

**Achievement First Brownsville
CHARTER SCHOOL**

**2010-11 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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By Tony Siddall, on behalf of
Achievement First Brownsville Charter School

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Tony Siddall prepared this 2010-11 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Kelly Wachowicz	Chair
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INTRODUCTION

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

Achievement First Brownsville charter school opened in August 2008, and in 2010-2011 served 340 students in grades K-3. The student body is 93% Black, 6% Latino, and 1% Asian. 80% of students are eligible for free or reduced-priced lunch. Students are selected by a blind lottery process.

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

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

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2008-09	92	90												182
2009-10	76	91	79											246
2010-11	87	83	89	79										338

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

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

Background

At the elementary level, AF Brownsville students spend almost four hours a day on reading and writing activities to attain a solid foundation in phonics and reading comprehension. At the K-1 level, literacy instruction focuses on helping scholars develop strong foundational reading skills that are essential for later reading success. Specifically, teachers focus on phonemic awareness, phonics and decoding skills, oral language skills, knowledge of concepts of print, knowledge of basic comprehension skills, and reading stamina. Beginning in 2nd grade, all students have a 20-30 minute independent reading class during which each teacher works to develop all students into avid, active readers.

Goal 1: Absolute Measure

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

In 2009-10 and 2010-11, 75 percent of all tested students who are enrolled in at least their second year will perform at or above the state’s Time Adjusted Level 3 cut scores on the New York State English Language arts examination.¹

Method

The school administered the New York State Testing Program English language arts assessment to students in 3rd grade in April 2011. Each student’s raw score has been converted to a grade-specific scaled score and a performance level. Through 2008-09, the criterion for success on this measure required students who had been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4. For 2009-10 and 2010-11, the criterion for success on this measure requires students to have a Scale Score at or above the state’s Time Adjusted Level 3 cut scores¹, presented in the table below.

Grade	Time Adjusted Cut Scores
	Level 3

¹ In order to abide by the measures to which schools are held accountable in their school’s Accountability Plans, the Institute will continue to use the Time Adjusted Level 3 cut scores, which provide year-to-year consistency with the Plan’s standard while accounting for the timing of the test administration (i.e., SED now gives the test later in the school year).

3	657
4	654
5	654
6	654
7	652
8	652

The table below summarizes participation information for this year’s test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have been enrolled for less than one year.

**2010-11 State English Language Arts Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ²			Total Enrolled
		IEP	ELL	Absent	
3	79	0	0	0	79
4	-	-	-	-	-
5	-	-	-	-	-
6	-	-	-	-	-
7	-	-	-	-	-
8	-	-	-	-	-
All	79	-	-	-	79

Results

The table below shows the performance of AF Brownsville students on the third grade ELA exam, the only grade level enrolled in 2010-11 that was eligible to take the state ELA exam.

**Charter School Performance on 2010-11 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Population	Percent Scoring at or above Time Adjusted Level 3 Cut Score	Number Tested
3	All Students	77%	79
	Students in At Least 2 nd Year	77%	79
4	All Students	-	-
	Students in At Least 2 nd Year	-	-
5	All Students	-	-
	Students in At Least 2 nd Year	-	-

² Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

6	All Students	-	-
	Students in At Least 2 nd Year	-	-
7	All Students	-	-
	Students in At Least 2 nd Year	-	-
8	All Students	-	-
	Students in At Least 2 nd Year	-	-
All	All Students	-	-
	Students in At Least 2 nd Year	-	-

Evaluation

AF Brownsville met this goal at the only grade level tested on the New York State assessment, grade 3, with 77% of students demonstrating time-adjusted proficiency.

Additional Evidence

Because this is the first year that AF Brownsville has enrolled students in a grade level that takes the state test, no historical data is available on this measure.

