	101	105
Charter Percent Proficient on ELA Exam	16.7	22.8	31.4
District Percent Proficient	9.8	14.1	15.6
Tested on NYSESLAT Exam	155	192	224
Charter Percent 'Commanding' or Making Progress	11.0	28.1	28.1

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FISCAL DASHBOARD

ACHIEVEMENT FIRST BROOKLYN CHARTER SCHOOLS



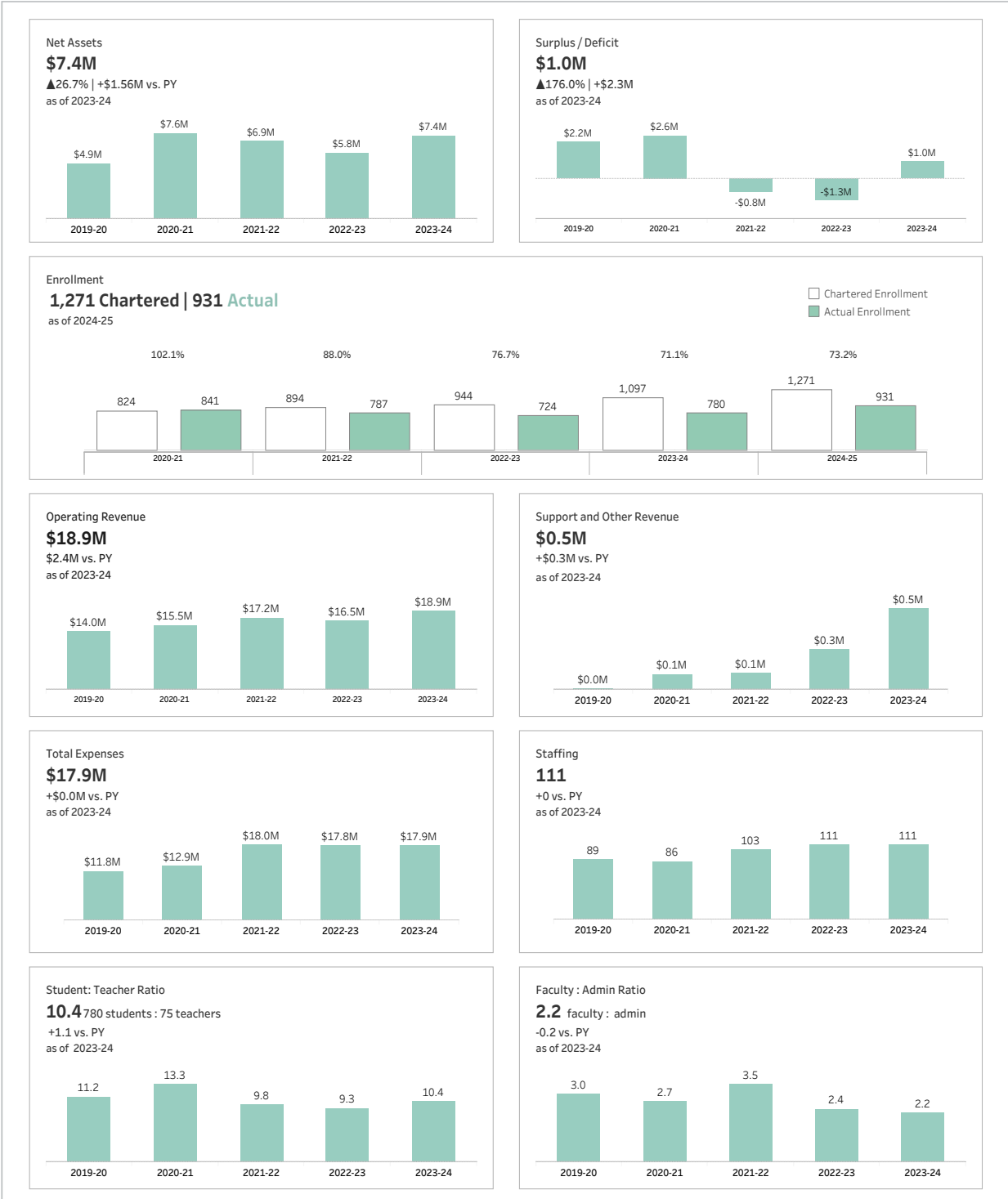
FISCAL DASHBOARD

ACHIEVEMENT FIRST APOLLO CHARTER SCHOOL



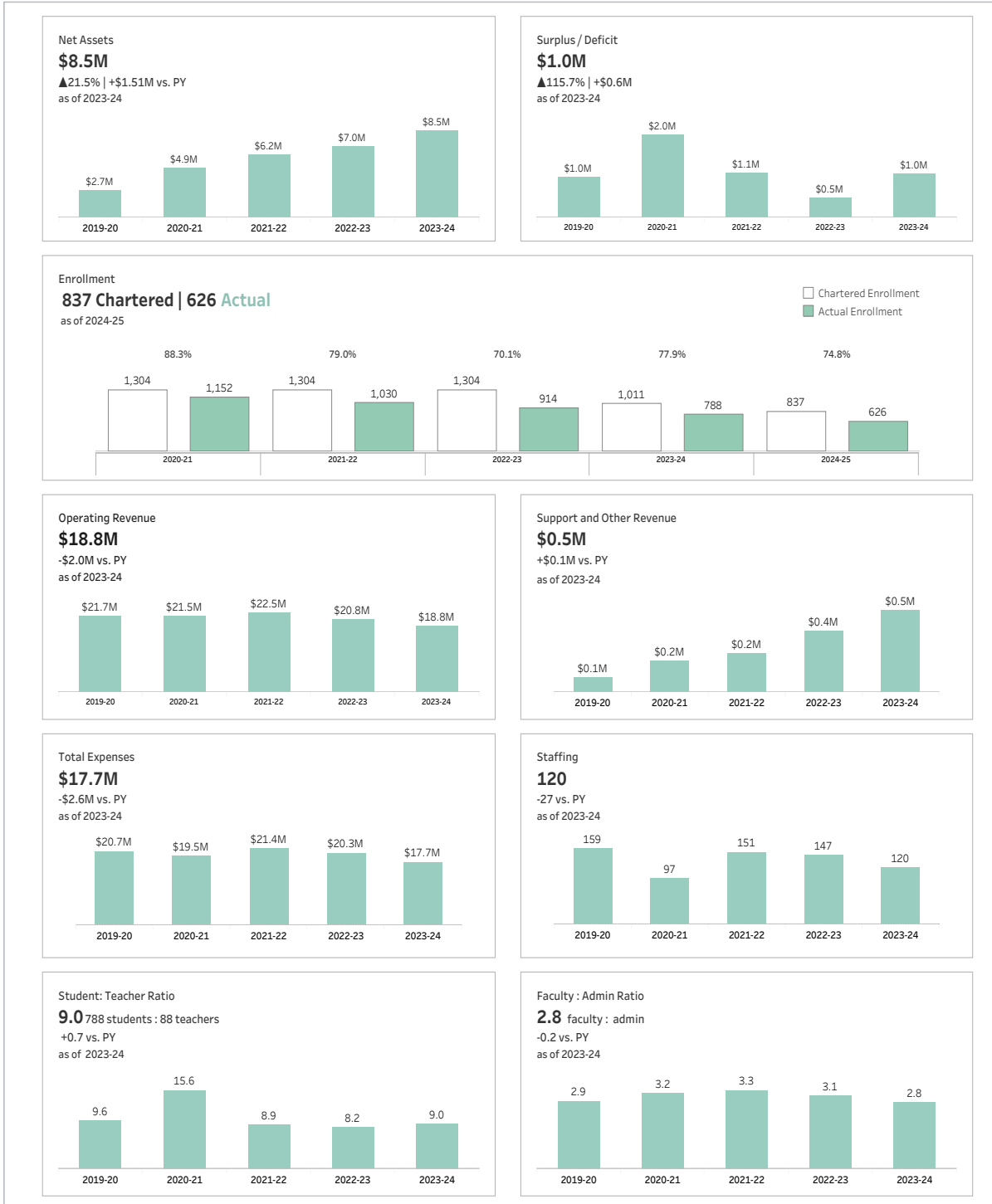
FISCAL DASHBOARD

ACHIEVEMENT FIRST ASPIRE CHARTER SCHOOL



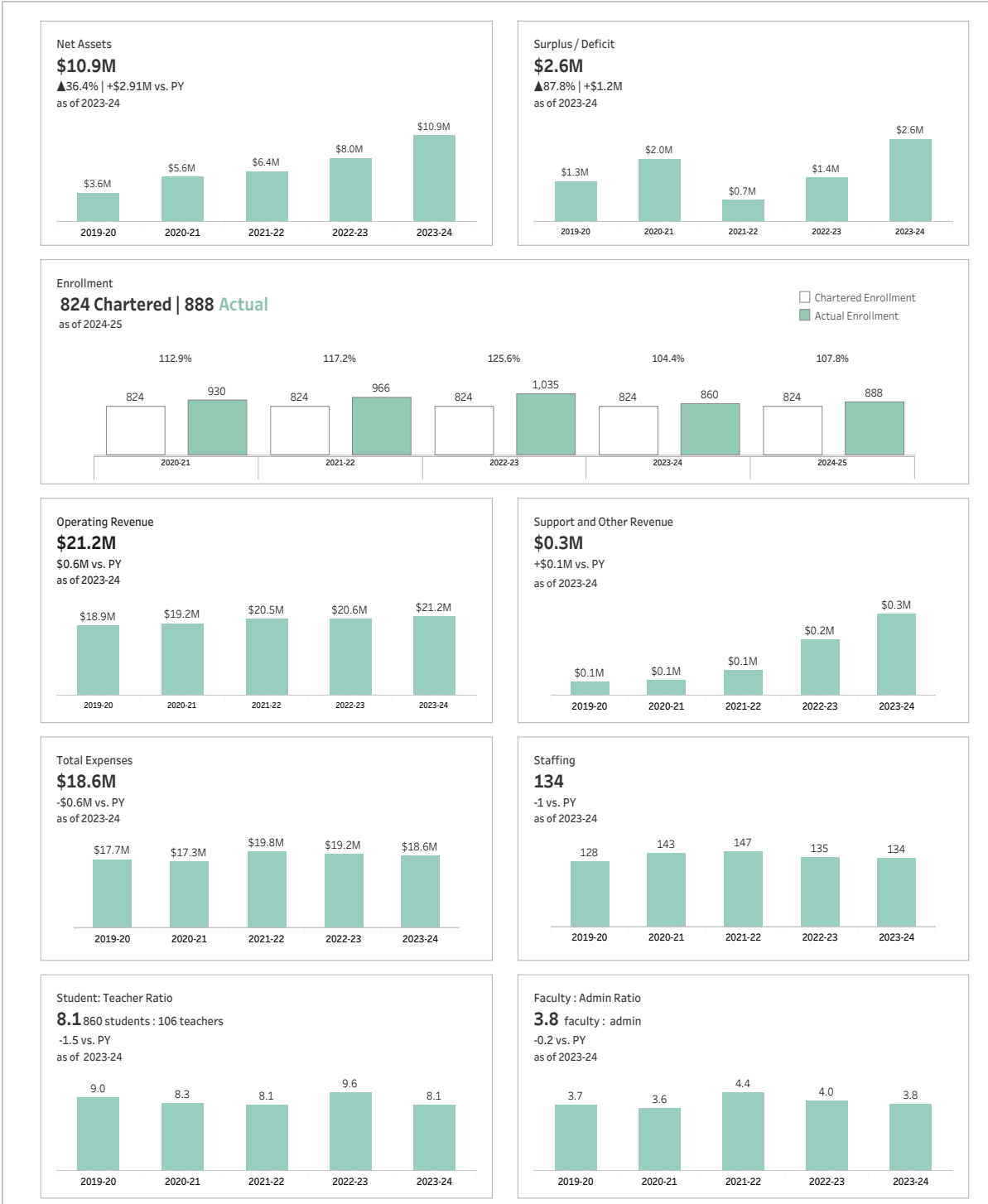
FISCAL DASHBOARD

ACHIEVEMENT FIRST BROWNSVILLE CHARTER SCHOOL



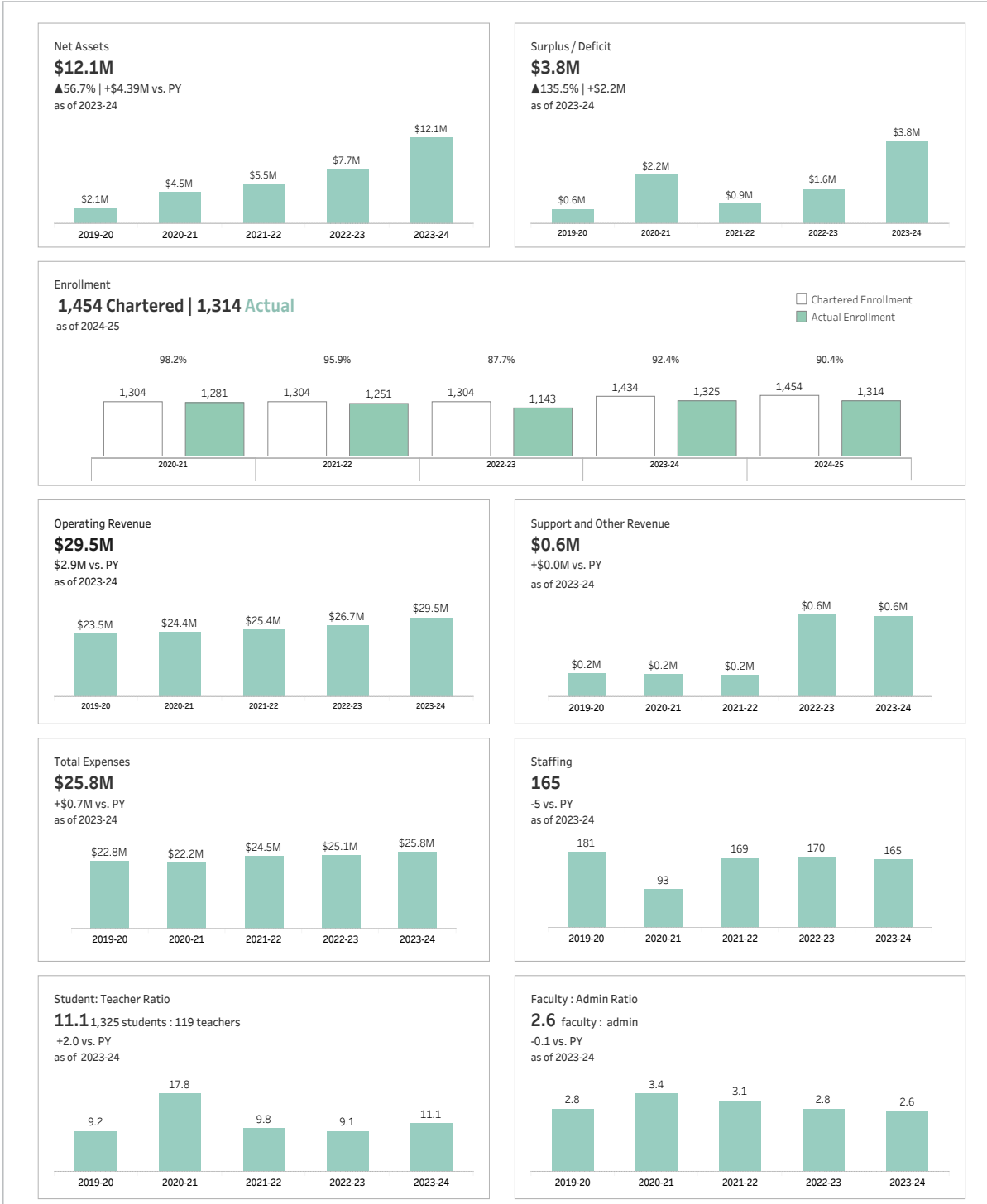
FISCAL DASHBOARD

ACHIEVEMENT FIRST BUSHWICK CHARTER SCHOOL



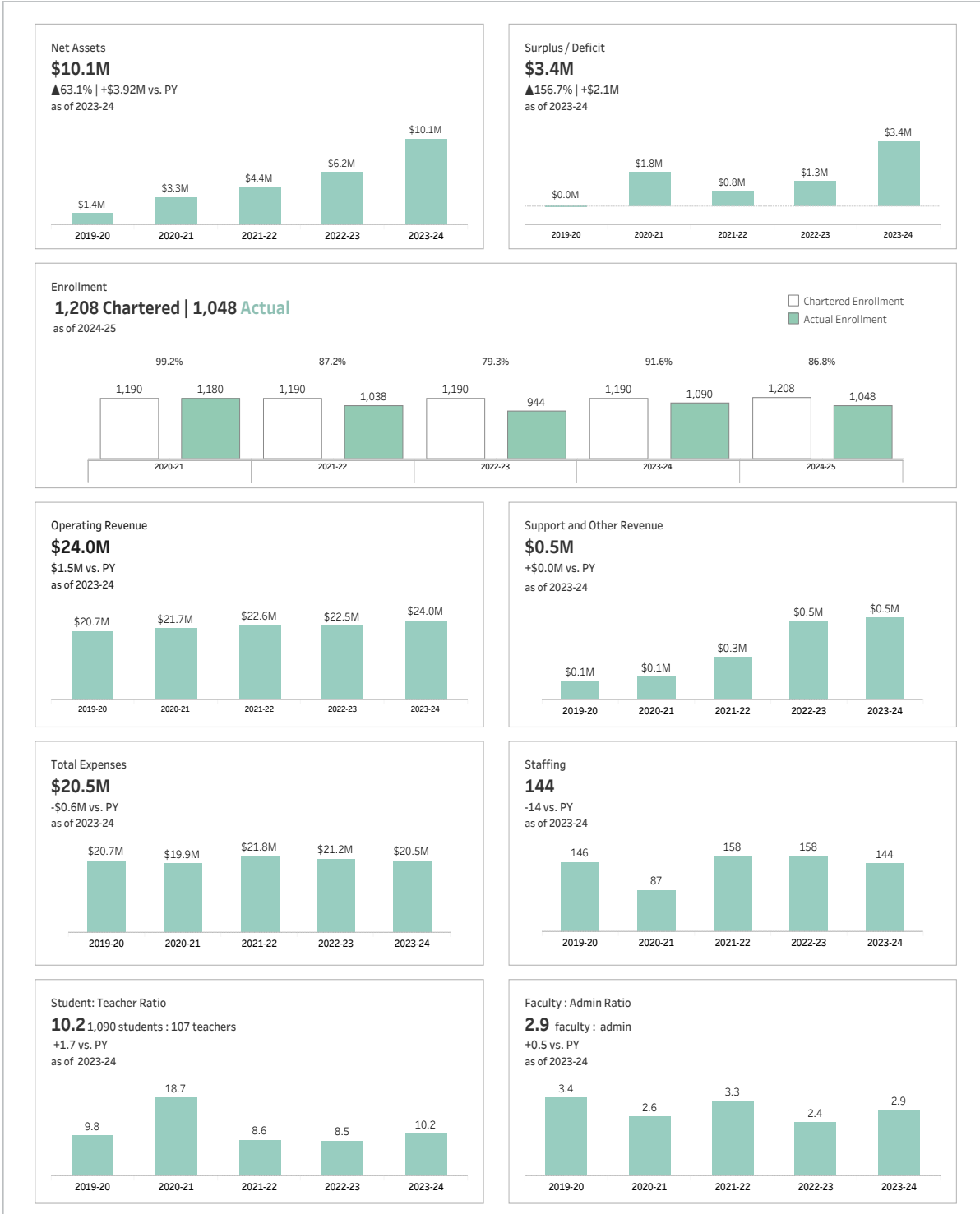
FISCAL DASHBOARD

ACHIEVEMENT FIRST CROWN HEIGHTS CHARTER SCHOOL



FISCAL DASHBOARD

ACHIEVEMENT FIRST EAST NEW YORK CHARTER SCHOOL



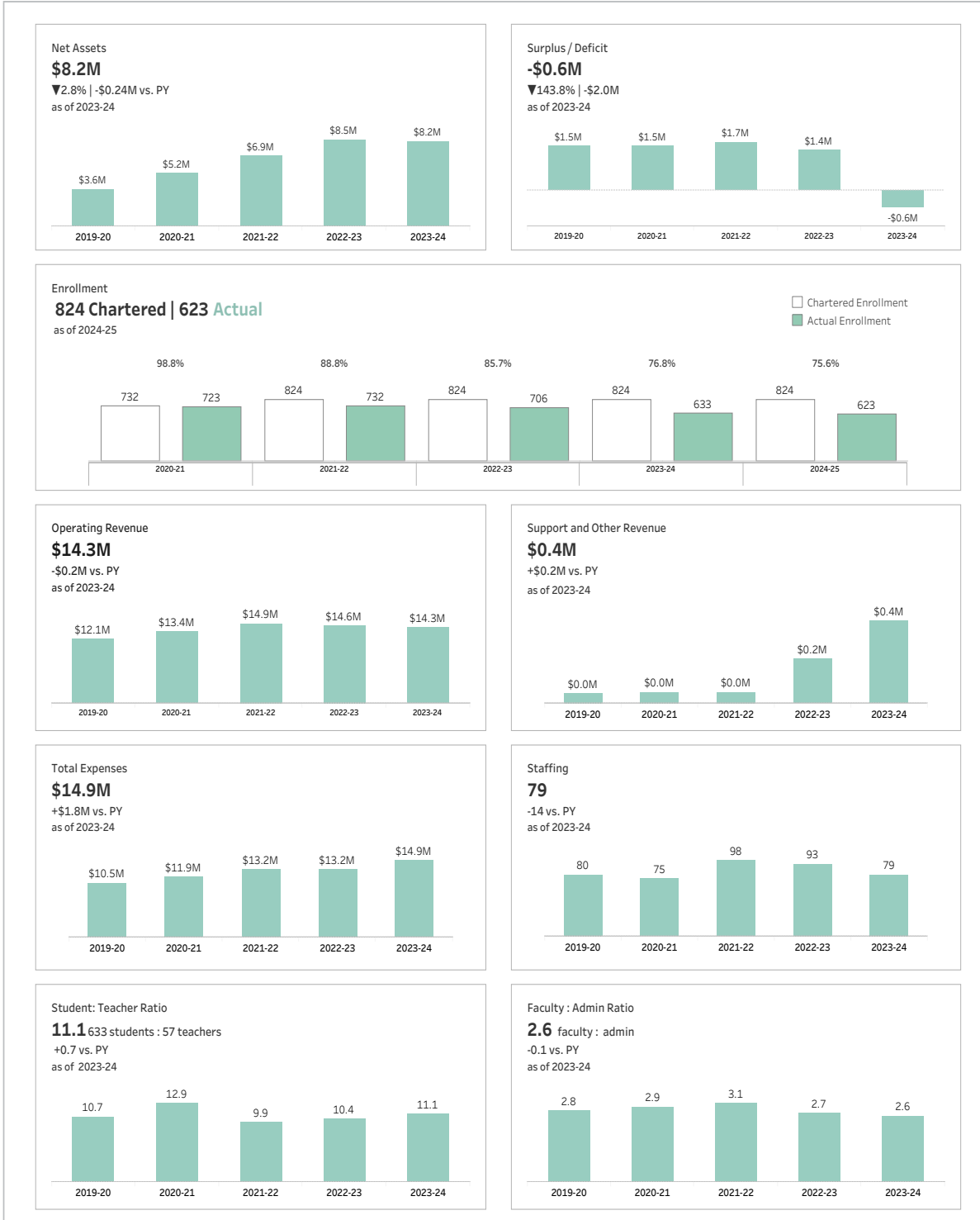
FISCAL DASHBOARD

ACHIEVEMENT FIRST ENDEAVOR CHARTER SCHOOL



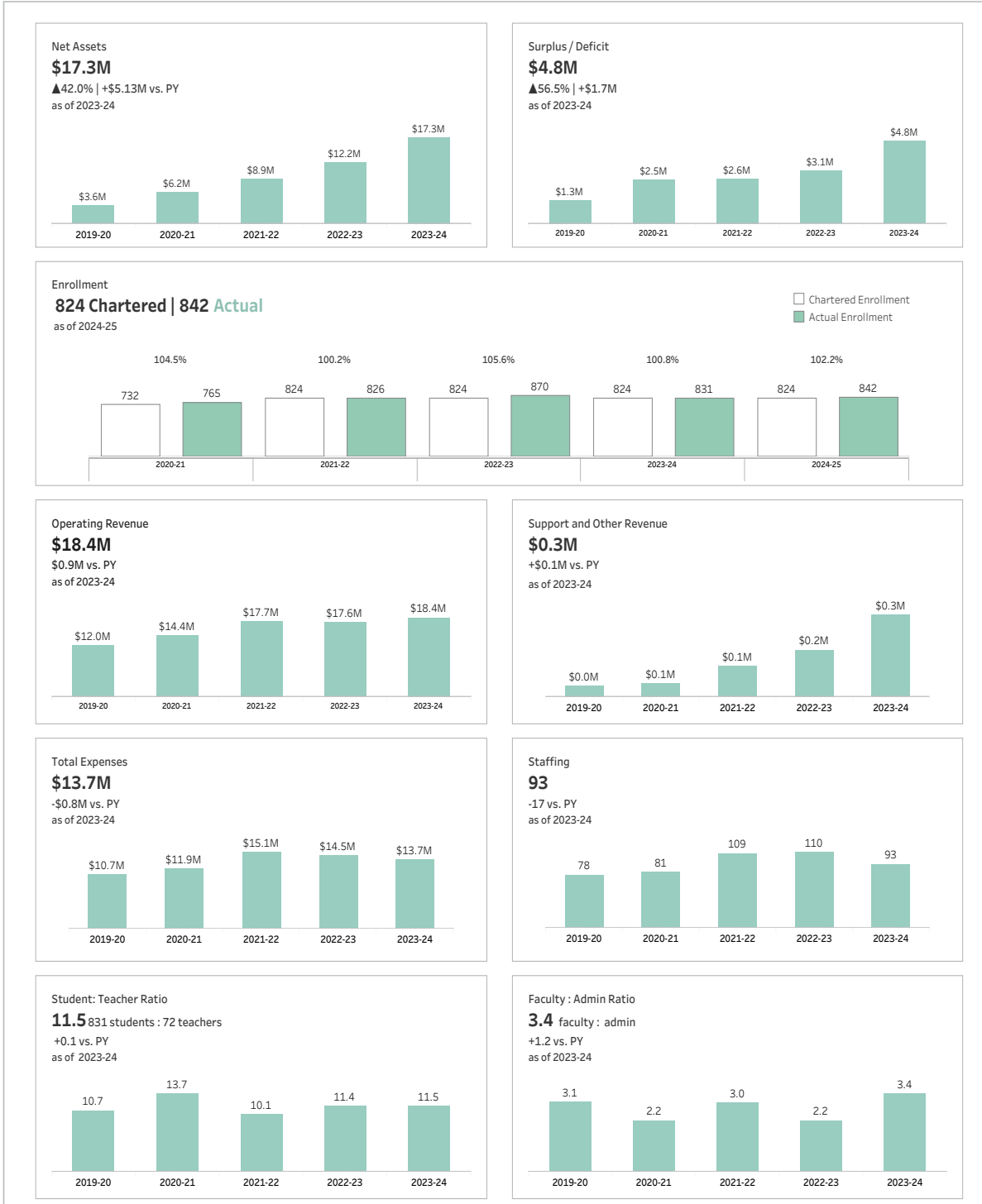
FISCAL DASHBOARD

ACHIEVEMENT FIRST LINDEN CHARTER SCHOOL



FISCAL DASHBOARD

ACHIEVEMENT FIRST NORTH BROOKLYN CHARTER SCHOOL



COMPLIANCE REPORTING



HAS EACH CHARTER DUE FOR RENEWAL SUBSTANTIALLY COMPLIED WITH APPLICABLE LAWS, RULES AND REGULATIONS, AND PROVISIONS OF ITS CHARTER?

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

AF BROOKLYN SCHOOLS

Facilities

At the time of the visit, three school sites stored students' health files in the same folders as the students' academic records and one site did not have the required child abuse reporting information posted. The Institute will ensure compliance prior to the start of the next charter term.

FOIL

While the Freedom of Information Law ("FOIL") information is updated in the Family Handbook, the education corporation will need to update and date the FOIL notice and subject matter list on the website. The Institute will ensure compliance prior to the start of the next charter term.

Teacher Certification

The New York State Charter Schools Act of 1998 (the "Act") allows charters to hire up to 15 uncertified lead teachers contingent upon those teachers meeting certain requirements including: two years of Teach for America experience; three years of teaching experience; status as a higher education professor; exceptional experience in a subject; or, teaching science, technology, engineering, and mathematics or career and technical education courses.

At AF Brooklyn Schools, directors of school operations ("DSOs") gather and maintain the certification statuses of new and returning teachers. DSOs work with uncertified teachers to determine a pathway to either certification or meeting the other qualifications of the Act and track specific deadlines and requirements toward completion. If monthly deadlines are not met, teachers are subject to professional consequences up to and including non-renewal of their contract for the following school year. The network reviews certification data on a monthly basis to monitor overall progress toward teacher certification goals. The network is also focusing on revamping its teacher-in-residence program to shore up its supports for building a deep bench of teachers.

