



Public School Choice Programs  
State Education Department  
89 Washington Avenue, Room 462 EBA  
Albany, New York 12234

To Whom It May Concern:

We are pleased to submit an annual report for Achievement First Brownsville Charter School for the 2008-2009 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 Brownsville Charter School are in full force and effect.

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

- Charter School Information/Contact Sheet
- 2008-2009 School Assessment Data
- Accountability Plan Progress Report
- Attrition Charts
- Report of Fiscal Performance
- Disclosure of Financial Interest Statements
- Statement of Assurances

If you have any questions about the Annual Report, please feel free to contact me by phone, [REDACTED] ext. 12401 or by e-mail, [REDACTED]

Thank you for your attention to these materials.

Sincerely,

Lesley Esters Redwine, Esq.  
Vice President of External Relations



**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*

*2008 - 2009*

**Charter School Information and Cover Page**

**Name of Charter School** Achievement Brownsville Charter School

**Address** 2021 Bergen St.  
Brooklyn NY 11233

**Telephone** [REDACTED]

**BEDS #** 332300860912

**District/CSD of Location** District 23

**Charter Entity** State University of New York/Charter Schools Institute

**Head of School (Contact Person)** Gina Musumeci  
(print name)

**E-mail address of contact person** [REDACTED]

**President, Board of Trustees** Kelly Wachowicz  
(print name)

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



*Other Student Assessment Data*  
2008-09

Name of Charter School: Achievement First Brownsville

Name of Test: Terra Nova (Results Pending)

Subtest: Math

| 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 *** |
|-----------------|--------------------|----------------------------|--------------------------|----------------------------|-----------------------------------|-------------------------------|---|--|-----------|
| 1 <sup>st</sup> | Aug/Sept 08        | 92                         |                          |                            |                                   |                               |   |  |           |
| K               | June 08            | 91                         |                          |                            |                                   |                               |   |  |           |
| 1 <sup>st</sup> | June 08            | 90                         |                          |                            |                                   |                               |   |  |           |
|                 |                    |                            |                          |                            |                                   |                               |   |  |           |
|                 |                    |                            |                          |                            |                                   |                               |   |  |           |
|                 |                    |                            |                          |                            |                                   |                               |   |  |           |
|                 |                    |                            |                          |                            |                                   |                               |   |  |           |
|                 |                    |                            |                          |                            |                                   |                               |   |  |           |

\* 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*  
2008-09

Name of Charter School: Achievement First Brownsville

Name of Test: Degrees of Reading Power (Results Pending)

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<br>(Indicate Type of Score, e.g., NCE) | Qualitative Level and Percent Attaining*<br>* | Other *** |
|-----------------|--------------------|----------------------------|--------------------------|----------------------------|-----------------------------------|-------------------------------|--|---|-----------|
| 1 <sup>st</sup> | Aug/Sept 08        | 92                         |                          |                            |                                   |                               |  |   |           |
| K               | July 09            | 91                         |                          |                            |                                   |                               |  |   |           |
| 1 <sup>st</sup> | July 09            | 90                         |                          |                            |                                   |                               |  |   |           |
|                 |                    |                            |                          |                            |                                   |                               |  |   |           |
|                 |                    |                            |                          |                            |                                   |                               |  |   |           |
|                 |                    |                            |                          |                            |                                   |                               |  |   |           |
|                 |                    |                            |                          |                            |                                   |                               |  |   |           |
|                 |                    |                            |                          |                            |                                   |                               |  |   |           |

\* 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.”

**Charter School Student Attrition Rates  
2008-09**

|  | <b>2008-09</b> | <b>2007-08</b> | <b>2006-07</b> | <b>2005-06</b> |
|--|----------------|----------------|----------------|----------------|
| Number of students leaving for lack of transportation  | 0              | N/A            | N/A            | N/A            |
| Number of students leaving for geographic reasons (e.g., out of state/district relocation)   | 1              | N/A            | N/A            | N/A            |
| Number of students leaving for more restrictive special education setting  | 0              | N/A            | N/A            | N/A            |
| Number of students leaving due to parental choice (e.g., school transfer closer to residence, local elementary school, parent convenience) | 5              | N/A            | N/A            | N/A            |
| Number leaving for other reasons (undetermined)  | 1              | N/A            | N/A            | N/A            |
| Total number of students leaving.  | 7              | N/A            | N/A            | N/A            |
| Highest Number Enrolled<br><i>(July 1 – June 30)</i>   | 189            | N/A            | N/A            | N/A            |
| <b>Total Percent Attrition</b>   | <b>5%</b>      | N/A            | N/A            | N/A            |

**Charter School Teacher Attrition Rates  
2008-09**

|                                  | <b>2008-09</b> | <b>2007-08</b> | <b>2006-07</b> | <b>2005-06</b> |
|----------------------------------|----------------|----------------|----------------|----------------|
| Number of Classroom Teachers     | 14             | N/A            | N/A            | N/A            |
| Number of Special Area Teachers  | 1              | N/A            | N/A            | N/A            |
| Total Number of Teachers         | 15             | N/A            | N/A            | N/A            |
| Total Number of Teachers Leaving | 1              | N/A            | N/A            | N/A            |
| <b>Total Percent Attrition</b>   | <b>6.7%</b>    | N/A            | N/A            | 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 06/30/2009  
 (UNAUDITED)

|  |                         |
|--|-------------------------|
| Charter School Name: ACHIEVEMENT FIRST BROWNSVILLE CHARTER SCHOOL          | BEDS Code: 332300860912 |
| Contact Person: Abby Farber, Senior Director of Finance, Achievement First | Phone: 718-774-0906     |

REVENUES

|  |                     |
|--|---------------------|
| A State Sources                              | \$ -                |
| B Federal Sources                            | 394,799             |
| C Public School Districts                    |                     |
| 1 Basic Operating Revenues                   | 2,203,966           |
| 2 State Aid-Pupils with Disabilities         | -                   |
| 3 Federal Aid-Pupils with Disabilities       | -                   |
| 4 Other Revenue from Public School Districts | 155,688             |
| D All Other Revenues                         | 186,642             |
| <b>E TOTAL REVENUES FROM ALL SOURCES:</b>    | <b>\$ 2,941,095</b> |

EXPENDITURES

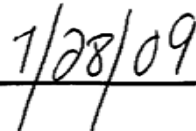
|                                   | Salaries         | Other            | Total            |
|-----------------------------------|------------------|------------------|------------------|
| F General Administration          | 149,767          | 179,171          | 328,938          |
| G Instructional Supervision       | 288,249          | 64,833           | 353,082          |
| H All Other Instruction           | 753,743          | 908,253          | 1,661,996        |
| I Pupil Services                  | 79,971           | 5,631            | 85,602           |
| J Pupils with Disabilities        | 72,725           | -                | 72,725           |
| K Transportation                  | 2,659            | 21,600           | 24,259           |
| L Community Service               | -                | -                | -                |
| M Operation and Maintenance       | -                | -                | -                |
| N Employee Benefits               |                  |                  | 269,559          |
| O Debt Service                    |                  |                  | 2,525            |
| P School Lunch                    |                  |                  | 10,272           |
| Q Capital Expense                 |                  |                  | -                |
| <b>R Grand Total Expenditures</b> | <b>1,347,113</b> | <b>1,179,488</b> | <b>2,808,958</b> |

S Enrollment (Annual FTE) 179  
 T Expenditures Per Pupil (R/S) \$15,693

Signature: \_\_\_\_\_

  
 Chief School Officer

Date: \_\_\_\_\_



**Achievement First Brownsville  
CHARTER SCHOOL**

**2008-09  
ACCOUNTABILITY PLAN  
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

August 3, 2009

By Lesley Esters Redwine  
Vice President of External Affairs, Achievement First

2021 Bergen Street  
Brooklyn, NY 11233



Please contact Lesley Esters Redwine at



or



x12401

Lesley Esters Redwine and Emily Ente of Achievement First prepared this 2008-2009 Accountability Progress Report on behalf of the school's board of trustees:

| Trustee's Name           | Board Position                               |
|--------------------------|--|
| Kelly Wachowicz          | Chair  |
| Chrystal Stokes Williams | Treasurer                                    |
| Max Polaner              | Trustee;<br>Achievement First Representative |
| Nicole Campbell          | Trustee                                      |
| Sean Andrews             | Trustee                                      |
| Elgina Brooks            | Parent Representative                        |

**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 elementary academy opened in fall 2008 and served 182 students in grades K-1 in its first year. The school is growing to serve grades K-4. The student body is 91% Black and 8% 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**

| School Year | K   | 1   | 2   | 3   | 4   | 5   | 6   | 7   | 8   | 9   | 10  | 11  | 12  | Total |
|-------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-------|
| 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     | 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   |
| 2007-08     | 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   |
| 2008-09     | 92  | 90  |     |     |     |     |     |     |     |     |     |     |     | 182   |

**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**

Teaching students to read well is the critical task of elementary schools. AF Brownsville 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 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.

