

**Achievement First Brownsville
CHARTER SCHOOL**

**2012-13 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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By Tony Siddall, Senior Director, Governance and Authorizer Relations

2021 Bergen Street
Brooklyn, NY 11233
Phone: 718-342-4302
Fax: 718-346-3270

Tony Siddall, Senior Director, Governance and Authorizer Relations, prepared this 2012-13 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Kelly Wachowicz	Board Chair
Chrystal Stokes Williams	Treasurer
Amy Arthur Samuels	Trustee
Ravi Gupta	Trustee
Lee Gelernt	Trustee
Glovena Moore	Parent Representative
Max Polaner	AF Representative

Michelle Kagan has served as the school leader since December 2011.

INTRODUCTION

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

Achievement First Brownsville charter school opened in August 2008, and in 2012-2013 served grades K-5. The student body is 93% Black, 6% Latino, and 1% Asian. 80% of students are eligible for free or reduced-priced lunch. Students are selected by a blind lottery process.

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

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

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2009-10	76	91	79											182
2010-11	87	83	89	79										338
2011-12	93	84	80	84	74									419
2012-13	92	86	91	76	78	97								520

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

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

Background

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

Goal 1: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State English language arts examination for grades 3-8.¹

Method

The school administered the New York State Testing Program English language arts assessment to students in 3 through 5 grade in April 2013. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

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 not enrolled in at least their second year.

**2012-13 State English Language Arts Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ²			Total Enrolled
		IEP	ELL	Absent	
3	74				74
4	76				76
5	90	1			91
6					

¹ Because of the state's new 3-8 testing program, aligned to its high school college and career readiness standards, the Institute is no longer using Time Adjusted Level 3 cut scores. Please report results for previous years using the state's published results for scoring at proficiency.

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

7					
8					
All	240	1			241

Results

The table below shows the performance of AF Brownsville students on the third and fourths grades ELA exam, the only grade levels enrolled in 2012-13 that was eligible to take the state ELA exam.

Performance on 2012-13 State English Language Arts Exam By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent	Number Tested	Percent	Number Tested
3	32%	74	33%	72
4	43%	76	43%	76
5	46%	90	44%	59
6				
7				
8				
All	37%	240	40%	207

Evaluation

Following the significant increase in the rigor of the new Common Core-aligned exams, proficiency decreased significantly, and this goal was not met at any grade.

Additional Evidence

Prior to the new state tests, AF Brownsville had achieved all Accountability Plan targets in ELA. This history of strong performance gives us confidence that future performance will reach and surpass these rigorous targets.

English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2010-11		2011-12		2012-13	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	77%	79	80%	84	33%	72
4	N/A	N/A	89%	74	43%	76
5					44%	59
6						
7						
8						
All			73%	158	40%	207

Goal 1: Absolute Measure

Each year, the school's aggregate Performance Level Index (PLI) 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 enabling all students to be proficient. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in English language arts. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the current year's English language arts AMO. The PLI 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 PLI is 200.³

Results

English Language Arts 2012-13 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
		48	33	5

$$\begin{array}{rcccccccl}
 \text{PI} & = & 48 & + & 33 & + & 5 & = & 86 \\
 & & & & 33 & + & 5 & = & \underline{38} \\
 & & & & & & \text{PLI} & = & 124
 \end{array}$$

³ In contrast to SED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

Evaluation

The State Education Department has not recalibrated the AMO to align with the new English Language Arts 3-8 testing program

Leave Blank

Goal 1: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency 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

A school compares tested students enrolled in at least their second year 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 in at least their second year at the school and the total result for all students at the corresponding grades in the school district.⁴

Results

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

**2012-13 State English Language Arts Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	33%	72	11%	
4	76%	76	11%	
5	59%	59	10%	
6				
7				
8				
All	40%	207	10%	

⁴ Schools can acquire these data when the State Education Department releases its Access database containing grade level ELA and math test results for all schools and districts statewide. The SED announces the release of the data on its [News Release webpage](#).

Evaluation

AF Brownsville met this target, far exceeding the proficiency level of the local Community School District.

Additional Evidence

AF Brownsville has significantly surpassed the proficiency rate of the

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

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2010-11		2011-12		2012-13	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	66%	28.3%	70%	29%	33%	11%
4			76%	31%	76%	11%
5					59%	10%
6						
7						
8						
All	66%	28.3%	78%	30%	40%	10%

Goal 1: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.⁵

Method

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

⁵ The Institute will begin using *economically disadvantaged* instead of *eligibility for free lunch* as the demographic variable in 2012-13. Schools should report previous year's results using reported free-lunch statistics.

Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2012-13 analysis is not yet available. This report contains 2011-12 results (using free-lunch eligible percentage), the most recent Comparative Performance Analysis available.

Results

Given the timing of the state’s release of poverty data, the 2011-12 analysis is not yet available. In the Institute’s 2011-12 Comparative Performance Analysis, shown below, AF Brownsville performance was “higher than expected to large degree.”

2011-12 English Language Arts Comparative Performance by Grade Level

Grade	Percent of Free Lunch Eligible Students	Number of Students Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	70.8%	84	70.3	43.6	26.7	1.67
4		74	75.7	47.6	28.1	1.78
5						
6						
7						
8						
All	70.8%	158	72.8	45.5	27.3	1.72

School’s Overall Comparative Performance:
Higher than expected to a large degree

Evaluation

AF Brownsville surpassed this target by a large margin at both grade levels tested.

Additional Evidence

AF Brownsville has performed higher than expected in both years this analysis was completed.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2009-10						
2010-11	3	67%	79	65.8	45.4	1.28
2011-12	3-4	70.8%	158	72.8	45.5	1.72

Goal 1: Growth Measure⁶

Each year, under the state’s Growth Model, the school’s mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state’s unadjusted median growth percentile.

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 in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2012-13 and also have a state exam score in 2011-12 including students who were retained in the same grade. Students with the same 2011-12 scores are ranked by their 2012-13 scores and assigned a percentile based on their relative growth in performance (mean growth percentile). Students’ growth percentiles are aggregated school-wide to yield a school’s mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

The State Education Department has not yet reported schools’ mean growth percentiles for the 2012-13 school year.⁷

Results

Leave Blank

Summary of the English Language Arts Goal

AF Brownsville achieved both comparative measures, surpassing the target by a significant margin, but did not achieve the absolute target of 75% proficient.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school’s aggregate Performance Level Index (PLI) on the state English language arts exam will meet that year’s Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English	Achieved

⁶ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

⁷ See the Guidelines.

	language arts exam will be greater than that of students in the same tested grades in the local school district.	
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2011-12 school district results.)	Achieved
Growth	Each year, under the state’s Growth Model the school’s mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state’s unadjusted median growth percentile.	N/A

Action Plan

AF Brownsville will continue the promising ELA structures that helped deliver strong performance over the past two years, and will redouble efforts to meet the college-ready level of rigor in the Common Core. The underlying structure of the ELA program will continue to include daily intervention built into the schedule, daily reading instruction and “time in text” at both the scholar’s current reading level as well as at grade level, and daily writing instruction. In order to meet the much higher rigor bar of the Common Core, and based on performance on Common Core aligned interim assessments in 2012-13, the school will prioritize the following areas for professional development and coaching:

1. Top quality oral and written responses – ensuring that teachers push and support scholars to produce work that is 100% correct and requires complex thinking.
2. Increased focus on text-dependent questions – supporting scholars to do close reading, annotate text, and use evidence in responses.
3. Additional time for vocabulary instruction – ensuring that instructional time is dedicated daily to building academic vocabulary.

The Achievement First network support team has created extensive guiding materials in each of these areas. In addition to curriculum, these materials include skill specific “Fundamentals of Instruction,” which provide a theoretical and practical background for best instructional practices. These resources will be used by coaches within the context of the regular coaching process to develop teacher skill in each of these areas.

MATHEMATICS

Goal 1: Mathematics

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

Background

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

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

Goal 1: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State mathematics examination for grades 3-8.⁸

Method

The school administered the New York State Testing Program mathematics assessment to students in 3 through 5 grade in April 2013. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

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 not enrolled in at least their second year.

**2012-13 State Mathematics Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ⁹			Total Enrolled
		IEP	ELL	Absent	
3	74				74
4	76				76
5	90	1			91
6					

⁸ Because of the state's new 3-8 testing program, aligned to its high school college and career readiness standards, the Institute is no longer using Time Adjusted Level 3 cut scores. Please report results for previous year's using the state's published results for scoring at proficiency.

⁹ 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.

7					
8					
All	240	1			241

Results

The table below shows the percentage of AF Brownsville students performing at or above Proficiency.

Performance on 2012-13 State Mathematics Exam By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent	Number Tested	Percent	Number Tested
3	32%	74	32%	72
4	49%	76	49%	76
5	31%	90	37%	59
6				
7				
8				
All	37%	240	207	40%

Evaluation

AF Brownsville did not achieve this target in 2012-13.