At Achievement First Apollo Charter School ("AF Apollo"), 43 out of the 65 teachers are uncertified, which is 28 teachers over the allowable limit under the Act. Out of the 43 uncertified teachers, 29 meet the additional qualifications under the Act.

COMPLIANCE REPORTING

At AF Aspire, 57 out of the 81 teachers are uncertified, which is 42 teachers over the allowable limit under the Act. Out of the 57 uncertified teachers, 33 meet the additional qualifications under the Act.

At Achievement First Brownsville Charter School (“AF Brownsville”), 37 out of the 54 teachers are uncertified, which is 22 teachers over the allowable limit under the Act. Out of the 37 uncertified teachers, 27 meet the additional qualifications under the Act.

At Achievement First Bushwick Charter School (“AF Bushwick”), 56 out of the 77 teachers are uncertified, which is 41 teachers over the allowable limit under the Act. Out of the 56 uncertified teachers, 36 meet the additional qualifications under the Act.

At Achievement First Crown Heights Charter School (“AF Crown Heights”), 65 out of the 106 teachers are uncertified, which is 50 teachers over the allowable limit under the Act. Out of the 65 uncertified teachers, 48 meet the additional qualifications under the Act.

At Achievement First East New York Charter School (“AF East NY”), 57 out of the 98 teachers are uncertified, which is 42 teachers over the allowable limit under the Act. Out of the 57 uncertified teachers, 32 meet the additional qualifications under the Act.

At Achievement First Endeavor Charter School (“AF Endeavor”), 41 out of the 59 teachers are uncertified, which is 26 teachers over the allowable limit under the Act. Out of the 41 uncertified teachers, 31 meet the additional qualifications under the Act.

At Achievement First Linden Charter School (“AF Linden”), 27 out of the 43 teachers are uncertified, which is 12 teachers over the allowable limit under the Act. Out of the 27 uncertified teachers, 23 meet the additional qualifications under the Act.

At Achievement First North Brooklyn Charter School (“AF North Brooklyn”), 50 out of the 67 teachers are uncertified, which is 35 teachers over the allowable limit under the Act. Out of the 50 uncertified teachers, 44 meet the additional qualifications under the Act.

COMMUNITY SATISFACTION & ENROLLMENT AND RETENTION

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

Parent Survey Data

The Institute compiled data from the New York City Department of Education's ("NYCDOE's") annual family survey. The NYCDOE conducts an annual survey to gauge satisfaction with schools' programs. The following demonstrates the response and satisfaction rates for each school due for renewal from the 2023-24 NYCDOE survey:

At AF Apollo, 44% of families who responded indicated a 90% satisfaction rate with the school.

At AF Aspire, 54% of families who responded indicated a 88% satisfaction rate with the school.