**Method**

Kindergarten and first grade students at Achievement First Brownsville were not eligible for New York State examinations in 2008-2009.

**2008-09 State English Language Arts Exam  
Number of Students Tested and Not Tested**

| Grade | Total Tested | Not Tested <sup>1</sup> |     |        | Total Enrolled |
|-------|--------------|-------------------------|-----|--------|----------------|
|       |              | IEP                     | ELL | Absent |                |
| 3     |              |                         |     |        |                |
| 4     |              |                         |     |        |                |
| 5     |              |                         |     |        |                |
| 6     |              |                         |     |        |                |
| 7     |              |                         |     |        |                |
| 8     |              |                         |     |        |                |
| All   |              |                         |     |        |                |

**Results**

N/A

**Charter School Performance on 2008-09 State English Language Arts Exam  
By All Students and Students Enrolled in At Least Their Second Year**

<sup>1</sup> 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.

| 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 <sup>nd</sup> Year |                                   |         |         |         |           |               |
| 4     | All Students                              |                                   |         |         |         |           |               |
|       | Students in At Least 2 <sup>nd</sup> Year |                                   |         |         |         |           |               |
| 5     | All Students                              |                                   |         |         |         |           |               |
|       | Students in At Least 2 <sup>nd</sup> Year |                                   |         |         |         |           |               |
| 6     | All Students                              |                                   |         |         |         |           |               |
|       | Students in At Least 2 <sup>nd</sup> Year |                                   |         |         |         |           |               |
| 7     | All Students                              |                                   |         |         |         |           |               |
|       | Students in At Least 2 <sup>nd</sup> Year |                                   |         |         |         |           |               |
| 8     | All Students                              |                                   |         |         |         |           |               |
|       | Students in At Least 2 <sup>nd</sup> Year |                                   |         |         |         |           |               |
| All   | All Students                              |                                   |         |         |         |           |               |
|       | Students in At Least 2 <sup>nd</sup> Year |                                   |         |         |         |           |               |

**Evaluation**

This metric is inapplicable.

**Additional Evidence**

N/A

**Goal 1: Absolute Measure**

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

**Method**

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards all students being proficient by the year 2013-14. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal that 100 percent of students will ultimately be proficient in the state’s learning standards in English Language Arts. To achieve this measure, all tested students must have a Performance Index (PI) value that equals or exceeds this year’s English language arts AMO, which for 2008-09 is 144. 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**

Kindergarten and first grade students at Achievement First Brownsville were not eligible for New York State examinations in 2008-2009.

**Calculation of 2008-09 English Language Arts Performance Index (PI)**

| Grades | Percent of Students at Each Performance Level |         |         |         | Number Tested |
|--------|---|---------|---------|---------|---------------|
|        | Level 1                                       | Level 2 | Level 3 | Level 4 |               |
|        |   |         |         |         |               |

$$\begin{array}{ccccccc}
 \text{PI} & = & & + & & + & = \\
 & & & + & & + & = \\
 & & & & & & \text{PI} =
 \end{array}$$

**Evaluation**

This metric is in applicable.

**Additional Evidence**

N/A

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

| Year    | Grades <sup>2</sup> | Number Tested | Percent of Students at Each Performance Level |         |         |         | PI  | AMO |
|---------|---------------------|---------------|---|---------|---------|---------|-----|-----|
|         |                     |               | Level 1                                       | Level 2 | Level 3 | Level 4 |     |     |
| 2005-06 |                     |               |   |         |         |         | 122 |     |
| 2006-07 |                     |               |   |         |         |         | 122 |     |
| 2007-08 |                     |               |   |         |         |         | 133 |     |
| 2008-09 |                     |               |   |         |         |         | 144 |     |

**Goal 1: Comparative Measure**

Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State ELA exam will be greater than that of students in the same tested grades in the local school district. Achievement First Brownsville Elementary Academy is located in District 23 as defined by the New York City Department of Education.

**Method**

Tested students who are 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**

<sup>2</sup> 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.

Kindergarten and first grade students at Achievement First Brownsville were not eligible for New York State examinations in 2008-2009.

**2008-09 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<br>In At Least 2 <sup>nd</sup> Year |                  | All District Students |                  |
|       | Percent   | Number<br>Tested | Percent               | Number<br>Tested |
| 3     |   |                  |                       |                  |
| 4     |   |                  |                       |                  |
| 5     |   |                  |                       |                  |
| 6     |   |                  |                       |                  |
| 7     |   |                  |                       |                  |
| 8     |   |                  |                       |                  |
| All   |   |                  |                       |                  |

**Evaluation**

This metric is inapplicable.

**Additional Evidence**

N/A

**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 2008-09 analysis is not yet available. This report contains 2007-08 results, the most recent ones available.

**Results**

Kindergarten and first grade students at Achievement First Brownsville were not eligible for New York State examinations in 2008-2009.

**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   |                                 |               |                                   |           |   |             |

|  |
|--|
| <b>School's Overall Comparative Performance:</b> |
|  |

**Evaluation**

This metric is inapplicable.

**Additional Evidence**

N/A

**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 2008-09 and also have a state exam score in 2007-08. It includes students who repeated the grade. Students who repeated the grade should be included in their current grade level cohort, not the cohort to which they previously belonged. 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 2008-09. If a cohort had already achieved 75 percent proficient in 2007-08, 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**

Kindergarten and first grade students at Achievement First Brownsville were not eligible for New York State examinations in 2008-2009.

**Cohort Growth on State English Language Arts Exam from 2007-08 to 2008-09**

| Grade | Cohort Size | Percent at Levels 3 and 4 |        |         | Target Achieved |
|-------|-------------|---------------------------|--------|---------|-----------------|
|       |             | 2007-08                   | Target | 2008-09 |                 |
| 4     |             |                           |        |         |                 |
| 5     |             |                           |        |         |                 |
| 6     |             |                           |        |         |                 |
| 7     |             |                           |        |         |                 |
| 8     |             |                           |        |         |                 |
| All   |             |                           |        |         |                 |

**Evaluation**

N/A

**Additional Evidence**

N/A

**Summary of the English Language Arts Goal**

Third grade students Achievement First Brownsville Charter School will be eligible for the New York State English Language Arts examination 2010-2011, at which time the following metrics will be applicable

| 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.   | 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     |
| Comparative | Each year, the school will exceed its predicted level of performance on the State exam by at least a small Effect Size.   | N/A     |
| Growth      | 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 Brownsville will continue to administer its rigorous English language arts curriculum in accordance with New York State standards, to prepare its students for success on state examinations in 2011 and beyond.

## MATHEMATICS

### Goal 2: Mathematics

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

#### Background

Students at Achievement First receive up to two hours of concentrated math instruction every day. The curriculum is designed to 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. Ultimately, Achievement First Brownsville academy aims to produce students who have mastered middle school mathematics and Algebra I by the end of 8<sup>th</sup> grade. By the end of high school, AF Brownsville students will have mastered Calculus.

In the early grades, students will use the Investigations mathematics curriculum, a highly effective curriculum that gives students an exceptionally strong foundation in the basic skills, procedural computation, and conceptual understanding. All AF Brownsville students will know their addition and subtraction facts by the end of second grade and their times tables by the end of third grade. Teachers will require students to apply this strong basic skills knowledge in challenging problem-solving situations. AF Brownsville will use a problem-solving supplement to Investigations math, and starting in the second grade, students will begin Achievement First's math curriculum; this curriculum mirrors New York's rigorous standards and requires daily demonstration of problem-solving skills. Math classes will also make extensive use of the rap, rhythm, and rhyme techniques pioneered by master math teacher Harriett Ball. These curricula, which have been proven to produce exceptional results, will serve as tools to meet the targeted proficiencies described below.

### 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

Kindergarten and first grade students at AF Brownsville were not eligible for New York State examinations in 2008-2009.

