

# I. SCHOOL INFORMATION AND COVER PAGE

Created Wednesday, July 30, 2014

## Page 1

### 1. SCHOOL NAME

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

332300860912 ACHVMNT FIRST BROWNSVILLE CS

### 2. CHARTER AUTHORIZER

SUNY-Authorized Charter School

### 3. DISTRICT / CSD OF LOCATION

NYC CSD 23

### 4. SCHOOL INFORMATION

PRIMARY ADDRESS	PHONE NUMBER	FAX NUMBER	EMAIL ADDRESS
2021 Bergen Street, Brooklyn, NY 11233	718-342-4302	718-346-3270	[REDACTED]

### 4a. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES

Contact Name	Tsehaia Brown
Title	Regional Director of Operations
Emergency Phone Number (###-###-####)	[REDACTED]

### 5. SCHOOL WEB ADDRESS (URL)

www.achievementfirst.org

### 6. DATE OF INITIAL CHARTER

2007-10-01 00:00:00

### 7. DATE FIRST OPENED FOR INSTRUCTION

2008-08-01 00:00:00

### 8. TOTAL NUMBER OF STUDENTS ENROLLED IN 2013-14 (as reported on BEDS Day)

(as reported on BEDS Day)

## 9. GRADES SERVED IN SCHOOL YEAR 2013-14

Check all that apply

• K

• 1

• 2

• 3

• 4

• 5

• 6

## 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)	Dacia Toll	[REDACTED]		[REDACTED]	No
CFO (e.g., network CFO)	Max Polaner	[REDACTED]		[REDACTED]g	No
Compliance Contact	Tony Siddall	[REDACTED]		[REDACTED]	Yes
Complaint Contact	Tony Siddall	[REDACTED]		[REDACTED]	No

## 11. FACILITIES

Will the School maintain or operate multiple sites?

No, just one site.

## 12. SCHOOL SITES

Please list the sites where the school will operate in 2014-15.

	Physical Address	Phone Number	District/CSD	Grades Served at Site	School at Full Capacity at Site	Facilities Agreement
Site 1 (same as primary site)	2021 Bergen Street	347.471.2600	CSD 23	K-7	No	DOE space

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

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

14. Were there any revisions to the school's charter during the 2013-2014 school year? (Please include both those that required authorizer approval and those that did not require authorizer approval).

Yes

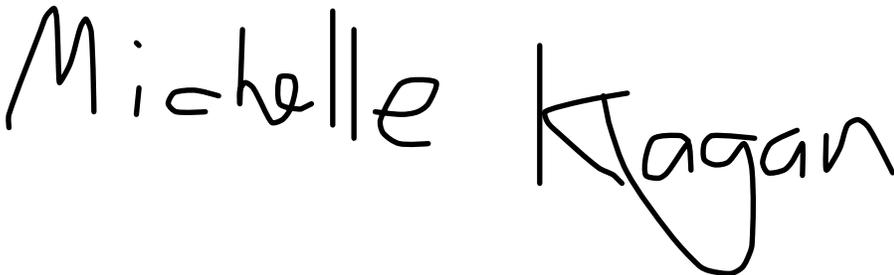
15. Summary of Charter Revisions

	Category (Select Best Description)	Specific Revision (150 word limit)	Date Approved by BOT (if applicable)	Date Approved by Authorizer (if applicable)
1	Change in admissions/enrollment policy	The enrollment policy was amended to use weighted preferences rather than absolute preferences for at-risk admissions	June 2014	June 2014

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

• Yes

Signature, Head of Charter School



Signature, President of the Board of Trustees



Thank you.

# Appendix A: Link to the New York State School Report Card

Created Wednesday, July 30, 2014

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## Page 1

Charter School Name: 332300860912 ACHVMNT FIRST BROWNSVILLE CS

### 1. NEW YORK STATE REPORT CARD

Provide a direct URL or web link to the most recent New York State School Report Card for the charter school (See <https://reportcards.nysed.gov/>).

(Charter schools completing year one will not yet have a School Report Card or link to one. Please type "URL is not available" in the space provided).

<http://data.nysed.gov/profile.php?instid=800000061077>

**ACHIEVEMENT FIRST  
BROWNSVILLE  
CHARTER SCHOOL**

**2013-14 ACCOUNTABILITY PLAN  
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 15, 2014

By Tony Siddall, Senior Director, Growth Strategy

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

Tony Siddall, Senior Director, Growth Strategy, prepared this 2013-14 Accountability Progress Report on behalf of the school's board of trustees :

Trustee's Name	Board Position
Kelly Wachowicz	Board Chair
Chrystal Stokes Williams	Treasurer
Amy Arthur Samuels	Trustee
Julie Marlette	Trustee
Lee Gelernt	Trustee
Denise Ashley	Parent Representative
Max Polaner	AF Representative

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

## INTRODUCTION

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

Achievement First Brownsville charter school opened in August 2008, and in 2013-2014 served grades K-6. The student body is 91% Black, 8% Latino, and 1% White. 87% of students are eligible for free or reduced-priced lunch. Students are selected by a blind lottery process.

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

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

### School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2010-11	87	83	89	79										338
2011-12	93	84	80	84	74									419
2012-13	92	86	91	76	78	97								520
2013-14	88	93	90	86	66	90	92							605

## ENGLISH LANGUAGE ARTS

### Goal 1: English Language Arts

All students will be proficient readers and writers of the English language.

#### Background

We are deeply rooted in our commitment to ensuring that scholars find true joy in reading and writing, and that they leave our program with a deep appreciation for great books, new information, and diverse perspectives. Reading is both a means to college and career readiness as well as a worthy endeavor in itself. Writing is a means not only to express oneself clearly and concisely, but an opportunity to ignite a passion self-discovery and creative expression.

The achievement gap is both fueled and reinforced by a knowledge and vocabulary gap. We believe that building deep knowledge across a range of essential topics will ensure that students are stronger readers and can access complex, content-rich text. We select texts and writing assignments are selected intentionally to reinforce both *world* and *word* knowledge and to align with our history, science, music and art programs when appropriate.

We do not build knowledge for the sake of building knowledge. Our program aims to ensure that all students are curious citizens, intent on expanding their own knowledge of the world through asking questions, reading, writing and discussion. We aim to spark students' inquisitiveness and develop a sense of joy for building their knowledge. Students will seek new understandings and question their previous assumptions on a variety of topics, including those central to the human experience and current world landscape.

Our students must be voracious & critical readers of varied, complex literature and information text. All students will closely read rich text from diverse genres and perspectives to develop both their analytical skill and critical thinking. Texts are selected for their complexity and for their worthiness, ensuring students engage with revolutionary ideas, well-crafted arguments, and great literature. Our program is designed to help students make coherent, thoughtful arguments using sound and sufficient evidence, so that all students are able to speak and write in a manner that is insightful, persuasive and critical.

### 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.

#### Method

The school administered the New York State Testing Program English language arts assessment to students in 3 through 6 grade in April 2014. 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.

