

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)

333200860906 ACHVMNT FIRST BUSHWICK CS

2. CHARTER AUTHORIZER

SUNY-Authorized Charter School

3. DISTRICT / CSD OF LOCATION

NYC CSD 32

4. SCHOOL INFORMATION

PRIMARY ADDRESS	PHONE NUMBER	FAX NUMBER	EMAIL ADDRESS
125 Covert Street	347-471-2550	718-228-9540	tonysiddall@achievementfirst.org

4a. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES

4a. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES Contact Name	Kit Brauer
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/bushwick-elementary/about

6. DATE OF INITIAL CHARTER

2006-01-01 00:00:00

7. DATE FIRST OPENED FOR INSTRUCTION

2006-08-01 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

• 6

• 7

• 8

• 9

• 10

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	██████████	██████████	██████████	No
CFO (e.g., network CFO)	Max Polaner	██████████	██████████	██████████	No
Compliance Contact	Tony Siddall	██████████	██████████	██████████	Yes

Complaint Contact

11. FACILITIES

Will the School maintain or operate multiple sites?

Yes, 3 sites

12. SCHOOL SITES

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

	Physical Address	Phone Number	District/C SD	Grades Served at Site	School at Full Capacity at Site	Facilities Agreement
Site 1 (same as primary site)	125 Covert Street Brooklyn, NY 11207	347-471-25 50	CSD 32	K-4	Yes	DOE space
Site 2	1300 Greene Avenue Brooklyn, NY 11237	347-471-25 60	CSD 32	5-8	Yes	DOE space
Site 3	1485 Pacific Street Brooklyn, NY 11216	718-363-22 60	CSD 18	9-12	Yes	Own

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

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Stacey Park	[REDACTED]	[REDACTED]	[REDACTED]
Operational Leader	Kit Brauer	[REDACTED]	[REDACTED]	[REDACTED]
Compliance Contact	Tony Siddall	[REDACTED]	[REDACTED]	[REDACTED]

Complaint Contact

12b. Please provide the contact information for Site 2.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Michael Rosskamm	[REDACTED]	[REDACTED]	[REDACTED]
Operational Leader	Efrain Guerrero	[REDACTED]	[REDACTED]	[REDACTED]
Compliance Contact	Tony Siddall	[REDACTED]	[REDACTED]	[REDACTED]

Complaint Contact

12c. Please provide the contact information for Site 3.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Paul Adler	[REDACTED]	[REDACTED]	[REDACTED]

Operational Leader	Colin Unger	[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

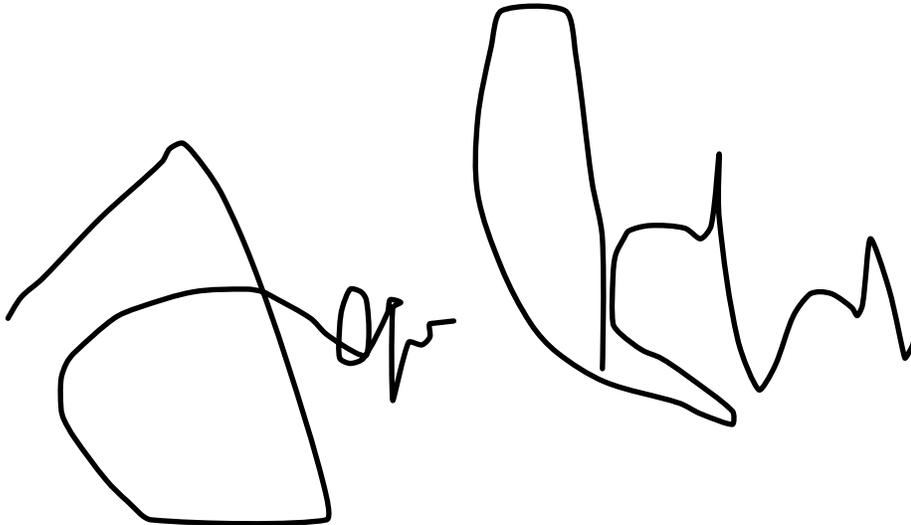
16. Our signatures below attest that all of the information contained herein is truthful and accurate and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws, regulations, and rules. We understand that if any information in 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

Two handwritten signatures in black ink. The first signature is on the left, starting with a large loop and ending with a downward stroke. The second signature is on the right, starting with a large loop and ending with a series of small, sharp peaks.

Signature, President of the Board of Trustees

Two handwritten signatures in black ink. The first signature is on the left, starting with a large loop and ending with a small, sharp peak. The second signature is on the right, starting with a large loop and ending with a series of small, sharp peaks.

Thank you.

**Achievement First Bushwick
CHARTER SCHOOL**

**2012-13 ACCOUNTABILITY
PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

August 27, 2013

By Tony Siddall

Achievement First Bushwick Charter School
1300 Greene Avenue
Brooklyn, NY 11237
Tel: (718) 453-0425

Tony Siddall, Senior Director of 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
Dean Deborah Shanley	Chair
Christina Frey	Treasurer
Harris Ferrell	AF Representative
Adrienne Loiseau	AF Parent Representative
Iris Chen	Trustee
Jack Schnirman	Trustee

Stacy Park and has served as the school leader since 2006.

INTRODUCTION

The mission of Achievement First Bushwick Charter School is to provide all of our students with the academic and character skills they need to excel in top colleges, succeed in a competitive world, and serve as the next generation of leaders in our 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 towards academic goals.

Achievement First Bushwick Elementary School opened in 2006 and in 2012-13 served 432 students in grades K-4.

Achievement First Bushwick Middle School opened in fall 2007 and in 2012-13 served 353 students in grades 5-8.

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 and 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	88	91	87	86	72	94	89	74						681
2010-11	86	86	91	84	79	94	89	83	52					744
2011-12	87	86	84	86	77	92	88	88	71	29				788
2012-13	93	89	86	86	78	90	96	89	78	43	30			858

High School Cohorts

Because AF Bushwick enrolled its first 9th grade class in 2011-12, it did not have a 4-year accountability cohort in 2012-13.

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

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

Background

At the elementary school level, AF Bushwick students spend three 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 on develop all students into avid, active readers.

At the middle school level, a continued focus on reinforcing and building on the fundamentals is critical. Our middle school literature classes have thus served a dual purpose: rapidly developing basic skills-phonemic awareness, phonics and decoding skills, oral language sills, knowledge of concepts of print, knowledge of basic comprehension skills, and reading stamina-while ensuring students are also developing their higher level skills-modeling the habits of good readers, understanding key story elements, and honing the ability to monitor their own comprehension and “fix” misunderstandings.

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 8 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.

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.

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

Grade	Total Tested	Not Tested ²			Total Enrolled
		IEP	ELL	Absent	
3	86				86
4	78				78
5	87				87
6	92				92
7	89				89
8	75				75
All	507				507

Results

The 2012-13 results are shown below. With the introduction of the new state tests, we saw significant declines in proficiency rate across all grades, consistent with city- and state-wide trends.

Performance on 2012-12 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	41%	86	41%	80
4	46%	78	45%	77
5	17%	87	17%	66
6	17%	92	20%	75
7	31%	89	29%	85
8	29%	75	30%	73
All	30%	507	31%	456

Evaluation

AF Bushwick did not meet the goal of 75% proficient.

Additional Evidence

While we have been generally successful over the previous two years in meeting accountability plan goals, we recognize that we are very far from where we need to be in terms of delivering

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.

on our promise to prepare all students for success in college. This is indicated most starkly by the results of the very rigorous 2012-13 state tests, but is also reflected in the 2010 through 2012 proficiency rates. The middle school has shown strong growth in proficiency which we believe reflects both the curricular improvements and instructional supports put in place since the initial renewal. However, given the low performance prior to these improvements, proficiency rates remained under 50% for middle school, and Level 4/Advanced rates were below 10% at all test grades. Under the 2012-13 exams, proficiency was as low as 17% in the middle school.