#### 2008-09 State Mathematics Exam Number of Students Tested and Not Tested

| Grade | Total Tested | Not Tested <sup>3</sup> |     |        | Total Enrolled |
|-------|--------------|-------------------------|-----|--------|----------------|
|       |              | IEP                     | ELL | Absent |                |
| 3     |              |                         |     |        |                |
| 4     |              |                         |     |        |                |
| 5     |              |                         |     |        |                |
| 6     |              |                         |     |        |                |
| 7     |              |                         |     |        |                |

<sup>3</sup> 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

|     |  |  |  |  |  |
|-----|--|--|--|--|--|
| 8   |  |  |  |  |  |
| All |  |  |  |  |  |

**Results**

N/A

**Charter School Performance on 2008-09 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 <sup>nd</sup> Year |                                   |         |         |         |           |               |
| 4     | All Students                              |                                   |         |         |         |           |               |
|       | Students in At Least 2 <sup>nd</sup> Year |                                   |         |         |         |           |               |
| 5     | All Students                              |                                   |         |         |         |           |               |
|       | Students in At Least 2 <sup>nd</sup> Year |                                   |         |         |         |           |               |
| 6     | All Students                              |                                   |         |         |         |           |               |
|       | Students in At Least 2 <sup>nd</sup> Year |                                   |         |         |         |           |               |
| 7     | All Students                              |                                   |         |         |         |           |               |
|       | Students in At Least 2 <sup>nd</sup> Year |                                   |         |         |         |           |               |
| 8     | All Students                              |                                   |         |         |         |           |               |
|       | Students in At Least 2 <sup>nd</sup> Year |                                   |         |         |         |           |               |
| All   | All Students                              |                                   |         |         |         |           |               |
|       | Students in At Least 2 <sup>nd</sup> Year |                                   |         |         |         |           |               |

**Evaluation**

This metric is not applicable.

**Additional Evidence**

N/A

**Goal 2: Absolute Measure**

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

**Method**

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards all students being proficient by the year 2013-14. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal that 100 percent of students will ultimately be proficient in the state's learning

standards in Mathematics. To achieve this measure, all tested students must have a Performance Index (PI) value that equals or exceeds this year’s Mathematics AMO, which for 2008-09 is 119. 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**

Kindergarten and first grade students at AF Brownsville were not eligible for New York State examinations in 2008-2009.

**Calculation of 2008-09 Mathematics Performance Index (PI)**

| Grades | Percent of Students at Each Performance Level |         |         |         | Number Tested |
|--------|---|---------|---------|---------|---------------|
|        | Level 1                                       | Level 2 | Level 3 | Level 4 |               |
|        |   |         |         |         |               |

$$\begin{array}{cccccc}
 \text{PI} & = & & + & + & = \\
 & & & + & + & = \\
 & & & & & \text{PI} =
 \end{array}$$

**Evaluation**

This metric is inapplicable.

**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 |        |               |   |         |         |         | 102 |     |
| 2008-09 |        |               |   |         |         |         | 119 |     |

**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 Math exam will be greater than that of students in the same tested grades in the local school district. AF Brownsville Elementary Academy is located in District 23 as defined by the New York City Department of Education.

**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**

Kindergarten and first grade students at AF Brownsville were not eligible for New York State examinations in 2008-2009.

**2008-09 State Mathematics Exam  
Charter School and District Performance by Grade Level**

| Grade | Percent of Students at Levels 3 and 4                       |                  |                       |                  |
|-------|---|------------------|-----------------------|------------------|
|       | Charter School Students<br>In At Least 2 <sup>nd</sup> Year |                  | All District Students |                  |
|       | Percent   | Number<br>Tested | Percent               | Number<br>Tested |
| 3     |   |                  |                       |                  |
| 4     |   |                  |                       |                  |
| 5     |   |                  |                       |                  |
| 6     |   |                  |                       |                  |
| 7     |   |                  |                       |                  |
| 8     |   |                  |                       |                  |
| All   |   |                  |                       |                  |

**Evaluation**

This metric is inapplicable.

**Additional Evidence**

N/A

**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 2008-09 analysis is not yet available. This report contains 2007-08 results, the most recent ones available.

**Results**

Kindergarten and first grade students at AF Brownsville were not eligible for New York State examinations in 2008-2009.

**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   |                                 |               |                                   |           |   |             |

|  |
|--|
| <b>School's Overall Comparative Performance:</b> |
|  |

**Evaluation**

This metric is inapplicable.

**Additional Evidence**

N/A

**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 2008-09 and also have a state exam score in 2007-08. It includes students who repeated the grade. Students who repeated the grade should be included in their current grade level cohort, not the cohort to which they previously belonged. The criterion for achieving this measure is for each grade-level cohort to halve the difference between the percentage of students proficient in 2007-08 and 75 percent proficient in 2008-09. If a cohort had already achieved 75 percent proficient in 2007-08, 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**

Kindergarten and first grade students at AF Brownsville were not eligible for New York State examinations in 2008-2009.

**Cohort Growth on State Mathematics Exam from 2007-08 to 2008-09**

| Grade | Cohort Size | Percent at Levels 3 and 4 |        |         | Target Achieved |
|-------|-------------|---------------------------|--------|---------|-----------------|
|       |             | 2007-08                   | Target | 2008-09 |                 |
| 4     |             |                           |        |         |                 |
| 5     |             |                           |        |         |                 |
| 6     |             |                           |        |         |                 |
| 7     |             |                           |        |         |                 |
| 8     |             |                           |        |         |                 |
| All   |             |                           |        |         |                 |

**Evaluation**

This metric is inapplicable.

**Additional Evidence**

N/A

**Summary of the Mathematics Goal**

Third grade students Achievement First Brownsville Charter School will be eligible for the New York State English Language Arts examination 2010-2011, at which time the following metrics will be applicable

| 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.   | 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     |
| Comparative | Each year, the school will exceed its predicted level of performance on the State exam by at least a small Effect Size.   | N/A     |
| Growth      | 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 Brownsville will continue to administer its rigorous mathematics curriculum in accordance with New York State standards, to prepare its students for success on state examinations in 2011 and beyond.

## **SCIENCE**

### **Goal 3: Science**

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

#### **Background**

Achievement First Brownsville 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.

Science instruction at AF Brownsville will combine student mastery of core vocabulary and conceptual knowledge with the application of scientific principals in laboratory settings. Science assessments, for example, will include sections that focus on the key terms and ideas of a unit as well as a performance task component that will require students to synthesize and analyze data from laboratory experiments. Science teachers will also actively work to reinforce key mathematical concepts, especially graphing and measurement skills. This curriculum and teaching methods will serve as tools to meet the targeted proficiencies described below

#### **Goal 3: Absolute Measure**

Each year, 75 percent of fourth 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 science examination.

#### **Method**

The school will administer the New York State Testing Program science assessment to students in 4<sup>th</sup> and 8<sup>th</sup> 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 Brownsville Charter School.

#### **Evaluation**

The metric is currently inapplicable.

#### **Additional Evidence**

N/A

#### **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. AF Brownsville is currently located in District 23 as defined by the New York City Department of Education.

**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 Brownsville does not enroll a fourth or eighth grade.

**Evaluation**

This metric is inapplicable.

**Additional Evidence**

N/A

**Summary**

Students at Achievement First Brownsville Charter School will not take the New York State Science exam until 2011-2012, 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**

Students will demonstrate proficiency in the understanding and application of principles related to the social sciences.

**Background**

Achievement First Brownsville 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 fifth grade and 75 percent of eighth grade 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 will administer the New York State Testing Program science assessment to students in 4<sup>th</sup> and 8<sup>th</sup> 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 fifth or eighth grade students are currently enrolled at Achievement First Brownsville.

**Charter School Performance on 2008-09 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                              |                                   |         |         |         |           |               |
|       | Students in At Least 2 <sup>nd</sup> Year |                                   |         |         |         |           |               |
| 8     | All Students                              |                                   |         |         |         |           |               |
|       | Students in At Least 2 <sup>nd</sup> Year |                                   |         |         |         |           |               |

**Evaluation**

This metric is inapplicable.

**Additional Evidence**

N/A

**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**

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

**Evaluation**

This metric is currently inapplicable.

**Additional Evidence**

N/A

**Summary**

Metrics are inapplicable until students taking the test have been enrolled in the school for two or more years. Results for the first fifth grade cohort will be available in 2012-2013.

| 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**

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

**NCLB**

**Goal 5: NCLB**

The school will make adequate yearly progress.

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

**Method**

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

**Results**

The NCLB accountability system requires two years of assessment data to make an Accountability Status determination, so Achievement First Brownsville does not yet qualify for a designation.

**Evaluation**

N/A

**Additional Evidence**

N/A

**NCLB Status by Year**

| Year    | Status |
|---------|--------|
| 2005-06 |        |
| 2006-07 |        |
| 2007-08 |        |
| 2008-09 |        |

## APPENDIX B: OPTIONAL GOALS

### Goal 6: Literacy

AF Brownsville students will demonstrate grade-level appropriate literacy skills.

#### **Background**

Achievement First Brownsville is committed to tracking and ensuring grade-level literacy development in the years prior to New York State examination eligibility. The school has invested in the Fountas & Pinnell assessment system to regularly evaluate student reading fluency and comprehension beginning in kindergarten and throughout the elementary school.