At AF Brownsville, 56% of families who responded indicated a 89% satisfaction rate with the school.

At AF Bushwick, 49% of families who responded indicated a 88% satisfaction rate with the school.

At AF Crown Heights, 48% of families who responded indicated a 87% satisfaction rate with the school.

At AF Endeavor, 42% of families who responded indicated a 83% satisfaction rate with the school.

At AF East New York, 51% of families who responded indicated a 90% satisfaction rate with the school.

At AF Linden, 63% of families who responded indicated a 79% satisfaction rate with the school.

At AF North Brooklyn, 62% of families who responded indicated a 87% satisfaction rate with the school.

Parent Feedback

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

COMMUNITY SATISFACTION & ENROLLMENT AND RETENTION

The five parents in the focus group expressed satisfaction with the consistent communication from the schools, especially from teachers, and credited the communication and the schools' atmosphere of familiarity in fostering a sense of community. Parents regularly receive calls, text messages, and other forms of communication from teachers with various types of feedback and updates on classroom activities. Some of the parents expressed desire for more consistency in staffing and lower teacher turnover. Parents spoke highly of the quality of teachers and instruction and appreciate the schools' balance of a rigorous curriculum and high standards with an attentive environment that makes their children feel supported.

Public Comments

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

The NYCDOE held its required hearing on AF Brooklyn Schools' renewal applications on October 15 and 16, 2024, by videoconference. School officials discussed AF Brooklyn Schools' mission is to prepare every student to excel in college and career, to deepen their knowledge of self and community, and to lead lives of purpose. The officials also spoke to the effectiveness of each school's programs to support at-risk students and reiterated each school's commitment to a positive student atmosphere and meeting the needs of all students. No one spoke in opposition of the renewals.

Enrollment and Retention

Each AF Brooklyn Schools charter makes good faith efforts to meet its enrollment and retention targets. The schools due for renewal consistently meet or come close to meeting the targets for enrolling economically disadvantaged students. Achievement First and AF Brooklyn Schools recognize the need to improve the attainment of the enrollment targets for ELLs and students with disabilities. The network supports the schools with detailed analyses of neighborhood demographics and strategies to ensure that the sub-populations increase enrollment.

Persistence in Enrollment

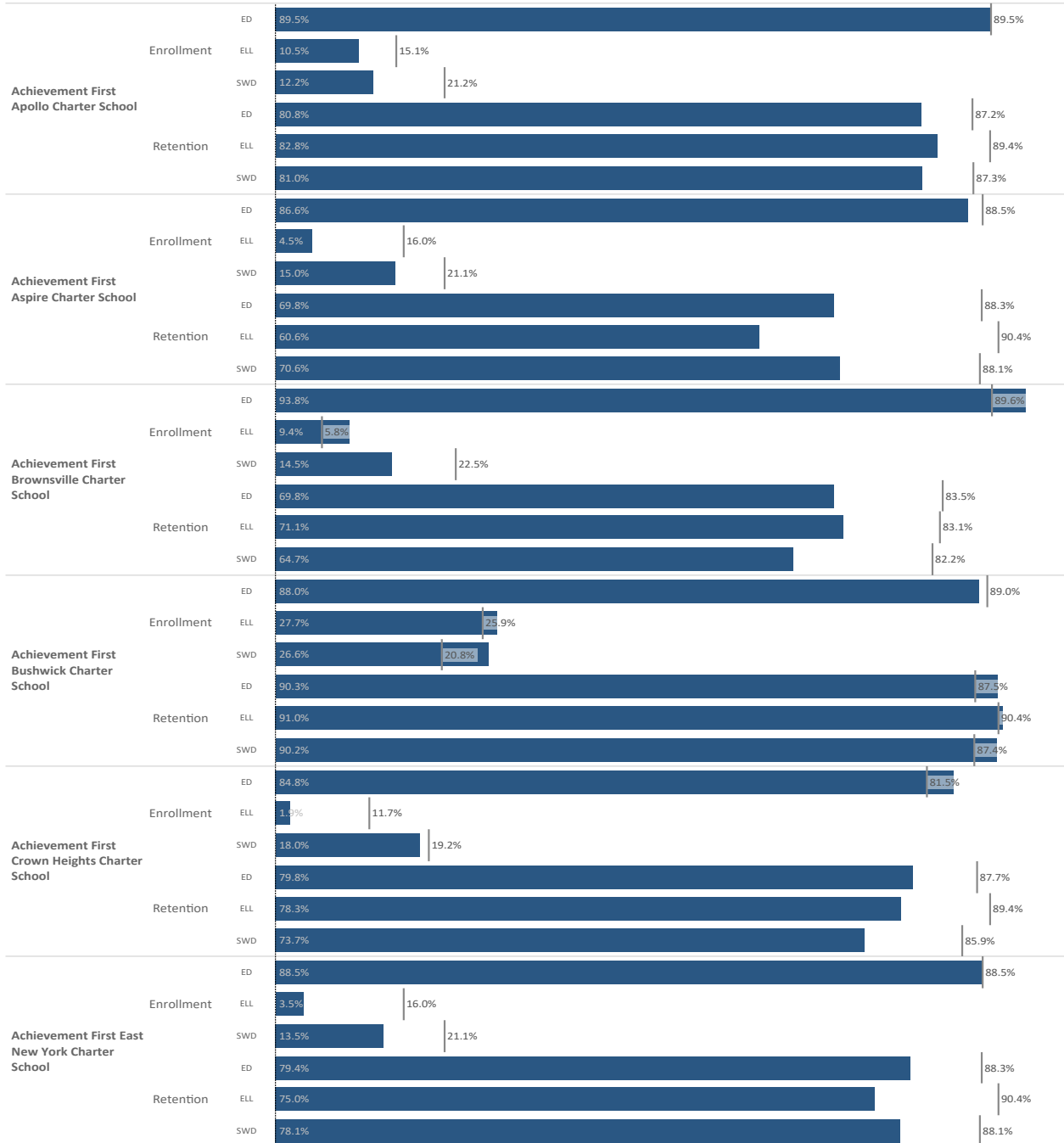
An additional indicator of parent satisfaction is persistence in enrollment. In 2023-24, 77% of AF Brooklyn Schools students returned from the previous year. Student persistence data from previous years of the charter term is available in student demographics section of the report.

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



COMMUNITY SATISFACTION & ENROLLMENT AND RETENTION

ENROLLMENT AND RETENTION TARGETS

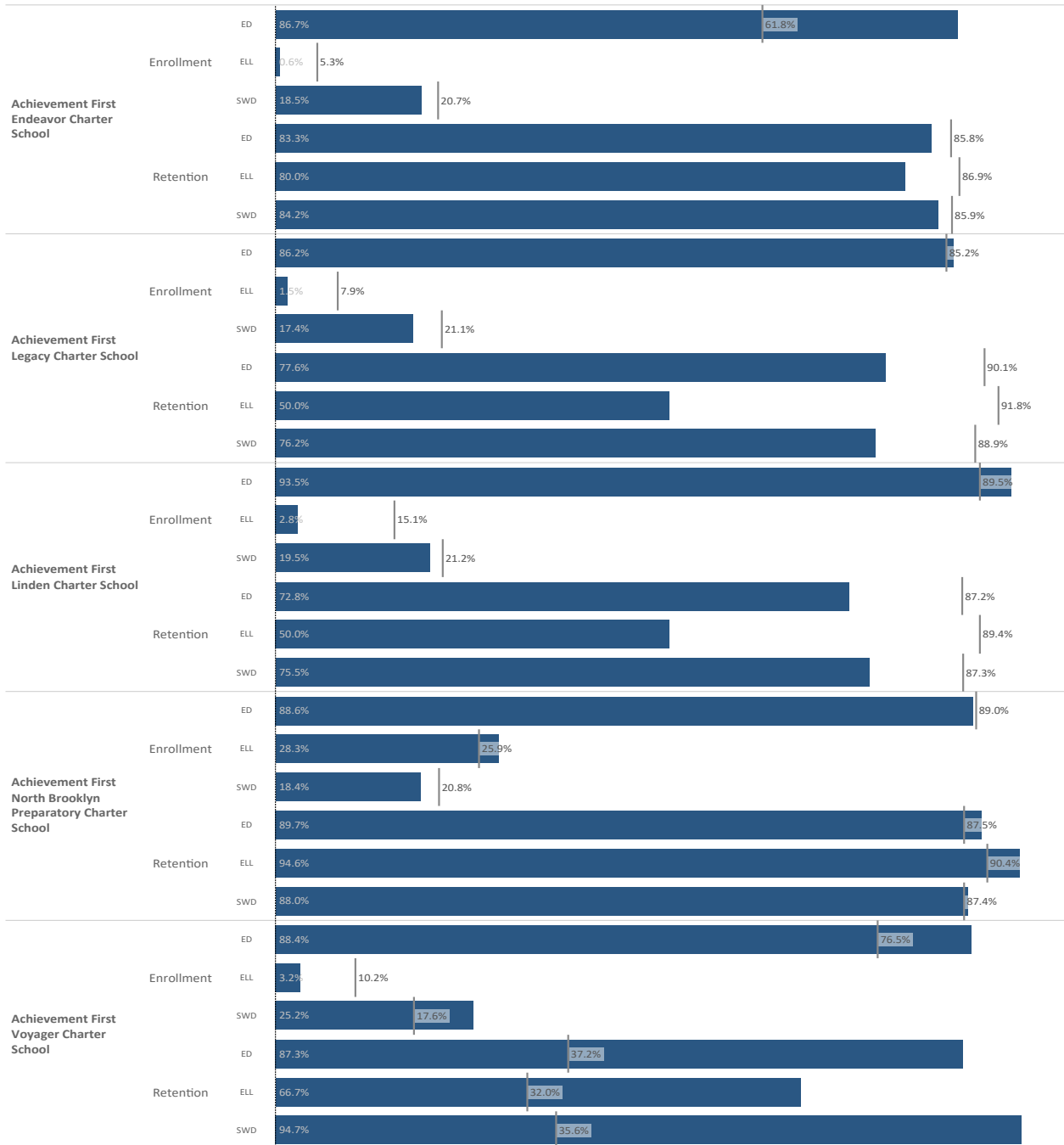


The chart illustrates the **current enrollment and retention percentages** against the **enrollment and retention targets** for each operating charter in the education corporation. As required by Education Law § 2851(4)(e), a charter must include in its renewal application information regarding the efforts it has, and will, put in place to meet or exceed SUNY's enrollment and retention targets for students with disabilities, ELLs, and FRPL students. This analysis is based on the most recent enrollment and retention data supplied to the Institute by the education corporation.



COMMUNITY SATISFACTION & ENROLLMENT AND RETENTION

ENROLLMENT AND RETENTION TARGETS



The chart illustrates the **current enrollment and retention percentages** against the **enrollment and retention targets** for each operating charter in the education corporation. As required by Education Law § 2851(4)(e), a charter must include in its renewal application information regarding the efforts it has, and will, put in place to meet or exceed SUNY's enrollment and retention targets for students with disabilities, ELLs, and FRPL students. This analysis is based on the most recent enrollment and retention data supplied to the Institute by the education corporation.

Achievement First Brooklyn
Charter Schools

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BENCHMARK
SUMMARY

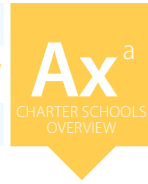
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ACHIEVEMENT FIRST APOLLO CHARTER SCHOOL – SCHOOL CHARACTERISTICS

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT ¹	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	GRADES SERVED
2020-21	824	858	104%	K-8
2021-22	824	858	104%	K-8
2022-23	824	843	102%	K-8
2023-24	824	763	93%	K-8
2024-25	824	744	90%	K-8

ACHIEVEMENT FIRST ASPIRE CHARTER SCHOOL – SCHOOL CHARACTERISTICS

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	GRADES SERVED
2020-21	824	841	102%	K-8
2021-22	894	787	88%	K-9
2022-23	944	724	77%	K-9
2023-24	1,097	780	71%	K-10
2024-25	1,271	931	73%	K-12

ACHIEVEMENT FIRST BROWNSVILLE CHARTER SCHOOL – SCHOOL CHARACTERISTICS

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	GRADES SERVED
2020-21	1,304	1,152	88%	K-12
2021-22	1,304	1,030	79%	K-12
2022-23	1,304	914	70%	K-12
2023-24	1,011	788	78%	K-8, 11-12
2024-25	837	626	75%	K-8

ACHIEVEMENT FIRST BUSHWICK CHARTER SCHOOL – SCHOOL CHARACTERISTICS

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	GRADES SERVED
2020-21	824	930	113%	K-8
2021-22	824	966	117%	K-8
2022-23	824	1,035	126%	K-8
2023-24	824	860	104%	K-8
2024-25	824	888	108%	K-8

1. Source: Institute’s Official Enrollment Binder. (Figures may differ slightly from New York State Report Cards, depending on date of data collection.)



ACHIEVEMENT FIRST CROWN HEIGHTS CHARTER SCHOOL – SCHOOL CHARACTERISTICS

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	GRADES SERVED
2020-21	1,304	1,281	98%	K-12
2021-22	1,304	1,251	96%	K-12
2022-23	1,304	1,143	88%	K-12
2023-24	1,434	1,325	92%	K-12
2024-25	1,454	1,314	90%	K-12

ACHIEVEMENT FIRST EAST NEW YORK CHARTER SCHOOL – SCHOOL CHARACTERISTICS

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	GRADES SERVED
2020-21	1,190	1,180	99%	K-12
2021-22	1,190	1,038	87%	K-12
2022-23	1,190	944	79%	K-12
2023-24	1,190	1,090	92%	K-12
2024-25	1,208	1,048	87%	K-12

ACHIEVEMENT FIRST ENDEAVOR CHARTER SCHOOL – SCHOOL CHARACTERISTICS

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	GRADES SERVED
2020-21	824	849	103%	K-8
2021-22	824	768	93%	K-8
2022-23	824	757	92%	K-8
2023-24	824	651	79%	K-8
2024-25	824	580	70%	K-8

ACHIEVEMENT FIRST LINDEN CHARTER SCHOOL – SCHOOL CHARACTERISTICS

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	GRADES SERVED
2020-21	732	723	99%	K-7
2021-22	824	732	89%	K-8
2022-23	824	706	86%	K-8
2023-24	824	633	77%	K-8
2024-25	824	623	76%	K-8



ACHIEVEMENT FIRST NORTH BROOKLYN PREPARATORY CHARTER SCHOOL – SCHOOL CHARACTERISTICS

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	GRADES SERVED
2020-21	732	765	105%	K-7
2021-22	824	826	100%	K-8
2022-23	824	870	106%	K-8
2023-24	824	831	101%	K-8
2024-25	824	842	102%	K-8

CHARTER VISIT HISTORY

SCHOOL YEAR	VISIT TYPE	DATE
2006-07	AF Bushwick – First Year	April 11, 2007
2007-08	AF Bushwick – Evaluation	May 8 – 9, 2008
2008-09	AF Brownsville – First Year	March 3, 2009
	AF Bushwick – Evaluation	April 30, 2009
2009-10	AF Brownsville – Evaluation	May 18 – 19, 2010
2010-11	AF Apollo – First Year	June 7, 2011
	AF Bushwick – Initial Renewal	October 5 – 7, 2010
2012-13	AF Apollo – Evaluation	March 6, 2013
2013-14	AF Brownsville – Initial Renewal	October 3 – 4, 2013
	AF Bushwick – Subsequent Renewal	October 16 – 17, 2013
2014-15	AF Apollo – Initial Renewal	September 23, 2014
	AF Linden – First Year	May 20, 2015
	AF North Brooklyn – First Year	May 19, 2015
2016-17	AF Voyager – First Year	April 6, 2017
2017-18	AF Aspire – Initial Renewal	November 14, 2017
	AF Brownsville – Subsequent Renewal	November 15, 2017
	AF Crown Heights – Initial Renewal	November 17, 2017
2018-19	AF Bushwick – Subsequent Renewal	September 24, 2018
	AF East New York – Initial Renewal	September 24, 2018
	AF Linden – Initial Renewal	September 25, 2018
	AF Apollo – Subsequent Renewal	June 5, 2019
	AF Endeavor – Subsequent Renewal	June 4, 2019



SCHOOL YEAR	VISIT TYPE	DATE
2020-21	AF Voyager – Initial Renewal	October 13 – 16, 2020
2021-22	AF Legacy – First Year	April 28, 2021
2022-23	AF Aspire – Renewal Review	September 20, 2022
	AF Brownsville – Renewal Review	September 20, 2022
	AF Crown Heights – Renewal Review	September 20, 2022
2022-23	AF Bushwick – Renewal Review	June 12 – 16, 2023
	AF East New York – Renewal Review	June 12 – 16, 2023
	AF Linden – Renewal Review	June 12 – 16, 2023
	AF North Brooklyn – Renewal Review	June 12 – 16, 2023
2024-25	AF Apollo – Subsequent Renewal	September 23 – 26, 2024
	AF Aspire – Subsequent Renewal	September 23 – 26, 2024
	AF Brownsville – Subsequent Renewal	September 23 – 26, 2024
	AF Bushwick – Subsequent Renewal	September 23 – 26, 2024
	AF Crown Heights – Subsequent Renewal	September 23 – 26, 2024
	AF East New York – Subsequent Renewal	September 23 – 26, 2024
	AF Endeavor – Subsequent Renewal	September 23 – 26, 2024
	AF Linden – Subsequent Renewal	September 23 – 26, 2024
AF North Brooklyn – Subsequent Renewal	September 23 – 26, 2024	

CONDUCT OF THE RENEWAL REVIEW

DATE(S) OF REVIEW	EVALUATION TEAM MEMBERS	TITLE
September 23 – 26, 2024	Andrew Kile	Director of School Evaluation
	Sinnjinn Bucknell	Managing Director of Accountability
	Desree Cabrall-Njenga	School Evaluation Analyst
	Danielle Tschirhart	External Consultant

BENCHMARK SUMMARY

ACADEMIC ACHIEVEMENT

All charters within AF Brooklyn Schools met or came close to meeting their key academic Accountability Plan goals of graduation, college preparation, English language arts (“ELA”), and mathematics over the charter term. Notably, every school outperformed the local district in mathematics during all years with data suitable for analysis.

