

I. SCHOOL INFORMATION AND COVER PAGE

Created Wednesday, July 31, 2013

Page 1

1. SCHOOL NAME

(Select School name from dropdown menu; BEDS # appears first)

332300860912 ACHVMNT FIRST BROWNSVILLE CS

2. CHARTER AUTHORIZER

SUNY-Authorized Charter School

3. DISTRICT / CSD OF LOCATION

NYC CSD 23

4. SCHOOL INFORMATION

PRIMARY ADDRESS	PHONE NUMBER	FAX NUMBER	EMAIL ADDRESS
2021 Bergen Street Brooklyn, NY 11233	718-342-4302	718-346-3270	tonysiddall@achievementfir st.org

4a. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES

4a. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES Contact Name	Erin McGonegle
4a. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES Title	Director of School Operations
4a. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES Emergency Phone Number (###-###-####)	

5. SCHOOL WEB ADDRESS (URL)

www.achievementfirst.org/schools/new-york-schools/brownsville/about

6. DATE OF INITIAL CHARTER

2008-01-01 00:00:00

7. DATE FIRST OPENED FOR INSTRUCTION

2008-08-01 00:00:00

8. TOTAL NUMBER OF STUDENTS ENROLLED IN 2012-13 (as reported on BEDS Day)

(as reported on BEDS Day)

9. GRADES SERVED IN SCHOOL YEAR 2012-13

Check all that apply

• K

• 1

• 2

• 3

• 4

• 5

10. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?

Yes/No	Name of CMO/EMO
Yes	Achievement First

10a. Please provide the name and contact information for each of the following individuals who are management level personnel associated with the CMO.

	Name	Work Phone	Alternate Phone	Email Address	Contact this individual also in emergencies
CEO (e.g., network superintendent)	Doug McCurry	[REDACTED]	[REDACTED]	[REDACTED]	No
CFO (e.g., network CFO)	Max Polaner	[REDACTED]	[REDACTED]	[REDACTED]	No
Compliance Contact	Tony Siddall	[REDACTED]	[REDACTED]	[REDACTED]	Yes

Complaint Contact

11. FACILITIES

Will the School maintain or operate multiple sites?

No, just one site.

12. SCHOOL SITES

Please list the sites where the school will operate in 2013-14.

	Physical Address	Phone Number	District/CS D	Grades Served at Site	School at Full Capacity at Site	Facilities Agreement
Site 1 (same as primary site)	2021 Bergen Street Brooklyn, NY 11233	718-342-4302	CSD 23	K-5	No	DOE space
Site 2						
Site 3						

12a. Please provide the contact information for Site 1 (same as the primary site).

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Michelle Kagan	[REDACTED]	[REDACTED]	[REDACTED]
Operational Leader	Kathryn Dahlberg	[REDACTED]	[REDACTED]	[REDACTED]
Compliance Contact	Tony Siddall	[REDACTED]	[REDACTED]	[REDACTED]

Complaint Contact

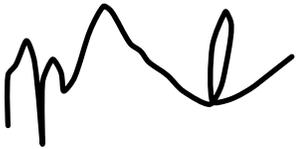
14. Were there any revisions to the school's charter during the 2012-2013 school year? (Please include both those that required authorizer approval and those that did not require authorizer approval).

No

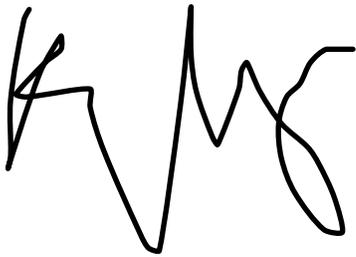
16. Our signatures below attest that all of the information contained herein is truthful and accurate and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws, regulations, and rules. We understand that if any information in any part of this report is found to have been deliberately misrepresented, that will constitute grounds for the revocation of our charter. Check **YES** if you agree and use the mouse on your PC or the stylus on your mobile device to sign your name).

• Yes

Signature, Head of Charter School



Signature, President of the Board of Trustees



Thank you.

**Achievement First Brownsville
CHARTER SCHOOL**

**2012-13 ACCOUNTABILITY
PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 4, 2013

By Tony Siddall, Senior Director, Governance and Authorizer Relations

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

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

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

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

INTRODUCTION

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

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

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

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

School Enrollment by Grade Level and School Year

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

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

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

Background

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

Goal 1: Absolute Measure

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

Method

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

The table below summarizes participation information for this year's test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year.

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

Grade	Total Tested	Not Tested ²			Total Enrolled
		IEP	ELL	Absent	

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

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

3	74				74
4	76				76
5	90	1			91
6					
7					
8					
All	240	1			241

Results

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

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

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

Evaluation

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

Additional Evidence

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

English Language Arts Performance by Grade Level and School Year

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

Goal 1: Absolute Measure

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

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in English language arts. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the current year's English language arts AMO. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.³

Results

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

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

$$\begin{array}{rcccccccc}
 \text{PI} & = & 48 & + & 33 & + & 5 & = & 86 \\
 & & & & 33 & + & 5 & = & 38
 \end{array}$$

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

Evaluation

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

Leave Blank

Goal 1: Comparative Measure

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

Method

A school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.⁴

Results

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

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

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

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

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
All	40%	207	10%	

Evaluation

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

Additional Evidence

AF Brownsville has significantly surpassed the proficiency rate of the

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

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

Goal 1: Comparative Measure

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

Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school's performance to demographically similar public schools state-wide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school's actual performance to the predicted performance of

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

public schools with a similar economically disadvantaged percentage. The difference between the schools' actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3 or performing higher than expected to a small degree is the requirement for achieving this measure.

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

Results

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

2011-12 English Language Arts Comparative Performance by Grade Level

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

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

Evaluation

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

Additional Evidence

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

English Language Arts Comparative Performance by School Year

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

Goal 1: Growth Measure⁶

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

Method

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

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

Results

Leave Blank

Summary of the English Language Arts Goal

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

Type	Measure	Outcome
------	---------	---------

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

⁷ See the Guidelines.

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

Action Plan

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

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

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

MATHEMATICS

Goal 1: Mathematics

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

Background

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

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

Goal 1: Absolute Measure

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

Method

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

The table below summarizes participation information for this year's test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year.