#### **Goal 6: Absolute Measure**

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

#### **Method**

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

#### **Results**

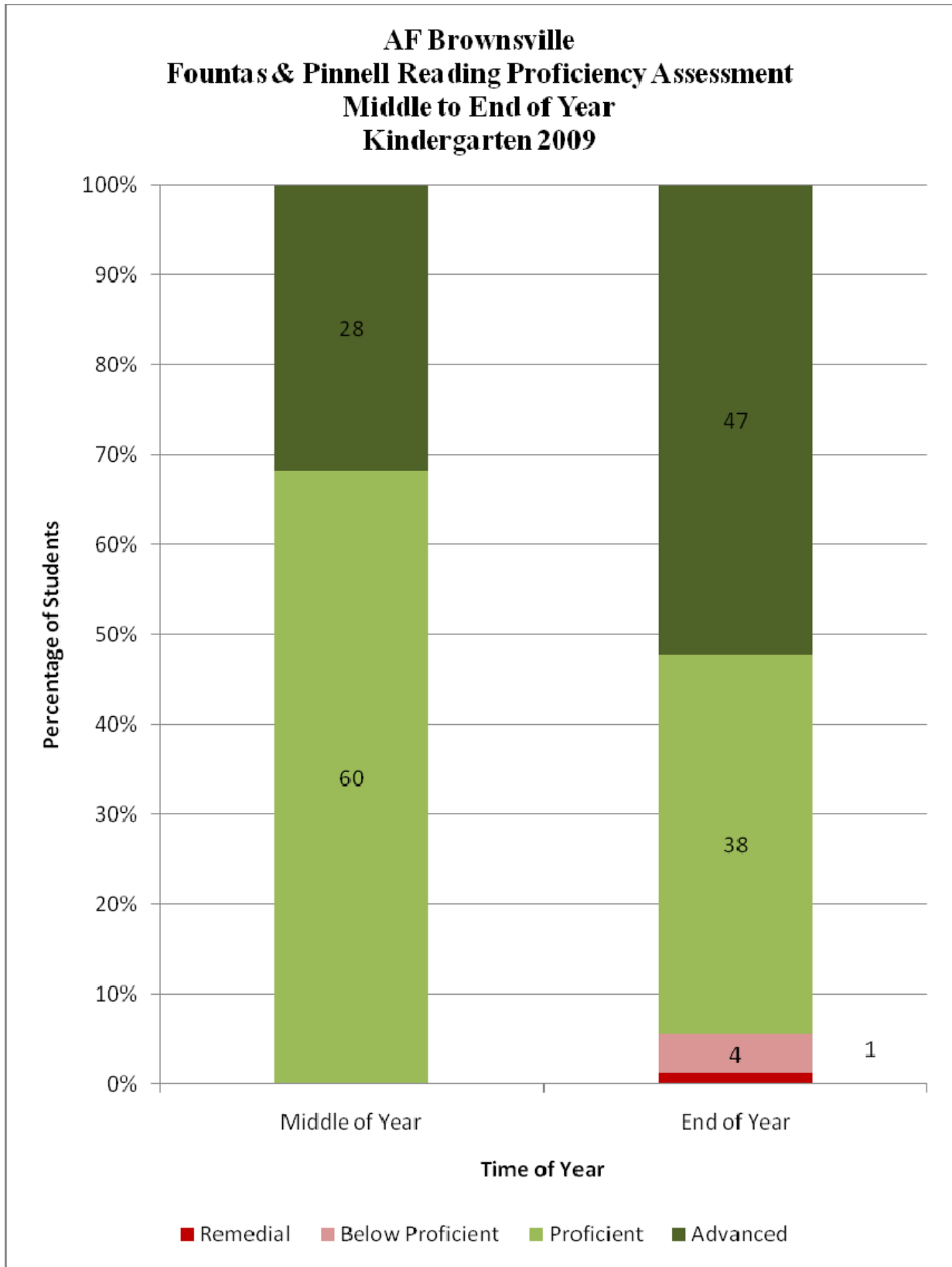
On the end-of-year Fountas & Pinnell evaluation, 94% of kindergarten students and 79% of first grade students were rated proficient or advanced.

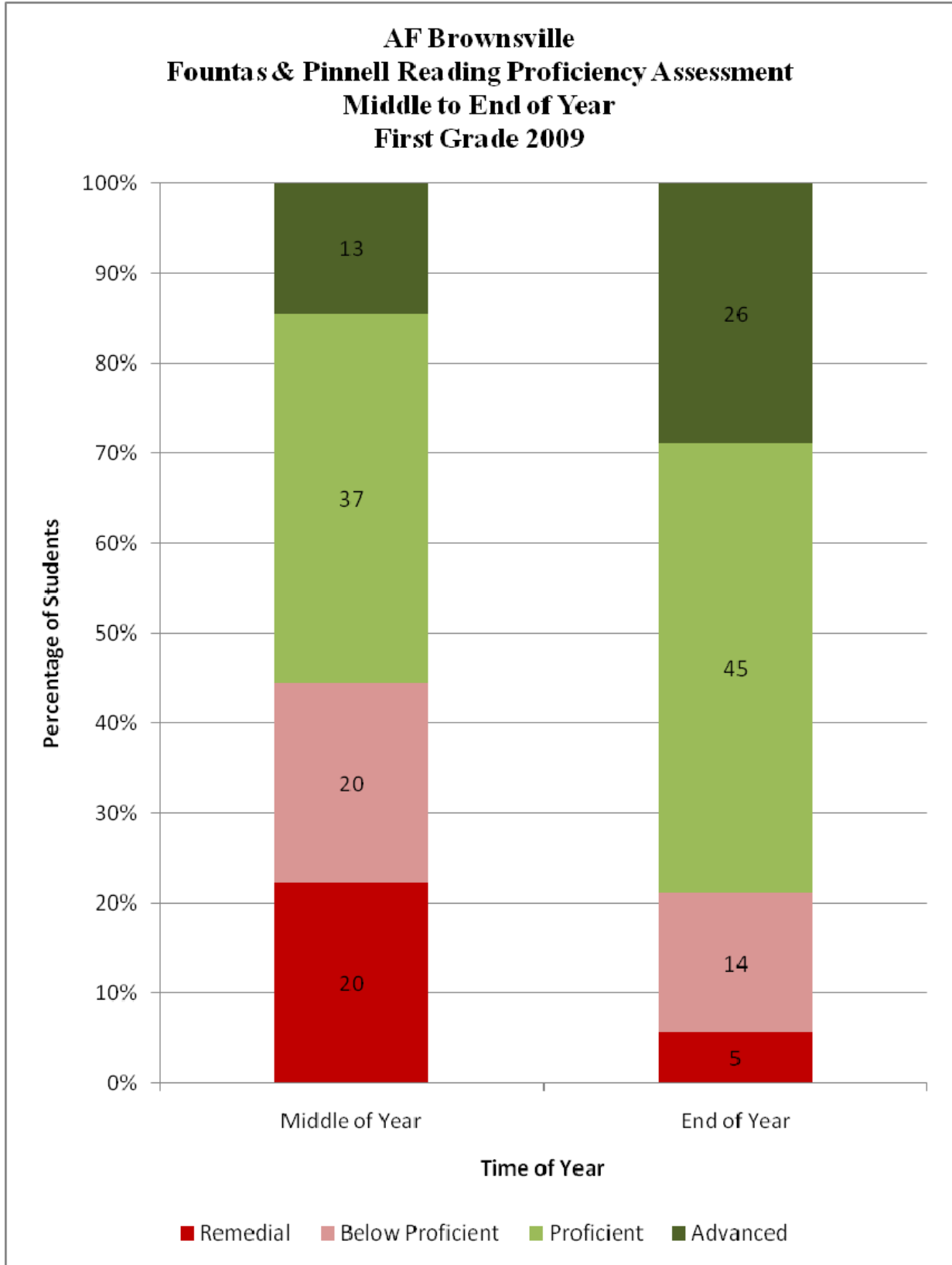
#### **Evaluation**

This strong performance exceeds the benchmark of 50% proficiency in kindergarten and 55% proficiency in first grade.

#### **Additional Evidence**

Following are graphical comparisons of the Fountas & Pinnell assessment results for middle- and end-of-year for grades K and 1 in 2008-2009. In both cases, the number of students at the advanced level increased between the time periods even as the grade level proficiency standard became more challenging.





### **Goal 7: Math**

Elementary Academy students will demonstrate proficiency in mathematics procedures and problem solving skills.

#### **Background**

Achievement First Brownsville is committed to tracking and ensuring grade-level mathematics development in the years prior to New York State examination eligibility. The school has invested in the Terra Nova assessment system to regularly evaluate mathematical aptitude beginning in kindergarten and throughout the elementary school.