**2013-14 State English Language Arts Exam  
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested <sup>1</sup>			Total Enrolled
		IEP	ELL	Absent	
3	85				85
4	65				65
5	87			2	89
6	88			1	88
7	N/A				N/A
8	N/A				N/A
All	325			3	328

**Results**

The results of the ELA exam are below. Proficiency rates ranged from 28% to 42%.

**Performance on 2013-14 State English Language Arts Exam  
By All Students and Students Enrolled in At Least Their Second Year**

Grades	All Students		Enrolled in at least their Second Year	
	Percent	Number Tested	Percent	Number Tested
3	28%	85	29%	81
4	34%	65	34%	65
5	37%	87	43%	65
6	42%	88	45%	78
7	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A
All	35%	325	37%	289

**Evaluation**

AF Brownsville did not achieve the 75% proficient target.

**Additional Evidence**

Year to year trends are of limited explanatory value because the tests, the underlying standards and the cut scores have changed significantly over the past three years. These results are summarized below.

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

## English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2011-12		2012-13		2013-14	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	70%	84	33%	72	29%	81
4	76%	74	43%	76	34%	65
5	N/A	N/A	44%	59	43%	65
6	N/A	N/A	N/A	N/A	45%	78
7	N/A	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A	N/A
All	73%	158	40%	207	37%	289

### 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 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 2013-14 English language arts AMO of 89. 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.<sup>2</sup>

### Results

The PLI was 118, exceeding the AMO target of 89.

#### English Language Arts 2013-14 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	18%	46%	29%	7%

$$\begin{array}{rcccccc}
 \text{PI} & = & 46 & + & 29 & + & 7 & = & 82 \\
 & & & & 29 & + & 7 & = & 36 \\
 & & & & & & \text{PLI} & = & 118
 \end{array}$$

<sup>2</sup> In contrast to SED’s Performance Index, the PLI does not account for year-to-year growth toward proficiency.

## Evaluation

AF Brownsville achieved this goal.

### 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.<sup>3</sup>

## Results

AF Brownsville more than doubled the proficiency rate of the local district at each grade level, and more than tripled the rate proficiency rate in grades 5 and 6.

**2013-14 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 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	29%	81	13%	769
4	34%	65	12%	894
5	43%	65	9%	730
6	45%	78	11%	1003
7	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A
All	37%	289	11%	3396

## Evaluation

AF Brownsville achieved this target.

## Additional Evidence

AF Brownsville has consistently and dramatically outperformed the sending district average at each grade level over the past three years.

<sup>3</sup> Schools can acquire these data when the New York State Education Department releases its Access database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

**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					
	2011-12		2012-13		2013-14	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	70%	29%	33%	11%	29%	13%
4	76%	31%	76%	11%	34%	12%
5	N/A	N/A	59%	10%	43%	9%
6	N/A	N/A	N/A	N/A	45%	11%
7	N/A	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A	N/A
All	78%	30%	40%	10%	37%	11%

**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.<sup>4</sup>

**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 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Comparative Performance Analysis available.

**Results**

The results are summarized in the table below.

**2012-13 English Language Arts Comparative Performance by Grade Level**

<sup>4</sup> The Institute will continue using *economically disadvantaged* instead of *eligibility for free lunch* as the demographic variable in 2013-14. Schools should report previous year’s results using reported free-lunch statistics.

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size	
			Actual	Predicted			
3		74	32.5	20.5	12.0	0.97	
4		76	43.4	20.6	22.8	1.88	
5		90	35.6	19.9	15.7	1.29	
6							
7							
8							
All		<b>84%</b>	<b>240</b>	<b>37.1</b>	<b>20.3</b>	<b>16.8</b>	<b>1.37</b>

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

### Evaluation

AF Brownsville met this goal, with performance that was “higher than expected to a large degree.”

### Additional Evidence

AF Brownsville students have consistently performed significantly higher than their economically comparable peers statewide, as summarized in the table below.

#### English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2010-11	3	67%	79	65.8	45.4	1.28
2011-12	3-4	71%	158	72.8	45.5	1.72
2012-13	3-5	84%	240	37.1	20.3	1.37

### Goal 1: Growth Measure<sup>5</sup>

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 2013-14 and also

<sup>5</sup> See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

have a state exam score from 2012-13 including students who were retained in the same grade. Students with the same 2012-13 score are ranked by their 2013-14 score and assigned a percentile based on their relative growth in performance (student 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.

**Results**

The median growth percentile for each grade is presented below.

**2013-14 English Language Arts Mean Growth Percentile by Grade Level**

Grade	Mean Growth Percentile	
	School	Statewide Median
4	53	50.0
5	61	50.0
6	63	50.0
7	N/A	50.0
8	N/A	50.0
All	<u>59</u>	50.0

**Evaluation**

AF Brownsville achieved this goal, as each grade had a mean growth percentile higher than 50.

**Additional Evidence**

This is the first year that AF Brownsville has had a mean growth percentile calculated.

**Summary of the English Language Arts Goal**

AF Brownsville achieved all of the ELA goals, with the exception of 75% proficient.

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

	regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2012-13 school district results.)	
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.	Achieved

**Action Plan**

We strongly support the very rigorous Common Core aligned tests, and we have invested heavily in adapting the academic program to meet these college preparatory standards. In 2014-15 we will continue increasing the complexity of texts our scholars are reading, as well as the quality of instruction to support scholars both in building fundamental skills and developing higher order inquiry and analysis skills. Specifically, we will continue to on the following priorities in the 2014-15 school year:

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. The curriculum resources are developed and continually improved by exceptional teachers throughout the network called “curriculum fellows,” and are refined by network-level staff in collaboration with national content area experts. These resources will be used by coaches within the context of the regular coaching process to develop teacher skill in each of these areas. In addition, the network *doubled* the amount of summer training for all teachers and leaders in preparation for the 2014-15 school year.

**MATHEMATICS**

**Goal 2: Mathematics**  
 Students will demonstrate competency in the understanding and application of mathematical computation and problem solving.

**Background**

For students to thrive in the world they will face after college, they must be able to make sense of the world through a mathematical lens. Therefore, learning mathematics requires more than learning facts and procedures for solving certain types of problems. A well-prepared student will develop proficiency

and expertise in a number of mathematical practices that have longstanding importance in mathematics education.

In the mathematics program at Achievement First Brownsville, mathematical practices come to life through the shifts ([focus, coherence, rigor](#)) called for by the Common Core State Standards. We will continue to refine the components of and resources for the program, on our path to seeing these practices and shifts embodied by our students and driving instruction.