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

Grade	Total Tested	Not Tested ⁹			Total Enrolled
		IEP	ELL	Absen	

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

⁹ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

				t	
3	74				74
4	76				76
5	90	1			91
6					
7					
8					
All	240	1			241

Results

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

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

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

Evaluation

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

Additional Evidence

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

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency		
	2010-11	2011-12	2012-13

	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	80%	79	61%	84	32%	72
4			92%	74	49%	76
5					37%	59
6						
7						
8						
All	80%	79	77%	158	40%	207

Goal 1: Absolute Measure

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

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in mathematics. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the current year's mathematics AMO. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.¹⁰

Results

Mathematics 2012-13 Performance Level Index (PLI)

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

$$\begin{array}{r}
 \text{PI} = 44 + 30 + 7 = 81 \\
 \phantom{\text{PI}} = + 30 + 7 = 37 \\
 \phantom{\text{PI}} = + + 7 = 118
 \end{array}$$

Evaluation

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

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

Leave Blank

Goal 1: Comparative Measure

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

Method

A school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.¹¹

Results

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

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

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

Evaluation

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

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

Additional Evidence

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

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

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

Goal 1: Comparative Measure

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

Method

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

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

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

Results

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

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

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

Evaluation

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

Additional Evidence

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

Mathematics Comparative Performance by School Year

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

Goal 1: Growth Measure¹³

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

Method

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

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

Results

Leave Blank

Summary of the Mathematics Goal

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

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

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

	students among all public schools in New York State. (Using 2011-12 school district results.)	
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	N/A

Action Plan

The math program is guided by standards-aligned scope and sequence documents, and draws on the enVision math program. Daily instruction includes math facts practice, teacher-led introduction of the aim for the day, workshop time, independent practice, and an exit ticket. The strong curriculum and this combination of direct instruction, guided practice, and independent practice have been responsible for the relatively strong performance in meeting our accountability plan goals. Over the last two years, AF Brownsville moved to Common Core aligned assessments and curriculum for the math program. Now that results from the state exams have been released the school leaders will be working closely with Network Support staff to examine the results and update curriculum, assessment, and instructional strategies appropriately.

SCIENCE

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

Background

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

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

Method

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

Results

Science results are not yet available.

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

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

Evaluation

N/A

Goal 3: Comparative Measure

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

Method

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

Results

Science results are not yet available.

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

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

Summary of the Science Goal

This goal cannot yet be evaluated.

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

NCLB

Goal 5: NCLB
The school will make Adequate Yearly Progress.

Goal 5: Absolute Measure

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

Method

Since *all* students are expected to meet the state's learning standards, the federal No Child Left Behind legislation stipulates that various sub-populations and demographic categories of students among all tested students must meet state proficiency standards. New York, like all states, established a system for making these determinations for its public schools. Each year the state issues School Report Cards which indicate each school's status under the state's No Child Left Behind (NCLB) accountability system.

Results

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

Evaluation

AF Brownsville met this goal.

Additional Evidence

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

NCLB Status by Year

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

OPTIONAL GOALS

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

Goal S: Parent Satisfaction

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

Goal S: Absolute Measure

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

Method

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

Results

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

2012-13 Parent Satisfaction Survey Response Rate

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

2012-13 Parent Satisfaction on Key Survey Results

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

Evaluation

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

Goal S: Absolute Measure

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

Method

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

Results

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

2011-12 Student Retention Rate

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

Evaluation

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

Goal S: Absolute Measure

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

Method

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

Results

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

2012-13 Attendance

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

Evaluation

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

Additional Evidence

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

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

Annual Report Requirement
For All New York State Charter Schools
Fiscal Year 2012-13

Achievement First Brownsville CS

Total expenditures per pupil:	17,634.72
Administrative Expenses Per Pupil:	1,730.02

ACHIEVEMENT FIRST BROWNSVILLE CHARTER SCHOOL

FINANCIAL STATEMENTS

JUNE 30, 2013

ACHIEVEMENT FIRST BROWNSVILLE CHARTER SCHOOL

TABLE OF CONTENTS

INDEPENDENT AUDITOR'S REPORT	1-2
FINANCIAL STATEMENTS:	
Statement of Financial Position	3
Statement of Activities	4
Statement of Functional Expenses	5
Statement of Cash Flows	6
Notes to Financial Statements	7-12
Independent Auditor's Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with <i>Government Auditing Standards</i>	13-14
Schedule of Findings and Responses	15
Schedule of Prior Audit Findings	16



INDEPENDENT AUDITOR'S REPORT

To the Board of Trustees
Achievement First Brownsville Charter School

Report on the Financial Statements

We have audited the accompanying financial statements of Achievement First Brownsville Charter School (the "School"), which comprise the statements of financial position as of June 30, 2013, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the School's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Achievement First Brownsville Charter School as of June 30, 2013, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Report on Summarized Comparative Information

We have previously audited Achievement First Brownsville Charter School's 2012 financial statements and we expressed an unmodified opinion on those audited financial statements in our report dated November 12, 2012. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2012 is consistent, in all material respects, with the audited financial statements from which it has been derived.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated October 31, 2013, on our consideration of Achievement First Brownsville Charter School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Achievement First Brownsville Charter School's internal control over financial reporting and compliance.

MBAF CPAs, LLC

New York, NY
October 31, 2013

ACHIEVEMENT FIRST BROWNSVILLE CHARTER SCHOOL
STATEMENT OF FINANCIAL POSITION
JUNE 30, 2013
(WITH SUMMARIZED COMPARATIVE INFORMATION FOR JUNE 30, 2012)

ASSETS	2013	2012
Cash	\$ 719,820	\$ 926,917
Grants and other receivables	283,133	304,236
Prepaid expenses and other assets	80,986	24,088
Due from related schools	6,143	7,226
Due from New York City Department of Education	2,651	-
Property and equipment, net	313,769	230,161
	\$ 1,406,502	\$ 1,492,628
LIABILITIES AND NET ASSETS		
LIABILITIES:		
Accounts payable and accrued expenses	\$ 76,718	\$ 50,811
Accrued salaries and other payroll related expenses	162,825	133,433
Due to related schools	10,404	5,778
Due to New York City Department of Education	-	2,259
Due to Achievement First, Inc.	210,097	350,917
	460,044	543,198
NET ASSETS		
Unrestricted		
Operating	313,769	57,477
Board-designated reserve	632,689	891,953
	946,458	949,430
	\$ 1,406,502	\$ 1,492,628

The accompanying notes are an integral part of these financial statements.