### **Goal 7: Absolute Measure**

On the Terra Nova, the average kindergarten student will perform at-or-above the 50<sup>th</sup> NCE on the end-of-year test; on average, first graders will perform at-or-above the 55<sup>th</sup> NCE on the end-of-year test; on average, second graders will perform at-or-above the 60<sup>th</sup> NCE on the end-of-year test; on average, third graders will perform at-or-above the 65<sup>th</sup> NCE on the end-of-year test; and on average, fourth graders will perform at-or-above the 70<sup>th</sup> NCE on the end-of-year test.

#### **Method**

The Terra Nova math examination is administered to students at the end of kindergarten and the beginning and end of all other grades in the elementary academy. This test will be administered to all students and no students in the elementary academy will be exempt from examination.

#### **Results**

Results on the 2008-2009 Terra Nova exam are not yet available due to grading by an external vendor. Results should be available in August, 2009.

#### **Evaluation**

Evaluation is pending the return of Terra Nova scores for 2008-2009.

#### **Additional Evidence**

N/A

### **Goal 8: Positive School Culture**

AF Brownsville will be marked by a tight, positive school culture.

#### **Background**

In addition to a rigorous academic program, Achievement First Brownsville is marked by a positive and joyful school culture that fosters a love of learning and development of strong character traits in all of its students. The school culture will be rated empirically based on student attendance, student suspension and discipline, and parent satisfaction.

**Goal 8: Absolute Measure**

**Attendance:** Each year, students in the elementary and middle academies at AF Brownsville will maintain an average daily student attendance of at least 95 percent.

**Method**

Attendance is tracked daily by all 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**

Achievement First Brownsville students maintained a daily average attendance of 96% through June, 2009.

**Evaluation**

The attendance benchmark was achieved for 2008-2009.

**Goal 8: Absolute Measure**

**Discipline:** Using our REACH character education curriculum to reinforce student behavior, from the outset of school the school will have an average of no more than one disciplinary action (i.e. suspension) per fifty students per academic year

**Method**

At Achievement First Brownsville, suspensions are issued on a short-term basis to address certain behavioral or academic infractions. The consequence is intended as a learning opportunity for students and the decision is always discussed with each parent and student in person or in writing. At-home tutoring is provided for any student suspended out-of-school to ensure that he/she remains on schedule with schoolwork.

**Results**

In 2008-2009, no suspensions were issued to kindergarten or first grade students at AF Brownsville.

**Evaluation**

The total of zero suspensions met the benchmark for student suspensions and discipline for 2008-2009.

**Goal 8: Absolute Measure**

**Parent Satisfaction:** 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.

### **Method**

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

### **Results**

Six students withdrew from AF Brownsville in 2008-2009, comprising a 3% attrition rate.

### **Evaluation**

The 97% retention rate exceeds the benchmark of 90% retention as evidence of parent satisfaction.

### **Goal 8: Absolute Measure**

**Parent Satisfaction:** Each year, 80% or more parents will give the school an overall grade of B or higher on the parent satisfaction survey.

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. 329 surveys were collected out of 504 students enrolled at the school at the time the survey was administered. Results were calculated based on the number of surveys returned.

### **Results**

114 of 116 respondents (or 98.3%) rated the school with a grade of A+, A or B on the parent satisfaction survey.

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

### **Evaluation**

This high level of demonstrated parent satisfaction meets the standard established in the Accountability Plan.

### **Goal 9: Fiscal Soundness**

AF Brownsville will be fiscally sound.

### **Background**

Maintaining fiscal soundness is of the utmost importance to Achievement First Brownsville insofar as it ensures the school's ability to operate efficiently and provide educational services to its pupils.

Financial metrics are established in partnership between the Chief Financial Officer of Achievement First and the school Principal and Director of Operations, who report bimonthly to the Board of Trustees.

**Goal 9: Absolute Measure**

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

**Method**

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

**Results**

Unaudited records indicate that AF Brownsville closed the 2008-09 fiscal year under budget.

**Evaluation**

Final evaluation is pending audit results for AF Brownsville finances for fiscal year 2008-09. However, preliminary reports suggest that the benchmark regarding the budget has been met.

**Goal 9: Absolute Measure**

**Audit:** Each year, AF Brownsville will have a clean audit with no material findings.

**Method**

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

**Results**

The 2008-2009 audit has not yet been completed, per annual timeline restrictions.

**Evaluation**

Evaluation is pending the completion of the audit process for 2008-2009.

**Goal 9: Absolute Measure**

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

## **Method**

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

## **Results**

In its first year of operation, AF Brownsville received a request for follow-up to the Institute's visit and inspection of the school on August 20, 2008. This written request detailed outstanding issues for resolution to ensure that the school remained in compliance with all applicable rules and regulations. The school has acted to correct deficiencies identified and a letter of response has been drafted for August 2009 submission to provide necessary updates.

## **Evaluation**

Final evaluation of this metric is pending submission of the letter of response to the Charter Schools Institute.

***END OF REPORT***



|  |                               |
|--|-------------------------------|
| School Name                                      | Achievement First Brownsville |
| Date Survey was administered                     |                               |
| Total Number of Students Enrolled at School Site |                               |
| Total Number of Respondents to Survey            | 119                           |

|                            |   | Num. of | %      |
|----------------------------|---|---------|--------|
|                            |   | Resp.   | Resp'd |
| Reasons Child was Enrolled | 28 Why did you enroll your child at the school?   |         |        |
|                            | 1 My child was doing poorly in his/her prior school.  | 8       | 6.7%   |
|                            | 2 The location of the school is more convenient than the location of my child's prior school. | 16      | 13.4%  |
|                            | 3 The academic program is more rigorous at the school.  | 76      | 63.9%  |
|                            | 4 The school culture and behavior standards are higher at the school.                         | 79      | 66.4%  |
|                            | 5 There are better teachers at the school.  | 58      | 48.7%  |
|                            | 6 My child wanted to come to the school.  | 12      | 10.1%  |
|                            | 7 I wanted a college preparatory education for my child.                                      | 84      | 70.6%  |
|                            | 8 I was unhappy with the curriculum or teaching at the prior school.                          | 25      | 21.0%  |
|                            | 9 I was unhappy with the discipline standards and procedures at the prior school.             | 17      | 14.3%  |
|                            | 10 I have another child attending the school.   | 1       | 0.8%   |
| 11 Other.                  | 14  | 11.8%   |        |

|         |   | Str   | Agree | Disagree | Str      | NA |
|---------|---|-------|-------|----------|----------|----|
|         |   | Agree | Agree | Disagree | Disagree | NA |
| Overall | 1 My child goes to a great school.  | 87    | 30    | 0        | 0        | 0  |
|         | 2 The school has delivered on its promises to parents and students.                               | 76    | 35    | 0        | 0        | 0  |
|         | 3 I would recommend the school to parents of other students in the city                           | 88    | 25    | 1        | 0        | 1  |
|         | 4 I am pleased with my child's overall progress at the school.                                    | 82    | 28    | 3        | 0        | 1  |
|         | 5 I feel confident that the school is doing all it can to prepare my child for success in college | 85    | 25    | 1        | 0        | 1  |
|         |   | A+    | A     | B        | C        | F  |
| 27      | The overall grade I would give the school is:   | 73    | 34    | 7        | 2        | 0  |

| Str   | Agree | Disagree | Str      | NA   |
|-------|-------|----------|----------|------|
| Agree | Agree | Disagree | Disagree | NA   |
| 74.4% | 25.6% | 0.0%     | 0.0%     | 0.0% |
| 68.5% | 31.5% | 0.0%     | 0.0%     | 0.0% |
| 76.5% | 21.7% | 0.9%     | 0.0%     | 0.9% |
| 71.9% | 24.6% | 2.6%     | 0.0%     | 0.9% |
| 75.9% | 22.3% | 0.9%     | 0.0%     | 0.9% |
|       | A     | B        | C        | F    |
| 62.9% | 29.3% | 6.0%     | 1.7%     | 0.0% |