### **Tenets of Achievement First's Mathematics Program:**

1. Conceptual Understanding: comprehension of mathematical concepts, operations, and relations
  - While developing conceptual understanding, students make meaning of mathematics and make connections across mathematical ideas which allows for rapid acquisition of new knowledge, greater retention, and ability to apply in novel contexts.
2. Procedural Fluency: skill in carrying out procedures flexibly, accurately, efficiently, and appropriately
  - The development of procedural fluency allows students to focus mental energy on flexibly approaching and thinking through problems, rather than the steps to perform an accurate calculation.
3. Strategic Competence & Adaptive Reasoning: ability to formulate, represent, and solve mathematical problems; capacity for logical thought, reflection, explanation, and justification
  - The development of these habits of mind prepares students to solve mathematical problems that they may encounter throughout the rest of their academic and social lives.
4. Productive Disposition: habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one's own efficacy.
  - Students approach challenging situations as opportunities to learn and mistakes made along the way as times for feedback and reflection, not representations of personal failure. This productive disposition is the hallmark of having a growth mindset as opposed to one that is fixed.
5. Problem Solving: the umbrella under which all the opportunities to increase proficiency and expertise with the mathematical practices fall
  - While students engage in problem solving they are making sense of problems, thinking strategically about concept and skill applications, planning and executing a viable approach, and reflecting on process and solutions.

### **Goal 2: 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.

### **Method**

The school administered the New York State Testing Program mathematics assessment to students in 3 through 6 grade in April 2014. 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.

**2013-14 State Mathematics Exam  
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested <sup>6</sup>			Total Enrolled
		IEP	ELL	Absent	
3	85				85
4	65				65
5	87			2	89
6	88			1	88
7	N/A				N/A
8	N/A				N/A
All	325			3	328

**Results**

Proficiency rates at AF Brownsville are summarized in the table below. They ranged from 38% to 67%.

**Performance on 2013-14 State Mathematics Exam  
By All Students and Students Enrolled in At Least Their Second Year**

Grades	All Students		Enrolled in at least their Second Year	
	Percent	Number Tested	Percent	Number Tested
3	38%	85	37%	81
4	57%	65	57%	65
5	49%	87	60%	65
6	67%	89	69%	78
7	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A
All	53%	326	55%	289

**Evaluation**

AF Brownsville did not meet this goal.

**Additional Evidence**

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<sup>6</sup> Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

Year to year trends are of limited explanatory value because the tests, the underlying standards and the cut scores have changed significantly over the past three years. These results are summarized below.

### Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2011-12		2012-13		2013-14	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	61%	84	32%	72	37%	81
4	92%	74	49%	76	57%	65
5	N/A	N/A	37%	59	60%	65
6	N/A	N/A	N/A	N/A	69%	78
7	N/A	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A	N/A
All	77%	158	40%	207	55%	289

#### Goal 2: 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 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 2013-14 mathematics AMO of 86. 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.<sup>7</sup>

#### Results

The PLI was 140, exceeding the target AMO of 86.

### Mathematics 2013-14 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	13	34	38	15

<sup>7</sup> In contrast to NYSED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 34 & + & 38 & + & 15 & = & 87 \\
 & & & & 38 & + & 15 & = & \underline{53} \\
 & & & & & & \text{PLI} & = & 140
 \end{array}$$

**Evaluation**

AF Brownsville achieved this goal.

**Goal 2: Comparative Measure**

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

**Method**

A school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.<sup>8</sup>

**Results**

AF Brownsville significantly outperformed the local district at each grade level.

**2013-14 State Mathematics Exam  
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	37%	81	16%	761
4	57%	65	12%	899
5	60%	65	13%	750
6	69%	78	14%	1004
7	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A
All	55%	289	14%	3414

**Evaluation**

AF Brownsville achieved this goal.

<sup>8</sup> Schools can acquire these data when the New York State Education Department releases its Access database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

## Additional Evidence

AF Brownsville has consistently met this goal.

### 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					
	2011-12		2012-13		2013-14	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	61%	30%	32%	13%	37%	16%
4	92%	37%	49%	9%	57%	12%
5	N/A	N/A	37%	8%	60%	13%
6	N/A	N/A	N/A	N/A	69%	14%
7	N/A	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A	N/A
All	75%	33%	40%	10%	55%	14%

#### Goal 2: 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.<sup>9</sup>

#### 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 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Comparative Performance Analysis available.

<sup>9</sup> The Institute will continue using *economically disadvantaged* instead of *eligibility for free lunch* as the demographic variable in 2013-14. Schools should report previous year's results using reported free-lunch statistics.

**Results**

The effect size for AF Brownsville was 0.85, or “Higher than Expected to a Large Degree.”

**2012-13 Mathematics Comparative Performance by Grade Level**

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size	
			Actual	Predicted			
3		74	32.4	23.9	8.5	0.50	
4		76	48.6	26.3	22.3	1.32	
5		90	31.1	20.1	11.0	0.72	
6							
7							
8							
<b>All</b>		<b>84%</b>	<b>240</b>	<b>37.0</b>	<b>23.3</b>	<b>13.8</b>	<b>0.85</b>

<b>School’s Overall Comparative Performance:</b>
<i>Higher than Expected to a Large Degree</i>

**Evaluation**

AF Brownsville achieved the target, with an effect size of 0.85, or “higher than expected to a large degree.”

**Additional Evidence**

AF Brownsville has consistently performed higher than expected to large degree.

**Mathematics Comparative Performance by School Year**

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2010-11	3	67%	79	79.7	50.2	1.59
2011-12	3-4	71%	158	54.9	20.5	1.11
2012-13	3-5	84%	240	74	32.4	0.85

**Goal 2: Growth Measure<sup>10</sup>**

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.

<sup>10</sup> 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 2013-14 and also have a state exam score in 2012-13 including students who were retained in the same grade. Students with the same 2012-13 scores are ranked by their 2013-14 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 2013-14 Mean Growth Percentile ranged from 59 to 76, with an average of 66, as shown in the table below.

### **2013-14 Mathematics Mean Growth Percentile by Grade Level**

Grade	Mean Growth Percentile	
	School	Statewide Average
4	61	50.0
5	59	50.0
6	76	50.0
7	N/A	50.0
8	N/A	50.0
All	66	50.0

## Evaluation

AF Brownsville achieved this goal.

## Additional Evidence

Results are summarized in the table below.

### **Mathematics Mean Growth Percentile by Grade Level and School Year**

Grade	Mean Growth Percentile			
	2010-11 <sup>11</sup>	2011-12 <sup>14</sup>	2013-14	Statewide Average
4			61	50.0
5			59	50.0
6			76	50.0
7			N/A	50.0
8			N/A	50.0
All			N/A	50.0

<sup>11</sup> Grade level results not available.

### **Summary of the Mathematics Goal**

AF Brownsville achieved all of its math goals, with the exception of the 75% proficiency.

<b>Type</b>	<b>Measure</b>	<b>Outcome</b>
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.	Achieved
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 2012-13 school district results.)	Achieved
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	Achieved

### **Action Plan**

AF Brownsville will continue the core improvement strategies established over the last two years. We will continue upgrading the curricular resources available to teachers via the curriculum fellows model described under the ELA section of this Progress Report. Additionally, AF Brownsville teachers participated in increased math-specific professional development during summer training, and will continue to receive weekly coaching. Additionally, math interventions for struggling students will be more systematic, and will be triggered by the NWEA Math for Primary Grades assessment to ensure that every struggling student receives tailored extra support.

