



ACHIEVEMENT FIRST

AMISTAD ACADEMY · ELM CITY COLLEGE PREP · ACHIEVEMENT FIRST CROWN HEIGHTS CHARTER SCHOOL
ACHIEVEMENT FIRST EAST NEW YORK CHARTER SCHOOL · ACHIEVEMENT FIRST ENDEAVOR CHARTER SCHOOL
ACHIEVEMENT FIRST BUSHWICK CHARTER SCHOOL · AMISTAD HIGH · ACHIEVEMENT FIRST BRIDGEPORT ACADEMY

Charter Schools Institute
State University of New York
41 State Street, Suite 700
Albany, NY 12207

To Whom It May Concern:

We are pleased to submit an annual report for Achievement First Bushwick Charter School for the 2007-2008 academic year. In keeping with our mission to close the achievement gap by providing a rigorous and high-quality college-preparatory academic and character development program, we had an exciting school year and worked towards delivering on our mission to parents and students in Brooklyn. Highlighted in this report is information about how our school performed this year, academically and fiscally. We continue to strive for excellence in our schools, and look forward to a prosperous upcoming academic year with even stronger results.

Please note that all applicable leases, certificates, and approvals necessary to operate Achievement First Bushwick Charter School are in full force and effect.

Enclosed in this report are the following documents for your review:

- Charter School Information/Contact Sheet
- 2007-2008 School Assessment Data
- Accountability Plan Progress Report
- Parent Survey Results
- Attrition Charts
- Report of Fiscal Performance
- Disclosure of Financial Interest Statements
- Statement of Assurances
- School Calendars for 2007-2008 and 2008-2009 (Draft)
- New York State School Report Card 2006-2007

If you have any questions about the Annual Report, please feel free to contact me by phone, [REDACTED] ext. [REDACTED] or by e-mail, [REDACTED]

Thank you for your attention to these materials.

Sincerely,

Lesley Esters Redwine, Esq.
Director of External Relations

CT 403 James Street New Haven CT 06513 T 203 773 3223 F 203 773 3221
NYC 790 East New York Avenue Brooklyn NY 11203 T 718 774 0906 F 718 804 0131
www.achievementfirst.org



The State Education Department
The University of the State of New York

Office of Instructional Support and Development
Public School Choice Programs
462 EBA
Albany, New York 12234
518-474-1762

Charter School Annual Report
2007 - 2008

Charter School Information and Cover Page

Name of Charter School Achievement Bushwick Charter School

Address Elementary Academy: 1137 Herkimer St, Brooklyn NY 11233
Middle Academy: 84 Schaefer St, Brooklyn NY 11207 (2007-08);
moving to 1300 Greene Ave, Brooklyn NY 11237 (2008-09)

Telephone (718) 455-1594 **Fax** (718) 455-1926

BEDS # 333-200-860-906

District/CSD of Location District 23 (Elementary) and 32 (Middle)

Charter Entity State University of New York/Charter Schools Institute

Head of School (Contact Person) [REDACTED]
(print name)

E-mail address of contact person [REDACTED]

President, Board of Trustees Deborah Shanley
(print name)

E-mail address and Phone Number of Board President [REDACTED]

**Other Student Assessment Data
2007-08**

Name of Charter School: Achievement First Bushwick Charter School

Name of Test: Developmental Reading Assessment (DRA)

Subtest: _____

Grade	Date of Test (DOT)	# Enrolled in Grade on DOT	# Absent on Grade on DOT	# Exempted in Grade by IEP	# Exempted in Grade by ELL Status	# Students Assessed in Grade*	Score (Indicate Type of Score, e.g., NCE)	Qualitative Level and Percent Attaining**	Other ***
Kindergarten	July/August 07	82	0	0	0	82	20% met AF proficiency req. (DRA Level 1)	3% Advanced 17% Proficient 80% Below prof.	N/A
Kindergarten	February 08	84	0	0	0	84	98% met AF proficiency req. (DRA Level 2)	30% Advanced 68% Proficient 2% Below prof.	N/A
Kindergarten	May/June 08	83	0	0	0	83	100% met AF proficiency req. (DRA Level 4)	39% Advanced 61% Proficient 0% Below prof.	N/A
1 st Grade	February 08	86	0	0	0	86	81% met AF proficiency req. (DRA Level 10)	14% Advanced 67% Proficient 19% Below prof.	N/A
1 st Grade	June 08	80	0	0	0	80	85% met AF proficiency req. (DRA Level 16)	18% Advanced 68% Proficient 15% Below prof.	N/A
2 nd Grade	February 08	83	0	0	0	83	77% met AF proficiency req. (DRA Level 24)	31% Advanced 46% Proficient 23% Below prof.	N/A
2 nd Grade	May/June 08	84	0	0	0	84	87% met AF proficiency req. (DRA Level 28)	32% Advanced 55% Proficient 13% Below prof.	N/A

* This number should equal the number of students enrolled on the day of the test, minus the number absent and the number exempted by either their IEP or their ELL status.

**If the assessment provides qualitative levels of achievement, e.g., “with honors,” indicate the applicable levels and the percent of students who took the test in each grade who attained each level. If not applicable, enter “NA.”

*** For any other evaluative data that describe the performance of your students on the assessments given. If not applicable, enter “NA.”

**Other Student Assessment Data
2007-08**

Name of Charter School: Achievement First Bushwick Charter School

Name of Test: Degrees of Reading Power (DRP)

Subtest: _____

Grade	Date of Test (DOT)	# Enrolled in Grade on DOT	# Absent on Grade on DOT	# Exempted in Grade by IEP	# Exempted in Grade by ELL Status	# Students Assessed in Grade*	Score (Indicate Type of Score, e.g., NCE)	Qualitative Level and Percent Attaining**	Other ***
Kindergarten	06/11/08	84	2	0	0	82	Avg. National Percentile: 87.4		
1 st Grade	06/11/08	87	2	0	0	85	Avg. National Percentile: 4.3		
2 nd Grade	02/12/08	83	10	0	0	73	Avg. National Percentile: 62.0		
2 nd Grade	06/11/08	83	9	0	0	72	Avg. National Percentile: 61.0		
5 th Grade	02/12/08	88	2	0	0	90	Avg. National Percentile: 23.8		
5 th Grade	06/11/08	87	1	0	0	86	Avg. National Percentile: 32.0		

* This number should equal the number of students enrolled on the day of the test, minus the number absent and the number exempted by either their IEP or their ELL status.

**If the assessment provides qualitative levels of achievement, e.g., “with honors,” indicate the applicable levels and the percent of students who took the test in each grade who attained each level. If not applicable, enter “NA.”

*** For any other evaluative data that describe the performance of your students on the assessments given. If not applicable, enter “NA.”

**Other Student Assessment Data
2007-08**

Name of Charter School: Achievement First Bushwick Charter School

Name of Test: Terra Nova

Subtest: _____

Grade	Date of Test (DOT)	# Enrolled in Grade on DOT	# Absent on Grade on DOT	# Exempted in Grade by IEP	# Exempted in Grade by ELL Status	# Students Assessed in Grade*	Score (Indicate Type of Score, e.g., NCE)	Qualitative Level and Percent Attaining**	Other ***
Kindergarten	6/13/08	84	Results not yet available	Results not yet available	Results not yet available	Results not yet available	Results not yet available	N/A	N/A
1 st Grade	6/13/08	87	Results not yet available	Results not yet available	Results not yet available	Results not yet available	Results not yet available	N/A	N/A
2 nd Grade	6/13/08	83	Results not yet available	Results not yet available	Results not yet available	Results not yet available	Results not yet available	N/A	N/A

* This number should equal the number of students enrolled on the day of the test, minus the number absent and the number exempted by either their IEP or their ELL status.

**If the assessment provides qualitative levels of achievement, e.g., “with honors,” indicate the applicable levels and the percent of students who took the test in each grade who attained each level. If not applicable, enter “NA.”

*** For any other evaluative data that describe the performance of your students on the assessments given. If not applicable, enter “NA.”

**Other Student Assessment Data
2007-08**

Name of Charter School: Achievement First Bushwick Charter School

Name of Test: Stanford Achievement Test (Stanford 10)

Subtest: _____

Grade	Date of Test (DOT)	# Enrolled in Grade on DOT	# Absent on Grade on DOT	# Exempted in Grade by IEP	# Exempted in Grade by ELL Status	# Students Assessed in Grade*	Score (Indicate Type of Score, e.g., NCE)	Qualitative Level and Percent Attaining**	Other ***
5 th Grade	6/13/08	87	5	0	0	82	Avg. National Percentile: 28.4		

* This number should equal the number of students enrolled on the day of the test, minus the number absent and the number exempted by either their IEP or their ELL status.

**If the assessment provides qualitative levels of achievement, e.g., “with honors,” indicate the applicable levels and the percent of students who took the test in each grade who attained each level. If not applicable, enter “NA.”

*** For any other evaluative data that describe the performance of your students on the assessments given. If not applicable, enter “NA.”

**Progress Toward Goals
2007-08**

Charter School Name: Achievement First Bushwick Charter School

School Year: 2007-08

Please see attached narrative for review of Progress Toward Goals.

**Charter School Teacher Attrition Rates
2007-08**

	2007-2008	2006-2007	2005-2006
Number of Classroom Teachers	21	11	N/A
Number of Special Area Teachers	7	2.5	N/A
Total Number of Teachers	28	13.5	N/A
Total Number of Teachers Leaving	5	2	N/A
Total Percent Attrition	18%	15%	N/A

**Charter School Teacher Attrition Rates
2007-08**

	2007-2008	2006-2007	2005-2006
Number of Classroom Teachers	21	11	N/A
Number of Special Area Teachers	7	2.5	N/A
Total Number of Teachers	28	13.5	N/A
Total Number of Teachers Leaving	5	2	N/A
Total Percent Attrition	18%	15%	N/A

**Achievement First Bushwick
CHARTER SCHOOL**

**2007-08
ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

July 30, 2008

By Lesley Esters Redwine
Director of External Relations, Achievement First

Elementary Academy Campus:
1137 Herkimer Street | Brooklyn, NY 11233

Middle Academy Campus:
84 Schaefer Street | Brooklyn, NY 11207 (2007-2008)
1300 Greene Avenue | Brooklyn, NY 11237 (2008-2009)

Please contact Lesley Esters Redwine at

or

Lesley Esters Redwine and Emily Ente of Achievement First prepared this 2007-08 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Deborah Shanley	Chair; Education & Accountability and Evaluation Committees
Doug McCurry	Trustee; Education & Accountability Committee
Emerson Moore	Trustee; Finance & Audit Committee
Iris Chen	Trustee; Education & Accountability and Talent Development Committees
Jalak Jobanputra	Secretary; Finance & Audit, Charter Management Agreement, Facilities Committees
Judith Rodriguez	Trustee; Education & Accountability and Evaluation Committees
Marilyn Rivera	Parent Representative; Education & Accountability Committee
Shannon Kete	Trustee; Finance & Audit Committee
Yvette Best	Parent Representative; Education & Accountability Committee

INTRODUCTION

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

Achievement First Bushwick elementary academy opened in 2006 and currently serves 252 students in grades K-2, growing to serve grades K-4. Achievement First Bushwick middle academy opened in fall 2007, serving 84 students in grade 5. It will grow to serve students in grades 5-8. The student body is 64% African-American and 27% Latino; 100% of the students are selected by a blind lottery process.

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

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

School Enrollment by Grade Level and School Year
(Includes number of students enrolled as of June 30, 2007 and 2008)

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2003-04	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2004-05	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2005-06	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2006-07	82	81												163
2007-08	84	87	83			87								341

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

Absolute Proficiency

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

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

Comparative Proficiency on State Exams

Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State ELA exam will be greater than that of students in the same tested grades in the local school district. Achievement First Bushwick Charter School is currently located in Region 4, District 32 as defined by the New York City Department of Education.

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

Value Added to Student Learning

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

Background

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

Goal 1: Absolute Measure

Each year, 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.

Method

The school administered the New York State Testing Program English language arts assessment to students in fifth grade in January 2008. Each student's raw score has been converted to a grade-specific scaled score and a performance level. 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.

At this time, students in the fifth grade are in their first year at Achievement First Bushwick Charter School so the proficiency goal is not relevant. However, scores on the New York State ELA exam are reported below for review.

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.

**2007-08 State English Language Arts Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ¹			Total Enrolled
		IEP	ELL	Absent	
3					
4					
5	87	1	0	1	89
6					
7					
8					
All	87	1	0	1	89

Results

In their first year at Achievement First Bushwick Charter School, 60% of students achieved proficiency on the ELA exam, including 1% at the Advanced level. This information is not applicable to the evaluation metric, however, as it pertains only to students in their second year or beyond.

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

**Charter School Performance on 2007-08 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Population	Percent at Each Performance Level					Number Tested
		Level 1	Level 2	Level 3	Level 4	Level 3/4	
3	All Students						
	Students in At Least 2 nd Year						
4	All Students						
	Students in At Least 2 nd Year						
5	All Students	0	49	50	1	51	87
	Students in At Least 2 nd Year						
6	All Students						
	Students in At Least 2 nd Year						
7	All Students						
	Students in At Least 2 nd Year						
8	All Students						
	Students in At Least 2 nd Year						
All	All Students	0	49	50	1	51	87
	Students in At Least 2 nd Year						

Evaluation

The school does not currently enroll a cohort in its second year on which to evaluate the metric.