AF Brownsville, AF Crown Heights, and AF East New York, the three schools within the education corporation enrolling students in 12th grade during the 2023-24 school year, all met their graduation goals and came close to meeting their college preparation goals over the charter term. From 2020-21 through 2023-24, the schools posted four year graduation rates that exceeded the SUNY absolute target of 75% and surpassed their district comparisons by at least 15 percentage points every year. The three schools matriculated graduates into two and four year college programs in the fall following graduation at rates that surpassed the target of 75% each year. AF Brooklyn Schools also demonstrates college preparation through a variety of measures including passing Advanced Placement (“AP”) exams and attainment of the SAT college and career readiness benchmark. Across the network in 2022-23, approximately 60% of students demonstrated college readiness through at least one of these methods.

Over the charter term, the schools met their ELA and mathematics goals posting strong comparative achievement. From 2021-22 through 2023-24, the education corporation posted average proficiency rates for students enrolled in at least their second year that exceeded the composite district results by at least 13 percentage points in ELA and at least 18 percentage points in mathematics. During every year with available data, the network posted effect sizes in both subjects that far exceeded the target of 0.3. This level of achievement indicates that AF Brooklyn Schools performed higher than expected to a large degree in comparison to public schools across the state enrolling similar percentages of economically disadvantaged students. Each school also posted mean growth percentiles in both subjects that came close to or exceeded the target of 50 each year in both subjects.

ASSESSMENT

AF Brooklyn Schools implements a comprehensive and extensive assessment program that allows leaders and teachers to monitor student progress and achievement effectively. AF Brooklyn Schools administers internally developed interim assessments in all grades, including ELA, mathematics, science, and social studies three to four times a year. The network also develops mock summative assessments aligned to state exams for ELA and mathematics across 3rd – 8th grade. The network also develops mock summative assessments for state and national exams in high school, such as the Regents and AP exams. After piloting the mCLASS Dibels assessment to support phonics instruction in the prior charter term, the network adopted the assessment as a universal diagnostic screener for students in Kindergarten – 4th grade. AF Brooklyn schools assesses reading proficiency using STAR in 5th – 12th grade. In writing, teachers utilize a vertically- and standards-aligned rubric that focuses on students’ analytical, evidence based skills in reading, writing, and critical thinking. To ensure validity of assessments, the network uses previous state tests to develop assessment items. Teachers and school leaders regularly meet in data reflection days to analyze data and create action plans in response to student performance. AF Brooklyn Schools’ assessment system supports teachers with addressing student academic needs. Assessment data informs teachers’ plans for intentionally reteaching content, designing small group activities, and identifying students for daily interventions.

School leaders regularly use various tools and rubrics, some of which incorporate assessment results, to evaluate teacher effectiveness and to develop professional development and coaching strategies. Leaders systematically utilize assessment data to determine topics for professional development sessions, revisit teachers' individual goals during coaching sessions, and identify teachers in need of intensive support. Network leaders work with school leaders to determine the effectiveness of the curricular program and make adjustments as needed. Charters share student performance at multiple points throughout the year, including progress reports and conferences, to keep families apprised of student progress and growth.

CURRICULUM

AF Brooklyn Schools' curricular framework supports teachers in planning and delivering high quality instruction. Over the term, the network began a transition away from its long-standing internally-developed curricular programs. During the 2023-24 school year, the network adopted and implemented a suite of commercial curricula identified as high quality instructional materials by external curriculum evaluators, such as EdReports. At the elementary level, schools primarily use Wit and Wisdom for ELA and Cognitively Guided Instruction ("CGI") for mathematics. At the middle school level, schools primarily use Wit and Wisdom for ELA and Illustrative Math for mathematics. In order to ensure a strong foundation of phonics and fundamental reading skills, each school uses Foundations for Kindergarten – 3rd grade. AF Brooklyn Schools use Geodes for decodable texts and OpenSciEd for middle school science. The network is considering expanding these resources to the elementary and high school levels in the coming years. At the high school level, the schools use Illustrative Math for mathematics and StudySync for ELA.

Network staff members regularly review curricular documents including lesson plans and unit plans. Through these effective reviews and procedures, the network supports teachers in knowing what to teach and when to teach it. With access to purposeful lessons and supporting documents, teachers invest sufficient time internalizing and planning lesson delivery to improve student learning. AF Brooklyn Schools also regularly reviews the quality of lesson plans and makes strategic changes to improve instruction driven by data collected from interim assessments.

At the high school programs, the network provides teachers with content from AP, SAT, and Regents exams to ensure rigor and alignment to standards. AF Brooklyn Schools' high school educational program reflects diverse post-graduation pathways available to students and supports promotion and graduation. This includes an "AP access for all" model, which de-emphasizes mandated AP completion and prioritizes access to and preparation for rigorous AP offerings. The schools provide Saturday tutoring and more opportunities for small group instruction. High schools in the AF Brooklyn Schools network deliver educational programs that ensure academic rigor as well as teach self-management skills and college, career, and life knowledge. To this end, AF Brooklyn Schools offers a course, foundations of leadership, based on the college and career readiness curriculum and focuses on analytical writing across subjects. AF Brooklyn Schools' high school educational program supports students in mastering rigorous academic content required for college while also equipping students with the transferable tools necessary for various college and career pathways.

PEDAGOGY

High quality instruction is evident across AF Brooklyn Schools. Across the majority of lessons, teachers hold students to high expectations and deliver purposeful lessons. With new curricular programs in place, teachers, with support from leaders, deliver the curricular programs with fidelity. Based on a review of lesson plans and observations, teachers outline possible student misconceptions, conduct effective checks for understanding, and then pivot instruction adeptly to meet student needs. When introducing new curricular programs, the network spent time familiarizing teachers and leaders with the programs and will focus on building the AF Brooklyn Schools' high quality intellectual preparation protocols in place to support teachers with enhancing the curricula to fully meet student needs. Throughout the year, leaders focus on specific priority arcs of development that drive focus in observation and feedback cycles. At the time of the visit, schools were about to shift to a new arc of focus, as classrooms demonstrated good success with building beginning of year relationships and establishing strong routines. One goal this year is for students to speak and engage in discourse more frequently in classrooms, which would be the goal of the second arc of the year. However, given the strength of teaching and learning across the majority of classrooms early in the year, many teachers could move to the second arc earlier to increase focus on incorporating more student voice into lessons. In pockets where teaching and learning is not of the highest quality, school based leaders are well aware of the needs of the teachers and work intensely to support improvement. Leaders will focus more time in these classrooms giving in the moment feedback and meet with teachers to review strategies and lesson plans, which demonstrate success in developing teacher practice.

Across AF Brooklyn Schools, teachers use effective strategies to check for student understanding. Some of these strategies include checking in with individual students, circulating the room, using whole class hand signals and responses, and delivering exit tickets. Teachers consistently use exit tickets and other data to inform daily instruction adjusting specific activities to address any gaps in knowledge from previous lessons. At the time of the renewal visit, schools were moving into the second arc of development for the year, which focuses on increasing higher order thinking opportunities as well as increasing student voice during lessons. The Institute observed many instances of these priorities in action, and many teachers demonstrated mastery quickly of the first arc and missed the opportunity to shift the focus earlier. In lessons that included strong examples of students demonstrating critical thinking skills, teachers facilitated peer to peer discussions on various topics, asked challenging questions, or presented misconceptions to unpack.

Teachers maximize learning by having tight routines in place and a clear understanding of the flow of the lesson. Leaders across the network set an instructional priority to infuse more joy into classroom lessons. The Institute observed pockets of joyful classrooms across the network, but this was not yet a fully realized priority at the time of the visit. For the fifth week of school, students demonstrated high levels of mastery of classroom routines. Notably, Kindergarten classrooms demonstrated clear routines with teachers setting clear, high expectations for student learning.

INSTRUCTIONAL LEADERSHIP

AF Brooklyn Schools establishes a comprehensive instructional leadership model that fosters a culture of high expectations and rigorous academic standards across its network. Each campus's instructional leadership team is composed of a principal supported by academic deans, deans of school culture, and a dean of special services ensuring deep expertise and robust support for teachers. Regional superintendents manage

the principals across the network and hold principals to high expectations for student performance. The network sets ambitious goals for each school program, measuring success using a combination of state test performance, interim assessments, equity metrics, and talent metrics. This data-driven approach allows for consistent monitoring and adjustment of instructional practices to meet the diverse needs of all students. AF Brooklyn Schools' instructional leadership model ensures teachers receive regular and structured coaching through systems including real-time classroom observations, post-observation feedback, and professional development sessions. Network leadership prioritizes its professional development efforts to ensure principals and deans have the tools to coach teachers with a focus on ensuring a smooth rollout of multiple new curricula.

AF Brooklyn Schools' focus on continuous professional development is evident through its use of inter-school walkthroughs where leaders and teachers visit other schools in the education corporation to observe best practices and collaborate to determine network-wide areas of focus. This structure not only supports the growth of individual teachers but also promotes consistency and alignment across the network. The network maintains a robust bench of principal residents who stand ready to step into the role, ensuring consistency through any transitions. By fostering a culture of reflection, collaboration, and accountability, the education corporation's instructional leadership model strengthens teacher effectiveness and ensures that all students are equipped to meet high academic standards.

AT RISK

AF Brooklyn Schools employs a wide range of effective supports to meet the educational needs of at-risk students. Schools utilize clear and compliant procedures for identifying students with disabilities, English language learners ("ELLs"), and students struggling academically or behaviorally. At every level, AF Brooklyn Schools conducts thorough analyses of achievement data by student subgroups to monitor student progress, evaluate at-risk program effectiveness, and identify students for additional support.

AF Brooklyn Schools uses a tiered Response to Intervention ("RTI") program to identify and provide interventions for students struggling academically or behaviorally. Each school uses a systematic process for identifying students in need of extra support using universal screeners such as mCLASS Dibels and the counting proficiency assessment. Schools use other assessments to identify students needing extra support throughout the year including classroom grades, interim assessments, and state assessment results. The network sets clear expectations for schools to deliver tiered interventions at each level and supports them to deliver interventions with fidelity. At tier 1, teachers provide strategic differentiated and specialized instruction to students in the classroom setting. Tier 2 interventions include small group instruction that targets specific objectives and skills. For tier 3 interventions, among other things, AF Brooklyn Schools provide detailed small group interventions based on deficits in literacy skills, which could include comprehension, decoding, or fluency. The RTI team, which includes a special services coordinator, principal, and often an academic dean and a grade level teacher, determines specific placement in the tier 3 system and consistently meets to monitor progress and adjust interventions based on student results. In the last charter term, AF Brooklyn Schools updated and clarified the benchmarks and indicators in its special education referral process.

For students with individualized education programs (“IEPs”), each school provides the necessary mandated services including integrated co-teaching (“ICT”) classrooms, special education teacher support services (“SETSS”), and related services. Through the professional development program and RTI meetings, each school supports teachers in addressing specific needs of students with disabilities and for reviewing and understanding students’ IEP goals. At some sites, the network hosts its Empower program, which serves students in a 12:1 setting.

AF Brooklyn Schools’ ELL program includes ELL teachers who provide push in and pull out learning tailored to meet specific English acquisition goals and scaffold the content areas with language supports. Classroom teachers modify the Imagine Language and Literacy program to support ELLs. At specific sites with high proportions of ELLs, AF Brooklyn Schools deploys multi-lingual language teachers-coordinators who support with identification of ELLs and program implementation. The network ensures that general education teachers have training in identifying ELLs and utilizing a variety of English language acquisition strategies within teaching structures. Each school’s special services coordinator monitors ELLs’ progress toward meeting English language proficiency goals, and schools administer the New York State English as a Second Language Achievement Test (“NYSESLAT”) annually. Through progress monitoring, the special services leader or multi-lingual language teacher-coordinator makes intentional adjustments to ELL students’ programs if a student is not demonstrating adequate progress.

ORGANIZATIONAL CAPACITY

AF Brooklyn Schools effectively supports the delivery of the educational program at each school. AF Brooklyn Schools has clear policies, procedures, and administrative structures that divide instructional and operational systems by distinct roles, responsibilities, and lines of accountability. In reflecting on the organization’s roles and responsibilities, the network is working to give principals more development beyond the instructional leadership responsibilities, and began training and developing principals’ skills in areas such as staffing decisions and budget management during this charter term. This gives principals more leadership and autonomy to make decisions based on the specific needs of their individual schools. In the current enrollment climate, principals are also beginning to develop a greater sense of community by finding partnerships and creating more opportunities to interact in their neighborhoods. The director of school operations has a dual-reporting relationship to an Achievement First, Inc., (“Achievement First”) regional director of operations regarding network-wide shared practices like those related to data, facilities management, procurement, and financial reporting. AF Brooklyn Schools’ organizational structure allows principals to serve as instructional leads and receive support from operations teams at the building and network levels.

Achievement First supports each school with recruiting and hiring teachers. In recent years, AF Brooklyn Schools has faced challenges with staffing across schools and specifically at the high school level. To maintain high quality instruction and rigorous coursework, the high school programs across the education corporation partners with the National Education Equity Lab and CUNY’s College Now program to offer college-credit courses for students. Ultimately, given additional challenges with enrollment, AF Brooklyn Schools decided to close one high school site, which will conclude operation at the end of the 2024-25 school year. Given the realities of the teacher shortage, the network set one of its priorities as aggressive recruitment, and plans to emulate the successful principal fellowship with its teacher in residence program. In developing its principal fellowship, Achievement First found success with training and preparing leaders for principalship. The program has over 25 participants during the 2024-25 school year, which helps the schools develop a deep leadership pipeline.