### **SCIENCE**

#### **Goal 3: Science**

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

#### **Background**

Our program is designed to ensure that students develop the skills and understandings necessary to be prepared for introductory college level science courses and ultimately the careers of their choice,

including (but not limited to) careers in science, engineering, and technology. Our program goes beyond the floor set by current external assessments to ensure that all performance expectations set forth in the Next Generation Science Standards are met. The rigor of content, concepts, and practices gradually increases in complexity from grade band to grade band, to ensure that our scholars have the knowledge and skills to choose careers in STEM.

The program is driven by the National Research Council's Framework for K-12 Science Education, which states: "To develop a thorough understanding of scientific explanations of the world, students need sustained opportunities to work with and develop the underlying ideas and to appreciate those ideas' interconnections over a period of years rather than weeks or months." To accomplish this goal, students build background knowledge and an understanding of science by deeply engaging with a focused set of core ideas and practices throughout their educational experience. Through this intensive approach, they will build expertise and use their expertise to make sense of new information or tackle problems.

The Next Generation Science Standards call for us to teach the practices or methods of science and engineering within our content and to focus on the many methods and practices of science and engineering rather than a single method. In order to support meaningful learning in science and engineering, our science program integrates core ideas of the discipline, science and engineering practices, crosscutting concepts, and Common Core literacy and mathematics. In grades K-8, the program is based on integrated science scope & sequences produced by Achievement First, which draw on a variety of resources from educational publishers, external content experts, and internally designed materials.

### **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 4<sup>th</sup> grade in spring 2014. 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**

One hundred percent of AF Brownsville 4<sup>th</sup> graders were proficient on the science exam.

**Charter School Performance on 2013-14 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 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
4	100%	65	100%	65
8	N/A	N/A	N/A	N/A

**Evaluation**

AF Brownsville achieved this goal.

**Additional Evidence**

AF Brownsville has had very high proficiency rates in each of the years the 4<sup>th</sup> grade exam has been administered.

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

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2011-12		2012-13		2013-14	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
4	N/A	N/A	95%	76	100%	65
8	N/A	N/A	N/A	N/A	N/A	N/A
All	TBD	TBD	95%	N/A	100%	65

**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**

The results are summarized in the table below.

**2013-14 State Science Exam  
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
4	100%	65	TBD	TBD
8	N/A	N/A	N/A	N/A

**Evaluation**

AF Brownsville achieved this goal.

**Additional Evidence**

Prior year performance is summarized below.

**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					
	2011-12		2012-13		2013-14	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
4	TBD	TBD	95%	74%	100%	TBD
8	N/A	N/A	N/A	N/A	N/A	N/A
All	TBD	TBD	95%	74%	100%	76%

**Summary of the Science Goal**

AF Brownsville achieved its science goals.

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**

AF Brownsville will continue the development of the science program in partnership with Achievement First, which is working with BSCS, a national leader in the development and evaluation of K-12 science programs.

## NCLB

### Goal 4: NCLB

The school will make Adequate Yearly Progress.

### Goal 4: 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. The report cards indicate each school's status under the state's No Child Left Behind (NCLB) accountability system.

### Results

AF Brownsville is in Good Standing.

### Evaluation

AF Brownsville met this goal.

### Additional Evidence

AF Brownsville has consistently been in Good Standing.

### NCLB Status by Year

Year	Status
2011-12	Good Standing
2012-13	Good Standing
2013-14	Good Standing

**Achievement First Brownsville Charter School**

**Financial Statements  
and Independent Auditor's Report**

**June 30, 2014**

# Achievement First Brownsville Charter School

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## Independent Auditor's Report

To the Board of Trustees  
Achievement First Brownsville Charter School

### Report on the Financial Statements

We have audited the accompanying financial statements of Achievement First Brownsville Charter School, which comprise the statement of financial position as of June 30, 2014, and the related statements of activities and changes in net assets, 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 from 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 entity'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 entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

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

## *Opinion*

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Achievement First Brownsville Charter School as of June 30, 2014, 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.

## *Other Matters*

### *Report on Summarized Comparative Information*

The financial statements of Achievement First Brownsville Charter School as of June 30, 2013, were audited by other auditors whose report dated October 31, 2013, expressed an unmodified opinion on those financial statements.

### *Other Reporting Required by Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated October 30, 2014 on our consideration of Achievement First Brownsville Charter School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Achievement First Brownsville Charter School's internal control over financial reporting and compliance.



Farmington, Connecticut  
October 30, 2014

**Achievement First Brownsville Charter School**

**Statement of Financial Position  
June 30, 2014  
(With Comparative Totals for 2013)**

	2014	2013
<u>Assets</u>		
Cash	\$ 318,477	\$ 644,820
Restricted cash	75,000	75,000
Grants receivable	624,432	283,133
Due from NYC Department of Education	26,820	2,651
Due from related party	33,401	-
Due from other schools	1,940	6,143
Prepaid expenses and other assets	16,950	80,986
Property and equipment, net	264,505	313,769
Total assets	\$ 1,361,525	\$ 1,406,502
<u>Liabilities and Net Assets</u>		
Liabilities:		
Accounts payable and accrued expenses	\$ 66,765	\$ 76,718
Accrued salary and other payroll related expenses	174,005	162,825
Due to related party	-	210,097
Due to other schools	95,270	10,404
Total liabilities	336,040	460,044
Commitments and contingencies		
Net assets:		
Unrestricted:		
Undesignated	339,505	313,769
Board designated	685,980	632,689
Total net assets	1,025,485	946,458
Total liabilities and net assets	\$ 1,361,525	\$ 1,406,502

See Notes to Financial Statements.

**Achievement First Brownsville Charter School**

**Statement of Activities and Changes in Net Assets  
Year Ended June 30, 2014  
(With Comparative Totals for 2013)**

	2014	2013
Operating revenue:		
State and local per pupil operating revenue	\$ 8,185,837	\$ 6,971,721
Federal, state and local grants	767,730	681,248
Special education revenue	735,318	211,431
Total operating revenue	9,688,885	7,864,400
Expenses:		
Program services	7,995,032	6,761,149
General and administrative	1,369,010	1,074,041
Fundraising	249,286	88,508
Total expenses	9,613,328	7,923,698
Surplus (deficit) on school operations from government funding	75,557	(59,298)
Support and other revenue:		
Contributions	3,000	50,000
Interest income and other income	470	6,326
Total support and other revenue	3,470	56,326
Change in net assets	79,027	(2,972)
Net assets, beginning of year	946,458	949,430
Net assets, end of year	\$ 1,025,485	\$ 946,458

See Notes to Financial Statements.