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	73%	80	80%	84	41%	80
4	86%	77	91%	76	45%	77
5	80%	82	82%	67	17%	66
6	72%	81	93%	72	20%	75
7	77%	70	86%	77	29%	85
8	65%	52	69%	68	30%	73
All	76%	442	84%	442	31%	456

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

The ELA PI for AF Bushwick in 2012-13 was 108.

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

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	24	6

$$\begin{array}{rcccccccc}
 \text{PI} & = & 48 & + & 24 & + & 6 & = & 78 \\
 & & & & 24 & + & 6 & = & \underline{30} \\
 & & & & & & \text{PLI} & = & 108
 \end{array}$$

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

As the table below indicates, AF Bushwick students outperformed their district peers at each grade level tested.

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](#).

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	41%	80	16%	
4	45%	77	14%	
5	17%	66	15%	
6	20%	75	16%	
7	29%	85	18%	
8	30%	73	17%	
All	31%	456	16%	

Evaluation

AF Bushwick met this target, outperforming the CSD 32 average at each grade level, with an overall proficiency rate nearly double that of CSD 32. Grades 5 and 6, however, were significantly closer to the CSD average proficiency rate, meaning that these grades will be targeted for additional supports.

Additional Evidence

2012-2013 marks the third school year in which AF Bushwick outperformed the local sending district at every grade level tested. This demonstrates that AF Bushwick is an important option for the families in its community.

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	53%	40%	69%	39%	41%	16%
4	62%	38%	74%	41%	45%	14%
5	45%	42%	57%	45%	17%	15%
6	42%	34%	68%	36%	20%	16%
7	37%	28%	45%	32%	29%	18%
8	44%	26%	47%	31%	30%	17%
All	46%	34%	60%	37%	31%	16%

Goal 1: Comparative Measure

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

Method

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

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

The table below shows the comparative performance analysis for AF Bushwick in 2011-12, the most recent year for which results are available.

2011-12 English Language Arts Comparative Performance by Grade Level

Grade	Percent Eligible for Free Lunch	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	69.0%	86	69.8	44.4	25.4	1.58
4		77	74.0	48.4	25.6	1.63
5		86	50.0	46.4	3.6	0.22
6		85	64.8	40.7	24.1	1.52
7		85	47.1	37.0	10.1	0.64
8		69	46.3	34.8	11.5	0.74
All		488	58.8	42.1	16.7	1.06

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.

School's Overall Comparative Performance:
<i>Higher Than Expected To a Large Degree</i>

Evaluation

In 2012-2013, AF Bushwick met this target.

Additional Evidence

The table below shows the comparative performance in ELA over the past three years. AF Bushwick met this target for ELA for the first time in 2010-11, reflecting the growing the strength of our academic performance.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2009-10	3-7	45.1%	392	32.1%	42.2%	-0.53
2010-11	3-8	67.4%	488	47.0%	40.6%	0.40
2011-12	3-8	69%	442	58.8%	42.1%	1.06

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.

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

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

Based on the information available at the time of this progress report, AF Bushwick achieved both of its comparative targets, but did not achieve the absolute performance target of 75% proficiency across grades. The remaining targets cannot be evaluated at this time.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Not achieved
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.	TBD
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.	TBD

Action Plan

AF Bushwick will continue the promising ELA structures that helped deliver growth over the past three years, and will redouble efforts to meet the college-ready level of rigor in the Common Core. The underlying structure of the middle school 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

⁷ See the Guidelines.

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 developing computation skills, an understanding of the 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. All AF Bushwick students are expected to complete basic addition, subtraction, multiplication, and division computations as specified by state standards to 95% accuracy. To encourage critical thinking and enhance learning, teachers require students to apply their basic skills knowledge in challenging problem-solving situations. Building on this foundation, the middle school mathematics program introduces concepts according to a standards-aligned scope and sequence. Teacher use daily classroom based assessments to tailor instruction to address skill gaps, helping all students tackle increasingly complex material.

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

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

Method

The school administered the New York State Testing Program mathematics assessment to students in 3 through 8 grade in April 2013. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

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

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

Grade	Total Tested	Not Tested ⁹			Total Enrolled
		IEP	ELL	Absent	
3	86				86
4	78				78
5	87				87
6	92				92
7	89				89
8	76				76
All	508				508

Results

The table below shows the results for this target.

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	58%	86	58%	80
4	58%	78	58%	77
5	46%	87	53%	66
6	53%	92	56%	75

state's published results for scoring at proficiency.

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

7	48%	89	48%	85
8	80%	76	80%	74
All	57%	508	59%	457

Evaluation

AF Bushwick 8th graders met this target, with 80% proficient in math. However, the school did not meet the target at any other grade levels, or overall. Performance has historically been very strong in math, and we attribute the decline to the more rigorous 2012-13 state exams.

Additional Evidence

As the table below illustrates, math performance has historically been strong at AF Bushwick. Prior to 2012-13, AF Bushwick approached 100% proficiency on time-adjusted proficiency.

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	100%	79	100%	84	58%	80
4	96%	76	100%	76	58%	77
5	93%	81	97%	67	53%	66
6	94%	80	100%	72	56%	75
7	99%	71	97%	77	48%	85
8	100%	72	100%	68	80%	74
All	97%	439	99%	442	59%	457

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

The mathematics PI for AF Bushwick in 2012-13 was 150.

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
		36	38	19

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 36 & + & 38 & + & 19 & = & 93 \\
 & & & & 38 & + & 19 & = & 57 \\
 & & & & & & \text{PLI} & = & 150
 \end{array}$$

Evaluation

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

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

the school and the total result for all students at the corresponding grades in the school district.¹¹

Results

Math performance on the New York state test at AF Bushwick has been strong. Performance has been well above the sending district, Community School District 32, and prior to the 2012-13 revision of the state test, AF Bushwick consistently surpassed the 75% absolute target.

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	58%	80	16%	
4	58%	77	20%	
5	53%	66	15%	
6	56%	75	14%	
7	48%	85	12%	
8	80%	74	15%	
All	59%	457	15%	

Evaluation

AF Bushwick met this target overall and at each grade level. Performance was particularly strong in grade 8, where 80% of scholars were proficient on the new and very rigorous state exam.

Additional Evidence

Despite the overall decline in proficiency rate in math, AF Bushwick continued the pattern of dramatically outperforming the local district on the state math 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
-------	---

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](#).

	2010-11		2011-12		2012-13	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	78%	44%	86%	44%	58%	16%
4	79%	48%	84%	56%	58%	20%
5	77%	53%	92%	55%	53%	15%
6	84%	47%	100%	52%	56%	14%
7	85%	46%	94%	44%	48%	12%
8	100%	40%	100%	42%	80%	15%
All	86%	46%	93%	49%	59%	15%

Goal 1: Comparative Measure

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

Method

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

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

Results

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.

AF Bushwick significantly exceeded our target aggregate Effect Size. These results are shown in the following table.

2011-12 Mathematics Comparative Performance by Grade Level

Grade	Percent Eligible for Free Lunch	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size	
			Actual	Predicted			
3		86	86.0	51.5	34.5	1.82	
4		77	84.5	60.1	24.4	1.33	
5		88	92.0	58.0	34.0	1.71	
6		85	100.0	52.5	47.5	2.22	
7		84	94.0	50.5	43.5	2.01	
8		69	100.0	47.8	52.2	2.32	
All		69.0%	489	92.6	53.5	39.1	1.90

School's Overall Comparative Performance:
<i>Higher than expected to a large degree.</i>

Evaluation

AF Bushwick exceeded this target.