ACHIEVEMENT FIRST BROWNSVILLE CHARTER SCHOOL

STATEMENT OF ACTIVITIES

FOR THE YEAR ENDED JUNE 30, 2013

(WITH SUMMARIZED COMPARATIVE INFORMATION FOR THE YEAR ENDED JUNE 30, 2012)

	2013	2012
OPERATING INCOME		
State and local per pupil operating revenue	\$ 7,155,977	\$ 5,492,627
Government grants and contracts	708,423	317,834
	<u>7,864,400</u>	<u>5,810,461</u>
EXPENSES		
Program services	6,761,149	5,215,010
Management and general	1,074,041	610,903
Fundraising	88,508	63,654
	<u>7,923,698</u>	<u>5,889,567</u>
DEFICIT FROM SCHOOL OPERATIONS	<u>(59,298)</u>	<u>(79,106)</u>
SUPPORT AND OTHER REVENUE		
Foundation grants	50,000	-
Interest and other income	6,326	17,051
	<u>56,326</u>	<u>17,051</u>
CHANGE IN NET ASSETS	(2,972)	(62,055)
NET ASSETS - BEGINNING OF YEAR	<u>949,430</u>	<u>1,011,485</u>
NET ASSETS - END OF YEAR	<u>\$ 946,458</u>	<u>\$ 949,430</u>

The accompanying notes are an integral part of these financial statements.

ACHIEVEMENT FIRST BROWNSVILLE CHARTER SCHOOL

STATEMENT OF FUNCTIONAL EXPENSES

FOR THE YEAR ENDED JUNE 30, 2013

(WITH SUMMARIZED COMPARATIVE INFORMATION FOR THE YEAR ENDED JUNE 30, 2012)

	Program Services	Management and General	Fundraising	2013	2012
FUNCTIONAL EXPENSES					
Salaries and wages	\$ 3,899,047	\$ 514,379	\$ -	\$ 4,413,426	\$ 3,370,585
Payroll taxes and employee benefits	928,422	92,980	-	1,021,402	664,874
Accounting	-	58,807	-	58,807	42,851
Legal	-	-	-	-	1,760
Professional fees	70,656	186,795	-	257,451	117,810
Classroom supplies and instructional materials	252,282	-	-	252,282	225,558
Furniture and equipment - non-capitalized	53,903	13,017	-	66,920	80,637
Insurance	26,930	2,697	-	29,627	21,192
Interest and bank service charges	-	1,527	-	1,527	815
Management and ancillary services fees	681,512	115,060	88,508	885,080	634,120
Office expense	184,222	31,856	-	216,078	170,595
Parent activities	5,249	-	-	5,249	1,533
Postage and delivery	4,822	1,205	-	6,027	2,414
Printing and photocopying	45,625	11,406	-	57,031	49,929
Rent - building permit fees	4,684	469	-	5,153	-
Repairs and maintenance	62,780	6,287	-	69,067	15,899
After school academic	15,833	-	-	15,833	14,000
Special education contracted services	8,153	817	-	8,970	4,322
Staff professional development	81,961	-	-	81,961	115,573
Student field trips and incentive programs	37,305	-	-	37,305	18,413
Student food services	46,722	-	-	46,722	40,990
Student transportation	12,876	-	-	12,876	22,500
Student uniforms	2,252	-	-	2,252	1,131
Technology and infrastructure	137,538	2,743	-	140,281	86,178
Telephone and internet	104,085	10,424	-	114,509	66,979
Depreciation and amortization	94,290	23,572	-	117,862	109,595
Bad debt expense	-	-	-	-	9,314
	<u>\$ 6,761,149</u>	<u>\$ 1,074,041</u>	<u>\$ 88,508</u>	<u>\$ 7,923,698</u>	<u>\$ 5,889,567</u>

The accompanying notes are an integral part of these financial statements.

ACHIEVEMENT FIRST BROWNSVILLE CHARTER SCHOOL

STATEMENT OF CASH FLOWS

FOR THE YEAR ENDED JUNE 30, 2013

(WITH SUMMARIZED COMPARATIVE INFORMATION FOR THE YEAR ENDED JUNE 30, 2012)

	2013	2012
CASH FLOWS FROM OPERATING ACTIVITIES		
Change in net assets	\$ (2,972)	\$ (62,055)
Adjustments to reconcile change in net assets to net cash (used in) provided by operating activities:		
Depreciation and amortization	117,862	109,595
Bad debt expense	-	9,314
Changes in operating assets and liabilities:		
Grants and other receivables	21,103	(25,658)
Prepaid expenses and other assets	(56,898)	(1,599)
Due from related schools	1,083	5,778
Due from New York City Department of Education	(2,651)	75,114
Accounts payable and accrued expenses	25,907	(2,330)
Accrued salaries and other payroll related expenses	29,392	16,003
Due to related parties	4,626	-
Due to New York City Department of Education	(2,259)	2,259
Due to Achievement First, Inc.	(140,820)	14,858
	<hr/>	<hr/>
NET CASH (USED IN) PROVIDED BY OPERATING ACTIVITIES	(5,627)	141,279
CASH FLOWS FROM INVESTING ACTIVITIES		
Purchase of property and equipment	(201,470)	(114,040)
	<hr/>	<hr/>
NET CASH USED IN INVESTING ACTIVITIES	(201,470)	(114,040)
NET (DECREASE) INCREASE IN CASH	(207,097)	27,239
CASH - BEGINNING OF YEAR	926,917	899,678
	<hr/>	<hr/>
CASH - END OF YEAR	\$ 719,820	\$ 926,917

Supplementary Disclosure of Cash Flow Information:

Cash paid during the year for:

Interest	\$ -	\$ 17,050
----------	------	-----------

The accompanying notes are an integral part of these financial statements.

ACHIEVEMENT FIRST BROWNSVILLE CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2013

1. NATURE OF THE ORGANIZATION

Achievement First Brownsville Charter School (the "School") was incorporated to focus on strengthening the academic and character skills needed for all students to excel in top-tier colleges, to achieve success in a competitive world, and to serve as the next generation of leaders in their communities. On January 15, 2008, the Board of Regents of the University of the State of New York granted the School a charter valid for a term of five years and renewable upon expiration. On January 22, 2013, the Board of Regents renewed the charter through June 30, 2018. Today the School serves students from low income households in Brooklyn, New York. The School is currently in the process of undergoing their charter renewal.

The School is exempt from federal income taxes under Section 501(c)(3) of the Internal Revenue Code ("IRC") and under the corresponding provisions of the New York State tax laws. The School has also been classified as an entity that is not a private foundation within the meaning of Section 509(a) of the IRC and qualifies for deductible contributions as provided in section 170(b)(1) (A)(ii) of the IRC.

During the year ended June 30, 2013, the School added the fifth grade. As of June 30, 2013, the School operated classes for students in kindergarten to fifth grades. The School shares space with a New York City public school and is not responsible for rent, utilities, custodial services, maintenance, or school safety. Approximately 60,000 feet of square footage is allocated to the School.

