

THE SUNY CHARTER SCHOOLS INSTITUTE

RENEWAL RECOMMENDATION REPORT ACHIEVEMENT FIRST BROOKLYN CHARTER SCHOOLS' AUTHORITY TO OPERATE:

*ACHIEVEMENT FIRST BUSHWICK
CHARTER SCHOOL*

*ACHIEVEMENT FIRST EAST NEW YORK
CHARTER SCHOOL*

*ACHIEVEMENT FIRST LINDEN
CHARTER SCHOOL*

*ACHIEVEMENT FIRST NORTH BROOKLYN
PREPARATORY CHARTER SCHOOL*

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Charter Schools Institute
The State University of New York

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INTRODUCTION & REPORT FORMAT

This report is the primary means by which the SUNY Charter Schools Institute (the “Institute”) transmits to the State University of New York Board of Trustees (the “SUNY Trustees”) its findings and recommendations regarding the education corporation’s Applications for Charter Renewal for all schools due for renewal during the current school year, and more broadly, details the merits of the schools’ cases for renewal. The Institute has created and issued this report pursuant to the ***Policies for the Renewal of Not-For-Profit Charter School Education Corporations and Charter Schools Authorized by the Board of Trustees of the State University of New York*** (the “SUNY Renewal Policies”).¹

THE INSTITUTE MAKES ALL RENEWAL RECOMMENDATIONS BASED ON

A SCHOOL'S
APPLICATION
FOR CHARTER
RENEWAL

INFORMATION
GATHERED
DURING THE
CHARTER TERM

ACADEMIC
PERFORMANCE

FISCAL
SOUNDNESS

LEGAL
COMPLIANCE

RENEWAL
EVALUATION VISIT



Based on these elements, the Institute is confident in the education corporation’s capacity to ensure that each school within the education corporation, and especially the charter schools due for renewal during this school year, continues to produce high student achievement results.

This renewal report presents the evidence for and merits of the renewal recommendations for several schools operating under a single education corporation. The evidence supporting the renewal recommendations for several schools is presented under a single cover when the schools all operate under one education corporation and the academic program at each school is substantively the same both in design and in implementation. Most importantly, the Institute

1. Revised September 4, 2013 and available at: www.newyorkcharters.org/SUNY-Renewal-Policies/.

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presents the evidence for multiple schools under a single cover when the academic program at each school has produced a track record of meeting or coming close to meeting the academic goals in each school's Accountability Plan. The Institute uses multiple measures to determine the education corporation has demonstrated capacity throughout the charter term to support its schools in meeting or coming close to meeting their Accountability Plan goals and that it is likely to do so in a subsequent charter term.

REPORT FORMAT

For a high performing education corporation, the renewal recommendation report compiles the evidence below using the ***State University of New York Charter Renewal Benchmarks*** (the "SUNY Renewal Benchmarks"),² which specify in detail what a successful school should be able to demonstrate at the time of the renewal review. For the purposes of multiple schools within the education corporation due for renewal at the same time, the Institute slightly modifies the questions below to reflect the capacity of the education corporation and the supports it provides to its schools. The Institute uses the four interconnected renewal questions below for framing benchmark statements to determine if an education corporation has made an adequate case for renewal for each of its schools.



Additional information about the SUNY renewal process and an overview of the requirements for renewal under the New York Charter Schools Act of 1998 (as amended, the "Act") are available on the Institute's website at: www.newyorkcharters.org/renewal.

RENEWAL QUESTIONS

1. IS EACH SCHOOL AN ACADEMIC SUCCESS?
2. IS EACH SCHOOL AN EFFECTIVE, VIABLE ORGANIZATION?
3. IS THE EDUCATION CORPORATION FISCALLY SOUND?
4. IF THE SUNY TRUSTEES RENEW THE EDUCATION CORPORATION'S AUTHORITY TO OPERATE EACH SCHOOL, ARE ITS PLANS FOR ITS SCHOOLS REASONABLE, FEASIBLE, AND ACHIEVABLE?

Because the education corporation implements a replicated program across all of its sites, and that program posts an overall record of high academic performance, the Institute reviewed a sample of the schools due for renewal this year. The Institute selected a sample that would ensure the schools in the education corporation, and, if applicable, the charter management organization,

2. Version 5.0, May 2012, available at: www.newyorkcharters.org/SUNY-Renewal-Benchmarks/.

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implement the educational program outlined in their charters with fidelity. Across schools in the sample, Institute staff members observe classrooms at the elementary, middle school, and high school levels, making sure to include any specialized programs at the schools due for renewal this year. Regardless of sampling procedures, the Institute performs compliance related checks, meets with school leaders, teachers, and families at every school due for renewal in the education corporation. The Institute also meets with members of the education corporation board.

In this report, information about the education corporation and the academic program found across all its schools precedes information regarding each individual renewal school, which includes student performance information, copies of any school district comments on the Applications for Charter Renewal, and the SUNY Fiscal Dashboard information for each school. The appendices that follow offer statistical information on each school in the education corporation and the SUNY Fiscal Dashboard information for the education corporation.



RENEWAL RECOMMENDATION

Full-Term Renewal. The Institute recommends that the SUNY Trustees approve the four Applications for Charter Renewal:

- Achievement First Bushwick Charter School;
- Achievement First East New York Charter School;
- Achievement First Linden Charter School; and,
- Achievement First North Brooklyn Preparatory Charter School.

If each school is renewed, the education corporation will be granted the authority to continue to operate each school for a period of five years with authority to provide instruction to students in such configurations as set forth in each school’s Application for Charter Renewal. The table below presents more information about the schools due for renewal this year.

SCHOOL	PROJECTED GRADES FOR END OF NEXT CHARTER TERM	PROJECTED ENROLLMENT FOR END OF NEXT CHARTER TERM	RENEWAL TYPE
Achievement First Bushwick Charter School (“AF Bushwick”)	K-8	824	Five-Year Subsequent
Achievement First East New York Charter School (“AF East New York”)	K-12	1,190	Five-Year Initial ³
Achievement First Linden Charter School (“AF Linden”)	K-10	959	Five-Year Initial
Achievement First North Brooklyn Preparatory Charter School (“AF North Brooklyn”)	K-10	959	Five-Year Initial

3. SUNY Renewal Policies at pp. 12-14. This is the school’s first renewal as a SUNY authorized school. Therefore, all initial renewal outcomes including Short-Term Renewal are available.

To earn an **Initial Full-Term Renewal**, a school must either:



have compiled a strong and compelling record of meeting or coming close to meeting its academic Accountability Plan goals, and have in place at the time of the renewal review an educational program that, as assessed using the Qualitative Education Benchmarks,⁴ is generally effective; or,



have made progress toward meeting its academic Accountability Plan goals and have in place at the time of the renewal review an education program that, as assessed using the Qualitative Education Benchmarks, is particularly strong and effective.⁵

To earn a **Subsequent Full-Term Renewal**, a school must demonstrate that it has met or come close to meeting its academic Accountability Plan goals.⁶

REQUIRED FINDINGS

In addition to making a recommendation based on a determination of whether each school has met the SUNY Trustees' specific renewal criteria, the Institute makes the following findings required by the Act:

1:

each school, as described in the Application for Charter Renewal, meets the requirements of the Act and all other applicable laws, rules and regulations;

2:

the education corporation can demonstrate the ability to operate each school in an educationally and fiscally sound manner in the next charter term; and,

3:

given the programs they will offer, their structure and purpose, approving each school to operate for another five years is likely to improve student learning and achievement and materially further the purposes of the Act.⁷

ENROLLMENT AND RETENTION TARGETS

Generally, enrollment and retention targets apply to all charter schools. Charter schools are required to make good faith efforts to meet enrollment and retention targets for students with disabilities, English language learners ("ELLs"), and students who are eligible applicants for the federal Free and Reduced Price Lunch ("FRPL") program. As required by Education Law § 2851(4)(e), a school must include in its renewal application information regarding the efforts it will put in place to meet or exceed SUNY's enrollment and retention targets for students with disabilities, ELLs, and FRPL eligible students.

4. SUNY Renewal Policies
(p. 12).

5. The Qualitative
Education Benchmarks
are a subset of the SUNY
Renewal Benchmarks.

6. SUNY Renewal Policies
(p. 13)

7. See New York Education
Law § 2852(2).

Achievement First Brooklyn Charter Schools (“AF Brooklyn Schools” or the “education corporation”) makes good faith efforts to meet its enrollment and retention targets. The education corporation contracts with the not-for-profit charter management organization (“CMO”) Achievement First, Inc. (“Achievement First” or the “network”), for, among other things, support with monitoring the enrollment and retention targets of the schools within AF Brooklyn Schools. Although each school does not yet meet all targets, the network’s recruitment and retention strategies have led to increased enrollment of economically disadvantaged students and ELLs. Network leaders plan to continue using the following strategies to meet targets in the next charter term:

- maintaining a lottery preference for students from low-income families, ELLs, and students with disabilities;
- distributing recruiting materials in English and Spanish languages;
- giving presentations in English and Spanish languages at community organizations and at outreach events;
- providing Spanish language translators at school events;
- conducting outreach to daycare centers that serve students with disabilities;
- advertising the school’s services for students with disabilities in network marketing materials;
- utilizing families as spokespeople to attract other families; and,
- providing high quality programs for all students, including ELLs and students with disabilities, that enable the school to retain students.

For additional information on each school’s enrollment and retention target progress, see the School Overviews, below.

CONSIDERATION OF SCHOOL DISTRICT COMMENTS

In accordance with the Act, the Institute notified the district in which the charter schools are located regarding the schools’ Applications for Charter Renewal. The full text of any written comments received from the district appears in Appendix C, which also includes a summary of any public comments.

As of the date of this report, the Institute has not received district comments for AF Bushwick, AF East New York, AF Linden, and AF North Brooklyn in response to the renewal applications. A summary of public comments for AF Bushwick, AF East New York, AF Linden, and AF North Brooklyn submitted to the Institute appears in the School Overviews, below.

EDUCATION CORPORATION BACKGROUND AND EXECUTIVE SUMMARY

ACHIEVEMENT FIRST BROOKLYN CHARTER SCHOOLS

This section of the report provides an overall description of the highly successful model and aggregate analysis of AF Brooklyn Schools' student achievement results. A detailed, school by school analysis highlighting individual school background, student performance, and fiscal information, is presented in the School Overview sections.

BACKGROUND

AF Brooklyn Schools, a not-for-profit charter school education corporation, is currently authorized to operate 12 charter schools. The SUNY Trustees approved the original charter for AF Bushwick on January 24, 2006, AF Linden on October 28, 2013, and AF North Brooklyn on October 2, 2012. The Board of Regents, upon recommendation of the New York City Schools Chancellor ("NYC Chancellor"), approved the charter for AF East New York on January 10, 2006. Effective July 1, 2015, AF Linden, AF North Brooklyn, and six other SUNY authorized Achievement First schools merged into one education corporation. On December 7, 2015, the SUNY Trustees approved three AF schools authorized by the NYC Chancellor to merge into AF Brooklyn Schools, effective April 1, 2016.

The Act allows authorizers to grant charter school education corporations the authority to operate more than one school under Education Law § 2853(1)(b-1) through the approval of new schools as set forth in the Act, or through merger with one or more education corporations.

AF Brooklyn Schools' mission states:



The mission is to deliver on the promise of equal educational opportunity for all of America's children. We believe that all children, regardless of race or economic status, can succeed if they have access to a great education. Achievement First schools provide all of our students with the academic and character skills they need to graduate from top colleges, to succeed in a competitive world, and to serve as the next generation of leaders in our communities.

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EDUCATION CORPORATION BACKGROUND AND EXECUTIVE SUMMARY

Achievement First, a Connecticut not-for-profit organization, serves as the CMO for 34 charter schools located in New York, Connecticut, and Rhode Island that serve 12,500 students in Kindergarten – 12th grade. By contract, the network provides the schools with academic, operational, facilities, and back office assistance. Schools utilize the network's curriculum and assessment materials. The network is also responsible for managing and evaluating the performance of each school and school leader.

EDUCATION CORPORATION BACKGROUND AND EXECUTIVE SUMMARY

EXECUTIVE SUMMARY

Each of the schools due for renewal this year operated by AF Brooklyn Schools is an academic success, having met or come close to meeting their Accountability Plan goals. All schools within AF Brooklyn Schools demonstrate high levels of performance as evidenced by:

- Over the past five years, AF Bushwick and AF East New York posted a strong record of attainment against the measures included under the high school graduation goal in the Accountability Plans. Both schools exceeded the graduation rate⁸ target of 75% each year of their charter terms.
- The schools due for renewal have consistently improved their proficiency levels in English language arts (“ELA”) and mathematics in 3rd – 8th grade. In 2017-18, the schools due for renewal each outperformed at least 73% of schools in ELA and over 86% of schools in mathematics in New York State, similar to their performance the previous year.
- All schools within AF Brooklyn Schools performed above the composite district⁹ by 35% in ELA and 51% in mathematics in 2017-18.
- On the state’s 4th and 8th grade science assessments, the schools due for renewal exceeded the absolute target of 75% of students in their second year at the schools performing at or above proficiency during each year of the charter term. In 2017-18, the schools due for renewal surpassed the absolute target by at least nine percentage points.
- In 2017-18 at the schools due for renewal, students with disabilities scored at or above proficiency on the ELA state assessment at a rate at least doubled the rate of each of the individual school’s comparison district’s students with disabilities.
- In 2017-18, both schools due for renewal with high school programs during the current charter term demonstrated strong college preparation as evidenced by matriculation rates exceeding the SUNY target by at least eight percentage points.
- At the high school level, all schools within AF Brooklyn Schools demonstrate strong college preparation in a number of ways. AF Brooklyn Schools intentionally de-emphasizes administration of additional Regents exams beyond the required exams in order to promote enrollment in Advanced Placement (“AP”) courses. As such, students do not graduate with Advanced Regents diplomas. Instead, in 2017-18, 100% of students at all schools within the education corporation enrolled in at least one AP course and took the AP exam. Additionally, 63% of students in the 2014 cohort passed an AP exam with a score of 3 or higher.

8. When the Institute evaluates a school’s graduation rate, it uses the 4th year Cohort as of August. Similarly, the Institute uses the district’s 4th year Cohort as of August as a comparison.

9. To appropriately compare an aggregate of all AF Brooklyn Schools’ student performance, the Institute compiled an aggregate of each New York City Community School District (“CSD”) in which each school is a part of including CSDs 13, 17, 19, 23, and 32.

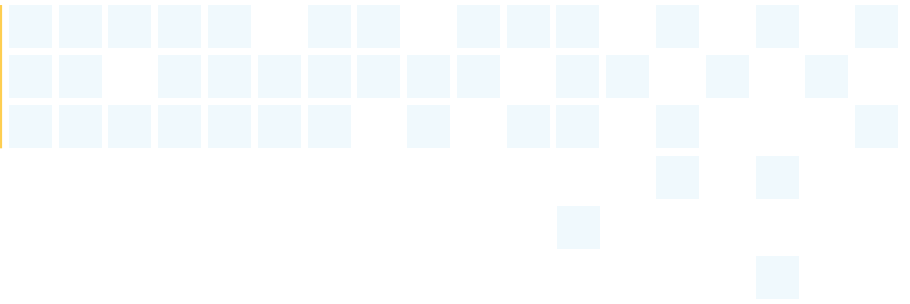
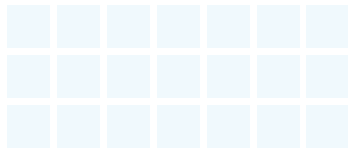
- Across AF Brooklyn Schools, teachers engage in lesson study work to monitor students' progress. Academic deans facilitate teachers' analysis of student work, in which teachers analyze student misconceptions and adjust upcoming lesson plans in order to address student misunderstandings. Teachers prepare ahead of time for the meetings, and deans use a specific protocol to ensure teachers accurately identify where students need the most support.
- In 2016-17, Achievement First began sharing out its high quality curricula and training materials as open source materials for any school through its Achievement First Navigator program.

Based on the visits to the schools, the Institute finds that AF Brooklyn Schools, with support from the network, ensures that the education program is implemented with fidelity across each school as evidenced by academic achievement and corroborated by classroom observations, interviews with staff members, and document reviews. A review of network level supports demonstrates the network has the capacity to maintain support of the educational program of all schools within AF Brooklyn Schools. The network and each individual school provides high quality coaching and support to teachers and leaders during instructional and non-instructional time on at least a weekly basis. Teachers and leaders prioritize regularly analyzing data to meet not only the school's student achievement goals, but also student and staff culture goals to support high quality implementation of the program over the long term. Each school's focus on providing a superior education in academic and character skills has enabled students' success in college, and led to the schools' meeting or exceeding their Accountability Plan goals.

The AF Brooklyn Schools board provides effective oversight and governance for the schools. The board regularly reviews student achievement and demographic data from each school. Through a robust evaluation tool, the board holds school leaders and the network accountable for producing high outcomes. Current board members express interest in continuing to serve all schools within AF Brooklyn Schools in the next charter term, if renewed.

Based on the Institute's review of each school's performance as posted over the charter term; a review of the four Applications for Charter Renewal submitted by AF Brooklyn Schools; a review of academic, organizational, governance, and financial documentation; and renewal visits to a sampling of schools within the education corporation, the Institute finds that the schools meet the required criteria for charter renewal.

The Institute recommends the SUNY Trustees grant AF East New York, AF Linden, and AF North Brooklyn each an Initial Full-Term Renewal and AF Bushwick a Subsequent Full-Term Renewal.



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NOTEWORTHY - AF BROOKLYN SCHOOLS

AF Brooklyn Schools is highly dedicated to supporting students to and through college. The college readiness team at both the network and each high school level program dedicates time to researching and establishing relationships with colleges, tracking student data, and reflecting on how to improve and change the Kindergarten – 12th grade program based on students' experiences in college. Additionally, the college team meets with students before graduation, just before leaving for college, and during students' entire college tenure. The most recently available data indicates that for the 2013 Graduation Cohort, 76% of students persisted from their first to second year at two or four year postsecondary programs during the 2017-18 school year.



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ACADEMIC PERFORMANCE



IS EACH SCHOOL AN ACADEMIC SUCCESS?

AF Bushwick, AF East New York, AF Linden, and AF North Brooklyn are each an academic success. Each school meets or comes close to meeting all of its Accountability Plan goals.

At the beginning of the Accountability Period,¹⁰ each school developed and adopted an Accountability Plan that set academic goals in the key subjects of ELA and mathematics. For each goal in the Accountability Plan, specific outcome measures define the level of performance necessary to meet that goal. The Institute examines results for five required Accountability Plan measures to determine ELA and mathematics goal attainment. Because the Act requires charters be held “accountable for meeting measurable student achievement results”¹¹ and states the educational programs at a charter school must “meet or exceed the student performance standards adopted by the board of regents”¹² for other public schools, SUNY’s required accountability measures rest on performance as measured by statewide assessments. Historically, SUNY’s required measures include measures that present schools’:

ABSOLUTE PERFORMANCE, I.E., WHAT PERCENTAGE OF STUDENTS SCORE AT A CERTAIN PROFICIENCY ON STATE EXAMS?

COMPARATIVE PERFORMANCE, I.E., HOW DID THE SCHOOL DO AS COMPARED TO SCHOOLS IN THE DISTRICT AND SCHOOLS THAT SERVE SIMILAR POPULATIONS OF ECONOMICALLY DISADVANTAGED STUDENTS?

GROWTH PERFORMANCE, I.E., HOW MUCH DID THE SCHOOL GROW STUDENT PERFORMANCE AS COMPARED TO THE GROWTH OF SIMILARLY SITUATED STUDENTS?

10. Because the SUNY Trustees make a renewal decision before student achievement results for the final year of a charter term become available, the Accountability Period ends with the school year prior to the final year of the charter term. For a school in a subsequent charter term, the Accountability Period covers the final year of the previous charter term and ends with the school year prior to the final year of the current charter term. In this renewal report, the Institute uses “charter term” and “Accountability Period” interchangeably.

11. Education Law § 2850(2)(f).

12. Education Law § 2854(1)(d).

Every SUNY authorized charter school has the opportunity to propose additional measures of success when crafting its Accountability Plan. AF Brooklyn Schools did not include any additional measures of success in the Accountability Plan it adopted for each of the schools due for renewal this year.

The Institute analyzes every measure included in the school’s Accountability Plan to determine its level of academic success, including the extent to which each school due for renewal this year has established and maintained a record of high performance, and established progress toward meeting its academic Accountability Plan goals throughout the charter term. The Institute identifies the required measures (absolute proficiency, absolute Annual Measurable Objective attainment, comparison to local district, comparison to demographically similar schools, student growth, and high school graduation and college going rates, as applicable) in the Performance Summaries appearing in each of the individual School Overview sections.

The Institute analyzes all measures under a school's ELA and mathematics goals (and high school graduation and college preparation goals for schools enrolling students in high school grades) while emphasizing the school's comparative performance and growth to determine goal attainment. The Institute calculates a comparative effect size to measure the performance of AF Brooklyn Schools' relative to all public schools statewide that serve the same grade levels and that enroll similar concentrations of economically disadvantaged students. It is important to note that this measure is a comparison measure and therefore any changes in New York's assessment system do not compromise its validity or reliability. Further, a school's performance on the measure is not relative to the test, but relative to the strength of the school's demonstrated student learning compared to other schools' demonstrated student learning. Notwithstanding the validity of the measures within a given school year, it is important to recognize changes in the administration of the state exams and cautiously interpret year over year trends in achievement scores.

The Institute uses the state's growth percentile analysis as a measure of comparative year-to-year growth in student performance on the state's ELA and mathematics exams. The measure compares a school's growth in assessment scores to the growth in assessment scores of the subset of students throughout the state who performed identically on previous years' assessments. According to this measure, median growth statewide is at the 50th percentile. This means that to signal the school's ability to help students make one year's worth of growth in one year's time the expected percentile performance is 50. To signal a school is increasing students' performance above their peers (students statewide who scored previously at the same level), the school must post a percentile performance that exceeds 50.

Accountability Plans for schools enrolling students in high school grades rely on analyzing the performance of the school's annual Accountability Cohorts for measures of academic success and the school's annual Total Cohort for Graduation ("Total Cohort" or "Graduation Cohort") for measures under high school graduation and college preparation goals. Additionally, the Institute uses the Total Cohort's Regents performance as a basis for comparison with the district's reported performance. The state's Accountability Cohort consists specifically of students who are in their fourth year of high school after the 9th grade. For example, the 2013 state Accountability Cohort consists of students who entered the 9th grade in the 2013-14 school year, were enrolled in the school on the state's annual enrollment-determination day (BEDS day) in the 2016-17 school year, and either remained in the school for the rest of the year or left for an acceptable reason. Students are included in the Total Cohort for Graduation also based on the year they first enter the 9th grade. Students enrolled for at least one day in the school after entering the 9th grade are part of the school's Graduation Cohort.

The Accountability Plan also includes a science goal and a goal for performance under the former the No Child Left Behind (“NCLB”), accountability system, which will be replaced by Every Student Succeeds Act (“ESSA”) goals in the future. Please note that for schools located in New York City, the Institute uses the CSD as the local school district.

For the purposes of this report, the Institute presents the education corporation’s aggregate data for all schools across the network to demonstrate the high levels of performance, presenting its aggregate absolute measure, its growth measure, and a comparative measure as compared to a composite district. The composite district represents each district where AF Brooklyn Schools are located. The composition gives proportional weight to each district based on the size of its student enrollment. The Performance Summaries for each individual school due for renewal are available in the individual School Overview sections following the education corporation overview section.

SUNY RENEWAL BENCHMARK 1A

HAS EACH SCHOOL MET OR COME CLOSE TO MEETING ITS ACADEMIC ACCOUNTABILITY PLAN GOALS?

The schools due for renewal this year in the AF Brooklyn Schools education corporation demonstrate high levels of student achievement as each has met or come close to meeting its Accountability Plan goals in ELA and mathematics. In their initial charter terms, AF Linden and AF North Brooklyn produced testing data in 2016-17 and 2017-18. During the years in which each school produced testing data, they met their key academic Accountability Plan goals in ELA and mathematics. In 2017-18, all AF Brooklyn Schools' aggregate 3rd – 8th grade students outperformed the composite district by 35 percentage points in ELA and 51 percentage points in mathematics. The schools due for renewal serving high school grades during the Accountability Period, AF Bushwick and AF East New York, also posted commendable achievement on ELA and mathematics Regents exams, demonstrating high rates of college and career readiness. The schools due for renewal also met their science, social studies, NCLB, graduation, and college preparation goals throughout the charter term.

AF Bushwick, AF East New York, AF Linden, and AF North Brooklyn met their ELA Accountability Plan goals during the charter term, exceeding the target for nearly all comparative and growth measures. From 2013-14 through 2017-18, the schools' 3rd – 8th grade students enrolled in at least their second year scored at or above proficiency on the state's ELA assessment at greater rates than students in similar grades in each school's local district. Over the charter term, AF Brooklyn Schools outperformed the composite district by at least 16 percentage points. Notably, with 74% of its students enrolled for at least two years scoring at or above proficiency, AF East New York surpassed CSD 19's performance by 45 percentage points during 2017-18. The schools also demonstrated strong comparative achievement relative to demographically similar schools statewide. In each year of the charter term, the four schools far exceeded the target for the effect size measure and performed higher than expected to a large degree in comparison to schools across New York State enrolling similar percentages of students who are economically disadvantaged. The schools due for renewal posted mean growth percentiles that exceeded the target of 50 from 2013-14 through 2017-18, demonstrating that the schools increased the learning of their students relative to their peers statewide. Notably, In 2015-16, AF Bushwick's students posted a mean growth percentile of 63, far above the target. At the high school level, the schools' Accountability Cohorts posted high achievement relative to the state's college and career readiness standard, currently defined as scoring at least 75 on the Regents Comprehensive English exam or at least performance level 4 on Common Core English Regents exam. In 2016-17, the schools due for renewal posted Accountability Performance Levels ("APLs") that surpassed the districts' performance on the same measure in ELA. Notably, AF Bushwick's APL in ELA also exceeded the state's Annual Measurable Objective ("AMO") that year.

The schools due for renewal in 2018-19 met their mathematics Accountability Plan goals over the charter term. From 2013-14 through 2017-18, students across the education corporation enrolled in at least their second year posted proficiency rates on the state's mathematics exam that exceeded the performance of the composite district by at least 35 percentage points. In 2017-18, AF East New York and AF Bushwick demonstrated particularly strong comparative achievement when students outperformed their individual comparison districts by 61 percentage points. Each year, the schools due for renewal far exceeded the effect size target of 0.3 and performed higher than expected to a large degree in comparison to schools across New York State enrolling similar percentages of economically disadvantaged students. AF Bushwick showed especially high comparative achievement throughout the charter term, posting effect sizes above 2.1 each year. The schools also posted strong growth scores over the term, exceeding or narrowly falling under the target of 50 every year. After posting a mean growth score that fell narrowly under the target in 2014-15, AF East New York exceeded the target by at least nine points for the remaining three years of the charter term. At the high school level in 2016-17, the schools due for renewal posted APLs that surpassed the districts' performance on the same measure in mathematics. Notably, AF Bushwick's APL in mathematics also exceeded the state's AMO that year.

The schools due for renewal this year met their science goal for each year of the charter term. AF Brooklyn Schools' 4th and 8th grade students enrolled in at least their second year posted proficiency rates on the state's science exam that exceeded the absolute target of 75% and outperformed the composite district by at least 12 percentage points in each year. At the high school level, the schools exceeded both their absolute and comparative target each year. The schools' Accountability Cohorts posted passing rates on a Regents science exam that were far above the target of 75% each year, and exceeded the districts' performance each year.

The schools due for renewal serving high school grades met their social studies goal from 2013-14 through 2017-18. The schools' Accountability Cohorts scored at or above proficiency on the U.S. History Regents and Global History Regents exams at rates that exceeded the target of 75% and exceeded the composite district's passing rates each year of the charter term.

The schools due for renewal met their graduation goal throughout the charter term, posting high absolute and comparative performance. Those schools' Graduation Cohorts posted four year graduation rates that exceeded the absolute target of 75% and their districts' graduation rate each year of the charter term that comparative data are available. Notably in 2016-17, 92% of AF Bushwick's 2013 Cohort graduated after four years, surpassing CSD 32's graduation rate by 26 percentage points. The schools due for renewal also posted high rates of promotion for the first and second year Cohorts in each year of the term, a leading indicator of continued strong graduation rates in the future.

The schools due for renewal this year met their college preparation goal. Over the charter term, the schools' percentage of graduates earning advanced Regents diplomas was below the composite district's rate, due to the AF Brooklyn Schools' emphasis on completing AP exams rather than Regents exams. Although the schools did not meet this comparative target, over 60% of the 2014 Cohort passed at least one AP exam each year of the charter term. Further, the schools due for renewal posted strong results on their college matriculation measure. In 2017-18, AF Bushwick matriculated 100% of students from its 2014 Graduation Cohort into a two or four year college program the fall following graduation. For the same year, AF East New York matriculated 83% of its graduates into a two or four year postsecondary program the fall following graduation, exceeding the target by eight percentage points.

The schools remained in good standing under the state's accountability system during the charter term.

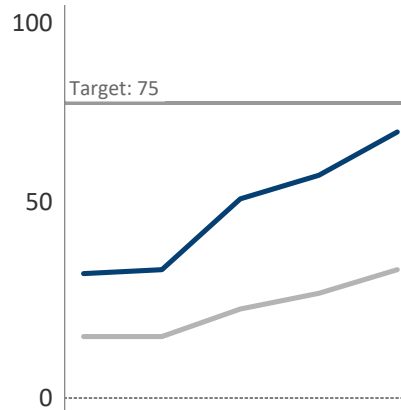
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ACADEMIC PERFORMANCE

ACHIEVEMENT FIRST BROOKLYN SCHOOLS: AGGREGATE ENGLISH LANGUAGE ARTS PERFORMANCE FOR ALL SCHOOLS

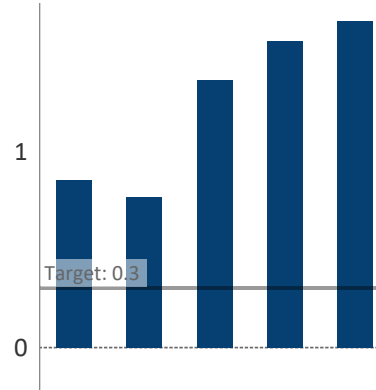
Comparative Measure: Composite District

Comparison.* The chart shows the percentage of students enrolled in at least their second year at **Achievement First Brooklyn Schools** performing at or above proficiency in comparison to that of students in the same tested grades in **those schools' local districts**.



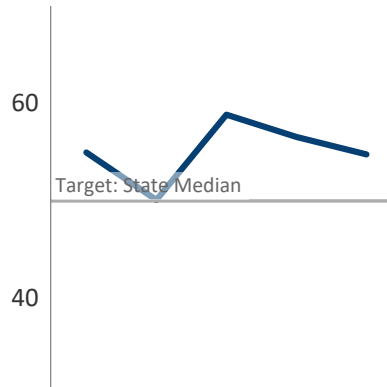
Test Year	Districts %	Ed. Corp. %
2014	16	32
2015	16	33
2016	23	51
2017	27	57
2018	33	68

Comparative Measure: Effect Size. Schools are expected to exceed the predicted level of performance by an effect size of 0.3 or above according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. The chart shows a weighted average effect size for all **Achievement First Brooklyn Schools** administering state exams.



Test Year	Ed. Corp. Weighted Effect Size
2014	0.85
2015	0.77
2016	1.36
2017	1.56
2018	1.66**

Comparative Growth Measure: Mean Growth Percentile. The chart shows the unadjusted mean growth percentile for all tested students in grades 4-8 among **Achievement First Brooklyn Schools**.



Test Year	Ed. Corp. Mean Growth Percentile
2014	55.0
2015	50.1
2016	58.9
2017	56.6
2018	54.8

*The composite district comparison is a weighted proficiency rate including all comparison grades from New York City CSDs in which an Achievement First Brooklyn Schools charter school is located.

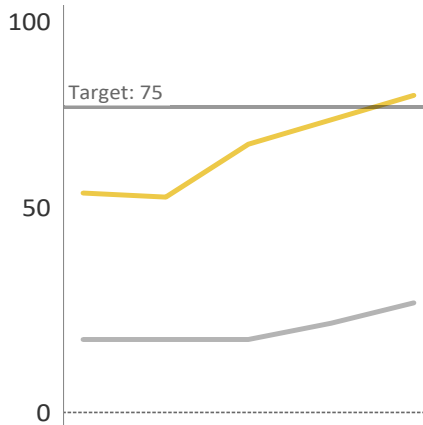
**The 2017-18 effect sizes throughout the report are based on preliminary data.

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ACADEMIC PERFORMANCE

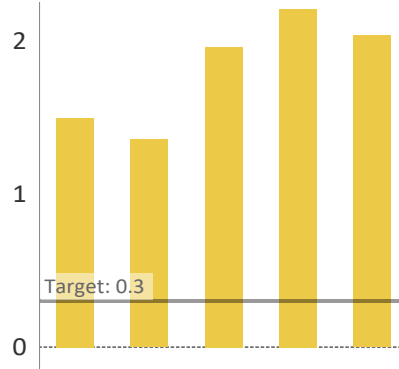
ACHIEVEMENT FIRST BROOKLYN SCHOOLS: AGGREGATE MATHEMATICS PERFORMANCE FOR ALL SCHOOLS

Comparative Measure: Composite District Comparison. The chart shows the percentage of students enrolled in at least their second year at **Achievement First Brooklyn Schools** performing at or above proficiency in comparison to that of students in the same tested grades in **those schools' local districts**.



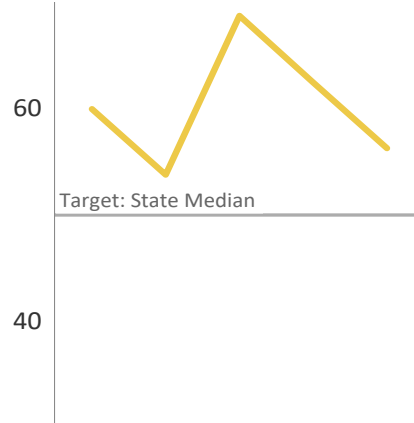
Test Year	Districts %	Ed. Corp. %
2014	18	54
2015	18	53
2016	18	66
2017	22	72
2018	27	78

Comparative Measure: Effect Size. Schools are expected to exceed the predicted level of performance by an effect size of 0.3 or above according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. The chart shows a weighted average effect size for all **Achievement First Brooklyn Schools** administering state exams.



Test Year	Ed. Corp. Weighted Effect Size
2014	1.50
2015	1.36
2016	1.96
2017	2.21
2018	2.03

Comparative Growth Measure: Mean Growth Percentile. The chart shows the unadjusted mean growth percentile for all tested students in grades 4-8 among **Achievement First Brooklyn Schools**.



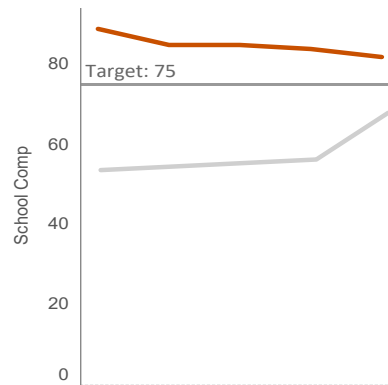
Test Year	Ed. Corp. Mean Growth Percentile
2014	60.0
2015	53.8
2016	68.8
2017	62.5
2018	56.3

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ACADEMIC PERFORMANCE

ACHIEVEMENT FIRST BROOKLYN SCHOOLS: AGGREGATE SCIENCE PERFORMANCE FOR ALL SCHOOLS

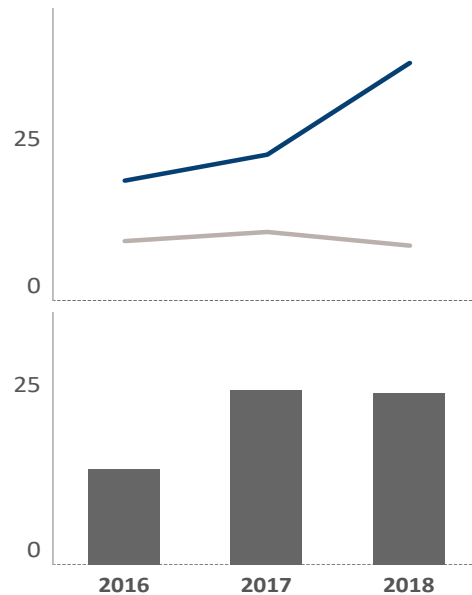
Comparative Measure:
Composite District. The chart shows the percentage of students enrolled in at least their second year at **Achievement First Brooklyn Schools** performing at or above proficiency in comparison to that of students in the same tested grades in **those schools' local districts**.



Districts % Ed. Corp. %

2014	54	89
2015	55	85
2016	56	85
2017	57	84
2018	70	82

AGGREGATE PERFORMANCE OF STUDENTS WITH DISABILITIES AND ELLS FOR ALL SCHOOLS



	2016	2017	2018
Ed. Corp. Enrollment Receiving Mandated Academic Services	898	987	1,176
Tested on State Exam	419	500	623
Ed. Corp. Percent Proficient on ELA Exam	18.6	22.6	36.7
Composite District Percent Proficient	9.3	10.7	8.6
Ed. Corp. ELL Enrollment	224	265	329
Tested on NYSESLAT Exam	202	214	305
Ed. Corp. Percent 'Commanding' or Making Progress on NYSESLAT	13.3	24.3	23.9

The academic outcome data about the performance of students receiving special education services and ELLs above is not tied to separate goals in a school's formal Accountability Plan. The NYSESLAT, the New York State English as a Second Language Achievement Test, is a standardized state exam. "Making Progress" is defined as moving up at least one level of proficiency. Student scores fall into five categories/proficiency levels: Entering; Emerging; Transitioning; Expanding; and, Commanding.

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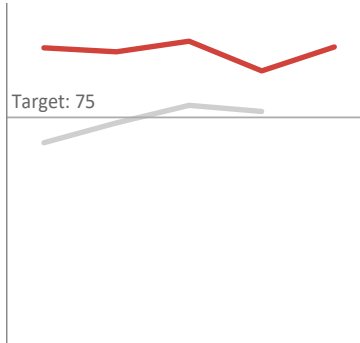
ACHIEVEMENT FIRST BROOKLYN SCHOOLS: AGGREGATE HIGH SCHOOL PERFORMANCE FOR ALL SCHOOLS

HIGH SCHOOL GRADUATION RATE

Comparative Measure: Graduation Rate.*

Each year, the percentage of **Achievement First Brooklyn Schools' students graduating** after completion of their fourth year will exceed the rate of the schools' local districts.

100
50



Composite District %

Ed. Corp. %

2014	69.8	90.5
2015	74.1	89.6
2016	78.0	91.9
2017	76.6	85.5
2018		90.7

COLLEGE PREPARATION AND ATTAINMENT

College Attainment Measure:

Matriculation into College. Each year, 75 percent of **graduating students** will enroll in a college or university.

100
50



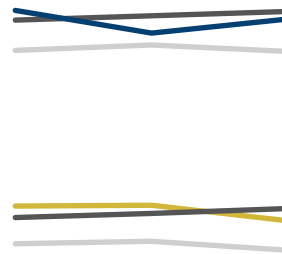
Total Graduates

Matriculation Rate

2015	69	98.6
2016	91	97.8
2017	141	92.9
2018	136	91.2

ENGLISH LANGUAGE ARTS AND MATHEMATICS

**Comparative and Absolute Measure:
District Comparison.** Each year, the ed. corp. average **ELA Accountability Performance Level** and average **math APL** will exceed the composite district's PI and the state's AMO.



	State AMO	PI District	APL Ed. Corp.
2015	170	142	179
2016	174	147	158
2017	178	141	171
2015	154	122	168
2016	159	125	169
2017	165	114	150

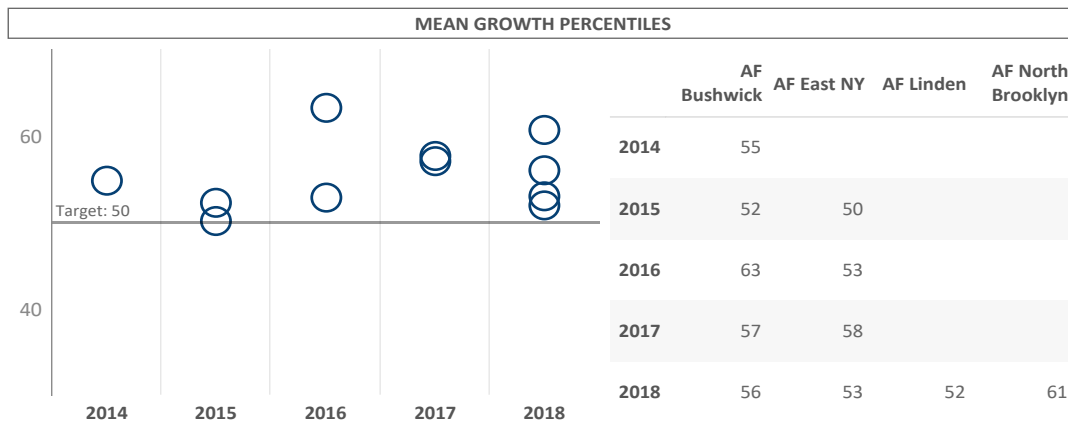
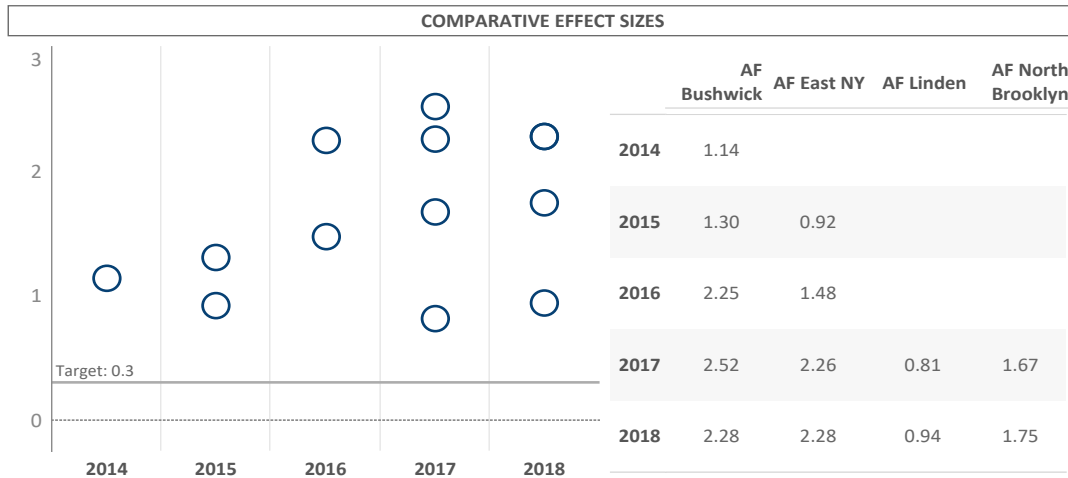
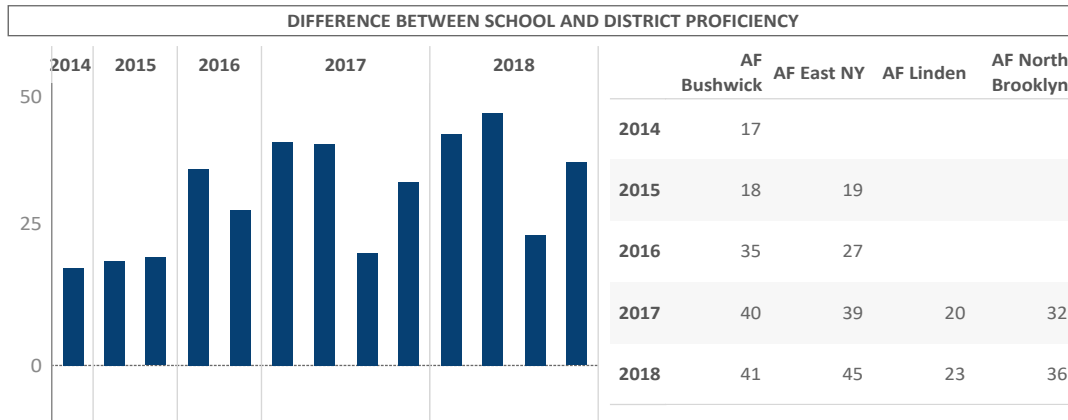
*The composite district comparison is a weighted rate including all Total Cohort members in New York City CSDs in which an Achievement First Brooklyn Schools charter school is located.