Additional Evidence

Over the four years in which Effect Size data has been available, AF Bushwick has consistently surpassed the target Effect Size.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2009-10	3-7	63.5%	393	72.7%	52.1%	1.07
2010-11	3-8	67.4%	469	82.5%	52.1%	1.49
2011-12	3-8	69.0%	442	92.6%	53.5%	1.90

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.

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

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 Bushwick achieved both of its comparative targets, but did not achieve the absolute goal of 75% proficiency. Data for the remaining measures is not yet available.

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.	TBD
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2011-12 school district results.)	Achieved
Growth	Each year, under the state's Growth Model the school's mean	TBD

	unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	
--	--	--

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 Bushwick 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 Bushwick increased the rigor of the grade 8 science course, consistent with the Next Generation Science Standards and the *Framework for K-12 Science Education* produced by the National Research Council. As part of this transition, we administered the Earth Science Regents exam as the 8th grade state science assessment, which is a significantly more difficult exam. In 2012-13, we also utilized an upgraded grade 8 Earth Science curriculum.

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 in spring 2013, and the Earth Science Regents exam to students in the 8th grade. 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

The results for this measure are summarized below. For 8th grade, “Proficiency” is defined as scoring 65 on the Earth Science Regents.

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	98.7%	76	TBD	TBD
8	56%	75	TBD	TBD

Evaluation

AF Bushwick met this target overall, but not at the 8th grade level on the more rigorous Earth Science exam.

Additional Evidence

At Grade 4, AF Bushwick has consistently surpassed the absolute 75% target.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2010-11		2011-12		2012-13	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
4	86%	76	92%	77	98.7%	76
8	88%	52	27%	69	56 %	75
All	87%	128	87%	146	77%	151

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 for New York City traditional district schools are not yet available. As a result, this comparison cannot be completed at this time.

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	98.7%	76	TBD	TBD
8	56%	75	TBD	TBD

Evaluation

Science results for New York City traditional district schools are not yet available. As a result, this comparison cannot be completed at this time.

Additional Evidence

Science results for New York City traditional district schools are not yet available. As a result, this comparison cannot be completed at this time.

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

Grade	Percent of Charter School Students at Proficiency and Enrolled in At Least their Second Year Compared to Local District Students					
	2010-11		2011-12		2012-13	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
4	86%		92%		98.7%	
8	88%		27%		56%	
All	87%		87%		77%	

Summary of the Science Goal

AF Bushwick achieved the absolute target overall for science proficiency, but did not achieve the target at the 8th grade level on the Earth Science Regents exam.

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.	Achieved
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

Action Plan

In the 2013-14 school year the AF Network Support teaching and learning team will be replicating the “shared lesson planning” strategy piloted in ELA and math over the past two years for middle school science to ensure that each science teacher has a robust set of high standards lesson planning resources. Based on our high performance historically, we are optimistic that this improved, better-aligned curriculum will help us meet the 8th grade target moving forward.

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

The NCLB Accountability Status for Achievement First Bushwick is “In Good Standing.”

Evaluation

AF Bushwick Charter School has maintained its good standing in the state NCLB accountability system since it opened in 2006-2007.

Additional Evidence

AF Bushwick has remained in Good Standing for the duration of its charter.

NCLB Status by Year

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

APPENDIX A: HIGH SCHOOL GOALS AND MEASURES

COLLEGE PREPARATION

GOAL 7: COLLEGE PREPARATION

AF Bushwick graduates will be prepared to gain entrance to and succeed in competitive colleges and

Goal 7: Comparative Measure

Each year, the average performance of students in the 10th grade will exceed the state average on the PSAT test in Critical Reading and Mathematics.

Method

This measure tracks student performance one of the most commonly used early high school college prep assessment. Students receive a scale score in critical reading, writing and mathematics. Scale scores range from 200 to 800 on each subsection with 1600 as the highest possible score. As students may choose to take the test multiple times, the school reports only on a student's highest score on each subsection. Compare school averages to the New York State average for all 10th grade (sophomore) test takers in the given year.

Results

The results for the only AF Bushwick 10th grade class to take the PSAT are shown below.

10th Grade PSAT Performance by School Year

School Year	Number of Students in the 10 th Grade	Number of Students Tested	Critical Reading		Mathematics	
			School	New York State	School	New York State
2010-11	N/A	N/A	N/A	N/A	N/A	N/A
2011-12	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	30	26	38.6	45.4	41.4	46.5

Evaluation

In 2012-13, the 10th grade class did not surpass the NY State Average, and as a result this target was not achieved.

APPENDIX B: 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 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 from the 2012-13 parent survey are not yet available.

Results

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

Family Survey Results, 2010-2013

		2010-11	2011-12	2012-13
Elementary	A or B	99%	97%	97%
	<i>Response Rate</i>	34%	98%	99%
Middle	A or B	93%	89%	94%
	<i>Response Rate</i>	69%	94%	99%
High School	A or B	N/A	97%	91%
	<i>Response Rate</i>	N/A	78%	99%

Evaluation

AF Bushwick has kept parents engaged and satisfied, easily exceeding its parent satisfaction goal of 80% of parents giving the school a "B" or higher, as shown below. We are pleased that as our efforts to increase the response rate have been successful, the satisfaction rates have remained high.

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 Bushwick. This metric does not include students who move out of the borough, transfer off their waiting list to a different AF school, move to where transportation makes it prohibitive to attend; gain admission to a competitive private/parochial/specialized school; or transfer to a highly-specialized school to meet extreme IEP needs.

Method

All student withdrawals from Achievement First Bushwick Charter School are carefully tracked and monitored on the school’s “Dashboard of Indicators,” a document published bi-monthly for review by the Board of Trustees. Please note that this measure evaluates student retention between the beginning of 2012-13 and the beginning of 2013-14. 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.

“Loss attrition” is defined as student attrition for unacceptable reasons, and does not include students who move out of the borough; transfer off their waiting list to a different AF school; move to where transportation makes 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.

Results

The following table shows the retention rate of students between 2012-13 and 2013-14. Please note that final re-enrollment statistics are currently being vetted, and will be updated in early September.

2012-13 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)
788	0	TBD	TBD

Evaluation

AF Bushwick measures both *total* attrition and *loss* attrition, both of which we believe are more rigorous indicators than our original accountability plan goal of measuring only attrition that takes place over the summer (which would not capture during-the-year attrition). Loss attrition is defined as the loss of students for any reason other than moving out of the borough, moving to a location where transportation makes attending the school prohibitive, transferring to another AF school, or transferring to another school to meet the requirements of a highly restrictive IEP. Data is still being reviewed by each academy to ensure that all students are properly counted before the final attrition rate is calculated. Over the preceding two years, the attrition rates for AF Bushwick were as follows:

Loss Attrition

	2010-11	2011-12	2012-13
Elementary	4.3%	3.2%	TBD
Middle	10.1%	6.1%	TBD
High School	17.1%	6.7%	TBD

Total Attrition

	2010-11	2011-12	2012-13
Elementary	11%	8%	TBD
Middle	21%	17%	TBD
High School	18%	10%	TBD

While we have shown improvement at each level, total attrition still exceeds the 10% accountability plan target, and loss attrition slightly exceeds the internal 5% “loss” attrition target. We hope that the decreases to date will continue, as a result of our continued efforts to intervene early and often with students who are struggling academically or behaviorally.

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

Results

The table below shows attendance rate by academy as well as overall attendance.

2012-13 Attendance

Academy	Attendance Rate
ES	97.8%
MS	98.3%
HS	98.6%
Overall	98.2%

Evaluation

AF Bushwick met or surpassed the 95% attendance rate target overall, and each grade level.