English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Levels 3 and 4 through 2008-09 and a Scale Score at or above Time Adjusted Level 3 cut score in 2009-10 and 2010-11							
	2007-08		2008-09		2009-10		2010-11	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	N/A	N/A	N/A	N/A	N/A	N/A	77%	79
4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
All	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Goal 1: Absolute Measure

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

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards all students being proficient by the year 2013-14. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal that 100 percent of students will ultimately be proficient in the state’s learning standards in English Language Arts. To achieve this measure, all tested students must have a Performance Index (PI) value that equals or exceeds this year’s English language arts AMO.

As SED has not yet determined this year’s AMO, schools need not calculate their Performance Index and may omit reporting on this measure.

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

Method

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

Results

The table below compares the percentage of students scoring proficient at AF Brownsville and in District 23.

**2010-11 State English Language Arts Exam
 Charter School and District Performance by Grade Level**

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	66%	79	28.3%	291
4	-	-	-	-
5	-	-	-	-
6	-	-	-	-
7	-	-	-	-
8	-	-	-	-
All	66%	79	28.3	291

Evaluation

AF Brownsville met this target, outperforming the local district by a wide margin in terms of proficiency rate.

Goal 1: Comparative Measure

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

Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school's performance to demographically similar public schools state-wide. Regression analysis is used to control for the percentage of students eligible for free lunch among all public schools in New York State. The school's actual performance is then compared to the predicted performance of public schools with a similar free lunch percentage. The difference between the school's actual and predicted performance, relative to other schools with similar free lunch statistics, produces an Effect Size. An Effect Size of 0.3 is considered performing higher than expected to a small degree, which is the requirement for achieving this measure.

Results

Given the timing of the state's release of poverty data, the 2010-11 analysis is not yet available. Because AF Brownsville did enroll any grade levels eligible to take the state test in 2009-10, there are no results available to report for this measure.

Goal 1: Growth Measure

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

Method

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making towards the absolute measure of 75 percent of students performing at or above proficient. Each grade level cohort consists of those students who took the state exam in 2010-11 and also have a state exam score in 2009-10. It includes students who repeated the grade. Students who repeated the grade are included in their current grade level cohort, not the cohort to which they previously belonged. In addition, the aggregate of all cohorts is examined to determine the growth of all students who took a state exam in both years.

Results

This measure is not applicable, because this is the first year that AF Brownsville students were eligible to take the state exam.

Goal 6: Absolute Measure

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

Method

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

Results

The tables below show the results for the F&P exam in Spring 2011, and provide a historical summary of performance.

Fountas & Pinnell Results Spring 2011

Grade	Number Tested	Percent of Students Proficient		Target Achieved
		2010-11	Target	
K	87	98%	50%	YES
1	83	97%	55%	YES
2	89	91%	60%	YES
3	79	87%	65%	YES
4	-	-	-	-
All	248	93%		YES

Cohort Performance on Fountas & Pinnell Test by School Year

School Year	Grades	Number of Grades Meeting Target	Number of Grades
2008-09	K-1	2	2
2009-10	K-2	3	3
2010-11	K-3	4	4

Evaluation

In 2010-11, AF Brownsville achieved this goal overall and at each grade level. It has surpassed this target at each grade level the test is administered in each of its three years of existence.

Summary of the English Language Arts Goal

Achievement First Brownsville Charter School achieved each ELA goal that can be assessed in 2010-2011, and has met all of its ELA targets to date. While additional data in the coming years will allow us to more comprehensively evaluate this goal, ELA performance at AF Brownsville has been strong over the course of the school’s existence. This performance represents a strong foundation for continuing success in the coming years.

Type	Measure	Outcome
Absolute	75 percent of all tested students who are enrolled in at least their second year will perform at or above at or above the Time Adjusted Level 3 cut score on the New York State examination.	Achieved
Absolute	Each year, the school’s aggregate Performance Index (PI) on the State exam will meet the Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the State exam by at least a small Effect Size.	N/A
Growth	On the 2010-11 state exam, each grade-level cohort will reduce by one-half the gap between the percent at or above level 3 on the 2009-10 state exam and 75 percent at or above Level 3.	N/A
Absolute	On the Fountas & Pinnell Assessment, a minimum of 50 percent of kindergarteners will achieve proficiency on the end-of-the-year test; a minimum of 55 percent of first graders will achieve proficiency on the end-of-the-year test; a minimum of 60 percent of second graders will achieve proficiency on the end-of-the-year test; a minimum of 65 percent of third graders will achieve proficiency on the end-of-the-year test; and a minimum of 70 percent of fourth graders will achieve proficiency on the end-of-the-year test.	Achieved