2. SIGNIFICANT ACCOUNTING POLICIES

Financial Statement Presentation

The School's financial statements have been prepared on the accrual basis of accounting in accordance with accounting principles generally accepted in the United States of America ("U.S. GAAP").

The classification of the School's net assets and its support, revenues and expenses is based on the existence or absence of donor-imposed restrictions. It requires that the amounts for each of the three classes of net assets - permanently restricted, temporarily restricted, and unrestricted - be displayed in the statement of financial position and that the amounts of change in each of those classes of net assets be displayed in the statement of activities.

These classes are defined as follows:

Permanently Restricted – Net assets resulting from contributions and other inflows of assets whose use by the School is limited by donor-imposed stipulations that neither expire by passage of time nor can be fulfilled or otherwise removed by actions of the School.

Temporarily Restricted – Net assets resulting from contributions and other inflows of assets whose use by the School is limited by donor-imposed stipulations that either expire by passage of time or can be fulfilled and removed by actions of the School pursuant to those stipulations. When such stipulations end or are fulfilled, such temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statement of activities. However, if a restriction is fulfilled in the same period in which the contribution is received, the School reports the support as unrestricted.

Unrestricted – The part of net assets that is neither permanently nor temporarily restricted by donor-imposed stipulations.

During the year ended June 30, 2009, the Board of Trustees enacted a Board Designated Reserve Policy in which unrestricted net assets are set aside to be used only with the approval of the Board. The reserve is calculated by netting the current fiscal year's current assets against current liabilities and reducing that difference by any assets whose use is contractually limited. The reserve at June 30, 2013 and 2012 was \$632,689 and \$891,953, respectively.

ACHIEVEMENT FIRST BROWNSVILLE CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2013

2. SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Grants and Other Receivables

Grants and other receivables represent unconditional promises to give. Grants and other receivables that are expected to be collected within one year are recorded at net realizable value and amount to \$283,133 and \$304,236 at June 30, 2013 and June 30, 2012, respectively. The School has determined that no allowance for uncollectible accounts for grants and other receivables is necessary as of June 30, 2013 and 2012. Such estimate is based on management's assessments of the creditworthiness of its grantors, the aged basis of its receivables, as well as current economic conditions and historical information.

Revenue Recognition

Revenue from the state and local government resulting from the School's charter status is based on the number of students enrolled and is recorded when services are performed in accordance with the charter agreement.

Revenue from federal, state and local government grants and contracts are recorded by the School when qualifying expenditures are incurred and billable. Funds received in advance for which qualifying expenditures have not been incurred would be reflected as deferred revenue in the accompanying statement of financial position.

The School receives a substantial portion of its support and revenue from the New York City Department of Education ("NYCDOE"). If the charter school laws were modified, reducing or eliminating these revenues, the School's finances could be materially adversely affected.

Donated Goods and Services

The School receives contributed goods and services which are recorded as contributions in-kind, at their fair value, provided they meet the criteria for recognition. There were no donated services or goods received for the years ending June 30, 2013 and 2012.

Premises Provided by Government Authorities

The School does not record any in-kind contributions and related costs with respect to dedicated and shared space provided to it by the NYCDOE as the premises are temporary in nature, is excess shared space whereby a fair value cannot be determined, and is industry practice.

Property and Equipment

Property and equipment are stated at cost and are being depreciated on the straight-line method over the estimated useful lives of the assets. Facility improvements are depreciated over the estimated useful lives of the assets. The School has established a \$1,000 threshold above which assets are capitalized. Property and equipment acquired with certain government contract funds is recorded as an expense pursuant to the terms of the contract in which the government funding source retains ownership of the property. Maintenance and repairs are charged to expense as incurred; major renewals and betterments are capitalized.

Impairment

The School reviews long-lived assets to determine whether there has been any permanent impairment whenever events or circumstances indicate the carrying amount of an asset may not be recoverable. If the sum of the expected future undiscounted cash flows is less than the carrying amount of the assets, the School recognizes an impairment loss. No impairment losses were recognized for the years ended June 30, 2013 and 2012.

Advertising

The School expenses advertising costs as incurred. The School had no advertising costs for either of the years ended June 30, 2013 and 2012.

ACHIEVEMENT FIRST BROWNSVILLE CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2013

2. SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Functional Allocation of Expenses

Expenses that can be directly identified with the program or supporting service to which they relate are charged accordingly. Other expenses have been allocated by function among program and supporting service classifications using bases determined by management based upon benefits received.

Estimates

The preparation of financial statements in conformity with U.S. GAAP requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements, and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

Subsequent Events

The School has evaluated events through October 31, 2013, which is the date the financial statements were available to be issued.

Comparative Financial Information

The June 30, 2013 financial statements include certain prior year summarized comparative information in total but not by net asset class. In addition, only certain of the notes to the financial statements for June 30, 2012 are presented. As a result, the June 30, 2012 comparative information does not include sufficient detail to constitute a presentation in conformity with U.S. GAAP. Accordingly, such June 30, 2012 information should be read in conjunction with the School's financial statements for the year ended June 30, 2012, from which the summarized information was derived.

Income Taxes

The School follows the accounting standard for uncertainty in income taxes. The standard prescribes a minimum recognition threshold and measurement methodology that a tax position taken or expected to be taken in a tax return is required to meet before being recognized in the financial statements. It also provides guidance for derecognition, classification, interest and penalties, accounting in interim periods, disclosure, and transition.

The School files informational returns in the federal jurisdiction. With few exceptions, the School is no longer subject to federal tax examination by tax authorities for fiscal years before 2010.

The School believes that it has appropriate support for the positions taken on its tax returns. Nonetheless, the amounts ultimately paid, if any, upon resolution of the issues raised by the taxing authorities may differ materially from the amounts filed. Management believes that its nonprofit status would be sustained upon examination.

Should there be interest on underpayments of income tax, the School would classify it as "Interest Expense." The School would classify penalties in connection with underpayments of tax as "Other Expense."

Reclassifications

Certain accounts in the prior-year financial statements have been reclassified for comparative purposes to conform with the presentation in the current-year financial statements.

3. AGREEMENT FOR SCHOOL FACILITY

The School has entered into a verbal agreement, (the "Agreement") with the NYCDOE for dedicated and shared space at Brooklyn Collegiate School, a facility located at 2021 Bergen Street, Brooklyn, New York. The Agreement commenced on July 1, 2008 at a cost of \$1 per year. The fair value of the rent has not been included in the accompanying financial statements as the premises are temporary in nature, the Agreement is non-binding, is excess shared space whereby a fair value cannot be determined, and is industry practice.