Additional Evidence

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									
	2003-04		2004-05		2005-06		2006-07		2007-08	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3										
4										
5										
6										
7										
8										
All										

Goal 1: Absolute Measure

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

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards all students being proficient by the year 2013-14. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal that 100 percent of students will ultimately be proficient in the state’s learning standards in English Language Arts. To achieve this measure, all tested students must have a Performance Index (PI) value that equals or exceeds this year’s English language arts AMO, which for 2007-08 is 133. The PI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PI is 200.

Results

No students at Achievement First Bushwick scored Level 1 on the ELA exam, contributing to a PI of 160 out of a possible 200 total.

Calculation of 2007-08 English Language Arts Performance Index (PI)

Grades	Percent of Students at Each Performance Level				Number Tested
	Level 1	Level 2	Level 3	Level 4	
5	0	40	59	1	87

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 40 & + & 59 & + & 1 & = & 100 \\
 & & & + & 59 & + & 1 & = & 60 \\
 & & & & & & \text{PI} & = & \mathbf{160}
 \end{array}$$

Evaluation

Achievement First Bushwick Charter School exceeded the English Language Arts Annual Measurable Objective of 133 with a score of 160.

Additional Evidence

n/a

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

Year	Grades ²	Number Tested	Percent of Students at Each Performance Level				PI	AMO
			Level 1	Level 2	Level 3	Level 4		
2005-06	n/a						122	
2006-07	n/a						122	
2007-08	5	87	0	40	59	1	160	133

Goal 1: Comparative Measure

² Beginning in 2005-06 the state administered tests in grades 3-8 and a single AMO was set for the aggregate PI of all tested students in those grades.

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

No tested students at Achievement First Bushwick are currently in their second year. For point of reference, in 2008 fifth grade students in District 32 achieved an average of 64% proficiency on the New York State ELA exam. In 2007 the fifth grade district cohort achieved 48% proficiency.

**2007-08 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 Second Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3				
4				
5				
6				
7				
8				
All				

Evaluation

This metric is currently inapplicable.

Additional Evidence

n/a

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

Grade	Percent of Charter School Students Enrolled in At Least Second Year and All District Students at Levels 3 and 4
-------	---

	2003-04		2004-05		2005-06		2006-07		2007-08	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
3										
4										
5										
6										
7										
8										
All										

Goal 1: Comparative Measure
 Each year, the school will exceed its predicted level of performance on the state English language arts exam by at least a small Effect Size (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.

Method

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

Given the timing of the state’s release of poverty data, the 2007-08 analysis is not yet available. As this is the school’s first year of no previous data is available for analysis.

Results

Data is not yet available for this analysis.

2007-08 English Language Arts Comparative Performance by Grade Level

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

All

School's Overall Comparative Performance:
<i>Information is not yet available to complete the comparative performance evaluation. Achievement First Bushwick Charter School will complete the analysis pending release of 2007-2008 poverty data and upon request.</i>

Evaluation

Data is not yet available for this analysis.

Additional Evidence

Achievement First Bushwick Charter School is serving its first cohort of assessment-eligible students so data from years prior to 2007-2008 is not available.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2004-05						
2005-06						
2006-07						
2007-08						

Goal 1: Growth Measure

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

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 proficient. Each grade level cohort consists of those students who took the state exam in 2007-08 and also have a state exam score in 2006-07. It includes students who repeated the grade. The criterion for achieving this measure is for each grade-level cohort to halve the difference between the percentage of students proficient in 2006-07 and 75 percent proficient in 2007-08. If a cohort had already achieved 75 percent proficient in 2006-07, it is expected to show some positive growth in the subsequent year. 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

Achievement First Bushwick Charter School is serving its first cohort of assessment-eligible students so data from years prior to 2007-2008 is not available.

Cohort Growth on State English Language Arts Exam from 2006-07 to 2007-08

Grade	Cohort Size	Percent at Levels 3 and 4			Target Achieved
		2006-07	Target	2007-08	
4					
5					
6					
7					
8					
All					

Evaluation

This metric is currently inapplicable.

Additional Evidence

n/a

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

School Year	Cohort Grades	Number of Cohorts Meeting Target	Number of Cohorts
-------------	---------------	----------------------------------	-------------------

Include DRA results for elementary students as additional goal??

Summary of the English Language Arts Goal

Achievement First Bushwick Charter School is in its first year of operation with a cohort eligible for New York state assessments, so most evaluation criteria are not relevant. In addition, information is not currently available for the Comparative Performance Analysis. On the one metric for which complete information is available, the aggregate Performance Index relative to the Annual Measurable Objective, the fifth grade cohort at AF Bushwick achieved the target for the English Language Arts exam.

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

Comparative	Each year, the school will exceed its predicted level of performance on the State exam by at least a small Effect Size.	Unknown
Growth	Each year, 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 exam and 75 percent at or above Level 3 on the current year's State exam.	n/a

Action Plan

Across the Achievement First network, increased attention to English Language Arts and reading instruction will be a significant focus for 2008-2009. Particular strategies to facilitate this focus include creating a culture where all teachers incorporate reading into their classes, increasing the overall volume of classroom and independent reading; phonics and fluency interventions for the lowest performing 20% of students; a revised scope and sequence for fifth grade to include habits of good readers, fix-it strategies, and story elements before proceeding to standards mastery; and increased amounts of vocabulary instruction.

In addition, Achievement First will continue to develop a culture of great instruction in every classroom by increasing investment in systematic teacher learning and development. This includes providing a clear model and evaluation protocol for great teaching; creating an expectation of thorough and thoughtful unit lesson planning; implementing a rigorous teaching coaching model; and targeting professional development sessions on planning, content training, video analysis, and data.

MATHEMATICS

Goal 2: Mathematics

Absolute Proficiency (Required)

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

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

Comparative Proficiency on State Exams (Required)

Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State Math exam will be greater than that of students in the same tested grades in the local school district. As described above, AF-Bushwick Charter School is currently located in Region 4, District 32 as defined by the New York City Department of Education.

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

Value Added to Student Learning (Required)

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

Background

Students at Achievement First receive up to two hours of concentrated math instruction every day. The curriculum is designed to prepare students with basic facts knowledge and ease of procedure computation as well as a conceptual understanding of math concepts and ability to solve complex mathematical problems. In elementary school, students use the Saxon Mathematics curriculum, a highly effective curriculum to provide a strong foundation. Ultimately, Achievement First Bushwick academy aims to produce students who have mastered middle school mathematics and Algebra I by the end of 8th grade.

Goal 2: 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 mathematics examination.

Method

The school administered the New York State Testing Program mathematics assessment to students in fifth grade in March 2008. Each student's raw score has been converted to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students who have

been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4.

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.

**2007-08 State Mathematics Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ³			Total Enrolled
		IEP	ELL	Absent	
3					
4					
5	86	Need info from Jill	Need info from Jill	Need info from Jill	Need info from Jill
6					
7					
8					
All					

Results

In their first year at Achievement First Bushwick Charter School, 89% of students achieved proficiency on the State Mathematics exam, including 20% at the Advanced level. This information is not applicable to the evaluation metric, however, as it pertains only to students in their second year or beyond.

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

**Charter School Performance on 2007-08 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Population	Percent at Each Performance Level					Number Tested
		Level 1	Level 2	Level 3	Level 4	Level 3/4	
3	All Students						
	Students in At Least 2 nd Year						
4	All Students						
	Students in At Least 2 nd Year						
5	All Students	0	12	69	20	89	86
	Students in At Least 2 nd Year						
6	All Students						
	Students in At Least 2 nd Year						
7	All Students						
	Students in At Least 2 nd Year						
8	All Students						
	Students in At Least 2 nd Year						
All	All Students	0	12	69	20	89	86
	Students in At Least 2 nd Year						

Evaluation

The school does not currently enroll a cohort in its second year on which to evaluate the metric. However, students in their first year at Achievement First Bushwick already exceeded the second year metric by achieving 89% proficiency on the State Mathematics exam.

Additional Evidence

n/a

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Second Year at Levels 3 and 4									
	2003-04		2004-05		2005-06		2006-07		2007-08	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3										
4										
5										
6										
7										
8										
All										

Goal 2: Absolute Measure

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

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards all students being proficient by the year 2013-14. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal that 100 percent of students will ultimately be proficient in the state’s learning standards in English Language Arts. To achieve this measure, all tested students must have a Performance Index (PI) value that equals or exceeds this year’s English language arts AMO, which for 2007-08 is 102. The PI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PI is 200.

Results

No students scored Level 1 on the Mathematics exam, contributing to a robust Performance Index of 190 of a possible 200.

Calculation of 2007-08 Mathematics Performance Index (PI)

Grades	Percent of Students at Each Performance Level				Number Tested
	Level 1	Level 2	Level 3	Level 4	
5	0	12	69	20	89

$$\begin{aligned}
 \text{PI} &= 12 + 69 + 20 = 101 \\
 &+ 69 + 20 = 89 \\
 \text{PI} &= 190
 \end{aligned}$$

Evaluation

Achievement First Bushwick Charter School greatly exceeded the New York State Mathematics Annual Measurable Objective of 102 with a score of 190.

Additional Evidence

n/a

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

Year	Grades	Number Tested	Percent of Students at Each Performance Level				PI	AMO
			Level 1	Level 2	Level 3	Level 4		
2005-06							86	
2006-07							86	
2007-08	5	89	0	12	69	20	190	102

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

No tested students at Achievement First Bushwick are currently in their second year. For point of reference, in 2008 fifth grade students in District 32 achieved an average of 76% proficiency on the New York State Mathematics exam. In 2007 the fifth grade district cohort achieved 66% proficiency.

**2007-08 State Mathematics Exam
Charter School and District Performance by Grade Level**

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

Evaluation

This metric is currently inapplicable.

Additional Evidence

n/a

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

Grade	Percent of Charter School Students Enrolled in At Least Second Year and All District Students at Levels 3 and 4									
	2003-04		2004-05		2005-06		2006-07		2007-08	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
3										
4										
5										
6										
7										
8										

All										
-----	--	--	--	--	--	--	--	--	--	--

Goal 2: Comparative Measure

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

Method

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

Given the timing of the state’s release of poverty data, the 2007-08 analysis is not yet available. As this is the school’s first year of no previous data is available for analysis.

Results

Data is not yet available for this analysis.

2007-08 Mathematics Comparative Performance by Grade Level

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

School’s Overall Comparative Performance:
Information is not yet available to complete the comparative performance evaluation. Achievement First Bushwick Charter School will complete the analysis pending release of 2007-2008 poverty data and upon request.

Evaluation

Data is not yet available for this metric.

Additional Evidence

Achievement First Bushwick Charter School did not enroll students eligible for the New York State Mathematics Exam before 2007-2008.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2004-05						
2005-06						
2006-07						
2007-08						

Goal 2: Growth Measure

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

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 proficient. Each grade level cohort consists of those students who took the state exam in 2007-08 and also have a state exam score in 2006-07. It includes students who repeated the grade. The criterion for achieving this measure is for each grade-level cohort to halve the difference between the percentage of students proficient in 2006-07 and 75 percent proficient in 2007-08. If a cohort had already achieved 75 percent proficient in 2006-07, it is expected to show some positive growth in the subsequent year. 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

Achievement First Bushwick Charter School is serving its first cohort of assessment-eligible students so data from years prior to 2007-2008 is not available.

Cohort Growth on State Mathematics Exam from 2006-07 to 2007-08

Grade	Cohort Size	Percent at Levels 3 and 4			Target Achieved
		2006-07	Target	2007-08	
4					
5					
6					
7					
8					
All					

Evaluation

The metric is inapplicable at this time.

Additional Evidence

n/a

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

School Year	Cohort Grades	Number of Cohorts Meeting Target	Number of Cohorts
2006-07			
2007-08			

Summary of the Mathematics Goal

Achievement First Bushwick Charter School is in its first year of operation with a cohort eligible for New York state assessments, so most evaluation criteria are not relevant. In addition, information is not currently available for the Comparative Performance Analysis. On the one metric for which complete information is available, the aggregate Performance Index relative to the Annual Measurable Objective, the fifth grade cohort at AF Bushwick achieved the target for the Mathematics exam.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State examination.	n/a
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.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district.	n/a
Comparative	Each year, the school will exceed its predicted level of performance on the State exam by at least a small Effect Size.	Unknown
Growth	Each year, 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 exam and 75 percent at or above Level 3 on the current year’s State exam.	n/a

Action Plan

Achievement First will continue its robust philosophy of mathematics instruction, including sufficient time on task and additional supports for struggling students, such as small group instruction and a Saturday tutoring program. Rigorous use of assessment data by teachers during dedicated Data Days will facilitate the support of individual students based on target areas of deficiency.

SCIENCE

Goal 3: Science

Absolute Proficiency (Required)

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

Comparative Proficiency on State Exams (Required)

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

Background

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

Goal 3: Absolute Measure

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

Method

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

Results

No fourth or eighth grades are currently enrolled at Achievement First Bushwick Academy.

**Charter School Performance on 2007-08 State Science Exam
By All Students and Students Enrolled in At Least Their Second Year**

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

Evaluation

The metric is currently inapplicable.

Additional Evidence

n/a

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

Grade	Percent of Students Enrolled in At Least Second Year at Levels 3 and 4									
	2003-04		2004-05		2005-06		2006-07		2007-08	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
4										
8										

Goal 3: Comparative Measure

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

Method

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

Results

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

**2007-08 State Science Exam
Charter School and District Performance by Grade Level**

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

Evaluation

This metric is inapplicable.