Principals work closely with the network to design their individual school’s discipline procedures. The network provides leaders with guidance and development to support social-emotional learning development. Some schools are beginning to establish restorative practices. These sites partner with external organizations to provide trainings and practice circles at the adult level in this initial year. Schools will continue to develop restorative practices over the next charter term by rolling out to students and building their disciplinary procedures and cultures with a focus on restorative justice. Other sites have more traditional disciplinary systems in place. The board and network leadership have focused on reducing suspensions across the network. One successful strategy has been the requirement for approval of any out of school suspension with the school’s regional superintendent. This process has encouraged schools to focus on reducing the amount of suspensions and reflect on practices within each school. Deans of students work closely with teachers struggling to manage classrooms to ensure that each AF Brooklyn Schools’ classroom is safe and welcoming.

The network prioritizes enrollment across the education corporation. Given shifts in population throughout Brooklyn, the network has conducted studies to understand specific trends in neighborhoods throughout Brooklyn and Queens. In Brooklyn, the AF Brooklyn Schools board made well-informed, but difficult, decisions to consolidate some sites as well as phase out some sites. In Queens, the network is conducting studies to be well-informed about opening AF Legacy’s middle school program. The network supports schools and the AF Brooklyn Schools board in analyzing each school’s enrollment and retention targets.

BOARD OVERSIGHT & GOVERNANCE

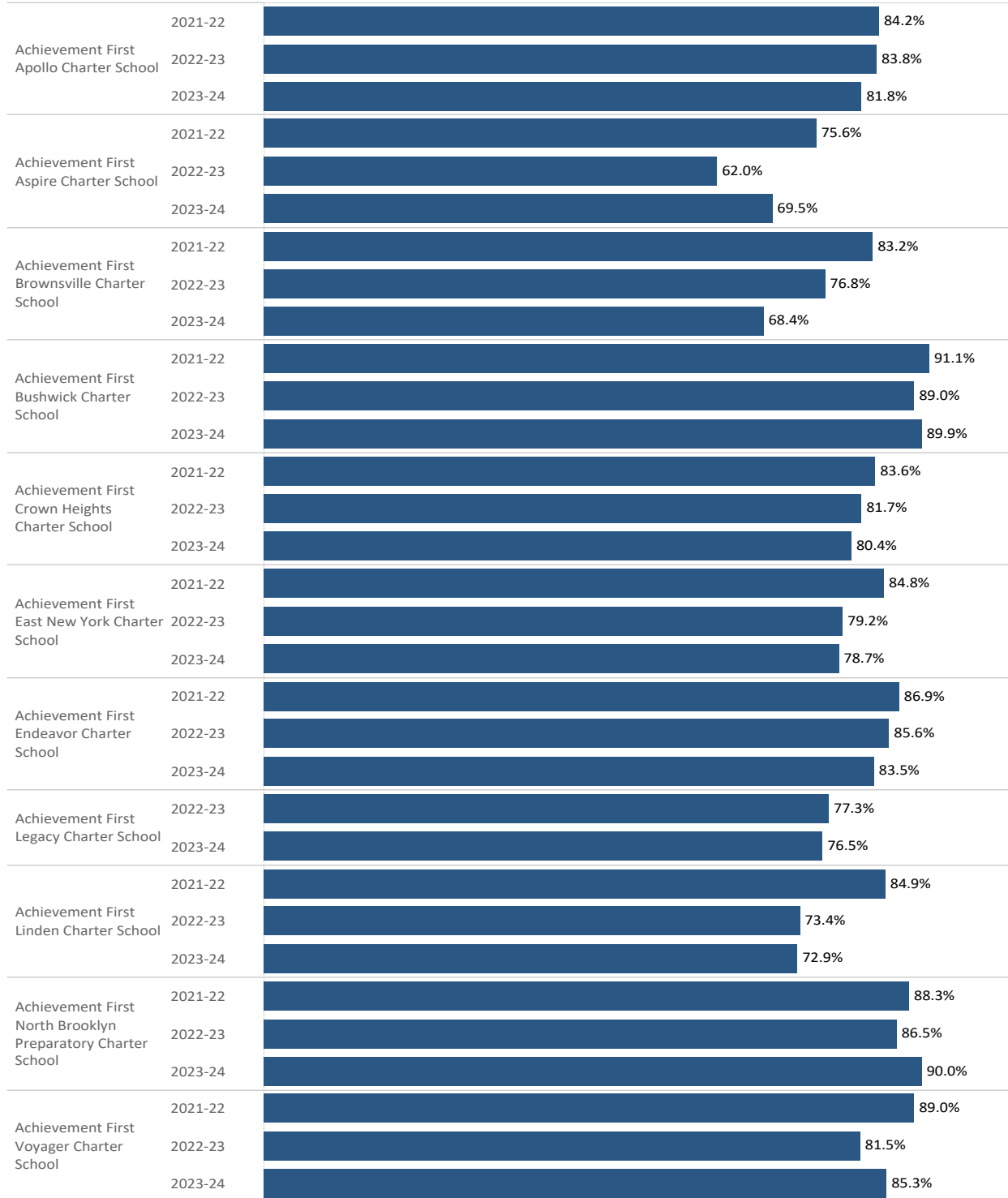
AF Brooklyn Schools’ board works effectively to achieve each charter’s Accountability Plan goals. The board establishes a system of policies and practices with a clear reporting structure from both AF Brooklyn Schools’ and Achievement First’s personnel to stay up to date on relevant information about each school in the education corporation. This includes an effective committee structure that analyzes more detailed information before each full board meeting. As a result, board members stay informed on items in their area of focus and distill information necessary for full board decisions. The board is thoughtful about recruiting individuals based on their professional experiences, which include a wide range of expertise from education, finance, real estate, health industries, and legal professions. The board also worked with its legal counsel to determine an appropriate balance of professional backgrounds and notes a need for more non-finance individuals to help balance the experience across its membership. The board has also developed a precise series of onboarding activities to ensure recruits to the board have the necessary time, knowledge, and mission alignment to serve effectively.

During the current charter term, the board navigated multiple transitions in the network leadership. The board leaned into its governance and oversight to ensure each chief executive officer (“CEO”) transition was seamless and the least disruptive to schools and students. The board engaged in a thorough search process, which ultimately led to the board hiring the interim CEO as its CEO. With stable leadership at the network, the board engaged with leaders to establish a five year strategic plan launched in early 2024. Members value the strategic plan as it provides them with priorities in which to focus their oversight for the next five years in efforts to rebuild AF Brooklyn Schools’ academic performance. As a result of the organization’s transition of its founding leadership, the board has improved its capacity to manage future uncertainties of the post-COVID educational landscape.

As the network transitioned leadership over the charter term, the board has worked closely to refine the information it receives to ensure it has clear and concise data and information to support the board's decision-making processes. In particular, the board requests specific information to help with analyzing enrollment trends across the areas it currently and plans to serve. In addition to reports from network and school leaders, members conduct classroom walkthroughs and attend school events. The board also prioritizes including parent/caretaker members to gain more insight into the student experience.

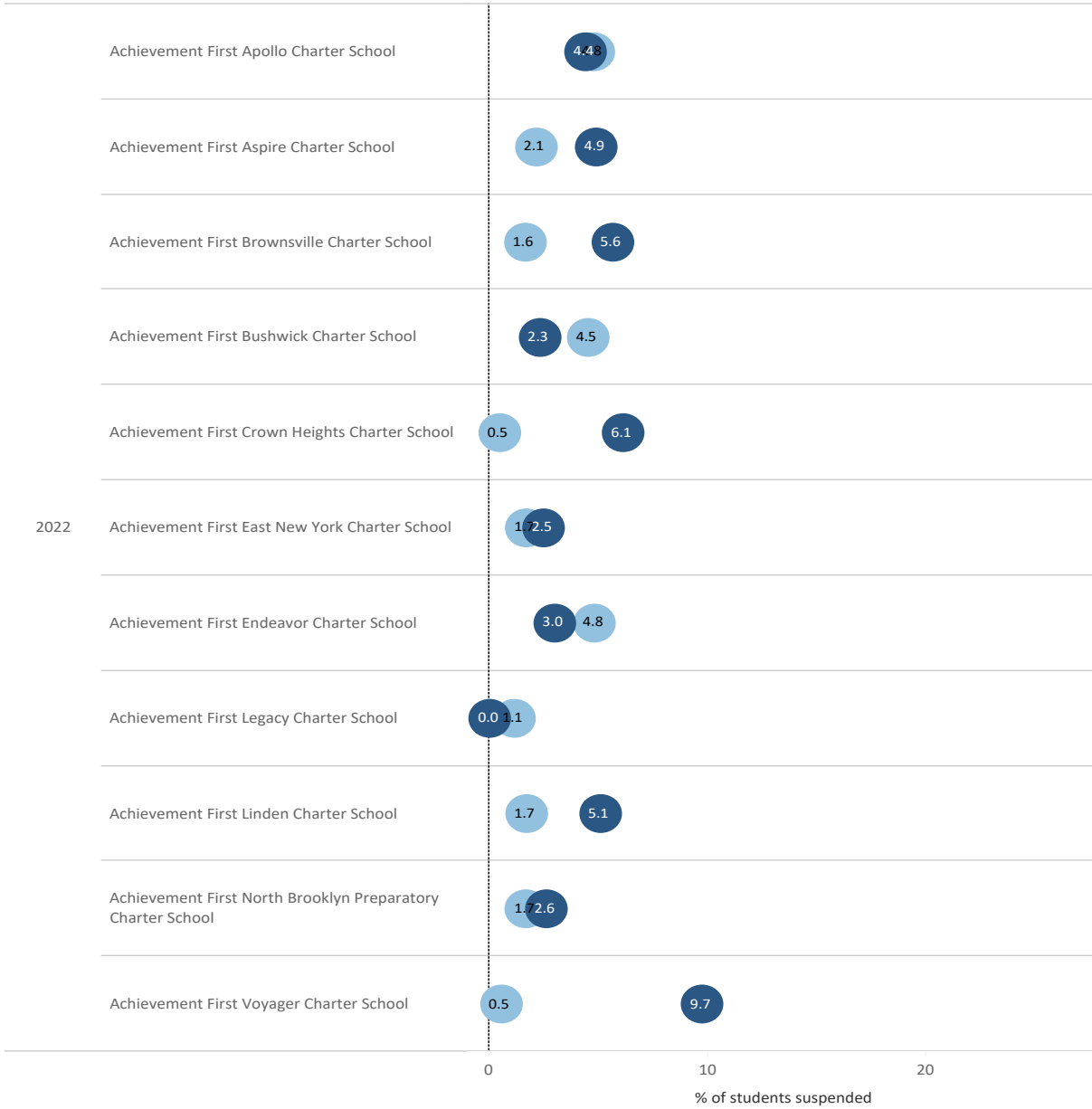


EDUCATION CORPORATION PERSISTENCE IN ENROLLMENT





Suspensions: The education corporation's out of school suspension rate and in school suspension rate.

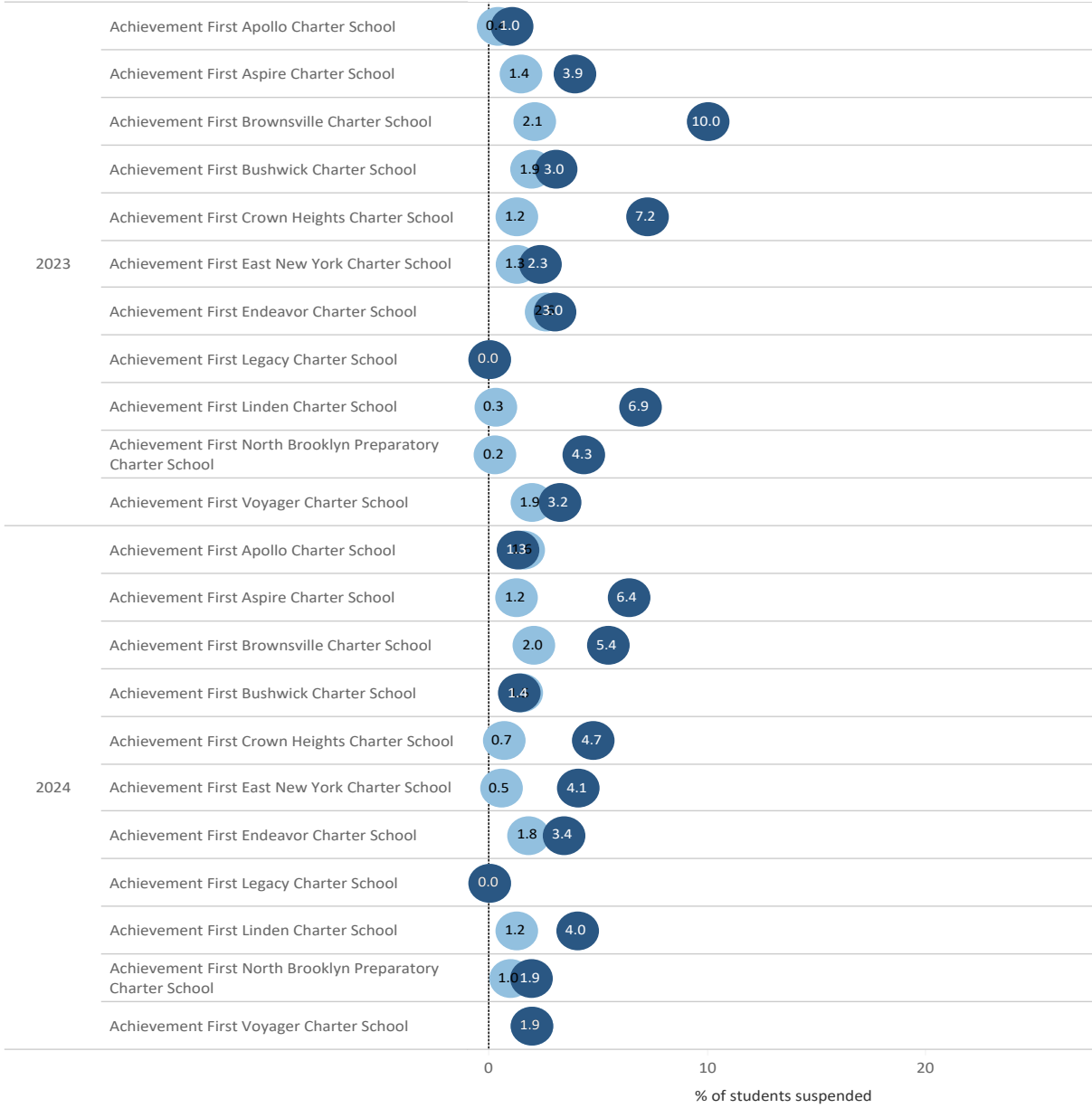


Data suitable for comparison are not available. The percentage rate shown here is calculated using the method employed by the NYCDOE: the total the number of students receiving an out of school suspension at any time during the school year is divided by the total enrollment, then multiplied by 100.

During the most recent school year, the education corporation expelled 0 students.



Suspensions: The education corporation's out of school suspension rate and in school suspension rate.