**Achievement First Brownsville Charter School**

**Statement of Functional Expenses  
Year Ended June 30, 2014  
(With Comparative Totals for 2013)**

	2014			2013	
	Program Services	General and Administrative	Fundraising	Total	Total
Salaries and wages	\$ 4,560,389	\$ 908,395	\$ -	\$ 5,468,784	\$ 4,548,388
Payroll taxes and employee benefits	988,491	196,900	-	1,185,391	1,046,529
Professional fees	-	35,183	-	35,183	38,769
After school/tutoring program	66,899	-	-	66,899	134,499
Classroom supplies and instructional materials	380,363	-	-	380,363	284,800
Furniture and equipment - noncapitalizable	110,259	21,963	-	132,222	66,920
Insurance	28,453	5,668	-	34,121	29,627
Management fee	934,824	62,322	249,286	1,246,432	885,080
Office expense	224,864	64,083	-	288,947	226,368
Parent activities	15,101	-	-	15,101	5,249
Postage and delivery	4,601	1,150	-	5,751	6,027
Printing and photocopying	44,744	11,186	-	55,930	57,031
Repairs and maintenance	29,256	5,827	-	35,083	69,067
Special education contracted services	8,197	-	-	8,197	8,970
Staff professional development	116,280	-	-	116,280	81,961
Student field trips and incentive programs	57,083	-	-	57,083	36,039
Student food services	53,707	-	-	53,707	46,722
Student transportation	8,300	-	-	8,300	12,876
Student uniforms	2,988	-	-	2,988	2,252
Technology infrastructure and software	189,590	22,342	-	211,932	104,153
Telephone and internet	81,575	16,249	-	97,824	114,509
Depreciation	89,068	17,742	-	106,810	117,862
	<u>\$ 7,995,032</u>	<u>\$ 1,369,010</u>	<u>\$ 249,286</u>	<u>\$ 9,613,328</u>	<u>\$ 7,923,698</u>

See Notes to Financial Statements.

**Achievement First Brownsville Charter School**

**Statement of Cash Flows  
Year Ended June 30, 2014  
(With Comparative Totals for 2013)**

	2014	2013
Operating activities:		
Change in net assets	\$ 79,027	\$ (2,972)
Adjustments to reconcile change in net assets to net cash used in operating activities:		
Depreciation	106,810	117,862
Changes in operating assets and liabilities:		
Grants receivable	(341,299)	21,103
Due from NYC Department of Education	(24,169)	(2,651)
Due from related party	(33,401)	-
Due from other schools	4,203	1,083
Prepaid expenses and other assets	64,036	(56,898)
Accounts payable and accrued expenses	(9,953)	25,907
Accrued salary and other payroll related expenses	11,180	29,392
Due to related party	(210,097)	4,626
Due to other schools	84,866	-
Due to Achievement First, Inc.	-	(140,820)
Due to NYC Department of Education	-	(2,259)
Net cash used in operating activities	(268,797)	(5,627)
Investing activities:		
Purchase of property and equipment	(57,546)	(201,470)
Net cash used in investing activities	(57,546)	(201,470)
Net decrease in cash	(326,343)	(207,097)
Cash - beginning of year	644,820	851,917
Cash - end of year	\$ 318,477	\$ 644,820

See Notes to Financial Statements.

# Achievement First Brownsville Charter School

## Notes to Financial Statements June 30, 2014

### Note 1 - Nature of operations

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

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

During the year ended June 30, 2014, the School added the sixth grade. As of June 30, 2014, the School operated classes for students in kindergarten to sixth grades. The School shares space with a New York City public school and is not responsible for rent, utilities, custodial services, maintenance, or school safety. Approximately 60,000 feet of square footage is allocated to the School.

### Note 2 - Summary of significant accounting policies

#### Basis of presentation

The accompanying financial statements have been prepared on the accrual basis of accounting in accordance with accounting principles generally accepted in the United States of America. Net assets and revenues, expenses, gains and losses are classified based on the existence or absence of donor-imposed restrictions. Accordingly, net assets of the School and changes therein are classified and reported as follows:

Unrestricted - Net assets that are not subject to donor-imposed stipulations.

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 in the statement of activities and changes in net assets. However, if a restriction is fulfilled in the same period in which the contribution is received, the School reports the support as unrestricted.

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

# Achievement First Brownsville Charter School

## Notes to Financial Statements June 30, 2014

During the fiscal year ended June 30, 2009, the Board of Trustees (the "Board") enacted a Board Designated Reserve Policy (the "Reserve") 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 the current year's current liabilities and reducing that difference by any assets whose use is contractually limited. The Reserve at June 30, 2014 was \$685,980.

### **Statement of cash flows**

For purposes of reporting cash flows, the School considers all highly liquid debt instruments purchased with an original maturity of three months or less to be cash equivalents. There were no cash equivalents at June 30, 2014.

### **Restricted cash**

The School designated \$75,000 as restricted cash, which is held aside for contingency purposes as required by the New York City Department of Education (NYCDOE). At June 30, 2014, a separate escrow account had not been established for this reserve.

### **Grant and other receivables**

Grants receivable represent unconditional promises to give. Grants receivable that are expected to be collected within one year, and recorded at net realizable value, are \$624,432 at June 30, 2014. The School has determined that no allowance for uncollectible accounts for grants receivable is necessary as of June 30, 2014. Such estimate is based on management's assessments of the creditworthiness of its donors, the aging of its receivables as well as current economic conditions and historical information.

### **Revenue recognition**

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 are reflected as refundable advances from state and local government grants in the accompanying statement of financial position. Receivables are recognized to the extent costs have been incurred, but not reimbursed.

Revenue from the state and local governments 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.

# Achievement First Brownsville Charter School

## Notes to Financial Statements June 30, 2014

Contributions are recognized by the School when a donor makes a promise to give that is, in substance, unconditional. Contributions that are restricted by the donor, but whose restrictions are met in the same period, are reported as increases to unrestricted net assets. All other donor-restricted contributions are reported as increases to temporarily restricted net assets. When a restriction expires, temporarily restricted net assets are reclassified to unrestricted net assets.

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 occasionally receives contributed goods and services. Such goods and services are only recorded as in-kind contributions at their fair value, provided it meets the criteria for recognition. Such criteria includes contributions of services that (i) create or enhance non-financial assets or those that require specialized skills, (ii) are provided by individuals possessing those skills and (iii) would typically need to be purchased if not provided by donation, and are recorded at their fair value in the period received.

Contributed services received from Board Members and volunteers are not recorded in the financial statements since these services do not meet the criteria for recognition as contributed services.

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. 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.

Depreciation is provided on a straight-line basis over the estimated useful lives as follows:

Facility improvements	5 - 15 years
Furniture and fixtures	5 years
Computers and hardware	3 years
Software	3 years

## Achievement First Brownsville Charter School

### Notes to Financial Statements June 30, 2014

#### **Long-lived assets**

The School recognizes an impairment loss when the carrying amount of a long-lived asset exceeds its fair value. In the event that facts and circumstance indicate that the carrying amounts of long-lived assets may be impaired, an evaluation of recoverability would be performed. The evaluation process consists of comparing the estimated future undiscounted cash flows associated with the asset to the asset's carrying amount to determine if a write down is required. If the review indicates that the asset will not be recoverable, the carrying value of the asset would be reduced to its estimated realizable value. There was no impairment loss recognized for the year ended June 30, 2014.