Additional Evidence

n/a

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

Grade	Percent of Charter School Students Enrolled in At Least Second Year and All District Students at Levels 3 and 4									
	2003-04		2004-05		2005-06		2006-07		2007-08	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
4										
8										

Summary

Students at Achievement First Bushwick Charter School will not take the New York State Science exam until 2009-2010, when the first cohort of students reaches fourth grade.

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

Action Plan

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

SOCIAL STUDIES

Goal 4: Social Studies
<p><u>Absolute Proficiency (Required)</u></p> <p>Each year, 75 percent of fifth graders and 75 percent of eighth graders who are enrolled in at least their second year will perform at or above Level 3 on the New York State Social Studies examination.</p> <p><u>Comparative Proficiency on State Exams (Required)</u></p> <p>Each year in each tested grade, the percent of students who are enrolled in at least their second year and performing at or above Level 3 on the State Social Studies exam will be greater than that of students in the same respective grades in the local school district.</p>

Background

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

Goal 4: Absolute Measure

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

Method

The school administered the New York State Testing Program social studies assessment to students in 5th grade in November 2007. Each student’s raw score has been converted to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4.

Results

No students are currently enrolled in their second year at Achievement First Bushwick. Of students in their first year at the school, 55% achieved proficiency on the New York State Social Studies exam.

**Charter School Performance on 2007-08 State Social Studies Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Population	Percent at Each Performance Level					Number Tested
		Level 1	Level 2	Level 3	Level 4	Level 3/4	
5	All Students	20%	25%	54%	1%	55%	89
	Students in At Least 2 nd Year						
8	All Students						
	Students in At Least 2 nd Year						

Evaluation

The metric is currently inapplicable.

Additional Evidence

n/a

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

Grade	Percent of Students Enrolled in At Least Second Year at Levels 3 and 4									
	2003-04		2004-05		2005-06		2006-07		2007-08	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
5									55%	89
8										

Goal 4: Comparative Measure

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

Method

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

Results

Fifth grade students at Achievement First Bushwick are in their first year of enrollment. Moreover, results are not yet available for average District 32 performance on the Social Studies exam.

**2007-08 State Social Studies Exam
Charter School and District Performance by Grade Level**

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

Evaluation

This metric is currently inapplicable.

Additional Evidence

n/a

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

Grade	Percent of Charter School Students Enrolled in At Least Second Year and All District Students at Levels 3 and 4									
	2003-04		2004-05		2005-06		2006-07		2007-08	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
5										
8										

Summary

Metrics are inapplicable until students taking the test have been enrolled in the school for two or more years. Results will be available for an eighth grade cohort in 2010-11.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at	n/a

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

Action Plan

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

NCLB

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

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

Method

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

Results

Achievement First Bushwick Charter School is in “Good Standing” according to the NCLB accountability system.

Evaluation

This metric was successfully met with no changes over time.

Additional Evidence

Achievement First Bushwick has been consistently in “Good Standing” since the elementary academy opened in 2006.

NCLB Status by Year

Year	Status
2003-04	n/a
2004-05	n/a
2005-06	n/a
2006-07	Good Standing
2007-08	Good Standing

APPENDIX A: ADDITIONAL EVIDENCE

If the school has administered a norm referenced test, e.g. Terra Nova, ITBS, Stanford 10, it should report cohort growth results in a similar fashion to the growth measure based on state tests. Make sure to include a methods narrative that describes the type of test administered, to which grades, date of administrations, etc. Also include the dates of the pre- and post-tests.

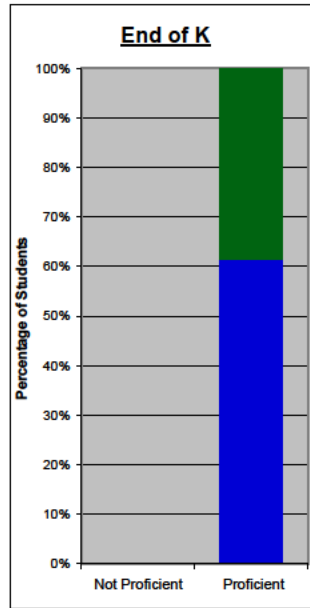
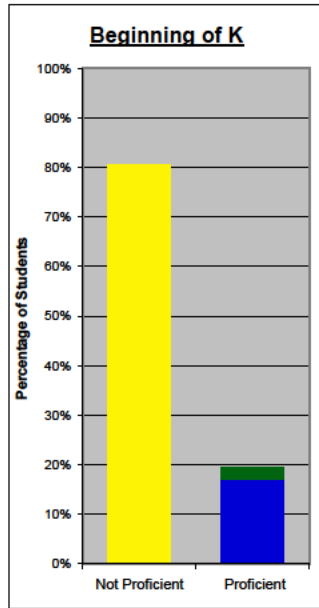
Developmental Reading Assessment (DRA)

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

The DRA was administered to current first and second grade students in May 2007 and incoming kindergarten students in August 2007. All students completed end-of-year DRA testing between May 26 – June 13, 2008.

According to DRA data, at the beginning of the year, only 19% of the kindergarten cohort at AF Bushwick was reading at a proficient level. By the end of the year, a full 100% of the students achieved proficiency on the examination. Please see a graph of kindergarten DRA results below.

AF BUSHWICK CLASS OF 2024
DRA Results (Reading) - Kindergarten

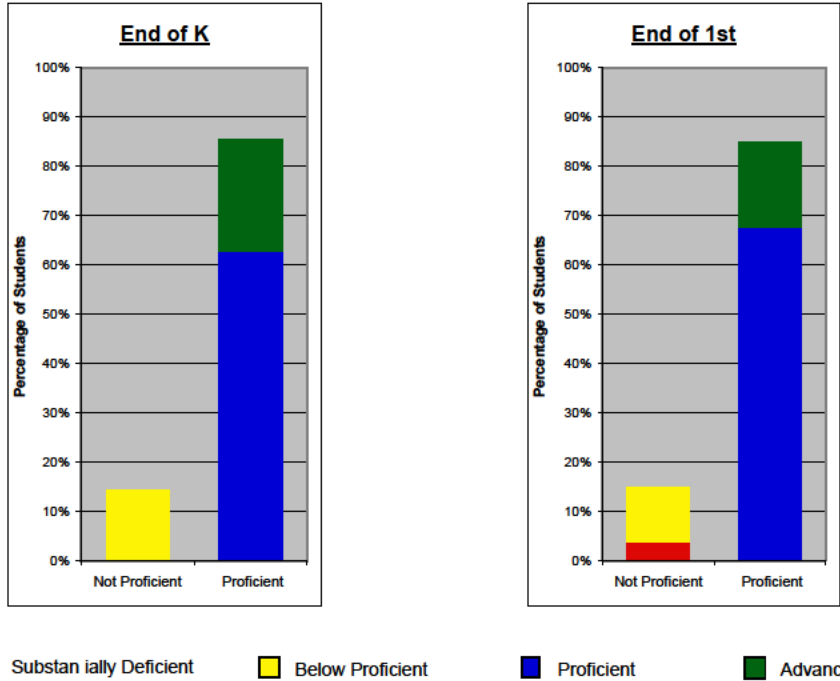


■ Substantially Deficient ■ Below Proficient ■ Proficient ■ Advanced

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

According to DRA data, at the end of their kindergarten year, 86% of the current first grade students were proficient readers. At the end of the first grade year, the standard for proficiency is significantly higher and the number decreased very slightly to 85% proficient. Please see a graph of first grade DRA results below.

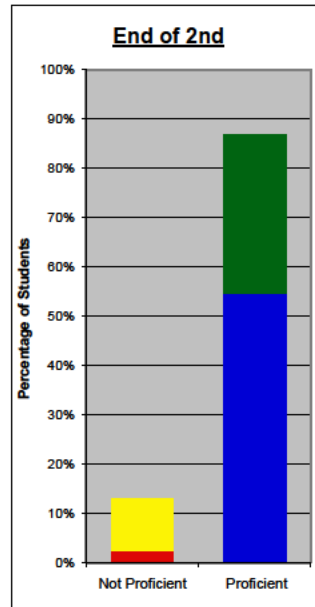
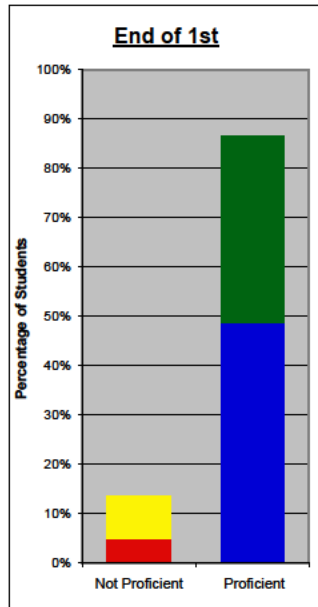
AF BUSHWICK CLASS OF 2023
DRA Results (Reading) - 1st Grade



At the end of their first grade year in 2006-2007, 86% of current second grade students achieved proficiency in reading according to the DRA. At the end of the second grade year, the standard for proficiency is again significantly higher and 87% of these students were rated as proficient.

We look forward to working hard with these scholars to prepare 100% of them for mastery on the New York State English Language Arts assessment in 2008-2009. In order to facilitate this advancement, Achievement First is currently revisiting all curricular materials to ensure they are closely aligned to New York State learning standards, incorporating time for individual and small group tutoring into the school day, expanding time for daily math instruction, and providing expanded after school and Saturday tutoring and support programs to address individual deficiencies. Please see second grade DRA results below.

AF BUSHWICK CLASS OF 2022
DRA Results (Reading) - 2nd Grade



■ Substantially Deficient
 ■ Below Proficient
 ■ Proficient
 ■ Advanced

Terra Nova

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

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

APPENDIX B: OPTIONAL GOALS

The following sections are for optional goals; data tables are provided for commonly used optional measures.

Goal 6: Parent Satisfaction

Each year, parents will demonstrate their satisfaction primarily by choosing to keep their children enrolled at the school.

Goal 6: Absolute Measure

Based on a year-end survey, it is the school's expectation that 80% or more parents will give the school an overall B or higher on the parent satisfaction survey.

Method

The parent survey was required for all parents to attend Report Card Night at the school. 210 surveys were collected out of 251 students enrolled at the school at the time the survey was administered. Results were calculated based on the number of surveys returned.

Results

Please see the attached parent survey results spreadsheet for a complete list of responses to the questionnaire.

Evaluation

The goal was significantly exceeded as 93% of parents rated the school as A or A+ on the satisfaction survey.

Goal 6: Absolute Measure

Student attrition is less than 5% per year (not counting students who transfer to a different AF school, move out of the city/borough, move to a location where transportation issues make going to AF prohibitive, leave AF in grades 7-12 after gaining admission to a competitive/admissions-based school, leave an academy due to an issue with a sibling/relative at another AF academy, transfer to a competitive-admissions private or parochial school, or transfer to a highly-specialized school to meet specific, extreme IEP needs).

Method

All student withdrawals from Achievement First Bushwick 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

A total of 10 students left the school (from an enrollment high of 351 students), including those who moved out of the community. Attrition also declined from 2006-2007, at which time 8% of students withdrew, including those who left because of family moves.

Evaluation

The total year-end attrition rate, including those students who moved out of the community, equals 3%, well within the goal established in our Accountability Plan.

Additional Evidence

n/a

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

Results

Average attendance at Achievement First Bushwick was approximately 97%.

2007-08 Attendance

Grade	Average Daily Attendance Rate
K	96.3%
1	96.0%
2	96.9%
5	97%
Overall	97%

Evaluation

The school exceeded the attendance target of 95%.