|   |   |    |    |   |   |   |
|---|---|----|----|---|---|---|
| Discipline and Character Development  | 6 The school is a safe place for children.  | 79 | 36 | 0 | 0 | 0 |
|   | 7 The school holds students to very high behavioral standards.  | 95 | 20 | 0 | 0 | 0 |
|   | 8 I am happy with the system of rules, rewards, and consequences at the school                                    | 78 | 30 | 4 | 1 | 1 |
|   | 9 I believe that the school has had a positive impact on my child's character development.                        | 80 | 31 | 3 | 0 | 1 |
| 10 The school is a joyful place.  | 65  | 45 | 0  | 1 | 0 |   |
| Communication   | 11 I am satisfied by how well the school communicates with parents throughout the year about my child's progress. | 84 | 29 | 2 | 1 | 0 |
|   | 12 I receive regular and timely progress about my child's academic progress.                                      | 74 | 35 | 1 | 1 | 1 |
|   | 13 The school contacts me immediately when my child is struggling.  | 69 | 31 | 4 | 1 | 8 |
|   | 14 I feel welcome when I visit the school.  | 88 | 24 | 1 | 0 | 1 |
|   | 15 The school's administration and teachers are open and accessible.  | 78 | 32 | 0 | 0 | 0 |
| School Staff  | 16 I am pleased with the principal of the school. The principal does a great job.                                 | 84 | 26 | 0 | 0 | 2 |
|   | 17 I am pleased with the dean of students of the school. The dean does a great job.                               | 79 | 26 | 2 | 0 | 2 |
|   | 18 I am pleased with my child's teachers. The teachers do a great job.  | 89 | 23 | 0 | 0 | 0 |
|   | 19 I can tell that the teachers and staff at the school love my child.  | 78 | 32 | 1 | 1 | 2 |
| 20 My child has a close relationship with at least one adult in the school. | 67  | 32 | 6  | 1 | 7 |   |
| Academic Program  | 21 The school has very high academic standards and a rigorous curriculum.   | 88 | 26 | 0 | 0 | 0 |
|   | 22 I am pleased with the quality of teaching at the school.   | 78 | 30 | 0 | 0 | 1 |
|   | 23 My child has the right amount of homework each night   | 72 | 36 | 4 | 0 | 0 |
|   | 24 My child's school work and homework assignments are meaningful.  | 71 | 39 | 1 | 0 | 0 |
|   | 25 The school day is the right length.  | 61 | 42 | 8 | 0 | 0 |
|   | 26 My child is more motivated to learn than before coming to the school.  | 57 | 42 | 7 | 1 | 2 |

|       |       |      |      |      |
|-------|-------|------|------|------|
| 68.7% | 31.3% | 0.0% | 0.0% | 0.0% |
| 82.6% | 17.4% | 0.0% | 0.0% | 0.0% |
| 68.4% | 26.3% | 3.5% | 0.9% | 0.9% |
| 69.6% | 27.0% | 2.6% | 0.0% | 0.9% |
| 58.6% | 40.5% | 0.0% | 0.9% | 0.0% |
| 72.4% | 25.0% | 1.7% | 0.9% | 0.0% |
| 66.1% | 31.3% | 0.9% | 0.9% | 0.9% |
| 61.1% | 27.4% | 3.5% | 0.9% | 7.1% |
| 77.2% | 21.1% | 0.9% | 0.0% | 0.9% |
| 70.9% | 29.1% | 0.0% | 0.0% | 0.0% |
| 75.0% | 23.2% | 0.0% | 0.0% | 1.8% |
| 72.5% | 23.9% | 1.8% | 0.0% | 1.8% |
| 79.5% | 20.5% | 0.0% | 0.0% | 0.0% |
| 68.4% | 28.1% | 0.9% | 0.9% | 1.8% |
| 59.3% | 28.3% | 5.3% | 0.9% | 6.2% |
| 77.2% | 22.8% | 0.0% | 0.0% | 0.0% |
| 71.6% | 27.5% | 0.0% | 0.0% | 0.9% |
| 64.3% | 32.1% | 3.6% | 0.0% | 0.0% |
| 64.0% | 35.1% | 0.9% | 0.0% | 0.0% |
| 55.0% | 37.8% | 7.2% | 0.0% | 0.0% |
| 52.3% | 38.5% | 6.4% | 0.9% | 1.8% |

**AF Brownsville Elementary School Calendar 2009 - 2010**



- New Teacher Training
- Common AF PD days
- Holiday - No school for students or staff
- Early Dismissal - Students dismissed between 1:30 and 1:45
- School-based PD / School Visit days (2)
- Beginning Middle or End of Trimester
- Interim Assessment Days

**August 2009**

| S  | M  | T  | W  | TH | F  | S  |
|----|----|----|----|----|----|----|
|    |    |    |    |    |    | 1  |
| 2  | 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 | 31 |    |    |    |    |    |

**September 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 |    |    |    |

**October 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 |

**November 2009**

| S  | M  | T  | W  | TH | F  | S  |
|----|----|----|----|----|----|----|
|    |    |    |    |    |    | 1  |
| 2  | 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 2009**

| S  | M  | T  | W  | TH | F  | S  |
|----|----|----|----|----|----|----|
|    |    |    |    |    |    | 1  |
| 2  | 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 | 31 |    |    |    |    |    |

**January 2010**

| S  | M  | T  | W  | TH | F  | S  |
|----|----|----|----|----|----|----|
|    |    |    |    |    |    | 1  |
| 2  | 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 | 31 |    |    |    |    |    |

**August 2010**

| S  | M  | T  | W  | TH | F  | S  |
|----|----|----|----|----|----|----|
|    |    |    |    |    |    | 1  |
| 2  | 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 | 31 |    |    |    |    |

**February 2010**

| S  | M  | T  | W  | TH | F  | S  |
|----|----|----|----|----|----|----|
|    |    |    |    |    |    | 1  |
| 2  | 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 |    |    |    |    |    |    |

**March 2010**

| S  | M  | T  | W  | TH | F  | S  |
|----|----|----|----|----|----|----|
|    |    |    |    |    |    | 1  |
| 2  | 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 | 31 |    |    |    |    |    |

**April 2010**

| S  | M  | T  | W  | TH | F  | S  |
|----|----|----|----|----|----|----|
|    |    |    |    |    |    | 1  |
| 2  | 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 |    |    |    |    |    |    |

**May 2010**

| S  | M  | T  | W  | TH | F  | S  |
|----|----|----|----|----|----|----|
|    |    |    |    |    |    | 1  |
| 2  | 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 | 31 |    |    |    |    |    |

**June 2010**

| S  | M  | T  | W  | TH | F  | S  |
|----|----|----|----|----|----|----|
|    |    |    |    |    |    | 1  |
| 2  | 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 | 31 |    |    |    |    |    |

**July 2010**

| S  | M  | T  | W  | TH | F  | S  |
|----|----|----|----|----|----|----|
|    |    |    |    |    |    | 1  |
| 2  | 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 | 31 |    |    |    |    |    |

|            |          |  |
|------------|----------|--|
| <b>AUG</b> | 10 to 21 | New Teacher Training                           |
|            | 24 to 30 | School Site Plan/Train (New & Return)          |
|            | 31       | First Day for Grades K-5-9                     |
| <b>SEP</b> | 1        | First Day - All students K-12 in school        |
|            | 2 to 4   | K-4 Writing Baseline IA                        |
|            | 7        | Labor Day - Holiday                            |
|            | 28       | Yom Kippur - Holiday                           |
| <b>OCT</b> | 12       | Columbus Day - Holiday                         |
|            | 13       | School PD Day                                  |
|            | 15 to 21 | Interim Assessments #1- All Subjects           |
|            | 27       | DATA DAY                                       |
|            | 30       | Progress Reports sent home                     |
| <b>NOV</b> | 3        | NYCDOE Staff PD Day - AF IN SESSION            |
|            | 6        | AF-wide PD Day NY & CT in Connecticut)         |
|            | 11       | Veteran's Day - Holiday                        |
|            | 25       | Early dismissal                                |
|            | 26 to 27 | Thanksgiving holiday                           |
| <b>DEC</b> | 1 to 3   | Interim Assessments #2 - K - 4 Writing         |
|            | 7 to 11  | Interim Assessments #2 - All other subjects    |
|            | 18       | Data Day                                       |
|            | 23       | Early dismissal                                |
|            | 24 to 31 | Winter Break                                   |
| <b>JAN</b> | 1        | New Year's                                     |
|            | 7        | Report Card Night                              |
|            | 18       | MLK Day - Holiday                              |
| <b>FEB</b> | 4 to 10  | Interim Assessments #3: All Subjects (ELA TBD) |
|            | 15 - 19  | Winter Break                                   |
|            | 22       | Data Day                                       |
| <b>MAR</b> | 18       | Progress Reports sent home                     |
|            | 19       | AF- Wide PD Day (CT & NY in NYC)               |
|            | 29 - 31  | Spring Break                                   |
| <b>APR</b> | 1 to 2   | Spring Break                                   |
|            | 5 to 6   | Passover - Holiday                             |
|            | 13 to 15 | Interim Assessments #4: K - 4 Writing          |
|            | 22 to 28 | Interim Assessments #4: All other subjects     |
| <b>MAY</b> | 3        | Data Day                                       |
|            | 6        | Report Card Night                              |
|            | 17       | School PD Day                                  |
|            | 31       | Memorial Day - Holiday                         |
| <b>JUN</b> | 8 to 10  | Interim Assessments #5: K - 4 Writing          |
|            | 14 to 18 | Interim Assessments #5: All other subjects     |
|            | 24       | Last day -- all students                       |
|            | 24       | Progress Reports Sent Home)                    |
|            | 25       | Data Day / EOY Close-Out                       |
|            | 28 - 30  | Early Summer break                             |
| <b>JUL</b> | 1 to 5   | Early Summer break                             |
|            | 6 to 23  | Summer Academy                                 |