Additional Evidence

Year	Average Daily Attendance

	Rate
2009-10	97%
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 Bushwick CS

Total expenditures per pupil:	21,479.39
Administrative Expenses Per Pupil:	1,730.02

ACHIEVEMENT FIRST BUSHWICK CHARTER SCHOOL

FINANCIAL STATEMENTS

JUNE 30, 2013

ACHIEVEMENT FIRST BUSHWICK 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 Bushwick Charter School

Report on the Financial Statements

We have audited the accompanying financial statements of Achievement First Bushwick 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.

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 Bushwick 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 Bushwick 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 Bushwick 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 Bushwick Charter School's internal control over financial reporting and compliance.

MBAF CPAs, LLC

New York, NY
October 31, 2013

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

ASSETS	2013	2012
Cash	\$ 2,301,394	2,627,772
Grants and other receivables	469,008	629,668
Prepaid expenses and other assets	4,366	117,058
Due from related schools	3,856	1,323
Due from Achievement First, Inc.	28,955	-
Due from New York City Department of Education	-	24,085
Property and equipment, net	638,790	426,904
	\$ 3,446,369	\$ 3,826,810
LIABILITIES AND NET ASSETS		
LIABILITIES		
Accounts payable and accrued expenses	\$ 196,840	\$ 399,564
Accrued salaries and other payroll related expenses	225,788	244,730
Due to related schools	340,765	516,186
Due to Achievement First, Inc.	-	180,674
Due to New York City Department of Education	21,919	-
	785,312	1,341,154
NET ASSETS		
Unrestricted operating	638,790	526,686
Unrestricted board-designated reserve	2,022,267	1,958,970
	2,661,057	2,485,656
	\$ 3,446,369	\$ 3,826,810

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

ACHIEVEMENT FIRST BUSHWICK 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 REVENUE		
State and local per pupil operating revenue	\$ 12,583,221	\$ 11,336,255
Government grants and contracts	<u>805,477</u>	<u>645,646</u>
	<u>13,388,698</u>	<u>11,981,901</u>
EXPENSES		
Program	11,845,849	10,571,819
Management and general	1,535,133	1,312,667
Fundraising	<u>148,074</u>	<u>134,430</u>
	<u>13,529,056</u>	<u>12,018,916</u>
DEFICIT FROM SCHOOL OPERATIONS	<u>(140,358)</u>	<u>(37,015)</u>
SUPPORT AND OTHER REVENUE		
Contributions, grants, and other income	312,599	20,202
Interest income	<u>3,160</u>	<u>-</u>
	<u>315,759</u>	<u>20,202</u>
CHANGE IN NET ASSETS	175,401	(16,813)
NET ASSETS - BEGINNING OF YEAR	<u>2,485,656</u>	<u>2,502,469</u>
NET ASSETS - END OF YEAR	<u>\$ 2,661,057</u>	<u>\$ 2,485,656</u>

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

ACHIEVEMENT FIRST BUSHWICK CHARTER SCHOOL

STATEMENT OF FUNCTIONAL EXPENSES

FOR THE YEAR ENDED JUNE 30, 2013

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

	<u>Program</u>	<u>Supporting Activities</u>		<u>Total 2013</u>	<u>Total 2012</u>
		<u>Management and General</u>	<u>Fundraising</u>		
FUNCTIONAL EXPENSES					
Salaries and wages	\$ 6,996,573	\$ 755,251	\$ -	\$ 7,751,824	\$ 6,891,769
Payroll taxes and employee benefits	1,511,938	178,098	-	1,690,036	1,301,608
Accounting	-	83,226	-	83,226	51,292
Legal	5,337	1,334	-	6,671	6,507
After school academic	29,065	-	-	29,065	29,926
Classroom supplies and instructional materials	367,378	-	-	367,378	375,997
Furniture and equipment - non-capitalized	75,805	17,050	-	92,855	100,886
Insurance	52,776	6,222	-	58,998	46,871
Interest and bank service charges	-	898	-	898	1,003
Management and ancillary services fees	1,140,173	192,497	148,074	1,480,744	1,319,039
Office expenses	440,050	62,193	-	502,243	448,014
Parent activities	3,902	-	-	3,902	1,529
Postage and delivery	11,258	2,815	-	14,073	8,954
Printing and photocopying	77,455	19,364	-	96,819	73,513
Professional fees	43,790	128,450	-	172,240	116,019
Rent - building permit	57,761	6,810	-	64,571	29,735
Repairs and maintenance	156,803	18,485	-	175,288	216,193
Special education contracted services	-	-	-	-	14
Staff professional development	84,165	-	-	84,165	69,652
Student field trips and incentive programs	106,880	-	-	106,880	85,719
Student food services	104,034	-	-	104,034	165,765
Student transportation	61,836	-	-	61,836	94,088
Student uniforms	-	-	-	-	376
Technology and infrastructure	256,215	11,729	-	267,944	219,664
Telephone and internet	113,182	13,343	-	126,525	171,372
Depreciation and amortization	149,473	37,368	-	186,841	193,411
	\$ 11,845,849	\$ 1,535,133	\$ 148,074	\$ 13,529,056	\$ 12,018,916

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

ACHIEVEMENT FIRST BUSHWICK 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	\$ 175,401	\$ (16,813)
Adjustments to reconcile change in net assets to net cash provided by operating activities:		
Depreciation and amortization	186,841	193,411
Changes in operating assets and liabilities:		
Grants and other receivables	160,660	(104,838)
Prepaid expenses and other assets	112,692	(83,136)
Due from related schools	(2,533)	3,397
Due from Achievement First, Inc.	(28,955)	-
Due from New York City Department of Education	24,085	(24,085)
Accounts payable and accrued expenses	(202,724)	312,162
Accrued salaries and other payroll related expenses	(18,942)	(2,016)
Due to related schools	(175,421)	512,020
Due to Achievement First, Inc.	(180,674)	(206,100)
Due to New York City Department of Education	21,919	(57,030)
NET CASH PROVIDED BY OPERATING ACTIVITIES	<u>72,349</u>	<u>526,972</u>
CASH FLOWS FROM INVESTING ACTIVITIES		
Purchase of property and equipment	<u>(398,727)</u>	<u>(152,241)</u>
NET CASH USED IN INVESTING ACTIVITIES	<u>(398,727)</u>	<u>(152,241)</u>
NET (DECREASE) INCREASE IN CASH	(326,378)	374,731
CASH - BEGINNING OF YEAR	<u>2,627,772</u>	<u>2,253,041</u>
CASH - END OF YEAR	<u>\$ 2,301,394</u>	<u>\$ 2,627,772</u>

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

ACHIEVEMENT FIRST BUSHWICK CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2013

1. NATURE OF THE ORGANIZATION

Achievement First Bushwick 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. 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. In January 2011, the Board of Regents approved a three-year charter renewal for the School.

The School is exempt from federal income taxes under Section 501(c)(3) of the Internal Revenue Code and under the corresponding provisions of the New York State tax laws. The School's primary source of income is government funding. The School has also been classified as an entity that is not a private foundation within the meaning of Section 509(a) and qualifies for deductible contributions as provided in section 170(b)(1)(A)(ii). Today the School serves students from low income households in Brooklyn, New York.

During the year ended June 30, 2013, the School operated classes for students in kindergarten through ninth 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. 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 are 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 as such in the statement of activities.

Unrestricted – Net assets that are 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 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 \$2,022,267 and \$1,958,970, respectively.

ACHIEVEMENT FIRST BUSHWICK 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 are expected to be collected within one year, are recorded at net realizable value, and amount to \$469,008 and \$629,668 at June 30, 2013 and 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 that are an integral part of its operations. Such goods and services are only recorded as contributions in-kind at their fair value, provided they meet the criteria for recognition. There were no donated services or goods 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. Leasehold improvements are amortized over the life of the asset. 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.

ACHIEVEMENT FIRST BUSHWICK CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2013

2. SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

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.

Functional Allocation of Expenses

The costs of providing the various programs and other activities have been summarized on a functional basis. 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.