END OF REPORT

School Name:	Achievement First Bushwick - Elementary	
Date Survey was administered:	6/7/08	
Total Number of Students Enrolled at School Site:	254	
Total Number of Respondents to Survey:	210	

		Reasons Child was Enrolled	
		Num. of Resp.	% Resp'd
20	Why did you enroll your child at the school?		
1	My child was doing poorly in his/her prior school.	14	6.7%
2	The location of the school is more convenient than the location of my child's prior school.	14	6.7%
3	The academic program is more rigorous at the school.	150	71.4%
4	The school culture and behavior standards are higher at the school.	146	69.5%
5	There are better teachers at the school.	122	58.1%
6	My child wanted to come to the school.	19	9.0%
7	I wanted a college preparatory education for my child.	148	70.5%
8	I was unhappy with the curriculum or teaching at the prior school.	45	21.4%
9	I was unhappy with the discipline standards and procedures at the prior school.	38	18.1%
10	I have another child attending the school.	11	5.2%
11	Other.	21	10.0%

		Overall				
		Str Agree	Agree	Disagree	Str Disagree	NA
1	My child goes to a great school.	158	49	1	0	0
2	The school has delivered on its promises to parents and students.	135	60	3	0	3
3	I would recommend the school to parents of other students in the city.	158	34	4	0	0
4	I am pleased with my child's overall progress at the school.	145	51	2	0	0
5	I feel confident that the school is doing all it can to prepare my child for success in college.	155	42	1	0	0
27	The overall grade I would give the school is:	A-	A	B	C	F
		141	46	7	3	0

	Str Agree	Agree	Disagree	Str Disagree	NA
	76.0%	23.6%	0.5%	0.0%	0.0%
	67.2%	29.9%	1.5%	0.0%	1.5%
	80.6%	17.3%	2.0%	0.0%	0.0%
	73.2%	25.8%	1.0%	0.0%	0.0%
	78.3%	21.2%	0.5%	0.0%	0.0%
	A-	A	B	C	F
	71.6%	23.4%	3.6%	1.5%	0.0%

		Discipline and Character Development				
		Str Agree	Agree	Disagree	Str Disagree	NA
6	The school is a safe place for children.	132	65	1	0	0
7	The school holds students to very high behavioral standards.	165	34	0	0	0
8	I am happy with the system of rules, rewards, and consequences at the school.	130	55	11	2	0
9	I believe that the school has had a positive impact on my child's character development.	138	55	2	2	0
10	The school is a joyful place.	126	61	1	1	0
		Communication				
11	I am satisfied by how well the school communicates with parents throughout the year about	133	60	7	0	0
12	I receive regular and timely progress about my child's academic progress.	128	69	3	0	0
13	The school contacts me immediately when my child is struggling.	109	66	4	0	10
14	I feel welcome when I visit the school.	141	53	0	0	1
15	The school's administration and teachers are open and accessible.	133	61	2	0	0
		School Staff				
16	I am pleased with the principal of the school. The principal does a great job.	129	65	1	0	1
17	I am pleased with the dean of students of the school. The dean does a great job.	159	33	2	0	0
18	I am pleased with my child's teachers. The teachers do a great job.	155	38	1	2	0
19	I can tell that the teachers and staff at the school love my child.	137	53	3	1	1
20	My child has a close relationship with at least one adult in the school.	123	64	0	3	3
		Academic Program				
21	The school has very high academic standards and a rigorous curriculum.	144	44	0	0	0
22	I am pleased with the quality of teaching at the school.	142	45	1	0	0
23	My child has the right amount of homework each night.	125	62	5	3	1
24	My child's school work and homework assignments are meaningful.	136	55	0	1	1
25	The school day is the right length.	98	79	14	4	0
26	My child is more motivated to learn than before coming to the school.	109	68	7	2	9

	Str Agree	Agree	Disagree	Str Disagree	NA
	66.7%	32.8%	0.5%	0.0%	0.0%
	82.9%	17.1%	0.0%	0.0%	0.0%
	65.7%	27.8%	5.6%	1.0%	0.0%
	70.1%	27.9%	1.0%	1.0%	0.0%
	66.7%	32.3%	0.5%	0.5%	0.0%
	66.5%	30.0%	3.5%	0.0%	0.0%
	64.0%	34.5%	1.5%	0.0%	0.0%
	57.7%	34.9%	2.1%	0.0%	5.3%
	72.3%	27.2%	0.0%	0.0%	0.5%
	67.9%	31.1%	1.0%	0.0%	0.0%
	65.8%	33.2%	0.5%	0.0%	0.5%
	82.0%	17.0%	1.0%	0.0%	0.0%
	79.1%	19.4%	0.5%	1.0%	0.0%
	70.3%	27.2%	1.5%	0.5%	0.5%
	63.7%	33.2%	0.0%	1.6%	1.6%
	76.6%	23.4%	0.0%	0.0%	0.0%
	75.5%	23.9%	0.5%	0.0%	0.0%
	63.8%	31.6%	2.6%	1.5%	0.5%
	70.5%	28.5%	0.0%	0.5%	0.5%
	50.3%	40.5%	7.2%	2.1%	0.0%
	55.9%	34.9%	3.6%	1.0%	4.6%

School Name:	Achievement First Bushwick - Middle
Date Survey was administered:	6/7/08
Total Number of Students Enrolled at School Site:	87
Total Number of Respondents to Survey:	68

Reasons Child was Enrolled	26 Why did you enroll your child at the school?	Num. of	%
		Resp.	Resp'd
	1 My child was doing poorly in his/her prior school.	0	0.0%
	2 The location of the school is more convenient than the location of my child's prior school.	4	5.9%
	3 The academic program is more rigorous at the school.	44	64.7%
	4 The school culture and behavior standards are higher at the school.	43	63.2%
	5 There are better teachers at the school.	35	51.5%
	6 My child wanted to come to the school.	12	17.6%
	7 I wanted a college preparatory education for my child.	45	66.2%
	8 I was unhappy with the curriculum or teaching at the prior school.	32	47.1%
	9 I was unhappy with the discipline standards and procedures at the prior school.	30	44.1%
	10 I have another child attending the school.	3	4.4%
	11 Other.	4	5.9%

Overall	27 The overall grade I would give the school is:	Str	Agree	Disagree	Str	NA
		Agree	Disagree	Disagree	Disagree	NA
	1 My child goes to a great school.	45	17	0	0	0
	2 The school has delivered on its promises to parents and students.	45	14	0	0	1
	3 I would recommend the school to parents of other students in the city.	49	14	0	0	0
	4 I am pleased with my child's overall progress at the school.	38	21	5	0	0
	5 I feel confident that the school is doing all it can to prepare my child for success in college.	44	18	1	0	0
		A+	A	B	C	F
		40	17	7	1	0

Str	Agree	Disagree	Str	NA
Agree	Disagree	Disagree	Disagree	NA
72.6%	27.4%	0.0%	0.0%	0.0%
75.0%	23.3%	0.0%	0.0%	1.7%
77.8%	22.2%	0.0%	0.0%	0.0%
59.4%	32.8%	7.8%	0.0%	0.0%
72.1%	26.2%	1.6%	0.0%	0.0%
A+	A	B	C	F
61.5%	26.2%	10.8%	1.5%	0.0%

Disruptive and Character Development	6 The school is a safe place for children.	44	20	1	0	0
		Agree	Disagree	Disagree	Disagree	NA
	7 The school holds students to very high behavioral standards.	53	11	0	0	0
	8 I am happy with the system of rules, rewards, and consequences at the school.	43	16	2	1	0
	9 I believe that the school has had a positive impact on my child's character development.	44	17	1	0	0
	10 The school is a joyful place.	35	24	1	0	1
Communication	11 I am satisfied by how well the school communicates with parents throughout the year about	44	19	0	0	0
	12 I receive regular and timely progress about my child's academic progress.	41	21	0	0	0
	13 The school contacts me immediately when my child is struggling.	34	23	1	0	4
	14 I feel welcome when I visit the school.	47	15	1	0	1
	15 The school's administration and teachers are open and accessible.	44	15	1	1	0
School Staff	16 I am pleased with the principal of the school. The principal does a great job.	46	16	0	0	0
	17 I am pleased with the dean of students of the school. The dean does a great job.	46	14	0	0	2
	18 I am pleased with my child's teachers. The teachers do a great job.	48	16	0	0	0
	19 I can tell that the teachers and staff at the school love my child.	42	16	1	0	2
	20 My child has a close relationship with at least one adult in the school.	36	22	2	0	1
Academic Program	21 The school has very high academic standards and a rigorous curriculum.	41	20	0	0	0
	22 I am pleased with the quality of teaching at the school.	41	20	0	0	0
	23 My child has the right amount of homework each night.	31	23	2	1	3
	24 My child's school work and homework assignments are meaningful.	38	24	2	0	0
	25 The school day is the right length.	31	22	5	2	1
	26 My child is more motivated to learn than before coming to the school.	38	18	4	1	2

Str	Agree	Disagree	Str	NA
Agree	Disagree	Disagree	Disagree	NA
67.7%	30.8%	1.5%	0.0%	0.0%
82.8%	17.2%	0.0%	0.0%	0.0%
69.4%	25.8%	3.2%	1.6%	0.0%
71.0%	27.4%	1.6%	0.0%	0.0%
57.4%	39.3%	1.6%	0.0%	1.6%
69.8%	30.2%	0.0%	0.0%	0.0%
66.1%	33.9%	0.0%	0.0%	0.0%
54.8%	37.1%	1.6%	0.0%	6.5%
73.4%	23.4%	1.6%	0.0%	1.6%
72.1%	24.6%	1.6%	1.6%	0.0%
74.2%	25.8%	0.0%	0.0%	0.0%
74.2%	22.6%	0.0%	0.0%	3.2%
75.0%	25.0%	0.0%	0.0%	0.0%
68.9%	26.2%	1.6%	0.0%	3.3%
59.0%	36.1%	3.3%	0.0%	1.6%
67.2%	32.8%	0.0%	0.0%	0.0%
67.2%	32.8%	0.0%	0.0%	0.0%
51.7%	38.3%	3.3%	1.7%	5.0%
59.4%	37.5%	3.1%	0.0%	0.0%
50.8%	36.1%	8.2%	3.3%	1.6%
60.3%	28.6%	6.3%	1.6%	3.2%

**Charter School Student Attrition Rates
2007-08**

Student Attrition Rates			
	2007-2008	2006-2007	2005-2006
Number of students leaving for lack of transportation	0	0	N/A
Number of students leaving for geographic reasons (e.g., out of state/district relocation)	5	6	N/A
Number of students leaving for more restrictive special education setting	0	4	N/A
Number of students leaving due to parental choice (e.g., school transfer closer to residence, local elementary school, parent convenience)	5	5	N/A
Number leaving for other reasons (undetermined)	0	0	N/A
Total number of students leaving.	10	15	N/A
Highest Number Enrolled <i>(July 1 – June 30)</i>	351	178	N/A
Total Percent Attrition	3%	8%	N/A

**Charter School Student Attrition Rates
2007-08**

Student Attrition Rates			
	2007-2008	2006-2007	2005-2006
Number of students leaving for lack of transportation	0	0	N/A
Number of students leaving for geographic reasons (e.g., out of state/district relocation)	5	6	N/A
Number of students leaving for more restrictive special education setting	0	4	N/A
Number of students leaving due to parental choice (e.g., school transfer closer to residence, local elementary school, parent convenience)	5	5	N/A
Number leaving for other reasons (undetermined)	0	0	N/A
Total number of students leaving.	10	15	N/A
Highest Number Enrolled <i>(July 1 – June 30)</i>	351	178	N/A
Total Percent Attrition	3%	8%	N/A

THE UNIVERSITY OF THE STATE OF NEW YORK
 THE STATE EDUCATION DEPARTMENT
 OFFICE OF ELEMENTARY, MIDDLE,
 SECONDARY AND CONTINUING EDUCATION
 PUBLIC SCHOOL CHOICE PROGRAMS
 ROOM 462, EDUCATION BUILDING ANNEX
 ALBANY, NEW YORK 12234

CHARTER SCHOOL ANNUAL
 REPORT OF FISCAL PERFORMANCE
 FOR THE SCHOOL YEAR ENDED 06/30/2008
 (UNAUDITED)

Charter School Name: ACHIEVEMENT FIRST BUSHWICK CHARTER SCHOOL	BEDS Code: 333-200-860-906
Contact Person: Jill Beharry, Director of School Operations	Phone: (718) 922-1581

REVENUES

A	State Sources	\$	68,890
B	Federal Sources		367,741
C	Public School Districts		
1	Basic Operating Revenues		3,783,588
2	State Aid-Pupils with Disabilities		-
3	Federal Aid-Pupils with Disabilities		5,147
4	Other Revenue from Public School Districts		60,996
D	All Other Revenues		338,077
E	TOTAL REVENUES FROM ALL SOURCES:	\$	4,624,439
S	Enrollment (Annual FTE)		343.2
T	Expenditures Per Pupil (R/S)		\$12,318

EXPENDITURES

	<u>Salaries</u>	<u>Other</u>	<u>Total</u>
F General & Administrative	219,860	208,141	428,001
G Instructional Supervision	536,078	23,453	559,531
H All Other Instruction	1,590,641	993,814	2,584,455
I Pupil Services	5,051	58,230	63,281
J Pupils with Disabilities	4,693	-	4,693
K Transportation	9,415	47,480	56,895
L Community Services	-	-	-
M Operation and Maintenance	-	-	-
N Employee Benefits			496,392
O Debt Service			-
P School Lunch			34,277
Q Capital Expense			-
R Grand Total Expenditures	2,365,738	1,331,118	4,227,525

Signature: _____

Jill Beharry
 Chief School Officer

Date: _____

7/29/08

Section V

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2007-08

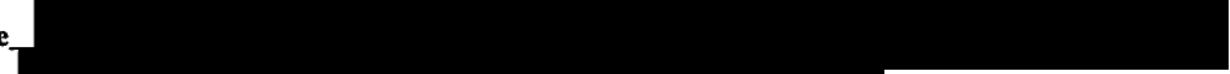
Name (print) Deborah A. Shanley

Name of Charter School Achievement first - Bushwick Charter School

Charter Entity State University of New York

Home Address 

Business Address 

Daytime Phone 

E-Mail Address 

1. List all positions held on board (e.g., chair, treasurer, parent representative): Chair

2. Is the trustee an employee of the School? ___ Yes No

3. If you checked Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

Section V

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2007-08

Name (print) Judith M. Rodriguez

Name of Charter School Achievement First Bushwick

Charter Entity _____

Home Address _____

Business Address _____

Daytime Phone _____

E-Mail Address _____

1. List all positions held on board (e.g., chair, treasurer, parent representative) Member & Grandparent

2. Is the trustee an employee of the School? Yes No

3. If you checked Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to such service. If there has been no such financial interest or transaction, write none. Please note that if you answered yes to Question 2, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
<p style="font-size: 2em;">N A</p>			

Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the School and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write none.