In 2017-18, the state transitioned to calculating a Performance Index ("PI") using a different methodology than previous years. As such, comparison to previous years is not applicable.

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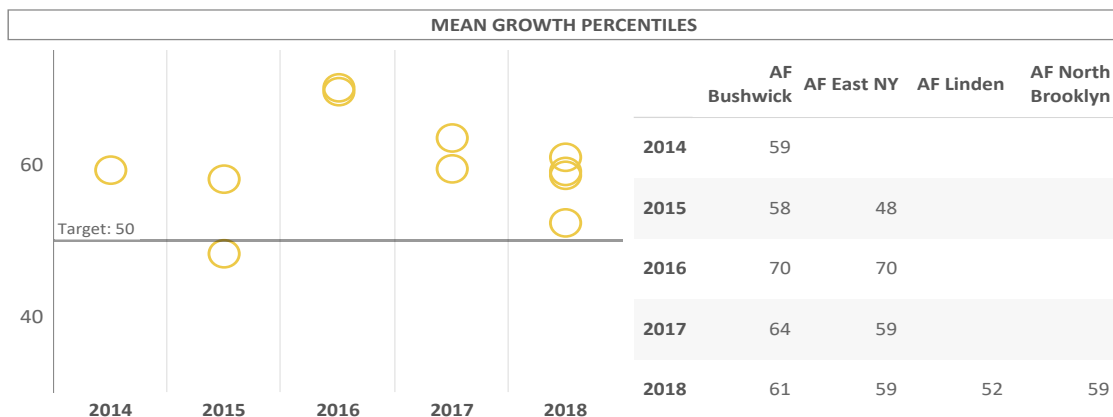
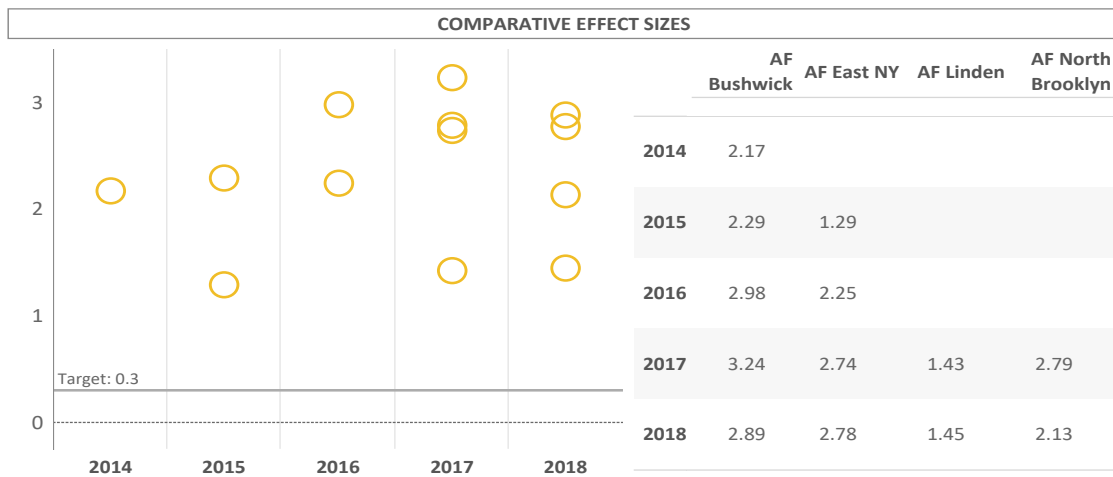
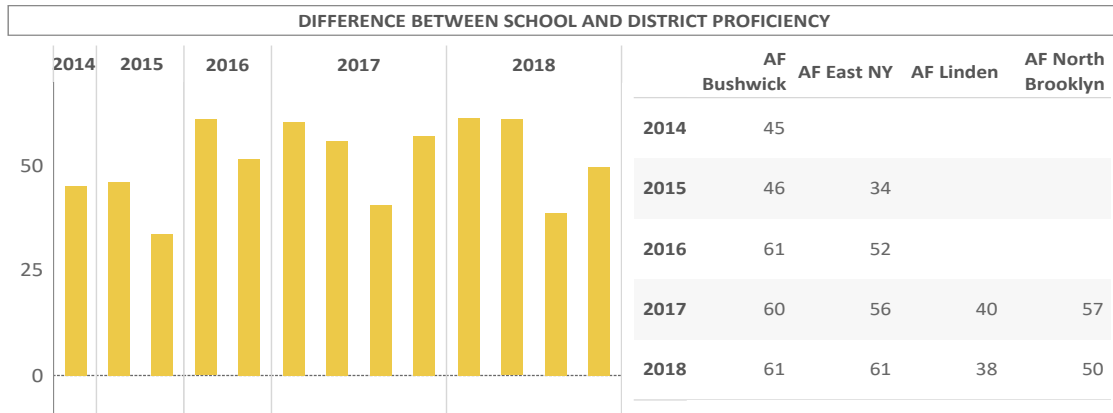
ACHIEVEMENT FIRST BROOKLYN SCHOOLS: 2018-19 RENEWAL COHORT ENGLISH LANGUAGE ARTS GOAL ATTAINMENT



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ACADEMIC PERFORMANCE

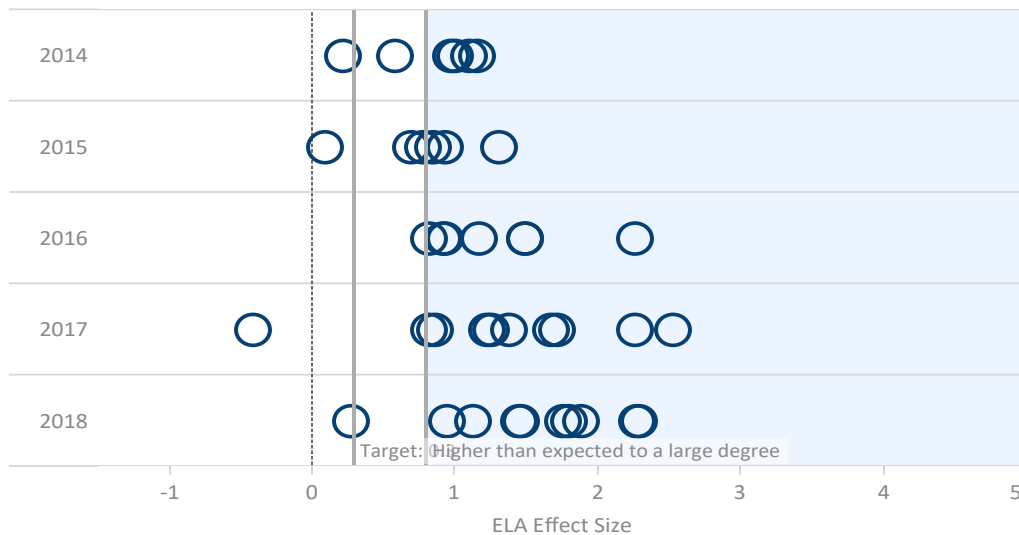
ACHIEVEMENT FIRST BROOKLYN SCHOOLS: 2018-19 RENEWAL COHORT MATHEMATICS GOAL ATTAINMENT



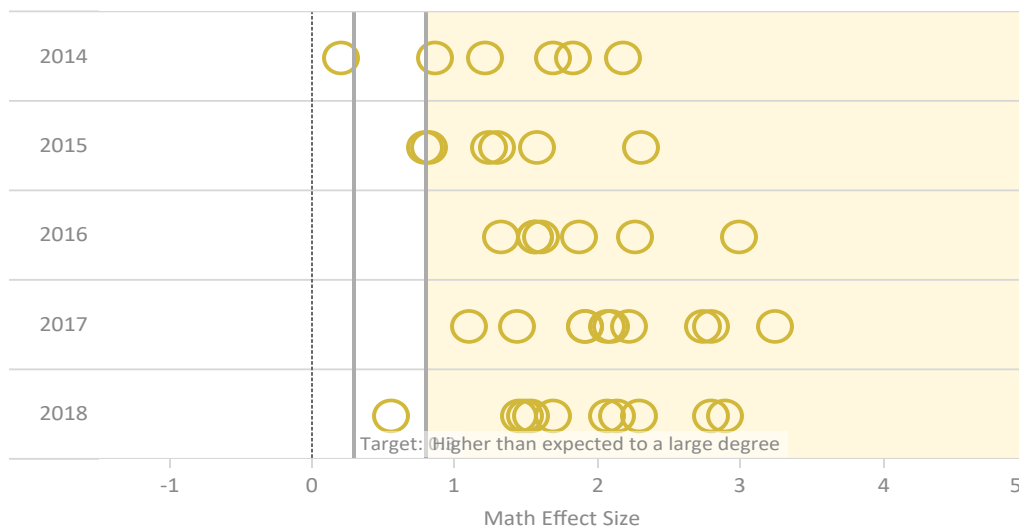
ACADEMIC PERFORMANCE

ELA AND MATH EFFECT SIZE DOT PLOTS: 2013-14 THROUGH 2017-18

ELA Effect Size by Year and School



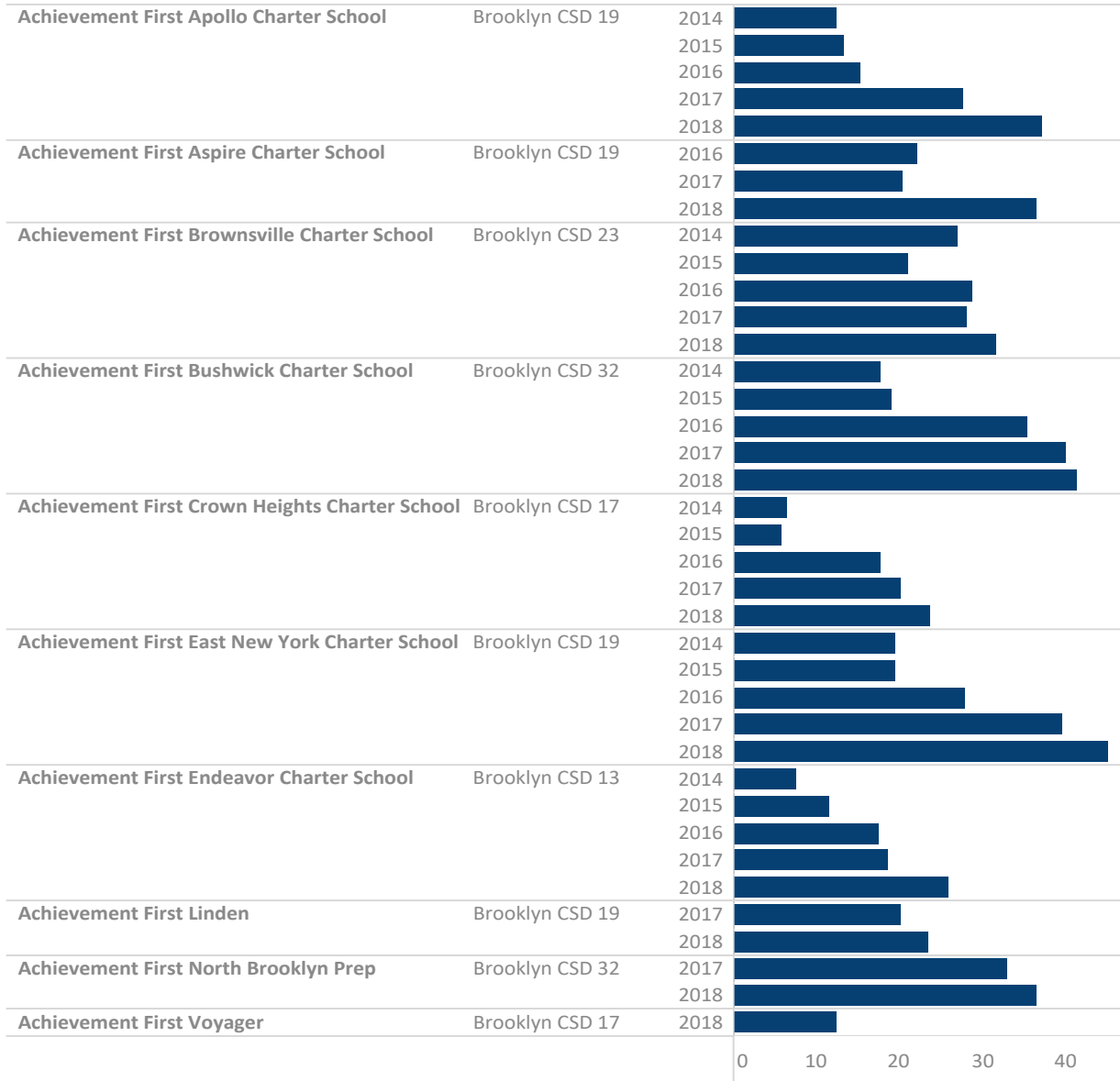
Math Effect Size by Year and School



The charts illustrate the comparative effect size performance at each school across the ed. corp. by each year for which data are available throughout the charter term. Schools performing at or above 0.3 are meeting SUNY's benchmark for the measure. Schools performing at or above 0.8 are performing higher than expected to a large degree in comparison to schools enrolling similar levels of economically disadvantaged students.

ACADEMIC PERFORMANCE

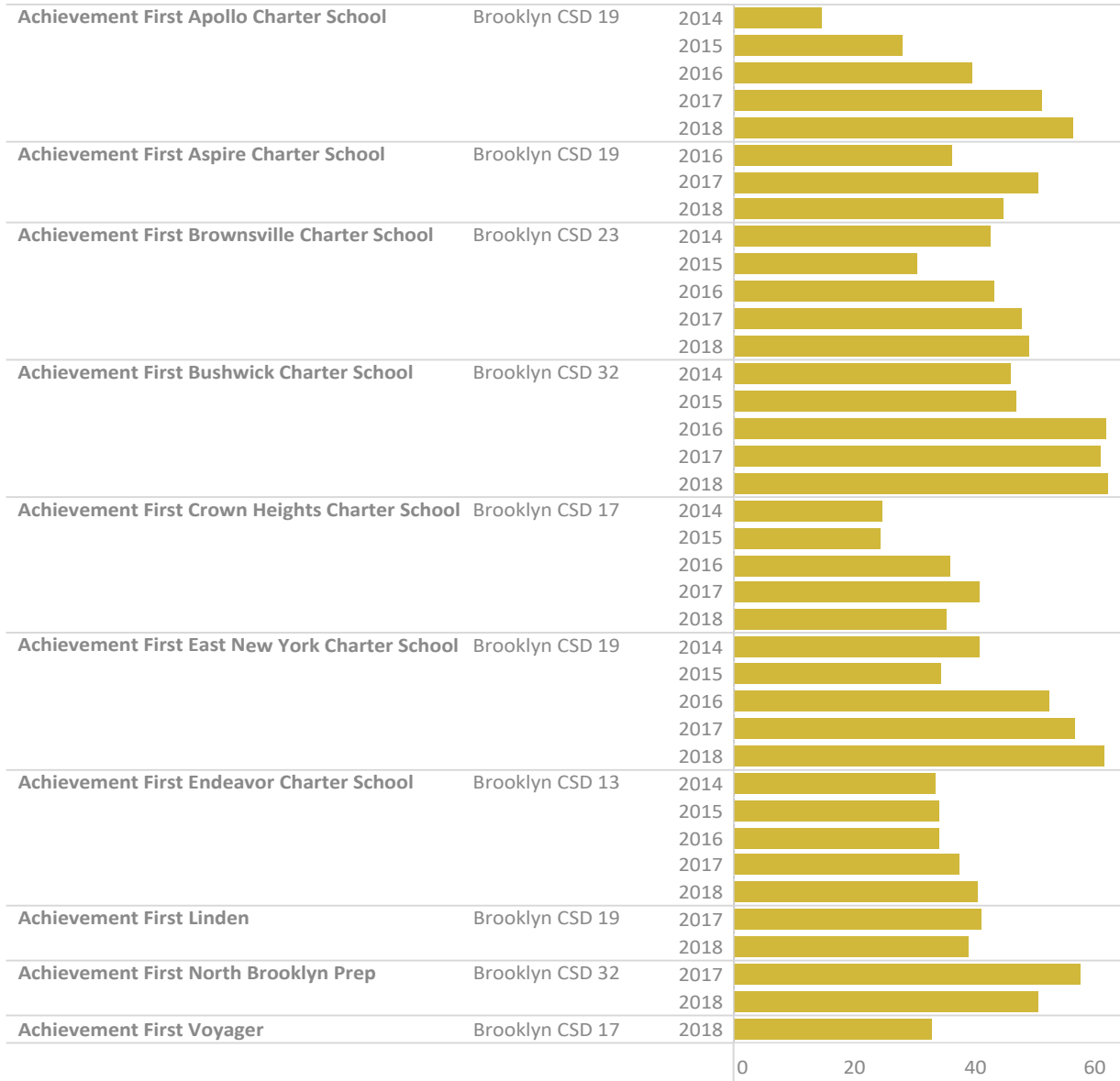
DIFFERENCE BETWEEN SCHOOLS AND DISTRICT SCORES: ELA



District difference for each year broken down by school and district (in NYC, the Institute uses the CSD). These charts compare a school's performance to that of the district. Each bar represents the difference between the school's performance and the district's. A positive result (showing the bar to the right of zero) indicates the amount by which the school outscored the district. A negative result (with the bar to the left of zero) illustrates the amount by which the school performed lower than the district. A score of zero indicates that the school performed exactly even with the district. School scores reflect the achievement of students enrolled for at least two years per the schools' Accountability Plans.

ACADEMIC PERFORMANCE

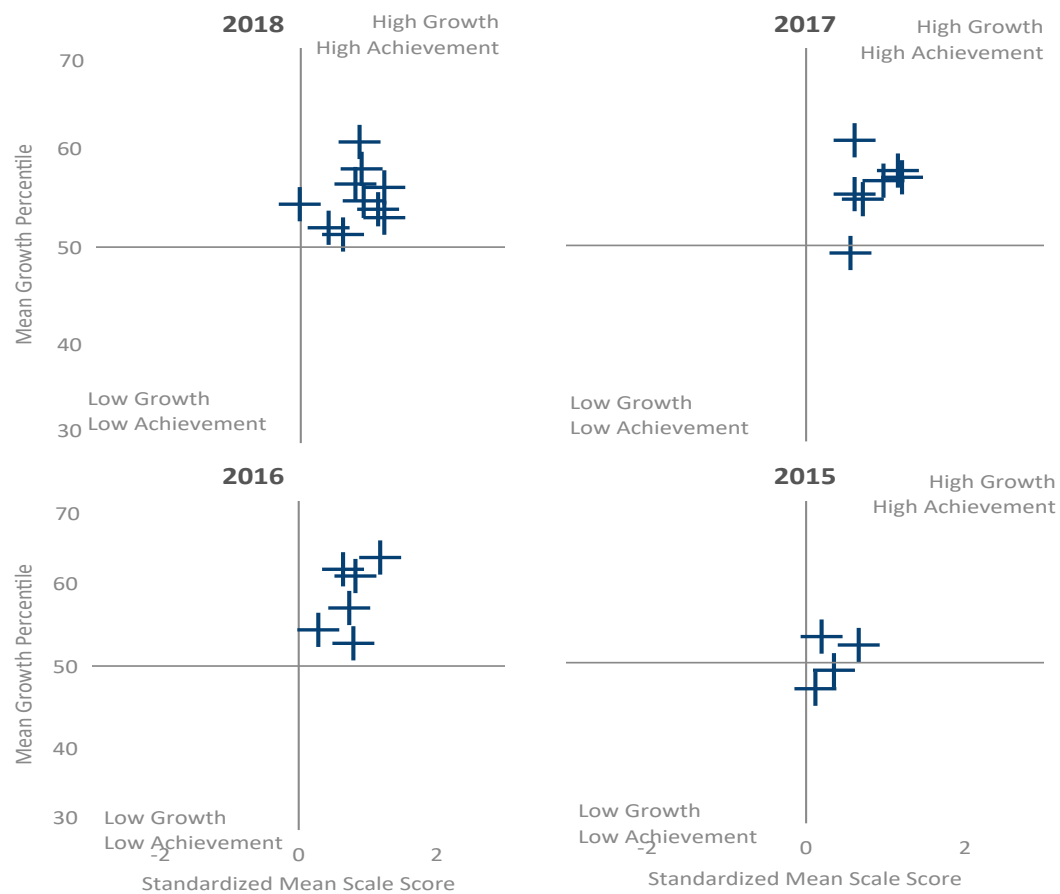
DIFFERENCE BETWEEN SCHOOLS AND DISTRICT SCORES: MATH



District difference for each year broken down by school and district (in NYC, the Institute uses the CSD). These charts compare a school's performance to that of the district. Each bar represents the difference between the school's performance and the district's. A positive result (showing the bar to the right of zero) indicates the amount by which the school outscored the district. A negative result (with the bar to the left of zero) illustrates the amount by which the school performed lower than the district. A score of zero indicates that the school performed exactly even with the district. School scores reflect the achievement of students enrolled for at least two years per the schools' Accountability Plans.

ACADEMIC PERFORMANCE

ELA GROWTH AND ACHIEVEMENT: 2014-15 THROUGH 2017-18

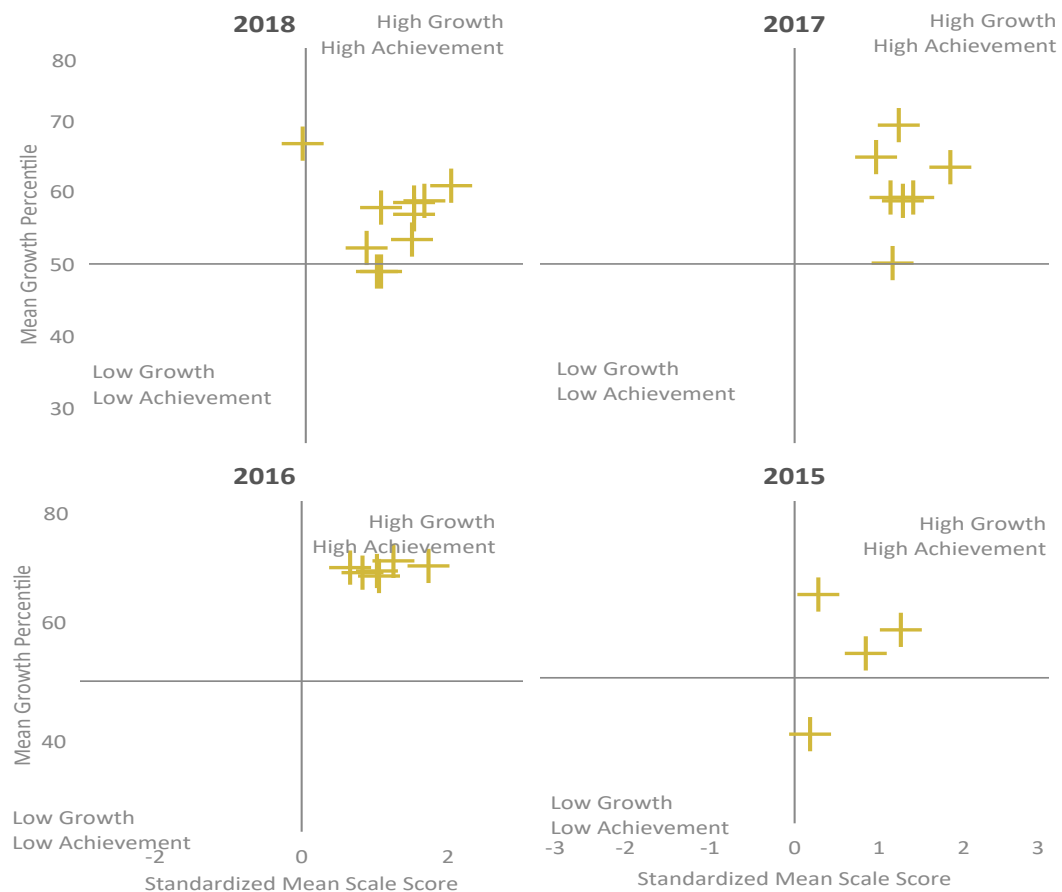


These charts compare a school's ability to grow student achievement with a school's absolute student performance. Schools located in the upper right hand quadrant of each chart show strong results in helping students make learning gains while at the same time helping students achieve strong absolute scores on state assessments. Schools in the lower right hand quadrant show strong absolute scores but lower growth. Because the student growth percentile uses the previous year's scale score as a baseline, it becomes more difficult for a school to maintain strong overall growth scores when students already post high absolute scores.

These charts are produced by comparing growth as measured by the state's student growth percentile to its overall achievement as measured by scale score standardized to the statewide grade level mean over each year for which data are available during the charter term. The growth axis (labeled Mean Growth Percentile) represents the statewide median growth score. The achievement axis (labeled Standardized Mean Scale Score) represents the statewide mean-centered achievement level for each grade served by each school.

ACADEMIC PERFORMANCE

MATH GROWTH AND ACHIEVEMENT: 2014-15 THROUGH 2017-18

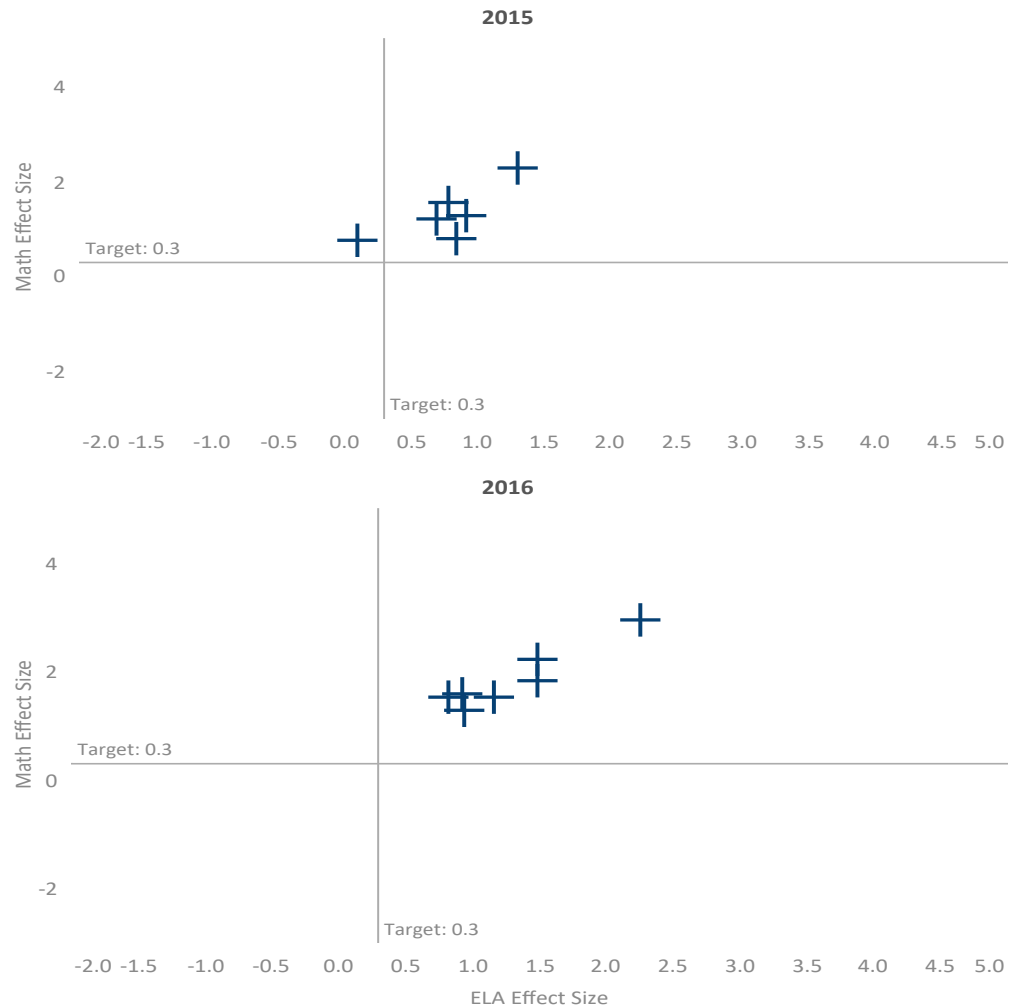


These charts compare a school's ability to grow student achievement with a school's absolute student performance. Schools located in the upper right hand quadrant of each chart show strong results in helping students make learning gains while at the same time helping students achieve strong absolute scores on state assessments. Schools in the lower right hand quadrant show strong absolute scores but lower growth. Because the student growth percentile uses the previous year's scale score as a baseline, it becomes more difficult for a school to maintain strong overall growth scores when students already post high absolute scores.

These charts are produced by comparing growth as measured by the state's student growth percentile to its overall achievement as measured by scale score standardized to the statewide grade level mean over each year for which data are available during the charter term. The growth axis (labeled Mean Growth Percentile) represents the statewide median growth score. The achievement axis (labeled Standardized Mean Scale Score) represents the statewide mean-centered achievement level for each grade served by each school.

ACADEMIC PERFORMANCE

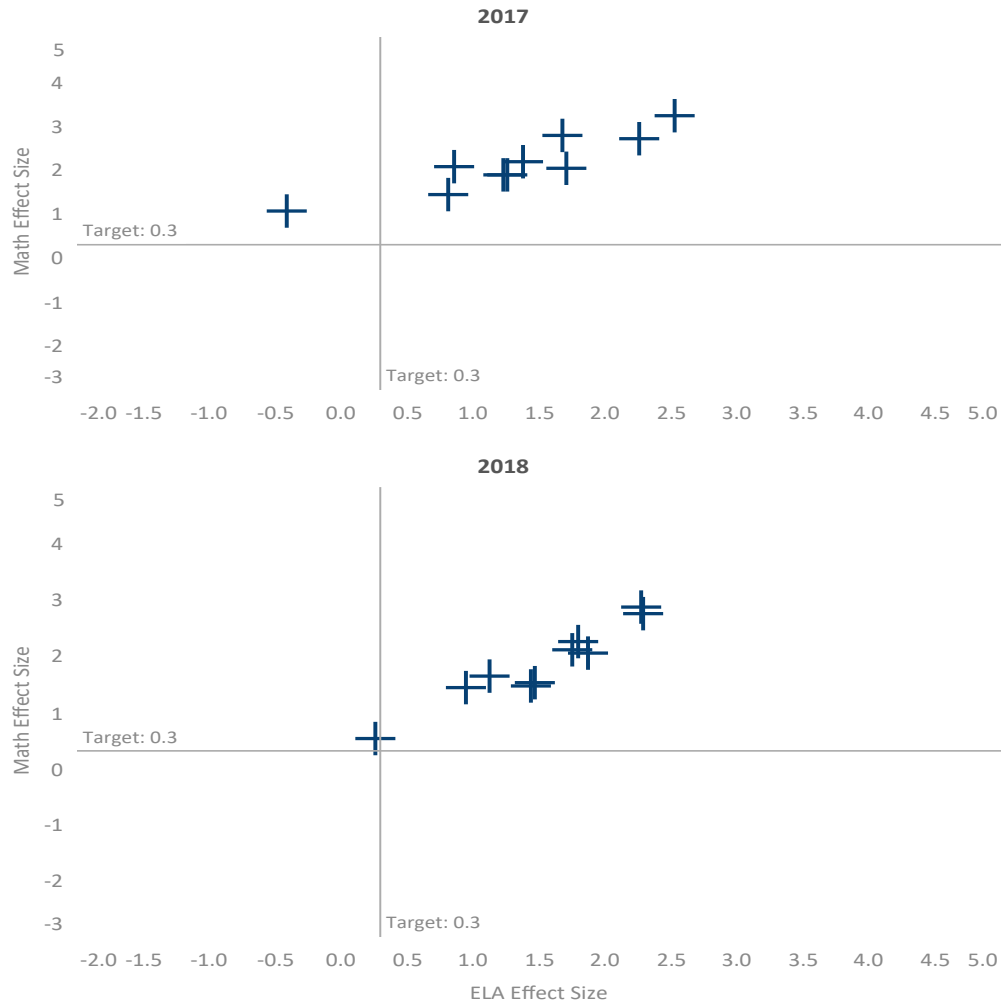
ELA AND MATH EFFECT SIZE SCATTER PLOTS 2014-15 THROUGH 2015-16



The charts compare a school's ELA and math effect sizes over each year for which data are available during the charter term. An effect size measures school performance in comparison to other schools statewide enrolling students with similar proportions of economic disadvantage. Schools with an ELA or math effect size that is less than 0 performed lower than expected based on the economic disadvantage statistic. Schools posting an effect size greater than 0 but less than 0.3 perform about the same as the comparison schools. Schools with an ELA or math effect size greater than 0.3 (SUNY's performance target for the measure) outperformed similar schools statewide to a meaningful degree, while schools with effect sizes greater than 0.8 perform higher than expected to a large degree.

ACADEMIC PERFORMANCE

ELA AND MATH EFFECT SIZE SCATTER PLOTS 2016-17 THROUGH 2017-18



The charts compare a school's ELA and math effect sizes over each year for which data are available during the charter term. An effect size measures school performance in comparison to other schools statewide enrolling students with similar proportions of economic disadvantage. Schools with an ELA or math effect size that is less than 0 performed lower than expected based on the economic disadvantage statistic. Schools posting an effect size greater than 0 but less than 0.3 perform about the same as the comparison schools. Schools with an ELA or math effect size greater than 0.3 (SUNY's performance target for the measure) outperformed similar schools statewide to a meaningful degree, while schools with effect sizes greater than 0.8 perform higher than expected to a large degree.

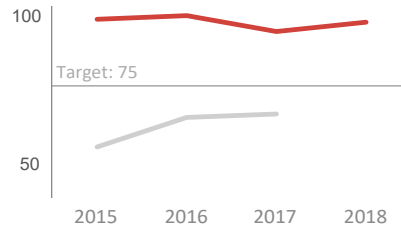
ACADEMIC PERFORMANCE

Achievement First Bushwick Charter School

Brooklyn CSD 32

HIGH SCHOOL GRADUATION RATE

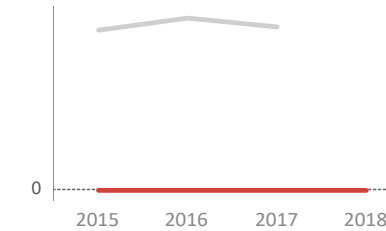
Comparative Measure: Graduation Rate. Each year, the percentage of **the school's students graduating** after completion of their fourth year will exceed the District.



	District	School
2015	56.1	96.2
2016	65.3	97.3
2017	66.4	92.3
2018		95.2

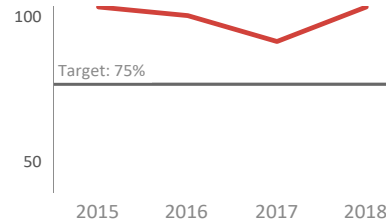
COLLEGE PREPARATION AND ATTAINMENT

College Preparation Measure: Advanced Regents Diploma. Each year, the percentage of **students graduating** with an Advanced Regents diploma will exceed that of the district.



	District Adv Diploma	School Adv Diploma
2015	7.0	0.0
2016	7.5	0.0
2017	7.1	0.0
2018		0.0

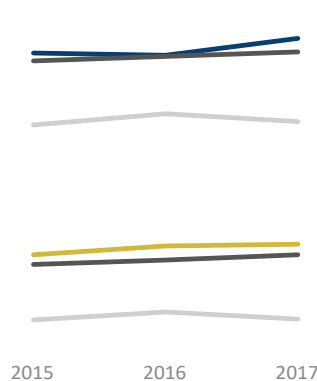
College Attainment Measure: Matriculation into College. Each year, 75 percent of **graduating students** will enroll in a college or university.



	Grad N	Matriculation %
2015	25	100.0
2016	36	97.2
2017	36	88.9
2018	40	100.0

ENGLISH LANGUAGE ARTS AND MATHEMATICS

Comparative and Absolute Measure: District Comparison. Each year, the school's **ELA Accountability Performance Level** and the **math APL** will exceed the district's **Performance Index** and the state's **AMO**.



	AMO	District PI	School APL
2015	170	113	177
2016	174	123	175
2017	178	116	190

In 2017-18, the state transitioned to calculating a Performance Index ("PI") for schools using a different methodology from previous years. As such, a comparison to previous years is not applicable. AF Bushwick's PI in 2017-18 was 182 in ELA and 154 in mathematics.

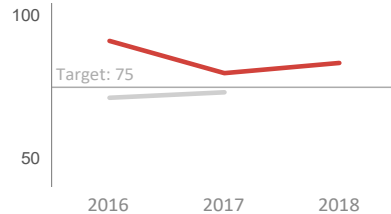
ACADEMIC PERFORMANCE

Achievement First Crown Heights Charter School

Brooklyn CSD 17

HIGH SCHOOL GRADUATION RATE

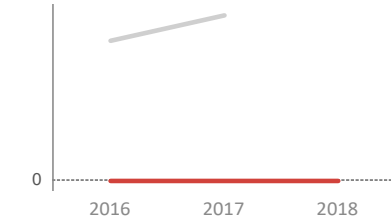
Comparative Measure: Graduation Rate. Each year, the percentage of **the school's students graduating** after completion of their fourth year will exceed the **District**.



	District	School
2016	71.8	91.9
2017	73.7	80.5
2018		84.1

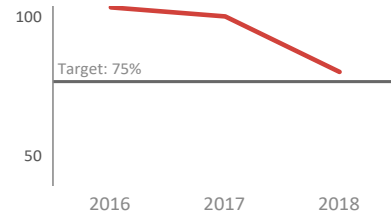
COLLEGE PREPARATION AND ATTAINMENT

College Preparation Measure: Advanced Regents Diploma. Each year, the percentage of **students graduating** with an Advanced Regents diploma will exceed that of the **district**.



	District Adv Diploma	School Adv Diploma
2016	10.8	0.0
2017	12.7	0.0
2018		0.0

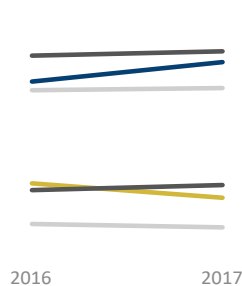
College Attainment Measure: Matriculation into College. Each year, 75 percent of **graduating students** will enroll in a college or university.



	Grad N	Matriculation %
2016	34	100.0
2017	33	97.0
2018	37	78.4

ENGLISH LANGUAGE ARTS AND MATHEMATICS

Comparative and Absolute Measure: District Comparison. Each year, the school's **ELA Accountability Performance Level** and the **math APL** will exceed the district's **Performance Index** and the **state's AMO**.



	AMO	District PI	School APL
2016	174	142	150
2017	178	144	168

	AMO	District PI	School APL
2016	159	119	167
2017	165	115	150

In 2017-18, the state transitioned to calculating a Performance Index ("PI") for schools using a different methodology from previous years. As such, a comparison to previous years is not applicable. AF Crown Heights' PI in 2017-18 was 172 in ELA and 113 in mathematics.

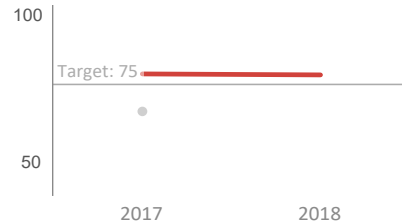
ACADEMIC PERFORMANCE

Achievement First East New York Charter School

Brooklyn CSD 19

HIGH SCHOOL GRADUATION RATE

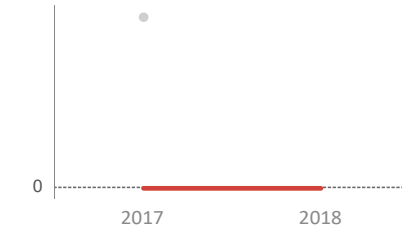
Comparative Measure: Graduation Rate. Each year, the percentage of **the school's students graduating** after completion of their fourth year will exceed the District.



	District	School
2017	66.7	78.6
2018		78.3

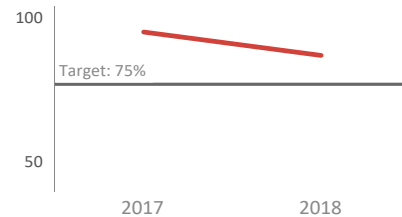
COLLEGE PREPARATION AND ATTAINMENT

College Preparation Measure: Advanced Regents Diploma. Each year, the percentage of **students graduating** with an Advanced Regents diploma will exceed that of the district.



	District Adv Diploma	School Adv Diploma
2017	4.1	0.0
2018		0.0

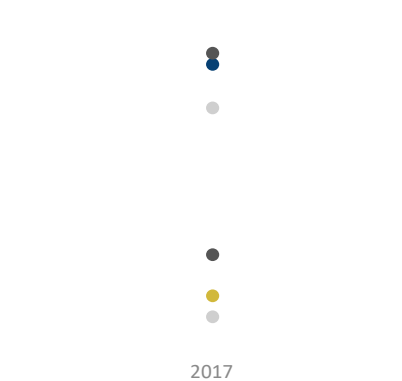
College Attainment Measure: Matriculation into College. Each year, 75 percent of **graduating students** will enroll in a college or university.



	Grad N	Matriculation %
2017	22	90.9
2018	18	83.3

ENGLISH LANGUAGE ARTS AND MATHEMATICS

Comparative and Absolute Measure: District Comparison. Each year, the school's **ELA Accountability Performance Level** and the **math APL** will exceed the district's Performance Index and the state's AMO.



	AMO	District PI	School APL
2017	178	129	168

	AMO	District PI	School APL
2017	165	94	118

In 2017-18, the state transitioned to calculating a Performance Index ("PI") for schools using a different methodology from previous years. As such, a comparison to previous years is not applicable. AF East NY's PI in 2017-18 was 175 in ELA and 119 in mathematics.

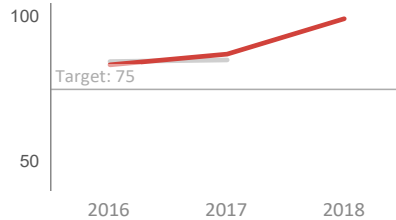
ACADEMIC PERFORMANCE

Achievement First Endeavor Charter School

Brooklyn CSD 13

HIGH SCHOOL GRADUATION RATE

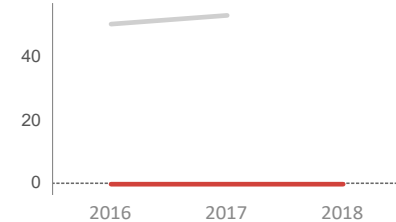
Comparative Measure: Graduation Rate. Each year, the percentage of **the school's students graduating** after completion of their fourth year will exceed the **District**.



	District	School
2016	85.1	84.0
2017	85.7	87.7
2018		100.0

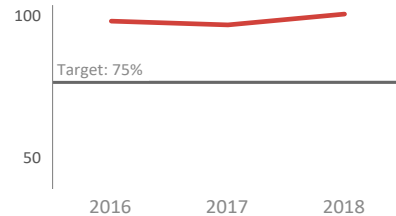
COLLEGE PREPARATION AND ATTAINMENT

College Preparation Measure: Advanced Regents Diploma. Each year, the percentage of **students graduating** with an Advanced Regents diploma will exceed that of **the district**.



	District Adv Diploma	School Adv Diploma
2016	50.8	0.0
2017	53.6	0.0
2018		0.0

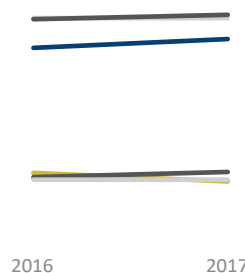
College Attainment Measure: Matriculation into College. Each year, 75 percent of **graduating students** will enroll in a college or university.



	Grad N	Matriculation %
2016	21	95.2
2017	50	94.0
2018	41	97.6

ENGLISH LANGUAGE ARTS AND MATHEMATICS

Comparative and Absolute Measure: District Comparison. Each year, the school's **ELA Accountability Performance Level** and the **math APL** will exceed the district's **Performance Index** and the **state's AMO**.



	AMO	District PI	School APL
2016	174	175	148
2017	178	175	156

In 2017-18, the state transitioned to calculating a Performance Index ("PI") for schools using a different methodology from previous years. As such, a comparison to previous years is not applicable. AF Endeavor's PI in 2017-18 was 170 in ELA and 109 in mathematics.