New Accounting Pronouncement

In April 2013, the Financial Accounting Standards Board issued Accounting Standards Update 2013-06, *Services Received from Personnel of an Affiliate*. The amendment provides guidance when not-for-profit entities recognize and measure services received from personnel of an affiliate. An affiliate is defined as a party that, directly or indirectly through one or more intermediaries, controls, is controlled by, or is under common control with an entity. The amendment is effective prospectively for fiscal years beginning after June 15, 2014, with early adoption permitted. The School has not determined if this new pronouncement will have a material effect on its financial statements.

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.

ACHIEVEMENT FIRST BUSHWICK CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2013

2. SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

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 with the NYCDOE for dedicated and shared space at I.S. 383, a New York City public school located at 1300 Greene Street, Brooklyn, New York. This agreement commenced on July 1, 2007 at a cost of \$1 per year. In accordance with industry standards, this amount has not been recorded. In addition, the School entered into a second agreement with the NYCDOE for dedicated and shared space at P.S. 137, a New York City public school located at 125 Covert Street, Brooklyn, New York. The School will be responsible for any overtime-related costs for services provided beyond the regular opening hours. For the years ended June 30, 2013 and 2012, the School incurred overtime permit fees of \$64,571 and \$29,735, which are included in the accompanying statement of functional expenses.

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 initial term of this Agreement is for 5 years ending on June 30, 2015. During the years ended June 30, 2013 and 2012, the School paid a service fee equivalent to 8% of per-pupil revenues. The Agreement was also modified to incorporate 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

ACHIEVEMENT FIRST BUSHWICK CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2013

5. RELATED PARTY TRANSACTIONS (CONTINUED)

School and Achievement First. For the years ended June 30, 2013 and 2012, the School incurred management and ancillary services fees of \$1,480,744 and \$1,319,039, respectively, which is included in the accompanying statement of functional expenses.

At June 30, 2013, \$28,955 was due from Achievement First. At June 30, 2012, \$180,674 was due to Achievement First.

The following amounts were due from related schools and consist of the following at June 30,:

	<u>2013</u>	<u>2012</u>
Achievement First Apollo Charter School	\$ 2,823	\$ 1,323
Achievement First Elm City Charter School	<u>1,033</u>	<u>-</u>
	<u>\$ 3,856</u>	<u>\$ 1,323</u>

The following amounts were due to related schools and consist of the following at June 30,:

	<u>2013</u>	<u>2012</u>
Achievement First Crown Heights Charter School	\$ 328,486	\$ 509,354
Achievement First East New York Charter School	6,892	2,358
Achievement First Brownsville Charter School	2,823	2,375
Achievement First Endeavor Charter School	<u>2,564</u>	<u>2,099</u>
	<u>\$ 340,765</u>	<u>\$ 516,186</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 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 and 2012, respectively, an overpayment totaling \$21,919 and an underpayment totaling \$24,085 had been made. An adjustment for this amount will be reflected in the succeeding year's fourth payment.

7. PROPERTY AND EQUIPMENT

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

	<u>2013</u>	<u>2012</u>	Estimated Useful Lives
Furniture and fixtures	\$ 272,424	\$ 257,322	5 years
Computers and hardware	595,590	480,249	3 years
Equipment	293,791	265,301	3 years
Software	99,129	99,129	5 years
Instruments	55,242	55,242	5 years
Leasehold improvements	361,278	272,587	15 years
Construction in progress	<u>151,103</u>	<u>-</u>	
	1,828,557	1,429,830	
Less: accumulated depreciation and amortization	<u>(1,189,767)</u>	<u>(1,002,926)</u>	
	<u>\$ 638,790</u>	<u>\$ 426,904</u>	

Depreciation and amortization expense for the years ended June 30, 2013 and 2012 was \$186,841 and \$193,411, respectively.

ACHIEVEMENT FIRST BUSHWICK CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2013

8. LINE OF CREDIT

The School has a revolving line of credit agreement with a financial institution where it can borrow up to \$50,000. The line of credit carries an interest rate at the bank's prime rate plus one percent (4.25% as of June 30, 2013) and is secured by the School's business assets. During the year ended June 30, 2013, the School did not draw on the line of credit. The line of credit expired on July 29, 2013.

9. COMMITMENTS AND CONTINGENCIES

The School leases office equipment under non-cancelable operating lease agreements expiring June 2015. The future minimum payments are as follows:

June 30,	
2014	\$ 26,342
2015	<u>21,023</u>
	<u>\$ 47,365</u>

10. PENSION PLAN

Effective September 1, 2006, 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 contribution. 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 contribution does not become vested until the employee's third year of service with the School. For the years ended June 30, 2013 and 2012, pension expense for the School was \$158,926 and \$178,893 respectively, which is included in payroll taxes and employee benefits in the accompanying statement of functional expenses.

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 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, because management does not believe that there are any liabilities to be recorded.

12. CONCENTRATIONS

Financial instruments that potentially subject the school to concentrations of credit risk consist principally of cash deposits at a major financial institution that, at times, exceeded the Federal Deposit Insurance Corporation insured limits of \$250,000. The School limits its credit risk by selecting financial institutions considered to be highly credit worthy.

The School received approximately 83% and 88% of its total revenue from per pupil funding from the NYCDOE during the years ended June 30, 2013 and 2012, respectively.

One grantor accounted for approximately 90% and 81% of grants and other receivables at June 30, 2013 and 2012, respectively.



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 Bushwick 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 Bushwick 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

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

MBAF CPAs, LLC

New York, NY
October 31, 2013

ACHIEVEMENT FIRST BUSHWICK 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 BUSHWICK CHARTER SCHOOL

SCHEDULE OF PRIOR AUDIT FINDINGS
JUNE 30, 2013

Section II - 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.

Transmittal Form
Annual Financial Statement Audit Report
for SUNY Authorized Charter Schools

School Name:	Achievement First Bushwick Charter School
Date (Report is due Nov. 1):	November 1, 2013
School Fiscal Contact Name:	Kevin T. Taylor
School Fiscal Contact Email:	kevintaylor@achievementfirst.org
School Fiscal Contact Phone:	347-374-0429
School Audit Firm Name:	MBAF
School Audit Contact Name:	Marc Taub
School Audit Contact Email:	MTaub@mbaf-ere.com
School Audit Contact Phone:	212-931-9200
Audit Period:	2012-13
Prior Year:	2011-12

The following items are required to be included:

- .. The independent auditor's report on financial statements and notes.
- .. Excel template file containing the Financial Position, Statement of Activities, Cash Flow and Functional Expenses worksheets.
- .. Reports on internal controls over financial reporting and on compliance.

The additional items listed below should be included if applicable. Please explain the reason(s) if the items are not included. Examples might include: a written management letter was not issued; the school did not expend federal funds in excess of the Single Audit Threshold of \$500,000; the management letter response will be submitted by the following date (should be no later than 30 days from the submission of the report); etc.

Item	If not included, state the reason(s) below (if not applicable fill in N/A):
Management Letter	
Management Letter Response	
Form 990	
Federal Single Audit (A-133) ¹	
Corrective Action Plan	

Please also send an ELECTRONIC copy of: 1.) This transmittal form; 2.) Audited Financial Report; and if applicable 3.) Management Letter and Response; 4.) Federal Single Audit (A-133) ONLY to the following offices via email. A copy of the Excel file containing the four schedules Does NOT need to be included.