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
<div style="font-size: 2em; font-weight: bold;">N A</div>			

Justito M. Rodriguez
Signature

7/28/08
Date

Section V

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2007-08

Name (print) Marilyn Rivera

Name of Charter School AF Bushwick

Charter Entity _____

Home Address _____

Business Address _____

Daytime Phone _____

E-Mail Address _____



1. List all positions held on board (e.g., chair, treasurer, parent representative): parent rep.

2. Is the trustee an employee of the School? ___ Yes No

3. If you checked Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to such service. If there has been no such financial interest or transaction, write **none**. Please note that if you answered yes to Question 2, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
n/a.			

Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the School **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write none.

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest

Marilyn Pierce

 Signature

7/29/08

 Date

Section V

NEW YORK STATE EDUCATION DEPARTMENT


Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2007-08

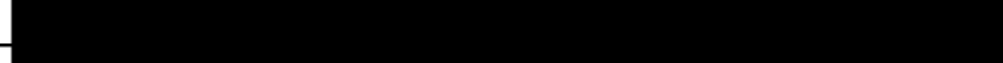
Name (print) Iris Chen

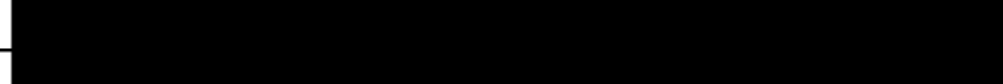
Name of Charter School Achievement First

Charter Entity Bushwick

Home Address 

Business Address 

Daytime Phone 

E-Mail Address 

1. List all positions held on board (e.g., chair, treasurer, parent representative): Trustee/Education Chair

2. Is the trustee an employee of the School? Yes No

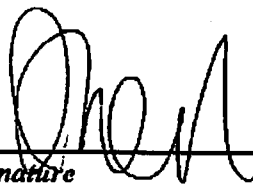
3. If you checked Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.
N/A

Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to such service. If there has been no such financial interest or transaction, write none. Please note that if you answered yes to Question 2, you need not disclose again your employment status, salary, etc.

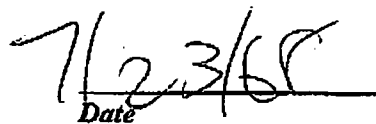
Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
<p>NONE</p> <hr/>			

Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the School **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **none**.

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
	NONE		



 Signature



 Date

Section V

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2007-08

Name (print) Douglas S. McCumy
Name of Charter School Achievement First Bushwick Charter School
Charter Entity SUNY
Home Address _____
Business Address _____
Daytime Phone _____
E-Mail Address _____

1. List all positions held on board (e.g., chair, treasurer, parent representative):
BOARD MEMBER

2. Is the trustee an employee of the School? Yes No

3. If you checked Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to such service. If there has been no such financial interest or transaction, write **none**. Please note that if you answered **yes** to Question 2, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
None			

Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the School and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write none.

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
Achievement First	Charter Management Agreement with charter school	8% of school's revenue	Self - I am the Co-CEO of Achievement First

Signature

D S J

Date

7/23/08

Section V

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2007-08

Name (print) Shannon Kele

Name of Charter School Bonshwick - AF

Charter Entity _____

Home Address _____

Business Address _____

Daytime Phone _____

E-Mail Address _____

1. List all positions held on board (e.g., chair, treasurer, parent representative):

Treasurer

2. Is the trustee an employee of the School? ___ Yes No

3. If you checked Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to such service. If there has been no such financial interest or transaction, write **none**. Please note that if you answered yes to Question 2, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
	<p>N/A <u>none</u></p>		

Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the School and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **none**.

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
		<i>n/A</i> <i>none</i>	

Shannon Hake
Signature

7/19/08
Date

Section V

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2007-08

Name (print) Jalak Jobanputra

Name of Charter School Bushwick

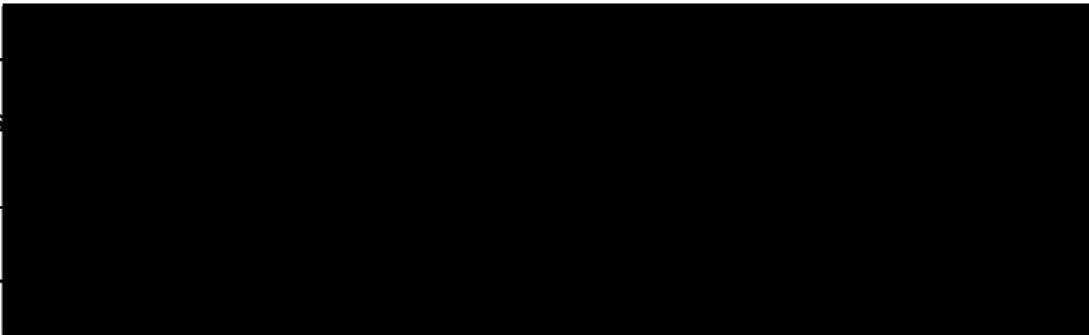
Charter Entity Achievement First

Home Address

Business Address

Daytime Phone

E-Mail Address



1. List all positions held on board (e.g., chair, treasurer, parent representative): Secretary

2. Is the trustee an employee of the School? ___ Yes No

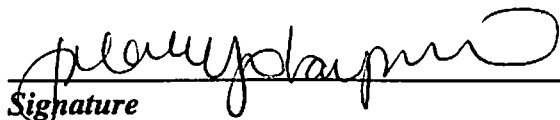
3. If you checked Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to such service. If there has been no such financial interest or transaction, write **none**. Please note that if you answered yes to Question 2, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself

Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the School **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **none**.

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest



Signature

7/19/08

Date

Section V

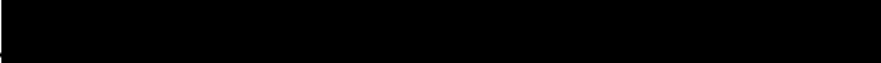
NEW YORK STATE EDUCATION DEPARTMENT

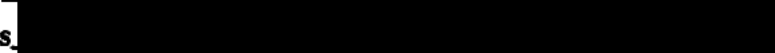
Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2007-08

Name (print) Emerson S. Moore II

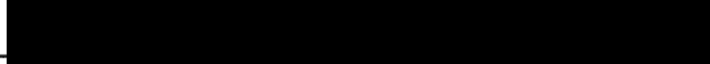
Name of Charter School Achievement First Bushwick

Charter Entity Achievement First

Home Address 

Business Address 

Daytime Phone 

E-Mail Address 

1. List all positions held on board (e.g., chair, treasurer, parent representative): member of finance committee

2. Is the trustee an employee of the School? ___ Yes No

3. If you checked Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to such service. If there has been no such financial interest or transaction, write none. Please note that if you answered yes to Question 2, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
None			

Statement of Assurances

Our signatures below attest that all of the information contained herein is truthful and accurate, and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws, regulations, and rules. We understand that if any information in any part of this report is found to have been deliberately misrepresented, that will constitute grounds for the revocation of our charter.

Deborah A. Shanley
Print Name, Head of Charter School

Deborah A. Shanley 7/23/08
Signature and Date

Lesley Esters Redwine
Notary Public, State of New York
No. 02ES6134046
Qualified in New York County
Commission Expires September 26, 2009

Lesley Redwine
Notary Public Signature and Seal

Jill Beharry
Print Name, President, Board of Trustees

Jill Beharry 7/29/08
Signature and Date

Lesley Esters Redwine
Notary Public, State of New York
No. 02ES6134046
Qualified in New York County
Commission Expires September 26, 2009

Lesley Redwine
Notary Public, Signature and Seal

Achievement First Bushwick Middle - 2007-2008

August 2007

S	M	T	W	TH	F	S
	6	7	8	9	10	
	13	14	15	16	17	
	20	21	22	23	24	
	27	28	29	30	31	

September 2007

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	24	25	26	27	28	

October 2007

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	15	16	17	18	19	
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	29	30	31			

November 2007







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December 2007

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	17	18	19	20	21	

January 2008

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	14	15	16	17	18	
		22	23	24	25	
	29	30	31			

-  New Teacher Training
-  Common AF PD days
-  Holiday - No school for students or staff
-  Early dismissal - students dismissed @ 1:45 PM
-  School-based PD / School Visit days (3)
-  Beginning, Middle, or End of Trimester

AUG	6	New Teacher Training Starts
	20	School Site Planning/Training
	29	First Day for Returning Students
SEP	3	Labor Day - Holiday
	13	Back to School Night
	24	School visit day: AFBMS
OCT	8	Columbus Day - Holiday
	15-17	Interim Assessments #1
	22	DATA DAY
	26	Fall Trimester Mid
	30	Progress Reports due from teachers
NOV	1	Progress Reports sent home
	2	AF-wide PD Day (NY & CT in Conn.)
	12	Veterans Day - Holiday
	22-23	Thanksgiving holidays
DEC	3 to 5	Interim Assessments #2
	10	DATA DAY
	14	End of Fall Trimester
	18	RC Grades due from teachers
	20	Report Card Night
	24 to 31	Winter Break
JAN	1	Winter Break
	21	MLK Day - Holiday
	28	Mid-year retreat: AFBMS
FEB	4 to 6	Interim Assessments #3
	11	DATA DAY
	15	Winter Trimester Mid
	18 to 22	Midwinter Recess
	26	Progress Reports due from teachers
	28	Progress Reports sent home
MAR	21	Good Friday
	28	AF-wide PD Day (NY & CT in NY)
APR	4	End of Trimester
	8	RC Grades Due (from teachers)
	10	Report Card Night
	14 to 16	Interim Assessments #4
	21 to 25	Spring Break
	28	DATA DAY
MAY	16	End of mid-trimester
	19	AFBMS PD Day
	20	Progress Reports due from teachers
	22	Progress Reports sent home
	26	Memorial Day - Holiday
JUN	16-18	Interim Assessments #5
	25	DATA DAY
	26 to 6	Early Summer Break
JUL	23	Grades due from teachers
	25	Last day of Summer Academy



ACHIEVEMENT FIRST

February 2008

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March 2008

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April 2008

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May 2008

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June 2008

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July 2008

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	13	14	15	16	17	18
	20	21	22	23	24	25
	27					

Key Testing Dates

		Month	Student	Teacher	Total
IA #1		August	3	7	10
15-Oct	Math & Writing	September	19	1	20
16-Oct	Reading & Grammar	October	21	1	22
17-Oct	Listening, History, and Science	November	18	1	19
		December	14	1	15
		January	19	1	20
NOV 20-21 ELA REHEARSAL		February	15	1	16
IA #2		March	18	2	20
3-Dec	Math & Writing	April	17	1	18
5-Dec	Listening, History, and Science	May	20	1	21
		June	17	1	18
State Tests		July	15	0	15
January	NY State Tests (ELA)	TOTAL	196	18	214
		Minus 3 AF&MS PD days	193	21	214

JAN 22-23 MATH REHEARSAL

Mid-Year Testing

12-Feb Mid-year DRP

IA #3

4-Feb Math & Writing
 5-Feb Reading & Grammar
 6-Feb Listening, History, and Science

State Tests

March NY State Tests (Math)

IA #4

14-Apr Math & Writing
 15-Apr Reading & Grammar
 16-Apr Listening, History, and Science

End-of-year tests

10-Jun End-of-year DRP
 17-Jun End-of-year Stanford 10

District Days Off

Independ. Day	4-Jul	AF	NHPS	NYCDOE	BPS
Labor Day	Sept. 3	AF	NHPS	NYCDOE	BPS
Rosh Hash-1	Sept. 13		NHPS	NYCDOE	BPS
Rosh Hash-2	Sept. 14		NHPS	NYCDOE	
Columbus Day	Oct. 8	AF	NHPS	NYCDOE	BPS
Election Day	Nov. 6		NHPS	NYCDOE	BPS*
Veterans Day	Nov. 12	AF	NHPS	NYCDOE	BPS
Thanksgiving	Nov. 22-23	AF	NHPS	NYCDOE	BPS
Winter Hal.	Dec. 24-31	AF	NHPS	NYCDOE	BPS
New Year's	Jan. 1	AF	NHPS	NYCDOE	BPS
MLK Day	Jan. 21	AF	NHPS	NYCDOE	BPS
Feb. Break	Feb. 18-22	AF	NHPS		BPS
Good Friday	21-Mar	AF*	NHPS	NYCDOE	BPS

Spring Break	April 14-18	AF (CT)	NHPS		BPS
Spring Break	April 21-25	AF (NY)		NYCDOE	
Memorial Day	26-May	AF	NHPS	NYCDOE	

IA #5

16-Jun Math & Writing
 17-Jun Reading & Grammar
 18-Jun Listening, History, and Science

IA Make-Up Dates

18-Oct IA #1 make-up
 19-Oct IA #1 make-up

6-Dec IA #2 make-up
 7-Dec IA #2 make-up

14-Feb DRP make-up

7-Feb IA #3 make-up
 8-Feb IA #3 make-up

17-Apr IA #4 make-up
 18-Apr IA #4 make-up

16-Jun DRP make-up
 16-Jun TerraNova/ Stanford 10/ Algebra I test make-up
 19-Jun IA #5 make-up
 20-Jun IA #5 make-up

Achievement First Bushwick Elementary 2007-2008

August 2007

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	20	21	22	23	24	
	27	28	29	30	31	

September 2007

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	17	18	19	20	21	
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October 2007