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SUNY RENEWAL BENCHMARK 1B

DOES ACHIEVEMENT FIRST BROOKLYN CHARTER SCHOOLS HAVE AN ASSESSMENT SYSTEM THAT IMPROVES INSTRUCTIONAL EFFECTIVENESS AND STUDENT LEARNING?

AF Brooklyn Schools implements a comprehensive and extensive assessment program that allows leaders and teachers to monitor student progress and achievement effectively. AF Brooklyn Schools modifies the Achievement Network (“ANet”)¹³ assessments for interim assessments three times a year for 3rd – 8th grade mathematics. The network creates internal assessments for 3rd – 8th grade ELA. All AF Brooklyn Schools administer Northwest Evaluation Association MAP (“MAP”)¹⁴ assessments in mathematics as a standardized assessment for Kindergarten – 2nd grade students. Schools administer STEP and/or Fountas & Pinnell (“F&P”)¹⁵ benchmark reading assessments to all students in Kindergarten – 4th grade. The network provides teachers with standards aligned unit assessments for all content areas. In addition to network created assessments, teachers use many forms of formative assessments to monitor progress throughout the school year, including daily exit tickets. In writing, teachers utilize a process based assessment (“PBA”) rubric that instructional leaders align vertically across Kindergarten – 12th grade and helps to develop students’ analytical, evidence based skills in reading, writing, and thinking. To ensure validity of assessments, the network uses previous state tests to develop assessment items. Further, schools and the network regularly conduct norming sessions to maintain reliability in teachers’ scoring practices.

13. ANet provides standardized interim assessments to schools nationally. For additional information, please visit www.achievementnetwork.org/.

14. MAP is a computer based, standardized assessment. For additional information, please visit www.nwea.org/.

15. The F&P benchmark assessment provides baseline information on students’ independent and instructional reading levels. For additional information, please visit www.heinemann.com/fountasandpinnell/.

16. The College Board creates standardized tests such as the SAT, ACT, and AP exams. For additional information, please visit www.collegeboard.org/.

The high school academies have a shared course of study that allows network leaders to measure student progress across all high schools using network created interim assessments (“IAs”). AF Brooklyn Schools’ high school academies participate in AP for All, and the network ensures that IAs are valid by mirroring AP exams. The network has worked closely with consultants from the College Board¹⁶ to review the content in the IAs and to norm scoring practices to align teachers’ practices with those of the College Board. The AF Brooklyn Schools put a stronger emphasis on AP coursework, rather than Advanced Regents diplomas, as leaders believe AP coursework will best prepare students for the rigor of college coursework.

The network’s data management systems ensure that student achievement data are easily accessible to teachers and school leaders. At each school, leaders and teachers conduct a thorough analysis of interim assessment results during data days and other data meetings during professional development sessions. School leaders work with network staff to create dashboards that network leaders present to the board at each board meeting. Teachers consistently analyze data to adjust classroom instruction, group students, and identify students for special intervention. Additionally, teachers work with grade teams or content teams to

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review exit tickets and unit assessments to plan effective classroom review and re-teaching blocks. The network establishes strong connections between grade level teachers, and often hosts data analysis and development sessions for teachers of similar grades and subjects across schools within the network.

School leaders regularly use assessment results to evaluate teacher effectiveness and to develop professional development and coaching strategies. AF Brooklyn Schools' teacher career pathway ("TCP") includes assessment results as part of teachers' evaluations with a core component being teachers' impact on student academic growth. Leaders systematically utilize assessment data to determine topics for professional development sessions and revisit teachers' individual goals during coaching sessions, as well as to identify teachers needing more intensive support. Additionally, network leaders work with school leaders to determine the effectiveness of the curricular program and make adjustments as needed. Schools distribute report cards to families three times a year and regularly send home progress reports to keep families aware of students' progress and growth.

DOES ACHIEVEMENT FIRST BROOKLYN CHARTER SCHOOLS' CURRICULUM SUPPORT TEACHERS IN THEIR INSTRUCTIONAL PLANNING?

AF Brooklyn Schools uses an internally created, comprehensive curriculum that supports teachers in instructional planning. The network provides a curricular framework with student performance expectations that provides a fixed, underlying structure, aligned to state standards and across grades. The network academic team provides teachers with all curricular materials through the network's online curriculum hub. For ELA, AF Brooklyn Schools utilizes the network created literacy curriculum, which features a focus on developing students' love for reading through reading and writing workshops, close reading lessons, guided reading, and phonics/vocabulary development. After the adoption of the Common Core State Standards, the network worked closely with one of the original architects of the ELA Common Core standards, to provide training to curriculum writers as well as establish a conceptual framework for the network's ELA curriculum. For mathematics, AF Brooklyn Schools utilizes TERC Investigations¹⁷ for Kindergarten – 2nd grade, enVisionmath¹⁸ for the upper elementary grades, and Connected Mathematics Project ("CMP")¹⁹ for 6th – 8th grade. For science, schools utilize the Framework for K-12 Science Education²⁰ from the National Research Council for guidance in developing its curriculum, with supplements from the FOSS science program²¹ for elementary academies and network created curriculum for middle and high academies. AF Brooklyn Schools has created a scope and sequence for social studies

17. For additional information, please visit investigations.terc.edu/.

18. For additional information, please visit www.envisionmath.com/.

19. For additional information, please visit connectedmath.msu.edu/.

20. For additional information, please visit www.nextgenscience.org/.

21. For additional information, please visit www.fossweb.com/.

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with support from the Scott Foresman²² curriculum. For all content areas, the network academics team works closely to ensure that all content areas are vertically aligned to provide a rigorous curriculum to students from Kindergarten to 12th grade.

Notably, at the high school academies, each school provides rigorous AP offerings for all core subject areas, and for some content areas, AP is the only offering. The network expects each high school academy to have high levels of participation and passing rates in the AP courses and exams, and this is a part of each academy's internal report card. Based on feedback from teachers, and student performance results, the high school academies are revising the curricular resources provided to teachers by offering more structured lesson plans that in turn allow teachers to focus more on analyzing data and customizing lessons for individual student needs.

Teachers at AF Brooklyn Schools know what to teach and when to teach it based on the network provided support tools in each content area. The tools provide a bridge between the curricular framework and lesson plans. Teachers access and utilize scope and sequence documents, unit plans, and detailed lesson plans. By providing lesson plans, teachers across the network thoughtfully plan the higher order elements of each lesson.

AF Brooklyn Schools has a process for selecting, developing, and reviewing its curriculum documents. AF Brooklyn Schools worked closely with the network to establish a clear transition plan after the introduction of the Common Core including the creation of curriculum fellows. The curriculum fellows are teachers that work closely with the network's academic team to not only create instructional materials but also learn about shifting instructional practices to provide feedback and revisions to the existing curricular framework.

22. For additional information, please visit www.pearsonschool.com/.

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SUNY RENEWAL BENCHMARK 1D

IS HIGH QUALITY INSTRUCTION EVIDENT THROUGHOUT ACHIEVEMENT FIRST BROOKLYN CHARTER SCHOOLS?

AF Brooklyn Schools' classrooms demonstrate high quality instruction with a central focus on four domains of learning: a clear, high standard for student achievement; design and delivery of an effective lesson; classroom culture; and, ensuring achievement for all scholars. During first year visits, mid-charter term visits, and renewal visits to a sample of schools across the education corporation in recent years, Institute team members conducted classroom observations. Visit teams have consistently found well crafted lessons that feature an urgent focus on establishing learning environments with high expectations for academics.

Teachers in AF Brooklyn Schools utilize the curricular framework to design and deliver purposeful lessons with clear objectives, providing students with rigorous and bite sized objectives that build up to essential learnings for each unit of study. Lessons demonstrate that teachers are thoughtful in planning for student misconceptions and effectively communicate objectives in age appropriate language.

Teachers regularly and effectively use techniques to check for student understanding. Teachers consistently circulate classrooms to monitor students' responses and written work and provide students with individualized feedback to improve work products. Teachers utilize common strategies such as non-verbal hand signals and quick rounds of individual questioning to gauge students' understanding and utilize feedback from students to adjust teaching as necessary. Throughout lessons, students engage in peer discussions with well crafted questions that foster students' depth of understanding and higher-order thinking skills. In middle and high school level classrooms, students participate in Socratic seminars that allow students to develop their analytical thinking skills. During small group instruction, AF Brooklyn Schools' teachers regularly challenge students to defend and elaborate on their answers. Students demonstrate high levels of engagement through peer to peer sharing and discussions.

Teachers have effective classroom management techniques and routines that create a consistent focus on academic achievement. Teachers utilize well rehearsed, efficient classroom systems and routines that allow teachers to address disruptions quickly and focus primarily on teaching and learning. School leaders across AF Brooklyn Schools introduce this focus on classroom management during summer training and prioritize its successful implementation within the first six weeks of the school year to ensure classroom environments are set up to have an urgent focus on academics throughout the year.

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SUNY RENEWAL BENCHMARK 1E

DOES ACHIEVEMENT FIRST BROOKLYN CHARTER SCHOOLS HAVE STRONG INSTRUCTIONAL LEADERSHIP?

AF Brooklyn Schools' instructional leadership model empowers leaders to have a highly effective approach to advancing the school's academic program. Leaders establish a school culture with an unwavering focus on high expectations for academics and instill in all staff members the mindset that all AF Brooklyn Schools' students will go to college. The network sets rigorous goals for each school, including measures for state test performance, interim assessment achievement, equity (including student retention and suspension numbers), culture and investment, and talent (including teacher and leader retention and staff survey results). The network generates report cards for each school based on the measures, and leaders use this as a tool to set goals for their respective schools and track those goals on a regular basis throughout the year. Through TCP, leaders set high expectations for teacher performance in the areas of student achievement, student character development, quality of instruction, and core values and contributions to the team. All teachers participate in TCP and are assigned a stage each year based upon their annual teacher evaluation. TCP is one mechanism the network uses to develop internal talent pipelines.

AF Brooklyn Schools' instructional leadership model is highly effective in supporting the development of each school's teaching staff. Each member of a school's instructional leadership team supervises a caseload of teachers. Every staff member has a mentor coach, including principals, who guides and evaluates each mentee. The network employs regional superintendents²³ that provide consistent and ongoing support to each school's principal. Principals meet weekly with their regional superintendent for one-on-one coaching, as well as weekly cohort meetings with other instructional leaders led by the regional superintendent. Given this model, each school has a systematic and effective coaching model that provides teachers with bite-sized, actionable feedback to grow and improve teaching practices. Instructional leaders provide teachers with feedback on a weekly basis, but feedback is often delivered daily, and is specific and targeted based on each teacher's goals. In addition to feedback on teaching and learning, teachers receive systematic support in developing curriculum and planning lessons. The network expects leaders to have strong content knowledge, and leaders translate this expertise into valuable unit and lesson planning sessions with individual teachers.

Through AF Brooklyn Schools' TCP model, school leaders recognize individual teachers' needs establishing a thoughtful and comprehensive professional development program. Utilizing student data, teacher growth areas, and school needs, leaders identify and prioritize professional development learning opportunities on schoolwide and individual levels. Each

23. The Achievement First network operates in three states, and the network employs regional superintendents that oversee each academy level in each region.

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school's coaching and development structures are job-embedded, site-based, ongoing, and aligned to school and network strategies with a clear focus on increasing student achievement. The network and each school provide new teachers with four and a half weeks of summer training and returning teachers with two and a half weeks of summer training. Additionally, all teachers receive individual coaching, weekly professional development sessions, data analysis and planning days, school specific full day sessions, and network-wide full day sessions as part of the network's comprehensive professional development design. The network sets specific development priorities that each school leader prioritizes and designs each school's professional development program to meet the specific needs of the school's teaching staff. Teachers are aware of leader and network expectations for great teaching and know their strengths and areas for improvement based on frequent coaching sessions. As part of the TCP framework, schools hold teachers accountable for quality instruction and student achievement with clear targets set during goal setting sessions. Leaders work with teachers to set rigorous and ambitious goals with the criteria outlined in the TCP framework.

SUNY RENEWAL BENCHMARK 1F

DOES ACHIEVEMENT FIRST BROOKLYN CHARTER SCHOOLS MEET THE EDUCATIONAL NEEDS OF AT-RISK STUDENTS?

AF Brooklyn Schools employs a wide range of supports to meet the educational needs of at-risk students. Schools utilize clear procedures for identifying students with disabilities, ELLs, and students struggling academically or behaviorally. At every level, AF Brooklyn Schools conducts thorough analyses of achievement data by student subgroups to monitor student progress, evaluate at-risk program effectiveness, and identify students for additional support.

AF Brooklyn Schools uses a tiered Response to Intervention ("RTI") program to identify and provide interventions for students struggling academically or behaviorally. Each school utilizes a systematic process for identifying students in need of extra support including utilizing universal screeners such as STAR, F&P data for elementary, middle, and high school academies, STEP²⁴ assessments in the elementary grades, and the Renaissance STAR²⁵ reading assessment for 5th grade through 12th grade. Schools use other assessments to identify students throughout the year including classroom grades, interim assessments, and state test results. Each school sets clear expectations to deliver tiered interventions at each level. At tier 1, teachers provide strategic differentiated and specialized instruction to students in the classroom setting. Tier 2 interventions include small group instruction that targets specific objectives and skills. For tier 3 interventions, among other things, AF Brooklyn

24. For additional information, please visit www.uchicagoimpact.org/tools-training/step/.

25. For additional information, please visit www.renaissance.com/.

Schools hone in on literacy skills and have detailed small group interventions based on deficit literacy skills, which could include comprehension, decoding, or fluency. The RTI team, which includes a special services coordinator, principal and often an academic dean and a grade level teacher, determines specific placement in the tier 3 system and consistently meets to monitor progress and adjust interventions based on student results.

Each school has a special services coordinator who oversees all special education services and processes. As a member of the RTI team, the special services coordinator monitors students' progress through the RTI process and identifies students to refer to the district committee on special education ("CSE") for evaluation for the possible requirement of special education services. For students with Individualized Education Programs ("IEPs"), each school provides the necessary mandated services including integrated co-teaching ("ICT") classrooms, special education teacher support services ("SETSS"), and related services. With AF Brooklyn Schools' model of smaller class sizes, intensive reading focus, data-driven instruction, and interventions, many students with disabilities demonstrate success with the core academic program as the program has roots in special education and RTI models with its design to focus on individual student needs rather than a one size fits all approach. Schools provide training for teachers to support the identification of students who may have a disability, as well as training for reviewing, implementing, and writing IEPs. Through the professional development program and RTI meetings, the school supports teachers in addressing specific needs of students with disabilities and for reviewing and understanding students' IEP goals.

AF Brooklyn Schools effectively meets the needs of at-risk students. Across the education corporation, in the 2017-18 school year students with disabilities and ELLs outperformed their district counterparts on the 3rd - 8th grade state mathematics and ELA assessments, and surpassed the state's median of 50 for growth in both subject areas. Additionally, the education corporation further serves students with disabilities through the Empower Program. The Empower Program is a transitional, intensive program housed within AF Bushwick serving students with disabilities who require additional support. The program's aim is to serve students in an intensive setting with the goal of eventually transitioning students to the least restrictive educational environment. Leaders identify students with IEPs from all elementary schools within the AF Brooklyn Schools education corporation, determines whether a student may benefit from more intensive services, and families then choose whether to enroll their student into the program. In 2018-19, its second year, the program serves over 40 students in 1st – 5th grades. Most classrooms feature a 12:1:1 or more restrictive setting for content classes. Achievement First teachers and leaders analyze students' assessment data and progress on social-emotional goals to determine when a student is prepared to transition out of the program and back into the general education setting of their original school.

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AF Brooklyn Schools uses consistent and formal processes to identify ELL students, including the administration of the Home Language Identification Survey followed by the New York State Identification Test for English Language Learners (“NYSITELL”) for eligible students, or the review of student records from the New York City Department of Education (“NYCDOE”) student information system. AF Brooklyn Schools’ ELL program is an immersion model focusing on exposing ELLs to the English language as much as possible to advance proficiency at a rapid pace. The network ensures that general education teachers have training in identifying ELLs and utilizing a variety of English language acquisition strategies within teaching structures. Each school’s special services coordinator monitors ELLs’ progress toward meeting English language proficiency goals, and schools administer the New York State English as a Second Language Achievement Test (“NYSESLAT”) annually. Through progress monitoring, the special services coordinator will make intentional adjustments to ELL students’ programs if a student is not demonstrating adequate progress. The network conducts an annual evaluation of the ELL program to ensure that schools are achieving desired results for ELLs.

ORGANIZATIONAL PERFORMANCE



IS THE EDUCATION CORPORATION AN EFFECTIVE, VIALE ORGANIZATION?

AF Brooklyn Schools is an effective and viable organization that ensures its schools have in place the key design elements identified in each charter. The education corporation's board provides rigorous oversight to ensure that students demonstrate high levels of success.

SUNY RENEWAL BENCHMARK 2A

IS ACHIEVEMENT FIRST BROOKLYN CHARTER SCHOOLS FAITHFUL TO ITS MISSION AND DOES IT IMPLEMENT THE KEY DESIGN ELEMENTS INCLUDED IN ITS CHARTERS?

The schools within AF Brooklyn Schools are faithful to their mission and key design elements. These can be found in the Education Corporation Background section at the beginning of the report and Appendix A, respectively. Each school within AF Brooklyn Schools demonstrates a relentless focus on holding high expectations for student achievement. AF Brooklyn Schools' program for supporting, developing, and growing teachers is a touchstone aspect of the organization.

SUNY RENEWAL BENCHMARK 2B

ARE PARENTS/GUARDIANS AND STUDENTS SATISFIED WITH ACHIEVEMENT FIRST BROOKLYN CHARTER SCHOOLS?

To report on parent satisfaction with each school's program, the Institute used satisfaction survey data, information gathered from a focus group of parents representing a cross section of students, and data regarding persistence in enrollment.

Parent Survey Data. The Institute compiled data from Achievement First's 2017-18 school survey for all schools due for renewal this year. AF Brooklyn Schools distributes the survey every year to compile data about school culture, instruction, and systems for improvement. In 2017-18, across each of the renewal schools 75% of families who received the survey responded. Among respondents, 93% are satisfied with the school's program. The survey response rate is high enough to be useful in framing the results as representative of the school community.

Parent Focus Group. The Institute asks all schools facing renewal to convene a representative set of parents for a focus group discussion. For a high performing education corporation, the Institute speaks with a representative set of parents across all schools due for renewal this year. A representative set includes parents of students in attendance at the schools for multiple years, parents of students new to the schools, parents of students receiving general education services, parents of students with special needs, and parents of ELLs. The Institute met with 15 parents representative of the four renewal charter schools. Parents expressed satisfaction with the schools’ structure and routines, the frequency of communication and an ease in contacting school leaders and teachers, and strong curriculum with individualized support for students as strengths of the schools. Parents identified the amount of homework as an area for improvement.

Persistence in Enrollment. An additional indicator of parent satisfaction is persistence in enrollment. Persistence data for each individual school due for renewal this year is available in Appendix A. Across the education corporation, 87% of students returned from the previous school year in 2017-18. For the schools due for renewal this year, 89% of students returned from the previous school year in 2017-18.

The Institute derived the statistical information on persistence in enrollment from its database. No comparative data from the NYCDOE or the New York State Education Department (“NYSED”) is available to the Institute to provide either district or statewide context.

DOES ACHIEVEMENT FIRST BROOKLYN CHARTER SCHOOLS EFFECTIVELY SUPPORT THE DELIVERY OF THE EDUCATIONAL PROGRAM?

AF Brooklyn Schools’ organizational structure effectively supports the delivery of each school’s educational program. Schools have established a clear structure that allows all staff members to know who to go to for what. The network provides ample support for school leaders and operations staff so that instructional leaders make academics their primary focus in each school. Each academy’s principal reports to an AF Brooklyn Schools regional superintendent, who has delegated responsibility from the board of trustees to supervise principals. Each school has a leadership team comprised of academic deans, dean of students, director of school operations (“DSO”), and special services coordinator, who all report to the principal. At the high school academies, academic deans have content specialty areas. Because the network supports the principal with managing the DSO, the principal is able to primarily focus on academics.

AF Brooklyn Schools utilizes the TCP evaluation framework as a mechanism to retain high quality teachers. The network talent team established the framework as a result of teacher requests for a way to stay in the classroom for the long term while continuing to develop as professionals. Through its development, the talent team worked with teacher focus groups and analyzed survey feedback to establish a clear pathway that awards and recognizes teachers for their commitment and service to the network. The network establishes a clear leadership pipeline through its teacher leadership fellows program. This program allows teachers to participate in a yearlong cohort training in which fellows take on increased leadership roles. Since its inception, the fellows program has produced over 150 leaders for the network. The program allows the network to identify principals in residence (“PIR”), who serve as the primary pipeline for school leaders within the network. PIRs serve two years in existing AF Brooklyn Schools with access to strategic network support that prepares the PIRs to take on the role of principal after completing the residency.

Each school partners with the network student recruitment team to enroll students. The network student recruitment team uses a comprehensive strategy to monitor enrollment and retention targets to ensure that each school within AF Brooklyn Schools is making good faith efforts to meet both targets. The network student recruitment team utilizes multiple strategies to recruit at-risk students, including direct outreach, school-based open houses, presentations at community organizations, targeted mailings, and advertisements in neighborhoods. The team translates materials into languages other than English based on the location of the school to support with recruiting families who speak languages other than English. In addition to supporting enrollment efforts, the network team annually reviews each school’s enrollment and retention targets and revises tactics to ensure that each school is making good faith efforts to meet the targets. In response to recent analysis of the schools’ enrollment and retention data, specifically low ELL enrollment across the majority of schools within AF Brooklyn Schools, the network has increased the level of strategic outreach and recruitment for the 2017-18 enrollment season. This includes a new network director that will oversee the implementation of these efforts.

SUNY RENEWAL BENCHMARK 2D

DOES THE ACHIEVEMENT FIRST BROOKLYN CHARTER SCHOOLS' BOARD WORK EFFECTIVELY TO ACHIEVE THE SCHOOLS' ACCOUNTABILITY PLAN GOALS?

The AF Brooklyn Schools' board provides effective oversight and governance to each school within the network. Previously, SUNY authorized the following six education corporations with the authority to operate nine schools located in Brooklyn: Achievement First Apollo Charter School, Achievement First Aspire Charter School, Achievement First Brownsville Charter School, AF Bushwick, AF Linden, and AF North Brooklyn. The SUNY Trustees approved a merger on March 6, 2015, with AF Bushwick as the surviving education corporation and a new name, Achievement First Brooklyn Schools. On December 7, 2015, the SUNY Trustees approved a second merger that allowed Achievement First Crown Heights Charter School, AF East NY, and Achievement First Endeavor Charter School, all previously authorized by the NYC Chancellor, to merge into AF Brooklyn Schools. Several board members from the previously separate education corporation boards now make up the current AF Brooklyn Schools merged board. AF Brooklyn Schools' board consists of members with professional backgrounds including academic, legal, financial, and community engagement. The board also established three voting family representatives, one from each of the academy levels.

The board effectively uses a committee structure, including the executive, academic, finance, family engagement, and development committees, to better establish a context for each school and closely monitor each schools' Accountability Plan goals. Through a robust annual reporting and oversight schedule, the board receives and reviews both academic and non-academic data to ensure that each school makes sufficient progress toward its Accountability Plan goals. Through the committee structure, members establish and articulate short-term and long-term goals for each school and track progress toward goals.

The AF Brooklyn Schools' board establishes clear systems for evaluating principals and the network. The board creates an ad hoc principal evaluation committee that works with the network's regional superintendent to evaluate each principal. The network regional superintendent provides committee members with an evaluation of each principal, and members discuss the strengths and areas of improvement for each principal including monitoring performance improvement plans if necessary. The board's more expansive committee structure allows members to evaluate the effectiveness of the network's services. In each committee, members of the network participate in reporting and providing contextual knowledge about each school as it pertains to a specific committee. Through these structured interactions, board members provide feedback and elevate issues of performance to the full board when necessary.

SUNY RENEWAL BENCHMARK 2E

DOES THE ACHIEVEMENT FIRST BROOKLYN CHARTER SCHOOLS' BOARD IMPLEMENT, MAINTAIN, AND ABIDE BY APPROPRIATE POLICIES, SYSTEMS, AND PROCESSES?

The board materially and substantially implements, maintains, and abides by adequate and appropriate policies, systems, and processes to ensure the effective governance and oversight of the school. The board demonstrates a clear understanding of its role in holding the school leadership and network accountable for both academic results and fiscal soundness.

- During the current charter term, the board successfully merged its schools in order to streamline governance and operations.
- Through the renewal application the board seeks to amend its bylaws to eliminate Achievement First, Inc. as the sole corporate member. All rights previously vested in the corporate member would be vested directly in the board of the education corporation.
- Over the current charter term, the board has requested reporting back from the network on school culture in an effort to ensure the reduction of suspension rates while maintaining a positive and on-task educational environment. The board has overseen the network's piloting of programs to strengthen students' sense of self, relationships with the school community, and habits of success.
- In addition, over the charter term, the board and network have focused not just on the graduation and college acceptance rates of its student body but also have moved to analysis of the persistence of those students through college. This analysis has fostered strategic planning around fostering skills in addition to academic preparedness.
- The network provides clear academic, fiscal, and school culture reporting to the board.
- With an eye on board level involvement, the board has a neighborhood strategy wherein the board fosters closer connections to communities of individually assigned schools from the portfolio.
- The network also reports to the board on engagement opportunities at each school so the board may be involved at the school level.
- During the current charter term, the family engagement committee approved the creation of the Family Advisory Council to allow families across schools to share ideas and best practices regarding family engagement.
- The board created a give/get fundraising program designed to meet specific fundraising goals each year.
- The board has materially complied with the terms of its by-laws and code of ethics.
- The board strategically plans for and holds annual board retreats.

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SUNY RENEWAL BENCHMARK 2F

HAS ACHIEVEMENT FIRST BROOKLYN CHARTER SCHOOLS SUBSTANTIALLY COMPLIED WITH APPLICABLE LAWS, RULES AND REGULATIONS, AND PROVISIONS OF ITS CHARTER?

The education corporation substantially complied with applicable laws, rules and regulations, and provisions of its charter with a few minor exceptions across the schools due for renewal this year. In each of the areas out of compliance, the Institute will work with the education corporation to ensure compliance before the start of the next charter term.

- **Complaints.** The Institute received no formal complaints regarding the education corporation as a whole.
- **Compliance.** The Institute issued no violation letters for the education corporation as a whole during the charter term.

Please refer to the School Overviews for information on each individual school.

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FISCAL PERFORMANCE



IS THE EDUCATION CORPORATION FISCALLY SOUND?

Based on a review of the fiscal evidence collected through the renewal review, AF Brooklyn Schools is fiscally sound as are its schools due for renewal, AF Bushwick, AF East New York, AF Linden, and AF North Brooklyn. The SUNY Fiscal Dashboard presents color-coded tables and charts indicating that the schools due for renewal this year and the education corporation have demonstrated fiscal soundness over the majority of the charter term.²⁶ (The SUNY Fiscal Dashboard for each school is included in the corresponding School Overview and the Fiscal Dashboard for the AF Brooklyn Schools merged education corporation is included in Appendix B). The discussion that follows relates mainly to the merged education corporation because a school is not a legally distinct fiscal entity.

The Achievement First network supports each school due for renewal in the areas of curriculum, student evaluation, recruiting, training, professional development, financial management, and technology under the terms of a management contract that reflects a 10% management fee of the enrollment of each school in the education corporation over each charter term. The financial model is intended to ensure that a fully enrolled school is financially sustainable, operating the academic program solely through public funding. The education corporation plans to continue to contract with the network for the next five years commencing July 31, 2019.

Effective July 1, 2015, nine of the Achievement First charters authorized under SUNY merged into one entity. Effective April 1, 2016, three charters originally authorized by the NYC Chancellor merged under SUNY to join the existing Achievement First charters, with AF Bushwick (renamed) as the surviving entity. The entire network portfolio for New York State is now under SUNY authorization. In addition to analyzing the soundness of the individual charter schools, the Institute analyzed the soundness of the not-for-profit education corporation granted the authority to operate the schools and finds it too has adequate financial resources to ensure stable operations. The fiscal dashboards reflect the independent entity as fiscally adequate prior to the mergers and fiscally adequate as a merged entity.

26. The U.S. Department of Education has established fiscal criteria for certain ratios or information with high – medium – low categories, represented in the table as green – gray – red. The categories generally correspond to levels of fiscal risk, but must be viewed in the context of each education corporation and the general type or category of school.

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**SUNY
RENEWAL
BENCHMARK
3A**

**DOES THE EDUCATION CORPORATION OPERATE
PURSUANT TO A FISCAL PLAN IN WHICH IT CREATES
REALISTIC BUDGETS THAT IT MONITORS AND ADJUSTS
WHEN APPROPRIATE?**

AF Brooklyn Schools has the financial resources to ensure stable operations. Working with the network, each school due for renewal has employed clear budgetary objectives and budget preparation procedures throughout the charter term.

- The budget process involves various network and school leadership positions to come together as a finance budget team. Each school's budget is developed using a model designed to achieve self-sufficiency of unique requirements of any particular program offered without the use of private philanthropy. The budgets are based on historical actual revenues and expenses and programmatic changes to ensure that the staff can properly support the proposed enrollment.

Please refer to the School Overviews below for budgeting and long range planning information for each individual school.

**SUNY
RENEWAL
BENCHMARK
3B**

**DOES THE EDUCATION CORPORATION MAINTAIN
APPROPRIATE INTERNAL CONTROLS AND PROCEDURES?**

AF Brooklyn Schools has a history of sound fiscal policies, procedures, and practices and maintains appropriate internal controls.

- The Fiscal Policies and Procedures Manuals serve as the guide to all financial internal controls and procedures. The manuals undergo ongoing reviews and updates.
- The most recently completed AF Brooklyn Schools audit report had no material findings or deficiencies.

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SUNY RENEWAL BENCHMARK 3C

DOES THE EDUCATION CORPORATION COMPLY WITH FINANCIAL REPORTING REQUIREMENTS?

AF Brooklyn Schools complies with financial reporting requirements.

- The Institute, NYCDOE, and NYSED have received the required financial reports on time, complete, and following generally accepted accounting principles (GAAP).
- Independent audits of annual financial statements have received unqualified opinions with no advisory or management letter findings to report.
- The schools due for renewal and education corporation have generally filed key reports in a timely and accurate manner including: audit reports, budgets, unaudited quarterly reports of revenue, expenses, and enrollment.
- The education corporation submitted its June 30, 2018 annual audits to the Institute on November 1, 2018. The Institute is in the process of reviewing each school's audited financial statements at the time of this report.

SUNY RENEWAL BENCHMARK 3D

DOES THE EDUCATION CORPORATION MAINTAIN ADEQUATE FINANCIAL RESOURCES TO ENSURE STABLE OPERATIONS?

AF Brooklyn Schools maintains the financial resources to ensure stable operations.

- The merged education corporation fiscal dashboard in Appendix B reflects fiscally adequate practices.
- The education corporation benefits from a combined balance sheet which is a combination of individual schools assets and liabilities. In order to track the operations of any individual school within a merged education corporation, the Institute tracks each individual school's revenues and expenses in order to report operating surpluses or deficits.
- AF Brooklyn Schools had total net assets of approximately \$11.4 million as of June 30, 2017 and had approximately \$750,000 in cash on hand to be used for liabilities coming due shortly. The education corporation traditionally has not incurred debt; the board recently adopted a policy to budget cash reserves to strengthen its cash on hand.
- As a requirement of charter agreements, AF Brooklyn Schools has established the separate bank account for the merged dissolution fund reserve of \$350,000.

Please refer to the School Overviews for information on each individual school's financial condition.

Achievement First Bushwick Charter School

So

SCHOOL OVERVIEW

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ACHIEVEMENT FIRST BUSHWICK CHARTER SCHOOL

DOES THE SCHOOL IMPLEMENT THE EDUCATIONAL PROGRAM WITH FIDELITY TO THE EDUCATION CORPORATION'S DESIGN?

Based on a review of the school's Application for Charter Renewal, discussions with teachers, leaders, and board members, and a review of the academic program, Achievement First Bushwick Charter School fully implements the academic program as outlined in the education corporation overview and is an academic success, having met its key Accountability Plan goals.

SCHOOL BACKGROUND

The SUNY Trustees approved the original charter for AF Bushwick in January 2006. The school opened its doors in the fall of 2006 initially serving 162 students in Kindergarten and 1st grade. The school is authorized to serve 824 students in Kindergarten – 8th grade during the 2018-19 school year. The 2017-18 school year was the last year that AF Bushwick served students in 9th – 12th grade. AF East New York now serves students from AF Bushwick for 9th – 12th grade. If renewed, the school will continue to serve students in Kindergarten – 8th grade with a projected total enrollment of 824 students.

The current charter term expires on July 31, 2019. A subsequent charter term would enable the school to operate through July 31, 2024. The school's Kindergarten - 4th grade program is co-located in a NYCDOE district school building at 125 Covert Street, Brooklyn, NY 11207, in CSD 32. The building also houses I.S. 562 Evergreen Middle School, a district school serving 6th – 8th grade. The charter school's 5th – 8th grades are co-located in a NYCDOE building at 1300 Greene Street, Brooklyn, NY 11237 in CSD 32. The building also houses J.H.S. 383 Philippa Schuyler, a district school serving 5th – 8th grade.

NOTEWORTHY - AF BUSHWICK

AF Bushwick is home to the AF Brooklyn Schools' Empower program, which currently serves as a program for students with disabilities in 1st – 5th grade with the vision that the program transitions students from a more restrictive setting to an inclusive, general education setting through targeted interventions.

ACADEMIC PROGRAM

In addition to AF Bushwick's successful general education program with strong supports for at-risk students, the school houses the network's Empower program as part of the network's program to serve students with disabilities who require more restrictive settings as outlined on their mandated services. Because the Empower program is located in the same facility as AF Bushwick's general education program, many students take mathematics and ELA courses in the general education ICT classrooms. Based on the program's successful implementation at the elementary level, the school is growing the Empower program into its middle school grades.

LEGAL REQUIREMENTS

AF Bushwick substantially complies with applicable laws, rules and regulations, and provisions of the charter with a few minor exceptions. The Institute will work with the education corporation to ensure the school's compliance before the start of the next charter term.

- **Teacher Certification.** The school is out of compliance with its number of teachers who are not in compliance with the Act's certification requirements. The Institute is continuing to work with AF Brooklyn Schools to develop a plan to bring AF Bushwick into compliance.

FINANCIAL CONDITION

AF Bushwick's projected five year budget reflects anticipated stable revenues and expenses associated with the planned enrollment. AF Bushwick operates the elementary and middle school in two separate NYCDOE co-location sites, and the school is confident that all of the grade levels will have the opportunity to remain in their current spaces for the full course of the next charter term. AF Bushwick 8th grade students join other AF Brooklyn Schools students and attend the high school program located in a different NYCDOE facility.

AF Bushwick maintains adequate financial resources to ensure stable operations and maintains an operating surplus. The school reported operating deficits for the first four years of the charter term and an operating surplus of \$317,227 last year.

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SCHOOL OVERVIEW

SCHOOL LEADERS

Courtney Saretzky, Elementary Principal (2016-17 to present)

Stacey Park, Elementary Principal (2010-11 to 2015-16)

Lizette Suxo, Elementary Principal (2006-07 to 2009-10)

Bobby Bridges, Middle School Principal (2018-19 to present)

Riley Bauling, Middle School Principal (2016-17 to 2017-18)

Michael Rosskamm, Middle School Principal (2012-13 to 2015-16)

Amy D'Angelo, Middle School Principal (2010-11 to 2011-12)

*Cristina Lopez del Castillo-De La Cruz, High School Principal (2016-17 to present)**

Chris Bostock, High School Principal (2015-16)

Paul Adler, High School Principal (2011-12 to 2014-15)

SCHOOL CHARACTERISTICS - AF BUSHWICK

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	PROPOSED GRADES	ACTUAL GRADES
2014-15	985	1,014	103%	K-12	K-12
2015-16	1,014	1,048	100%	K-12	K-12
2016-17	1,027	1,051	102%	K-12	K-12
2017-18	1,036	1,097	106%	K-12	K-12
2018-19	824	914	111%	K-8	K-8

PARENT SATISFACTION: SURVEY RESULTS

RESPONSE RATE	OVERALL SATISFACTION	TRUST	CULTURE	HIGH EXPECTATIONS
57%	93%	92%	93%	95%

* 2017-18 was the last year that AF Bushwick served high school level grades. Students now matriculate into another high school program within AF Brooklyn Schools.

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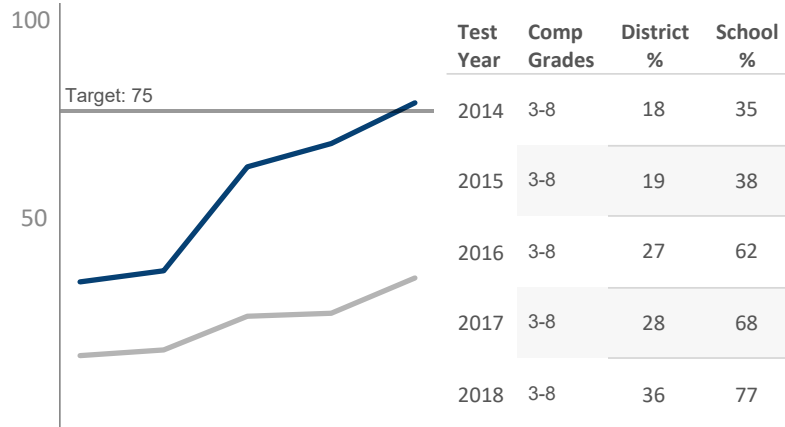
SCHOOL OVERVIEW

ACHIEVEMENT FIRST BUSHWICK CHARTER SCHOOL

ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL

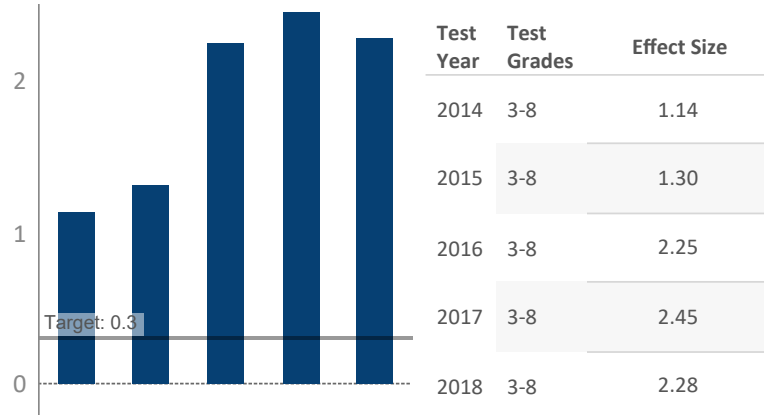
Comparative Measure:

District Comparison. Each year, the percentage of students at **the school** in at least their second year performing at or above proficiency in ELA will be greater than that of students in the same tested grades in **the district**.



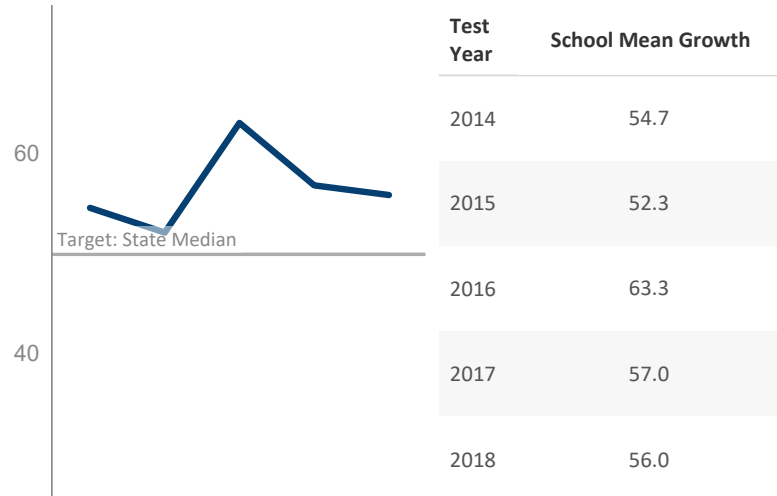
Comparative Measure: Effect

Size. Each year, the school will exceed its predicted level of performance by an effect size of 0.3 or above in **ELA** according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.



Comparative Growth Measure: Mean Growth

Percentile. Each year, the school's unadjusted mean growth percentile for all students in grades 4-8 will be above the state's unadjusted median growth percentile in **ELA**.



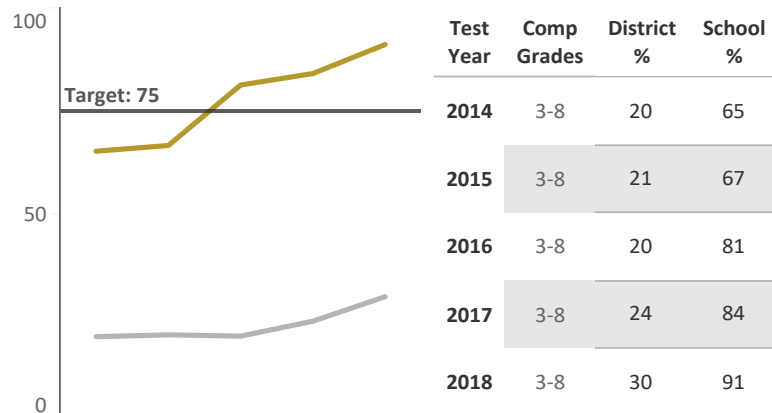
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SCHOOL OVERVIEW

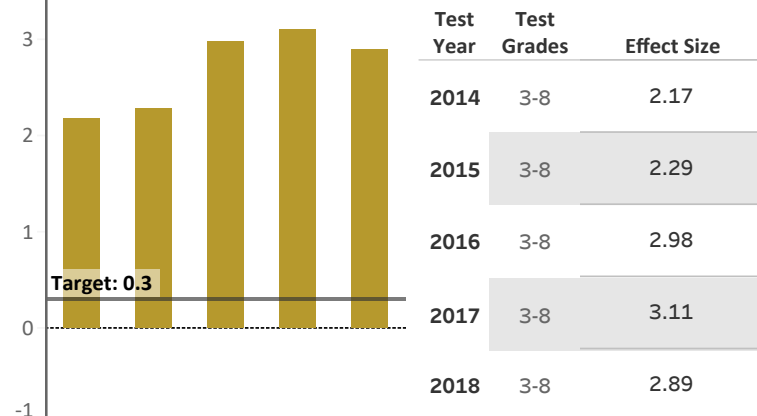
ACHIEVEMENT FIRST BUSHWICK CHARTER SCHOOL

MATHEMATICS ACCOUNTABILITY PLAN GOAL

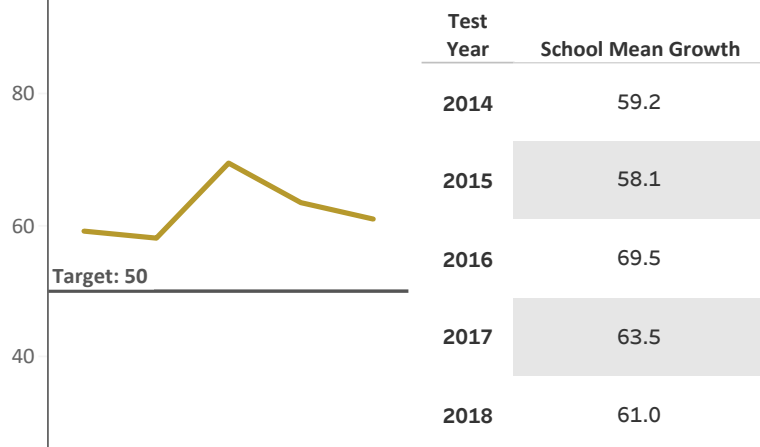
Comparative Measure: District Comparison. Each year, the percentage of students at the school in at least their second year performing at or above proficiency in mathematics will be greater than that of students in the same tested grades in the district.



Comparative Measure: Effect Size. Each year, the school will exceed its predicted level of performance by an effect size of 0.3 or above in Mathematics according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.



Comparative Growth Measure: Mean Growth Percentile. Each year, the school's unadjusted mean growth percentile for all students in grades 4-8 will be above the state's unadjusted median growth percentile in Mathematics.