NYS Education Department Public School Choice Programs 89 Washington Avenue Room 462 EBA Albany, New York 12234 charterschools@mail.nysed.gov	NYS Education Department Office of Audit Services 89 Washington Avenue Room 524 EBA Room 524 EBA Albany, New York 12234 fsanda133@mail.nysed.gov
---	---

¹ A copy of the Federal Single Audit must be filed with the Federal Audit Clearinghouse. Please refer to OMB Cir

**Achievement First Bushwick Charter School
Statement of Financial Position
as of June 30**

<u>ASSETS</u>	<u>2013</u>	<u>2012</u>	<u>FIC</u>
<u>CURRENT ASSETS</u>			
Cash and cash equivalents	2301394	2627772	
Grants and contracts receivable	469008	629668	
Accounts receivables	0	24085	
Prepaid Expenses	4366	117058	
Contributions and other receivables	32811	1323	
TOTAL CURRENT ASSETS	2,807,579	3,399,906	
PROPERTY, BUILDING AND EQUIPMENT, net	638790	426904	
OTHER ASSETS	0	0	
TOTAL ASSETS	3,446,369	3,826,810	
<u>LIABILITIES AND NET ASSETS</u>			
<u>CURRENT LIABILITIES</u>			
Accounts payable and accrued expenses	196840	399564	
Accrued payroll and benefits	225788	244730	
Dreferred Revenue	0	0	
Current maturities of long-term debt	0	0	
Short Term Debt - Bonds, Notes Payable	0	0	
Other	362684	696860	
TOTAL CURRENT LIABILITIES	785,312	1,341,154	
LONG-TERM DEBT and NOTES PAYABLE, net current	0	0	
TOTAL LIABILITIES	785,312	1,341,154	
<u>NET ASSETS</u>			
Unrestricted	2661057	2485656	
Temporarily restricted	0	0	
TOTAL NET ASSETS	2,661,057	2,485,656	
TOTAL LIABILITIES AND NET ASSETS	3,446,369	3,826,810	

CSI:
State, Federal or other

CSI:
NON GRANT
- Due from School Districts
- Due from Governments

CSI:
Operating and Capital
Reserves, Deferred Costs,
Investments, Due from
Affiliate/CMO, Fixed
Assets

CSI:
Obligations under,
Capital Leases,
Advanced Billing, Due to
Affiliate/CMO,

CSI:
Land, Building, Loan(s)
related

Achievement First Bushwick Charter School
Statement of Activities
as of June 30

	2013			2012	FIC ny nu
	Unrestricted	Temporarily Restricted	Total	Total	
REVENUE, GAINS AND OTHER SUPPORT					
Public School District					
Resident Student Enrollment	11431788	\$-	\$11,431,788	10488295	
Students with disabilities	0	-	-	0	
Grants and Contracts					
State and local	1283945	-	1,283,945	999026	
Federal - Title and IDEA	672965	-	672,965	494580	
Federal - Other	0	-	-	0	
Other	0	-	-	0	
Food Service/Child Nutrition Program	0	-	-	0	
TOTAL REVENUE, GAINS AND OTHER SUPPORT	13,388,698	-	13,388,698	11,981,901	
EXPENSES					
Program Services					
Regular Education	11845849	\$-	\$11,845,849	10571819	
Special Education	0	-	-	0	
Other Programs	0	-	-	0	
Total Program Services	11,845,849	-	11,845,849	10,571,819	
Management and general	1535133	-	1,535,133	1312667	
Fundraising	148074	-	<u>148,074</u>	134430	
TOTAL OPERATING EXPENSES	13,529,056	-	13,529,056	12,018,916	
SURPLUS / (DEFICIT) FROM SCHOOL OPERATIONS	(140,358)	-	(140,358)	(37,015)	
SUPPORT AND OTHER REVENUE					
Contributions					
Foundations	312599	\$-	\$312,599	20202	
Individuals	0	-	-	0	
Corporations	0	-	-	0	
Fundraising	0	-	-	0	
Interest income	3160	-	3,160	0	
Miscellaneous income	0	-	-	0	
Net assets released from restriction	0	-	-	0	
TOTAL SUPPORT AND OTHER REVENUE	315,759	-	315,759	20,202	
CHANGE IN NET ASSETS	175,401	-	175,401	(16,813)	
NET ASSETS BEGINNING OF YEAR	2485656	-	2,485,656	2502469	
PRIOR YEAR/PERIOD ADJUSTMENTS	0	-	-	0	
NET ASSETS END OF YEAR	\$2,661,057	\$-	\$2,661,057	\$2,485,656	

**Achievement First Bushwick Charter School
Statement of Cash Flows**

as of June 30

	<u>2013</u>	<u>2012</u>	<u>FIC</u>
			<small>*Please briefly explain any nu</small>
CASH FLOWS - OPERATING ACTIVITIES			
Increase (decrease) in net assets	175401	-16813	
Revenues from School Districts	0	0	
Accounts Receivable	-31488	3397	
Due from School Districts	24085	-24085	
Depreciation	186841	193411	
Grants Receivable	160660	-104838	
Due from NYS	0	0	
Grant revenues	0	0	
Prepaid Expenses	112692	-83136	
Accounts Payable	-202724	312162	
Accrued Expenses	-18942	-2016	
Accrued Liabilities	0	0	
Contributions and fund-raising activities	0	0	
Miscellaneous sources	0	0	
Deferred Revenue	0	0	
Interest payments	0	0	
Other	-356095	305920	
Other	21919	-57030	
NET CASH PROVIDED FROM OPERATING ACTIVITIES	\$72,349	\$526,972	
CASH FLOWS - INVESTING ACTIVITIES	\$	\$	
Purchase of equipment	-398727	-152241	
Other	0	0	
NET CASH PROVIDED FROM INVESTING ACTIVITIES	\$(398,727)	\$(152,241)	
CASH FLOWS - FINANCING ACTIVITIES	\$	\$	
Principal payments on long-term debt	0	0	
Other	0	0	
NET CASH PROVIDED FROM FINANCING ACTIVITIES	\$-	\$-	
NET (DECREASE) INCREASE IN CASH AND CASH EQUIVALENTS	\$(326,378)	\$374,731	
Cash at beginning of year	2627772	2253041	
CASH AND CASH EQUIVALENTS AT END OF YEAR	\$2,301,394	\$2,627,772	

**Achievement First Bushwick Charter School
Statement of Functional Expenses
as of June 30**

		2013						
		Program Services				Supporting Service		
	No. of Positions	Regular Education	Special Education	Other Education	Total	Fund-raising	Management and General	
		\$	\$	\$	\$	\$	\$	\$
Personnel Services Costs								
Administrative Staff Personnel	-	6996573	-	-	6,996,573	0		755251
Instructional Personnel	-	0	-	-	-	0		0
Non-Instructional Personnel	-	0	-	-	-	0		0
Total Salaries and Staff		6,996,573	-	-	6,996,573	-		755,251
Fringe Benefits & Payroll Taxes		1511938	-	-	1,511,938	0		178098
Retirement		0	-	-	-	0		0
Management Company Fees		1140173	-	-	1,140,173	148074		192497
Legal Service		5337	-	-	5,337	0		1334
Accounting / Audit Services		0	-	-	-	0		83226
Other Purchased / Professional / Consult		43790	-	-	43,790	0		128450
Building and Land Rent / Lease		57761	-	-	57,761	0		6810
Repairs & Maintenance		156803	-	-	156,803	0		18485
Insurance		52776	-	-	52,776	0		6222
Utilities		0	-	-	-	0		0
Supplies / Materials		367378	-	-	367,378	0		0
Equipment / Furnishings		75805	-	-	75,805	0		17050
Staff Development		84165	-	-	84,165	0		0
Marketing / Recruitment		0	-	-	-	0		0
Technology		369397	-	-	369,397	0		25072
Food Service		104034	-	-	104,034	0		0
Student Services		197781	-	-	197,781	0		0
Office Expense		528763	-	-	528,763	0		84372
Depreciation		149473	-	-	149,473	0		37368
OTHER		3902	-	-	3,902	0		898
Total Expenses		845,849	\$-	\$-	\$11,845,849	\$148,074		\$1,535,133