ACHIEVEMENT FIRST BROWNSVILLE CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2013

4. STUDENT MEALS AND TRANSPORTATION

The NYCDOE provides free lunches and transportation directly to a majority of the School's students.

5. RELATED PARTY TRANSACTIONS

The School entered into an Academic and Business Services Agreement (the "Agreement") with Achievement First, Inc. ("Achievement First"), a not-for-profit organization dedicated to helping start and run charter schools. This Agreement provides management and other administrative support services to the School.

Pursuant to the terms of the Agreement, the School pays a service fee equivalent to 10% of all public revenues received by the School during the school year. Public revenues include all sources of revenue from a public source, but specifically exclude in-kind contributions such as student transportation and food services, start-up funding, funding for student meals, and funding for competitive public grants. The Agreement expires on June 30, 2015. The Agreement also incorporates additional services provided to the School by Achievement First. These services include bookkeeping, facilities acquisition and management, special education delivery support, data analysis management support, and tutoring program support. The School is to pay Achievement First an ancillary services fee that is mutually negotiated by the School and Achievement First. For the years ending June 30, 2013 and 2012, the School incurred management and ancillary service fees of \$885,080 and \$634,120, respectively, which is included in the accompanying statement of functional expenses.

For the years ended June 30, 2013 and 2012, the amounts due to Achievement First, Inc. were \$210,097 and \$350,917, respectively.

Throughout the school year the School may share staff with another school and occasionally purchase equipment from another school. These costs are included on the statement of financial position and consist of the following:

<u>Due To Other Schools</u>	<u>2013</u>	<u>2012</u>
AF Bridgeport	\$ 2,148	\$ -
AF Crown Heights	1,972	-
AF East New York	6,284	5,778
	<u>\$ 10,404</u>	<u>\$ 5,778</u>

<u>Due From Other Schools</u>	<u>2013</u>	<u>2012</u>
AF Apollo	\$ 299	\$ 1,830
AF Bushwick	2,823	2,375
AF Endeavor	3,021	3,021
	<u>\$ 6,143</u>	<u>\$ 7,226</u>

6. DUE TO NYC DEPARTMENT OF EDUCATION

The NYCDOE paid the School per-pupil grant funds in six installments, based on estimates from the School. At the end of each fiscal year, the NYCDOE reconciles the total amount paid against the full-time-equivalent enrollment for the year and determines if an overpayment or underpayment has been made. As of June 30, 2013 a cumulative underpayment totaling \$2,651 had not been made. An adjustment for this amount will be reflected in the succeeding year's fourth payment.

ACHIEVEMENT FIRST BROWNSVILLE CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2013

7. PROPERTY AND EQUIPMENT

Property and equipment consist of the following as of June 30:

	2013	2012	Estimated Useful Lives
Furniture and fixtures	\$ 285,921	\$ 212,585	5 years
Computers and servers	301,482	284,006	3 years
Software	29,644	29,644	5 years
Facility improvements	<u>223,236</u>	<u>112,577</u>	5-15 years
	840,283	638,812	
Less: accumulated depreciation and amortization	<u>(526,514)</u>	<u>(408,651)</u>	
	<u>\$ 313,769</u>	<u>\$ 230,161</u>	

Depreciation and amortization expense for the years ended June 30, 2013 and 2012 was \$117,862 and \$109,595, respectively.

8. LINE OF CREDIT

The School entered into an agreement with a bank whereby it is permitted to borrow up to \$200,000 under a secured line of credit. The agreement expired on September 27, 2013. Interest is payable on any outstanding balance at the bank's prime rate plus one percent (4.25%) as of June 30, 2013. There was no outstanding balance on the line of credit at June 30, 2013 and 2012.

9. COMMITMENTS AND CONTINGENCIES

The School leases office equipment under non-cancelable operating lease agreements expiring August 2016. The future minimum payments are as follows:

<u>June 30,</u>	
2014	\$ 5,855
2015	5,855
2016	<u>1,464</u>
Total	<u>\$ 13,174</u>

10. PENSION PLAN

Effective September 1, 2009, the School adopted a 403(b) profit sharing plan (the "Plan") which covers most of the employees. The Plan is a defined contribution plan. Employees are eligible to enroll in the Plan either the first day of the Plan year or the first day of the seventh month of the Plan year. Those employees who have completed at least 1 full year of service are also eligible for employer contributions. The Plan provides for the School to contribute up to 4% of an employee's salary, up to a maximum match of \$2,500 per year per employee. The School's contribution does not become vested until its third year, when it becomes fully vested. For the years ended June 30, 2013 and 2012, pension expense for the School was \$102,052 and \$76,370, respectively, which is included in payroll taxes and employee benefits in the accompanying statement of functional expenses.

ACHIEVEMENT FIRST BROWNSVILLE CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2013

11. RISK MANAGEMENT

The School is exposed to various risks of loss related to torts; thefts of, damage to, and destruction of assets; injuries to employees; and natural disasters. The School maintains commercial insurance to help protect itself from such risks.

The School entered into contractual relationships with certain governmental funding sources. The governmental agencies may request return of funds as a result of noncompliance by the School, as well as additional funds for the use of facilities. The accompanying financial statements make no provision for the possible disallowance or refund.

12. CONCENTRATIONS

Financial instruments that potentially subject the School to a concentration of credit risk include cash accounts at a major financial institution that, at times, exceed the Federal Deposit Insurance Corporation insured limit of \$250,000. The School limits its credit risk by selecting financial institutions considered to be highly credit worthy.

The School received approximately 90% and 92% of its total revenue from per pupil funding from the NYCDOE during the years ended June 30, 2013 and 2012, respectively.

The School's grants and other receivables consist of one major grantor at June 30, 2013 and 2012.

The School's accounts payable consist of one major vendor at June 30, 2013 and 2012.



Independent Auditor’s Report on Internal Control Over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance With *Government Auditing Standards*

To the Board of Trustees
Achievement First Brownsville Charter School

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Achievement First Brownsville Charter School (the “School”) which comprise the statement of financial position as of June 30, 2013, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated October 31, 2013.

Internal Control Over Financial Reporting

In planning and performing our audit, we considered the School’s internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School’s internal control. Accordingly, we do not express an opinion on the effectiveness of the School’s internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the entity’s financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of the internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit, we did not identify any deficiencies in internal control over financial reporting that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

We noted certain matters that we reported to management of the School in a separate letter dated October 31, 2013.

Purpose of this Report

This report is intended solely for the information and use of the audit committee, board of trustees, management, the New York State Education Department and the Board of Regents of the University of the State of New York and is not intended to be and should not be used by anyone other than these specified parties.