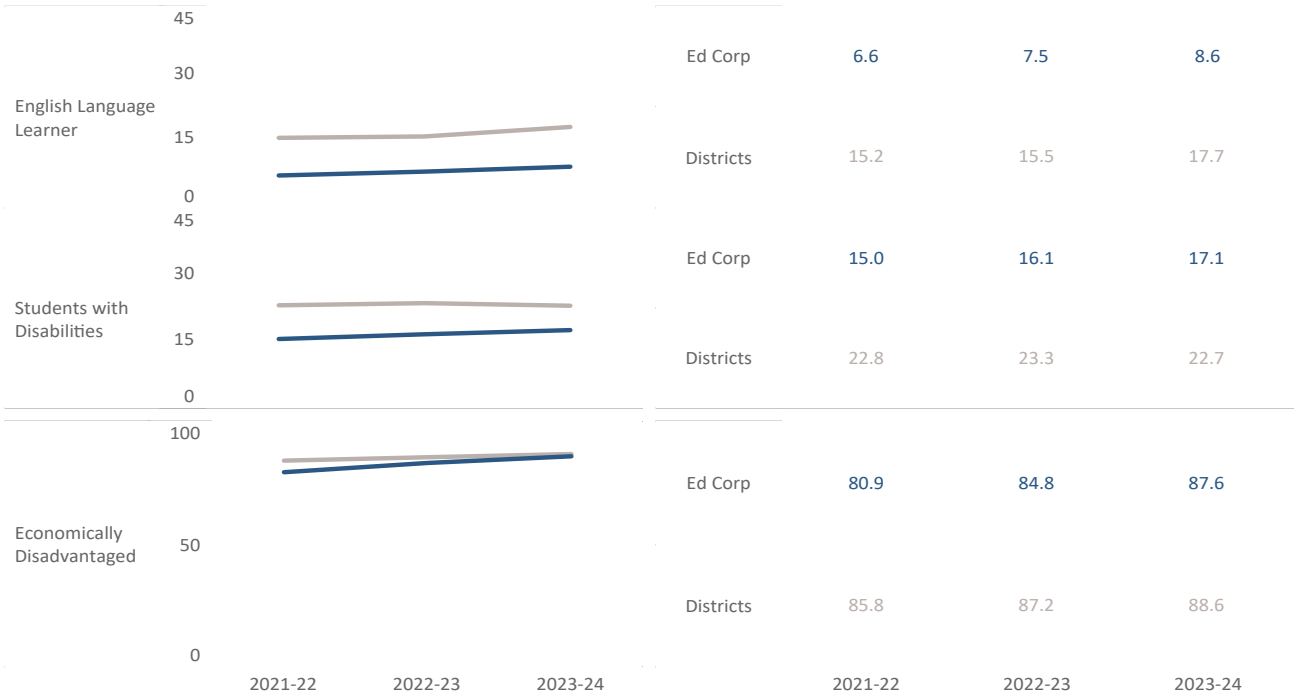
Data suitable for comparison are not available. The percentage rate shown here is calculated using the method employed by the NYCDOE: the total the number of students receiving an out of school suspension at any time during the school year is divided by the total enrollment, then multiplied by 100.

During the most recent school year, the education corporation expelled 0 students.

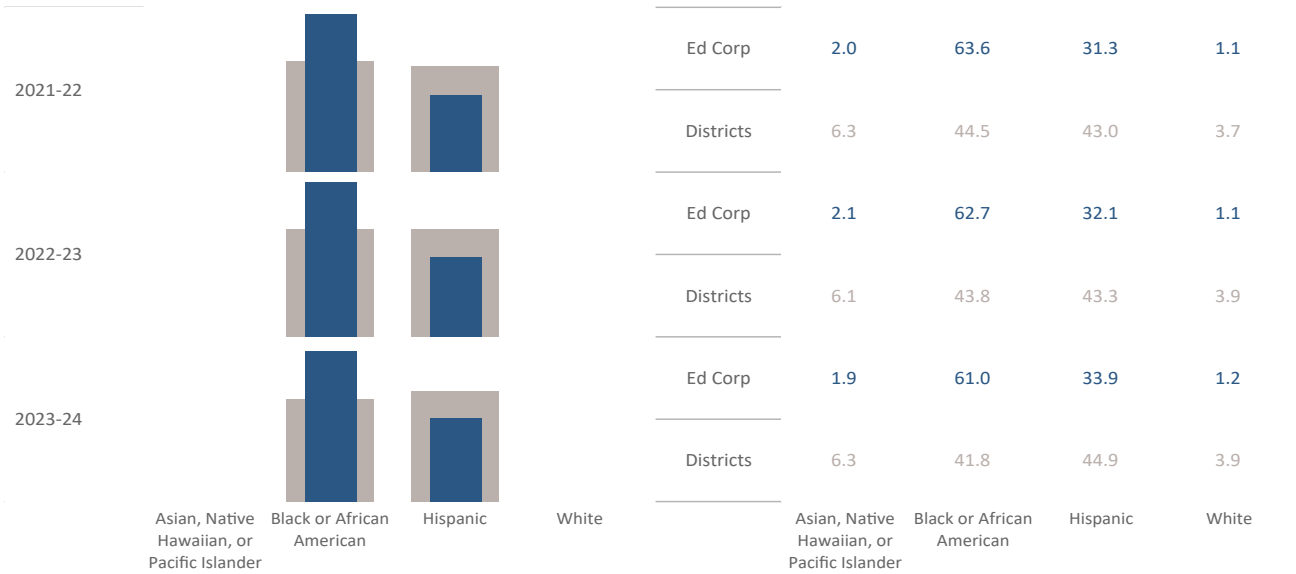


Achievement First Brooklyn Charter Schools Aggregate Education Corporation Enrollment

Aggregate Education Corporation Demographics: Sub populations



Aggregate Education Corporation Demographics: Race/Ethnicity

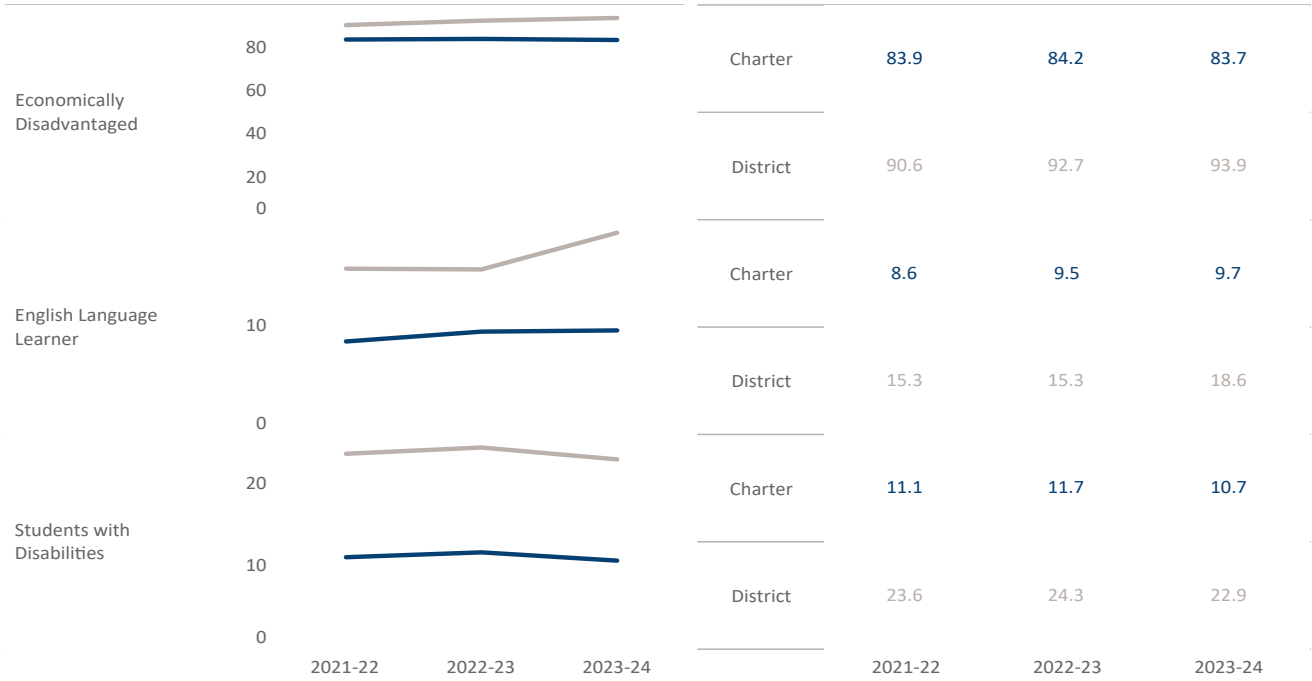




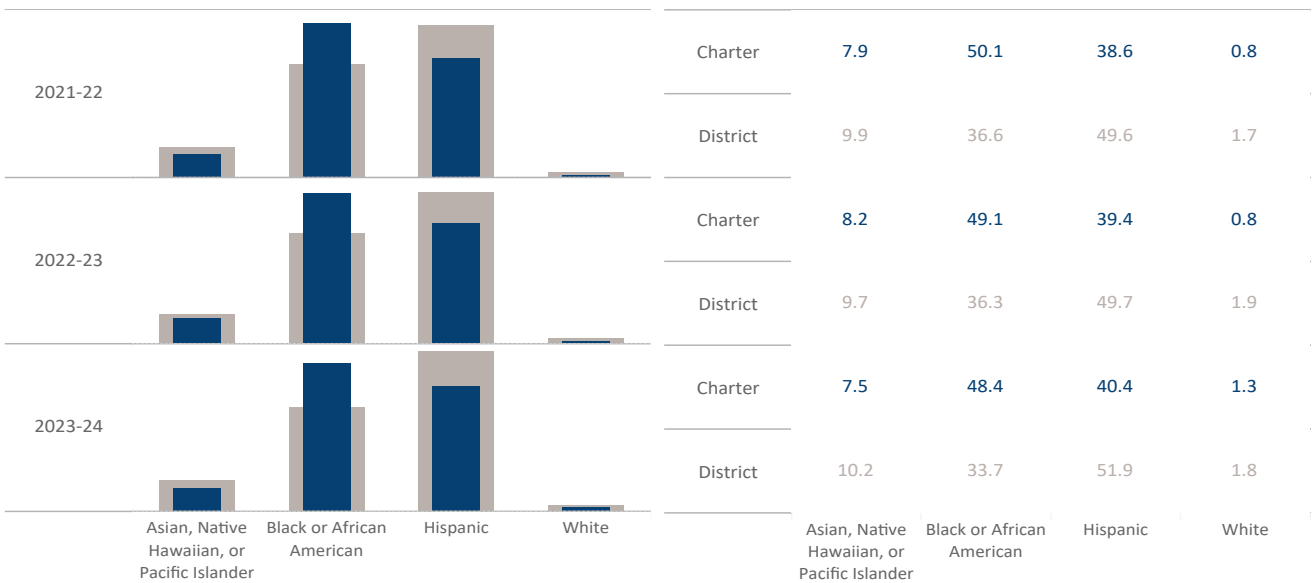
Achievement First Apollo Charter School

Brooklyn CSD 19

Student Demographics: Sub populations



Student Demographics: Race/Ethnicity



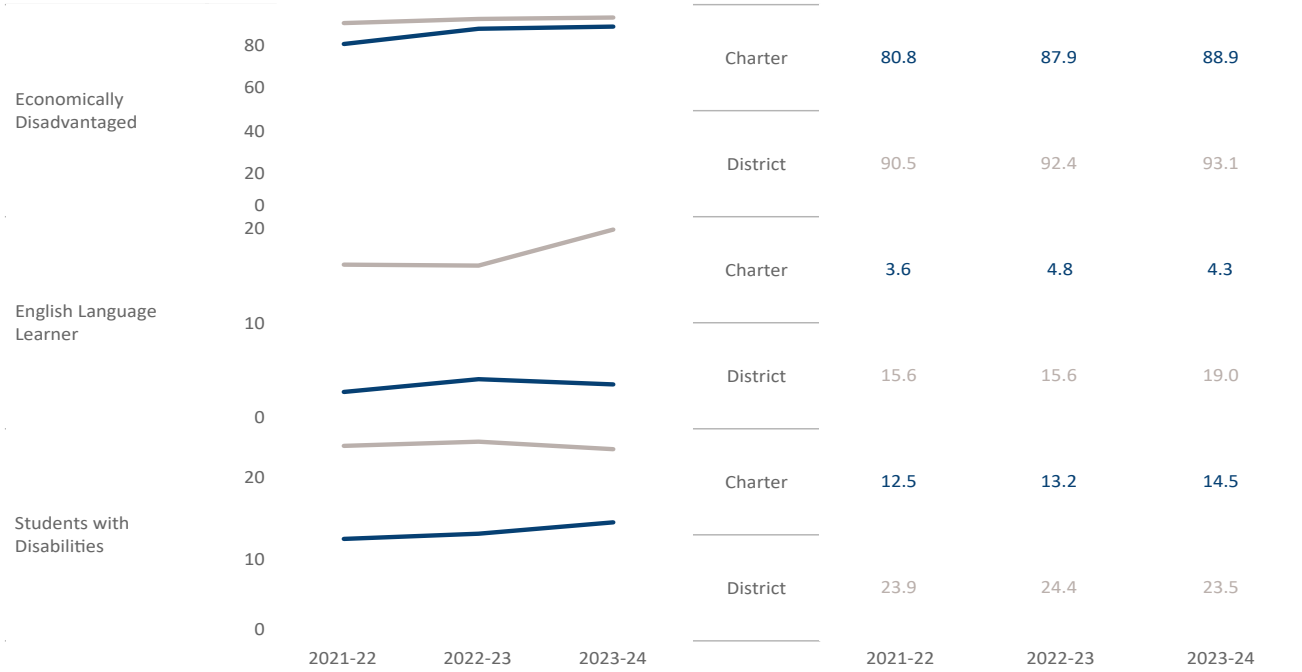
* Data reported in these charts reflect BEDS day enrollment counts as reported by the New York State Education Department ("NYSED").



Achievement First Aspire Charter School

Brooklyn CSD 19

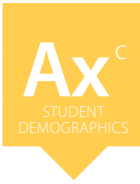
Student Demographics: Sub populations



Student Demographics: Race/Ethnicity



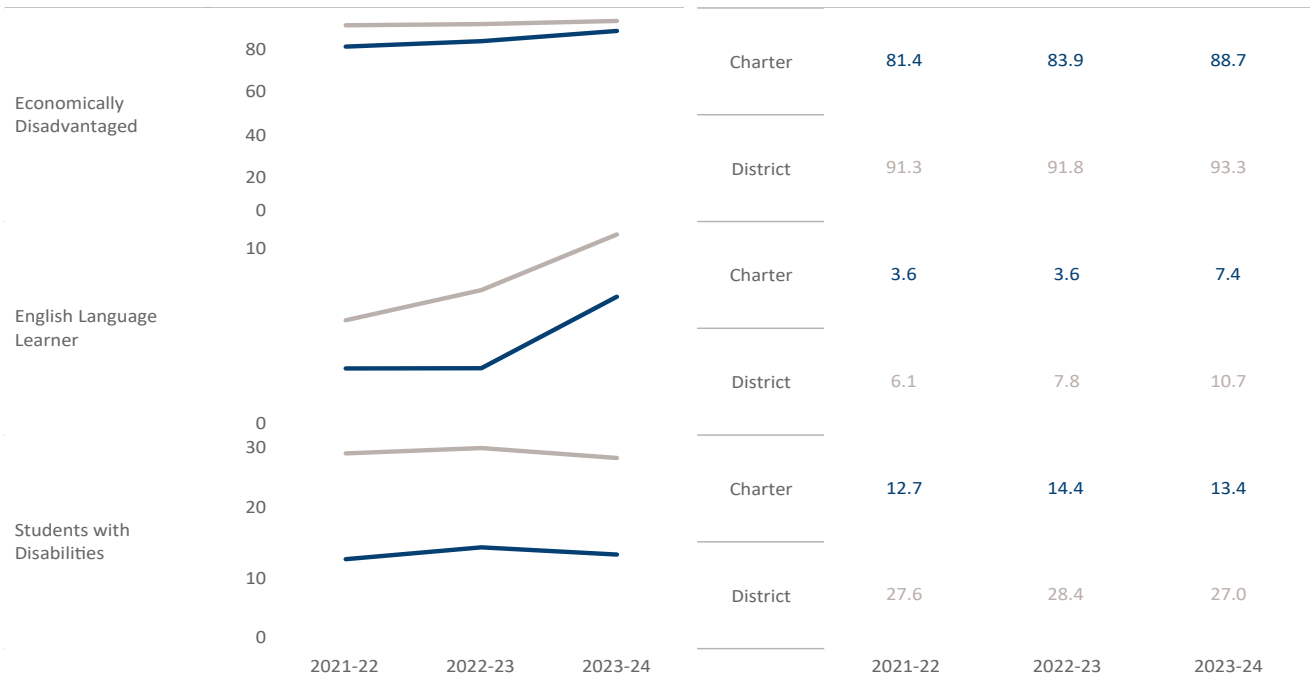
* Data reported in these charts reflect BEDS day enrollment counts as reported by the NYSED.