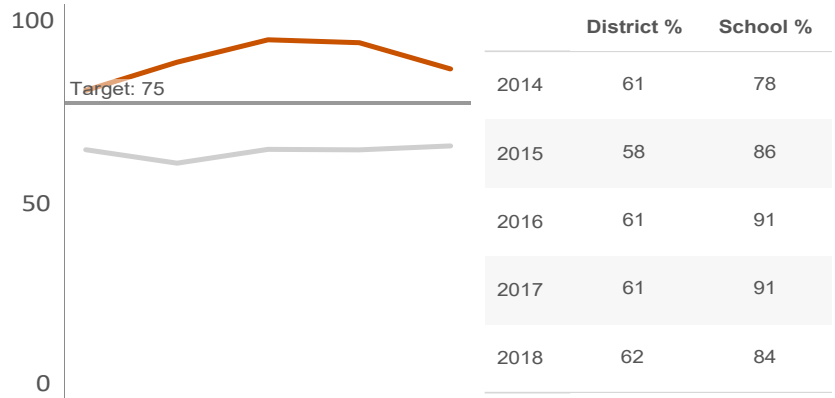
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SCHOOL OVERVIEW

ACHIEVEMENT FIRST BUSHWICK CHARTER SCHOOL

SCIENCE ACCOUNTABILITY PLAN GOAL

Science: Comparative Measure. Each year, the percentage of students at the school in at least their second year performing at or above proficiency in **science** will exceed that of students in the same tested grades in the **district**.



SPECIAL POPULATIONS PERFORMANCE

	2016	2017	2018
Enrollment Receiving Mandated Academic Services	177	175	213
Tested on State Exam	88	106	119
School Percent Proficient on ELA Exam	21.6	26.4	43.7
District Percent Proficient	4.4	5.4	11.0

	2016	2017	2018
ELL Enrollment	88	110	115
Tested on NYSESLAT Exam	83	92	111
School Percent 'Commanding' or Making Progress on NYSESLAT	12.0	18.5	32.4

The academic outcome data about the performance of students receiving special education services and ELLs above is not tied to separate goals in the school's formal Accountability Plan.

The NYSESLAT, the New York State English as a Second Language Achievement Test, is a standardized state exam.

"Making Progress" is defined as moving up at least one level of proficiency. Student scores fall into five categories/proficiency levels: Entering; Emerging; Transitioning; Expanding; and, Commanding.

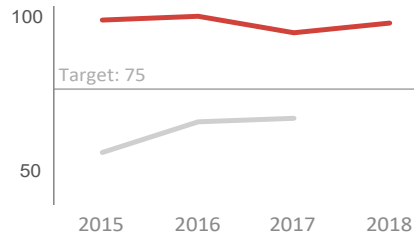
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SCHOOL OVERVIEW

ACHIEVEMENT FIRST BUSHWICK CHARTER SCHOOL

HIGH SCHOOL GRADUATION RATE

Comparative Measure: Graduation Rate. Each year, the percentage of **the school's students graduating** after completion of their fourth year will exceed the District.

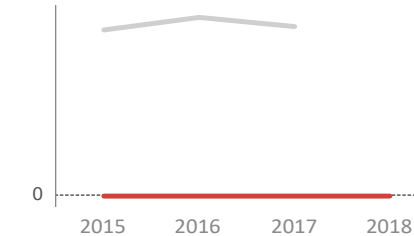


District **School**

2015	56.1	96.2
2016	65.3	97.3
2017	66.4	92.3
2018		95.2

COLLEGE PREPARATION AND ATTAINMENT

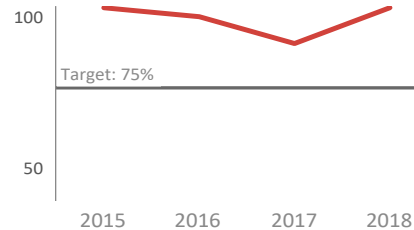
College Preparation Measure: Advanced Regents Diploma. Each year, the percentage of **students graduating** with an Advanced Regents diploma will exceed that of the district.



District Adv Diploma **School Adv Diploma**

2015	7.0	0.0
2016	7.5	0.0
2017	7.1	0.0
2018		0.0

College Attainment Measure: Matriculation into College. Each year, 75 percent of **graduating students** will enroll in a college or university.

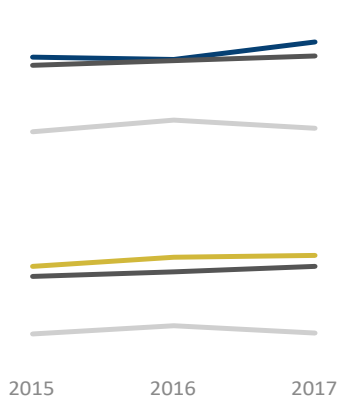


Grad N **Matriculation %**

2015	25	100.0
2016	36	97.2
2017	36	88.9
2018	40	100.0

ENGLISH LANGUAGE ARTS AND MATHEMATICS

Comparative and Absolute Measure: District Comparison. Each year, the school's **ELA Accountability Performance Level** and the **math APL** will exceed the district's **Performance Index** and the state's **AMO**.



AMO **District PI** **School APL**

2015	170	113	177
2016	174	123	175
2017	178	116	190

2015	154	91	165
2016	159	100	175
2017	165	92	177

In 2017-18, the state transitioned to calculating a Performance Index ("PI") for schools using a different methodology from previous years. As such, a comparison to previous years is not applicable. AF Bushwick's PI in 2017-18 was 182 in ELA and 154 in mathematics.







SCHOOL OVERVIEW

SUMMARY OF PUBLIC COMMENTS

The NYCDOE held its required hearing on AF Bushwick's renewal on November 5, 2018 at the Achievement First University Prep High School and at the same time as the hearing for AF East New York. Seven people were present, and three speakers spoke in opposition.

ENROLLMENT AND RETENTION

Achievement First Bushwick Charter School's Enrollment and Retention Status: 2017-18

			District Target	School
Enrollment	Economically disadvantaged		93.8	96.1
	English language learners		20.3	17.7
	Students with disabilities		16.2	18.6
Retention	Economically disadvantaged		91.2	89.5
	English language learners		93.4	95.3
	Students with disabilities		91.9	89.1

PERFORMANCE SUMMARIES

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SCHOOL PERFORMANCE SUMMARY: English Language Arts Achievement First Bushwick Charter School

	2015-16 Grades Served: K-12					2016-17 Grades Served: K-12					2017-18 Grades Served: K-12					MET
	All					All					All					
	Students					Students					Students					
	Grades	% (N)	2+ Years Students	% (N)		Grades	% (N)	2+ Years Students	% (N)		Grades	% (N)	2+ Years Students	% (N)		
ABSOLUTE MEASURES 1. Each year 75 percent of students who are enrolled in at least their second year will perform at proficiency on the New York State exam.	3	67.0 (91)	68.8 (80)			3	62.5 (96)	64.1 (92)			3	70.5 (105)	76.1 (92)			
	4	55.8 (95)	61.4 (83)			4	60.8 (97)	65.9 (82)			4	67.3 (101)	72.9 (85)			
	5	58.3 (96)	57.0 (79)			5	43.0 (100)	45.7 (92)			5	57.9 (95)	61.4 (83)			
	6	56.3 (96)	57.3 (89)			6	74.2 (97)	74.7 (91)			6	75.8 (99)	77.1 (83)			
	7	52.2 (90)	51.2 (82)			7	77.2 (92)	78.8 (85)			7	81.1 (95)	81.5 (92)			
	8	78.0 (91)	76.7 (86)			8	78.8 (85)	78.5 (79)			8	92.4 (92)	92.9 (84)			
	All	61.2 (559)	62.1 (499)		NO	All	65.6 (567)	67.6 (521)		NO	All	73.9 (587)	77.1 (519)		YES	
	Grades	PLI	AMO			Grades	PLI	AMO			Grades	PI	MIP			
	3-8	156	104		YES	3-8	160	111		YES	3-8	182			NA	
	Comparison: Brooklyn District 32					Comparison: Brooklyn District 32					Comparison: Brooklyn District 32					
	Grades	School	District			Grades	School	District			Grades	School	District			
	3-8	62.1	27.3		YES	3-8	67.6	27.9		YES	3-8	77.1	36.2		YES	
	Effect					Effect					Effect					
	% ED	Actual	Predicted	Size		% ED	Actual	Predicted	Size		% ED	Actual	Predicted	Size		
	86.5	61.2	24.8	2.25	YES	88.0	65.6	26.2	2.44	YES	87.2	73.9	33.7	2.28	YES	
	Economically Disadvantaged students.															
	Grades	School	State			Grades	School	State			Grades	School	State			
	4	59.6				4	46.9				4	47.8				
GROWTH MEASURE 5. Each year, the school's unadjusted mean growth percentile will meet or exceed the target of 50.	5	53.9				5	51.6				5	56.8				
	6	71.3				6	68.7				6	64.5				
	7	64.7				7	57.8				7	50.3				
	8	66.3				8	61.3				8	60.6				
	All	63.3	50.0		YES	All	57.0	50.0		YES	All	56.0	50.0		YES	

PERFORMANCE SUMMARIES

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SCHOOL PERFORMANCE SUMMARY: Mathematics Achievement First Bushwick Charter School

	2015-16 Grades Served: K-12				2016-17 Grades Served: K-12				2017-18 Grades Served: K-12				MET
	All Students % (N)		2+ Years Students % (N)		All Students % (N)		2+ Years Students % (N)		All Students % (N)		2+ Years Students % (N)		
	Grades				Grades				Grades				
<u>ABSOLUTE MEASURES</u> 1. Each year 75 percent of students who are enrolled in at least their second year will perform at proficiency on the New York State exam.	3	89.1 (92)	88.9 (81)		3	87.6 (97)	89.2 (93)		3	96.2 (105)	98.9 (92)		
	4	68.4 (95)	72.3 (83)		4	81.4 (97)	81.7 (82)		4	81.8 (99)	89.2 (83)		
	5	81.3 (96)	81.0 (79)		5	67.0 (100)	68.5 (92)		5	88.2 (93)	89.0 (82)		
	6	76.0 (96)	76.4 (89)		6	86.6 (97)	87.9 (91)		6	73.7 (99)	74.7 (83)		
	7	86.7 (90)	85.4 (82)		7	85.9 (92)	87.1 (85)		7	95.7 (94)	96.7 (91)		
	8	85.7 (91)	84.9 (86)		8	92.0 (88)	91.5 (82)		8	97.8 (92)	97.6 (84)		
	All	81.1 (560)	81.4 (500)	YES	All	83.2 (571)	84.2 (525)	YES	All	88.8 (582)	91.3 (515)	YES	
	Grades	PLI	AMO		Grades	PLI	AMO		Grades	PI	MIP		
	3-8	177	101	YES	3-8	181	109	YES	3-8	217		NA	
	Comparison: Brooklyn District 32				Comparison: Brooklyn District 32				Comparison: Brooklyn District 32				
Grades	School	District		Grades	School	District		Grades	School	District			
3-8	81.4	20.2	YES	3-8	84.2	23.9	YES	3-8	91.3	29.8	YES		
4. Each year the school will exceed its predicted percent of students at proficiency on the State exam by at least a small Effect Size (at least 0.3) based on its percentage of Economically Disadvantaged students.	% ED		Effect Size	% ED		Effect Size	% ED		Effect Size				
	86.5	81.1	23.8	2.98	88.0	83.2	24.1	3.11	87.2	88.8	30.5	2.89	
	YES			YES			YES						
<u>GROWTH MEASURE</u> 5. Each year, the school's unadjusted mean growth percentile will meet or exceed the target of 50.	Grades	School	State		Grades	School	State		Grades	School	State		
	4	61.7			4	47.9			4	48.4			
	5	56.8			5	54.3			5	59.6			
	6	68.1			6	70.7			6	55.2			
	7	79.1			7	72.3			7	64.4			
	8	82.9			8	74.0			8	78.1			
	All	69.5	50.0	YES	All	63.5	50.0	YES	All	61.0	50.0	YES	
	Comparison: Brooklyn District 32				Comparison: Brooklyn District 32				Comparison: Brooklyn District 32				
	Grades	School	District		Grades	School	District		Grades	School	District		
	3-8	81.4	20.2	YES	3-8	84.2	23.9	YES	3-8	91.3	29.8	YES	

PERFORMANCE SUMMARIES

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SCHOOL PERFORMANCE SUMMARY Achievement First Bushwick Charter High School

	2015-16			2016-17			2017-18			MET
	2012 Cohort N	%	MET	2013 Cohort N	%	MET	2014 Cohort N	%	MET	
English Language Arts ABSOLUTE MEASURES 1. Each year, 65 percent of students will score at college readiness on the Regents English exam. 2. Each year, 65 percent of students who scored at Level 1 or 2 on their NYS 8 th grade ELA exam will score at college ready on the Regents English exam. 3. Each year, the Performance Index (PI) on the Regents English exam will meet the Annual Measurable Objective (AMO) set forth in the state's accountability system. 4. Each year, the PI of the school's 4 th year Accountability Cohort will exceed that of the local district.	40	85	YES	39	90	YES	46	62	NO	
	Low Performing Entrants N	%		Low Performing Entrants N	%		Low Performing Entrants N	%		
	22	77	YES	24	83	YES	9	67	YES	
	PI	AMO		PI	AMO		PI	MIP		
	175	174	YES	190	178	YES	182		NA	
	Comparison: Brooklyn CSD 32 School	District		Comparison: Brooklyn CSD 32 School	District		Comparison: Brooklyn CSD 32 School	District		
	175	123	YES	190	116	YES	182		NA	
Mathematics ABSOLUTE MEASURES 1. Each year, 65 percent of students will score at least 80 on a NYS Regents mathematics exam. 2. Each year, 75 percent of students who scored at Level 1 or 2 on their NYS 8 th grade ELA exam will score at least 80 on the Regents English exam. 3. Each year, the Performance Index (PI) on the Regents English exam will meet the Annual Measurable Objective (AMO) set forth in the state's accountability system. 4. Each year, the PI of the 4 th year Accountability Cohort will exceed the PI of the local district.	40	88	YES	39	77	YES	46	47	NO	
	Low Performing Entrants N	%		Low Performing Entrants N	%		Low Performing Entrants N	%		
	0	NA	NA	4	0	NO	3	0	NO	
	PI	AMO		PI	AMO		PI	MIP		
	175	159	YES	177	165	YES	154		NA	
	Comparison: Brooklyn CSD 32 School	District		Comparison: Brooklyn CSD 32 School	District		Comparison: Brooklyn CSD 32 School	District		
	177	100	YES	177	92	YES	154		NA	

Data Sources: New York State and City data, workbooks submitted by schools, and databases compiled by the Institute.

PERFORMANCE SUMMARIES

SCHOOL PERFORMANCE SUMMARY Achievement First Bushwick Charter High School

	2015-16				MET	2016-17				MET	2017-18				MET
High School Graduation ABSOLUTE MEASURES 1. Each year, 75 percent of students in the first and second year Graduation Cohorts will pass their core academic subjects by the end of August and be promoted to the next grade. 2. Each year, 75 percent of students will score at least 65 on at least three different Regents exams required for graduation by the completion of their second year in the cohort. 3. Each year, 75 percent of students will graduate after the completion of their fourth year. 4. Each year, 95 percent of students will graduate after the completion of their fifth year.	Cohort	N	% promoted		MET	Cohort	N	% promoted		MET	Cohort	N	% promoted		MET
	2014	64	91	YES		2015	57	89	YES		2016	60	98	YES	
	2015	58	91	YES		2016	63	100	YES		2017	62	98	YES	
	All	122	91	YES		All	120	95	YES		All	122	98	YES	
	2014 Cohort N		% passing ≥ 3 Regents			2015 Cohort N		% passing ≥ 3 Regents			2016 Cohort N		% passing ≥ 3 Regents		
COMPARATIVE MEASURE 5. Each year, the percent of students graduating after the completion of their fourth year will exceed that of the local school district.	2012 Cohort N	68	76	YES		2013 Cohort N	57	68	NO		2014 Cohort N	60	7	NO	
	2013 Cohort N	37	97	YES		2012 Cohort N	39	92	YES		2013 Cohort N	42	95	YES	
	2011 Cohort N	26	96	YES		2012 Cohort N	37	97	YES		2013 Cohort N	38	100	YES	
	Comparison: Brooklyn CSD 32 School		District			Comparison: Brooklyn CSD 32 School		District			Comparison: Brooklyn CSD 32 School		District		
	90	65		YES		92	66		YES		95			NA	
College Preparation COMPARATIVE MEASURES 1. Each year, the average performance of students in the 10th grade will exceed the state average on the PSAT tests in Critical Reading and Mathematics. 2. Each year, the average performance of students in the 12th grade will exceed the state average on the SAT or ACT tests in reading and mathematics.	N	School	State			N	School	State			N	School	State		
	Reading	64	22.6	NA		Reading					Reading				
	Math	64	24.2	NA		Math					Math				
	Reading Math	48	453	489	NO	Reading Math					Reading Math				
	N	48	506	501	YES	N		%			N		%		
SCHOOL DESIGNED MEASURES 3. College Preparation Each year, 75 percent of graduates will pass an AP or CLEP exam, or a college level course. 4. College Attainment and Achievement The percent of graduating students who graduate with a Regents Diploma with Advanced Distinction will exceed the local district.	36	31		NO		36									
	School	District				School	District				School	District			
	0	7.5		NO		0	7.1		NO		0			NA	

Data Sources: New York State and City data, workbooks submitted by schools, and databases compiled by the Institute.

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FISCAL DASHBOARD

ACHIEVEMENT FIRST BUSHWICK CHARTER SCHOOL

NOTE: Effective 2015-16 the school merged into the education corporation, "Achievement First Brooklyn Charter Schools." Accordingly, see the education corporation report containing the "Balance Sheet" for all schools merged into the education corporation.

SCHOOL INFORMATION

BALANCE SHEET

Assets

Current Assets

Cash and Cash Equivalents - GRAPH 1
Grants and Contracts Receivable
Accounts Receivable
Prepaid Expenses
Contributions and Other Receivables

Total Current Assets - GRAPH 1

Property, Building and Equipment, net

Other Assets

Total Assets - GRAPH 1

Liabilities and Net Assets

Current Liabilities

Accounts Payable and Accrued Expenses
Accrued Payroll and Benefits
Deferred Revenue
Current Maturities of Long-Term Debt
Short Term Debt - Bonds, Notes Payable
Other

Total Current Liabilities - GRAPH 1

L-T Debt and Notes Payable, net current maturities

Total Liabilities - GRAPH 1

Net Assets

Unrestricted
Temporarily restricted

Total Net Assets

Total Liabilities and Net Assets

ACTIVITIES

Operating Revenue

Resident Student Enrollment
Students with Disabilities

Grants and Contracts

State and local
Federal - Title and IDEA
Federal - Other
Other
NYC DoE Rental Assistance
Food Service/Child Nutrition Program

Total Operating Revenue

Expenses

Regular Education
SPED
Regular Education & SPED (combined)
Other

Total Program Services

Management and General
Fundraising

Total Expenses - GRAPHS 2, 3 & 4

Surplus / (Deficit) From School Operations

Support and Other Revenue

Contributions
Fundraising
Miscellaneous Income
Net assets released from restriction

Total Support and Other Revenue

Total Unrestricted Revenue

Total Temporarily Restricted Revenue

Total Revenue - GRAPHS 2 & 3

Change in Net Assets

Net Assets - Beginning of Year - GRAPH 2

Prior Year Adjustment(s)

Net Assets - End of Year - GRAPH 2

Opened 2006-07

			MERGED	MERGED	
	2012-13	2013-14	2014-15	2015-16	2016-17
Cash and Cash Equivalents - GRAPH 1	2,301,394	985,103	-	-	-
Grants and Contracts Receivable	469,008	910,954	-	-	-
Accounts Receivable	-	-	-	-	-
Prepaid Expenses	4,366	-	-	-	-
Contributions and Other Receivables	32,811	360,574	-	-	-
Total Current Assets - GRAPH 1	2,807,579	2,256,631	-	-	-
Property, Building and Equipment, net	638,790	451,670	-	-	-
Other Assets	-	-	-	-	-
Total Assets - GRAPH 1	3,446,369	2,708,301	-	-	-

Accounts Payable and Accrued Expenses	196,840	96,607	-	-	-
Accrued Payroll and Benefits	225,788	216,384	-	-	-
Deferred Revenue	-	-	-	-	-
Current Maturities of Long-Term Debt	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	362,684	260,913	-	-	-
Total Current Liabilities - GRAPH 1	785,312	573,904	-	-	-
L-T Debt and Notes Payable, net current maturities	-	-	-	-	-
Total Liabilities - GRAPH 1	785,312	573,904	-	-	-

Unrestricted	2,661,057	2,134,397	-	-	-
Temporarily restricted	-	-	-	-	-
Total Net Assets	2,661,057	2,134,397	-	-	-
Total Liabilities and Net Assets	3,446,369	2,708,301	-	-	-

Resident Student Enrollment	11,431,788	12,555,072	16,449,756	14,884,781	15,331,393
Students with Disabilities	-	-	1,982,087	2,226,048	2,479,502

State and local	1,283,945	1,643,296	273,000	539,353	1,065,784
Federal - Title and IDEA	672,965	583,654	666,881	646,389	-
Federal - Other	-	167,662	143,880	16,783	-
Other	-	111,697	100,365	18,432	-
NYC DoE Rental Assistance	-	-	-	-	-
Food Service/Child Nutrition Program	-	-	-	-	-
Total Operating Revenue	13,388,698	15,061,381	19,615,969	18,331,786	18,876,679

Regular Education	11,845,849	13,297,144	15,871,740	14,421,768	14,542,785
SPED	-	-	2,284,062	2,091,080	2,019,471
Regular Education & SPED (combined)	-	-	-	-	-
Other	-	-	-	-	-
Total Program Services	11,845,849	13,297,144	18,155,802	16,512,848	16,562,256
Management and General	1,535,133	1,924,454	2,234,843	2,041,613	1,997,196
Fundraising	148,074	370,075	441,577	407,342	-
Total Expenses - GRAPHS 2, 3 & 4	13,529,056	15,591,673	20,832,222	18,961,803	18,559,452

Surplus / (Deficit) From School Operations	(140,358)	(530,292)	(1,216,253)	(630,017)	317,227
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Contributions	312,599	200	850	136,559	1,000
Fundraising	-	-	-	-	-
Miscellaneous Income	3,160	3,432	19,344	1,719	69,147
Net assets released from restriction	-	-	-	-	-
Total Support and Other Revenue	315,759	3,632	20,194	138,278	70,147

Total Unrestricted Revenue	13,704,457	15,065,013	19,636,163	18,470,064	18,946,826
Total Temporarily Restricted Revenue	-	-	-	-	-
Total Revenue - GRAPHS 2 & 3	13,704,457	15,065,013	19,636,163	18,470,064	18,946,826

Change in Net Assets	175,401	(526,660)	(1,196,059)	(491,739)	387,374
Net Assets - Beginning of Year - GRAPH 2	2,485,656	2,661,057	2,134,397	588,684	96,945
Prior Year Adjustment(s)	-	-	-	-	-
Net Assets - End of Year - GRAPH 2	2,661,057	2,134,397	938,338	96,945	484,319

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FISCAL DASHBOARD

ACHIEVEMENT FIRST BUSHWICK CHARTER SCHOOL

NOTE: Effective 2015-16 the school merged into the education corporation, "Achievement First Brooklyn Charter Schools." Accordingly, see the education corporation report containing the "Balance Sheet" for all schools merged into the education corporation.

SCHOOL INFORMATION - (Continued)

Functional Expense Breakdown

Personnel Service
Administrative Staff Personnel
Instructional Personnel
Non-Instructional Personnel
Personnel Services (Combined)
Total Salaries and Staff
Fringe Benefits & Payroll Taxes
Retirement
Management Company Fees
Building and Land Rent / Lease
Staff Development
Professional Fees, Consultant & Purchased Services
Marketing / Recruitment
Student Supplies, Materials & Services
Depreciation
Other

2012-13	2013-14	2014-15	2015-16	2016-17
7,751,824	8,947,951	1,461,560	1,351,875	1,320,383
-	-	10,868,760	10,074,791	9,888,405
-	-	-	-	-
-	-	-	-	-
7,751,824	8,947,951	12,330,320	11,426,666	11,208,788
1,690,036	1,846,430	2,030,728	1,994,224	1,923,120
-	-	242,117	195,506	220,976
1,480,744	1,850,376	2,207,884	2,036,707	2,101,823
64,571	180,398	-	-	-
84,165	112,304	306,482	291,285	327,152
262,137	160,522	119,682	100,034	46,149
-	-	35,099	16,689	6,598
565,159	516,405	1,292,134	1,074,024	916,716
186,841	255,108	208,435	146,644	139,141
1,443,579	1,722,179	2,059,341	1,680,024	1,668,989
13,529,056	15,591,673	20,832,222	18,961,803	18,559,452

Total Expenses

SCHOOL ANALYSIS

ENROLLMENT

Original Chartered Enrollment
Final Chartered Enrollment (includes any revisions)
Actual Enrollment - **GRAPH 4**
Chartered Grades
Final Chartered Grades (includes any revisions)

2012-13	2013-14	2014-15	2015-16	2016-17
862	920	965	965	965
862	939	985	1,014	1,027
850	912	1,014	1,048	1,051
K-10	K-11	K-12	K-12	K-12
-	-	-	-	-

Primary School District: NYC CHANCELLOR'S OFFICE

Per Pupil Funding (Weighted Avg of All Districts)
Increase over prior year

13,527	13,877	13,877	13,877	14,027
0.0%	2.5%	0.0%	0.0%	1.1%

PER STUDENT BREAKDOWN

Revenue

Operating
Other Revenue and Support
TOTAL - GRAPH 3

15,751	16,515	19,343	17,492	17,961
371	4	20	132	67
16,123	16,519	19,363	17,624	18,027

Expenses

Program Services
Management and General, Fundraising
TOTAL - GRAPH 3
% of Program Services
% of Management and Other

13,936	14,580	17,903	15,757	15,759
1,980	2,516	2,639	2,337	1,900
15,917	17,096	20,543	18,093	17,659
87.6%	85.3%	87.2%	87.1%	89.2%
12.4%	14.7%	12.8%	12.9%	10.8%

% of Revenue Exceeding Expenses - **GRAPH 5**

1.3%	-3.4%	-5.7%	-2.6%	2.1%
------	-------	-------	-------	------

Student to Faculty Ratio

11.1	11.9	11.3	11.4	11.5
------	------	------	------	------

Faculty to Admin Ratio

4.5	4.5	4.5	3.7	4.5
-----	-----	-----	-----	-----

Financial Responsibility Composite Scores - GRAPH 6

Score
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 /
Fiscally Needs Monitoring < 1.0

2.1	1.7	0.0	0.0	0.0
Fiscally Strong	Fiscally Strong	N/A	N/A	N/A

Working Capital - GRAPH 7

Net Working Capital
As % of Unrestricted Revenue
Working Capital (Current) Ratio Score
Risk (Low ≥ 3.0 / Medium 1.4 - 2.9 / High < 1.4)
Rating (Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.4)

2,022,267	1,682,727	0	0	0
14.8%	11.2%	0.0%	0.0%	0.0%
3.6	3.9	0.0	0.0	0.0
LOW	LOW	N/A	N/A	N/A
Excellent	Excellent	N/A	N/A	N/A

Quick (Acid Test) Ratio

Score
Risk (Low ≥ 2.5 / Medium 1.0 - 2.4 / High < 1.0)
Rating (Excellent ≥ 2.5 / Good 1.0 - 2.4 / Poor < 1.0)

3.6	3.9	0.0	0.0	0.0
LOW	LOW	N/A	N/A	N/A
Excellent	Excellent	N/A	N/A	N/A

Debt to Asset Ratio - GRAPH 7

Score
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)

0.2	0.2	0.0	0.0	0.0
LOW	LOW	N/A	N/A	N/A
Excellent	Excellent	N/A	N/A	N/A

Months of Cash - GRAPH 8

Score
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)

2.0	0.8	0.0	0.0	0.0
MEDIUM	HIGH	N/A	N/A	N/A
Good	Poor	N/A	N/A	N/A

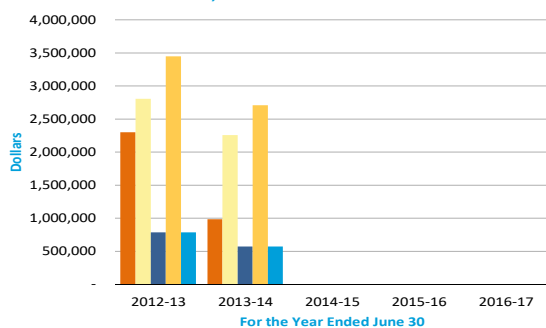
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FISCAL DASHBOARD

ACHIEVEMENT FIRST BUSHWICK CHARTER SCHOOL

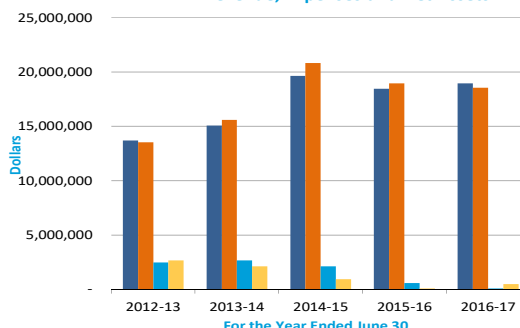
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GRAPH 1 Cash, Assets and Liabilities



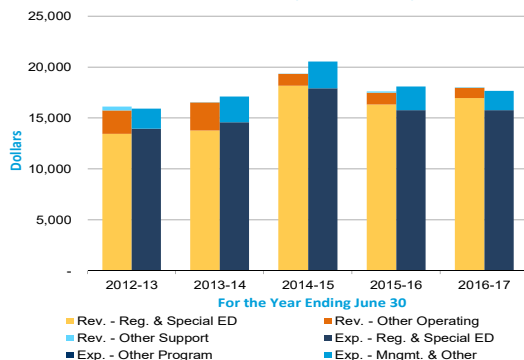
This chart illustrates the relationship between assets and liabilities and to what extent cash reserves makes up current assets. Ideally for each subset, subsets 2 through 4, (i.e. current assets vs. current liabilities), the column on the left is taller than the immediate column on the right; and, generally speaking, the bigger that gap, the better.

GRAPH 2 Revenue, Expenses and Net Assets



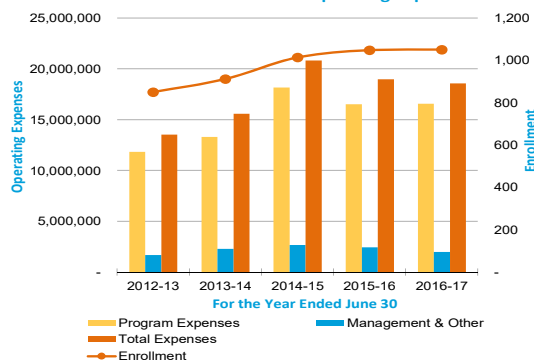
This chart illustrates total revenue and expenses each year and the relationship those subsets have on the increase/decrease of net assets on a year-to-year basis. Ideally subset 1, revenue, will be taller than subset 2, expenses, and as a result subset 3, net assets - beginning, will increase each year, building a more fiscally viable school.

GRAPH 3 Revenue & Expenses Per Pupil



This chart illustrates the breakdown of revenue and expenses on a per pupil basis. Caution should be exercised in making school-by-school comparisons since schools serving different missions or student populations are likely to have substantially different educational cost bases. Comparisons with similar schools with similar dynamics are most valid.

GRAPH 4 Enrollment vs. Operating Expenses



This chart illustrates to what extent the school's operating expenses have followed its student enrollment pattern. A baseline assumption that this data tests is that operating expenses increase with each additional student served. This chart also compares and contrasts growth trends of both, giving insight into what a reasonable expectation might be in terms of economies of scale.

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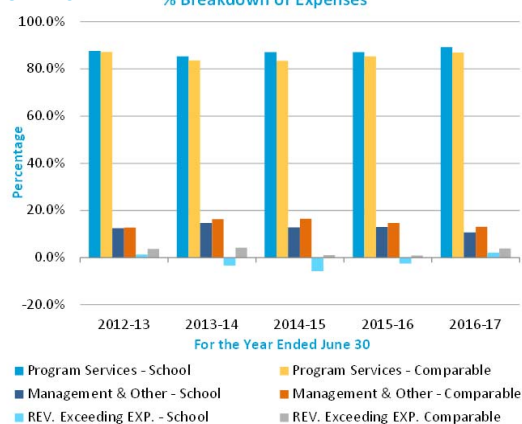
FISCAL DASHBOARD

ACHIEVEMENT FIRST BUSHWICK CHARTER SCHOOL

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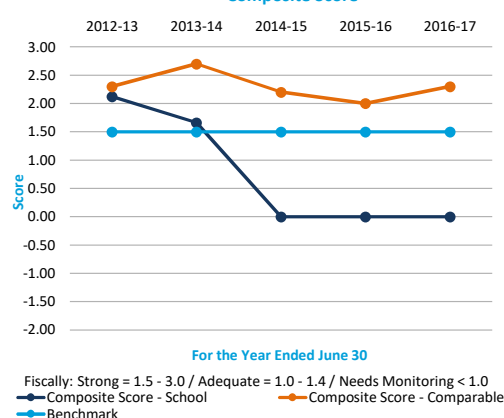
Comparable School, Region or Network: All SUNY Authorized Charter Schools (Including Closed Schools)

GRAPH 5 % Breakdown of Expenses



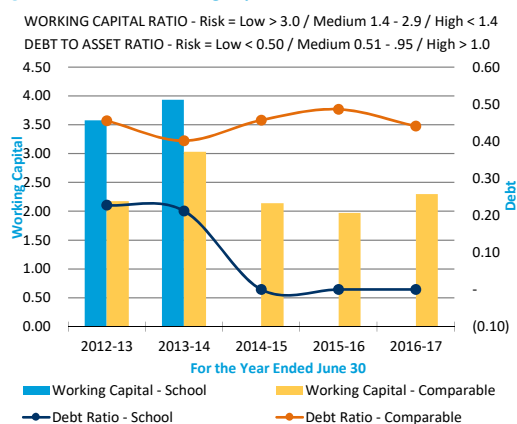
This chart illustrates the percentage expense breakdown between program services and management & others as well as the percentage of revenues exceeding expenses. Ideally the percentage expense for program services will far exceed that of the management & other expense. The percentage of revenues exceeding expenses should not be negative. Similar caution, as mentioned on GRAPH 3, should be used in comparing schools.

GRAPH 6 Composite Score



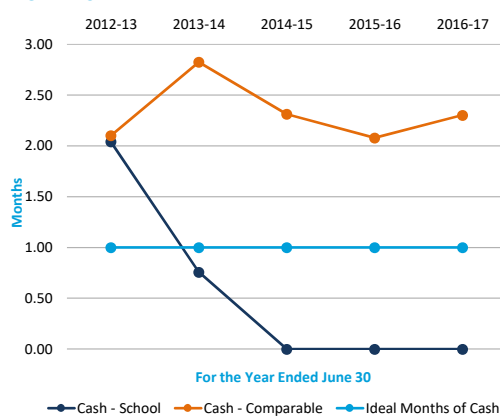
This chart illustrates a school's composite score based on the methodology developed by the United States Department of Education (USDOE) to determine whether private not-for-profit colleges and universities are financially strong enough to participate in federal loan programs. These scores can be valid for observing the fiscal trends of a particular school and used as a tool to compare the results of different schools.

GRAPH 7 Working Capital & Debt to Asset Ratios



This chart illustrates working capital and debt to asset ratios. The working capital ratio indicates if a school has enough short-term assets to cover its immediate liabilities/short term debt. The debt to asset ratio indicates what proportion of debt a school has relative to its assets. The measure gives an idea to the leverage of the school along with the potential risks the school faces in terms of its debt-load.

GRAPH 8 Months of Cash



This chart illustrates how many months of cash the school has in reserves. This metric is to measure solvency – the school's ability to pay debts and claims as they come due. This gives some idea of how long a school could continue its ongoing operating costs without tapping into some other, non-cash form of financing in the event that revenues were to cease flowing to the school.

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FUTURE PLANS



IF THE SUNY TRUSTEES RENEW THE EDUCATION CORPORATION'S AUTHORITY TO OPERATE THE SCHOOL, ARE ITS PLANS FOR THE SCHOOL REASONABLE, FEASIBLE, AND ACHIEVABLE?

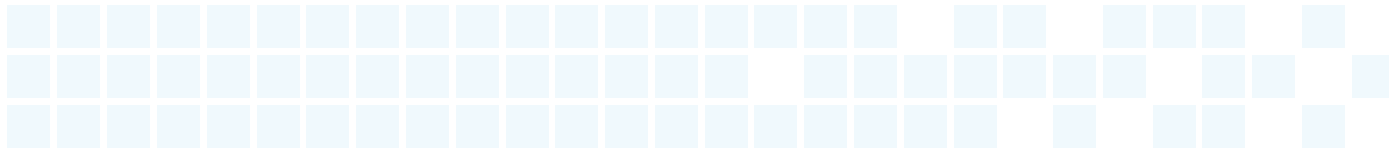
AF Bushwick is an academic success. The school operates as an effective and viable organization. AF Brooklyn Schools plans to continue to operate the school in the same manner making its plans for the school's future sound.

Plans for the School's Structure. The education corporation has provided all of the key structural elements for a charter renewal and those elements are reasonable, feasible, and achievable.

Plans for the Educational Program. AF Bushwick plans to continue to implement the same core elements of its educational program that enabled the school to meet or exceed its key Accountability Plan goals in the current charter term. These elements are likely to enable the school to meet or exceed its academic goals in the next charter term.

Fiscal & Facility Plans. Based on evidence collected through the renewal review, including a review of the five-year financial plan, AF Brooklyn Schools presents a reasonable and appropriate fiscal plan for the school for the next charter term, including school budgets that are feasible and achievable.

AF BUSHWICK		
	CURRENT	END OF NEXT CHARTER TERM
Enrollment	824	824
Grade Span	K-8	K-8
Teaching Staff	76	76
Days of Instruction	185	185



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AF Bushwick plans to continue instruction for the elementary and middle school grades in the two NYCDOE co-location sites. The school is confident that all academies will have the opportunity to remain in their current spaces and support the growing middle school program over the next charter term.

The school's Application for Charter Renewal contains all necessary elements as required by the Act. The proposed school calendar allots an appropriate amount of instructional time to meet or exceed instructional time requirements, and taken together with other academic and key design elements, should be sufficient to allow the school to meet its proposed Accountability Plan goals.



Achievement First East New York Charter School

So

SCHOOL OVERVIEW

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SO
SCHOOL
OVERVIEW

PS
PERFORMANCE
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FISCAL DASHBOARD

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FUTURE PLANS

ACHIEVEMENT FIRST EAST NEW YORK CHARTER SCHOOL

DOES THE SCHOOL IMPLEMENT THE EDUCATIONAL PROGRAM WITH FIDELITY TO THE EDUCATION CORPORATION'S DESIGN?

Based on a review of the school's Application for Charter Renewal, discussions with teachers, leaders, and board members, and a review of the academic program, Achievement First East New York Charter School fully implements the academic program as outlined in the education corporation overview and is an academic success, having met its key Accountability Plan goals.

SCHOOL BACKGROUND

The NYC Chancellor originally recommended approval of the charter for AF East New York on March 15, 2005. The school opened its doors in the fall of 2005 serving students in Kindergarten and 1st grade. The SUNY Trustees approved the merger of AF East New York with the SUNY authorized AF Bushwick on December 7, 2015. The school is authorized to serve 1,190 students in Kindergarten – 12th grade during the 2018-19 school year. If renewed, the school will continue to serve students in Kindergarten – 12th grade with a projected total enrollment of 1,190 students.

The current charter term expires on June 30, 2019. A subsequent charter term would enable the school to operate through June 30, 2024. The school's Kindergarten – 4th grade program is co-located in a NYCDOE building at 557 Pennsylvania Avenue, Brooklyn, NY 11207, in CSD 19. The building also houses P.S. 013 Roberto Clemente, a district school serving Kindergarten – 5th grade. The charter school's 5th – 8th grades are located in a NYCDOE building at 158 Richmond Street, Brooklyn, NY 11208 in CSD 19. The school's 9th – 12th grades are co-located in a NYCDOE building at 35 Starr Street, Brooklyn, NY 11221, in CSD 32. The building also houses I.S. 347 School of Humanities and I.S. 349 Math, Science and Technology; both schools are district middle schools serving 6th – 8th grade.

NOTEWORTHY - AF EAST NEW YORK

AF East New York's high school level students participate in the school's AP for All program, and for the 2018 graduating class, of the students who attempted an AP exam, 67% of students passed with a score of 3 or higher gaining college credit while still in high school.

ACADEMIC PROGRAM

AF Brooklyn Schools engages students in a rigorous curriculum that supports high academic achievement and college preparation. The education corporation requires all students to gain acceptance into a four-year college or university before graduation and emphasizes enrollment in AP courses beyond required Regents courses. The high school at AF East New York ensures that 100% of students complete at least five AP courses before graduation. The school is strategic about students' college enrollment and matriculation, ensuring every student completes a specific summer activity, visits multiple colleges and universities each year of their high school career, and is supported through the college application and matriculation process. The school's college counseling team maintains monthly contact with students during their first year of college, in addition to visiting students in person on their college campus at least once per year. Eighty-three percent of the 2014 AF East New York Graduation Cohort matriculated into college the year after high school graduation, enrolling into highly competitive institutions such as Columbia University, New York University, Tufts University, and Emory University.

LEGAL REQUIREMENTS

AF East New York substantially complies with applicable laws, rules and regulations, and provisions of the charter with a few minor exceptions. The Institute will work with the education corporation to ensure the school's compliance before the start of the next charter term.

- **Teacher Certification.** The school is out of compliance with its number of teachers who are not in compliance with the Act's certification requirements. The Institute is continuing to work with AF Brooklyn Schools to develop a plan to bring AF East New York into compliance.

FINANCIAL CONDITION

AF East New York's projected five year budget reflects anticipated stable revenues and expenses associated with the planned enrollment. The school will continue to serve Kindergarten – 12th grade. The school is confident that all its academies will have the opportunity to remain in their current spaces for the full course of the next charter term.

AF East New York opened in 2005-06 and reported operating deficits which were offset against accumulated operating surpluses. The school's net assets were approximately \$2 million as of June 30, 2017.

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SCHOOL OVERVIEW

SCHOOL LEADERS

Lucy Volkmar, Elementary Principal (2017-18 to present)
Injy Sullivan, Elementary Principal (2013-14 to 2016-17)
Hilary Cymrot, Elementary Principal (2010-11 to 2012-13)
Denniston Reid, Elementary Principal (2006-07 to 2009-10)
Jada Best, Elementary Principal (2005-06)

Max Milliken, Middle School Principal (2017-18 to present)
Fatimah Barker, Middle School Principal (2012-13 to 2016-17)
David Hardy, Middle School Principal (2009-10 to 2011-12)

Claire Shin, High School Principal (2013-14 to present)

SCHOOL CHARACTERISTICS - EAST NEW YORK

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	PROPOSED GRADES	ACTUAL GRADES
2014-15	NYCDOE	NYCDOE*	NYCDOE	NYCDOE	NYCDOE
2015-16	NYCDOE	NYCDOE*	NYCDOE	NYCDOE	NYCDOE
2016-17	952	819	86%	K-12	K-12
2017-18	952	846	89%	K-12	K-12
2018-19	1,190	1,092	92%	K-12	K-12

PARENT SATISFACTION: SURVEY RESULTS

RESPONSE RATE	OVERALL SATISFACTION	TRUST	CULTURE	HIGH EXPECTATIONS
90%	91%	89%	91%	96%

* The Institute does not have verifiable data as the school was authorized by the NYC Chancellor.