Action Plan

The encouraging results of the English Language Arts program to date suggest that the core curriculum and structures for supporting excellent instruction at AF Brownsville are sound. In 2011-2012, our priority will be on continuing to increase rigor and build higher order skills. A crucial mechanism for this will be to norm teacher expectations based on student work exemplars from very high performing schools, and to increase accountability for students based on these high expectations. To reinforce this accountability, teachers will be tracking written responses closely so as to target specific writing skills. Finally, the curriculum will be reviewed to ensure alignment to the Common Core standards.

MATHEMATICS

Goal 2: Mathematics

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

Background

Students at Achievement First receive up to two hours of concentrated math instruction every day. The curriculum is designed to help students develop computational skills, an understanding of fundamental mathematical concepts, and the ability to solve complex problems.

At the elementary level, the emphasis is on repetition and learning basic skills. Students know their addition and subtraction facts by the end of 2nd grade and their multiplication facts by the end of 3rd grade. To encourage critical thinking and enhance learning, teachers require students to apply their basic skills knowledge in challenging problem-solving situations.

Goal 1: Absolute Measure

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

In 2009-10 and 2010-11, 75 percent of all tested students who are enrolled in at least their second year will perform at or above the state’s Time Adjusted Level 3 cut scores on the New York State mathematics examination³.

Method

The school administered the New York State Testing Program mathematics assessment to students in 3rd grade in May 2011. Each student’s raw score has been converted to a grade-specific scaled score and a performance level. For 2010-11, the criterion for success on this measure requires students to have a Scale Score at or above the state’s Time Adjusted Level 3 cut scores¹, presented in the table below.

Grade	Time Adjusted Cut Scores
	Level 3
3	656

³ In order to abide by the measures to which schools are held accountable in their school’s Accountability Plans, the Institute will continue to use the Time Adjusted Level 3 cut scores, which provide year-to-year consistency with the Plan’s standard while accounting for the timing of the test administration (i.e., SED now gives the test later in the school year).

4	655
5	653
6	653
7	651
8	652

The table below summarizes participation information for this year’s test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have been enrolled for less than one year.

**2010-11 State Mathematics Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ⁴			Total Enrolled
		IEP	ELL	Absent	
3	79	0	0	0	79
4	-	-	-	-	-
5	-	-	-	-	-
6	-	-	-	-	-
7	-	-	-	-	-
8	-	-	-	-	-
All	79	0	0	0	79

Results

The table below shows the percentage of AF Brownsville students performing at or above the time-adjusted Level 3 cut score.

**Charter School Performance on 2010-11 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Population	Percent Scoring at or above Time Adjusted Level 3 Cut Score	Number Tested
3	All Students	99%	79
	Students in At Least 2 nd Year	<u>99%</u>	79
4	All Students	-	-
	Students in At Least 2 nd Year	-	-
5	All Students	-	-
	Students in At Least 2 nd Year	-	-

⁴ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam

6	All Students	-	-
	Students in At Least 2 nd Year	-	-
7	All Students	-	-
	Students in At Least 2 nd Year	-	-
8	All Students	-	-
	Students in At Least 2 nd Year	-	-
All	All Students	99%	79
	Students in At Least 2 nd Year	99%	79

Evaluation

Nearly all 3rd grade students at AF Brownsville scored at or above the time adjusted cut score for Level 3. As a result, the school surpassed the 75% target by a significant margin.

Goal 2: Absolute Measure

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

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards all students being proficient by the year 2013-14. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal that 100 percent of students will ultimately be proficient in the state's learning standards in Mathematics. To achieve this measure, all tested students must have a Performance Index (PI) value that equals or exceeds this year's mathematics AMO.