		2012	
S			
Total	Total		
\$	\$	\$	
755,251	7,751,824	6891769	
-	-	0	
-	-	0	
755,251	7,751,824	6,891,769	
178,098	1,690,036	1301608	
-	-	0	
340,571	1,480,744	1319039	
1,334	6,671	6507	
83,226	83,226	51292	
128,450	172,240	116019	
6,810	64,571	29735	
18,485	175,288	216193	
6,222	58,998	46871	
-	-	0	
-	367,378	375997	
17,050	92,855	100886	
-	84,165	69652	
-	-	0	
25,072	394,469	391036	
-	104,034	165765	
-	197,781	210123	
84,372	613,135	530481	
37,368	186,841	193411	
<u>898</u>	<u>4,800</u>	2532	
<u>\$1,683,207</u>	<u>\$13,529,056</u>	<u>\$12,018,916</u>	

AF Bushwick 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	427	429	1
Cost per pupil (excluding facilities and suppl. expenses)	14,610	14,916	306
Student/teacher ratio	12.1	11.3	-0.9
Teachers	35.2	38.0	2.8
Total staff	49.2	52.6	3.3

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	5,780,538	5,799,701	19,163
Total Other Public Revenues	362,469	419,802	57,333
Total Special Education Funding	527,022	622,107	95,085
Total Public Revenue	6,670,029	6,841,610	171,581
Total Private Revenue	-	-	-
Total Other Revenue	155,742	2,500	(153,242)
Total Income	6,825,771	6,844,110	18,339
Expenses			
Personnel Expenses			
School Salaries and Wages-			
Teaching Salaries	2,405,726	2,673,200	267,474
Mid-Year Performance Salary Increase	20,000	18,000	(2,000)
Leadership Salaries	492,152	575,051	82,899
Support Staff Salaries	147,981	67,000	(80,981)
Teacher in Residence Salaries	-	149,707	149,707
Operations Staff Salaries	240,860	248,953	8,093
College Readiness Salaries	-	-	-
Special Services Salaries	103,384	-	(103,384)
Student Life Salaries	-	-	-
Total School Salaries and Wages	3,410,103	3,731,910	321,807
Total Other Personnel Costs	64,000	37,428	(26,572)
Total Salaries and Wages	3,474,103	3,769,338	295,235
Total Bonuses	139,723	193,224	53,501
Total Taxes & Benefits	677,877	729,406	51,529
Total Temporary Staff	62,139	28,938	(33,202)
Total Personnel Expenses	4,353,842	4,720,906	367,064
Non - Personnel Expenses (OTPS)			
Total Program Support Activities	200,015	185,008	(15,007)
Total Program Materials & Supplies	447,143	313,958	(133,186)
Total Operations	95,000	47,156	(47,844)
Total Technology	194,172	135,032	(59,140)
Total General & Administrative	192,600	175,976	(16,624)
Total Physical Plant	243,804	115,000	(128,804)
Total Supplemental Program	-	-	-
Ancillary Services	67,000	70,000	3,000
AF Charter Management Fee	654,329	666,726	12,397
Total Non Personnel Expenses	2,094,063	1,708,856	(385,207)
Total Operating Expenses	6,447,905	6,429,762	(18,142)
Contingencies	38,655	80,372	41,717
Total Expenses	6,486,560	6,510,134	23,575
Inter Charter Transfers	(325,000)	(300,000)	25,000
Surplus / (Deficit)	14,211	33,975	19,764

AF Bushwick 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	347	350	4
Cost per pupil (excluding facilities and suppl. expenses)	15,748	15,934	185
Student/teacher ratio	10.0	10.4	0.4
Teachers	34.7	33.7	-1.0
Total staff	47.9	49.7	1.8

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	4,687,428	4,736,479	49,051
Total Other Public Revenues	325,847	361,095	35,248
Total Special Education Funding	640,552	620,730	(19,822)
Total Public Revenue	5,653,827	5,718,304	64,477
Total Private Revenue	50	-	(50)
Total Other Revenue	4,650	2,500	(2,150)
			-
Total Income	5,658,527	5,720,804	62,277
Expenses			
Personnel Expenses			
School Salaries and Wages-			
Teaching Salaries	2,290,621	2,401,476	110,855
Mid-Year Performance Salary Increase	48,374	18,000	(30,374)
Leadership Salaries	479,079	554,740	75,661
Support Staff Salaries	214,427	156,881	(57,546)
Teacher in Residence Salaries	25,000	100,000	75,000
Operations Staff Salaries	213,202	157,038	(56,164)
College Readiness Salaries	-	-	-
Special Services Salaries	-	-	-
Student Life Salaries	-	-	-
Total School Salaries and Wages	3,270,704	3,388,136	117,432
			-
Total Other Personnel Costs	30,780	26,600	(4,180)
Total Salaries and Wages	3,301,484	3,414,736	113,252
Total Bonuses	122,813	177,050	54,237
Total Taxes & Benefits	562,362	667,480	105,119
Total Temporary Staff	31,696	37,500	5,804
Total Personnel Expenses	4,018,354	4,296,767	278,412
Non - Personnel Expenses (OTPS)			
Total Program Support Activities	226,221	163,659	(62,562)
Total Program Materials & Supplies	242,464	159,292	(83,172)
Total Operations	24,000	18,558	(5,442)
Total Technology	165,537	146,895	(18,642)
Total General & Administrative	132,367	126,323	(6,045)
Total Physical Plant	111,971	35,500	(76,471)
Total Supplemental Program	-	-	-
Ancillary Services	67,000	70,000	3,000
AF Charter Management Fee	553,264	555,950	2,686
Total Non Personnel Expenses	1,522,824	1,276,176	(246,648)
Total Operating Expenses	5,541,178	5,572,943	31,764
Contingencies	27,644	41,797	14,153
Total Expenses	5,568,822	5,614,740	45,917
Inter Charter Transfers	-	(100,000)	(100,000)
Surplus / (Deficit)	89,704	6,064	(83,640)

AF Brooklyn HS

BUDGET SUMMARY		Individual charter shares				
	FY '12-13 Full Year Forecast through Dec	FY '13-14 FULL YEAR BUDGET	Change from 12-13 to 13-14	Crown Heights Share	Endeavor Share	Bushwick Share
Enrollment	289	357	68	145	130	82
Cost per pupil (excluding facilities and suppl. expenses)	18,624	17,067	(1,557)	41%	36%	23%
Student/teacher ratio	11.3	10.5	-0.8			
Teachers	25.5	34.0	8.5			
Total staff	40.9	52.0	11.1			