MBAF CPAs, LLC

New York, NY
October 31, 2013

ACHIEVEMENT FIRST BROWNSVILLE CHARTER SCHOOL

SCHEDULE OF FINDINGS AND RESPONSES
JUNE 30, 2013

Section I – Summary of Auditor’s results

None Reported

Section II - Financial Statement Findings

None Reported

ACHIEVEMENT FIRST BROWNSVILLE CHARTER SCHOOL

SCHEDULE OF PRIOR AUDIT FINDINGS
JUNE 30, 2013

Section III - Financial Statement Findings

Finding No. 2012-01

Condition:

The School must be in compliance with internal policies and procedures regarding bank account review and reconciliation, located in the School's Fiscal Policies and Procedures (page 27). Management is required to reconcile and review bank statements on a timely basis and properly record transactions.

Current Status:

The performance has improved.

Findings: 2012-02

Condition:

The School must be in compliance with internal policies and procedures regarding monthly accounting close, located in the School's Fiscal Policies and Procedures (page 27). Management is required to reconcile and review the statement of revenue and expenses on a timely basis and properly record transactions.

Current Status:

The performance has improved.

Findings: 2012-03

Condition:

The School must be in compliance with internal policies and procedures regarding quarterly reconciliation of payroll to accounting records, located in the School's Fiscal Policies and Procedures (page 27). Management is required to reconcile their payroll accounts quarterly to their IRS Form 941's submissions.

Current Status:

The performance has improved.

Findings: 2012-04

Condition:

Several adjustments as well as all year end reconciliations were required to be performed to correct the books and records of the School.

Current Status:

The performance has improved.

AF Brownsville Elementary School

BUDGET SUMMARY

	FY '12-13 Full Year Forecast through Dec	FY '13-14 FULL YEAR BUDGET	Change from 12- 13 to 13-14
Enrollment	424	434	10
Cost per pupil (excluding facilities and suppl. expenses)	13,834	14,238	404
Student/teacher ratio	12.1	11.7	-0.4
Teachers	35.0	37.0	2.0
Total staff	53.9	55.0	1.1

GL Title	FY '12-13 Full Year Forecast through Dec.	FULL YEAR BUDGET	Change from 12- 13 to 13-14
Income			
Public Revenue			
General Operating Revenue			
Per Pupil Operating Revenue	5,739,957	5,871,845	131,888
Total Other Public Revenues	386,979	464,439	77,460
Total Special Education Funding	96,973	228,475	131,502
Total Public Revenue	6,223,909	6,564,759	340,849
Total Private Revenue	-	-	-
Total Other Revenue	-	2,500	2,500
			-
Total Income	6,223,909	6,567,259	343,349
Expenses			
Personnel Expenses			
School Salaries and Wages-			-
Teaching Salaries	2,286,769	2,457,341	170,572
Mid-Year Performance Salary Increase	-	18,000	18,000
Leadership Salaries	542,440	561,982	19,542
Support Staff Salaries	192,760	142,263	(50,497)
Teacher in Residence Salaries	141,801	172,370	30,569
Operations Staff Salaries	221,956	165,642	(56,314)
College Readiness Salaries	-	-	-
Special Services Salaries	-	-	-
Student Life Salaries	-	-	-
Total School Salaries and Wages	3,385,726	3,517,598	131,872
			-
Total Other Personnel Costs	130,575	33,704	(96,871)
Total Salaries and Wages	3,516,301	3,551,302	35,001
Total Bonuses	197,078	186,734	(10,344)
Total Taxes & Benefits	605,002	678,438	73,437
Total Temporary Staff	92,443	96,420	3,977
Total Personnel Expenses	4,410,824	4,512,894	102,070
Non - Personnel Expenses (OTPS)			
Total Program Support Activities	174,660	281,617	106,957
Total Program Materials & Supplies	267,910	246,519	(21,391)
Total Operations	33,000	55,408	22,408
Total Technology	167,851	180,224	12,373
Total General & Administrative	105,106	116,183	11,077
Total Physical Plant	58,446	75,000	16,554
Total Supplemental Program	-	-	-
Ancillary Services	67,000	70,000	3,000
AF Charter Management Fee	606,439	640,527	34,088
Total Non Personnel Expenses	1,480,412	1,665,478	185,066
Total Operating Expenses	5,891,236	6,178,373	287,137
Contingencies	36,904	77,230	40,326
Total Expenses	5,928,140	6,255,602	327,463
Inter Charter Transfers	(195,000)	(300,000)	(105,000)
Surplus / (Deficit)	100,770	11,656	(89,113)

AF Brownsville Middle School

BUDGET SUMMARY

	FY '12-13 Full Year Forecast through Dec	FY '13-14 FULL YEAR BUDGET	Change from 12- 13 to 13-14
Enrollment	95	181	87
Cost per pupil (excluding facilities and suppl. expenses)	21,407	18,017	(3,390)
Student/teacher ratio	12.0	12.1	0.1
Teachers	7.9	15.0	7.1
Total staff	14.8	26.0	11.2

GL Title	FY '12-13 Full Year Forecast through Dec.	FULL YEAR BUDGET	Change from 12- 13 to 13-14
Income			
Public Revenue			
General Operating Revenue			
Per Pupil Operating Revenue	1,279,429	2,452,896	1,173,467
Total Other Public Revenues	310,435	368,442	58,007
Total Special Education Funding	64,938	207,180	142,242
Total Public Revenue	1,654,801	3,028,517	1,373,716
Total Private Revenue	25,000	-	(25,000)
Total Other Revenue	410,100	2,500	(407,600)
Total Income	2,089,901	3,031,017	941,116
Expenses			
Personnel Expenses			
School Salaries and Wages-			
Teaching Salaries	511,151	984,800	473,649
Mid-Year Performance Salary Increase		18,000	#VALUE!
Leadership Salaries	200,759	302,650	101,891
Support Staff Salaries	118,292	156,863	38,571
Teacher in Residence Salaries	25,000	110,000	85,000
Operations Staff Salaries	138,386	208,105	69,719
College Readiness Salaries	-	-	-
Special Services Salaries	1,600	-	(1,600)
Student Life Salaries	-	-	-
Total School Salaries and Wages	995,188	1,780,418	785,230
Total Other Personnel Costs	11,300	34,860	23,560
Total Salaries and Wages	1,006,488	1,815,278	808,790
Total Bonuses	14,841	93,317	78,476
Total Taxes & Benefits	193,632	362,231	168,599
Total Temporary Staff	36,750	42,000	5,250
Total Personnel Expenses	1,251,711	2,312,825	1,061,115
Non - Personnel Expenses (OTPS)			
Total Program Support Activities	67,920	109,235	41,315
Total Program Materials & Supplies	149,285	177,628	28,343
Total Operations	16,870	32,100	15,230
Total Technology	253,388	192,712	(60,676)
Total General & Administrative	48,605	53,715	5,110
Total Physical Plant	256,527	64,500	(192,027)
Total Supplemental Program	-	-	-
Ancillary Services	67,000	70,000	3,000
AF Charter Management Fee	156,746	277,789	121,043
Total Non Personnel Expenses	1,016,341	977,678	(38,662)
Total Operating Expenses	2,268,051	3,290,504	1,022,452
Contingencies	13,604	40,500	26,896
Total Expenses	2,281,655	3,331,004	1,049,348
Inter Charter Transfers	195,000	300,000	105,000
Surplus / (Deficit)	3,246	13	(3,232)