As SED has not yet determined this year's AMO, schools need not calculate their Performance Index and may omit reporting on this measure.

Goal 2: Comparative Measure

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

Method

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

district, as well as between the total result of students in at least their second year at the school and the total result for the corresponding grades in the school district.

Results

The following table compares AF Brownsville’s performance on the mathematics exam at the third grade level, the only enrolled grade where students were eligible to take the test. 80% of students scored proficient at AF Brownsville, compared to 44% in Community School District 23.

**2010-11 State Mathematics Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	80%	79	44%	564
4	-	-	-	-
5	-	-	-	-
6	-	-	-	-
7	-	-	-	-
8	-	-	-	-
All	80%	79	44%	564

Evaluation

AF Brownsville exceeded the local community school district by 36 percentage points, nearly doubling the level of proficiency. In meeting this goal by a large margin, AF Brownsville demonstrates that it is an extremely viable alternative to nearby traditional schools.

Goal 2: Comparative Measure
 Each year, the school will exceed its predicted level of performance on the state mathematics exam by at least a small Effect Size (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.

Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school’s performance to demographically similar public schools state-wide. Regression analysis is used to control for the percentage of students eligible for free lunch among all public schools in New York State. The school’s actual performance is then compared to the predicted performance of public schools with a similar free lunch percentage. The difference between the school’s actual and predicted performance, relative to other schools with similar free lunch statistics, produces an Effect Size. An Effect Size of 0.3 is considered performing higher than expected to a small degree, which is the requirement for achieving this measure.

Results

Given the timing of the state's release of poverty data, the 2010-11 analysis is not yet available. Because AF Brownsville did not enroll students in 2009-10 in any grades that take the state math exam, no results are available to report this year.

Goal 1: Growth Measure

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

Method

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making towards the absolute measure of 75 percent of students performing at or above proficient. Each grade level cohort consists of those students who took the state exam in 2010-11 and also have a state exam score in 2009-10. It includes students who repeated the grade. Students who repeated the grade are included in their current grade level cohort, not the cohort to which they previously belonged. In addition, the aggregate of all cohorts is examined to determine the growth of all students who took a state exam in both years.

Results

Because this is the first year AF Brownsville students were eligible to take the state test, there is not yet two years of cohort data available to evaluate this measure.

Goal 1: Optional Measure

On the Terra Nova, a nationally-normed math test administered to students in the elementary academy, on average kindergarteners will perform at-or-above the 50th NCE on the end-of-year test; on average, first graders will perform at-or-above the 55th NCE on the end-of-year test; on average, second graders will perform at-or-above the 60th NCE on the end-of-year test.

Method

This measure is based on the TerraNova, a nationally recognized standardized exam that compares student performance to national norms. The measure sets targets for the mean Normal Curve Equivalent at each grade level.

Results

As the table below shows, each grade level of students has exceeded their target NCE.

Grade	TerraNova mean NCE		Target Achieved?
	Target	2010-11	
K	50	89	YES
1	55	84	YES
2	60	78	YES

Evaluation

At each level tested between K and 2nd grade, AF Brownsville significantly exceeded its target mean Normal Curve Equivalent.

Summary of the Mathematics Goal

AF Brownsville achieved each of the measures for which data was available in 2010-11, and as a result met this goal. While more work remains to bring all students to proficiency on the math exam, the 80% proficiency rate has already surpassed the absolute target with the current, more rigorous cut criteria for proficiency. The TerraNova results for younger students indicate strong performance in the early grades, which we hope and expect will predict continued success on the state exam.