Additional Evidence

AF Brownsville has achieved this target in each of the past two years, and we expect that this strong foundation will, along with the strategies described below, will help us meet this goal in the near future.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2010-11		2011-12		2012-13	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	80%	79	61%	84	32%	72
4			92%	74	49%	76

5					37%	59
6						
7						
8						
All	80%	79	77%	158	40%	207

Goal 1: Absolute Measure
 Each year, the school’s aggregate Performance Level Index (PLI) 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 enabling all students to be proficient. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state’s learning standards in mathematics. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the current year’s mathematics AMO. The PLI 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 PLI is 200.¹⁰

Results

Mathematics 2012-13 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
		44	30	7

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 44 & + & 30 & + & 7 & = & 81 \\
 & & & & 30 & + & 7 & = & \underline{37} \\
 & & & & & & \text{PLI} & = & 118
 \end{array}$$

Evaluation

The State Education Department has not recalibrated the AMO to align with the new Mathematics 3-8 testing program

Leave Blank

¹⁰ In contrast to SED’s Performance Index, the PLI does not account for year-to-year growth toward proficiency.

Goal 1: Comparative Measure

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

Method

A school compares tested students enrolled in at least their second year 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 in at least their second year at the school and the total result for all students at the corresponding grades in the school district.¹¹

Results

The following table compares AF Brownsville’s performance on the mathematics exam. 40% of students scored proficient at AF Brownsville, compared to 10% in Community School District 23.

**2012-13 State Mathematics Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	32%	72	13%	
4	49%	76	9%	
5	37%	59	8%	
6				
7				
8				
All	40%	207	10%	

Evaluation

AF Brownsville exceeded the local community school district by a significant margin in both 3rd to 5th grade.

Additional Evidence

AF Brownsville has more than doubled the proficiency rate of the local community school district in each year our scholars have taken the state exam.

Mathematics Performance of Charter School and Local District

¹¹ Schools can acquire these data when the State Education Department releases its Access database containing grade level ELA and math test results for all schools and districts statewide. The SED announces the release of the data on its [News Release webpage](#).

by Grade Level and School Year

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2010-11		2011-12		2012-13	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	80%	44%	61%	30%	32%	13%
4			92%	37%	49%	9%
5					37%	8%
6						
7						
8						
All	80%	44%	75%	33%	40%	10%

Goal 1: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.¹²

Method

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

Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2012-13 analysis is not yet available. This report contains 2011-12 results (using free-lunch eligible percentage), the most recent Comparative Performance Analysis available.

Results

Given the timing of the state’s release of poverty data, the 2011-12 analysis is not yet available. The 2010-11 Comparative Performance Analysis is shown below. AF Brownsville performed “higher than expected to a large degree.”

¹² The Institute will begin using *economically disadvantaged* instead of *eligibility for free lunch* as the demographic variable in 2012-13. Schools should report previous year’s results using reported free-lunch statistics.

Grade	Percent of Free Lunch Eligible Students	Number of Students Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size	
			Actual	Predicted			
3	70.8%	84.0	60.7	50.8	9.9	0.52	
4		74	91.9	59.5	32.4	1.77	
5							
6							
7							
8							
All			158	75.3	54.9	20.5	1.11

School's Overall Comparative Performance:
Higher than expected to a large degree

Evaluation

AF Brownsville met this target in 2011-12, performing higher than expected to a large degree.

Additional Evidence

AF Brownsville has surpassed this target in each of the two years in which the analysis has been conducted.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2009-10	NA	NA	NA	NA	NA	NA
2010-11	3	67	79	79.7	50.2	1.59
2011-12	3-4	70.8	158	54.9	20.5	1.11

Goal 1: Growth Measure¹³

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.

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 in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2012-13 and also have a state exam score in 2011-12 including students who were retained in the same grade.

¹³ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

Students with the same 2011-12 scores are ranked by their 2012-13 scores and assigned a percentile based on their relative growth in performance (mean growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

The State Education Department has not yet reported schools' mean growth percentiles for the 2012-13 school year.

Results

Leave Blank

Summary of the Mathematics Goal

AF Brownsville achieved both of its comparative measures, but did not achieve its absolute target of 75% proficient.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state mathematics exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2011-12 school district results.)	Achieved
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	N/A

Action Plan

The math program is guided by standards-aligned scope and sequence documents, and draws on the enVision math program. Daily instruction includes math facts practice, teacher-led introduction of the aim for the day, workshop time, independent practice, and an exit ticket. The strong curriculum and this combination of direct instruction, guided practice, and independent practice have been responsible for

the relatively strong performance in meeting our accountability plan goals. Over the last two years, AF Brownsville moved to Common Core aligned assessments and curriculum for the math program. Now that results from the state exams have been released the school leaders will be working closely with Network Support staff to examine the results and update curriculum, assessment, and instructional strategies appropriately.