Appendix E: Disclosure of Financial Interest Form

Created Wednesday, July 31, 2013

Page 1

332300860912 ACHVMNT FIRST BROWNSVILLE CS

An Appendix E: Disclosure of Financial Interest Form must be completed for each active Trustee who served on the charter school's Board of Trustees during the 2012-13 school year. Trustees are at times difficult to track down in the summer months. Trustees may complete and submit at their leisure (but before the deadline) their individual form at: <http://fluidsurveys.com/surveys/vickie-smith/appendix-e-disclosure-of-financial-interest-form/>.

Trustees who are technologically advanced may complete the survey using their smartphones or other mobile devices by downloading the this bar code link to the survey <http://fluidsurveys.com/account/surveys/210748/publish/qrcode/>. (Make sure you have the bar code application reader on your phone).

If a Trustee is unable to complete the form by the deadline (i.e, out of the country), the school is responsible for submitting the information required on the form for that individual trustee.

Just send the links via email today to your Trustees requesting that they each complete their form as soon as possible.

Thank you.

Yes, each member of the school's Board of Trustees has received a link to the Disclosure of Financial Interest Form.

Yes

Thank you.

Appendix F: BOT Membership Table

Created Wednesday, July 31, 2013

Page 1

332300860912 ACHVMNT FIRST BROWNSVILLE CS

1. Current Board Member Information

	Full Name of Individual Trustees	Position on Board (Officer or Rep).	Voting Member	Area of Expertise &/or Additional Role	Terms Served & Length (include date of election and expiration)	Committee affiliations
1	Amy Arthur Samuels	Member	Yes			
2	Chrystal Stokes Williams	Treasurer	Yes			
3	Kelly Wachowicz	Member	Yes			
4	Max Polaner	Member	Yes	Achievement First Representative		
5	Ravi Gupta	Member	Yes			
6	Glovena Moore	Parent Rep	Yes			
7	Julie Marlette	Member	Yes			
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						

2. Total Number of Members Joining Board during the 2012-13 school year

1

3. Total Number of Members Departing the Board during the 2012-13 school year

0

4. According to the School's by-laws, what is the maximum number of trustees that may comprise the governing board?

6

5. How many times did the Board meet during the 2012-13 school year?

6

6. How many times will the Board meet during the 2013-14 school year?

6

Thank you.

Enrollment and Retention Targets

AF " partners with the Achievement First Network Support recruitment team to carry out a comprehensive recruitment strategy consisting of direct outreach, school-based open houses, presentations at community based organizations, targeted mailings, and both online and outdoor advertising. As the demand numbers above suggest, these techniques have been successful in generating applications. The efforts have also been very effective in sharing the opportunity to apply with low-income families. In 2009, all Achievement First schools implemented an at-risk preference for low-income families, and as a result virtually all entering families (with the exception of a few siblings of families that enrolled before the preferences were in place) have qualified for free or reduced-price lunch. As a result of extensive presentations to community organizations that serve low-income families, particularly Head Start and NYCHA daycare centers, the pool of free and reduced-price applicants has been large, and the preference has been effective at substantially matching the district percentages of low-income students for the incoming classes.

The AF student recruitment team has made extensive efforts to reach out to families who speak languages other than English. All outdoor signs are in both English and Spanish, as are all brochures and other marketing materials, including the Achievement First website page for student enrollment. Additionally, Spanish-speaking members of the recruitment team have presented in Spanish at head start daycares and community organizations (including The Coalition for Hispanic Family Services, El Puente Bushwick Center, and the Hispanic Service Society), and two members of the parent-led "street teams" that recruited directly in the community were Spanish speakers (in addition to one speaker of Haitian Creole). Collectively, these street teams logged nearly 240 person-hours of direct community outreach.

Efforts to recruit students with disabilities have focused primarily on making clear in promotional materials and presentations that the Achievement First is highly effective for special education students, and that we offer services in accordance with IEPs. In addition, the recruitment team reaches out annually to day care centers that are identified by the NYC Department of Education as serving students with disabilities. The AF student recruitment team has partnered with the network special services team to ensure that marketing materials capture the range of services available. We expect that in the 2014-15 recruiting season the network special services team will participate actively in student recruitment efforts. The AF External Relations team has reached out specifically to community organizations that serve at risk families with social and health services. One such organization, The Family Center, agreed to partner with the community outreach team to conduct a family focus group on how AF schools could best meet their needs. During this focus group, the mother of a student with a disability said that her greatest struggle was finding a public school option that held the highest academic standards for her child, despite his disability. Achievement First " is just such an option, committed to getting every scholar who walks through our doors to and through college. We believe that this sending this message to families with students who have special needs will be a powerful recruiting technique, and will help us meet the enrollment target for this population.

Retention of students at Achievement First schools is a network wide priority. The Achievement First report card sets a target of 5% loss attrition for each school, meaning if a school exceeds this level of student attrition the financial bonus of the leadership team is jeopardized. We believe that retention of students within at-risk populations depends primarily on the academic progress these students are making. As such, the most important retention efforts for at-risk populations will be great instruction, and regular review of data that ensures that students in these populations are receiving the support

and services they need in order to be successful. Data-including academic performance, attendance, and behavior data-is disaggregated and shared with the school leadership team (by the network data team), so that early warning signs can be identified and appropriate interventions identified.