Type	Measure	Outcome
Absolute	75 percent of all tested students who are enrolled in at least their second year will perform at or above at or above the Time Adjusted Level 3 cut score on the New York State examination.	Achieved
Absolute	Each year, the school’s aggregate Performance Index (PI) on the State exam will meet the Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the State exam by at least a small Effect Size.	N/A
Growth	On the 2010-11 state exam, each grade-level cohort will reduce by one-half the gap between the percent at or above level 3 on the 2009-10 state exam and 75 percent at or above Level 3.	N/A
Growth	On the Terra Nova, a nationally-normed math test administered to students in the elementary academy, on average kindergarteners will perform at-or-above the 50 th NCE on the end-of-year test; on average, first graders will perform at-or-above the 55 th NCE on the end-of-year test; on average, second graders will perform at-or-above the 60 th NCE on the end-of-year test.	Achieved

Action Plan

The strong performance on math to date suggests that our curriculum and instructional practices are largely effective. As a result, the priority in 2011-2012 is to make refinements that will ensure that all students demonstrate at least proficiency, and to move students from proficiency to mastery. To achieve these priorities, AF Brownsville will infuse the curriculum with an increased emphasis on problem-solving, particularly more complex, multi-step problems.

SCIENCE

Goal 3: Science

Students will demonstrate proficiency in the understanding and application of scientific principles.

Background

AF Brownsville uses the FOSS Science curriculum. This curriculum correlates exceptionally well to New York and national science standards, and provides robust assessments to track student progress towards mastery on these essential standards.

Goal 3: Absolute Measure

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

Method

The school will administer the New York State Testing Program science assessment to students in 4th grade starting in 2011-12. Each student's raw score will be converted to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4.

Results

Because AF Brownsville did not have any students enrolled in 4th grade yet in 2010-11, this goal is not applicable.

NCLB

Goal 5: NCLB

The school will make Adequate Yearly Progress.

Goal 5: Absolute Measure

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

Method

Since *all* students are expected to meet the state's learning standards, the federal No Child Left Behind legislation stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. New York, like all states, established a system for making these determinations for its public schools. Each year the state issues School Report Cards which indicate each school’s status under the state’s NCLB accountability system. For a school’s status to be “Good Standing” it must not have failed to make Adequate Yearly Progress (AYP) for two consecutive years.

Results

As described in the NYStart Report Card for AF Brownsville Charter School, the school’s NCLB accountability status is “In Good Standing” for math and ELA.

Evaluation

AF Brownsville met this goal.

Additional Evidence

AF Brownsville has maintained its status of Good Standing for each period in which it received a rating.

NCLB Status by Year

Year	Status
2005-06	N/A
2007-08	N/A
2008-09	N/A
2009-10	Good Standing
2010-11	Good Standing

OPTIONAL GOALS

In addition to the required goals reported on above, AF Brownsville has included the following optional goals in its Accountability Plan. We have committed to these goals in order to hold the school community to high standards of excellence across the non-instructional elements of our work.

Goal 6: Parent Satisfaction

There is high social trust among the school community and a culture of excellence.

Goal 6: Absolute Measure

80% of families will give the school a grade of B or higher on the parent satisfaction survey.

Method

The parent survey is designed by Achievement First and distributed to all enrolled families in the students’ homework folders and made available at Report Card Night. Results were calculated based on the number of surveys returned.

Results

The tables below show the return rate of family satisfaction surveys and summarize the feedback parents provided through these surveys.

2010-11 Parent Satisfaction Survey Responses

Number of Responses	Number of Families	Response Rate
257	282	91%

2010-11 Parent Satisfaction on Key Survey Results

Item	Percent of Respondents Strongly Agree/Agree				
My child goes to a great school.	96%				
The school has delivered on its promises to parents and students.	93%				
I would recommend this school for parents of other students in the city.	95%				
I feel confident that the school is doing all it can to prepare my child for success in college.	95%				
The overall grade I would give the school is:	A+	A	B	C	F
	55%	33%	9%	3%	0%

Evaluation

Parents expressed very high levels of satisfaction on the parent survey. A large majority of parents, 88%, gave the school an A or A+, and only 3% of parents gave the school less than a B. These results, alongside ratings between 93% and 96% on the questions above, provide strong evidence that parents are highly satisfied with AF Brownsville.

Goal 6: Absolute Measure

Each year, 95% of the students who are enrolled on the last day of school will return for the following September.