#### **Functional allocation of expenses**

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

#### **Income taxes**

The School is classified by the Internal Revenue Service as exempt from income tax under Section 501(a) of the Internal Revenue Code as a public education academy described in Section 501(c)(3).

The School has no unrecognized tax benefits at June 30, 2014. The School's Federal income tax returns prior to fiscal year 2010 are closed and management continually evaluates expiring statutes of limitations, audits, proposed settlements, changes in tax law and new authoritative rulings.

If applicable, the School would recognize interest and penalties associated with tax matters as part of general and administrative expenses in the statement of activities and changes in net assets and include accrued interest and penalties in accrued expenses in the statement of financial position. The School did not recognize any interest or penalties associated with tax matters for the year ended June 30, 2014.

#### **Prior year summarized information**

The financial statements include certain prior year summarized comparative information in total, but not by net asset class. Such information does not include sufficient detail to constitute a presentation in conformity with accounting principles generally accepted in the United States of America. Accordingly, such information should be read in conjunction with the School's financial statements for the year ended June 30, 2013, from which the summarized information was derived.

#### **Use of estimates**

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America 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 revenue and expenses during the reporting period. Actual results could differ from those estimates.

**Achievement First Brownsville Charter School**

**Notes to Financial Statements  
June 30, 2014**

**Concentrations of credit risk**

The School maintains cash and cash equivalent balances in several financial institutions. Accounts at each institution are insured by the Federal Deposit Insurance Corporation. From time to time, the School's balances may exceed these limits. At June 30, 2014, the School's uninsured bank balances totaled \$246,297. The School limits its credit risk by selecting financial institutions considered to be highly creditworthy.

**Reclassifications**

Certain reclassifications have been made to the 2013 financial statement presentation to correspond to the current year's format. Net assets and changes in net assets are unchanged due to these reclassifications.

**Subsequent events**

Management has reviewed subsequent events through October 30, 2014, which is the date the financial statements were approved and available for issuance.

**Note 3 - Concentrations**

The School received approximately 85% of its total revenue from per pupil funding from the NYCDOE during the year ended June 30, 2014.

The School's grants and other receivables consist of one major grantor at June 30, 2014.

The School's accounts payable consist of one major vendor at June 30, 2014.

**Note 4 - Agreement for school facility**

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

**Note 5 - Property and equipment**

The following is a summary of property and equipment at June 30, 2014:

Furniture and fixtures	\$	309,078
Computers and servers		303,125
Software		29,644
Facility improvements		<u>255,982</u>
		897,829
Less accumulated depreciation		<u>633,324</u>
	\$	<u>264,505</u>

**Achievement First Brownsville Charter School**

**Notes to Financial Statements  
June 30, 2014**

**Note 6 - Related party transactions**

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

Pursuant to the terms of the Agreement, the School pays a service fee equivalent to 10% of all public revenues received by the School during the school year. Public revenues include all sources of revenue from a public source, but specifically exclude in-kind contributions such as student transportation and food services, start-up funding, funding for student meals, and funding for competitive public grants. The Agreement expires on June 30, 2015. The Agreement also incorporates additional services provided to the School by AF. 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 AF an ancillary services fee that is mutually negotiated by the School and AF. For the year ended June 30, 2014, the School incurred management and ancillary service fees of \$1,246,432, which is included in the accompanying statement of functional expenses.

At June 30, 2014, the amount due from AF was \$33,401.

**Note 7 - Due to/from other schools**

Throughout the school year, the School may share staff with another school and occasionally purchase equipment from another school. These costs are included on the statement of financial position and consist of the following as of June 30, 2014:

<u>Due from other schools</u>	
AF Endeavor	\$ <u>1,940</u>
 <u>Due to other schools</u>	
AF Bridgeport	\$ 2,146
AF Bushwick	84,766
AF Aspire	100
AF Crown Heights	1,972
AF East New York	<u>6,286</u>
	 <u>\$ 95,270</u>

**Achievement First Brownsville Charter School**

**Notes to Financial Statements  
June 30, 2014**

**Note 8 - Due to NYC Department of Education**

The NYCDOE paid the School per-pupil grant funds in six installments, based on estimates from the School. At the end of each fiscal year, the NYCDOE reconciles the total amount paid against the full-time-equivalent enrollment for the year and determines if an overpayment or underpayment has been made. As of June 30, 2014, a cumulative underpayment totaling \$26,820 had not been made. An adjustment for this amount will be reflected in the succeeding year's third payment.

**Note 9 - Operating leases**

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

<u>June 30,</u>	
2015	\$ 5,855
2016	<u>1,464</u>
	<u>\$ 7,319</u>

The lease expense for the year ended June 30, 2014 was \$5,855.

**Note 10 - Pension plan**

The School has 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 upon employment. Those employees who have completed at least 1 full year of service are also eligible for employer contributions. The Plan provides for the School to contribute up to 4% of an employee's salary, up to a maximum match of \$2,500 per year, per employee. The School contribution is not vested until the employee's third year, when they become fully vested. For the year ended June 30, 2014, pension expense for the School was \$98,229, which is included in payroll taxes and employee benefits in the accompanying statement of functional expenses.

**Note 11 - Risk management**

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

# Appendix B: Total Expenditures and Administrative Expenditures per Child

Created Wednesday, July 30, 2014

## Page 1

Charter School Name: 332300860912 ACHVMNT FIRST BROWNSVILLE CS

### B. Financial Information

This information is required of ALL charter schools. Provide the following measures of fiscal performance of the charter school in Appendix B (Total Expenditures and Administrative Expenditures Per Child):

#### 1. Total Expenditures Per Child

To calculate 'Total Expenditures per Child' take total expenditures (from the unaudited 2013-14 Schedule of Functional Expenses) and divide by the count of students you reported on of BEDS Day. (Integers Only. No dollar signs or commas).

1. Total Expenditures Per Child   Line 1: Total Expenditures	9598276
1. Total Expenditures Per Child   Line 2: BEDS Day Pupil Count	612
1. Total Expenditures Per Child   Line 3: Divide Line 1 by Line 2	15683

#### 2. Administrative Expenditures per Child

To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the unaudited 2013-14 Schedule of Functional Expenses) and divide by the BEDS per pupil count. The relevant portion that must be included in this calculation is defined as follows:

Administrative Expenditures: Administration and management of the charter school includes the activities and personnel of the offices of the chief school officers, the treasurer, the finance or business offices, the purchasing unit, the employee personnel offices, the records management offices, or a public information and services offices. It also includes those administrative and management services provided by other organizations or corporations on behalf of the charter school for which the charter school pays a fee or other compensation.