Required Form: Appendix E - Disclosure of Financial Interest Form

Created Tuesday, September 17, 2013

<http://fluidsurveys.com/surveys/vickie-smith/appendix-e-disclosure-of-financial-interest-form/5f584c0419ae8ccf02e5803194710fb>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

Lee Gelernt

2. Charter School Name:

Achievement First Brownsville Charter School "AFBCS"

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

- Other, please specify...: board member

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

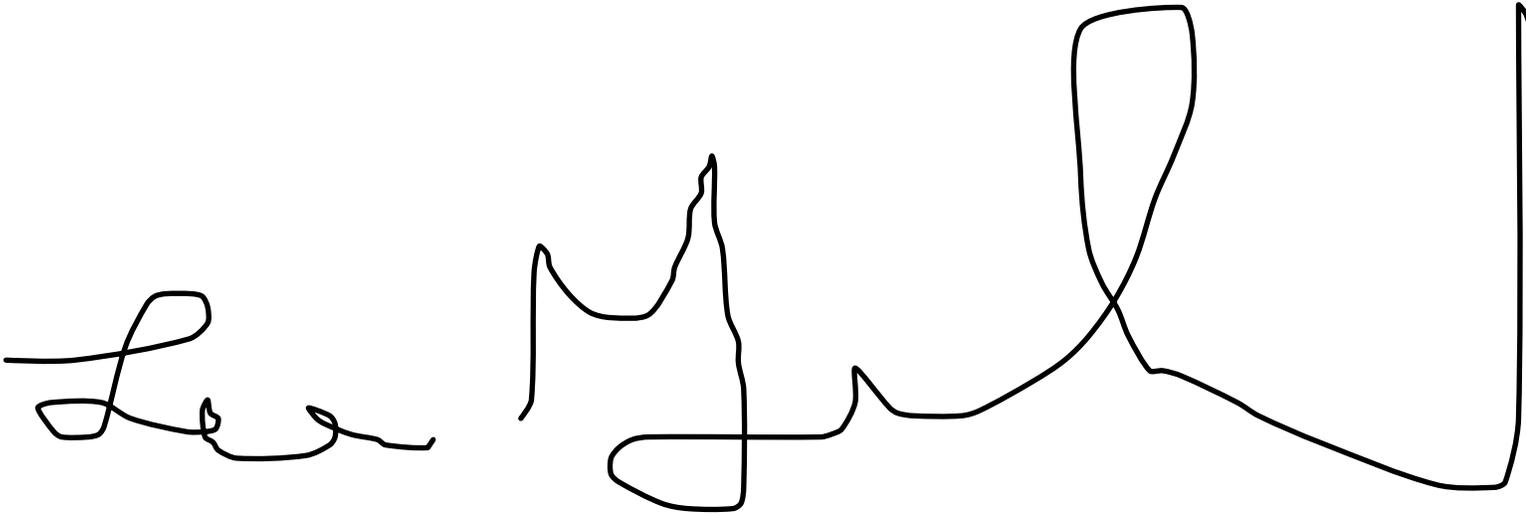
13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

A handwritten signature in black ink, consisting of several stylized, cursive letters. The signature is written on a white background.

Required Form: Appendix E - Disclosure of Financial Interest Form

Created Wednesday, September 04, 2013

<http://fluidsurveys.com/surveys/vickie-smith/appendix-e-disclosure-of-financial-interest-form/05def59cc25ab659cba9dc2798a4c41>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

Ravinder Gupta

2. Charter School Name:

Achievement First Brownsville Charter School "AFBCS"

3. Charter Authorizer:

NYC Department of Education

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

- Other, please specify...: Board Member

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

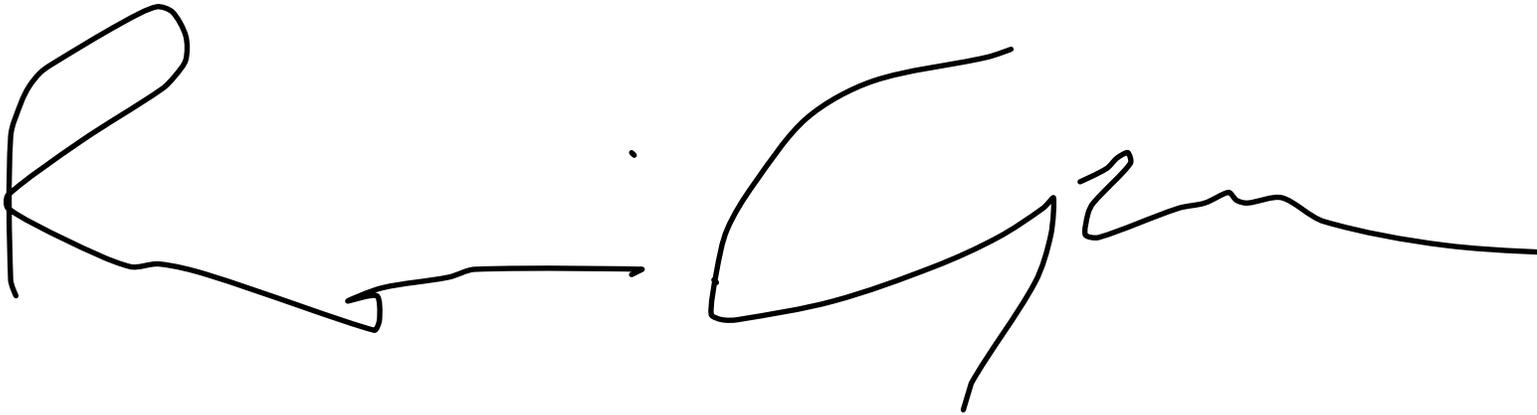
13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

A handwritten signature in black ink, consisting of a large, stylized initial 'R' followed by a series of connected, fluid strokes that form the rest of the name. The signature is written on a light gray background.

Required Form: Appendix E - Disclosure of Financial Interest Form

Created Tuesday, September 03, 2013

<http://fluidsurveys.com/surveys/vickie-smith/appendix-e-disclosure-of-financial-interest-form/78382ac9f70cb997d4ec30bfd8ab2d7>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

Julie M. Marlette

2. Charter School Name:

Achievement First Brownsville Charter School "AFBCS"

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

(No response)

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

A handwritten signature in black ink that reads "Julie M. Markotto". The signature is written in a cursive, flowing style. The first name "Julie" is written in a large, open script. The middle initial "M." is smaller and more compact. The last name "Markotto" is written in a similar cursive style, with a large, rounded 'O' at the end.

Required Form: Appendix E - Disclosure of Financial Interest Form

Created Thursday, August 22, 2013

<http://fluidsurveys.com/surveys/vickie-smith/appendix-e-disclosure-of-financial-interest-form/8e7b1611feacd889caa90793660793>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

Chrystal Stokes Williams

2. Charter School Name:

Achievement First Brownsville Charter School "AFBCS"

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

- Treasurer

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

A handwritten signature in black ink, consisting of a large, sweeping initial 'L' shape followed by a smaller, more complex scribble.