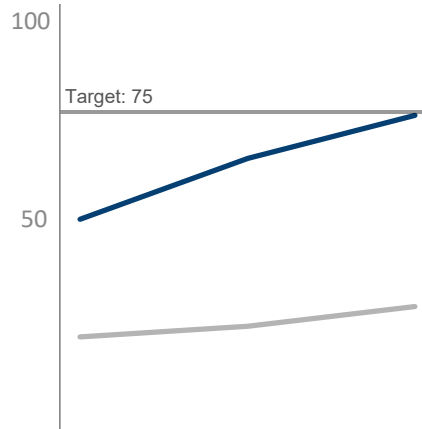
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SCHOOL OVERVIEW

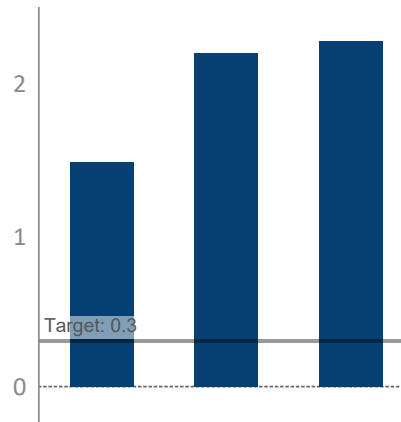
ACHIEVEMENT FIRST EAST NEW YORK CHARTER SCHOOL

ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL

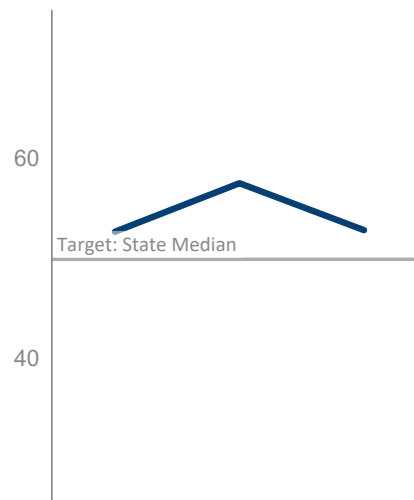
Comparative Measure: District Comparison. Each year, the percentage of students at **the school** in at least their second year performing at or above proficiency in ELA will be greater than that of students in the same tested grades in **the district**.



Comparative Measure: Effect Size. Each year, the school will exceed its predicted level of performance by an effect size of 0.3 or above in **ELA** according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.



Comparative Growth Measure: Mean Growth Percentile. Each year, the school's unadjusted mean growth percentile for all students in grades 4-8 will be above the state's unadjusted median growth percentile in **ELA**.



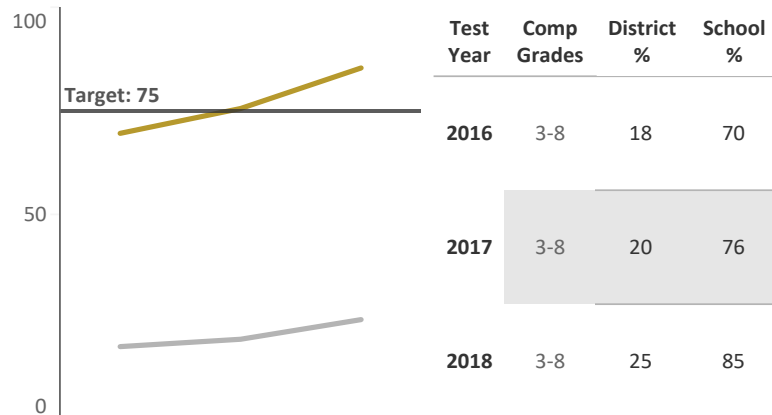
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SCHOOL OVERVIEW

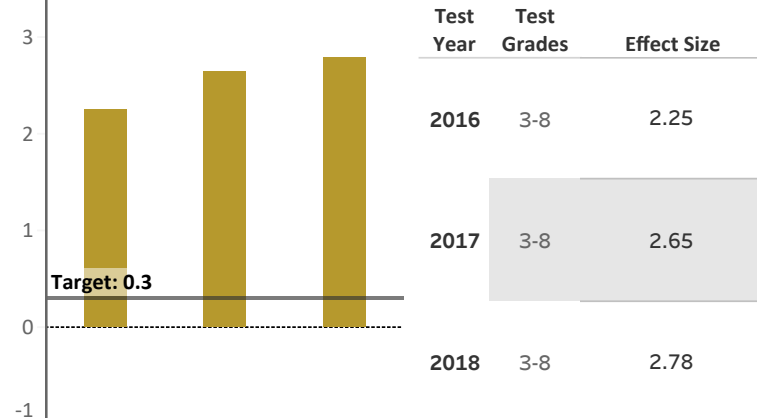
ACHIEVEMENT FIRST EAST NEW YORK CHARTER SCHOOL

MATHEMATICS ACCOUNTABILITY PLAN GOAL

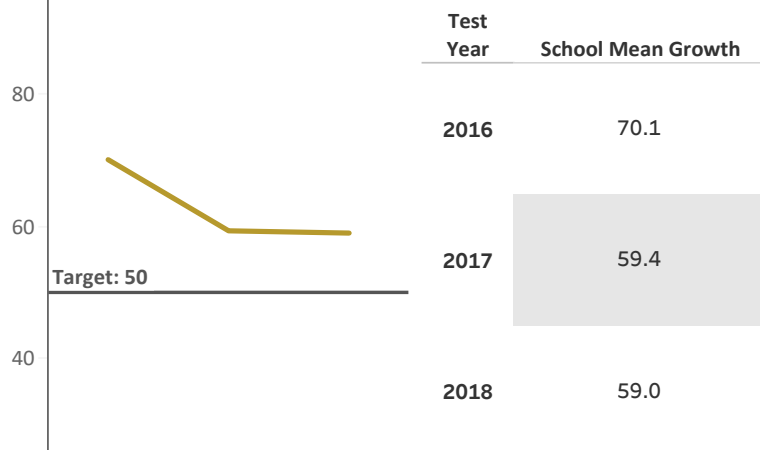
Comparative Measure: District Comparison. Each year, the percentage of students at **the school** in at least their second year performing at or above proficiency in mathematics will be greater than that of students in the same tested grades in **the district**.



Comparative Measure: Effect Size. Each year, the school will exceed its predicted level of performance by an effect size of 0.3 or above in **Mathematics** according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.



Comparative Growth Measure: Mean Growth Percentile. Each year, the school's unadjusted mean growth percentile for all students in grades 4-8 will be above the state's unadjusted median growth percentile in **Mathematics**.

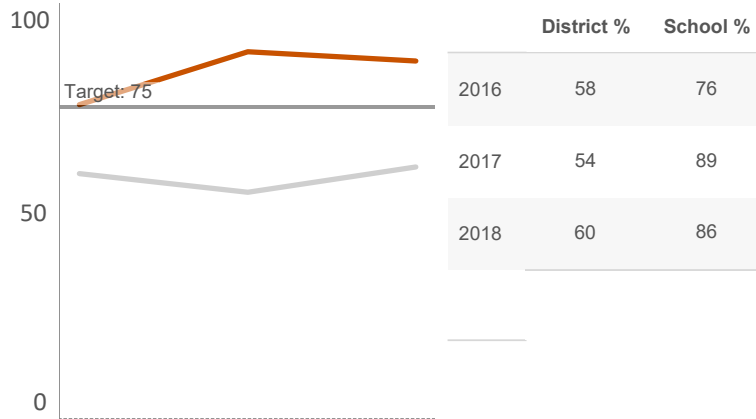


SCHOOL OVERVIEW

ACHIEVEMENT FIRST EAST NEW YORK CHARTER SCHOOL

SCIENCE ACCOUNTABILITY PLAN GOAL

Science: Comparative Measure. Each year, the percentage of students at the school in at least their second year performing at or above proficiency in **science** will exceed that of students in the same tested grades in the **district**.



SPECIAL POPULATIONS PERFORMANCE

	2016	2017	2018
Enrollment Receiving Mandated Academic Services	114	108	114
Tested on State Exam	52	53	62
School Percent Proficient on ELA Exam	9.6	20.8	48.4
District Percent Proficient	4.6	6.3	9.7

	2016	2017	2018
ELL Enrollment	11	10	17
Tested on NYSESLAT Exam	9	8	17
School Percent 'Commanding' or Making Progress on NYSESLAT	11.1	50.0	11.8

The academic outcome data about the performance of students receiving special education services and ELLs above is not tied to separate goals in the school's formal Accountability Plan.

The NYSESLAT, the New York State English as a Second Language Achievement Test, is a standardized state exam.

"Making Progress" is defined as moving up at least one level of proficiency. Student scores fall into five categories/proficiency levels: Entering; Emerging; Transitioning; Expanding; and, Commanding.

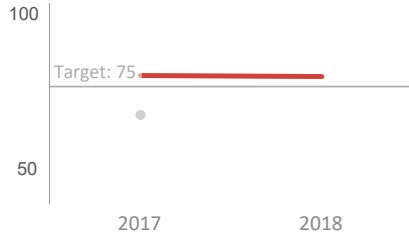
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SCHOOL OVERVIEW

ACHIEVEMENT FIRST EAST NEW YORK CHARTER SCHOOL

HIGH SCHOOL GRADUATION RATE

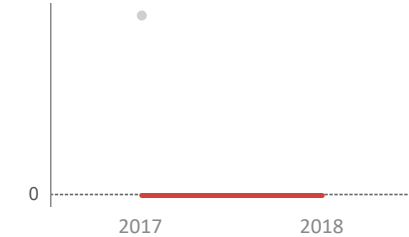
Comparative Measure: Graduation Rate. Each year, the percentage of **the school's students graduating** after completion of their fourth year will exceed the **District**.



	District	School
2017	66.7	78.6
2018		78.3

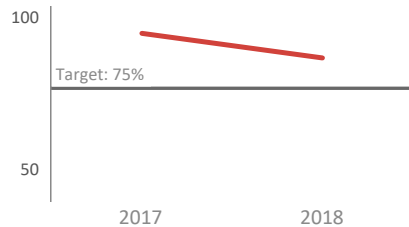
COLLEGE PREPARATION AND ATTAINMENT

College Preparation Measure: Advanced Regents Diploma. Each year, the percentage of **students graduating** with an Advanced Regents diploma will exceed that of the **district**.



	District Adv Diploma	School Adv Diploma
2017	4.1	0.0
2018		0.0

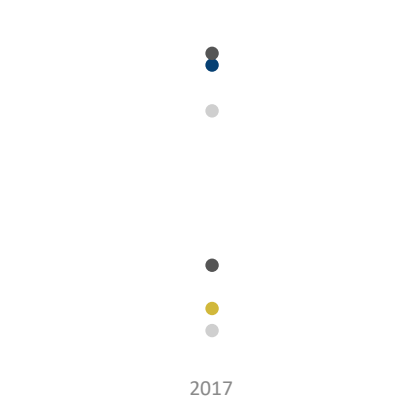
College Attainment Measure: Matriculation into College. Each year, 75 percent of **graduating students** will enroll in a college or university.



	Grad N	Matriculation %
2017	22	90.9
2018	18	83.3

ENGLISH LANGUAGE ARTS AND MATHEMATICS

Comparative and Absolute Measure: District Comparison. Each year, the school's **ELA Accountability Performance Level** and the **math APL** will exceed the district's **Performance Index** and the **state's AMO**.



	AMO	District PI	School APL
2017	178	129	168
2017	165	94	118

In 2017-18, the state transitioned to calculating a Performance Index ("PI") for schools using a different methodology from previous years. As such, a comparison to previous years is not applicable. AF East NY's PI in 2017-18 was 175 in ELA and 119 in mathematics.







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SCHOOL OVERVIEW

DISTRICT COMMENTS

The NYCDOE held its required hearing on AF East New York's renewal on November 5, 2018 at the Achievement First University Prep High School and at the same time as the AF Bushwick hearing. Seven people were present, and three speakers spoke in opposition.

ENROLLMENT AND RETENTION

Achievement First East New York Charter School's Enrollment and Retention Status: 2017-18			District Target	School
Enrollment	Economically disadvantaged		91.0	95.0
	English language learners		12.3	2.6
	Students with disabilities		16.7	15.5
Retention	Economically disadvantaged		89.8	86.5
	English language learners		91.2	95.0
	Students with disabilities		89.8	84.3

PERFORMANCE SUMMARIES

Pf
PERFORMANCE

Su
SUMMARIES

SCHOOL PERFORMANCE SUMMARY: English Language Arts Achievement First East New York Charter School

	2015-16 Grades Served: K-11				2016-17 Grades Served: K-12				2017-18 Grades Served: K-12				MET
	All Students		2+ Years Students		All Students		2+ Years Students		All Students		2+ Years Students		
	% (N)		% (N)		% (N)		% (N)		% (N)		% (N)		
	Grades		Grades		Grades		Grades		Grades		Grades		
<u>ABSOLUTE MEASURES</u> 1. Each year 75 percent of students who are enrolled in at least their second year will perform at proficiency on the New York State exam.	3	68.1 (94)	66.7 (87)		3	66.7 (90)	69.7 (76)		3	80.6 (93)	80.0 (75)		
	4	28.4 (88)	28.8 (80)		4	62.4 (93)	62.4 (93)		4	75.6 (90)	78.7 (75)		
	5	41.8 (67)	40.6 (64)		5	47.5 (61)	48.1 (54)		5	62.7 (59)	67.4 (43)		
	6	46.7 (60)	45.3 (53)		6	50.8 (61)	50.0 (54)		6	68.3 (63)	68.5 (54)		
	7	54.7 (64)	54.7 (64)		7	74.1 (58)	70.0 (50)		7	61.0 (59)	61.8 (55)		
	8	62.3 (69)	62.3 (69)		8	84.2 (57)	84.2 (57)		8	81.7 (60)	84.2 (57)		
	All	50.5 (442)	50.1 (417)	NO	All	64.0 (420)	64.3 (384)	NO	All	72.6 (424)	74.4 (359)	NO	
	Grades	PLI	AMO		Grades	PLI	AMO		Grades	PI	MIP		
	3-8	141	104	YES	3-8	158	111	YES	3-8	181		NA	
<u>COMPARATIVE MEASURES</u> 3. Each year the percent of students enrolled in at least their second year and performing at proficiency will be greater than that of students in the same grades in the local district.	Comparison: Brooklyn District 19				Comparison: Brooklyn District 19				Comparison: Brooklyn District 19				
	Grades	School	District		Grades	School	District		Grades	School	District		
	3-8	50.1	22.7	YES	3-8	64.3	25.1	YES	3-8	74.4	29.7	YES	
	% ED	Actual	Predicted	Effect Size	% ED	Actual	Predicted	Effect Size	% ED	Actual	Predicted	Effect Size	
4. Each year the school will exceed its predicted percent of students at proficiency on the state exam by at least a small Effect Size (at least 0.3) based on its percentage of Economically Disadvantaged students.	86.2	50.5	25.5	1.48	85.9	64.0	27.5	2.19	88.5	72.6	33.8	2.28	YES
	Grades	School	State		Grades	School	State		Grades	School	State		
<u>GROWTH MEASURE</u> 5. Each year, the school's unadjusted mean growth percentile will meet or exceed the target of 50.	4	35.2			4	47.2			4	53.2			
	5	53.6			5	69.7			5	56.4			
	6	64.2			6	58.1			6	50.8			
	7	53.8			7	59.5			7	50.9			
	8	65.3			8	59.5			8	53.6			
	All	52.9	50.0	YES	All	57.7	50.0	YES	All	53.0	50.0	YES	

PERFORMANCE SUMMARIES

Pf
PERFORMANCE

Su
SUMMARIES

SCHOOL PERFORMANCE SUMMARY: Mathematics Achievement First East New York Charter School

	2015-16 Grades Served: K-11				2016-17 Grades Served: K-12				2017-18 Grades Served: K-12				MET
	All Students % (N)		2+ Years Students % (N)		All Students % (N)		2+ Years Students % (N)		All Students % (N)		2+ Years Students % (N)		
	Grades				Grades				Grades				
ABSOLUTE MEASURES 1. Each year 75 percent of students who are enrolled in at least their second year will perform at proficiency on the New York State exam.	3	86.2 (94)	86.2 (87)		3	78.9 (90)	81.6 (76)		3	98.9 (92)	98.6 (74)		
	4	57.5 (87)	59.5 (79)		4	68.8 (93)	68.8 (93)		4	71.9 (89)	74.7 (75)		
	5	60.6 (66)	60.3 (63)		5	63.3 (60)	64.2 (53)		5	78.0 (59)	86.0 (43)		
	6	70.0 (60)	66.0 (53)		6	83.6 (61)	85.2 (54)		6	77.8 (63)	75.9 (54)		
	7	68.8 (64)	68.8 (64)		7	79.3 (58)	78.0 (50)		7	91.5 (59)	92.7 (55)		
	8	72.5 (69)	72.5 (69)		8	78.6 (56)	78.6 (56)		8	85.0 (60)	84.2 (57)		
	All	69.8 (440)	69.6 (415)	NO	All	75.1 (418)	75.7 (382)	YES	All	84.1 (422)	85.5 (358)	YES	
	Grades	PLI	AMO		Grades	PLI	AMO		Grades	PI	MIP		
	3-8	163	101	YES	3-8	171	109	YES	3-8	209		NA	
	Comparison: Brooklyn District 19				Comparison: Brooklyn District 19				Comparison: Brooklyn District 19				
	Grades	School	District		Grades	School	District		Grades	School	District		
	3-8	69.6	18.0	YES	3-8	75.7	19.7	YES	3-8	85.5	24.5	YES	
	% ED	Actual	Predicted	Effect Size	% ED	Actual	Predicted	Effect Size	% ED	Actual	Predicted	Effect Size	
	86.1	69.8	24.9	2.25	85.9	75.1	25.4	2.63	88.5	84.1	30.8	2.78	
	YES				YES				YES				
	Economically Disadvantaged students.				Economically Disadvantaged students.				Economically Disadvantaged students.				
GROWTH MEASURE 5. Each year, the school's unadjusted mean growth percentile will meet or exceed the target of 50.	Grades	School	State		Grades	School	State		Grades	School	State		
	4	64.5			4	36.6			4	46.4			
	5	61.8			5	60.7			5	49.0			
	6	73.7			6	73.9			6	71.0			
	7	77.8			7	73.9			7	67.7			
	8	75.2			8	63.3			8	67.9			
	All	70.1	50.0	YES	All	59.4	50.0	YES	All	59.0	50.0	YES	
	Comparison: Brooklyn District 19				Comparison: Brooklyn District 19				Comparison: Brooklyn District 19				
	Comparison: Brooklyn District 19				Comparison: Brooklyn District 19				Comparison: Brooklyn District 19				
	Comparison: Brooklyn District 19				Comparison: Brooklyn District 19				Comparison: Brooklyn District 19				

PERFORMANCE SUMMARIES

SCHOOL PERFORMANCE SUMMARY Achievement First East New York Charter School

	2015-16		2016-17		2017-18	
	MET		2013 Cohort N	%	2014 Cohort N	%
English Language Arts						
ABSOLUTE MEASURES						
1. Each year, 65 percent of students will score at college ready on the Regents English exam.			28	75	24	60
2. Each year, 65 percent of students who scored at Level 1 or 2 on their NYS 8 th grade ELA exam will score at college ready on the Regents English exam.			21	71	7	14
3. Each year, the Accountability Performance Level (APL)* on the Regents English exam will meet the Annual Measurable Objective (AMO) set forth in the state's accountability system.			PI	AMO	PI	MIP
			168	178	175	NA
COMPARATIVE MEASURE			Comparison: Brooklyn CSD 19 School District		Comparison: Brooklyn CSD 19 School District	
4. Each year, the APL of students in the high school Accountability Cohort will exceed the APL of students from the local school district.			168.0	129	175.0	NA
Mathematics						
ABSOLUTE MEASURES						
1. Each year, 65 percent of students will score at least 80 on a Regents math exam.			28	18	24	24
2. Each year, 65 percent of students who scored at Level 1 or 2 on their NYS 8 th grade ELA exam will score at least 80 on the Regents math exam.			13	0	6	0
3. Each year, the Accountability Performance Level (APL)* on the Regents English exam will meet the Annual Measurable Objective (AMO) set forth in the state's accountability system.			PI	AMO	PI	MIP
			118	165	119	NA
COMPARATIVE MEASURE			Comparison: Brooklyn CSD 19 School District		Comparison: Brooklyn CSD 19 School District	
4. Each year, the APL of students in the high school Accountability Cohort will exceed the APL of students from the local school district.			118	94	119	NA

Data Sources: New York State and City data, workbooks submitted by schools and databases compiled by the Institute.

PERFORMANCE SUMMARIES



SCHOOL PERFORMANCE SUMMARY Achievement First East New York Charter School

	2015-16			MET	2016-17			MET	2017-18			MET
	Cohort	N	% promoted		Cohort	N	% promoted		Cohort	N	% promoted	
High School Graduation ABSOLUTE MEASURES 1. Each year, 75 percent of students in the first and second year high school Total Graduation Cohort will earn enough required credits and be promoted to the next grade. 2. Each year, 75 percent of students in the second year high school Total Graduation Cohort will score at proficient on at least three different Regents exams required for graduation. 3a. Each year, 75 percent of students in the Total Graduation Cohort will graduate after the completion of their fourth year. 3b. Each year, 95 percent of students will graduate after the completion of their fifth year. COMPARATIVE MEASURE 4. Each year, the percent of students graduating after the completion of their fourth year will exceed that of the local school district.	2013				2015	33	82.0	YES	2016	46	96.0	YES
	2014				2016	34	94.0	YES	2017	42	98.0	YES
	All				All	67	88	YES	All	88	97	YES
	2013 Cohort N		% passing ≥ 3 Regents		2015 Cohort N		% passing ≥ 3 Regents		2016 Cohort N		% passing ≥ 3 Regents	
					42		61.0%	NO	45		29.0%	NO
College Preparation COMPARATIVE MEASURES 1. Each year, the average performance of students in the 10th grade will exceed the state average on the PSAT tests in Critical Reading and Mathematics.* 2. Each year, the average performance of students in the 12th grade will exceed the state average on the SAT or ACT tests in reading and mathematics.	2013 Cohort N		%		2013 Cohort N		%		2013 Cohort N		%	
					28		79	YES	23		78	YES
	2012 Cohort N		% Graduating		2012 Cohort N		% Graduating		2013 Cohort N		% Graduating	
					Comparison: Brooklyn CSD 19 School		District	NA	28		100	YES
					79		67	YES	Comparison: Brooklyn CSD 19 School		District	NA
SCHOOL DESIGNED MEASURES 3. College Preparation The percent of students graduating with an Advanced Regents diploma will exceed that of the local school district. 4. The percent of graduating students who meet the state's APIM will exceed the state average. 5. Each year, 75 percent of graduating students will pass an AP exam, CLEP exam, or successfully complete college-level coursework. 6. College Attainment and Achievement Each year, 75 percent of students in the fourth year graduating class will enroll in a college or university in the year after graduation.	Reading				Reading				Reading			
	Math				Math				Math			
	Reading				Reading				Reading			
	Math				Math				Math			
					School		District		School		District	
					%		%		%		%	
					0		4.1	NO	0			NA
					School		State		School		State	
					%		%		%		%	
					N		%		N		%	
					N		%		N		%	
					22		91.0	YES	18		83	YES

Data Sources: New York State and City data, workbooks submitted by schools and databases compiled by the Institute.

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FISCAL DASHBOARD

ACHIEVEMENT FIRST EAST NEW YORK CHARTER SCHOOL

NOTE: Effective 2016-17 the school merged into the education corporation, "Achievement First Brooklyn Charter Schools." Accordingly, see the education corporation report containing the "Balance Sheet" for all schools merged into the education corporation.

SCHOOL INFORMATION

BALANCE SHEET

Assets

Current Assets

Cash and Cash Equivalents - **GRAPH 1**
Grants and Contracts Receivable
Accounts Receivable
Prepaid Expenses
Contributions and Other Receivables

Total Current Assets - **GRAPH 1**

Property, Building and Equipment, net

Other Assets

Total Assets - **GRAPH 1**

Liabilities and Net Assets

Current Liabilities

Accounts Payable and Accrued Expenses
Accrued Payroll and Benefits
Deferred Revenue
Current Maturities of Long-Term Debt
Short Term Debt - Bonds, Notes Payable
Other

Total Current Liabilities - **GRAPH 1**

L-T Debt and Notes Payable, net current maturities

Total Liabilities - **GRAPH 1**

Net Assets

Unrestricted
Temporarily restricted

Total Net Assets

Total Liabilities and Net Assets

Opened 2005-06 (Merged from NYCDOE to SUNY 2016-17)

MERGED

2012-13	2013-14	2014-15	2015-16	2016-17
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
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-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-

ACTIVITIES

Operating Revenue

Resident Student Enrollment
Students with Disabilities

Grants and Contracts

State and local
Federal - Title and IDEA
Federal - Other
Other
NYC DoE Rental Assistance
Food Service/Child Nutrition Program

Total Operating Revenue

-	-	11,282,729	11,811,942	11,975,810
-	-	1,306,481	1,341,457	1,253,937

-	-	-	-	-
-	-	750,388	528,515	512,873
-	-	-	-	-
-	-	-	-	183,851
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-

Expenses

Regular Education
SPED
Regular Education & SPED (combined)
Other

Total Program Services

Management and General
Fundraising

Total Expenses - **GRAPHS 2, 3 & 4**

Surplus / (Deficit) From School Operations

-	-	11,971,669	12,071,586	11,125,547
-	-	-	-	1,582,625
-	-	-	-	-
-	-	-	-	-

-	-	11,971,669	12,071,586	12,708,172
-	-	1,447,243	1,822,286	1,603,658
-	-	295,107	315,527	455
-	-	13,714,019	14,209,399	14,312,285

-	-	(374,421)	(527,485)	(385,814)
---	---	-----------	-----------	-----------

Support and Other Revenue

Contributions
Fundraising
Miscellaneous Income
Net assets released from restriction

Total Support and Other Revenue

Total Unrestricted Revenue

Total Temporarily Restricted Revenue

Total Revenue - **GRAPHS 2 & 3**

Change in Net Assets

Net Assets - Beginning of Year - **GRAPH 2**

Prior Year Adjustment(s)

Net Assets - End of Year - **GRAPH 2**

-	-	-	24,531	16,000
-	-	-	-	-
-	-	26,706	1,238	61,279
-	-	-	-	-
-	-	26,706	25,769	77,279

-	-	13,366,304	13,707,683	14,003,750
-	-	-	-	-
-	-	13,366,304	13,707,683	14,003,750

-	-	(347,715)	(501,716)	(308,535)
---	---	-----------	-----------	-----------

-	-	3,118,427	2,770,712	2,268,996
---	---	-----------	-----------	-----------

-	-	-	-	-
-	-	2,770,712	2,268,996	1,960,461

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FISCAL DASHBOARD

ACHIEVEMENT FIRST EAST NEW YORK CHARTER SCHOOL

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SCHOOL INFORMATION - (Continued)

Functional Expense Breakdown

Personnel Service
Administrative Staff Personnel
Instructional Personnel
Non-Instructional Personnel
Personnel Services (Combined)
Total Salaries and Staff
Fringe Benefits & Payroll Taxes
Retirement
Management Company Fees
Building and Land Rent / Lease
Staff Development
Professional Fees, Consultant & Purchased Services
Marketing / Recruitment
Student Supplies, Materials & Services
Depreciation
Other

2012-13	2013-14	2014-15	2015-16	2016-17
-	-	950,946	1,216,855	1,060,786
-	-	7,037,192	7,258,432	7,475,618
-	-	-	-	-
-	-	-	-	-
-	-	7,988,138	8,475,287	8,536,404
-	-	1,368,898	1,430,737	1,472,969
-	-	175,066	163,629	155,634
-	-	1,475,535	1,577,635	1,615,583
-	-	-	-	-
-	-	150,136	159,187	164,148
-	-	195,338	200,079	183,582
-	-	31,147	18,900	11,569
-	-	869,687	770,533	612,729
-	-	186,285	302,467	435,434
-	-	1,273,789	1,110,945	1,124,233
-	-	13,714,019	14,209,399	14,312,285

Total Expenses

SCHOOL ANALYSIS

ENROLLMENT

Original Chartered Enrollment
Final Chartered Enrollment (includes any revisions)
Actual Enrollment - **GRAPH 4**
Chartered Grades
Final Chartered Grades (includes any revisions)

2012-13	2013-14	2014-15	2015-16	2016-17
-	-	836	849	1,064
-	-	836	849	952
-	-	836	849	819
-	-	K-10	K-11	K-12
-	-	-	-	-

Primary School District: NYC CHANCELLOR'S OFFICE

Per Pupil Funding (Weighted Avg of All Districts)
Increase over prior year

-	-	-	-	14,027
0.0%	0.0%	0.0%	0.0%	100.0%

PER STUDENT BREAKDOWN

Revenue

Operating
Other Revenue and Support

TOTAL - GRAPH 3

-	-	15,956	16,115	17,004
-	-	32	30	94
-	-	15,988	16,146	17,099

Expenses

Program Services
Management and General, Fundraising

TOTAL - GRAPH 3

% of Program Services

% of Management and Other

% of Revenue Exceeding Expenses - **GRAPH 5**

-	-	14,320	14,219	15,517
-	-	2,084	2,518	1,959
-	-	16,404	16,737	17,475
0.0%	0.0%	87.3%	85.0%	88.8%
0.0%	0.0%	12.7%	15.0%	11.2%
0.0%	0.0%	-2.5%	-3.5%	-2.2%

Student to Faculty Ratio

-	-	-	-	6.8
---	---	---	---	-----

Faculty to Admin Ratio

-	-	-	-	3.6
---	---	---	---	-----

Financial Responsibility Composite Scores - GRAPH 6

Score
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 /
Fiscally Needs Monitoring < 1.0

0.0	0.0	0.0	0.0	0.0
N/A	N/A	N/A	N/A	N/A

Working Capital - GRAPH 7

Net Working Capital
As % of Unrestricted Revenue
Working Capital (Current) Ratio Score
Risk (Low ≥ 3.0 / Medium 1.4 - 2.9 / High < 1.4)
Rating (Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.4)

0	0	0	0	0
0.0%	0.0%	0.0%	0.0%	0.0%
0.0	0.0	0.0	0.0	0.0
N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A

Quick (Acid Test) Ratio

Score
Risk (Low ≥ 2.5 / Medium 1.0 - 2.4 / High < 1.0)
Rating (Excellent ≥ 2.5 / Good 1.0 - 2.4 / Poor < 1.0)

0.0	0.0	0.0	0.0	0.0
N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A

Debt to Asset Ratio - GRAPH 7

Score
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)

0.0	0.0	0.0	0.0	0.0
N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A

Months of Cash - GRAPH 8

Score
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)

0.0	0.0	0.0	0.0	0.0
N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A

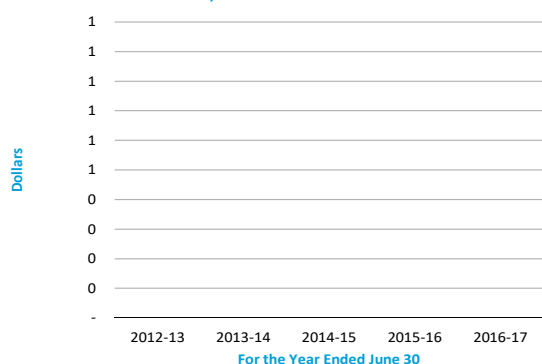
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ACHIEVEMENT FIRST EAST NEW YORK CHARTER SCHOOL

NOTE: Effective 2016-17 the school merged into the education corporation, "Achievement First Brooklyn Charter Schools." Accordingly, see the education corporation report containing the "Balance Sheet" for all schools merged into the education corporation.

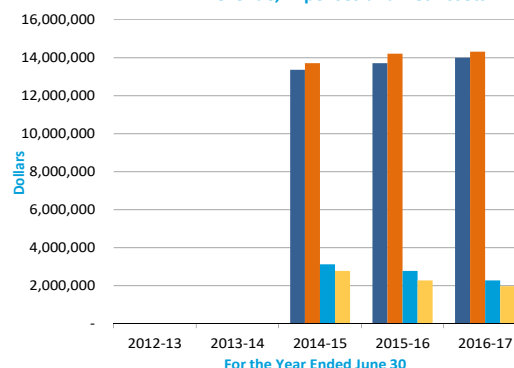
GRAPH 1 Cash, Assets and Liabilities



■ Cash ■ Current Assets ■ Current Liabilities ■ Total Assets ■ Total Liabilities

This chart illustrates the relationship between assets and liabilities and to what extent cash reserves makes up current assets. Ideally for each subset, subsets 2 through 4, (i.e. current assets vs. current liabilities), the column on the left is taller than the immediate column on the right; and, generally speaking, the bigger that gap, the better.

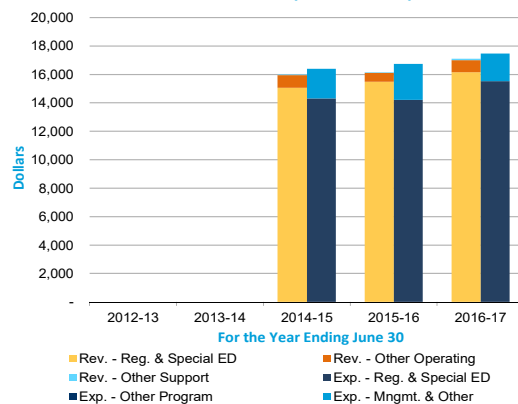
GRAPH 2 Revenue, Expenses and Net Assets



■ Revenue ■ Expenses ■ Net Assets - Beginning ■ Net Assets - Ending

This chart illustrates total revenue and expenses each year and the relationship those subsets have on the increase/decrease of net assets on a year-to-year basis. Ideally subset 1, revenue, will be taller than subset 2, expenses, and as a result subset 3, net assets - beginning, will increase each year, building a more fiscally viable school.

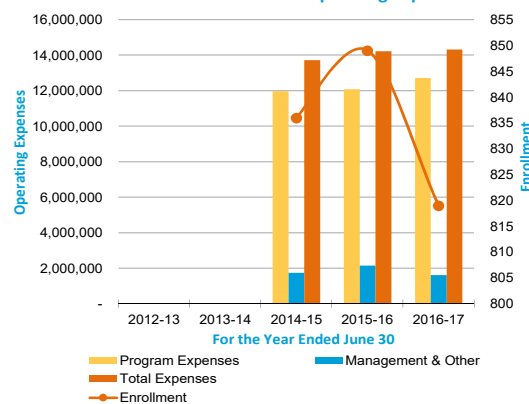
GRAPH 3 Revenue & Expenses Per Pupil



■ Rev. - Reg. & Special ED ■ Rev. - Other Operating
■ Rev. - Other Support ■ Exp. - Reg. & Special ED
■ Exp. - Other Program ■ Exp. - Mngmt. & Other

This chart illustrates the breakdown of revenue and expenses on a per pupil basis. Caution should be exercised in making school-by-school comparisons since schools serving different missions or student populations are likely to have substantially different educational cost bases. Comparisons with similar schools with similar dynamics are most valid.

GRAPH 4 Enrollment vs. Operating Expenses



■ Program Expenses ■ Management & Other
■ Total Expenses ■ Enrollment

This chart illustrates to what extent the school's operating expenses have followed its student enrollment pattern. A baseline assumption that this data tests is that operating expenses increase with each additional student served. This chart also compares and contrasts growth trends of both, giving insight into what a reasonable expectation might be in terms of economies of scale.

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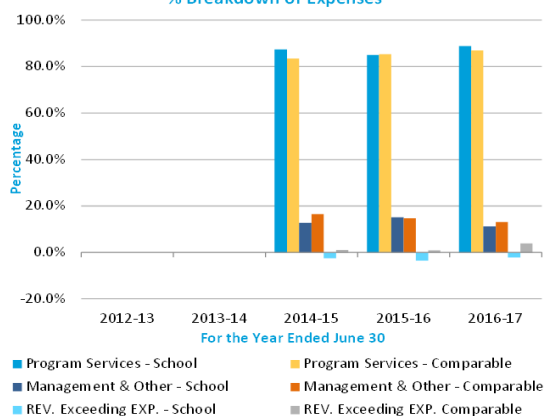
ACHIEVEMENT FIRST EAST NEW YORK CHARTER SCHOOL

NOTE: Effective 2016-17 the school merged into the education corporation, "Achievement First Brooklyn Charter Schools." Accordingly, see the education corporation report containing the "Balance Sheet" for all schools merged into the education corporation.

Comparable School, Region or Network: All SUNY Authorized Charter Schools (Including Closed Schools)

GRAPH 5

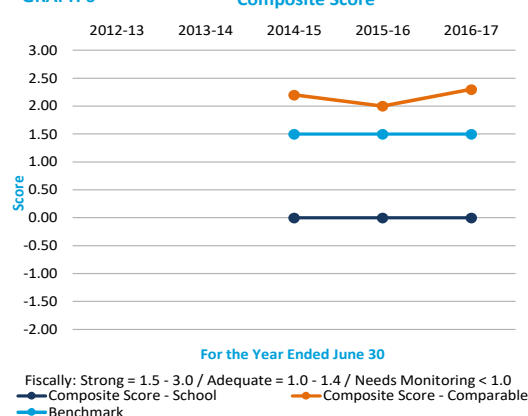
% Breakdown of Expenses



This chart illustrates the percentage expense breakdown between program services and management & others as well as the percentage of revenues exceeding expenses. Ideally the percentage expense for program services will far exceed that of the management & other expense. The percentage of revenues exceeding expenses should not be negative. Similar caution, as mentioned on GRAPH 3, should be used in comparing schools.

GRAPH 6

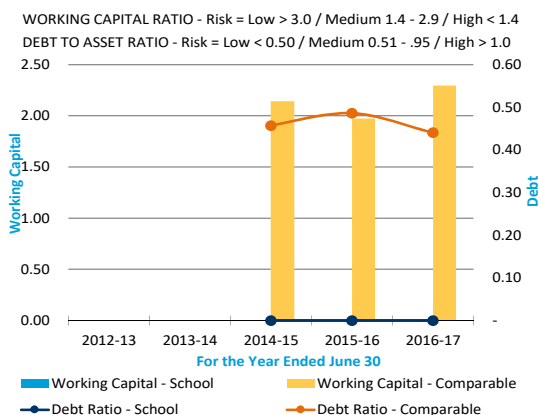
Composite Score



This chart illustrates a school's composite score based on the methodology developed by the United States Department of Education (USDOE) to determine whether private not-for-profit colleges and universities are financially strong enough to participate in federal loan programs. These scores can be valid for observing the fiscal trends of a particular school and used as a tool to compare the results of different schools.

GRAPH 7

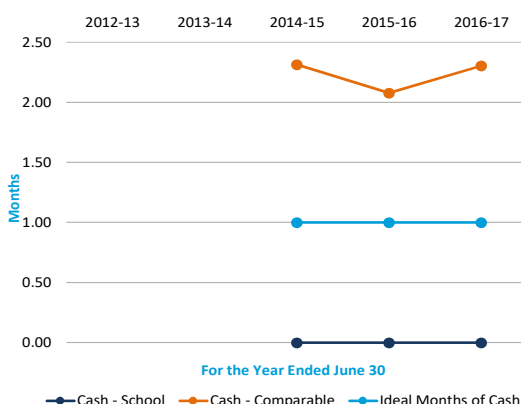
Working Capital & Debt to Asset Ratios



This chart illustrates working capital and debt to asset ratios. The working capital ratio indicates if a school has enough short-term assets to cover its immediate liabilities/short term debt. The debt to asset ratio indicates what proportion of debt a school has relative to its assets. The measure gives an idea to the leverage of the school along with the potential risks the school faces in terms of its debt-load.

GRAPH 8

Months of Cash



This chart illustrates how many months of cash the school has in reserves. This metric is to measure solvency – the school's ability to pay debts and claims as they come due. This gives some idea of how long a school could continue its ongoing operating costs without tapping into some other, non-cash form of financing in the event that revenues were to cease flowing to the school.

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FUTURE PLANS



IF THE SUNY TRUSTEES RENEW THE EDUCATION CORPORATION'S AUTHORITY TO OPERATE THE SCHOOL, ARE ITS PLANS FOR THE SCHOOL REASONABLE, FEASIBLE, AND ACHIEVABLE?

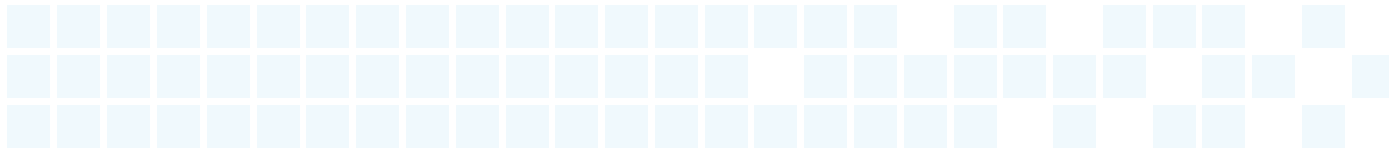
AF East New York is an academic success. The school operates as an effective and viable organization, and the education corporation is fiscally sound. AF Brooklyn Schools plans to continue to operate the school in the same manner making its plans for the school's future sound.

Plans for the School's Structure. The education corporation has provided all of the key structural elements for a charter renewal and those elements are reasonable, feasible, and achievable.

Plans for the Educational Program. AF East New York plans to continue to implement the same core elements of its educational program that enabled the school to meet or exceed its key Accountability Plan goals in the current charter term. These elements are likely to enable the school to meet or exceed its academic goals in the next charter term.

Fiscal & Facility Plans. Based on evidence collected through the renewal review, including a review of the five-year financial plan, AF Brooklyn Schools presents a reasonable and appropriate fiscal plan for the school for the next charter term, including school budgets that are feasible and achievable.

AF EAST NEW YORK		
	CURRENT	END OF NEXT CHARTER TERM
Enrollment	1,190	1,190
Grade Span	K-12	K-12
Teaching Staff	96	99
Days of Instruction	185	185



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AF East New York plans to continue instruction for the elementary, middle, and high school grades in the three NYCDOE sites. The school is confident that all academies will have the opportunity to remain in their current spaces and will continue to support the programs over the next charter term.

The school's Application for Charter Renewal contains all necessary elements as required by the Act. The proposed school calendar allots an appropriate amount of instructional time to meet or exceed instructional time requirements, and taken together with other academic and key design elements, should be sufficient to allow the school to meet its proposed Accountability Plan goals.



Achievement First Linden Charter School

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SCHOOL OVERVIEW

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ACHIEVEMENT FIRST LINDEN CHARTER SCHOOL

DOES THE SCHOOL IMPLEMENT THE EDUCATIONAL PROGRAM WITH FIDELITY TO THE EDUCATION CORPORATION'S DESIGN?

Based on a review of the school's Application for Charter Renewal, discussions with teachers, leaders, and board members, and a review of the academic program, Achievement First Linden Charter School fully implements the academic program as outlined in the education corporation overview and is an academic success, having met its key Accountability Plan goals.

SCHOOL BACKGROUND

The SUNY Trustees approved the original charter for AF Linden on October 2, 2012. The school opened its doors in the fall of 2014 initially serving 180 students in Kindergarten and 1st grade. The school is authorized to serve 548 students in Kindergarten – 5th grade during the 2018-19 school year and, if renewed, will expand to serve students in Kindergarten – 10th grade with a projected total enrollment of 959 students.

The current charter term expires on July 31, 2019. A subsequent charter term would enable the school to operate through July 31, 2024. The school's Kindergarten - 4th grade program is co-located in a NYCDOE district school building at 800 Van Siclen Avenue, Brooklyn, NY 11207, in CSD 19. The building also houses Van Siclen Community Middle School, a district school serving 6th – 8th grade and UFT Charter School, a SUNY authorized charter school serving 9th – 12th grade. The school's 5th grade is co-located in a NYCDOE building at 970 Vermont Street, Brooklyn, NY 11207 in CSD 19. The building also houses P.S. 306 Ethan Allen, a district school serving Kindergarten – 5th grade and the 5th – 6th grade of Achievement First Aspire Charter School, a SUNY authorized charter school. AF Linden intends to move its middle school grades to private space once the space has been secured.

NOTEWORTHY - AF LINDEN

AF Linden is in its first year of building its middle school level program, and the network is using its 5th grade to implement the Greenfield program design, an innovative pedagogical approach that develops students' conceptual learning through the use of technology, project based learning, and self agency.

ACADEMIC PROGRAM

The education corporation uses innovative pedagogical methods to enable student achievement through the Greenfield school model. The network first piloted the program at an Achievement First Connecticut school in 2014, and because of its success the network has rolled out the program in four schools. The AF Linden middle school level is the second school in the education corporation to implement high quality instruction using the Greenfield program design, starting in the 2018-19 school year. As part of the program, students in small class sizes engage in multiple modes of learning including independent work that uses electronic individualized modules through the network's Personalized Learning Platform ("PLP"). Through the PLP students can independently access their learning materials and track their own progress toward learning goals. Every eight weeks students engage in a two-week study of a particular topic, visit a location outside of the school that relates to the topic, then synthesize their learnings into a performance, competition, or presentation.