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November 2007







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December 2007

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January 2008

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	28	30	31			

-  New Teacher Training
-  Common AF PD days
-  Holiday - No school for students or staff
-  Early dismissal - students dismissed @ 1:45 PM
-  School-based PD / School Visit days (3)
-  Beginning, Middle, or End of Trimester

AUG	6	New Teacher Training Starts
	20	School Site Plan/Train (New & Return)
	29	First Day for Returning Students
SEP	3	Labor Day - Holiday
	5	Back to School Night 
OCT	8	Columbus Day - Holiday
	15-17	Interim Assessments # 1
	22	PD Day, including IA Analysis
	26	Fall Trimester Mid
	30	Progress Reports due from teachers
NOV	1	Progress Reports sent home
	2	AF-wide PD Day (NY & CT in Conn.)
	12	Veterans Day - Holiday
	22-23	Thanksgiving holidays
DEC	3 to 5	Interim Assessments # 2
	10	PD Day, including IA Analysis
	14	End of Fall Trimester
	18	RC Grades Due (from teachers)
	20	Report Card Night
	24 to 31	Winter Break
JAN	1	Winter Break
	21	MLK Day - Holiday
FEB	4 to 6	Interim Assessments # 3
	11	PD Day, incl. IA Analysis
	15	Winter Trimester Mid
	18 to 22	Midwinter Recess
	26	Progress Reports due from teachers
	28	Progress Reports sent home
MAR	21	Good Friday
	28	AF-wide PD Day (NY & CT in NY)
APR	4	End of Trimester
	8	Report Cards Due
	10	Report Card Night
	14 to 16	Interim Assessments # 4
	21 to 25	Spring Break
	28	PD Day, including IA Analysis
MAY	16	End of mid-trimester
	20	Progress Reports due from teachers
	22	Progress Reports sent home
	26	Memorial Day - Holiday
JUN	16-18	Interim Assessments # 5
	25	PD day, including IA analysis
	26 to 6	Early Summer Break
JUL	25	Last day of Summer Academy

February 2008

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	24	25	26	27	28	

March 2008

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April 2008

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	20					
	27	28	29	30		

May 2008

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	25	26	27	28	29	

June 2008

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	29					

July 2008

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	20	21	22	23	24	
	27					

Achievement First Bushwick Elementary - 2008-2009



August 2008

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September 2008

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22	23	24	25	26	27	
29	30					

October 2008

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27	28	29	30	31		

November 2008

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24	25	26	27	28	29	30

December 2008

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15	16	17	18	19	20	
22	23	24	25	26	27	28

January 2009

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12	13	14	15	16		
19	20	21	22	23	24	
26	27	28	29	30	31	

February 2009

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9	10	11	12	13	14	
15	16	17	18	19	20	
22	23	24	25	26	27	28

- New Teacher Training
- Common AF PD days
- Holiday - No school for students or staff
- Early dismissal - students dismissed @ 1:45 PM
- School-based PD / School Visit days (3)
- Beginning, Middle, or End of Trimester
- Interim Assessments

- AUG**
 - 4 New Teacher Training Starts
 - 18 School Site Planning/Training
 - 27 First Day for NEW Students (K, 5th)
 - 28 First Day for Returning Students
- SEP**
 - 1 Labor Day - Holiday
 - 3 Back to School Night (Elem)
 - 4 Back to School Night (Middle)
- OCT**
 - 13 Columbus Day - Holiday
 - 14-16 Interim Assessments # 1
 - 20 School-based PD Day (Excellent Schools)
 - 21 DATA DAY
 - 24 Fall Trimester Mid
 - 28 Progress Reports due from teachers
 - 31 Progress Reports sent home with students
- NOV**
 - 7 AF-wide PD Day (NY & CT in Conn.)
 - 11 Veterans Day - Holiday
 - 27-28 Thanksgiving holidays
- DEC**
 - 1 to 3 Interim Assessments # 2
 - 8 DATA DAY
 - 12 End of Fall Trimester
 - 17 RC Grades due from teachers
 - 22 Report Card Night (Elem and Middle)
 - 24 to 31 Winter Break
- JAN**
 - 1 to 2 Winter Break
 - 15 Winter Concert
 - 19 MLK Day - Holiday
 - 26 School-based PD Day (Mid-Year Retreat)
- FEB**
 - 2 to 4 Interim Assessments # 3
 - 9 DATA DAY
 - 12 Multicultural Show
 - 13 Winter Trimester Mid
 - 16 to 20 Midwinter Recess
 - 24 Progress Reports due from teachers
 - 26 Progress Reports sent home
- MAR**
 - 13 AF-wide PD Day (NY & CT in NY)
- APR**
 - 3 to 7 Interim Assessments # 4
 - 8 End of Trimester
 - 9 to 17 Spring Break (incl. Good Friday)
 - 20 DATA DAY
 - 22 RC Grades Due (from teachers)
 - 28 Report Card Night
- MAY**
 - 22 End of mid-trimester
 - 25 Memorial Day - Holiday
 - 27 Progress Reports due from teachers
 - 28 Spring Arts Showcase
 - 29 Progress Reports sent home
- JUN**
 - 4 End of the Year Reflection
 - 15 to 17 Interim Assessments # 5
 - 26 to 30 Early Summer Break
- JUL**
 - 1 to 3 Early Summer Break
 - 24 Last Day of School / Summer Academy
 - 24 Grades due from teachers
 - 28 Report Cards Mailed to Parents
- AUG**
 - 10 to 21 New Teacher Training
 - 24 to 28 School Site Planning/Training

March 2009

S	M	T	W	TH	F	S
	2	3	4	5	6	
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16	17	18	19	20	21	
23	24	25	26	27	28	29
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April 2009

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27	28	29	30			

May 2009

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25	26	27	28	29	30	31

June 2009

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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

July 2009

S	M	T	W	TH	F	S
	6	7	8	9	10	11
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Key Testing Dates

		Month	Student	Teacher	Total
IA #1		August	3	7	10
14-Oct	Math & Writing	September	21	0	21
15-Oct	Reading & Grammar	October	21	1	22
16-Oct	Listening, History, and Science	November	16	1	17
		December	16	1	17
		January	19	0	19
NOV 18-19 ELA REHEARSAL		February	14	1	15
IA #2		March	21	1	22
1-Dec	Math & Writing	April	15	1	16
2-Dec	Reading & Grammar	May	20	0	20
3-Dec	Listening, History, and Science	June	17	1	18
		July	15	0	15
State Tests		TOTAL	198	14	212
January 13 - 22	NY State Tests (ELA)	Minus 3 School PD days	195	16	211

JAN 20-21 MATH REHEARSAL

Mid-Year Testing

10-Feb Mid-year DRP

First Day / Last Day

NYCDOE	Sept. 2 (first day), June 26 (last day)
HPS	Aug. 25 (first day), June 4 (last day)
NHPS	Sept. 2 (first day), June 19 (last day)
BPS	Aug. 27 (first day), June 19 (last day)

IA #3

2-Feb Math & Writing
3-Feb Reading & Grammar
4-Feb Listening, History, and Science

State Tests

March 3 - 11 NY State Tests (Math)

District Days Off

Labor Day	Sept. 1	NYCDOE	BPS	NHPS	HPS
Rosh Hashanah	Sept. 30	NYCDOE	BPS	NHPS	
Rosh Hashanah	Oct. 1	NYCDOE	BPS	NHPS	
Yom Kippur	Oct. 9	NYCDOE	BPS	NHPS	
Columbus Day	Oct. 13	NYCDOE	BPS	NHPS	HPS
Election Day	Nov. 4	NYCDOE (PD Day)	BPS	??	
Veterans' Day	Nov. 11	NYCDOE	BPS	NHPS	
Thanksgiving	Nov. 27-28	NYCDOE	BPS	NHPS	HPS
Winter Hol.	Dec. 24-31	NYCDOE	BPS	NHPS	HPS
New Year's	Jan. 1-2	NYCDOE	BPS	NHPS	HPS
Staff PD Day	Jan. 5				HPS
Three Kings Day	Jan. 6		BPS		HPS
MLK Day	Jan. 19	NYCDOE	BPS	NHPS	HPS
President's Day	Feb. 16	NYCDOE	HPS (PD Day)	NHPS	HPS
Winter Break	Feb. 17-20	NYCDOE	BPS	NHPS	
Spring Break (HPS)	Mar 23-27				HPS
Good Friday	10-Apr	NYCDOE	BPS		HPS
Spring Break (BPS)	Apr. 10-17		BPS		
Spring Break	Apr. 9-17	NYCDOE		NHPS	
Memorial Day	25-May	NYCDOE	BPS	NHPS	HPS
Anniv. Day	4-Jun	NYCDOE (PD Day)			
Independ. Day	4-Jul	NYCDOE	BPS	NHPS	HPS

IA Make-Up Dates

17-Oct IA #1 make-up
20-Oct A #1 make-up

4-Dec IA #2 make-up
5-Dec IA #2 make-up

12-Feb DRP make-up

5-Feb IA #3 make-up
6-Feb IA #3 make-up

9-Apr IA #4 make-up

18-Jun DRP make-up
18-Jun TemaNova/ Stanford 10/ Algebra I test make-up
19-Jun IA #5 make-up
22-Jun IA #5 make-up

Achievement First Bushwick Middle - 2008-2009



August 2008

S	M	T	W	TH	F	S
	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

September 2008

S	M	T	W	TH	F	S
		2	3	4	5	6
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October 2008

S	M	T	W	TH	F	S
			1	2	3	4
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November 2008

S	M	T	W	TH	F	S
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December 2008

S	M	T	W	TH	F	S
	1	2	3	4	5	6
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

January 2009

S	M	T	W	TH	F	S
	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

February 2009

S	M	T	W	TH	F	S
	2	3	4	5	6	7
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

- New Teacher Training
- Common AF PD days
- Holiday - No school for students or staff
- Early dismissal - students dismissed @ 1:45 PM
- School-based PD / School Visit days (3)
- Beginning, Middle, or End of Trimester
- Interim Assessments

- AUG**
 - 4 New Teacher Training Starts
 - 18 School Site Planning/Training
 - 27 First Day for NEW Students (K, 5th)
 - 28 First Day for Returning Students
- SEP**
 - 1 Labor Day - Holiday
 - 3 Back to School Night (Elem)
 - 4 Back to School Night (Middle)
- OCT**
 - 13 Columbus Day - Holiday
 - 14-16 Interim Assessments #1
 - 20 School-based PD Day
 - 21 DATA DAY
 - 24 Fall Trimester Mid
 - 28 Progress Reports due from teachers
 - 31 Progress Reports sent home with students
- NOV**
 - 7 AF-wide PD Day (NY & CT in Conn.)
 - 11 Veterans Day - Holiday
 - 27-28 Thanksgiving holidays
- DEC**
 - 1 to 3 Interim Assessments #2
 - 8 DATA DAY
 - 12 End of Fall Trimester
 - 17 RC Grades due from teachers
 - 22 Report Card Night (Elem and Middle)
 - 24 to 31 Winter Break
- JAN**
 - 1 to 2 Winter Break
 - 19 MLK Day - Holiday
 - 26 School-based PD Day
- FEB**
 - 2 to 4 Interim Assessments #3
 - 9 DATA DAY
 - 13 Winter Trimester Mid
 - 16 to 20 Midwinter Recess
 - 24 Progress Reports due from teachers
 - 26 Progress Reports sent home
- MAR**
 - 13 AF-wide PD Day (NY & CT in NY)
 - 23 School-based PD Day
- APR**
 - 3 to 7 Interim Assessments #4
 - 8 End of Trimester
 - 9 to 17 Spring Break (incl. Good Friday)
 - 20 DATA DAY
 - 22 RC Grades Due (from teachers)
 - 28 Report Card Night
- MAY**
 - 22 End of mid-trimester
 - 25 Memorial Day - Holiday
 - 27 Progress Reports due from teachers
 - 29 Progress Reports sent home
- JUN**
 - 15 to 17 Interim Assessments #5
 - 26 to 30 Early Summer Break
- JUL**
 - 1 to 3 Early Summer Break
 - 24 Last Day of School / Summer Academy
 - 24 Grades due from teachers
 - 28 Report Cards Mailed to Parents
- AUG**
 - 10 to 21 New Teacher Training
 - 24 to 28 School Site Planning/Training

March 2009

S	M	T	W	TH	F	S
	2	3	4	5	6	7
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

April 2009

S	M	T	W	TH	F	S
			1	2	3	4
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

May 2009

S	M	T	W	TH	F	S
					1	2
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

June 2009

S	M	T	W	TH	F	S
	1	2	3	4	5	6
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

July 2009

S	M	T	W	TH	F	S
	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Key Testing Dates

		Month	Student	Teacher	Total
IA #1		August	3	7	10
14-Oct	Math & Writing	September	21	0	21
15-Oct	Reading & Grammar	October	21	1	22
16-Oct	Listening, History, and Science	November	16	1	17
		December	16	1	17
		January	19	0	19
NOV 18-19 ELA REHEARSAL		February	14	1	15
IA #2		March	21	1	22
1-Dec	Math & Writing	April	15	1	16
2-Den	Reading & Grammar	May	20	0	20
3-Dec	Listening, History, and Science	June	17	1	18
		July	15	0	15
State Tests		TOTAL	198	14	212
January 13 - 22	NY State Tests (ELA)	Minus 3 School PD days	195	16	211