Achievement First Brownsville Charter School

Brooklyn CSD 23

Student Demographics: Sub populations



Student Demographics: Race/Ethnicity



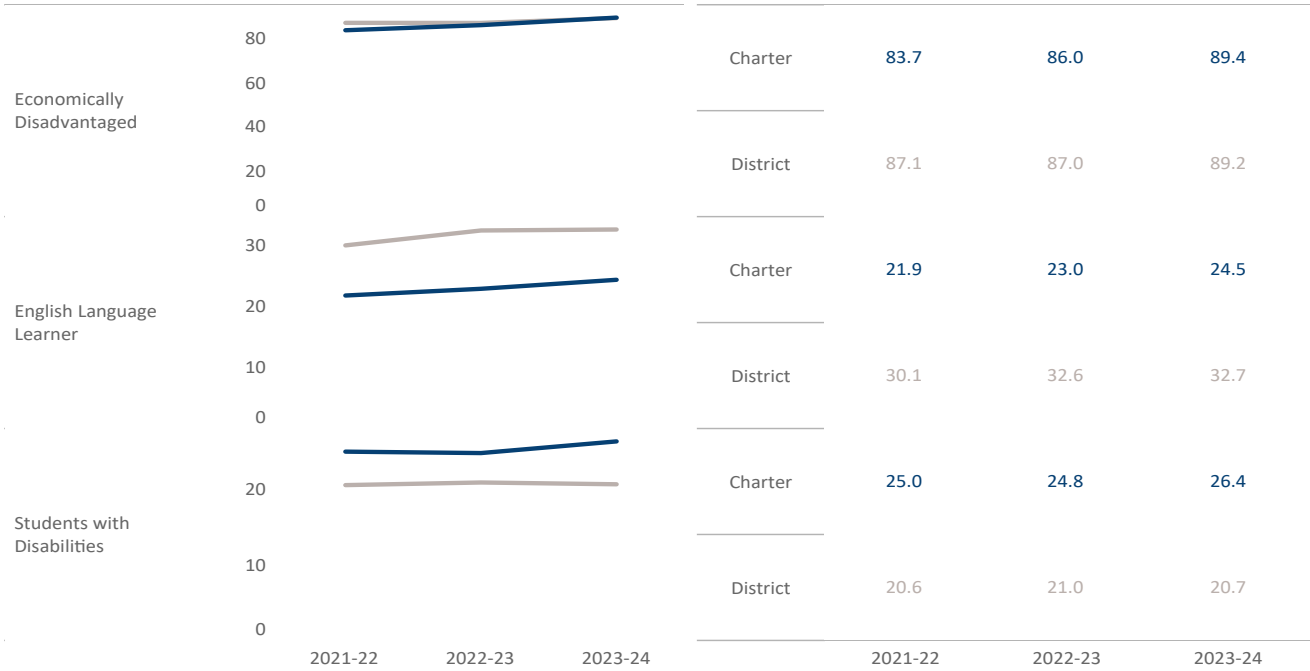
* Data reported in these charts reflect BEDS day enrollment counts as reported by the NYSED.



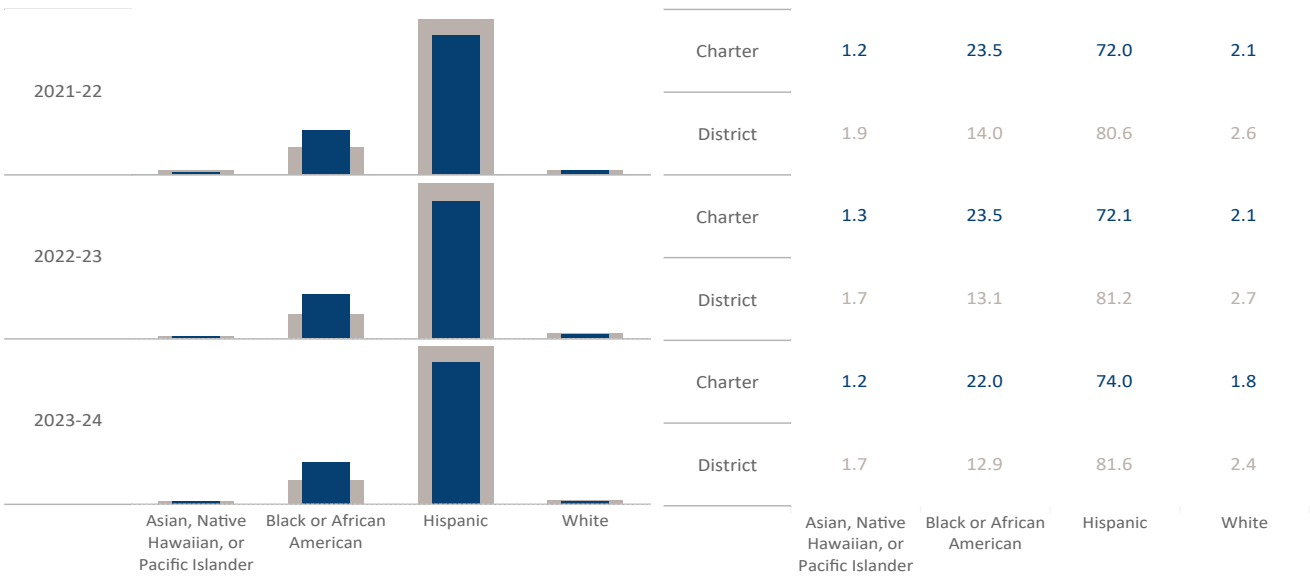
Achievement First Bushwick Charter School

Brooklyn CSD 32

Student Demographics: Sub populations



Student Demographics: Race/Ethnicity



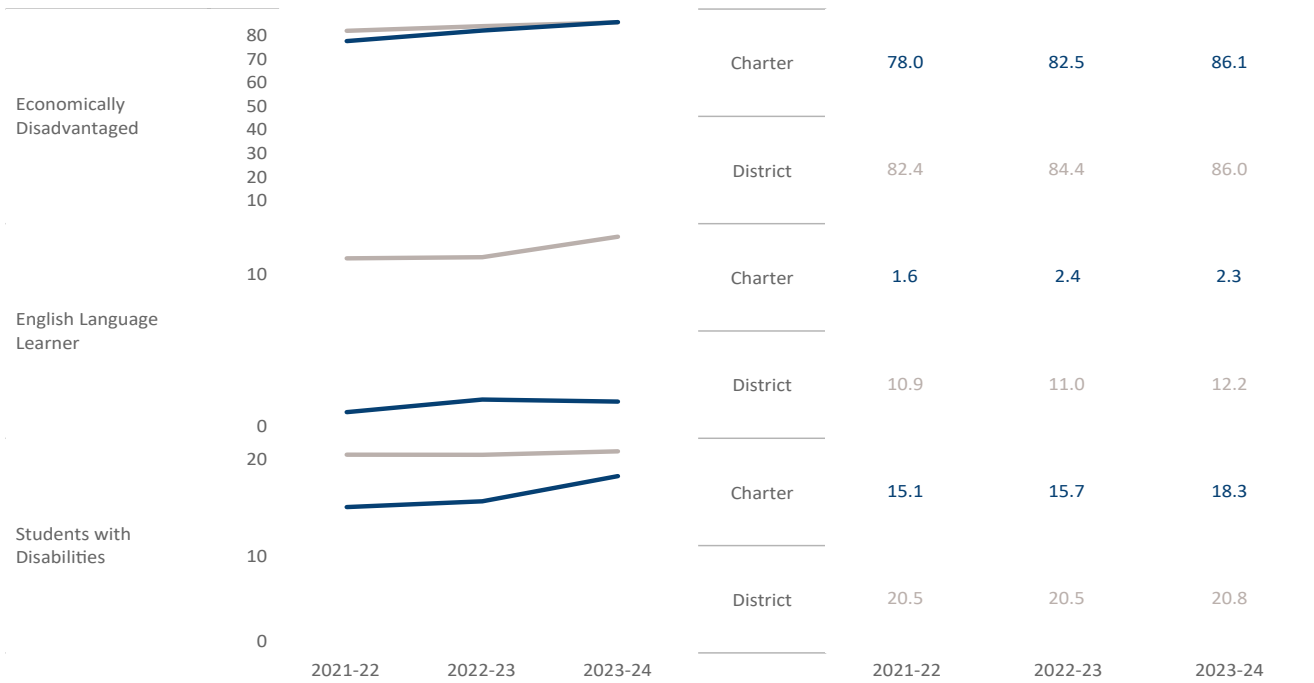
* Data reported in these charts reflect BEDS day enrollment counts as reported by the NYSED.



Achievement First Crown Heights Charter School

Brooklyn CSD 17

Student Demographics: Sub populations



Student Demographics: Race/Ethnicity



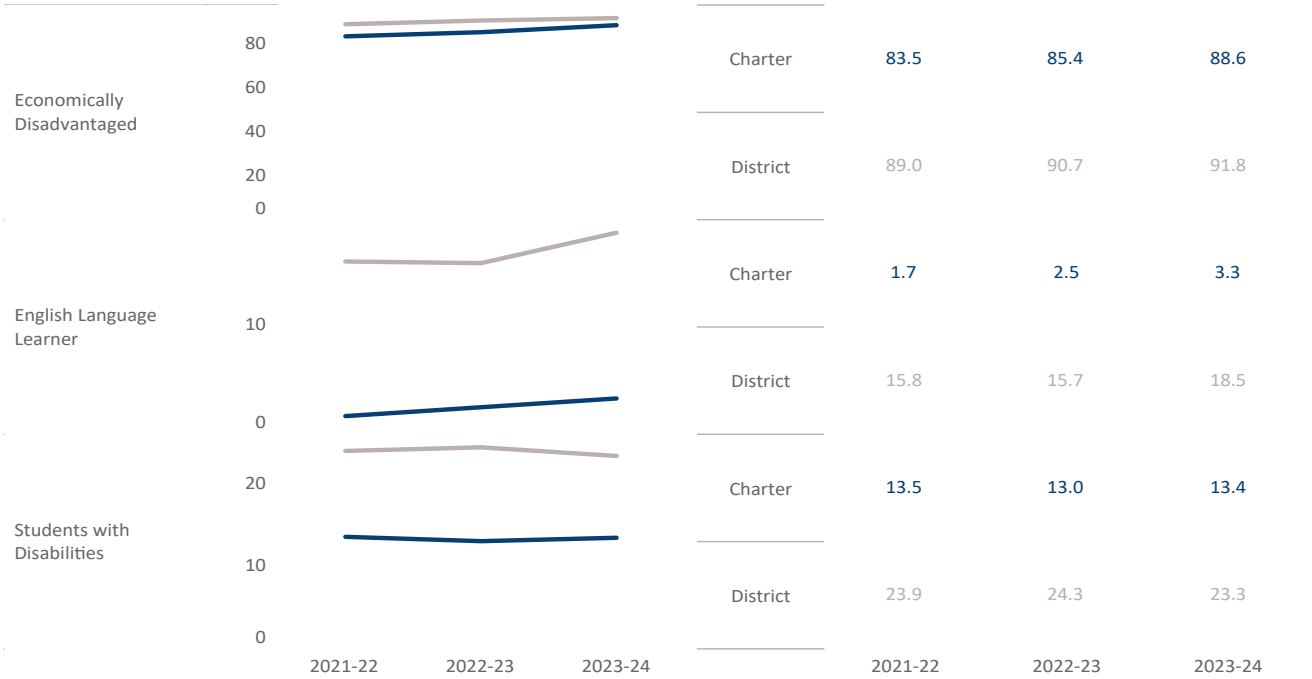
* Data reported in these charts reflect BEDS day enrollment counts as reported by the NYSED.



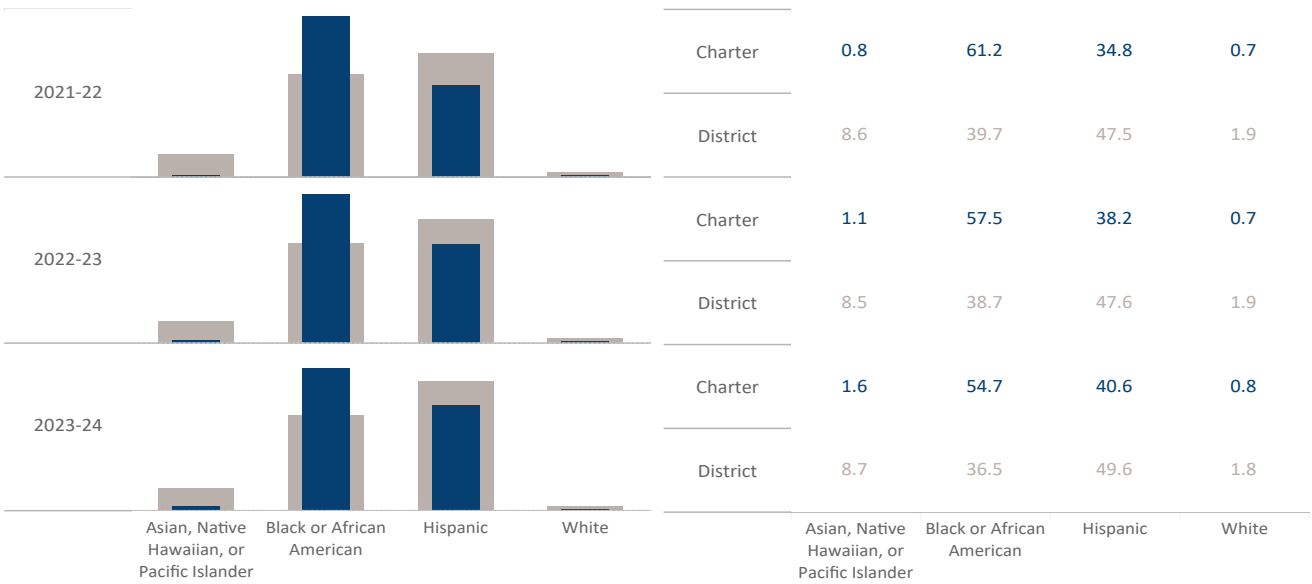
Achievement First East New York Charter School

Brooklyn CSD 19

Student Demographics: Sub populations



Student Demographics: Race/Ethnicity



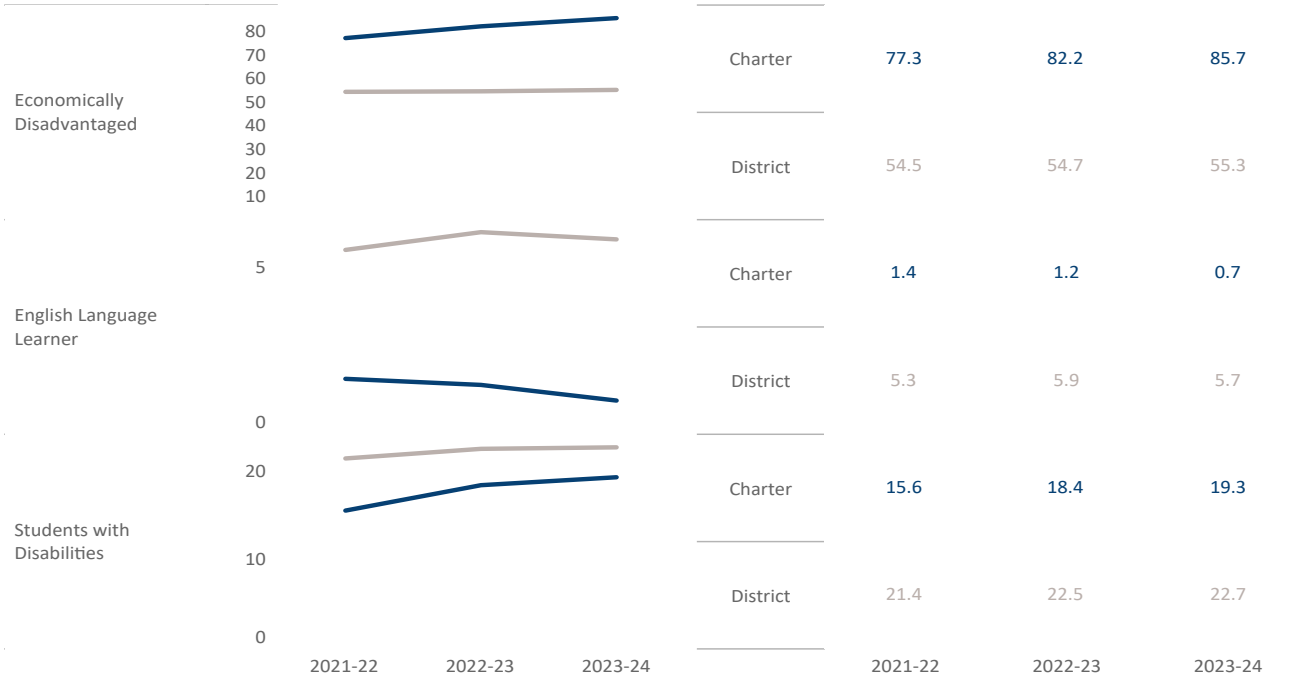
* Data reported in these charts reflect BEDS day enrollment counts as reported by the NYSED.