**September 2010**

| S  | M  | T  | W  | TH | F  | S  |
|----|----|----|----|----|----|----|
|    |    |    |    |    |    | 1  |
| 2  | 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 |    |    |    |    |    |    |

August and September dates have NOT been set  
They should be finalized by January 2010 Please do not  
make any plans or arrangements until then.

| Key Testing Dates                     |                                     |                       |  |
|---------------------------------------|-------------------------------------|-----------------------|--|
| <u>Start-of-Year Baseline Testing</u> |                                     |                       |  |
| 9/2 9/3 9/4                           | k-4 Writing Baseline IA             |                       |  |
| Sept 1 - 22                           | Middle School Diagnostic F&P Window |                       |  |
| <u>IA #1</u>                          |                                     |                       |  |
| 10/13 to 10/27                        | STEP Testing Window - Elementary    |                       |  |
| Thurs 10/15 - Wed 10/2                | All Subjects                        |                       |  |
| Tues 10/27                            | Data Day                            |                       |  |
| <u>IA #2</u>                          |                                     |                       |  |
| 12/9 to 12/23                         | STEP Testing Window - Elementary    |                       |  |
| Tu 12/1 to Th 12/3                    | K-4 Writing                         |                       |  |
| 12/7 to 12/11                         | All other Subjects                  |                       |  |
| 18-Dec                                | Data Day                            |                       |  |
| <u>NYS Tests</u>                      |                                     | <u>Make-Up Window</u> |  |
| Jan 11 - Jan 15                       | NYS ELA Test - Grades 3 4 5         | Jan 19 - Jan 22       |  |
| Jan 19 - Jan 22                       | NYS ELA Test - Grades 6 7 8         | Jan 25 - 29           |  |
| Mar 1 - Mar 5                         | NYS Math - Grades 3 4 5             | Mar 8 - Mar 12        |  |
| Mar 8 - Mar 12                        | NYS Math - Grades 6 7 8             | Mar 15 - Mar 19       |  |
| April 7 - May 7                       | NYS Science - Grade 4               |                       |  |
| April 7 - May 7                       | NYS Science - Grade 8 Performance   |                       |  |
| April 28 - May 7                      | NYS Science - Grade 8 Written       |                       |  |
| Nov 18 - Nov 19                       | NYS Grade 5 social studies          | Nov 20 - 24           |  |
| Jun 3 - Jun 4                         | NYS Grade 8 Social Studies          | Jun 7 - Jun 9         |  |
| Oct 5 - Feb 12                        | NYS Alternate Assessment            |                       |  |
| April 12 - May 14                     | NYSESLAT: Speaking                  |                       |  |
| May 3 - May 14                        | NYSESLAT: Reading Writing Listening |                       |  |
| <u>Mid-Year Testing</u>               |                                     |                       |  |
| January 5 - Feb 12                    | Middle school F&P Assessment Window |                       |  |
| 1/26 to 1/29                          | NYS Regents Exams                   |                       |  |
| 2-Feb                                 | Mid-year DRP                        |                       |  |
| 4-Feb                                 | Make-up DRP                         |                       |  |
| <u>IA #3</u>                          |                                     |                       |  |
| 2/1 to 2/12                           | STEP Testing Window - Elementary    |                       |  |
| 2/3 to 2/10                           | All Subjects (no ELA? TBD)          |                       |  |
| 2/22 (Mon)                            | Data Day                            |                       |  |
| <u>IA #4</u>                          |                                     |                       |  |
| 4/19 to 5/3                           | STEP Testing Window - Elementary    |                       |  |
| Tues 4/13 to Thurs 4/15               | K-4 Writing                         |                       |  |
| Thurs 4/22 to Wed 4/2                 | All other subjects                  |                       |  |
| Data Day: 5/3 (Mon)                   |                                     |                       |  |
| <u>End-of-year tests</u>              |                                     |                       |  |
| May 10 - June 11                      | Middle School F&P Assessment Window |                       |  |
| 8-Jun                                 | End-of-year DRP                     |                       |  |
| 10-Jun                                | DRP make-up                         |                       |  |
| 6/15 to 6/24                          | NYS Regents Exams                   |                       |  |
| 22-Jun                                | DRP / TerraNova Make-up             |                       |  |
| <u>IA #5</u>                          |                                     |                       |  |
| 6/2 to 6/4                            | 8th & 9th Math                      |                       |  |
| 6/14 to 6/28                          | STEP Testing Window - Elementary    |                       |  |
| Tues 6/8 to Thurs 6/10                | K-4 Writing                         |                       |  |
| Mon 6/14 to Friday 6/1                | All other Subjects:                 |                       |  |
| 25-Jun                                | Data Day                            |                       |  |

| Days-of-School Counts  |            |           |            |
|------------------------|------------|-----------|------------|
| Month                  | Student    | Teacher   | Total      |
| August                 | 0          | 6         | 6          |
| September              | 21         | 0         | 21         |
| October                | 20         | 1         | 21         |
| November               | 17         | 1         | 18         |
| December               | 16         | 1         | 17         |
| January                | 19         | 0         | 19         |
| February               | 14         | 1         | 15         |
| March                  | 19         | 1         | 20         |
| April                  | 18         | 0         | 18         |
| May                    | 19         | 1         | 20         |
| June                   | 18         | 1         | 19         |
| July                   | 14         | 0         | 14         |
| <b>TOTAL</b>           | <b>195</b> | <b>13</b> | <b>208</b> |
| <b>(-) 2 School PD</b> | <b>193</b> | <b>15</b> | <b>208</b> |

| NYC (District) Calendar     |                    |                    |  |
|-----------------------------|--------------------|--------------------|--|
| <u>First Day / Last Day</u> |                    |                    |  |
| NYCDOE                      | Sept 8 (first day) | June 25 (last day) |  |
| AF                          | Sept 1 (first day) | June 25 (last day) |  |
| <u>District Days Off</u>    |                    | <u>AF OFF?</u>     |  |
| Labor Day                   | Sept 7             | Y                  |  |
| Yom Kippur                  | Sept 28            | SCHOOL'S CHOICE    |  |
| Columbus Day                | Oct 12             | Y                  |  |
| Staff PD Day (Election Da   | Nov 3              | N                  |  |
| Veterans' Day               | Nov 11             | Y                  |  |
| Thanksgiving                | Nov 26-27          | Y                  |  |
| Winter Hol                  | Dec 24-31          | Y                  |  |
| New Year's                  | Jan 1              | Y                  |  |
| MLK Day                     | Jan 18             | Y                  |  |
| President's Day             | Feb 15             | Y                  |  |
| Winter Break                | Feb 15-19          | Y                  |  |
| Spring Break (NYCDOE)       | Mar 29 - April 6   | Y                  |  |
| Memorial Day                | 31-May             | Y                  |  |
| Staff PD Day                | 10-Jun             | N                  |  |

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee  
Annual Report 2008-09

Name (print) Elgina Brooks

Name of Charter School Achievement First Brownsville

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 representative

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.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. Is the trustee an employee or agent of the management company? \_\_\_ Yes  No

5. Is the trustee an employee or agent of any institutional partner of the School? \_\_\_ Yes  No

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.