LEGAL REQUIREMENTS

AF Linden substantially complies with applicable laws, rules and regulations, and provisions of the charter with a few minor exceptions. The Institute will work with the education corporation to ensure compliance before the start of the next charter term.

- **Physical Plant:** Upon review of the school buildings, the education corporation was out of compliance because the signage for AF Linden was not clearly posted. The school reported that it was working with the NYCDOE to rectify.

FINANCIAL CONDITION

AF Linden's projected five-year renewal budget reflects anticipated increases in revenues and expenses associated with planned enrollment increase as the school grows to Kindergarten – 10th grade. AF Linden operates the elementary and middle schools in two NYCDOE co-location sites. The middle school is located in a one year incubation space while the process of securing private space continues, which would support the growing middle school program over the next charter term. AF Brooklyn Schools will communicate with the NYCDOE regarding the availability of public high school space and/or will pursue a private facility as necessary.

AF Linden opened in 2014-15; the school reported fiscal health while experiencing operating deficits for the first two years that were offset by start-up in-kind contributions from board members.

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SCHOOL OVERVIEW

SCHOOL LEADERS

Amanda Hageman, Elementary Principal (2014-15 to present)

Rochelle Murray, Middle School Principal (2018-19 to present)

SCHOOL CHARACTERISTICS - AF LINDEN

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	PROPOSED GRADES	ACTUAL GRADES
2014-15	180	181	100%	K-1	K-1
2015-16	250	241	96%	K-2	K-2
2016-17	364	331	91%	K-3	K-3
2017-18	456	438	96%	K-4	K-4
2018-19	548	564	103%	K-5	K-5

PARENT SATISFACTION: SURVEY RESULTS

RESPONSE RATE	OVERALL SATISFACTION	TRUST	CULTURE	HIGH EXPECTATIONS
74%	93%	92%	93%	96%

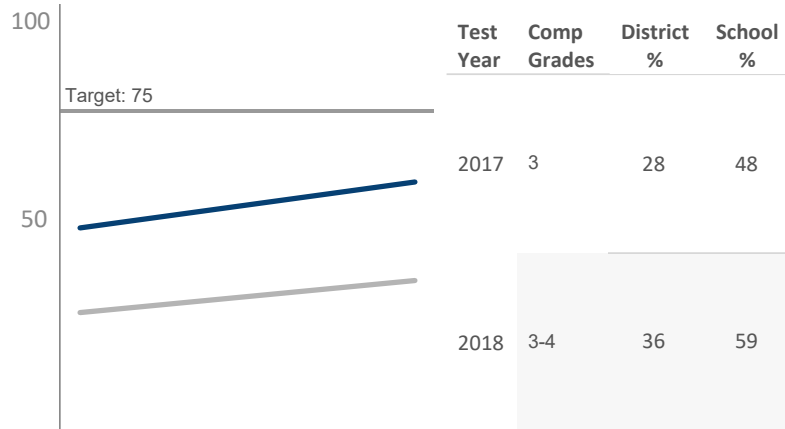
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SCHOOL OVERVIEW

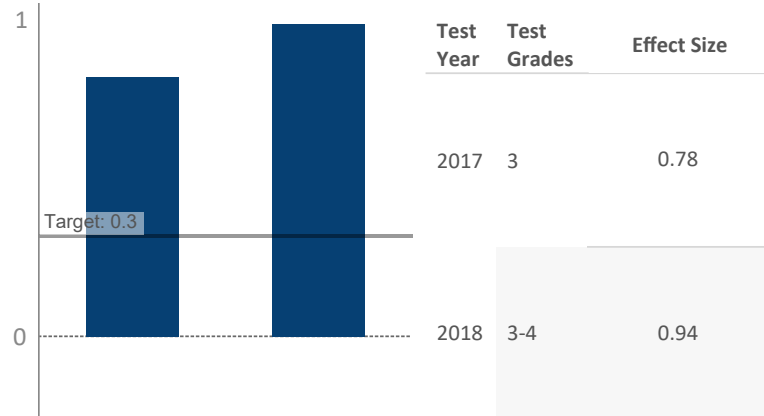
ACHIEVEMENT FIRST LINDEN CHARTER SCHOOL

ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL

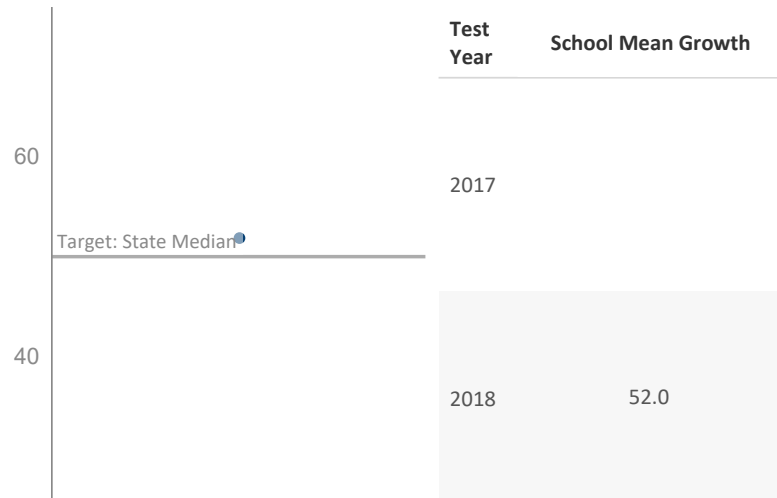
Comparative Measure: District Comparison. Each year, the percentage of students at **the school** in at least their second year performing at or above proficiency in ELA will be greater than that of students in the same tested grades in **the district**.



Comparative Measure: Effect Size. Each year, the school will exceed its predicted level of performance by an effect size of 0.3 or above in **ELA** according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.



Comparative Growth Measure: Mean Growth Percentile. Each year, the school's unadjusted mean growth percentile for all students in grades 4-8 will be above the state's unadjusted median growth percentile in **ELA**.



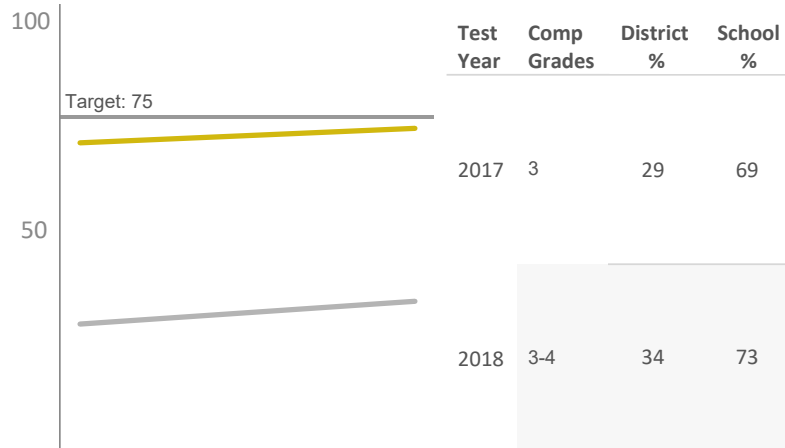
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SCHOOL OVERVIEW

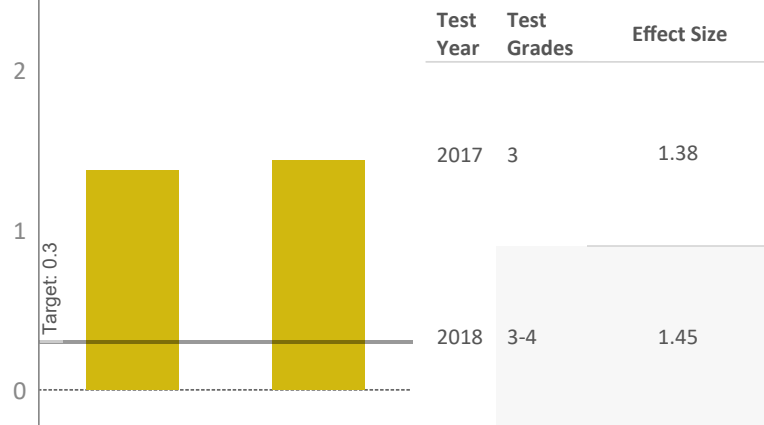
ACHIEVEMENT FIRST LINDEN CHARTER SCHOOL

MATHEMATICS ACCOUNTABILITY PLAN GOAL

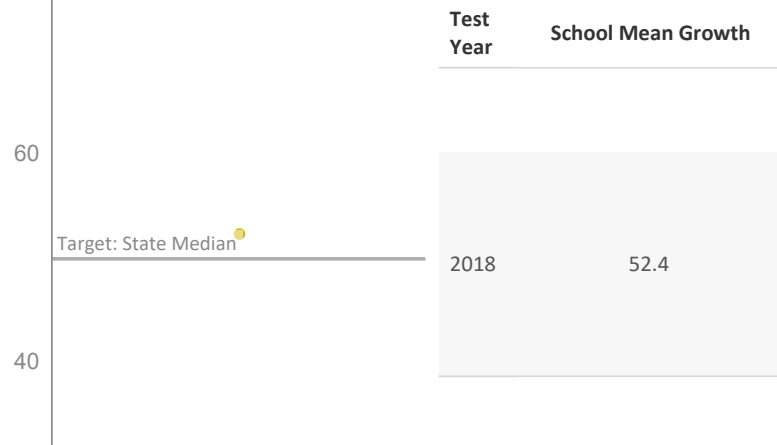
Comparative Measure: District Comparison. Each year, the percentage of students at **the school** in at least their second year performing at or above proficiency in mathematics will be greater than that of students in the same tested grades in **the district**.



Comparative Measure: Effect Size. Each year, the school will exceed its predicted level of performance by an effect size of 0.3 or above in **mathematics** according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.



Comparative Growth Measure: Mean Growth Percentile. Each year, the school's unadjusted mean growth percentile for all students in grades 4-8 will be above the state's unadjusted median growth percentile in **mathematics**.

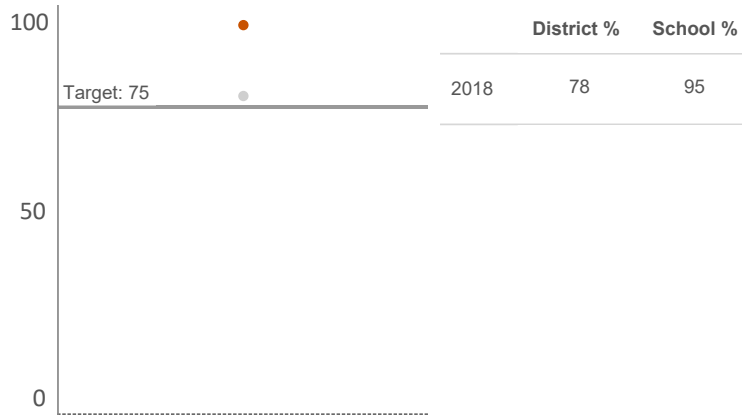


SCHOOL OVERVIEW

ACHIEVEMENT FIRST LINDEN CHARTER SCHOOL

SCIENCE ACCOUNTABILITY PLAN GOAL

Science: Comparative Measure. Each year, the percentage of students at the school in at least their second year performing at or above proficiency in **science** will exceed that of students in the same tested grades in the **district**.



SPECIAL POPULATIONS PERFORMANCE

	2016	2017	2018
Enrollment Receiving Mandated Academic Services	25	41	66
Tested on State Exam	0	11	23
School Percent Proficient on ELA Exam	N/A	18.2	30.4
District Percent Proficient	N/A	9.2	13.9

	2016	2017	2018
ELL Enrollment	3	5	6
Tested on NYSESLAT Exam	2	4	6
School Percent 'Commanding' or Making Progress on NYSESLAT	s	s	33.3

The academic outcome data about the performance of students receiving special education services and English Language Learners ("ELLs") above is not tied to separate goals in the school's formal Accountability Plan.

The NYSESLAT, the New York State English as a Second Language Achievement Test, is a standardized state exam.

"Making Progress" is defined as moving up at least one level of proficiency. Student scores fall into five categories/proficiency levels: Entering, Emerging, Transitioning, Expanding, and Commanding.

In order to comply with Family Educational Rights and Privacy Act regulations on reporting education outcome data, the Institute does not report assessment results for groups containing five or fewer students and indicates this with an "s."

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SCHOOL OVERVIEW

DISTRICT COMMENTS

The NYCDOE held its required hearing on AF Linden's renewal on November 7, 2018 at the school. Six people were present, and two speakers spoke in opposition.

ENROLLMENT AND RETENTION

Achievement First Linden Charter School's Enrollment and Retention Status: 2017-18

			District Target	School
Enrollment	Economically disadvantaged		93.1	94.6
	English language learners		12.1	1.3
	Students with disabilities		15.3	14.8
Retention	Economically disadvantaged		91.6	88.5
	English language learners		93.4	100.0
	Students with disabilities		91.6	88.6

SCHOOL PERFORMANCE SUMMARY: English Language Arts

Achievement First Linden Charter School

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	2015-16 Grades Served: K-2				2016-17 Grades Served: K-3				2017-18 Grades Served: K-4				MET
	All		2+ Years		All		2+ Years		All		2+ Years		MET
	Grades	% (N)	Students	% (N)	Grades	% (N)	Students	% (N)	Grades	% (N)	Students	% (N)	
ABSOLUTE MEASURES 1. Each year 75 percent of students who are enrolled in at least their second year will perform at proficiency on the New York State exam.	3	()	()	()	3	47.2 (89)	47.9 (73)	()	3	56.3 (96)	55.3 (85)	()	
	4	()	()	()	4	()	()	()	4	56.1 (82)	63.1 (65)	()	
	5	()	()	()	5	()	()	()	5	()	()	()	
	6	()	()	()	6	()	()	()	6	()	()	()	
	7	()	()	()	7	()	()	()	7	()	()	()	
	8	()	()	()	8	()	()	()	8	()	()	()	
	All	()	()	()	All	47.2 (89)	47.9 (73)	()	All	56.2 (176)	58.7 (150)	()	NO
2. Each year the school's aggregate Performance Level Index on the State exam will meet the Annual Measurable Objective set forth in the State's accountability system.	Grades	PLI	AMO		Grades	PLI	AMO		Grades	PI	MIP		
					3	133	111		3-4	154			NA
COMPARATIVE MEASURES 3. Each year the percent of students enrolled in at least their second year and performing at proficiency will be greater than that of students in the same grades in the local district.	Comparison:				Comparison: Brooklyn District 19				Comparison: Brooklyn District 19				
	Grades	School	District		Grades	School	District		Grades	School	District		
					3	47.9	28.2		3-4	58.7	35.7		YES
4. Each year the school will exceed its predicted percent of students at proficiency on the state exam by at least a small Effect Size (at least 0.3) based on its percentage of Economically Disadvantaged students.	Effect				Effect				Effect				
	% ED	Actual	Predicted	Size	% ED	Actual	Predicted	Size	% ED	Actual	Predicted	Size	
					82.0	47.2	32.5	0.78	86.7	56.2	38.3	0.94	YES
GROWTH MEASURE 5. Each year, the school's unadjusted mean growth percentile will meet or exceed the target of 50.	Grades	School	State		Grades	School	State		Grades	School	State		
	4				4				4	52.0			
	5				5				5	0.0			
	6				6				6	0.0			
	7				7				7	0.0			
	8				8				8	0.0			
	All				All				All	52.0	50.0		YES

PERFORMANCE SUMMARIES

Pf
PERFORMANCE

Su
SUMMARIES

SCHOOL PERFORMANCE SUMMARY: Mathematics Achievement First Linden Charter School

	2015-16 Grades Served: K-2				2016-17 Grades Served: K-3				2017-18 Grades Served: K-4				MET
	All		2+ Years		All		2+ Years		All		2+ Years		MET
	Grades	% (N)	Students	% (N)	Grades	% (N)	Students	% (N)	Grades	% (N)	Students	% (N)	
ABSOLUTE MEASURES 1. Each year 75 percent of students who are enrolled in at least their second year will perform at proficiency on the New York State exam.	3	()	()	()	3	67.0 (88)	69.4 (72)	()	3	71.9 (96)	72.9 (85)	()	NO
	4	()	()	()	4	()	()	()	4	68.3 (82)	72.3 (65)	()	
	5	()	()	()	5	()	()	()	5	()	()	()	
	6	()	()	()	6	()	()	()	6	()	()	()	
	7	()	()	()	7	()	()	()	7	()	()	()	
	8	()	()	()	8	()	()	()	8	()	()	()	
	All	()	()	()	All	67.0 (88)	69.4 (72)	()	All	70.2 (178)	72.7 (150)	()	
2. Each year the school's aggregate Performance Level Index on the State exam will meet the Annual Measurable Objective set forth in the State's accountability system.	Grades	PLI	AMO		Grades	PLI	AMO		Grades	PI	MIP		NA
					3	160	109		3-4	182			
COMPARATIVE MEASURES 3. Each year the percent of students enrolled in at least their second year and performing at proficiency will be greater than that of students in the same grades in the local district.	Comparison:				Comparison: Brooklyn District 19				Comparison: Brooklyn District 19				YES
	Grades	School	District		Grades	School	District		Grades	School	District		
					3	69.4	29.1		3-4	72.7	34.2		
4. Each year the school will exceed its predicted percent of students at proficiency on the State exam by at least a small Effect Size (at least 0.3) based on its percentage of Economically Disadvantaged students.	Effect				Effect				Effect				YES
	% ED	Actual	Predicted	Size	% ED	Actual	Predicted	Size	% ED	Actual	Predicted	Size	
					82.0	67.0	37.8	1.38	86.7	70.2	39.2	1.45	
GROWTH MEASURE 5. Each year, the school's unadjusted mean growth percentile will meet or exceed the target of 50.	Grades	School	State		Grades	School	State		Grades	School	State		YES
	4				4				4	52.4			
	5				5				5	0.0			
	6				6				6	0.0			
	7				7				7	0.0			
	8				8				8	0.0			
	All				All				All	52.4	50.0		

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ACHIEVEMENT FIRST LINDEN CHARTER SCHOOL

NOTE: Effective 2015-16 the school merged into the education corporation, "Achievement First Brooklyn Charter Schools." Accordingly, see the education corporation report containing the "Balance Sheet" for all schools merged into the education corporation.

SCHOOL INFORMATION

BALANCE SHEET

Assets

Current Assets

Cash and Cash Equivalents - GRAPH 1
Grants and Contracts Receivable
Accounts Receivable
Prepaid Expenses
Contributions and Other Receivables

Total Current Assets - GRAPH 1

Property, Building and Equipment, net

Other Assets

Total Assets - GRAPH 1

Liabilities and Net Assets

Current Liabilities

Accounts Payable and Accrued Expenses
Accrued Payroll and Benefits
Deferred Revenue
Current Maturities of Long-Term Debt
Short Term Debt - Bonds, Notes Payable
Other

Total Current Liabilities - GRAPH 1

L-T Debt and Notes Payable, net current maturities

Total Liabilities - GRAPH 1

Net Assets

Unrestricted
Temporarily restricted

Total Net Assets

Total Liabilities and Net Assets

ACTIVITIES

Operating Revenue

Resident Student Enrollment
Students with Disabilities

Grants and Contracts

State and local
Federal - Title and IDEA
Federal - Other
Other
NYC DoE Rental Assistance

Food Service/Child Nutrition Program

Total Operating Revenue

Expenses

Regular Education
SPED
Regular Education & SPED (combined)
Other

Total Program Services

Management and General
Fundraising

Total Expenses - GRAPHS 2, 3 & 4

Surplus / (Deficit) From School Operations

Support and Other Revenue

Contributions
Fundraising
Miscellaneous Income
Net assets released from restriction

Total Support and Other Revenue

Total Unrestricted Revenue

Total Temporarily Restricted Revenue

Total Revenue - GRAPHS 2 & 3

Change in Net Assets

Net Assets - Beginning of Year - GRAPH 2

Prior Year Adjustment(s)

Net Assets - End of Year - GRAPH 2

Opened 2014-15

MERGED

MERGED

	2012-13	2013-14	2014-15	2015-16	2016-17
Cash and Cash Equivalents - GRAPH 1	-	-	-	-	-
Grants and Contracts Receivable	-	-	-	-	-
Accounts Receivable	-	-	-	-	-
Prepaid Expenses	-	-	-	-	-
Contributions and Other Receivables	-	-	-	-	-
Total Current Assets - GRAPH 1	-	-	-	-	-
Property, Building and Equipment, net	-	-	-	-	-
Other Assets	-	-	-	-	-
Total Assets - GRAPH 1	-	-	-	-	-

Accounts Payable and Accrued Expenses	-	-	-	-	-
Accrued Payroll and Benefits	-	-	-	-	-
Deferred Revenue	-	-	-	-	-
Current Maturities of Long-Term Debt	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	-	-	-	-	-
Total Current Liabilities - GRAPH 1	-	-	-	-	-
L-T Debt and Notes Payable, net current maturities	-	-	-	-	-
Total Liabilities - GRAPH 1	-	-	-	-	-

Unrestricted	-	-	-	-	-
Temporarily restricted	-	-	-	-	-
Total Net Assets	-	-	-	-	-
Total Liabilities and Net Assets	-	-	-	-	-

Resident Student Enrollment	-	-	2,485,238	3,454,472	4,858,534
Students with Disabilities	-	-	131,489	255,170	408,305

State and local	-	-	189,420	-	111,996
Federal - Title and IDEA	-	-	-	127,289	156,643
Federal - Other	-	-	-	182,040	129,050
Other	-	-	-	17,424	8,086
NYC DoE Rental Assistance	-	-	-	-	-
Food Service/Child Nutrition Program	-	-	-	-	-
Total Operating Revenue	-	-	2,806,147	4,036,395	5,672,614

Regular Education	-	-	2,286,838	2,928,552	4,006,627
SPED	-	-	348,530	430,005	539,915
Regular Education & SPED (combined)	-	-	-	-	-
Other	-	-	-	-	-
Total Program Services	-	-	2,635,368	3,358,557	4,546,542
Management and General	-	-	451,503	605,527	790,776
Fundraising	-	-	69,386	94,687	-
Total Expenses - GRAPHS 2, 3 & 4	-	-	3,156,257	4,058,771	5,337,318

Surplus / (Deficit) From School Operations	-	-	(350,110)	(22,376)	335,296
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Contributions	-	-	-	751	-
Fundraising	-	-	-	-	-
Miscellaneous Income	-	-	-	860	27,868
Net assets released from restriction	-	-	-	-	-
Total Support and Other Revenue	-	-	-	1,611	27,868

Total Unrestricted Revenue	-	-	2,806,147	4,038,006	5,700,482
Total Temporarily Restricted Revenue	-	-	-	-	-
Total Revenue - GRAPHS 2 & 3	-	-	2,806,147	4,038,006	5,700,482

Change in Net Assets	-	-	(350,110)	(20,765)	363,164
Net Assets - Beginning of Year - GRAPH 2	-	-	-	349,654	328,889
Prior Year Adjustment(s)	-	-	-	-	-
Net Assets - End of Year - GRAPH 2	-	-	(350,110)	328,889	692,053

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ACHIEVEMENT FIRST LINDEN CHARTER SCHOOL

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SCHOOL INFORMATION - (Continued)

Functional Expense Breakdown

	2012-13	2013-14	2014-15	2015-16	2016-17
Personnel Service	-	-	277,416	406,968	534,173
Administrative Staff Personnel	-	-	1,339,237	1,907,220	2,547,845
Instructional Personnel	-	-	-	-	-
Non-Instructional Personnel	-	-	-	-	-
Personnel Services (Combined)	-	-	-	-	-
Total Salaries and Staff	-	-	1,616,653	2,314,188	3,082,018
Fringe Benefits & Payroll Taxes	-	-	290,330	378,488	488,935
Retirement	-	-	36,534	52,400	56,013
Management Company Fees	-	-	346,928	473,436	644,325
Building and Land Rent / Lease	-	-	-	-	-
Staff Development	-	-	26,594	46,493	94,210
Professional Fees, Consultant & Purchased Services	-	-	42,878	46,985	19,085
Marketing / Recruitment	-	-	7,724	15,667	-
Student Supplies, Materials & Services	-	-	265,939	259,532	313,957
Depreciation	-	-	32,560	80,573	76,047
Other	-	-	490,117	391,009	562,728
Total Expenses	-	-	3,156,257	4,058,771	5,337,318

SCHOOL ANALYSIS

ENROLLMENT

	2012-13	2013-14	2014-15	2015-16	2016-17
Original Chartered Enrollment	-	-	180	250	353
Final Chartered Enrollment (includes any revisions)	-	-	180	250	364
Actual Enrollment - GRAPH 4	-	-	181	241	331
Chartered Grades	Planning Year	Planning Year	K-1	K-2	K-3
Final Chartered Grades (includes any revisions)	-	-	-	-	-

Primary School District: NYC CHANCELLOR'S OFFICE

Per Pupil Funding (Weighted Avg of All Districts)

	2012-13	2013-14	2014-15	2015-16	2016-17
Increase over prior year	-	-	13,877	13,877	14,027
	0.0%	0.0%	100.0%	0.0%	1.1%

PER STUDENT BREAKDOWN

Revenue

	2012-13	2013-14	2014-15	2015-16	2016-17
Operating	-	-	15,497	16,749	17,138
Other Revenue and Support	-	-	-	7	84
TOTAL - GRAPH 3	-	-	15,497	16,755	17,222

Expenses

	2012-13	2013-14	2014-15	2015-16	2016-17
Program Services	-	-	14,554	13,936	13,736
Management and General, Fundraising	-	-	2,877	2,905	2,389
TOTAL - GRAPH 3	-	-	17,431	16,841	16,125
% of Program Services	0.0%	0.0%	83.5%	82.7%	85.2%
% of Management and Other	0.0%	0.0%	16.5%	17.3%	14.8%
% of Revenue Exceeding Expenses - GRAPH 5	0.0%	0.0%	-11.1%	-0.5%	6.8%

Student to Faculty Ratio

	2012-13	2013-14	2014-15	2015-16	2016-17
	-	-	10.1	9.3	9.2

Faculty to Admin Ratio

	2012-13	2013-14	2014-15	2015-16	2016-17
	-	-	3.6	3.3	4.5

Financial Responsibility Composite Scores - GRAPH 6

	2012-13	2013-14	2014-15	2015-16	2016-17
Score	0.0	0.0	0.0	0.0	0.0
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 / Fiscally Needs Monitoring < 1.0	N/A	N/A	N/A	N/A	N/A

Working Capital - GRAPH 7

	2012-13	2013-14	2014-15	2015-16	2016-17
Net Working Capital	0	0	0	0	0
As % of Unrestricted Revenue	0.0%	0.0%	0.0%	0.0%	0.0%
Working Capital (Current) Ratio Score	0.0	0.0	0.0	0.0	0.0
Risk (Low ≥ 3.0 / Medium 1.4 - 2.9 / High < 1.4)	N/A	N/A	N/A	N/A	N/A
Rating (Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.4)	N/A	N/A	N/A	N/A	N/A

Quick (Acid Test) Ratio

	2012-13	2013-14	2014-15	2015-16	2016-17
Score	0.0	0.0	0.0	0.0	0.0
Risk (Low ≥ 2.5 / Medium 1.0 - 2.4 / High < 1.0)	N/A	N/A	N/A	N/A	N/A
Rating (Excellent ≥ 2.5 / Good 1.0 - 2.4 / Poor < 1.0)	N/A	N/A	N/A	N/A	N/A

Debt to Asset Ratio - GRAPH 7

	2012-13	2013-14	2014-15	2015-16	2016-17
Score	0.0	0.0	0.0	0.0	0.0
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)	N/A	N/A	N/A	N/A	N/A
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)	N/A	N/A	N/A	N/A	N/A

Months of Cash - GRAPH 8

	2012-13	2013-14	2014-15	2015-16	2016-17
Score	0.0	0.0	0.0	0.0	0.0
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)	N/A	N/A	N/A	N/A	N/A
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)	N/A	N/A	N/A	N/A	N/A

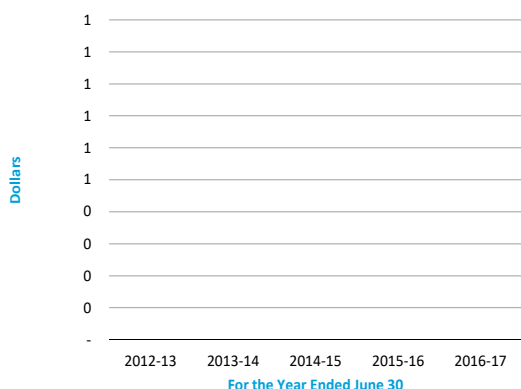
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ACHIEVEMENT FIRST LINDEN CHARTER SCHOOL

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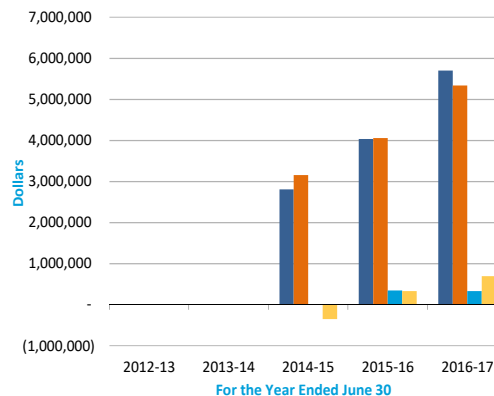
GRAPH 1 Cash, Assets and Liabilities



■ Cash ■ Current Assets ■ Current Liabilities ■ Total Assets ■ Total Liabilities

This chart illustrates the relationship between assets and liabilities and to what extent cash reserves makes up current assets. Ideally for each subset, subsets 2 through 4, (i.e. current assets vs. current liabilities), the column on the left is taller than the immediate column on the right; and, generally speaking, the bigger that gap, the better.

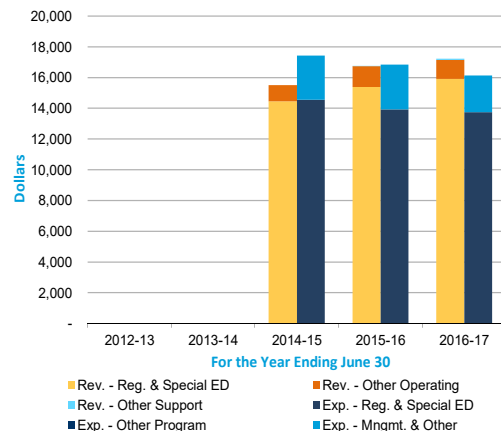
GRAPH 2 Revenue, Expenses and Net Assets



■ Revenue ■ Expenses ■ Net Assets - Beginning ■ Net Assets - Ending

This chart illustrates total revenue and expenses each year and the relationship those subsets have on the increase/decrease of net assets on a year-to-year basis. Ideally subset 1, revenue, will be taller than subset 2, expenses, and as a result subset 3, net assets - beginning, will increase each year, building a more fiscally viable school.

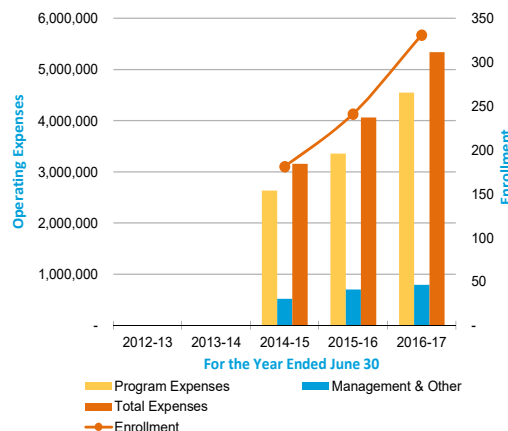
GRAPH 3 Revenue & Expenses Per Pupil



■ Rev. - Reg. & Special ED ■ Rev. - Other Operating
■ Exp. - Reg. & Special ED ■ Exp. - Other Operating

This chart illustrates the breakdown of revenue and expenses on a per pupil basis. Caution should be exercised in making school-by-school comparisons since schools serving different missions or student populations are likely to have substantially different educational cost bases. Comparisons with similar schools with similar dynamics are most valid.

GRAPH 4 Enrollment vs. Operating Expenses



■ Program Expenses ■ Total Expenses
— Enrollment

This chart illustrates to what extent the school's operating expenses have followed its student enrollment pattern. A baseline assumption that this data tests is that operating expenses increase with each additional student served. This chart also compares and contrasts growth trends of both, giving insight into what a reasonable expectation might be in terms of economies of scale.

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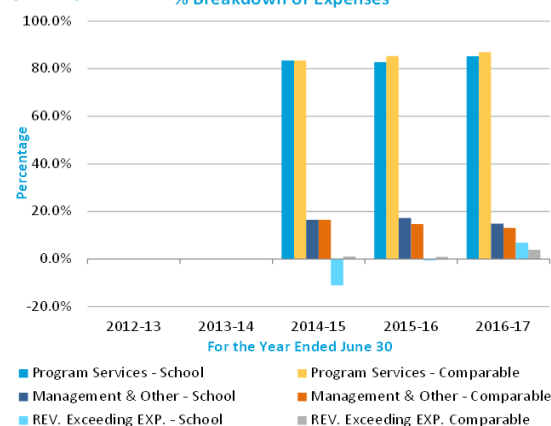
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ACHIEVEMENT FIRST LINDEN CHARTER SCHOOL

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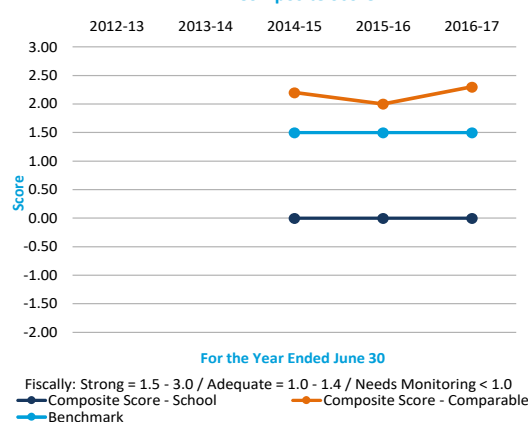
Comparable School, Region or Network: All SUNY Authorized Charter Schools (Including Closed Schools)

GRAPH 5 % Breakdown of Expenses



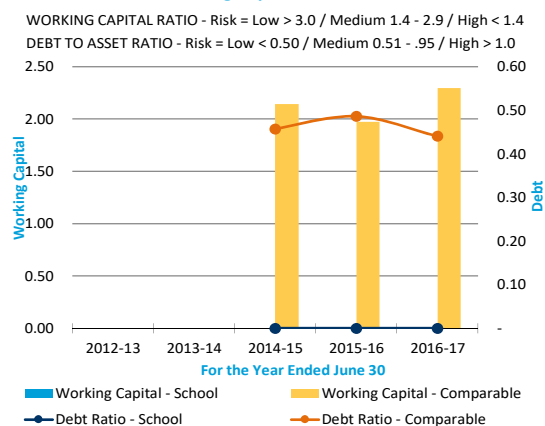
This chart illustrates the percentage expense breakdown between program services and management & others as well as the percentage of revenues exceeding expenses. Ideally the percentage expense for program services will far exceed that of the management & other expense. The percentage of revenues exceeding expenses should not be negative. Similar caution, as mentioned on GRAPH 3, should be used in comparing schools.

GRAPH 6 Composite Score



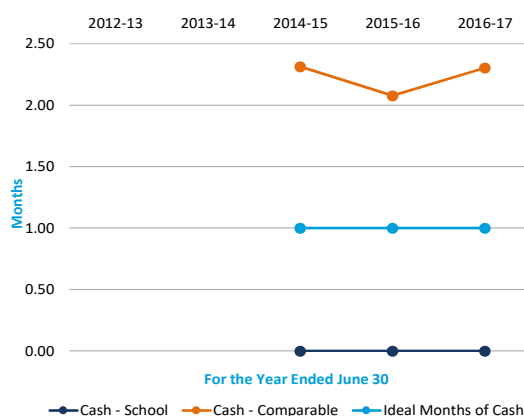
This chart illustrates a school's composite score based on the methodology developed by the United States Department of Education (USDOE) to determine whether private not-for-profit colleges and universities are financially strong enough to participate in federal loan programs. These scores can be valid for observing the fiscal trends of a particular school and used as a tool to compare the results of different schools.

GRAPH 7 Working Capital & Debt to Asset Ratios



This chart illustrates working capital and debt to asset ratios. The working capital ratio indicates if a school has enough short-term assets to cover its immediate liabilities/short term debt. The debt to asset ratio indicates what proportion of debt a school has relative to its assets. The measure gives an idea to the leverage of the school along with the potential risks the school faces in terms of its debt-load.

GRAPH 8 Months of Cash



This chart illustrates how many months of cash the school has in reserves. This metric is to measure solvency – the school's ability to pay debts and claims as they come due. This gives some idea of how long a school could continue its ongoing operating costs without tapping into some other, non-cash form of financing in the event that revenues were to cease flowing to the school.

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FUTURE PLANS



IF THE SUNY TRUSTEES RENEW THE EDUCATION CORPORATION'S AUTHORITY TO OPERATE THE SCHOOL, ARE ITS PLANS FOR THE SCHOOL REASONABLE, FEASIBLE, AND ACHIEVABLE?

AF Linden is an academic success. The school operates as an effective and viable organization. AF Brooklyn Schools plans to continue to operate the school in the same manner with an expansion into high school grades, which AF Brooklyn Schools teaches at other schools. Therefore, the plans for the school's future are sound.

Plans for the School's Structure. The education corporation has provided all of the key structural elements for a charter renewal and those elements are reasonable, feasible, and achievable.

Plans for the Educational Programs. AF Linden plans to continue to implement the same core elements of its educational program that enabled the school to meet or exceed its key Accountability Plan goals in the current charter term. These elements are likely to enable the school to meet or exceed its academic goals in the next charter term. If granted renewal, AF Linden is requesting a grade expansion to 10th grade in the next charter term and will implement the same strong program currently in place at other high school levels across the education corporation.

Fiscal & Facility Plans. Based on evidence collected through the renewal review, including a review of the five-year financial plan, AF Brooklyn Schools presents a reasonable and appropriate fiscal plan for the school for the next charter term including education corporation and school budgets that are feasible and achievable.

AF LINDEN		
	CURRENT	END OF NEXT CHARTER TERM
Enrollment	548	959
Grade Span	K-5	K-10
Teaching Staff	48	84
Days of Instruction	185	185

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AF Linden plans to continue instruction for the elementary grades in the existing NYCDOE co-location site. The middle school is operating in a one-year incubation space while the process of securing private space which would support the growing middle school program over the next charter term. AF Brooklyn Schools is investigating the availability of public high school space or will pursue a private facility as necessary.

The school's Application for Charter Renewal contains all necessary elements as required by the Act. The proposed school calendar allots an appropriate amount of instructional time to meet or exceed instructional time requirements, and taken together with other academic and key design elements, should be sufficient to allow the school to meet its proposed Accountability Plan goals.

Achievement First North Brooklyn Preparatory Charter School

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SCHOOL OVERVIEW

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ACHIEVEMENT FIRST NORTH BROOKLYN PREPARATORY CHARTER SCHOOL

DOES THE SCHOOL IMPLEMENT THE EDUCATIONAL PROGRAM WITH FIDELITY TO THE EDUCATION CORPORATION'S DESIGN?

Based on a review of the school's Application for Charter Renewal, discussions with teachers, leaders, and board members, and a review of the academic program, Achievement First North Brooklyn Preparatory Charter School fully implements the academic program as outlined in the education corporation overview and is an academic success, having met its key Accountability Plan goals.

SCHOOL BACKGROUND

The SUNY Trustees approved the original charter for AF North Brooklyn on October 28, 2013. The school opened its doors in the fall of 2014 initially serving 180 students in Kindergarten and 1st grade. The school is authorized to serve 548 students in Kindergarten – 5th grade during the 2018-19 school year and, if renewed, will expand to serve students in Kindergarten – 10th grade with a projected total enrollment of 959 students.

The current charter term expires on July 31, 2019. A subsequent charter term will enable the school to operate through July 31, 2024. The school is co-located in a NYCDOE building at 200 Woodbine Street, Brooklyn, NY 11221, in CSD 32. The building also houses J.H.S. 291 Roland Hayes, a district school serving 6th – 9th grade.

NOTEWORTHY - AF NORTH BROOKLYN

AF North Brooklyn enrolled 4th grade students for the first time in 2017-18 and posted an impressive proficiency rate of 99% on the 4th grade science state exam. Notably, 45% of students performed at performance level 4, the highest possible level, indicating above grade level proficiency.

LEGAL REQUIREMENTS

AF North Brooklyn substantially complies with applicable laws, rules and regulations, and provisions of the charter with a few minor exceptions. The Institute will work with the education corporation to ensure compliance before the start of the next charter term.

- **Physical Plant:** AF North Brooklyn's co-located space had two unlocked breaker boxes. The school is working to review protocols with the NYCDOE co-located facility staff members to ensure the situation did not continue.

FINANCIAL CONDITION

AF North Brooklyn's projected five-year renewal budget reflects anticipated increases in revenues and expenses associated with planned enrollment increase as the school grows to serve Kindergarten – 10th grade. AF North Brooklyn operates the elementary and middle schools in one NYCDOE co-location site. The sites for the elementary, middle, and eventually high school have been approved by the Panel for Education Policy and the school is confident that all academies will have the opportunity to remain in their current/proposed spaces for the full course of the next charter term.

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SCHOOL OVERVIEW

SCHOOL LEADERS

Peter Weiss, Elementary Principal (2018-19 to present)

Elena Knappen, Elementary Principal (2014-15 to 2017-18)

Kate Carroll, Middle School Principal (2018-19 to present)

SCHOOL CHARACTERISTICS - NORTH BROOKLYN

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	PROPOSED GRADES	ACTUAL GRADES
2014-15	180	179	100%	K-2	K-1
2015-16	250	239	96%	K-3	K-2
2016-17	364	294	81%	K-4	K-3
2017-18	456	407	89%	K-5	K-4
2018-19	548	531	97%	K-5	K-5

PARENT SATISFACTION: SURVEY RESULTS

RESPONSE RATE	OVERALL SATISFACTION	TRUST	CULTURE	HIGH EXPECTATIONS
89%	96%	95%	95%	97%

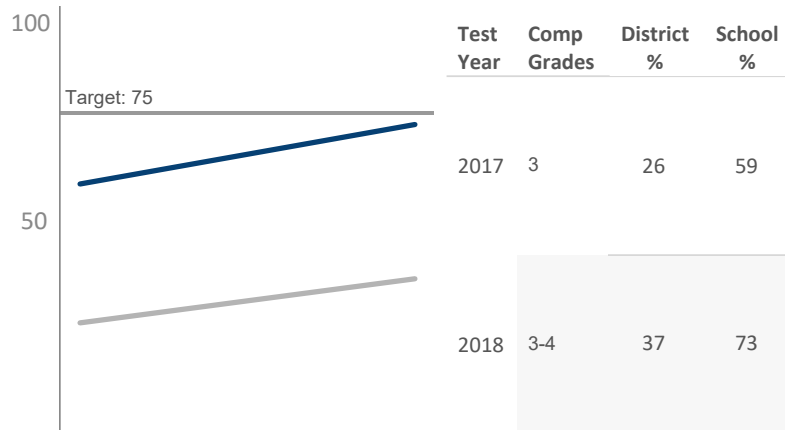
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SCHOOL OVERVIEW

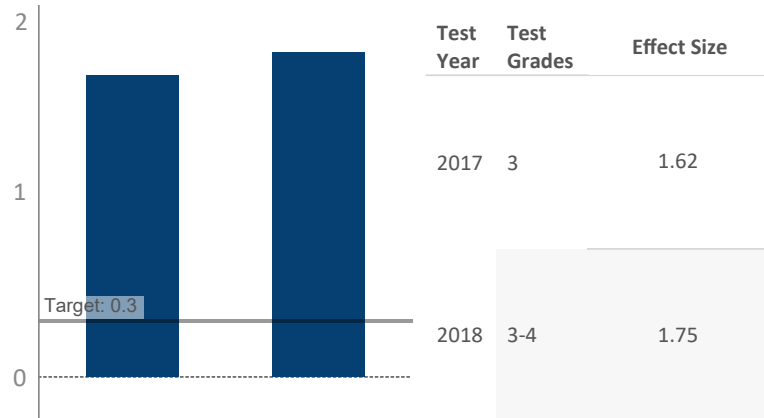
ACHIEVEMENT FIRST NORTH BROOKLYN PREPARATORY CHARTER SCHOOL

ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL

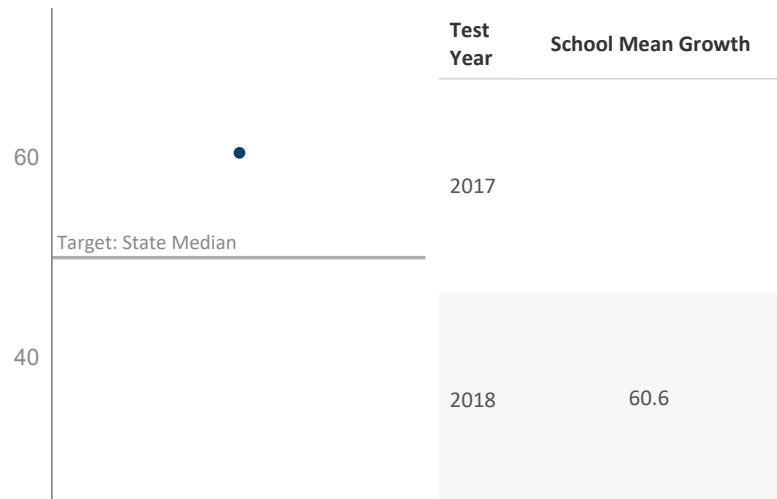
Comparative Measure: District Comparison. Each year, the percentage of students at **the school** in at least their second year performing at or above proficiency in ELA will be greater than that of students in the same tested grades in **the district**.