JAN 20-21 MATH REHEARSAL

Mid-Year Testing

		First Day / Last Day
10-Feb	Mid-year DRP	NYCDOE Sept. 2 (first day), June 26 (last day)
IA #3		HPS Aug. 25 (first day), June 4 (last day)
2-Feb	Math & Writing	NHPS Sept. 2 (first day), June 19 (last day)
3-Feb	Reading & Grammar	BPS Aug. 27 (first day), June 19 (last day)
4-Feb	Listening, History, and Science	

State Tests

March 3 - 11 NY State Tests (Math)

District Days Off

IA #4

6-Apr Math & Writing (can start April 3)
 7-Apr Reading & Grammar
 8-Apr Listening, History, and Science

Event	Date	District	BPS	NHPS	HPS
Labor Day	Sept. 1	NYCDOE	BPS	NHPS	HPS
Rosh Hashanah	Sept. 30	NYCDOE	BPS	NHPS	
Rosh Hashanah	Oct. 1	NYCDOE	BPS	NHPS	
Yom Kippur	Oct. 9	NYCDOE	BPS	NHPS	
Columbus Day	Oct. 13	NYCDOE	BPS	NHPS	HPS
Election Day	Nov. 4	NYCDOE (PD Day)	BPS	??	
Veterans' Day	Nov. 11	NYCDOE	BPS	NHPS	
Thanksgiving	Nov. 27-28	NYCDOE	BPS	NHPS	HPS
Winter Hol.	Dec. 24-31	NYCDOE	BPS	NHPS	HPS
New Year's	Jan. 1-2	NYCDOE	BPS	NHPS	HPS
Staff PD Day	Jan. 5				HPS
Three Kings Day	Jan. 6		BPS		HPS
MLK Day	Jan. 19	NYCDOE	BPS	NHPS	HPS
President's Day	Feb. 16	NYCDOE	IPS (PD Day)	NHPS	HPS
Winter Break	Feb. 17-20	NYCDOE	BPS	NHPS	
Spring Break (HPS)	Mar 23-27				HPS
Good Friday	10-Apr	NYCDOE	BPS		HPS
Spring Break (BPS)	Apr. 10-17		BPS		
Spring Break	Apr. 9-17	NYCDOE		NHPS	
Memorial Day	25-May	NYCDOE	BPS	NHPS	HPS
Anniv. Day	4-Jun	NYCDOE (PD Day)			
Independ. Day	4-Jul	NYCDOE	BPS	NHPS	HPS

JAN 20-21 ELA/MATH PRACTICE (Rising)

End-of-year tests

9-Jun End-of-year DRP
 16-Jun End-of-year Stanford 10

IA #5

15-Jun Math & Writing
 16-Jun Reading & Grammar
 17-Jun Listening, History, and Science

IA Make-Up Dates

17-Oct IA #1 make-up
 20-Oct A #1 make-up

4-Dec IA #2 make-up
 5-Dec IA #2 make-up

12-Feb DRP make-up

5-Feb IA #3 make-up
 6-Feb IA #3 make-up

9-Apr IA #4 make-up

18-Jun DRP make-up
 18-Jun TerraNova/ Stanford 10/ Algebra I test make-up
 19-Jun IA #5 make-up
 22-Jun IA #5 make-up



The New York State School Report Card

**Accountability
and Overview Report
2006 – 07**

School **ACHIEVEMENT FIRST BUSHWICK
CHARTER SCHOOL**
School ID **33-32-00-86-0906**
Principal **LIZETTE SUXO**
Telephone **(718) 455-1594**
Grades **K-1**

This School's Report Card

The New York State School Report Card is an important part of the Board of Regents effort to raise learning standards for all students. It provides information to the public on the school's status under the State and federal accountability systems, on student performance, and on other measures of school and district performance. Knowledge gained from the school report card on a school's strengths and weaknesses can be used to improve instruction and services to students.

State assessments are designed to help ensure that all students reach high learning standards. They show whether students are getting the knowledge and skills they need to succeed at the elementary, middle, and commencement levels and beyond. The State requires that students who are not making appropriate progress toward the standards receive academic intervention services.

Use this report to:

- 1 Get School Profile information.**
This section shows comprehensive data relevant to this school's learning environment.
- 2 Review School Accountability Status.**
This section indicates whether a school made adequate yearly progress (AYP) and identifies schools in need of improvement and subject to interventions under the federal No Child Left Behind Act as well as schools requiring academic progress and subject to interventions under Commissioner's Regulations.
- 3 Review an Overview of School Performance.**
This section has information about the school's performance on state assessments in English, mathematics, and science, and on high school graduation rate.

For more information:

Office of Information and Reporting Services
New York State Education Department
Room 863 EBA
Albany, NY 12234
Email: RPTCARD@mail.nysed.gov

1 School Profile

School **ACHIEVEMENT FIRST BUSHWICK CHARTER SCHOOL**
 School ID **33-32-00-86-0906**

School Profile

This section shows comprehensive data relevant to this school's learning environment, including information about enrollment, average class size, and teacher qualifications.

Enrollment

	2004-05	2005-06	2006-07
Pre-K			0
Kindergarten			82
Grade 1			81
Grade 2			0
Grade 3			0
Grade 4			0
Grade 5			0
Grade 6			0
Ungraded Elementary			0
Grade 7			0
Grade 8			0
Grade 9			0
Grade 10			0
Grade 11			0
Grade 12			0
Ungraded Secondary			0
Total K-12			163

Average Class Size

	2004-05	2005-06	2006-07
Common Branch			28
Grade 8			
English			
Mathematics			
Science			
Social Studies			
Grade 10			
English			
Mathematics			
Science			
Social Studies			

Enrollment Information

Enrollment counts are as of Basic Educational Data System (BEDS) day, which is typically the first Wednesday of October of the school year. Students who attend BOCES programs on a part-time basis are included in a school's enrollment. Students who attend BOCES on a full-time basis or who are placed full time by the district in an out-of-district placement are not included in a school's enrollment. Students classified by schools as "pre-first" are included in first grade counts.

Average Class Size Information

Average Class Size is the total registration in specified classes divided by the number of those classes with registration. *Common Branch* refers to self-contained classes in Grades 1-6.

1 School Profile

School **ACHIEVEMENT FIRST BUSHWICK CHARTER SCHOOL**
 School ID **33-32-00-86-0906**

Demographic Factors

	2004-05		2005-06		2006-07	
	#	%	#	%	#	%
Eligible for Free Lunch					83	51%
Reduced-Price Lunch					30	18%
Student Stability*						0%
Limited English Proficient					0	0%
Racial/Ethnic Origin						
American Indian or Alaska Native					0	0%
Black or African American					107	66%
Hispanic or Latino					44	27%
Asian or Native Hawaiian/Other Pacific Islander					1	1%
White					11	7%
Multiracial**					0	0%

* Not available at the district level.

** Multiracial enrollment data were not collected statewide in the 2004-05 and 2005-06 school years.

Attendance and Suspensions

	2003-04		2004-05		2005-06	
	#	%	#	%	#	%
Annual Attendance Rate						
Student Suspensions					0	N/A

Demographic Factors Information

Eligible for Free Lunch and Reduced-Price Lunch percentages are determined by dividing the number of approved lunch applicants by the Basic Educational Data System (BEDS) enrollment in full-day Kindergarten through Grade 12. *Eligible for Free Lunch and Limited English Proficient* counts are used to determine *Similar Schools* groupings within a *Need/Resource Capacity* category. *Student Stability* is the percentage of students in the highest grade in a school who were also enrolled in that school at any time during the previous school year. (For example, if School A, which serves Grades 6-8, has 100 students enrolled in Grade 8 this year, and 92 of those 100 students were also enrolled in School A last year, the stability rate for the school is 92 percent.)

Attendance and Suspensions Information

Annual Attendance Rate is determined by dividing the school's total actual attendance by the total possible attendance for a school year. A school's actual attendance is the sum of the number of students in attendance on each day the school was open during the school year. Possible attendance is the sum of the number of enrolled students who should have been in attendance on each day the school was open during the school year. *Student Suspension* rate is determined by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer anytime during the school year by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year.

1 School Profile

School **ACHIEVEMENT FIRST BUSHWICK CHARTER SCHOOL**
 School ID **33-32-00-86-0906**

Teacher Qualifications

	2004-05	2005-06	2006-07
Total Number of Teachers			16
Percent with No Valid Teaching Certificate			25%
Percent Teaching Out of Certification			38%
Percent with Fewer Than Three Years of Experience			56%
Percentage with Master's Degree Plus 30 Hours or Doctorate			13%
Total Number of Core Classes*			20
Percent Not Taught by Highly Qualified Teachers			70%
Total Number of Classes			20
Percent Taught by Teachers Without Appropriate Certification			40%

* Data for 2004-05 were not weighted, so are not shown.

Teacher Turnover Rate

	2003-04	2004-05	2005-06
Turnover Rate of Teachers with Fewer than Five Years of Experience			
Turnover Rate of All Teachers			

Staff Counts

	2004-05	2005-06	2006-07
Total Other Professional Staff			2
Total Paraprofessionals*	N/A	N/A	N/A
Assistant Principals			3
Principals			1

* Not available at the school level.

Teacher Qualifications Information

The *Percent Teaching Out of Certification* is the percent doing so more than on an incidental basis; that is, the percent teaching for more than five periods per week outside certification.

Core Classes are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages. The number of K-6 common branch core classes is multiplied by five so that these core class counts are weighted the same as counts for middle- and secondary-level teachers who report five classes per day. To be *Highly Qualified*, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area, and show subject matter competency.

Teacher Turnover Rate Information

Teacher Turnover Rate for a specified school year is the number of teachers in that school year that were not teaching in the following school year divided by the number of teachers in the specified school year, expressed as a percentage.

Staff Counts Information

Other Professionals includes administrators, guidance counselors, school nurses, psychologists, and other professionals who devote more than half of their time to non-teaching duties. Teachers who are shared between buildings within a district are reported on the district report only.

School **ACHIEVEMENT FIRST BUSHWICK CHARTER SCHOOL**
School ID **33-32-00-86-0906**

Understanding How Accountability Works in New York State

The federal No Child Left Behind (NCLB) Act requires that states develop and report on measures of student proficiency in 1) English language arts (ELA), in 2) mathematics, and on 3) a third indicator. In New York State in 2006–07, the third indicator is science at the elementary/middle level and graduation rate at the secondary level. Schools or districts that meet predefined goals on these measures are making Adequate Yearly Progress (AYP).

For more information about accountability in New York State, visit: www.emsc.nysed.gov/irts/accountability/home.shtml



1 English Language Arts (ELA)

To make AYP in ELA, every accountability group must make AYP. For a group to make AYP, it must meet the participation *and* the performance criteria.

A Participation Criterion

At the elementary/middle level, 95 percent of Grades 3–8 students enrolled during the test administration period in each group with 40 or more students must be tested on the New York State Testing Program (NYSTP) in ELA or, if appropriate, the New York State English as a Second Language Achievement Test (NYSESLAT), or the New York State Alternate Assessment (NYSAA) in ELA. At the secondary level, 95 percent of seniors in 2006–07 in each accountability group with 40 or more students must have taken an English examination that meets the students' graduation requirement.

B Performance Criterion

At the elementary/middle level, the Performance Index (PI) of each group with 30 or more continuously enrolled tested students must equal or exceed its Effective Annual Measurable Objective (AMO) or the group must make Safe Harbor. (NYSESLAT is used only for participation.) At the secondary level, the PI of each group in the 2003 cohort with 30 or more members must equal or exceed its Effective AMO or the group must make Safe Harbor. To make Safe Harbor, the PI of the group must equal or exceed its Safe Harbor Target and the group must qualify for Safe Harbor using the third indicator, science or graduation rate.

2 Mathematics

The same criteria for making AYP in ELA apply to mathematics. At the elementary/middle level, the measures used to determine AYP are the NYSTP and the NYSAA in mathematics. At the secondary level, the measures are mathematics examinations that meet the students' graduation requirement.

3 Third Indicator

In addition to English language arts and mathematics, the school must also make AYP in a third area of achievement. This means meeting the criteria in science at the elementary/middle level and the criteria in graduation rate at the secondary level.

Elementary/Middle-Level Science: To make AYP, the All Students group must meet the participation criterion *and* the performance criterion.

A Participation Criterion

Eighty percent of students in Grades 4 and/or 8 enrolled during the test administration period in the All Students group, if it has 40 or more students, must be tested on an accountability measure. In Grade 4, the measures are the Grade 4 elementary-level science test and the Grade 4 NYSAA in science. In Grade 8 science, the measures are the Grade 8 middle-level science test, Regents science examinations, and the Grade 8 NYSAA in science.

B Performance Criterion

The PI of the All Students group must equal or exceed the State Science Standard (100) or the Science Progress Target.

Qualifying for Safe Harbor in Elementary/Middle-Level ELA and Math: To qualify, the PI must equal or exceed the State Science Standard or the Science Progress Target in elementary/middle-level science for that group.

Secondary-Level Graduation Rate: For a school to make AYP in graduation rate, the percent of students in the 2002 graduation-rate cohort in the All Students group earning a high school diploma by August 31, 2006 must equal or exceed the Graduation-Rate Standard (55%) or the Graduation-Rate Progress Target.

Qualifying for Safe Harbor in Secondary-Level ELA and Math: To qualify, the percent of the 2002 graduation-rate cohort earning a local diploma by August 31, 2006 must equal or exceed the Graduation-Rate Standard (55%) or the Graduation-Rate Progress Target for that group.