Please note the following:

Do not include the FTE of personnel dedicated to administration of the instructional programs.

Do not include Employee Benefit costs or expenditures in the above calculations.

A template for the Schedule of Functional Expenses is provided on page 21 of the 2012 Annual Report Guidelines to assist schools identify the categories of expenses needed to compute the two per pupil calculations. This template does not need to be completed or submitted on August 1st as it will be submitted November 1st as part of the audited financial statements. Therefore schools should use unaudited amounts for these per pupil calculations. (See the 2013-14 Annual Report Guidelines in "Resources" area of your portal task page).

To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas).

To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas).   Line 1: Relevant Personnel Services Cost (Row)	485010
To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas).   Line 2: Management and General Cost (Column)	485010
To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas).   Line 3: Sum of Line 1 and Line 2	970020
To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas).   Line 4: BEDS Day Pupil Count	612
To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas).   Line 5: Divide Line 3 by the BEDS Day Pupil Count	1585

Thank you.









Achievement First Brownsville Budget / Operating Plan 2014-15						DESCRIPTION OF ASSUMPTIONS
6	Total Revenue	15,588,020	15,588,020	-	15,588,020	15,588,020
7	Total Expenses	15,576,178	15,576,178	-	(15,576,178)	(15,576,178)
8	Net Income	11,842	11,842	-	11,842	11,842
9	Actual Student Enrollment					
10	Total Paid Student Enrollment					
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68	<b>EXPENSES</b>					
69	<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>					
70	Executive Management	No. of Positions	-	-	-	-
71	Instructional Management	13.00	1,328,656	1,328,656	(1,328,656)	(1,328,656)
72	Deans, Directors & Coordinators	-	-	-	-	-
73	CFO / Director of Finance	-	-	-	-	-
74	Operation / Business Manager	16.00	838,635	838,635	(838,635)	(838,635)
75	Administrative Staff	-	-	-	-	-
76	<b>TOTAL ADMINISTRATIVE STAFF</b>	29.00	2,167,291	2,167,291	(2,167,291)	(2,167,291)
77						
78	<b>INSTRUCTIONAL PERSONNEL COSTS</b>					
79	Teachers - Regular	76.00	5,173,692	5,173,692	(5,173,692)	(5,173,692)
80	Teachers - SPED	-	-	-	-	-
81	Substitute Teachers	-	15,500	15,500	(15,500)	(15,500)
82	Teaching Assistants	-	-	-	-	-
83	Specialty Teachers	-	-	-	-	-
84	Aides	-	-	-	-	-
85	Therapists & Counselors	7.00	506,103	506,103	(506,103)	(506,103)
86	Other	9.00	543,863	543,863	(543,863)	(543,863)
87	<b>TOTAL INSTRUCTIONAL</b>	92.00	6,239,158	6,239,158	(6,239,158)	(6,239,158)
88						
89	<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>					
90	Nurse	-	-	-	-	-
91	Librarian	-	-	-	-	-
92	Custodian	-	-	-	-	-
93	Security	-	-	-	-	-
94	Other	-	86,606	86,606	(86,606)	(86,606)
95	<b>TOTAL NON-INSTRUCTIONAL</b>	-	86,606	86,606	(86,606)	(86,606)
96						
97	<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>	121.00	8,493,055	8,493,055	(8,493,055)	(8,493,055)
98						
99	<b>PAYROLL TAXES AND BENEFITS</b>					
100	Payroll Taxes	-	752,928	752,928	(752,928)	(752,928)
101	Fringe / Employee Benefits	-	1,011,029	1,011,029	(1,011,029)	(1,011,029)
102	Retirement / Pension	-	151,250	151,250	(151,250)	(151,250)
103	<b>TOTAL PAYROLL TAXES AND BENEFITS</b>	-	1,915,207	1,915,207	(1,915,207)	(1,915,207)
104						
105	<b>TOTAL PERSONNEL SERVICE COSTS</b>	121.00	10,408,262	10,408,262	(10,408,262)	(10,408,262)
106						
107	<b>CONTRACTED SERVICES</b>					
108	Accounting / Audit	-	45,400	45,400	(45,400)	(45,400)
109	Legal	15.000	15,000	15,000	(15,000)	(15,000)
110	Management Company Fee	-	1,412,121	1,412,121	(1,412,121)	(1,412,121)
111	Nurse Services	-	-	-	-	-
112	Food Service / School Lunch	-	-	-	-	-
113	Payroll Services	-	23,000	23,000	(23,000)	(23,000)
114	Special Ed Services	-	-	-	-	-
115	Tilement Services (i.e. Title I)	-	-	-	-	-
116	Other Purchased / Professional / Consulting	-	349,500	349,500	(349,500)	(349,500)
117	<b>TOTAL CONTRACTED SERVICES</b>	-	1,845,021	1,845,021	(1,845,021)	(1,845,021)
118						
119	<b>SCHOOL OPERATIONS</b>					
120	Board Expenses	-	-	-	-	-
121	Classroom / Teaching Supplies & Materials	-	225,700	225,700	(225,700)	(225,700)
122	Special Ed Supplies & Materials	-	34,000	34,000	(34,000)	(34,000)
123	Textbooks / Workbooks	-	404,000	404,000	(404,000)	(404,000)
124	Supplies & Materials other	-	9,700	9,700	(9,700)	(9,700)
125	Equipment / Furniture	-	195,970	195,970	(195,970)	(195,970)
126	Telephone	-	33,800	33,800	(33,800)	(33,800)
127	Technology	-	915,818	915,818	(915,818)	(915,818)
128	Student Testing & Assessment	-	61,000	61,000	(61,000)	(61,000)
129	Field Trips	-	75,000	75,000	(75,000)	(75,000)
130	Transportation (student)	-	36,725	36,725	(36,725)	(36,725)
131	Student Services - other	-	34,400	34,400	(34,400)	(34,400)
132	Office Expense	-	208,800	208,800	(208,800)	(208,800)
133	Staff Development	-	153,000	153,000	(153,000)	(153,000)
134	Staff Recruitment	-	42,750	42,750	(42,750)	(42,750)
135	Student Recruitment / Marketing	-	-	-	-	-
136	School Meals / Lunch	-	99,180	99,180	(99,180)	(99,180)
137	Travel (Staff)	-	850	850	(850)	(850)
138	Fundraising	-	-	-	-	-
139	Other	-	157,451	157,451	(157,451)	(157,451)
140	<b>TOTAL SCHOOL OPERATIONS</b>	-	2,688,144	2,688,144	(2,688,144)	(2,688,144)
141						
142	<b>FACILITY OPERATION &amp; MAINTENANCE</b>					
143	Insurance	-	69,922	69,922	(69,922)	(69,922)
144	Janitorial	-	-	-	-	-
145	Building and Land Rent / Lease	-	276,000	276,000	(276,000)	(276,000)
146	Repairs & Maintenance	-	111,700	111,700	(111,700)	(111,700)
147	Equipment / Furniture	-	-	-	-	-
148	Security	-	-	-	-	-
149	Utilities	-	-	-	-	-
150	<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	-	457,622	457,622	(457,622)	(457,622)
151						
152	<b>DEPRECIATION &amp; AMORTIZATION</b>					
153	RESERVES / CONTINGENCY	-	177,130	177,130	(177,130)	(177,130)
154						
155	<b>TOTAL EXPENSES</b>		15,576,178	15,576,178	(15,576,178)	(15,576,178)
156						
157	<b>NET INCOME</b>		11,842	11,842	11,842	11,842
158						