Comparative Measure: Effect Size. Each year, the school will exceed its predicted level of performance by an effect size of 0.3 or above in **ELA** according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.



Comparative Growth Measure: Mean Growth Percentile. Each year, the school's unadjusted mean growth percentile for all students in grades 4-8 will be above the state's unadjusted median growth percentile in **ELA**.



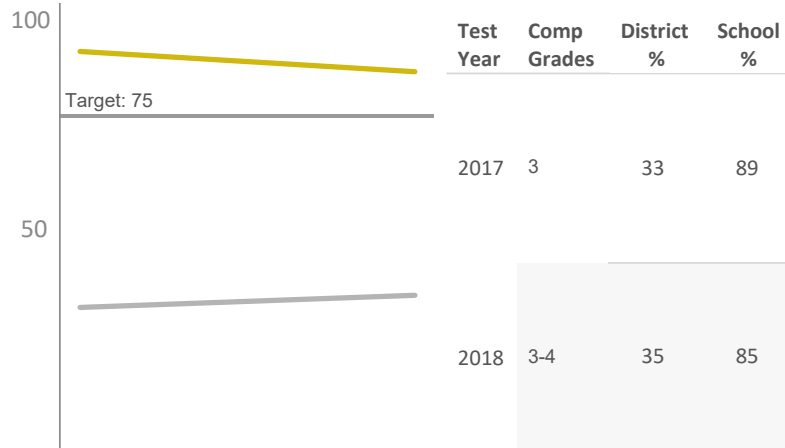
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SCHOOL OVERVIEW

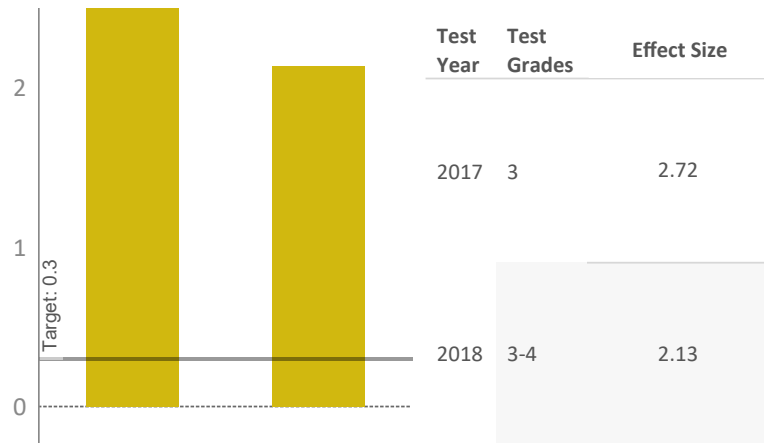
ACHIEVEMENT FIRST NORTH BROOKLYN PREPARATORY CHARTER SCHOOL

MATHEMATICS ACCOUNTABILITY PLAN GOAL

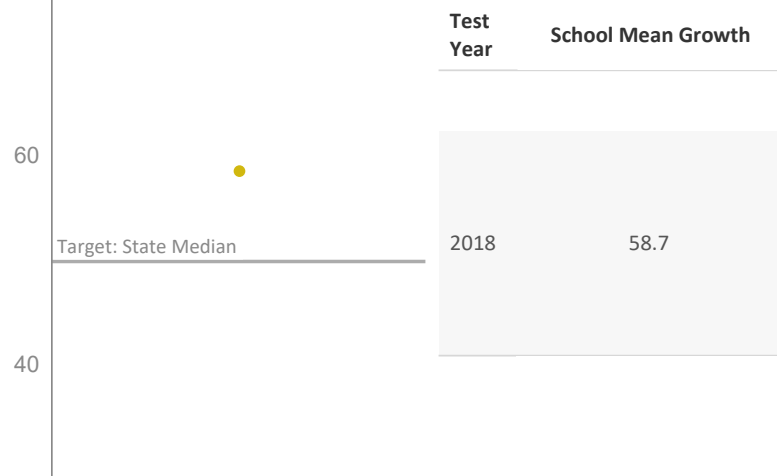
Comparative Measure: District Comparison. Each year, the percentage of students at **the school** in at least their second year performing at or above proficiency in mathematics will be greater than that of students in the same tested grades in **the district**.



Comparative Measure: Effect Size. Each year, the school will exceed its predicted level of performance by an effect size of 0.3 or above in **mathematics** according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.



Comparative Growth Measure: Mean Growth Percentile. Each year, the school's unadjusted mean growth percentile for all students in grades 4-8 will be above the state's unadjusted median growth percentile in **mathematics**.



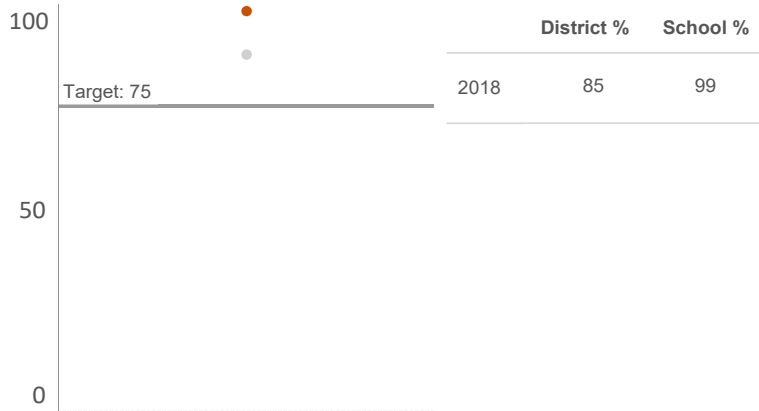
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SCHOOL OVERVIEW

ACHIEVEMENT FIRST NORTH BROOKLYN PREPARATORY CHARTER SCHOOL

SCIENCE ACCOUNTABILITY PLAN GOAL

Science: Comparative Measure. Each year, the percentage of students at the school in at least their second year performing at or above proficiency in **science** will exceed that of students in the same tested grades in the district.



SPECIAL POPULATIONS PERFORMANCE

	2016	2017	2018
Enrollment Receiving Mandated Academic Services	39	48	71
Tested on State Exam	0	12	28
School Percent Proficient on ELA Exam	N/A	25.0	32.1
District Percent Proficient	N/A	8.8	14.3

	2016	2017	2018
ELL Enrollment	41	51	80
Tested on NYSESLAT Exam	38	40	79
School Percent 'Commanding' or Making Progress on NYSESLAT	10.5	22.5	20.3

The academic outcome data about the performance of students receiving special education services and ELLs above is not tied to separate goals in the school's formal Accountability Plan.

The NYSESLAT, the New York State English as a Second Language Achievement Test, is a standardized state exam.

"Making Progress" is defined as moving up at least one level of proficiency. Student scores fall into five categories/proficiency levels: Entering; Emerging; Transitioning; Expanding; and, Commanding.

SCHOOL OVERVIEW

DISTRICT COMMENTS







The NYCDOE held its required hearing on AF North Brooklyn Prep's renewal on November 13, 2018 at the school. Forty people were present with seven speaker in support of and eight speakers in opposition to the renewal application. Parents in support of the application spoke about how the school creates a family atmosphere and how the school creates an environment that allowed their children to grow both academically and individually. Parents of students with disabilities confirmed that their students were receiving their services and the education their children were receiving was unmatched by district offerings. Several students also spoke to the school's community atmosphere and how they are instilled with a sense of pride for their school.

Those in opposition to the application came from the Community Education Council ("CEC") 32 and eight families of the co-located school. Their concern centered on the growth proposed in the application as they believed the building did not have further capacity to allow the district school to grow or compete. One CEC representative focused on a study from 2015 alleging that charter schools do not serve students with disabilities and charter schools had enough money to find private facilities. This CEC representative did not present anything specific to this school and families with students with disabilities were upset with the CEC representative's allegations as they felt their student were being well served by the school.

The Institute also received a letter in opposition from the CEC 32 president listing opinions against charter schools and nothing specific to the record of AF North Brooklyn. A parent submitted a letter to the Institute in favor of renewal based on a positive experience with the school. The parent cited the school's family involvement as positive and emphasized the school's communication with families including not only concerns but accomplishments and consistent appraisal of growth. The parent also enjoyed the many opportunities parents had to participate in the school community from various family groups including Family for Achievement, Many Minds, and Family Council.

ENROLLMENT AND RETENTION

Achievement First Linden Charter School's Enrollment and Retention Status: 2017-18

			District Target	School
Enrollment	Economically disadvantaged		93.1	94.6
	English language learners		12.1	1.3
	Students with disabilities		15.3	14.8
Retention	Economically disadvantaged		91.6	88.5
	English language learners		93.4	100.0
	Students with disabilities		91.6	88.6

PERFORMANCE SUMMARIES

Pf
PERFORMANCE

Su
SUMMARIES

SCHOOL PERFORMANCE SUMMARY: English Language Arts Achievement First North Brooklyn Preparatory Charter School

	2015-16 Grades Served: K-2				2016-17 Grades Served: K-3				2017-18 Grades Served: K-4				MET
	All		2+ Years		All		2+ Years		All		2+ Years		
	Grades	% (N)	Students	% (N)	Grades	% (N)	Students	% (N)	Grades	% (N)	Students	% (N)	
<u>ABSOLUTE MEASURES</u> 1. Each year 75 percent of students who are enrolled in at least their second year will perform at proficiency on the New York State exam.	3	()	()	()	3	57.6 (85)	58.7 (75)	(75)	3	64.0 (86)	65.4 (78)	(78)	
	4	()	()	()	4	()	()	()	4	77.3 (88)	80.0 (75)	(75)	
	5	()	()	()	5	()	()	()	5	()	()	()	
	6	()	()	()	6	()	()	()	6	()	()	()	
	7	()	()	()	7	()	()	()	7	()	()	()	
	8	()	()	()	8	()	()	()	8	()	()	()	
	All	()	()	()	All	57.6 (85)	58.7 (75)	(75)	All	70.7 (174)	72.5 (153)	(153)	
	NO												NO
2. Each year the school's aggregate Performance Level Index on the State exam will meet the Annual Measurable Objective set forth in the State's accountability system.	Grades	PLI	AMO		Grades	PLI	AMO		Grades	PI	MIP		
	3				3	146	111		3-4	172			
YES												YES	
												NA	
<u>COMPARATIVE MEASURES</u> 3. Each year the percent of students enrolled in at least their second year and performing at proficiency will be greater than that of students in the same grades in the local district.	Comparison:				Comparison: Brooklyn District 32				Comparison: Brooklyn District 32				
	Grades	School	District		Grades	School	District		Grades	School	District		
	3				3	58.7	26.3		3-4	72.5	36.5		
YES												YES	
												YES	
												YES	
4. Each year the school will exceed its predicted percent of students at proficiency on the state exam by at least a small Effect Size (at least 0.3) based on its percentage of Economically Disadvantaged students.	% ED				% ED				% ED				
	Actual	Predicted	Effect	Size	Actual	Predicted	Effect	Size	Actual	Predicted	Effect	Size	
	89.8	57.6	29.1	1.61	89.8	57.6	29.1	1.61	88.3	70.7	37.6	1.75	
YES												YES	
												YES	
												YES	
<u>GROWTH MEASURE</u> 5. Each year, the school's unadjusted mean growth percentile will meet or exceed the target of 50.	Grades	School	State		Grades	School	State		Grades	School	State		
	4				4				4	60.6			
	5				5				5	0.0			
	6				6				6	0.0			
	7				7				7	0.0			
	8				8				8	0.0			
	All				All				All	60.6	50.0		
	YES												YES

SCHOOL PERFORMANCE SUMMARY: Mathematics

Achievement First North Brooklyn Preparatory Charter School

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PERFORMANCE SUMMARIES

Pf
PERFORMANCE

Su
SUMMARIES

	2015-16 Grades Served: K-2				2016-17 Grades Served: K-3				2017-18 Grades Served: K-4				MET
	All Students % (N)		2+ Years Students % (N)		All Students % (N)		2+ Years Students % (N)		All Students % (N)		2+ Years Students % (N)		
	Grades				Grades				Grades				
<u>ABSOLUTE MEASURES</u> 1. Each year 75 percent of students who are enrolled in at least their second year will perform at proficiency on the New York State exam.	3	0	0	0	3	90.6 (85)	89.5 (76)	0	3	79.1 (86)	79.5 (78)	0	
	4	0	0	0	4	0	0	0	4	87.5 (88)	90.7 (75)	0	
	5	0	0	0	5	0	0	0	5	0	0	0	
	6	0	0	0	6	0	0	0	6	0	0	0	
	7	0	0	0	7	0	0	0	7	0	0	0	
	8	0	0	0	8	0	0	0	8	0	0	0	
	All	0	0	0	All	90.6 (85)	89.5 (76)	0	All	83.3 (174)	85.0 (153)	0	
2. Each year the school's aggregate Performance Level Index on the State exam will meet the Annual Measurable Objective set forth in the State's accountability system.	Grades	PLI	AMO		Grades	PLI	AMO		Grades	PI	MIP		
					3	188	109		3-4	210			
<u>COMPARATIVE MEASURES</u> 3. Each year the percent of students enrolled in at least their second year and performing at proficiency will be greater than that of students in the same grades in the local district.	Comparison:				Comparison: Brooklyn District 32				Comparison: Brooklyn District 32				
	Grades	School	District		Grades	School	District		Grades	School	District		
					3	89.5	32.5		3-4	85.0	35.2		
4. Each year the school will exceed its predicted percent of students at proficiency on the State exam by at least a small Effect Size (at least 0.3) based on its percentage of Economically Disadvantaged students.	% ED				% ED				% ED				
	Actual	Predicted	Effect	Size	Actual	Predicted	Effect	Size	Actual	Predicted	Effect	Size	
					89.8	90.6	34.3	2.71	88.3	83.3	38.2	2.13	
<u>GROWTH MEASURE</u> 5. Each year, the school's unadjusted mean growth percentile will meet or exceed the target of 50.	Grades	School	State		Grades	School	State		Grades	School	State		
	4				4				4	58.7			
	5				5				5	0.0			
	6				6				6	0.0			
	7				7				7	0.0			
	8				8				8	0.0			
	All				All				All	58.7	50.0		

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FISCAL DASHBOARD

ACHIEVEMENT FIRST NORTH BROOKLYN PREPARATORY CHARTER SCHOOL

NOTE: Effective 2015-16 the school merged into the education corporation, "Achievement First Brooklyn Charter Schools." Accordingly, see the education corporation report containing the "Balance Sheet" for all schools merged into the education corporation.

SCHOOL INFORMATION

BALANCE SHEET

Assets

Current Assets

Cash and Cash Equivalents - GRAPH 1
Grants and Contracts Receivable
Accounts Receivable
Prepaid Expenses
Contributions and Other Receivables

Total Current Assets - GRAPH 1

Property, Building and Equipment, net

Other Assets

Total Assets - GRAPH 1

Liabilities and Net Assets

Current Liabilities

Accounts Payable and Accrued Expenses
Accrued Payroll and Benefits
Deferred Revenue
Current Maturities of Long-Term Debt
Short Term Debt - Bonds, Notes Payable
Other

Total Current Liabilities - GRAPH 1

L-T Debt and Notes Payable, net current maturities

Total Liabilities - GRAPH 1

Net Assets

Unrestricted
Temporarily restricted

Total Net Assets

Total Liabilities and Net Assets

ACTIVITIES

Operating Revenue

Resident Student Enrollment
Students with Disabilities

Grants and Contracts

State and local
Federal - Title and IDEA
Federal - Other
Other
NYC DoE Rental Assistance

Food Service/Child Nutrition Program

Total Operating Revenue

Expenses

Regular Education
SPED
Regular Education & SPED (combined)
Other

Total Program Services

Management and General
Fundraising

Total Expenses - GRAPHS 2, 3 & 4

Surplus / (Deficit) From School Operations

Support and Other Revenue

Contributions
Fundraising
Miscellaneous Income
Net assets released from restriction

Total Support and Other Revenue

Total Unrestricted Revenue

Total Temporarily Restricted Revenue

Total Revenue - GRAPHS 2 & 3

Change in Net Assets

Net Assets - Beginning of Year - GRAPH 2

Prior Year Adjustment(s)

Net Assets - End of Year - GRAPH 2

Opened 2014-15

MERGED

MERGED

	2012-13	2013-14	2014-15	2015-16	2016-17
Cash and Cash Equivalents - GRAPH 1	-	-	-	-	-
Grants and Contracts Receivable	-	-	-	-	-
Accounts Receivable	-	-	-	-	-
Prepaid Expenses	-	-	-	-	-
Contributions and Other Receivables	-	-	-	-	-
Total Current Assets - GRAPH 1	-	-	-	-	-
Property, Building and Equipment, net	-	-	-	-	-
Other Assets	-	-	-	-	-
Total Assets - GRAPH 1	-	-	-	-	-

Accounts Payable and Accrued Expenses	-	-	-	-	-
Accrued Payroll and Benefits	-	-	-	-	-
Deferred Revenue	-	-	-	-	-
Current Maturities of Long-Term Debt	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	-	-	-	-	-
Total Current Liabilities - GRAPH 1	-	-	-	-	-
L-T Debt and Notes Payable, net current maturities	-	-	-	-	-
Total Liabilities - GRAPH 1	-	-	-	-	-

Unrestricted	-	-	-	-	-
Temporarily restricted	-	-	-	-	-
Total Net Assets	-	-	-	-	-
Total Liabilities and Net Assets	-	-	-	-	-

Resident Student Enrollment	-	-	2,460,572	3,395,161	4,313,346
Students with Disabilities	-	-	350,375	386,866	603,073

State and local	-	-	-	-	-
Federal - Title and IDEA	-	-	177,366	139,438	133,053
Federal - Other	-	-	161,569	191,201	129,050
Other	-	-	34,693	24,808	4,166
NYC DoE Rental Assistance	-	-	-	-	-
Food Service/Child Nutrition Program	-	-	-	-	-
Total Operating Revenue	-	-	3,184,574	4,137,474	5,182,688

Regular Education	-	-	2,353,746	2,930,438	3,632,228
SPED	-	-	332,122	407,090	491,142
Regular Education & SPED (combined)	-	-	-	-	-
Other	-	-	-	-	-
Total Program Services	-	-	2,685,868	3,337,528	4,123,370
Management and General	-	-	403,492	476,096	674,194
Fundraising	-	-	73,127	95,059	-
Total Expenses - GRAPHS 2, 3 & 4	-	-	3,162,487	3,908,683	4,797,564
Surplus / (Deficit) From School Operations	-	-	22,087	228,791	385,124

Contributions	-	-	-	19	-
Fundraising	-	-	-	-	-
Miscellaneous Income	-	-	7,864	560	24,642
Net assets released from restriction	-	-	-	-	-
Total Support and Other Revenue	-	-	7,864	579	24,642

Total Unrestricted Revenue	-	-	3,192,438	4,138,053	5,207,330
Total Temporarily Restricted Revenue	-	-	-	-	-
Total Revenue - GRAPHS 2 & 3	-	-	3,192,438	4,138,053	5,207,330

Change in Net Assets	-	-	29,951	229,370	409,766
Net Assets - Beginning of Year - GRAPH 2	-	-	-	(89,549)	139,821
Prior Year Adjustment(s)	-	-	-	-	-
Net Assets - End of Year - GRAPH 2	-	-	29,951	139,821	549,587

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FISCAL DASHBOARD

ACHIEVEMENT FIRST NORTH BROOKLYN PREPARATORY CHARTER SCHOOL

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SCHOOL INFORMATION - (Continued)

Functional Expense Breakdown

Personnel Service
Administrative Staff Personnel
Instructional Personnel
Non-Instructional Personnel
Personnel Services (Combined)
Total Salaries and Staff
Fringe Benefits & Payroll Taxes
Retirement
Management Company Fees
Building and Land Rent / Lease
Staff Development
Professional Fees, Consultant & Purchased Services
Marketing / Recruitment
Student Supplies, Materials & Services
Depreciation
Other

2012-13	2013-14	2014-15	2015-16	2016-17
-	-	265,577	318,925	449,053
-	-	1,379,173	1,930,744	2,352,845
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	1,644,750	2,249,669	2,801,898
-	-	254,085	377,834	490,239
-	-	34,138	39,499	56,388
-	-	365,637	475,295	606,769
-	-	-	-	-
-	-	26,611	55,653	46,004
-	-	17,837	21,955	18,163
-	-	9,200	18,140	15,976
-	-	360,321	222,321	153,294
-	-	60,656	99,947	126,224
-	-	389,252	348,370	482,609
-	-	3,162,487	3,908,683	4,797,564

Total Expenses

SCHOOL ANALYSIS

ENROLLMENT

Original Chartered Enrollment
Final Chartered Enrollment (includes any revisions)
Actual Enrollment - **GRAPH 4**
Chartered Grades
Final Chartered Grades (includes any revisions)

2012-13	2013-14	2014-15	2015-16	2016-17
-	-	166	222	278
-	-	180	250	364
-	-	179	239	294
Planning Year	K-1	K-2	K-3	K-4
-	Planning Year	K-1	K-2	K-3

Primary School District: NYC CHANCELLOR'S OFFICE

Per Pupil Funding (Weighted Avg of All Districts)
Increase over prior year

-	-	13,877	13,877	14,027
0.0%	0.0%	100.0%	0.0%	1.1%

PER STUDENT BREAKDOWN

Revenue

Operating
Other Revenue and Support
TOTAL - GRAPH 3

-	-	17,816	17,312	17,628
-	-	44	2	84
-	-	17,860	17,314	17,712

Expenses

Program Services
Management and General, Fundraising
TOTAL - GRAPH 3
% of Program Services
% of Management and Other
% of Revenue Exceeding Expenses - GRAPH 5

-	-	15,026	13,965	14,025
-	-	2,666	2,390	2,293
-	-	17,692	16,354	16,318
0.0%	0.0%	84.9%	85.4%	85.9%
0.0%	0.0%	15.1%	14.6%	14.1%
0.0%	0.0%	0.9%	5.9%	8.5%

Student to Faculty Ratio

-	-	2.4	9.2	8.6
---	---	-----	-----	-----

Faculty to Admin Ratio

-	-	3.0	4.3	3.4
---	---	-----	-----	-----

Financial Responsibility Composite Scores - GRAPH 6

Score
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 /
Fiscally Needs Monitoring < 1.0

0.0	0.0	0.0	0.0	0.0
N/A	N/A	N/A	N/A	N/A

Working Capital - GRAPH 7

Net Working Capital
As % of Unrestricted Revenue
Working Capital (Current) Ratio Score
Risk (Low ≥ 3.0 / Medium 1.4 - 2.9 / High < 1.4)
Rating (Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.4)

0	0	0	0	0
0.0%	0.0%	0.0%	0.0%	0.0%
0.0	0.0	0.0	0.0	0.0
N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A

Quick (Acid Test) Ratio

Score
Risk (Low ≥ 2.5 / Medium 1.0 - 2.4 / High < 1.0)
Rating (Excellent ≥ 2.5 / Good 1.0 - 2.4 / Poor < 1.0)

0.0	0.0	0.0	0.0	0.0
N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A

Debt to Asset Ratio - GRAPH 7

Score
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)

0.0	0.0	0.0	0.0	0.0
N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A

Months of Cash - GRAPH 8

Score
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)

0.0	0.0	0.0	0.0	0.0
N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A

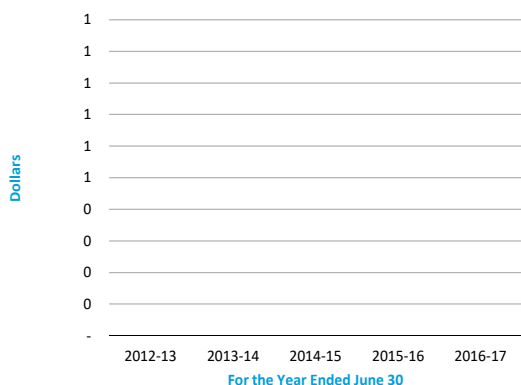
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ACHIEVEMENT FIRST NORTH BROOKLYN PREPARATORY CHARTER SCHOOL

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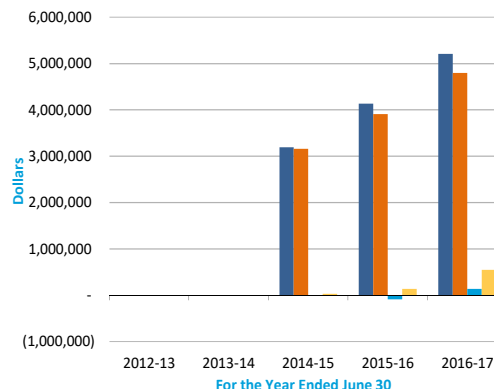
GRAPH 1 Cash, Assets and Liabilities



■ Cash ■ Current Assets ■ Current Liabilities ■ Total Assets ■ Total Liabilities

This chart illustrates the relationship between assets and liabilities and to what extent cash reserves makes up current assets. Ideally for each subset, subsets 2 through 4, (i.e. current assets vs. current liabilities), the column on the left is taller than the immediate column on the right; and, generally speaking, the bigger that gap, the better.

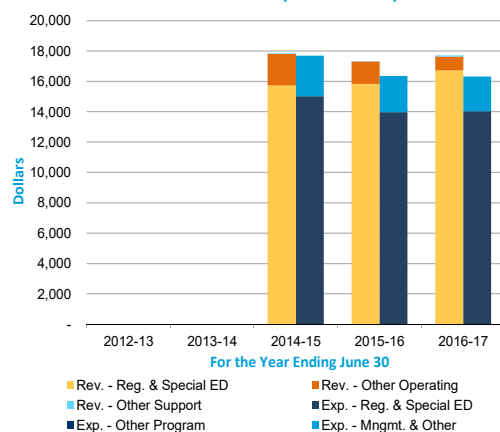
GRAPH 2 Revenue, Expenses and Net Assets



■ Revenue ■ Expenses ■ Net Assets - Beginning ■ Net Assets - Ending

This chart illustrates total revenue and expenses each year and the relationship those subsets have on the increase/decrease of net assets on a year-to-year basis. Ideally subset 1, revenue, will be taller than subset 2, expenses, and as a result subset 3, net assets - beginning, will increase each year, building a more fiscally viable school.

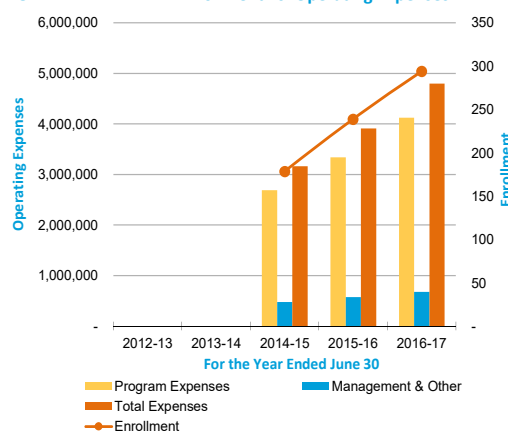
GRAPH 3 Revenue & Expenses Per Pupil



■ Rev. - Reg. & Special ED ■ Rev. - Other Support ■ Exp. - Reg. & Special ED ■ Exp. - Other Program

This chart illustrates the breakdown of revenue and expenses on a per pupil basis. Caution should be exercised in making school-by-school comparisons since schools serving different missions or student populations are likely to have substantially different educational cost bases. Comparisons with similar schools with similar dynamics are most valid.

GRAPH 4 Enrollment vs. Operating Expenses



■ Program Expenses ■ Total Expenses ■ Enrollment

This chart illustrates to what extent the school's operating expenses have followed its student enrollment pattern. A baseline assumption that this data tests is that operating expenses increase with each additional student served. This chart also compares and contrasts growth trends of both, giving insight into what a reasonable expectation might be in terms of economies of scale.

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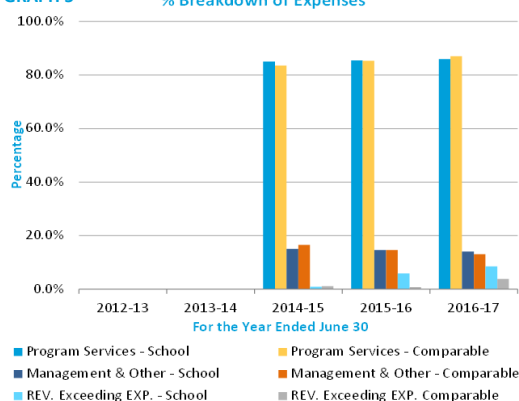
FISCAL DASHBOARD

ACHIEVEMENT FIRST NORTH BROOKLYN PREPARATORY CHARTER SCHOOL

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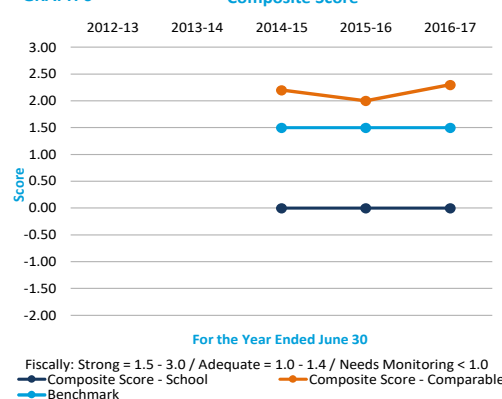
Comparable School, Region or Network: All SUNY Authorized Charter Schools (Including Closed Schools)

GRAPH 5 % Breakdown of Expenses



This chart illustrates the percentage expense breakdown between program services and management & others as well as the percentage of revenues exceeding expenses. Ideally the percentage expense for program services will far exceed that of the management & other expense. The percentage of revenues exceeding expenses should not be negative. Similar caution, as mentioned on GRAPH 3, should be used in comparing schools.

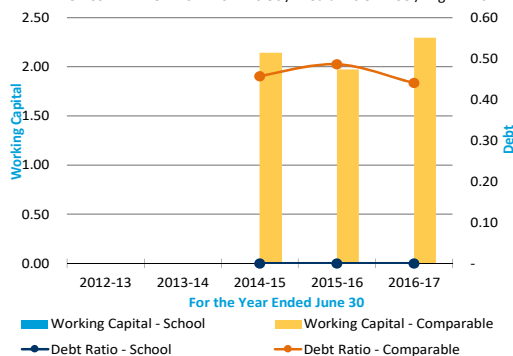
GRAPH 6 Composite Score



This chart illustrates a school's composite score based on the methodology developed by the United States Department of Education (USDOE) to determine whether private not-for-profit colleges and universities are financially strong enough to participate in federal loan programs. These scores can be valid for observing the fiscal trends of a particular school and used as a tool to compare the results of different schools.

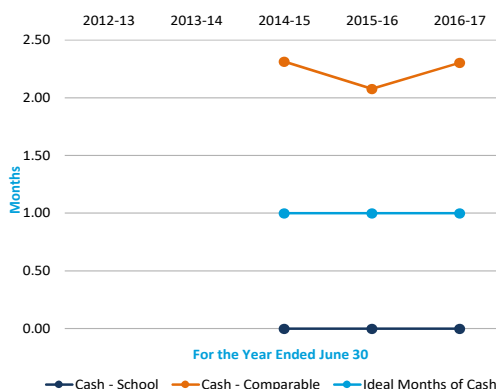
GRAPH 7 Working Capital & Debt to Asset Ratios

WORKING CAPITAL RATIO - Risk = Low > 3.0 / Medium 1.4 - 2.9 / High < 1.4
DEBT TO ASSET RATIO - Risk = Low < 0.50 / Medium 0.51 - .95 / High > 1.0



This chart illustrates working capital and debt to asset ratios. The working capital ratio indicates if a school has enough short-term assets to cover its immediate liabilities/short term debt. The debt to asset ratio indicates what proportion of debt a school has relative to its assets. The measure gives an idea to the leverage of the school along with the potential risks the school faces in terms of its debt-load.

GRAPH 8 Months of Cash



This chart illustrates how many months of cash the school has in reserves. This metric is to measure solvency – the school's ability to pay debts and claims as they come due. This gives some idea of how long a school could continue its ongoing operating costs without tapping into some other, non-cash form of financing in the event that revenues were to cease flowing to the school.

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FUTURE PLANS



IF THE SUNY TRUSTEES RENEW THE EDUCATION CORPORATION'S AUTHORITY TO OPERATE THE SCHOOL, ARE ITS PLANS FOR THE SCHOOL REASONABLE, FEASIBLE, AND ACHIEVABLE?

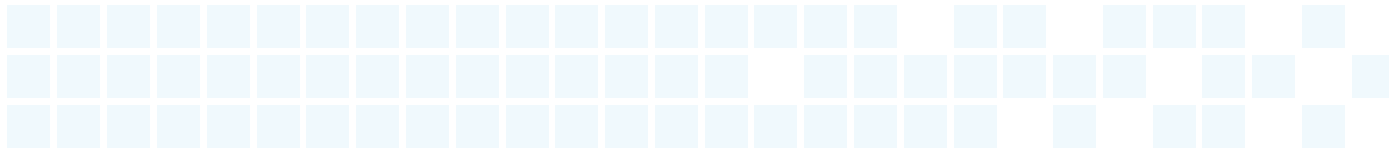
AF North Brooklyn is an academic success. The school operates as an effective and viable organization. AF Brooklyn Schools plans to continue to operate the school in a similar manner with an expansion into high school grades, which it already teaches at other schools. Therefore, the plans for the school's future are sound.

Plans for the School's Structure. The education corporation has provided all of the key structural elements for a charter renewal and those elements are reasonable, feasible, and achievable.

Plans for the Educational Program. AF North Brooklyn plans to continue to implement the same core elements of its educational program that enabled the school to meet or exceed its key Accountability Plan goals in the current charter term. These elements are likely to enable the school to meet or exceed its academic goals in the next charter term. If granted renewal, AF North Brooklyn is requesting a grade expansion to 10th grade, and will implement the same strong program currently in place at other high school levels across the education corporation.

Fiscal & Facility Plans. Based on evidence collected through the renewal review, including a review of the five-year financial plan, AF Brooklyn Schools presents a reasonable and appropriate fiscal plan for the school for the next charter term including school budgets that are feasible and achievable.

AF NORTH BROOKLYN		
	CURRENT	END OF NEXT CHARTER TERM
Enrollment	548	959
Grade Span	K-5	K-10
Teaching Staff	48	84
Days of Instruction	185	185



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AF North Brooklyn plans to continue instruction for the elementary and middle school grades in the NYCDOE co-location site. AF Brooklyn Schools is confident that all academies will have the opportunity to remain in their current/proposed spaces and support the growing middle school and high school program over the next charter term.

The school's Application for Charter Renewal contains all necessary elements as required by the Act. The proposed school calendar allots an appropriate amount of instructional time to meet or exceed instructional time requirements, and taken together with other academic and key design elements, should be sufficient to allow the school to meet its proposed Accountability Plan goals.



Achievement First
Brooklyn Charter Schools

Ax

APPENDICES

PAGES Ax 1-17

EO^A
ED CORP
OVERVIEW

PAGE Ax 1

EF^B
ED CORP FISCAL

PAGE Ax 14

APPENDIX A: Education Corporation Overview

ACHIEVEMENT FIRST BROOKLYN SCHOOLS BOARD OF TRUSTEES

CHAIR

Dr. Deborah Shanley

TREASURER

Jonathan Atkeson

SECRETARY

Andrew Hubbard

TRUSTEES

Romy Coquillette

Amy Arthur Samuels

Angela Tucker

Lee Gerlernt

Honorable L. Priscilla Hall

Judith Jenkins

Justin Cohen

Christopher Lynch

ACHIEVEMENT FIRST, INC., BOARD OF TRUSTEES

CHAIR

Andrew Boas

TREASURER

Tony Davis

TRUSTEES

William R. Berkley

Vincent Dowling

Thomas Lehrman

John Motley

Elsa Núñez

Valerie Rockefeller

Ariela Rozman

NETWORK LEADERS

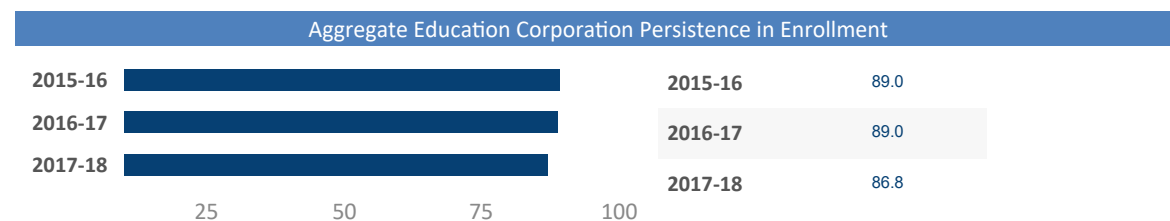
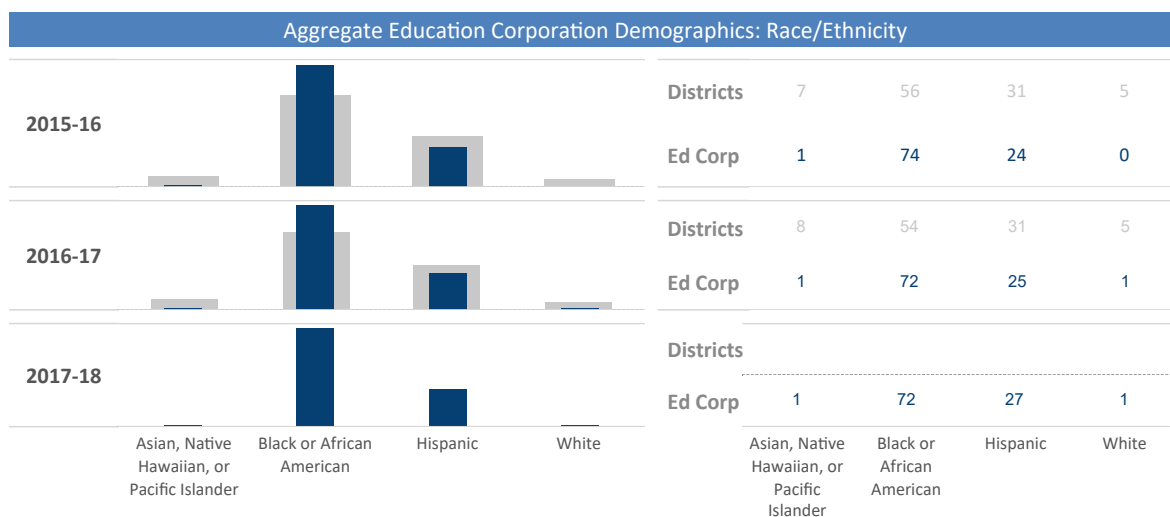
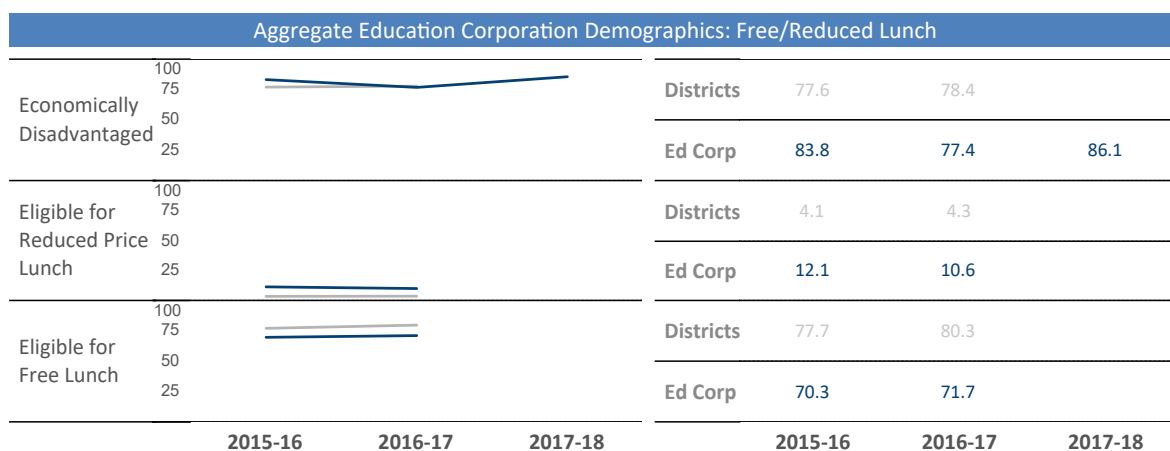
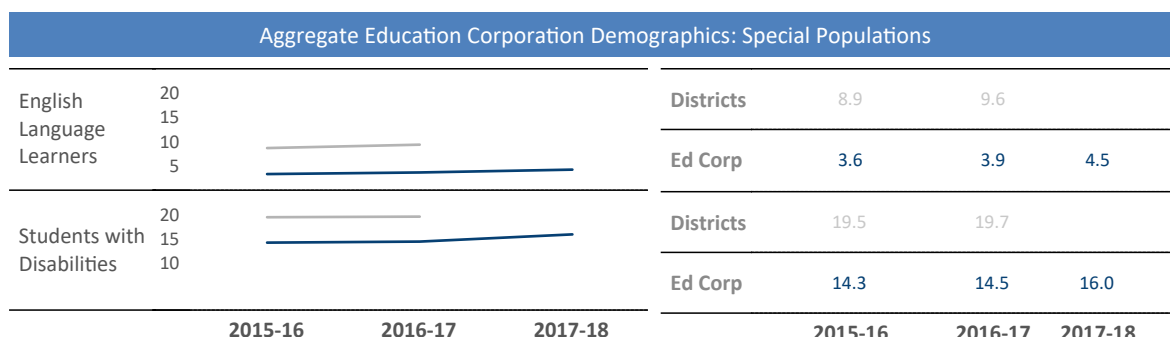
NETWORK

Doug McCurry, Co-CEO and Superintendent (2002-03 to present)

Dacia Toll, Co-CEO and President (2002-03 to present)

APPENDIX A: Education Corporation Overview

Achievement First Brooklyn Schools Aggregate Education Corporation Enrollment and Persistence