GL Title	FY '12-13 Full Year Forecast through Dec.	FULL YEAR BUDGET	Change from 12-13 to 13-14	2013-14 Full Year Budget		
Income						
Public Revenue						
General Operating Revenue						
Per Pupil Operating Revenue	3,908,176	4,829,139	920,963	1,965,924	1,758,510	1,109,214
Total Other Public Revenues	675,465	409,672	(265,793)	166,776	149,180	94,098
Total Special Education Funding	332,281	635,146	302,865	258,566	231,286	145,888
Total Public Revenue	4,915,922	5,873,957	958,035	2,391,265	2,138,976	1,349,200
Total Private Revenue	560,000	403,000	(157,000)		403,000	
Total Other Revenue	432,010	342,579	(89,431)	341,018	987	574
Total Income	5,907,932	6,619,536	711,604	2,732,283	2,542,963	1,349,774
Expenses						
Personnel Expenses						
School Salaries and Wages-						
Teaching Salaries	1,789,724	2,451,145	661,421	997,852	892,574	563,008
Mid-Year Performance Salary Increase	20,000	-	(20,000)	-	-	-
Leadership Salaries	394,285	620,648	226,363	252,663	226,006	142,558
Support Staff Salaries	233,459	118,013	(115,446)	48,043	42,974	27,107
Teacher in Residence Salaries	81,645	75,000	(6,645)	30,532	27,311	17,227
Operations Staff Salaries	210,161	275,263	65,102	112,059	100,236	63,226
College Readiness Salaries	240,727	70,000	(170,727)	28,497	25,490	16,078
Special Services Salaries	-	-	-	-	-	-
Student Life Salaries	-	75,000	75,000	30,532	27,311	17,227
Total School Salaries and Wages	2,970,001	3,685,069	715,068	1,500,177	1,341,902	846,430
Total Other Personnel Costs	127,741	40,500	(87,241)	16,487	14,748	9,303
Total Salaries and Wages	3,097,742	3,725,569	627,827	1,516,665	1,356,650	855,733
Total Bonuses	287,154	191,603	(95,551)	78,001	69,771	44,010
Total Taxes & Benefits	526,640	715,621	188,981	291,326	260,590	164,372
Total Temporary Staff	88,695	5,000	(83,695)	2,035	1,821	1,148
Total Personnel Expenses	4,000,231	4,637,793	637,562	1,888,028	1,688,832	1,065,263
Non - Personnel Expenses (OTPS)						
Total Program Support Activities	249,960	250,175	215	101,845	91,100	57,463
Total Program Materials & Supplies	253,025	181,515	(71,510)	73,894	66,098	41,693
Total Operations	17,402	18,002	600	7,329	6,555	4,135
Total Technology	214,815	134,582	(80,234)	54,788	49,007	30,912
Total General & Administrative	101,542	142,050	40,508	57,828	51,727	32,628
Total Physical Plant	893,375	840,725	(52,650)	342,256	306,146	193,108
Total Supplemental Program	48,000	48,000				
Ancillary Services	67,000	70,000	3,000	28,497	25,490	16,078
AF Charter Management Fee	437,590	572,655	135,065	233,126	208,530	131,534
Total Non Personnel Expenses	2,282,709	2,257,704	(25,005)	919,103	822,133	518,576
Total Operating Expenses	6,282,940	6,895,496	612,556	2,807,130	2,510,965	1,583,840
Contingencies	38,901	86,194	47,293	35,089	31,387	19,798
Total Expenses	6,321,841	6,981,690	659,849	2,842,219	2,542,352	1,603,638
Inter Charter Transfers	915,000	365,000	(550,000)	110,000		255,000
Surplus / (Deficit)	501,090	2,846	(498,244)	64	611	1,137

Appendix E: Disclosure of Financial Interest Form

Created Wednesday, July 31, 2013

Page 1

333200860906 ACHVMNT FIRST BUSHWICK 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

333200860906 ACHVMNT FIRST BUSHWICK 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	Dean Deborah Shanley	Chair/President	Yes			
2	Adrienne Loiseau	Parent Rep	Yes			
3	Christina Frey	Treasurer	Yes			
4	Harris Ferrell	Other	Yes	Achievement First Representative		
5	Iris Chen	Member	Yes			
6	Jack Schnirman	Member	Yes			
7						
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 Thursday, September 19, 2013

<http://fluidsurveys.com/surveys/vickie-smith/appendix-e-disclosure-of-financial-interest-form/0a0bf602e72e22dac71d1a82df524e4>

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:

Harris Ferrell

2. Charter School Name:

Achievement First Bushwick Charter School

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...

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?

Yes

10a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date in the next

[cmoeY.0] 10a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date in the next Position Held	Chief Information Officer
[cmoeY.1] 10a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date in the next Responsibilities	Oversee the systems and technology infrastructure for the network of Achievement First schools
[cmoeY.2] 10a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date in the next Salary	>\$150K
[cmoeY.3] 10a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date in the next Start Date	August 2007

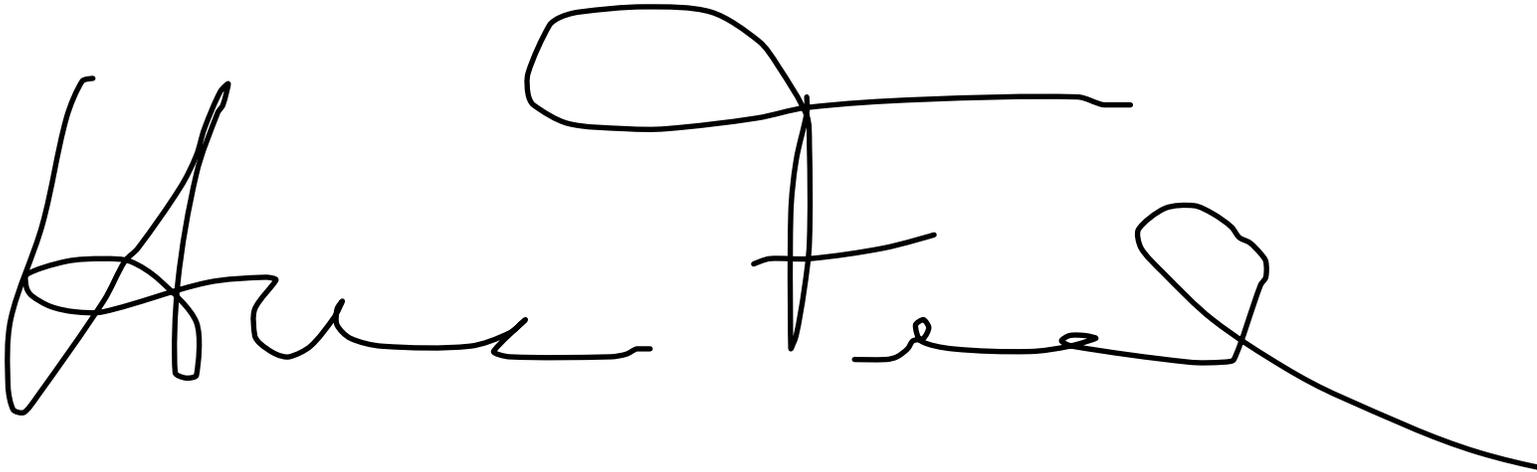
13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

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, appearing to read "Huntree". The signature is written in a cursive style with a large, prominent loop at the beginning and a long, sweeping tail at the end.

Required Form: Appendix E - Disclosure of Financial Interest Form

Created Friday, August 23, 2013

<http://fluidsurveys.com/surveys/vickie-smith/appendix-e-disclosure-of-financial-interest-form/f1361d1b9cddb4e438ceb1756b4cf7b>

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:

Christina Frey

2. Charter School Name:

Achievement First Bushwick Charter School

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

Page 2

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

•

Required Form: Appendix E - Disclosure of Financial Interest Form

Created Monday, September 23, 2013

<http://fluidsurveys.com/surveys/vickie-smith/appendix-e-disclosure-of-financial-interest-form/15ea8f44ace9af072ac53814220ab54>

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:

Adrienne D. Loiseau

2. Charter School Name:

Achievement First Bushwick Charter School

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)

- Parent Representative

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

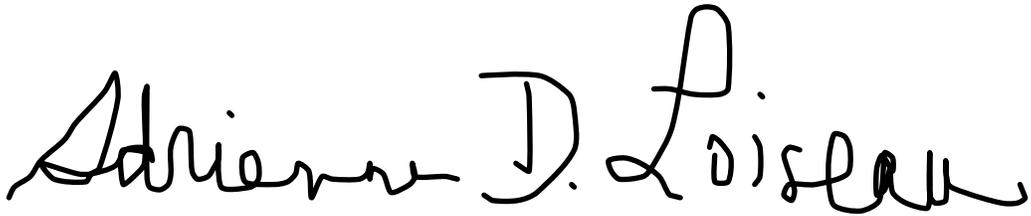
13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

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 "Adrienne D. Lisle". The signature is written in a cursive style with a large, prominent initial 'A'.