Achievement First Endeavor Charter School

Brooklyn CSD 13

Student Demographics: Sub-populations



Student Demographics: Race/Ethnicity



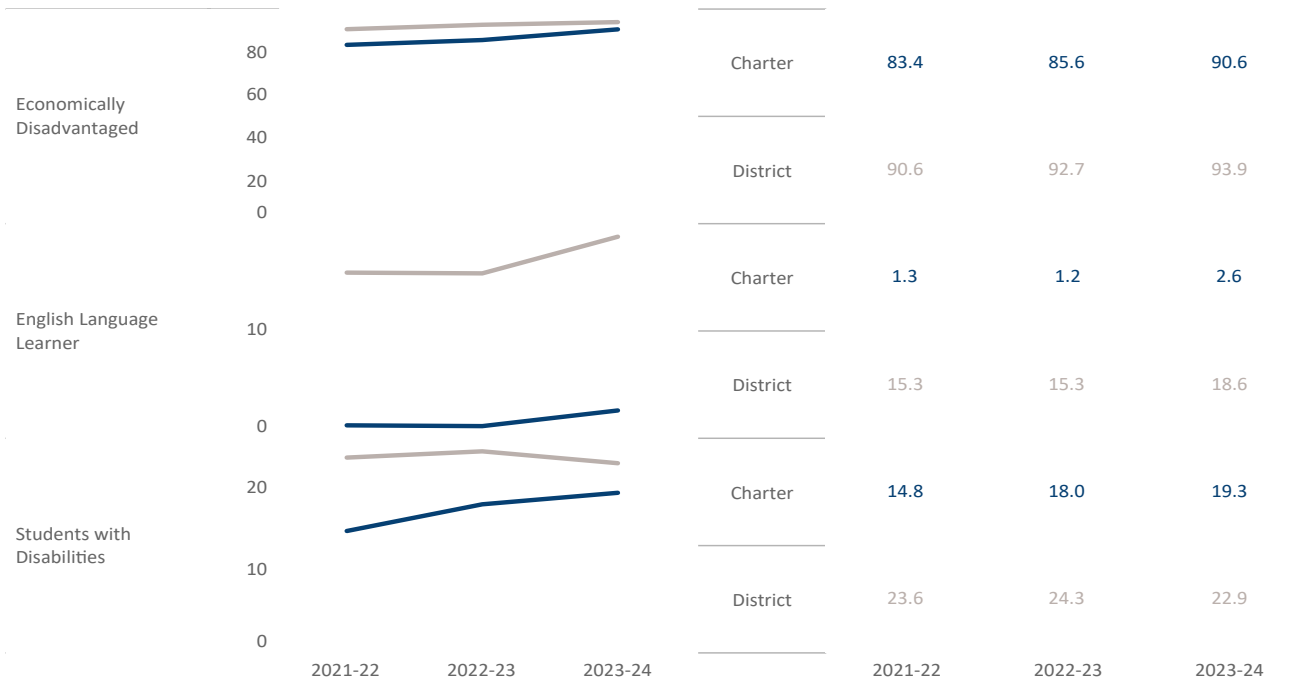
* Data reported in these charts reflect BEDS day enrollment counts as reported by the NYSED.



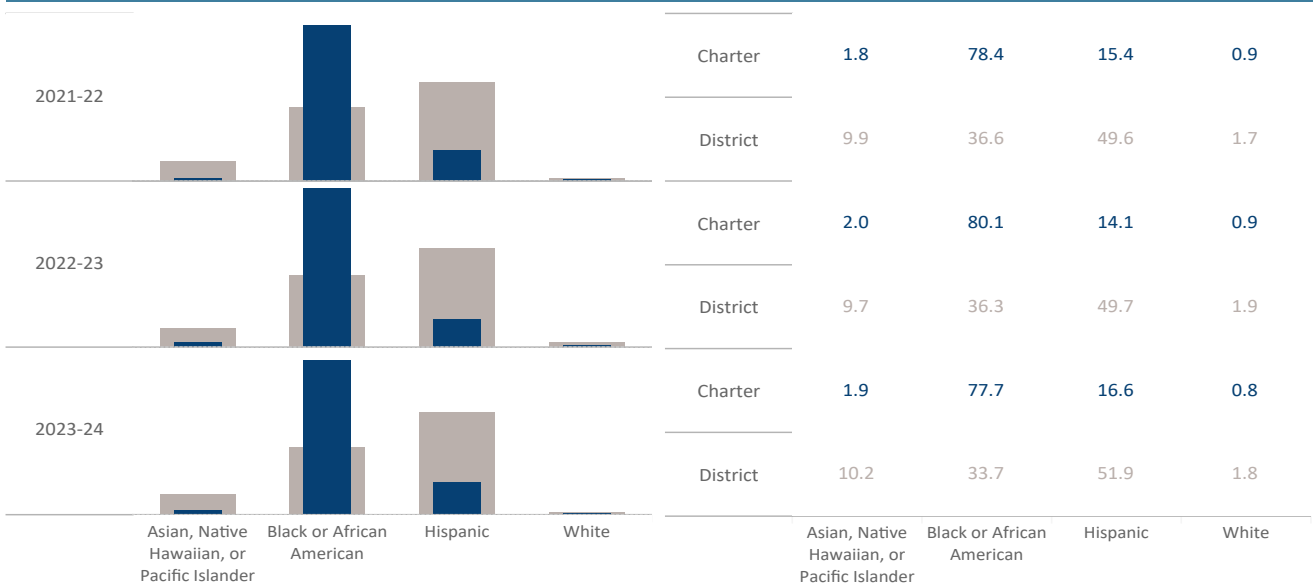
Achievement First Linden Charter School

Brooklyn CSD 19

Student Demographics: Sub populations



Student Demographics: Race/Ethnicity



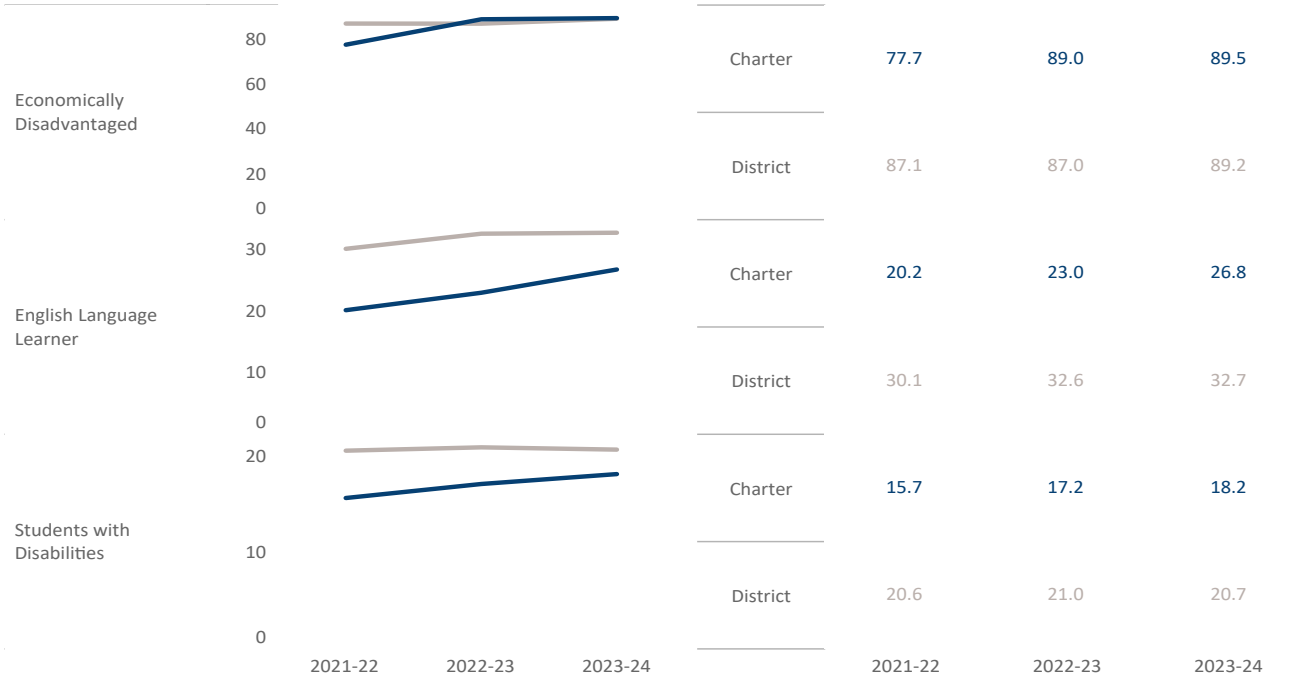
* Data reported in these charts reflect BEDS day enrollment counts as reported by the NYSED.



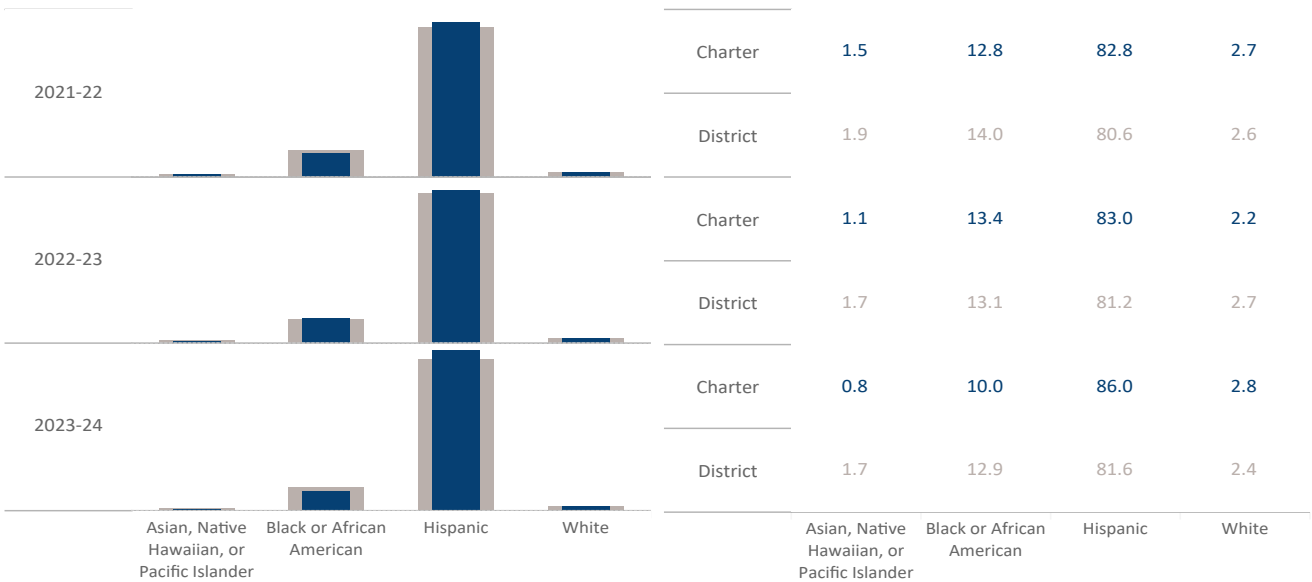
Achievement First North Brooklyn Preparatory Charter School

Brooklyn CSD 32

Student Demographics: Sub populations



Student Demographics: Race/Ethnicity



* Data reported in these charts reflect BEDS day enrollment counts as reported by the NYSED.

FISCAL BENCHMARKS SUMMARY



DOES THE EDUCATION CORPORATION OPERATE PURSUANT TO A FISCAL PLAN IN WHICH IT CREATES REALISTIC BUDGETS THAT IT MONITORS AND ADJUSTS WHEN APPROPRIATE?

The education corporation operates pursuant to a long-range financial plan in which the education corporation creates realistic budgets that it monitors and adjusts when appropriate. The following elements are generally present:

INDICATORS	EVIDENT?
The education corporation has clear budgetary objectives and budget preparation procedures for each charter.	+
Education corporation board members, charter management, and staff members contribute to the budget process for each charter, as appropriate.	+
The education corporation frequently compares its long-range fiscal plan for each charter to actual progress and adjusts it to meet changing conditions.	+
The education corporation routinely analyzes budget variances for each charter; the education corporation board addresses material variances and makes necessary revisions.	+
Actual expenses are equal to, or less than, actual revenue with no material exceptions.	+

DOES THE EDUCATION CORPORATION MAINTAIN APPROPRIATE INTERNAL CONTROLS AND PROCEDURES?

The education corporation maintains appropriate internal controls and procedures, which are implemented by each charter. The following elements are generally present:

INDICATORS	EVIDENT?
The education corporation has a history of sound fiscal policies, procedures and practices, and appropriate internal controls at each charter.	+
The most recent education corporation audit report, which covers fiscal operations for each charter, was free of any significant deficiencies or material weaknesses in internal controls.	+
The education corporation reviews and updates its Financial Policies and Procedures Manual (“FPPM”), which covers the charter, on a regular basis. The most recent review of the FPPM is found in the next column. The Institute recommends, as a best practice, that the FPPM be reviewed and updated on an annual basis.	JULY 2023

“+” : This indicator is generally present.

“-” : This indicator is generally not present.

“P” : The education corporation is progressing toward this indicator being present.

“N/A” : This indicator is not applicable.



DOES THE EDUCATION CORPORATION COMPLY WITH FINANCIAL REPORTING REQUIREMENTS?

The education corporation complies with financial reporting requirements by providing the SUNY Trustees and NYSED with required financial reports that are on time, complete, and follow generally accepted accounting principles. The following reports, which include information about each charter, have been filed in a timely, accurate, and complete manner:

INDICATORS	EVIDENT?
Annual financial statement audit reports, including federal Single Audit report, if applicable.	+
Annual budgets.	+
Un-audited quarterly reports of income, expenses, and enrollment.	+
Bi-monthly enrollment reports to the sending districts and, if applicable, to NYSED including proper documentation regarding the level of special education services provided to students.	N/A
Grant expenditure reports.	N/A

DOES THE EDUCATION CORPORATION MAINTAIN ADEQUATE FINANCIAL RESOURCES TO ENSURE STABLE OPERATIONS?

The education corporation maintains adequate financial resources for each charter to ensure stable operations. Critical financial needs of the charter are not dependent on variable income (grants, donations, and fundraising). The following elements are generally present:

INDICATORS	EVIDENT?
The education corporation maintains sufficient cash on hand to pay current bills of each charter and those that are due shortly.	+
The education corporation maintains adequate liquid reserves to fund expenses, including those of each charter, in the event of income loss (generally 30 days).	+
The education corporation prepares and monitors cash flow projections for each charter.	+

APPENDIX D: FISCAL BENCHMARKS SUMMARY



INDICATORS	EVIDENT?
If the education corporation includes philanthropy in its budget for each charter, it monitors progress toward its development goals on a periodic basis.	N/A
If necessary, the education corporation pursues district state aid intercepts with NYSED to ensure adequate per pupil funding for each charter.	N/A
The education corporation accumulates unrestricted net assets that are equal to or exceed two percent of each charter's operating budget for the upcoming year.	+
The education corporation is in compliance with all loan covenants related to each charter.	+



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

518.445.4250
www.newyorkcharters.org