SCIENCE

Goal 3: Science
Students will demonstrate proficiency in the understanding and application of scientific principles.

Background

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

Goal 3: Absolute Measure
 Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State science examination.

Method

The school administered the New York State Testing Program science assessment to students in 4th grade in spring 2013. The school converted each student’s raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at proficiency.

Results

Science results are not yet available.

**Charter School Performance on 2012-13 State Science Exam
 By All Students and Students Enrolled in At Least Their Second Year**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
4	TBD	TBD	TBD	TBD
8	NA	NA	NA	NA

Evaluation

N/A

Goal 3: Comparative Measure

Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state science exam will be greater than that of all students in the same tested grades in the local school district.

Method

The school compares tested students enrolled in at least their second year 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 in at least their second year and the results for the respective grades in the local school district.

Results

Science results are not yet available.

2012-13 State Science Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
4	TBD	TBD	TBD	TBD
8	NA	NA	NA	NA

Summary of the Science Goal

This goal cannot yet be evaluated.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	TBD
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the local school district.	TBD

NCLB

Goal 5: NCLB

The school will make Adequate Yearly Progress.

Goal 5: Absolute Measure

Under the state's NCLB accountability system, the school's Accountability Status is in good standing: the state has not identified the school as a Focus School nor determined that it has met the criteria to be identified as a local-assistance-plan school.

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 state proficiency standards. 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 No Child Left Behind (NCLB) accountability system.

Results

As described in the State Report Card for AF Brownsville Charter School, the school's NCLB accountability status is "In Good Standing" for math and ELA.

Evaluation

AF Brownsville met this goal.

Additional Evidence

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

NCLB Status by Year

Year	Status
2010-11	Good Standing
2011-12	Good Standing
2012-13	Good Standing

OPTIONAL GOALS

The following section contains a Parent Satisfaction optional goal, as well as examples of possible optional measures.

Goal S: Parent Satisfaction

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

Goal S: Absolute Measure

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

Method

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

Results

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

2012-13 Parent Satisfaction Survey Response Rate

Number of Responses	Number of Families	Response Rate
410	412	99.24%

2012-13 Parent Satisfaction on Key Survey Results

Item	Percent of Respondents Strongly Agree/Agree					
	A	B	C	D	F	
I would recommend this school to parents of other students in the city.	87.2%/					
The overall grade I would give the school is:	72%	23%	3%	1%	0%	

Evaluation

AF Brownsville met this target, with 95% of families giving the school an "B" or higher.

Goal S: Absolute Measure

Each year, 90% of parents will demonstrate their satisfaction with the school by choosing to keep their child enrolled at AF Brownsville. This metric does not include students who move out of the borough, transfer off the waiting list to a different AF school, move to where transportation make it prohibitive to attend; gain admission to a competitive private/parochial/specialized school; or transfer to a highly-specialized school to meet extreme IEP needs. We refer to attrition for reasons other than those described above as "loss attrition."

Method

All student withdrawals from Achievement First Brownsville Charter School are carefully tracked and monitored on the school's "Dashboard of Indicators," a document published bi-monthly for review by the Board of Trustees. Please note that because this report is due prior to the first day of school in 2012-13, this measure evaluates student retention between the beginning of 2010-11 and the beginning of 2011-12. The figures reported below reflect overall attrition over the course of the year, rather than just attrition between the last day of school and the first day of school in the next year, to ensure that all student attrition is captured in the measure.

Results

Student attrition/retention rates are still in the process of being verified, and will be updated on or before October 1. The retention rate for 2011-12 to 2012-13 is shown below.

2011-12 Student Retention Rate

2011-12 Enrollment	Number of Students Who Graduated in 2011-12	Number of Students Who Returned in 2012-13	Retention Rate 2012-13 Re-enrollment ÷ (2011-12 Enrollment – Graduates)
458	0	424	93%

Evaluation

AF Brownsville met this target, with more than 90% who started the 2011-12 school year returning for 2012-13.

Goal S: Absolute Measure

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

Method

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

Results

Attendance exceeded the target significantly, with an overall rate of 97.75%.

2012-13 Attendance

Grade	Average Daily Attendance Rate
ES	97.1%
5	98.4%
Overall	97.75%

Evaluation

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

Additional Evidence

AF Brownsville has exceeded the 95% attendance target in each of the past three years.

Year	Average Daily Attendance Rate
2010-11	97%
2011-12	98%
2012-13	98%