School **ACHIEVEMENT FIRST BUSHWICK CHARTER SCHOOL**
School ID **33-32-00-86-0906**

Useful Terms for Understanding Accountability

Accountability Cohort for English and Mathematics

The 2003 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2003–04 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2003–04 school year, who were enrolled on October 4, 2006 and did not transfer to a diploma granting program. Students who earned a high school equivalency diploma or were enrolled in an approved high school equivalency preparation program on June 30, 2007, are not included in the 2003 school accountability cohort. The 2003 district accountability cohort consists of all students in each school accountability cohort plus students who transferred within the district after BEDS day plus students who were placed outside the district by the Committee on Special Education or district administrators and who met the other requirements for cohort membership. Cohort is defined in Section 100.2 (p) (16) of the Commissioner's Regulations.

Adequate Yearly Progress (AYP)

Adequate Yearly Progress (AYP) indicates satisfactory progress by a district or a school toward the goal of proficiency for all students.

Annual Measurable Objective (AMO)

The Annual Measurable Objective (AMO) is the Performance Index (PI) value that signifies that an accountability group is making satisfactory progress toward the goal that 100 percent of students will be proficient in the State's learning standards for English language arts and mathematics by 2013–14. The AMOs for each grade level will be increased as specified in CR100.2(p)(14) and will reach 200 in 2013–14. (See Effective AMO for further information.)

Continuously Enrolled Students

At the elementary/middle level, continuously enrolled students are those enrolled in the school or district on BEDS day (usually the first Wednesday in October) of the school year until the test administration period. At the secondary level, all students who meet the criteria for inclusion in the accountability cohort are considered to be continuously enrolled.

Effective Annual Measurable Objective (Effective AMO)

The Effective Annual Measurable Objective (Effective AMO) is the Performance Index (PI) value that each accountability group within a school or district is expected to achieve to make Adequate Yearly Progress (AYP). The Effective AMO is the lowest PI that an accountability group of a given size can achieve in a subject for the group's PI not to be considered significantly different from the AMO for that subject. If an accountability group's PI equals or exceeds the Effective AMO, it is considered to have made AYP. A more complete definition of Effective AMO and a table showing the PI values that each group size must equal or exceed to make AYP are available at www.emsc.nysed.gov/irts.

Graduation-Rate Cohort

This term is defined on the graduation-rate accountability page.

Performance Index (PI)

A Performance Index is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative) in English language arts, mathematics, or science. Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. (See performance level definitions on the Overview Summary page.) At the elementary/middle level, the PI is calculated using the following equation:

$$100 \times \left[\frac{\text{Count of Continuously Enrolled Tested Students Performing at Levels 2, 3, and 4} + \text{Count at Levels 3 and 4}}{\text{Count of All Continuously Enrolled Tested Students}} \right]$$

At the secondary level, the PI is calculated using the following equation:

$$100 \times \left[\frac{\text{Count of Cohort Members Performing at Levels 2, 3, and 4} + \text{Count at Levels 3 and 4}}{\text{Count of All Cohort Members}} \right]$$

A list of tests used to measure student performance for accountability is available at www.emsc.nysed.gov/irts.

Progress Target

For accountability groups below the State Standard in science or graduation rate, the Progress Target is an alternate method for making Adequate Yearly Progress (AYP) or qualifying for Safe Harbor in English language arts and mathematics based on improvement over the previous year's performance.

Safe Harbor

Safe Harbor provides an alternate means to demonstrate Adequate Yearly Progress (AYP) for accountability groups that do not achieve their Effective Annual Measurable Objectives (AMOs) in English or mathematics.

Safe Harbor Targets

The 2006–07 safe harbor targets were calculated using the following equation:

$$2005-06 \text{ PI} + (200 - \text{the } 2005-06 \text{ PI}) \times 0.10$$

Science Progress Target

The elementary/middle-level 2006–07 Science Progress Target is calculated by adding one point to the 2005–06 PI. The 2007–08 Science Progress Target is calculated by adding one point to the 2006–07 PI. The 2006–07 target is provided for groups whose PI was below the State Science Standard in 2006–07.

Science Standard

The criterion value that represents a minimally satisfactory performance in science. In 2006–07, the State Science Standard at the elementary/middle level is a Performance Index (PI) of 100. The Commissioner may raise the State Science Standard at his discretion in future years.

School **ACHIEVEMENT FIRST BUSHWICK CHARTER SCHOOL**
School ID **33-32-00-86-0906**

Understanding Your School Accountability Status

The list below defines the school status categories applied to each accountability measure under New York State's accountability system, which is divided into a Federal Title I component and a State component. Accountability measures for schools at the elementary/middle level are English language arts (ELA), mathematics, and science; at the secondary level, they are ELA, mathematics, and graduation rate. A school may be assigned a different status for different accountability measures. The overall status of a school is the status assigned to the school for the accountability measure with the most advanced designation in the hierarchy. If the school receives Title I funds, it is the most advanced designation in the Title I hierarchy, unless the school is in good standing under Title I but identified as SRAP under the State hierarchy. A school that does not receive Title I funding in a school year does not have a federal status in that year; however, all schools (except charter schools) receive a state status even if they do not receive Title I funding. Schools in improvement status under Title I must provide school choice for their students; those in need of improvement in year 2 and beyond must also provide Supplemental Education Services to eligible students. Other consequences for schools not in good standing can be found at: www.emsc.nysed.gov/irts/school-accountability/about.shtml.

Federal Title I Status

(Applies to all New York State schools receiving Title I funds)

▲ School in Good Standing

■ A school is considered to be in good standing if it has not been identified as a School in Need of Improvement, in Corrective Action, Planning for Restructuring, Restructuring, Requiring Academic Progress, or as a School Under Registration Review.

▲ School in Need of Improvement (Year 1)

A school that has not made AYP on the same accountability measure for two consecutive years while receiving Title I funds is considered a School in Need of Improvement (Year 1) for the following year.

▲ School in Need of Improvement (Year 2)

A School in Need of Improvement (Year 1) that does not make AYP on the accountability measure for which it was identified is considered a School in Need of Improvement (Year 2) for the following year, if it continues to receive Title I funds.

▲ School in Corrective Action

A School in Need of Improvement (Year 2) that does not make AYP on the accountability measure for which it was identified is considered a School in Corrective Action for the following year, if it continues to receive Title I funds.

▲ School Planning for Restructuring

A School in Corrective Action that does not make AYP on the accountability measure for which it was identified is considered a School Planning for Restructuring for the following year, if it continues to receive Title I funds.

▲ School Restructuring (Year 1)

A School Planning for Restructuring that does not make AYP on the accountability measure for which it was identified is considered a School Restructuring (Year 1) for the following year, if it continues to receive Title I funds.

▲ School Restructuring (Year 2 and above)

A School Restructuring (Year 1 and above) that does not make AYP on the accountability measure for which it was identified is considered a School Restructuring (Year 2 and above) for the following year, if it continues to receive Title I funds.

New York State Status

(Applies to all New York State public schools except charter schools)

■ School Requiring Academic Progress (Year 1)

A school that has not made AYP on the same accountability measure for two consecutive years is considered a School Requiring Academic Progress (Year 1) for the following year.

■ School Requiring Academic Progress (Year 2)

A School Requiring Academic Progress (Year 1) that does not make AYP on the accountability measure for which it was identified is considered a School Requiring Academic Progress (Year 2) for the following year.

■ School Requiring Academic Progress (Year 3)

A School Requiring Academic Progress (Year 2) that does not make AYP on the accountability measure for which it was identified is considered a School Requiring Academic Progress (Year 3) for the following year.

■ School Requiring Academic Progress (Year 4)

A School Requiring Academic Progress (Year 3) that does not make AYP on the accountability measure for which it was identified is considered a School Requiring Academic Progress (Year 4) for the following year.

■ School Requiring Academic Progress (Year 5 and above)

A School Requiring Academic Progress (Year 4 and above) that does not make AYP on the accountability measure for which it was identified is considered a School Requiring Academic Progress (Year 5 and above) for the following year.

Pending – A school's status is "Pending" if the school requires special evaluation procedures and they have not yet been completed.

School **ACHIEVEMENT FIRST BUSHWICK CHARTER SCHOOL**
 School ID **33-32-00-86-0906**

Summary

Overall Accountability Status (2007-08)

▲ Good Standing

Elementary/Middle Level

ELA ▲ Good Standing

Math ▲ Good Standing

Science

Secondary Level

ELA

Math

Graduation Rate

Title I Part A Funding

Years the School Received Title I Part A Funding

2005-06

2006-07

2007-08

YES

On which accountability measures did this school make Adequate Yearly Progress (AYP) and which groups made AYP on each measure?

Elementary/Middle Level

English

Language Arts

Mathematics

Science

Secondary Level

English

Language Arts

Mathematics

Graduation Rate

Student Groups

All Students

Ethnicity

American Indian or Alaska Native

Black or African American

Hispanic or Latino

Asian or Native Hawaiian/Other Pacific

Islander

White

Multiracial

Other Groups

Students with Disabilities

Limited English Proficient

Economically Disadvantaged

Student groups making AYP in each subject

AYP Status

- ✓ Made AYP
- ✓^{SH} Made AYP Using Safe Harbor Target
- ✗ Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

Accountability Status Levels

Federal

- ▲ Good Standing
- ▲ Improvement (Year 1)
- ▲ Improvement (Year 2)
- ▲ Corrective Action
- ▲ Planning for Restructuring
- ▲ Restructuring (Year 1)
- ▲ Restructuring (Year 2 & Above)

State

- Good Standing
- Requiring Academic Progress (Year 1)
- Requiring Academic Progress (Year 2)
- Requiring Academic Progress (Year 3)
- Requiring Academic Progress (Year 4)
- Requiring Academic Progress (Year 5 & Above)

Pending – Requires Special Evaluation

School **ACHIEVEMENT FIRST BUSHWICK CHARTER SCHOOL**
School ID **33-32-00-86-0906**

Summary of 2006–07 School Performance

Performance on the State assessments in English language arts, mathematics, and science at the elementary and middle levels is reported in terms of mean scores and the percentage of tested students scoring at or above Level 2, Level 3, and Level 4. Performance on the State assessments in ELA and mathematics at the secondary level is reported in terms of the percentage of students in a cohort scoring at these levels.

About the Performance Level Descriptors

Level 1: Not Meeting Learning Standards.

Student performance does not demonstrate an understanding of the content expected in the subject and grade level.

Level 2: Partially Meeting Learning Standards.

Student performance demonstrates a partial understanding of the content expected in the subject and grade level.

Level 3: Meeting Learning Standards.

Student performance demonstrates an understanding of the content expected in the subject and grade level.

Level 4: Meeting Learning Standards with Distinction.

Student performance demonstrates a thorough understanding of the content expected in the subject and grade level.

How are Need/Resource Capacity (N/RC) categories determined?

Districts are divided into high, average, and low need categories based on their ability to meet the special needs of their students with local resources. Districts in the high need category are subdivided into four categories based on enrollment size and, in some cases, number of students per square mile. More information about the categories can be found in the *Report to the Governor and the Legislature on the Educational Status of the State's Schools* at www.emsc.nysed.gov/irts.

In this section, this district's performance is compared with that of public schools statewide.

This District's N/RC Category:

Charter Schools



The New York State School Report Card

**Comprehensive Information Report
2006-07**

School **ACHIEVEMENT FIRST BUSHWICK
CHARTER SCHOOL**
 School ID **33-32-00-86-0906**
 Principal **LIZETTE SUXO**
 Telephone **(718) 455-1594**
 Grades **K-1**

Regents Exams

		All Students			General-Education Students			Students with Disabilities					
		Total Tested	Percentage of students scoring at or above:			Total Tested	Percentage of students scoring at or above:			Total Tested	Percentage of students scoring at or above:		
			55	65	85		55	65	85		55	65	85
Comprehensive English	2006-07	0			0			0					
	2005-06	0			0			0					
	2004-05	0			0			0					
Mathematics A	2006-07	0			0			0					
	2005-06	0			0			0					
	2004-05	0			0			0					
Mathematics B	2006-07	0			0			0					
	2005-06	0			0			0					
	2004-05	0			0			0					
Global History and Geography	2006-07	0			0			0					
	2005-06	0			0			0					
	2004-05	0			0			0					
U.S. History and Government	2006-07	0			0			0					
	2005-06	0			0			0					
	2004-05	0			0			0					
Living Environment	2006-07	0			0			0					
	2005-06	0			0			0					
	2004-05	0			0			0					
Physical Setting/Earth Science	2006-07	0			0			0					
	2005-06	0			0			0					
	2004-05	0			0			0					
Physical Setting/Chemistry	2006-07	0			0			0					
	2005-06	0			0			0					
	2004-05	0			0			0					
Physical Setting/Physics	2006-07	0			0			0					
	2005-06	0			0			0					
	2004-05	0			0			0					

NOTE

The — symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

More Information about the School

School **ACHIEVEMENT FIRST BUSHWICK CHARTER SCHOOL**
School ID **33-32-00-86-0906**

Financial Information

**2005-06 School District-wide Total
Expenditures per Pupil**

**2005-06 NYS Public School Total
Expenditures per Pupil** \$16,212

**2006-07 Estimated Percentage of Students
from Families Receiving Public Assistance** 61-70%

NOTE

Expenditure data are available only at the district level.

Public Assistance information is available only at the school level.