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

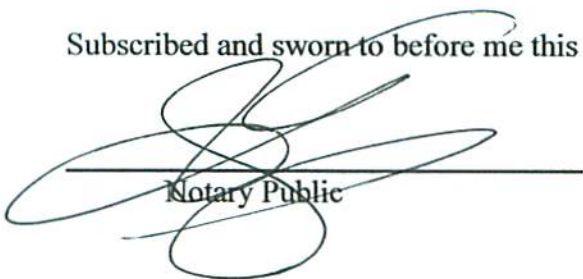
Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the School **and** in which 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 |
|--|------------------------------|---|--|
| none   |                              |   |  |

Algina Brooks  
Signature

7-16-09  
Date

Subscribed and sworn to before me this 16 day of July, 2009

  
Notary Public

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

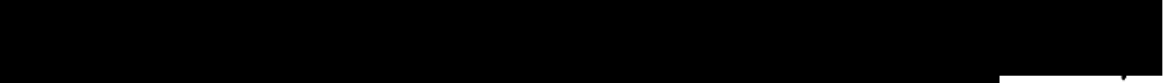
NEW YORK STATE EDUCATION DEPARTMENT

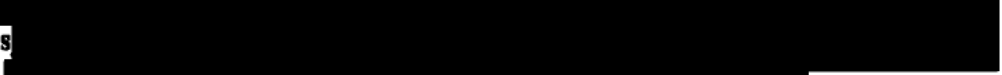
Disclosure of Financial Interest by a Charter School Trustee  
Annual Report 2008-09

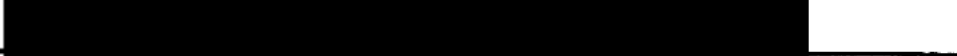
Name (print) Lee Gebernt

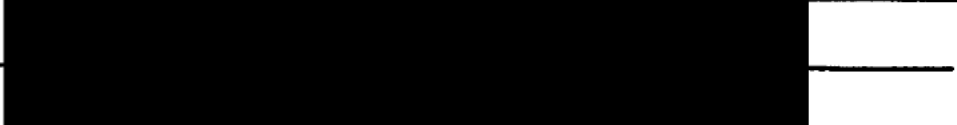
Name of Charter School Brownsville (Elementary)

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

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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.

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4. Is the trustee an employee or agent of the management company? \_\_\_ Yes  No

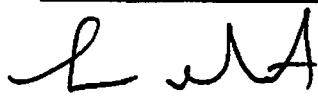
5. Is the trustee an employee or agent of any institutional partner of the School? \_\_\_ Yes  No

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.

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

  
 Signature

July 13, 09  
 Date

Subscribed and sworn to before me this 13 day of July, 2009.

  
 Notary Public

Christopher A. Hanson  
 Notary Public, State of New York  
 No. 4248640  
 Qualified in Westchester County  
 Commission Expires March 20, 2012

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee  
Annual Report 2008-09

Name (print) Max Polaner

Name of Charter School Achievement First Brownsville

Charter Entity AF Brownsville

Home Address \_\_\_\_\_

Business Address \_\_\_\_\_

Daytime Phone \_\_\_\_\_

E-Mail Address \_\_\_\_\_

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

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.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. Is the trustee an employee or agent of the management company?  Yes \_\_\_ No

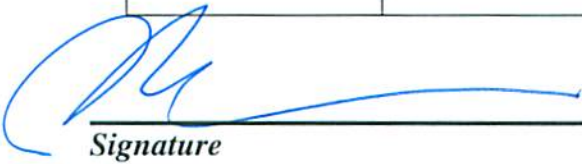
5. Is the trustee an employee or agent of any institutional partner of the School? \_\_\_ Yes  No

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.

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

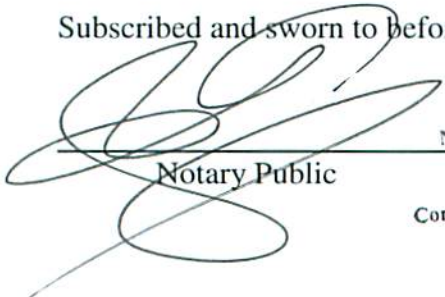
Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the School **and** in which 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 Inc.                           | Management                   | ~\$1,500,000                                | Max Polansky   |

  
 \_\_\_\_\_  
 Signature

7/16/09  
 \_\_\_\_\_  
 Date

Subscribed and sworn to before me this 16 day of July, 2009

  
 \_\_\_\_\_  
 Notary Public

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

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee  
Annual Report 2008-09

Name (print) Nicole Campbell

Name of Charter School Achievement First Brownsville

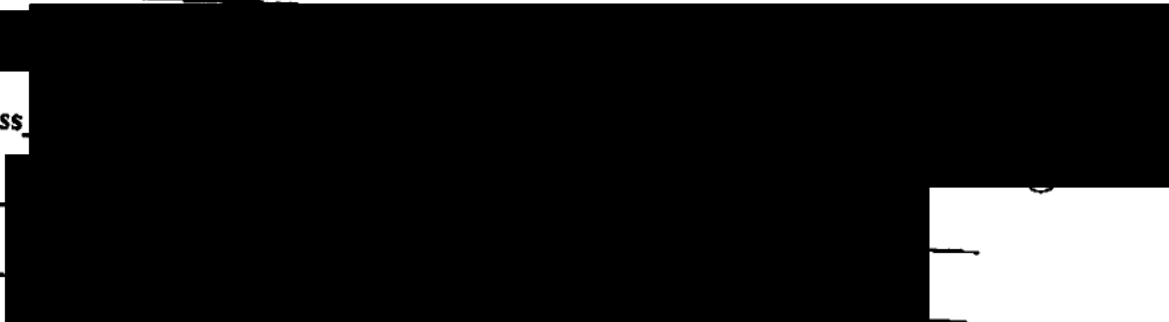
Charter Entity \_\_\_\_\_

Home Address \_\_\_\_\_

Business Address \_\_\_\_\_

Daytime Phone \_\_\_\_\_

E-Mail Address \_\_\_\_\_



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

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.  
\_\_\_\_\_  
\_\_\_\_\_

4. Is the trustee an employee or agent of the management company? \_\_\_ Yes  No

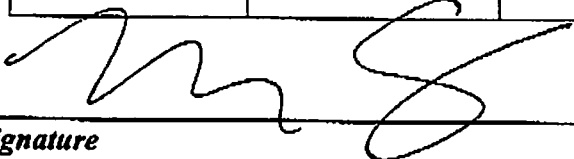
5. Is the trustee an employee or agent of any institutional partner of the School? \_\_\_ Yes  No

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.

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

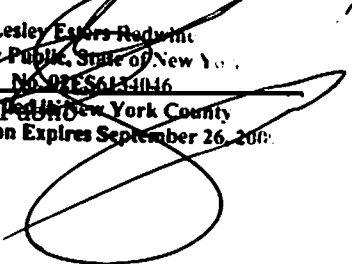
Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the School and in which 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

07/27/09  
 Date

Subscribed and sworn to before me this 27 day of July, 2009

  
 \_\_\_\_\_  
 Lesley Esters Redwine  
 Notary Public, State of New York  
 No. 012643446  
 Notary Public, New York County  
 Commission Expires September 26, 2010

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee  
Annual Report 2008-09

Name (print) Kelly Wachowicz

Name of Charter School Achievement First Brownsville

Charter Entity \_\_\_\_\_

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.  
N/A

4. Is the trustee an employee or agent of the management company? \_\_\_ Yes  No

5. Is the trustee an employee or agent of any institutional partner of the School? \_\_\_ Yes  No

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.

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

Kelly Wachowicz  
Signature

7-16-09  
Date

Subscribed and sworn to before me this 16 day of July, 2009.

[Signature]  
Notary Public  
Lesley Esters Redwine  
Notary Public, State of New York  
No. 02E90734046  
Qualified in New York County  
Commission Expires September 26, 2009

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee  
Annual Report 2008-09

Name (print) Chrystal Stokes Williams

Name of Charter School Brownsville Elementary

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): Treasurer

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

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

4. Is the trustee an employee or agent of the management company? \_\_\_ Yes X No

5. Is the trustee an employee or agent of any institutional partner of the School? \_\_\_ Yes X No

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                                      |  |   |
|         | NONE                                     |  |   |

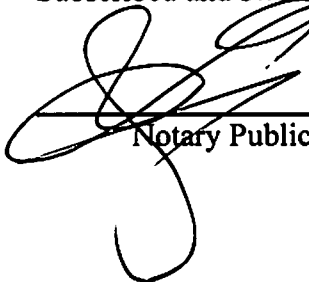
Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the School and in which 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 |
|--|------------------------------|---|--|
| <p>NONE</p>                                      |                              |   |  |

  
 \_\_\_\_\_  
 Signature

7/16/09  
 \_\_\_\_\_  
 Date

Subscribed and sworn to before me this 16 day of July, 2009

  
 \_\_\_\_\_  
 Notary Public

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

*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.

Gina Musumeci  
Print Name, Head of Charter School

[Signature]  
Signature and Date

Subscribed and sworn to before me this 24 day of July, 2009

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

Kelly K. Wachowitz  
Print Name, President, Board of Trustees

Kelly K. Wachowitz 7/23/2009  
Signature and Date

State of New York )  
County of New York ) ss.:

Subscribed and sworn to before me this 23<sup>rd</sup> day of July, 2009.

[Signature]  
Notary Public

DIANE BUGLEWICZ  
Notary Public, State of New York  
No. 01886879163  
Qualified in New York County  
Commission Expires August 12, 2010