Method

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

Results

The following table shows the retention rate of students between 2009-10 and 2010-11.

2010-11 Student Retention Rate

2009-10 Enrollment	Number of New Students Who Entered in 2010-2011	Number of Students Who Returned in 2010-11	Retention Rate 2010-11 Return Enrollment÷ 2009-10 Enrollment
246	94	246	100%

Evaluation

With a retention rate of 100% between the end of school in 2009-10 and the beginning of school in 2010-11, AF Brownsville surpassed the 95% re-enrollment target.

Goal 6: Absolute Measure

Each year the school will have a daily attendance rate of at least 95 percent.

Method

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

Results

2010-11 Attendance

Grade	Average Daily Attendance Rate
KG	97%
1	97%
2	98%
3	97%
Overall	97%

Evaluation

AF Brownsville demonstrated strong attendance across the board, with each grade surpassing the 95% attendance rate goal.

Goal 7: Financial Sustainability and Internal Controls

The school will be a well-run organization and capable of achieving long term success.

Goal 7: Enrollment Stability Measure

Each year, student enrollment will be within 15% of full enrollment as defined in the school's charter.

Method

AF Brownsville works with Achievement First network support and partners with community organizations to recruit families to apply to our admissions lottery. Students who are chosen in the lottery are offered a seat, and the remaining students are invited to join the school's waitlist.

Results

In 2010-2011, AF Brownsville was 100% fully enrolled with a substantial waitlist.

Evaluation

AF Brownsville met this goal in 2010-2011.

Goal 7: Budgeting Measures

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

Method

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

Results

Unaudited records indicate that AF Brownsville closed the 2010-11 fiscal year under budget.

Evaluation

Final evaluation is pending audit results for AF Brownsville finances for fiscal year 2010-11. However, preliminary reports suggest that the benchmark regarding the budget has been met.

Goal 7: Audit Measures

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

Method

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

Results

The 2010-2011 audit has not yet been completed, per annual timeline restrictions.

Evaluation

Evaluation is pending the completion of the audit process for 2020-2011.

Goal 7: Internal Controls and Compliance Measures

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

Method

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

Results

No deficiencies requiring a formal response were identified in the 2010-2011 school year.

Evaluation

As no corrective action was needed, this measure was achieved.

Goal 8: Staff & Student Satisfaction

There will be high social trust within the school community and a culture of excellence.

Goal 8: Absolute Measure

Each year, teachers will express satisfaction with school leadership and professional development opportunities as determined by the teacher section of the NYCDOE Learning Environment Survey in which the school will receive scores of 7.5 or higher in each of the four survey domains: Academic Expectations, Communication, Engagement, and Safety and Respect.

Method

The NYC School Survey is administered annually to teachers, students, and parents at all public schools in New York City. Participants answer questions in four domains: Academic Expectations, Communications, Engagement, and Safety & Respect. Scores are out of 10.

Results

The following table shows the results from the teacher section of the 2010-2011 administration of the NYC School Survey.

Domain	Score
Academic Expectations	8.3
Communication	7.6
Engagement	7.5
Safety & Respect	7.8

Evaluation

In each domain, teachers rated the school at or above 7.5, achieving the target set by this measure. The slightly lower scores on “Communication” and “Engagement” provide valuable information that the school leaders will use to refine and strengthen internal systems.

Goal 8: Absolute Measure

Students in grades 5 and higher will express satisfaction with the school as determined by the teacher section of the NYCDOE Learning Environment Survey in which the school will receive scores of 7.5 or higher in each of the four survey domains: Academic Expectations, Communication, Engagement, and Safety and Respect. The School will only have met this goal if 50% or more of students enrolled participate in the survey.

Method

The NYC School Survey is administered annually to teachers, students, and parents at all public schools in New York City. Participants answer questions in four domains: Academic Expectations, Communications, Engagement, and Safety & Respect. Scores are out of 10.

Results

Because AF Brownsville did not enroll any students in Grade 5 or higher in 2010-11, this measure is not applicable.