Achievement First Brownsville Budget / Operating Plan 2014-15						DESCRIPTION OF ASSUMPTIONS
6	<b>Total Revenue</b>	15,588,020	15,588,020	-	15,588,020	15,588,020
7	<b>Total Expenses</b>	15,576,178	15,576,178	-	(15,576,178)	(15,576,178)
8	<b>Net Income</b>	11,842	11,842	-	11,842	11,842
9	<b>Actual Student Enrollment</b>					
10	<b>Total Paid Student Enrollment</b>					
11						
12						
13						
139						
160	<b>ENROLLMENT - *School Districts Are Linked To Above Entries*</b>					
161	School District 1 (Enter Name)					
162	School District 2 (Enter Name)					
163	School District 3 (Enter Name)					
164	School District 4 (Enter Name)					
165	School District 5 (Enter Name)					
166	School District 6 (Enter Name)					
167	School District 7 (Enter Name)					
168	School District 8 (Enter Name)					
169	School District 9 (Enter Name)					
170	School District 10 (Enter Name)					
171	School District 11 (Enter Name)					
172	School District 12 (Enter Name)					
173	School District 13 (Enter Name)					
174	School District 14 (Enter Name)					
175	School District 15 (Enter Name)					
176	School District - ALL OTHER					
177	<b>TOTAL ENROLLMENT</b>					
178						
179	<b>REVENUE PER PUPIL</b>					
180						
181	<b>EXPENSES PER PUPIL</b>					

# Appendix E: Disclosure of Financial Interest Form

Created Wednesday, July 30, 2014

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Page 1

332300860912 ACHVMNT FIRST BROWNSVILLE CS

An Appendix E: Disclosure of Financial Interest Form must be completed for each active Trustee who served on the charter school's Board of Trustees during the 2013-14 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-trustee-disclosure-form/>. Trustees may download and/or email their forms to you upon completion.

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 <https://fluidsurveys.com/account/surveys/540612/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 Monday, July 21, 2014

Updated Wednesday, July 30, 2014

## Page 1

332300860912 ACHVMNT FIRST BROWNSVILLE CS

### 1. Current Board Member Information

	Full Name of Individual Trustees	Position on Board (Officer or Rep).	Voting Member	Area of Expertise &/or Additional Role	Terms Served & Length (include date of election and expiration)	Committee affiliations
1	Kelly Wachowicz	Chair/President	Yes			
2	Chrystal Stokes Williams	Treasurer	Yes			
3	Denise Ashley	Parent Rep	Yes			
4	Max Polaner	Member	Yes	Achievement First Representative		
5	Amy Arthur Samuels	Member	Yes			
6	Lee Gelernt	Member	Yes			

### 2. Total Number of Members Joining Board during the 2013-14 school year

1

### 3. Total Number of Members Departing the Board during the 2013-14 school year

1

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

15

### 5. How many times did the Board meet during the 2013-14 school year?

6

### 6. How many times will the Board meet during the 2014-15 school year?

6

Thank you.

## Enrollment and Retention Targets

The schools partner 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 2012-13 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. The school 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 supports

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.

# Appendix I: Teacher and Administrator Attrition

Created Friday, August 01, 2014

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## Page 1

Charter School Name: 332300860912 ACHVMNT FIRST BROWNSVILLE CS

Instructions for completing the Teacher and Administrator Attrition Tables  
ALL charter schools should provide, for teachers and administrators only, the full time equivalent (FTE) of staff on June 30, 2013, the FTE for added staff from July 1, 2013 through June 30, 2014, and the FTE for any departed staff from July 1, 2013 through June 30, 2014 using the two tables provided.

### 2013-14 Teacher Attrition Table

FTE Teachers on June 30, 2013	FTE Teachers Additions 7/1/13 – 6/30/14	FTE Teacher Departures 7/1/13 – 6/30/14
79	3	2

### 2013-14 Administrator Position Attrition Table

FTE Administrator Positions On 6/30/2013	FTE Administrator Additions 7/1/13 – 6/30/14	FTE Administrator Departures 7/1/13 – 6/30/14
13	0	0

Thank you

# Required Form: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Tuesday, November 18, 2014

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/48230>

## 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:

*Amy Arthur Samuels*

2. Charter School Name:

*Achievement First Brownsville 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)

*(No response)*

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

*No*

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

*No*

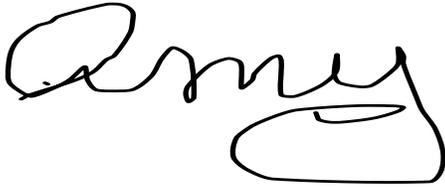
13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

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

No

Signature of Trustee

A handwritten signature in black ink that appears to read "Amy". The letters are cursive and somewhat stylized, with a large loop at the end of the "y".A long, horizontal handwritten signature in black ink. It starts with a large, sweeping curve on the left, followed by several smaller loops and a long, straight line extending to the right.

# Required Form: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Tuesday, November 18, 2014

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/c71f8>

## Page 1

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

1. Trustee Name:

*Lee Gelernt*

2. Charter School Name:

*Achievement First Brownsville Charter School*

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...: regular board member

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

No

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

No

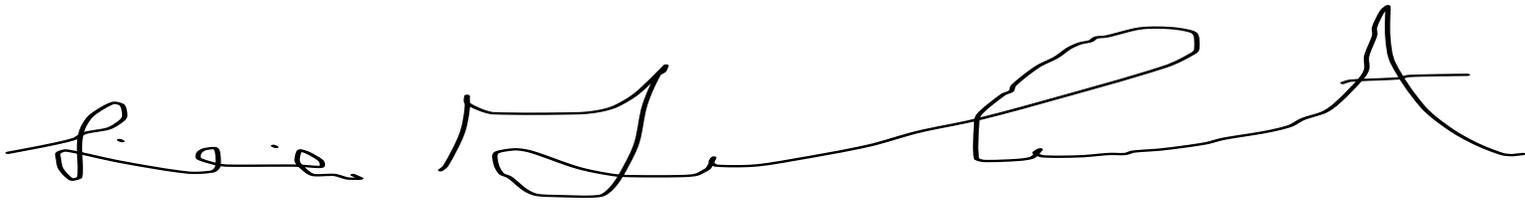
13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

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

No

Signature of Trustee

A handwritten signature in black ink, consisting of a series of connected loops and curves, extending across the width of the page.