APPENDIX A: Education Corporation Overview

Achievement First Brooklyn Schools 2018-19 Renewal Schools Demographics and Persistence										
Persistence in Enrollment		Student Demographics: Race/Ethnicity					Student Demographics: Special Populations			
AF Bushwick	2017-18	89.4	Asian, Native Hawaiian, or Pacific Islander	District	2	2	Economically Disadvantaged	District	85.8	86.1
				School	1	1		School	86.4	85.8
	2016-17	91.5	Black or African American	District	17	18	English Language Learners	District	20.0	20.8
				School	32	38		School	8.3	10.3
	2015-16	90.1	Hispanic	District	78	78	Students with Disabilities	District	20.9	21.1
				School	66	60		School	16.6	16.4
			White	District	2	2				19.2
				School	1	0				
AF East NY	2017-18	86.4	Asian, Native Hawaiian, or Pacific Islander	District	7	7	Economically Disadvantaged	District	83.8	85.6
				School	1	0		School	86.7	85.1
	2016-17	84.6	Black or African American	District	46	47	English Language Learners	District	12.5	13.6
				School	80	82		School	1.3	1.2
	2015-16	86.5	Hispanic	District	43	43	Students with Disabilities	District	22.4	22.6
				School	17	16		School	13.4	12.9
			White	District	2	1				13.4
				School	0	0				
AF Linden	2017-18	87.7	Asian, Native Hawaiian, or Pacific Islander	District	9	9	Economically Disadvantaged	District	84.4	85.3
				School	1	1		School	87.1	87.5
	2016-17	88.4	Black or African American	District	40	41	English Language Learners	District	14.6	14.9
				School	83	83		School	1.2	1.5
	2015-16	88.0	Hispanic	District	47	47	Students with Disabilities	District	18.9	20.3
				School	14	14		School	10.0	12.2
			White	District	2	2				14.3
				School	1	0				
AF North Brooklyn	2017-18	91.2	Asian, Native Hawaiian, or Pacific Islander	District	2	2	Economically Disadvantaged	District	89.6	89.2
				School	1	2		School	90.9	89.1
	2016-17	94.6	Black or African American	District	13	14	English Language Learners	District	25.6	25.7
				School	22	25		School	17.0	16.8
	2015-16	87.7	Hispanic	District	82	82	Students with Disabilities	District	18.8	20.0
				School	75	71		School	16.2	15.8
			White	District	2	2				16.9
				School	2	2				
					2015-16	2016-17	2017-18			

APPENDIX A: Education Corporation Overview

EDUCATION CORPORATION TIMELINE OF CHARTER RENEWAL



APPENDIX A: Education Corporation Overview

SCHOOL VISIT HISTORY

SCHOOL YEAR	SCHOOL AND VISIT TYPE	VISIT DATE
2006-07	AF Bushwick - First Year	April 11, 2007
2007-08	AF Bushwick - Evaluation	May 8-9, 2008
2008-09	AF Brownsville - First Year	March 3, 2009
	AF Bushwick - Evaluation	April 30, 2009
2009-10	AF Brownsville - Evaluation	May 18-19, 2010
2010-11	AF Apollo - First Year	June 7, 2011
	AF Bushwick - Initial Renewal	October 5-7, 2010
2012-13	AF Apollo - Evaluation	March 6, 2013
	AF Brownsville - Initial Renewal	October 3-4, 2013
2013-14	AF Brownsville - Initial Renewal	October 3-4, 2013
	AF Bushwick - Subsequent Renewal	October 16-17, 2013
2014-15	AF Apollo - Initial Renewal	September 23, 2014
	AF Linden - First Year	May 20, 2015
	AF North Brooklyn - First Year	May 19, 2015
2016-17	AF Voyager - First Year	April 6, 2017
2017-18	AF Aspire - Initial Renewal	November 14, 2017
	AF Brownsville - Subsequent Renewal	November 15, 2017
	AF Crown Heights - Initial Renewal	November 17, 2017
2018-19	AF Bushwick - Subsequent Renewal	September 24, 2018
	AF East New York - Initial Renewal	September 24, 2018
	AF Linden - Initial Renewal	September 25, 2018

CONDUCT OF THE VISIT

DATE(S) OF VISIT	EVALUATION TEAM MEMBERS	TITLE
August 2, 2018 August 6, 2018	Kerri Rizzolo	School Evaluation Analyst
	Jeff Wasbes	Executive Deputy Director of Accountability
September 24, 2018	Andrew Kile	Director of School Evaluation
September 25, 2018	Chastity McFarlan, PhD	Senior Analyst
	Hannah Colestock	School Evaluation Analyst

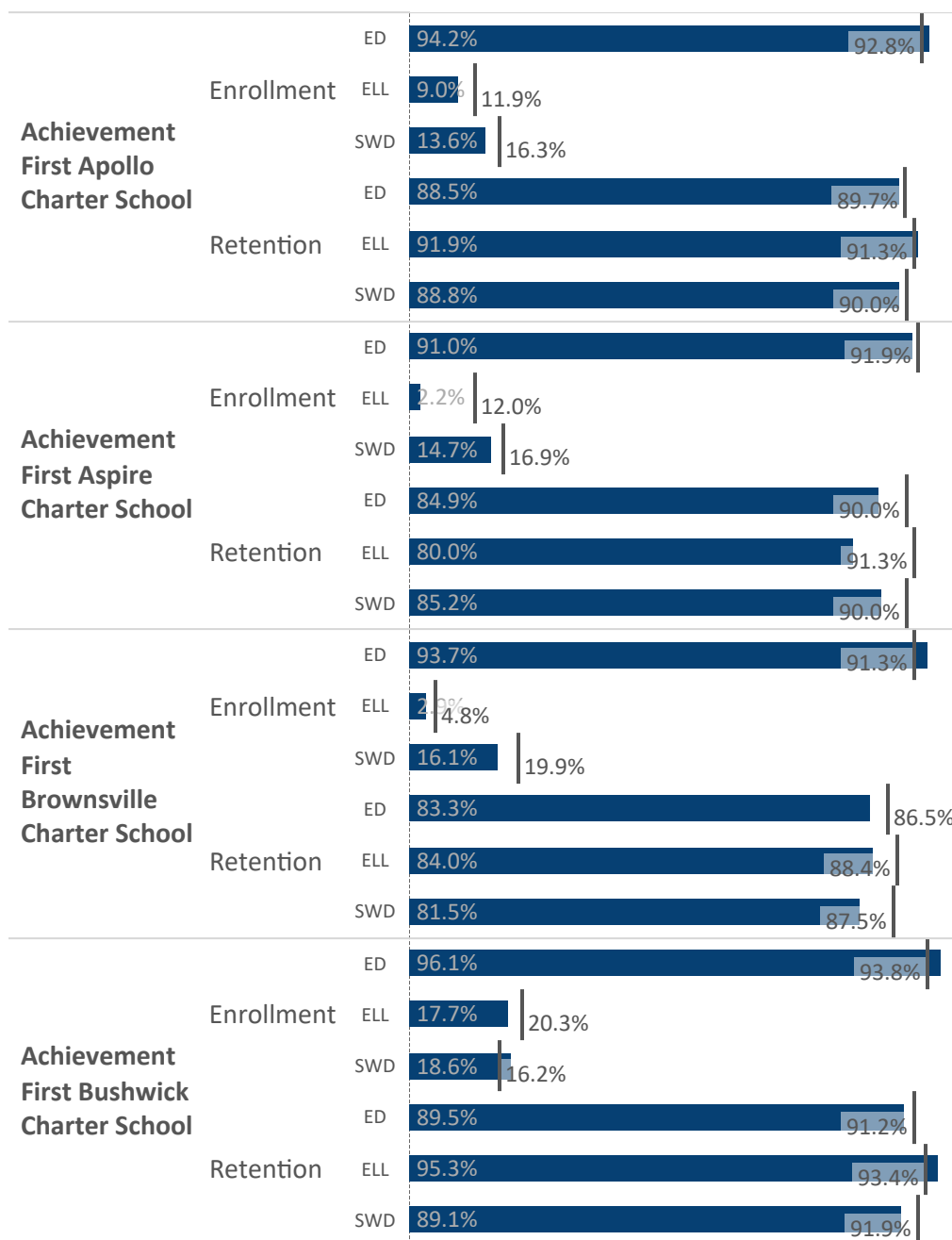
APPENDIX A: Education Corporation Overview

EDUCATION CORPORATION SCHOOL CHARACTERISTICS

School	Local District	Co-located?	Chartered Enrollment	Grade Span
Achievement First Apollo Charter School	CSD 19	Yes	824	K-8
Achievement First Aspire Charter School	CSD 19	Yes	640	K-6
Achievement First Brownsville Charter School	CSD 23	Yes	1,119	K-11
Achievement First Bushwick Charter School	CSD 32	Yes	824	K-8
Achievement First Crown Heights Charter School	CSD 17	Yes	1,304	K-12
Achievement First East New York Charter School	CSD 19	Yes	1,190	K-12
Achievement First Endeavor Charter School	CSD 13	Yes	824	K-8
Achievement First Linden Charter School	CSD 19	Yes	548	K-5
Achievement First North Brooklyn Preparatory Charter School	CSD 32	Yes	548	K-5
Achievement First Voyager Charter School	CSD 17	Yes	366	K, 5-7
Achievement First Charter School 10	Not Open	Not Open	Not Open	Not Open
Achievement First Charter School 11	Not Open	Not Open	Not Open	Not Open

APPENDIX A: Education Corporation Overview

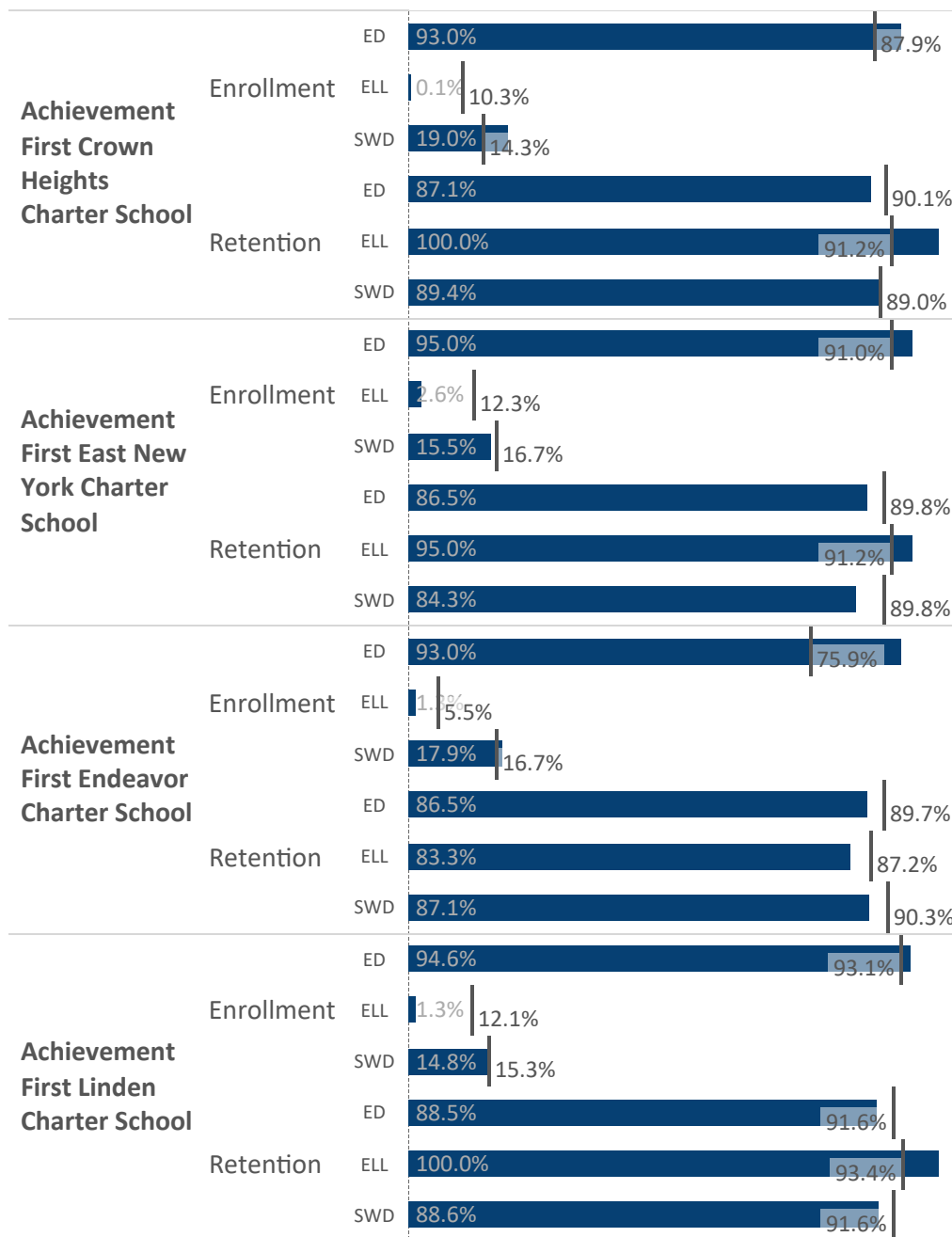
ENROLLMENT AND RETENTION TARGETS



The chart illustrates the **current enrollment and retention percentages** against the **enrollment and retention targets** for each operating school in the education corporation. As required by Education Law § 2851(4)(e), a school must include in its renewal application information regarding the efforts it has, and will, put in place to meet or exceed SUNY's enrollment and retention targets for students with disabilities, ELLs, and FRPL students. This analysis is based on the 2016-17 enrollment and retention data supplied to the Institute by the network.

APPENDIX A: Education Corporation Overview

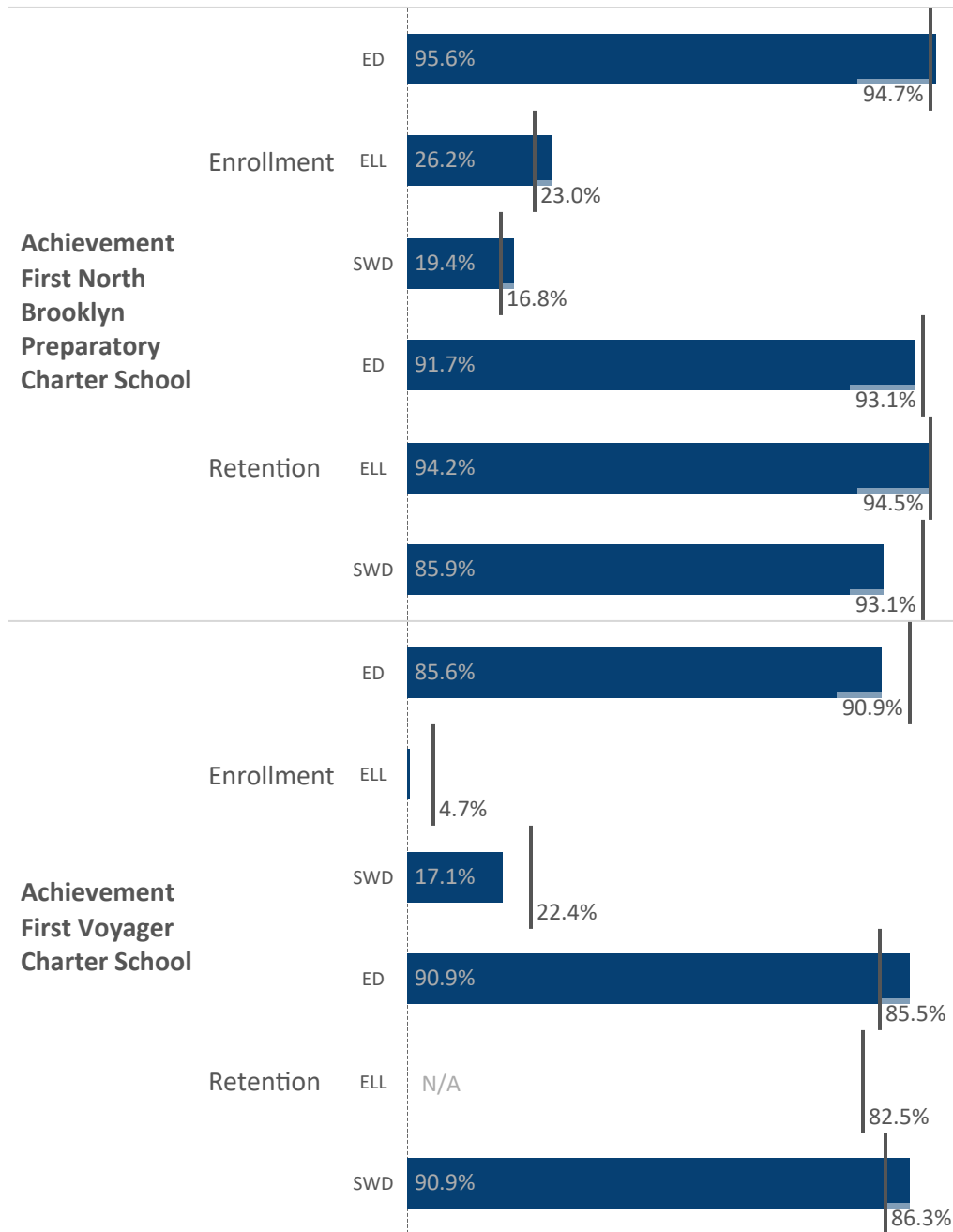
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APPENDIX A: Education Corporation Overview

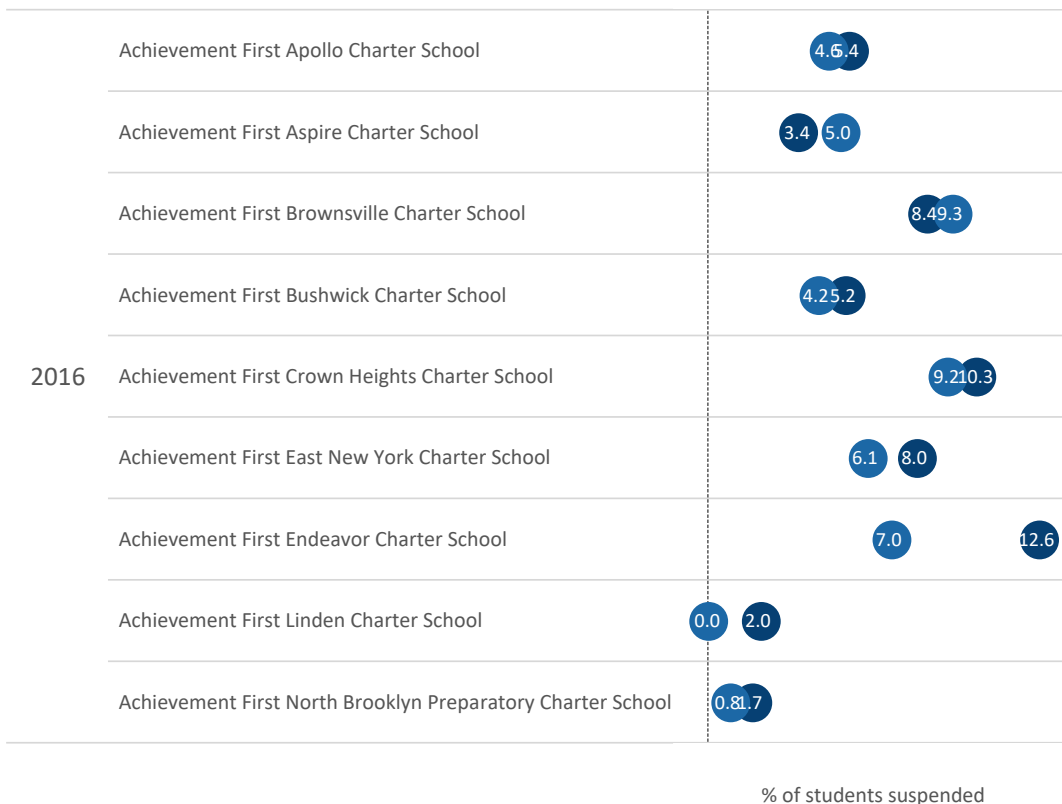
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APPENDIX A: Education Corporation Overview

Suspensions: Achievement First Brooklyn Schools' out of school suspension rate and in school suspension rate.

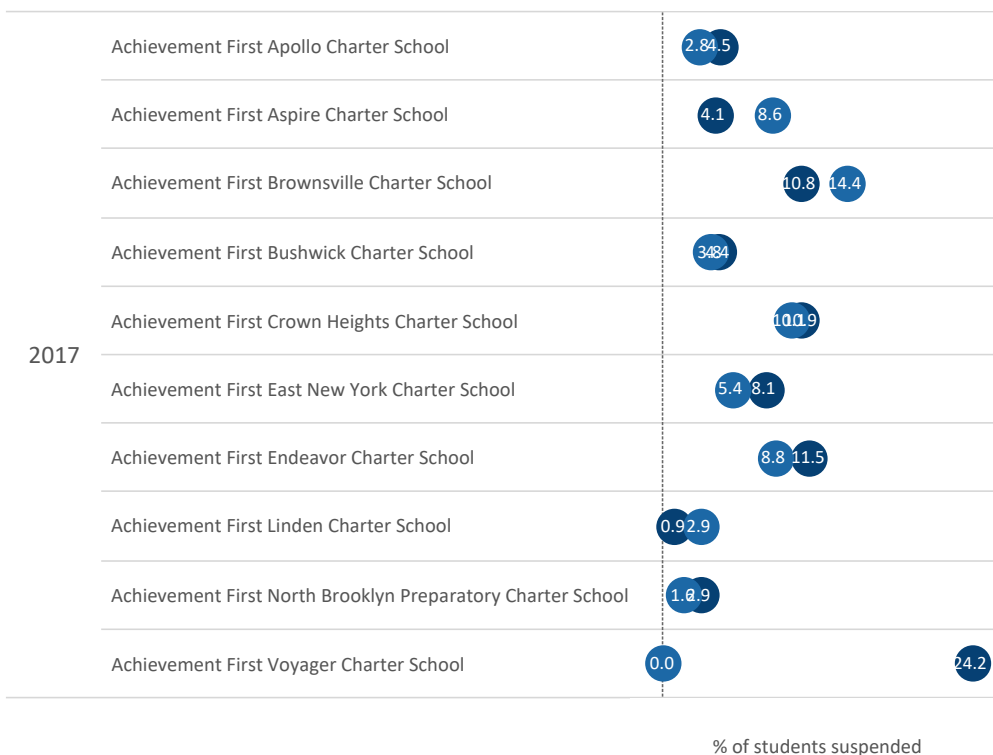


New York City Community School District data suitable for comparison is not available. The percentage rate shown here is calculated using the method employed by the New York City Department of Education: the total the number of students receiving an out of school suspension at any time during the school year is divided by the total enrollment, then multiplied by 100.

During the 2015-16 school year, Achievement First Brooklyn Charter Schools expelled 0 students.

APPENDIX A: Education Corporation Overview

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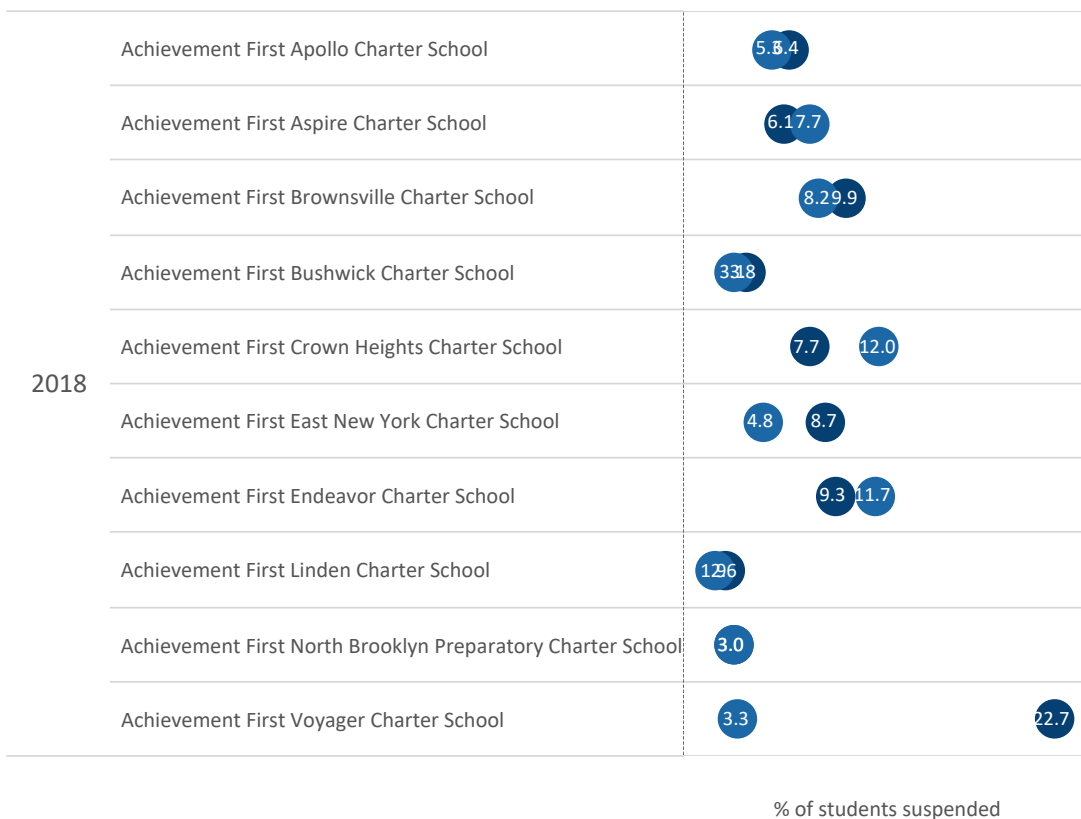


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APPENDIX A: Education Corporation Overview

KEY DESIGN ELEMENTS:

ELEMENT	EVIDENT?
Unwavering focus on breakthrough student achievement	+
Consistent, proven, standards-based curriculum	+
Interim assessments and strategic use of performance data	+
More time on task	+
Principals with the power to lead	+
Increased supervision of the quality of instruction	+
Aggressive recruitment and development of talent	+
Disciplined, achievement-oriented school culture	+
Rigorous, high-quality, focused training for principals and leaders	+
Parents and community as partners	+

APPENDIX B: Ed Corp Fiscal Dashboard

ACHIEVEMENT FIRST BROOKLYN CHARTER SCHOOLS (COMBINED)

SCHOOL INFORMATION

BALANCE SHEET

Assets

Current Assets

Cash and Cash Equivalents - **GRAPH 1**
Grants and Contracts Receivable
Accounts Receivable
Prepaid Expenses
Contributions and Other Receivables

Total Current Assets - **GRAPH 1**

Property, Building and Equipment, net

Other Assets

Total Assets - **GRAPH 1**

Liabilities and Net Assets

Current Liabilities

Accounts Payable and Accrued Expenses
Accrued Payroll and Benefits
Deferred Revenue
Current Maturities of Long-Term Debt
Short Term Debt - Bonds, Notes Payable
Other

Total Current Liabilities - **GRAPH 1**

L-T Debt and Notes Payable, net current maturities

Total Liabilities - **GRAPH 1**

Net Assets

Unrestricted
Temporarily restricted

Total Net Assets

Total Liabilities and Net Assets

ACTIVITIES

Operating Revenue

Resident Student Enrollment
Students with Disabilities

Grants and Contracts

State and local
Federal - Title and IDEA
Federal - Other
Other
NYC DoE Rental Assistance
Food Service/Child Nutrition Program

Total Operating Revenue

Expenses

Regular Education
SPED
Regular Education & SPED (combined)
Other

Total Program Services

Management and General
Fundraising

Total Expenses - **GRAPHS 2, 3 & 4**

Surplus / (Deficit) From School Operations

Support and Other Revenue

Contributions
Fundraising
Miscellaneous Income
Net assets released from restriction

Total Support and Other Revenue

Total Unrestricted Revenue

Total Temporarily Restricted Revenue

Total Revenue - **GRAPHS 2 & 3**

Change in Net Assets

Net Assets - Beginning of Year - **GRAPH 2**

Prior Year Adjustment(s)

Net Assets - End of Year - **GRAPH 2**

			MERGED		MERGED
	2012-13	2013-14	2014-15	2015-16	2016-17
Cash and Cash Equivalents - GRAPH 1	-	-	3,077,864	78,214	747,391
Grants and Contracts Receivable	-	-	1,933,082	2,066,349	4,973,220
Accounts Receivable	-	-	1,488,249	257,564	61,274
Prepaid Expenses	-	-	332,611	860,213	639,366
Contributions and Other Receivables	-	-	-	-	-
Total Current Assets - GRAPH 1	-	-	6,831,806	3,262,340	6,421,251
Property, Building and Equipment, net	-	-	9,203,796	11,358,240	11,855,223
Other Assets	-	-	486,315	350,000	350,000
Total Assets - GRAPH 1	-	-	16,521,917	14,970,580	18,626,474
Accounts Payable and Accrued Expenses	-	-	1,366,986	1,832,264	3,496,282
Accrued Payroll and Benefits	-	-	1,794,077	1,394,975	1,628,420
Deferred Revenue	-	-	36,099	10,456	40,641
Current Maturities of Long-Term Debt	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	-	-	352,612	-	-
Total Current Liabilities - GRAPH 1	-	-	3,549,774	3,237,695	5,165,343
L-T Debt and Notes Payable, net current maturities	-	-	1,425,821	1,233,821	2,046,897
Total Liabilities - GRAPH 1	-	-	4,975,595	4,471,516	7,212,240
Unrestricted	-	-	7,752,640	10,476,219	11,413,840
Temporarily restricted	-	-	3,793,682	22,845	394
Total Net Assets	-	-	11,546,322	10,499,064	11,414,234
Total Liabilities and Net Assets	-	-	16,521,917	14,970,580	18,626,474
Resident Student Enrollment	-	-	77,461,943	87,709,716	97,456,386
Students with Disabilities	-	-	9,560,509	10,712,180	12,229,010
State and local	-	-	-	312,000	1,177,780
Federal - Title and IDEA	-	-	5,354,945	3,379,827	3,080,077
Federal - Other	-	-	-	666,786	731,177
Other	-	-	-	522,935	997,494
NYC DoE Rental Assistance	-	-	-	-	-
Food Service/Child Nutrition Program	-	-	-	-	-
Total Operating Revenue	-	-	92,377,397	103,303,444	115,671,924
Regular Education	-	-	82,878,913	79,683,626	90,505,047
SPED	-	-	-	11,149,394	12,237,028
Regular Education & SPED (combined)	-	-	-	-	-
Other	-	-	-	-	-
Total Program Services	-	-	82,878,913	90,833,020	102,742,075
Management and General	-	-	10,737,324	12,251,129	12,976,454
Fundraising	-	-	2,051,042	2,340,365	22,752
Total Expenses - GRAPHS 2, 3 & 4	-	-	95,667,279	105,424,514	115,741,281
Surplus / (Deficit) From School Operations	-	-	(3,289,882)	(2,121,070)	(69,357)
Contributions	-	-	820,094	1,053,670	490,820
Fundraising	-	-	-	-	-
Miscellaneous Income	-	-	153,361	20,142	493,705
Net assets released from restriction	-	-	-	-	-
Total Support and Other Revenue	-	-	973,455	1,073,812	984,525
Total Unrestricted Revenue	-	-	93,350,852	104,354,411	116,656,449
Total Temporarily Restricted Revenue	-	-	-	22,845	-
Total Revenue - GRAPHS 2 & 3	-	-	93,350,852	104,377,256	116,656,449
Change in Net Assets	-	-	(2,316,427)	(1,047,258)	915,168
Net Assets - Beginning of Year - GRAPH 2	-	-	13,862,749	11,546,322	10,499,064
Prior Year Adjustment(s)	-	-	-	-	-
Net Assets - End of Year - GRAPH 2	-	-	11,546,322	10,499,064	11,414,232

APPENDIX B: Ed Corp Fiscal Dashboard

ACHIEVEMENT FIRST BROOKLYN CHARTER SCHOOLS (COMBINED)

SCHOOL INFORMATION - (Continued)

Functional Expense Breakdown

Personnel Service
Administrative Staff Personnel
Instructional Personnel
Non-Instructional Personnel
Personnel Services (Combined)
Total Salaries and Staff
Fringe Benefits & Payroll Taxes
Retirement
Management Company Fees
Building and Land Rent / Lease
Staff Development
Professional Fees, Consultant & Purchased Services
Marketing / Recruitment
Student Supplies, Materials & Services
Depreciation
Other

2012-13	2013-14	2014-15	2015-16	2016-17
-	-	7,038,625	7,970,286	8,509,518
-	-	48,829,554	53,892,373	55,779,367
-	-	-	-	3,386,108
-	-	-	-	-
-	-	55,868,179	61,862,659	67,674,993
-	-	9,239,088	10,540,599	11,584,751
-	-	1,093,688	1,144,806	1,256,741
-	-	10,255,200	11,701,822	13,272,178
-	-	5,620	5,700	630
-	-	1,287,865	1,670,189	1,921,721
-	-	977,027	1,012,953	839,033
-	-	179,846	150,545	98,832
-	-	5,654,981	5,659,461	5,299,588
-	-	1,188,085	1,411,542	1,706,947
-	-	9,917,700	10,264,238	12,085,867
-	-	95,667,279	105,424,514	115,741,281

Total Expenses

SCHOOL ANALYSIS

ENROLLMENT

Original Chartered Enrollment
Final Chartered Enrollment (includes any revisions)
Actual Enrollment - GRAPH 4
Chartered Grades
Final Chartered Grades (includes any revisions)

2012-13	2013-14	2014-15	2015-16	2016-17
-	-	5,690	6,183	7,229
-	-	5,547	6,209	6,806
-	-	5,677	6,217	6,664
-	-	-	-	-
-	-	-	-	-

Primary School District:

Per Pupil Funding (Weighted Avg of All Districts)
Increase over prior year

-	-	-	-	-
0.0%	0.0%	0.0%	0.0%	0.0%

PER STUDENT BREAKDOWN

Revenue

Operating
Other Revenue and Support
TOTAL - GRAPH 3

-	-	16,272	16,616	17,358
-	-	171	173	148
-	-	16,444	16,789	17,505

Expenses

Program Services
Management and General, Fundraising
TOTAL - GRAPH 3
% of Program Services
% of Management and Other

-	-	14,599	14,610	15,417
-	-	2,253	2,347	1,951
-	-	16,852	16,957	17,368
0.0%	0.0%	86.6%	86.2%	88.8%
0.0%	0.0%	13.4%	13.8%	11.2%
0.0%	0.0%	-2.4%	-1.0%	0.8%

% of Revenue Exceeding Expenses - **GRAPH 5**

Student to Faculty Ratio

-	-	-	19.0	9.2
---	---	---	------	-----

Faculty to Admin Ratio

-	-	-	3.4	3.8
---	---	---	-----	-----

Financial Responsibility Composite Scores - **GRAPH 6**

Score
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 /
Fiscally Needs Monitoring < 1.0

0.0	0.0	1.8	1.8	1.9
N/A	N/A	Fiscally Strong	Fiscally Strong	Fiscally Strong

Working Capital - **GRAPH 7**

Net Working Capital
As % of Unrestricted Revenue
Working Capital (Current) Ratio Score
Risk (Low ≥ 3.0 / Medium 1.4 - 2.9 / High < 1.4)
Rating (Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.4)

0	0	3,282,032	24,645	1,255,908
0.0%	0.0%	3.5%	0.0%	1.1%
0.0	0.0	1.9	1.0	1.2
N/A	N/A	MEDIUM	HIGH	HIGH
N/A	N/A	Good	Poor	Poor

Quick (Acid Test) Ratio

Score
Risk (Low ≥ 2.5 / Medium 1.0 - 2.4 / High < 1.0)
Rating (Excellent ≥ 2.5 / Good 1.0 - 2.4 / Poor < 1.0)

0.0	0.0	1.8	0.7	1.1
N/A	N/A	MEDIUM	HIGH	MEDIUM
N/A	N/A	Good	Poor	Good

Debt to Asset Ratio - **GRAPH 7**

Score
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)

0.0	0.0	0.3	0.3	0.4
N/A	N/A	LOW	LOW	LOW
N/A	N/A	Excellent	Excellent	Excellent

Months of Cash - **GRAPH 8**

Score
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)

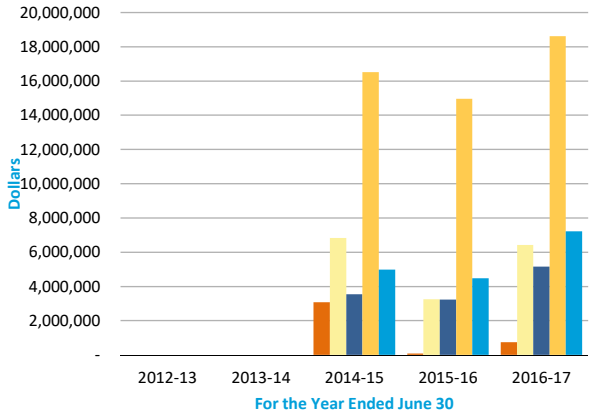
0.0	0.0	0.4	0.0	0.1
N/A	N/A	HIGH	HIGH	HIGH
N/A	N/A	Poor	Poor	Poor

APPENDIX B: Ed Corp Fiscal Dashboard

ACHIEVEMENT FIRST BROOKLYN CHARTER SCHOOLS (COMBINED)

GRAPH 1

Cash, Assets and Liabilities

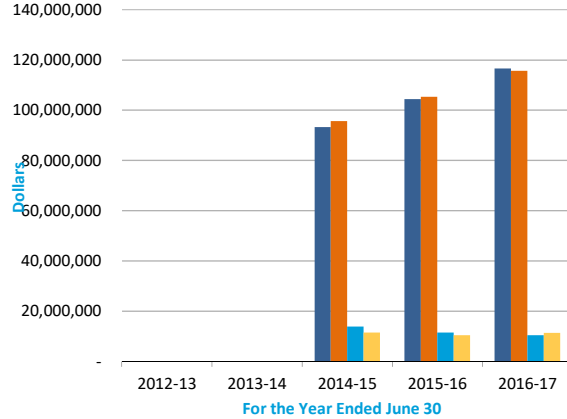


■ Cash ■ Current Assets ■ Current Liabilities ■ Total Assets ■ Total Liabilities

This chart illustrates the relationship between assets and liabilities and to what extent cash reserves makes up current assets. Ideally for each subset, subsets 2 through 4, (i.e. current assets vs. current liabilities), the column on the left is taller than the immediate column on the right; and, generally speaking, the bigger that gap, the better.

GRAPH 2

Revenue, Expenses and Net Assets

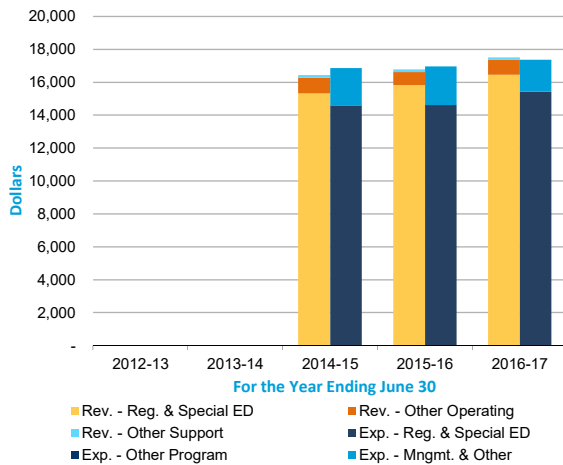


■ Revenue ■ Expenses ■ Net Assets - Beginning ■ Net Assets - Ending

This chart illustrates total revenue and expenses each year and the relationship those subsets have on the increase/decrease of net assets on a year-to-year basis. Ideally subset 1, revenue, will be taller than subset 2, expenses, and as a result subset 3, net assets - beginning, will increase each year, building a more fiscally viable school.

GRAPH 3

Revenue & Expenses Per Pupil

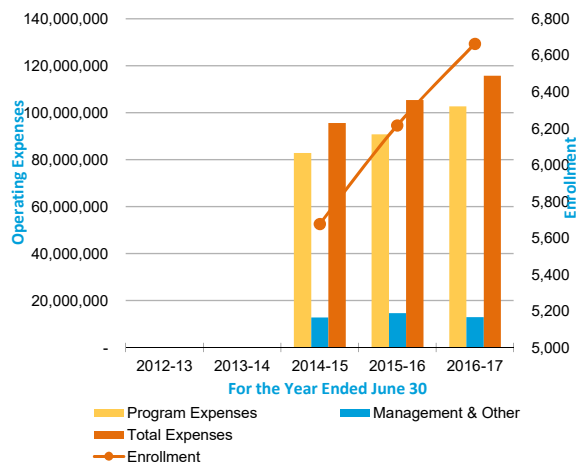


■ Rev. - Reg. & Special ED ■ Rev. - Other Operating
■ Rev. - Other Support ■ Exp. - Reg. & Special ED
■ Exp. - Other Program ■ Exp. - Mngmt. & Other

This chart illustrates the breakdown of revenue and expenses on a per pupil basis. Caution should be exercised in making school-by-school comparisons since schools serving different missions or student populations are likely to have substantially different educational cost bases. Comparisons with similar schools with similar dynamics are most valid.

GRAPH 4

Enrollment vs. Operating Expenses



■ Program Expenses ■ Total Expenses
■ Enrollment ■ Management & Other

This chart illustrates to what extent the school's operating expenses have followed its student enrollment pattern. A baseline assumption that this data tests is that operating expenses increase with each additional student served. This chart also compares and contrasts growth trends of both, giving insight into what a reasonable expectation might be in terms of economies of scale.

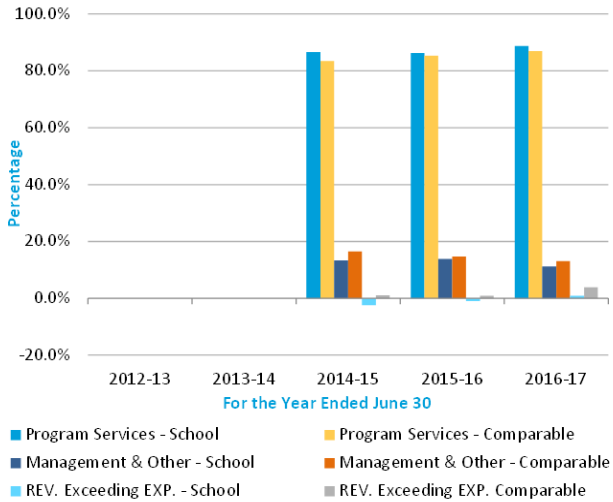
APPENDIX B: Ed Corp Fiscal Dashboard

ACHIEVEMENT FIRST BROOKLYN CHARTER SCHOOLS (COMBINED)

Comparable School, Region or Network: All SUNY Authorized Charter Schools (Including Closed Schools)

GRAPH 5

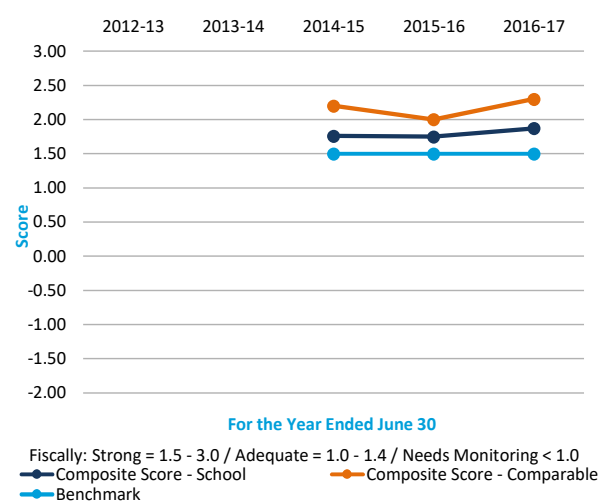
% Breakdown of Expenses



This chart illustrates the percentage expense breakdown between program services and management & others as well as the percentage of revenues exceeding expenses. Ideally the percentage expense for program services will far exceed that of the management & other expense. The percentage of revenues exceeding expenses should not be negative. Similar caution, as mentioned on GRAPH 3, should be used in comparing schools.

GRAPH 6

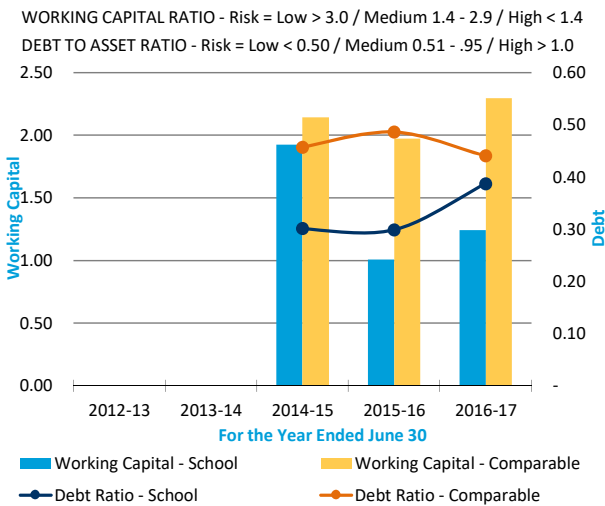
Composite Score



This chart illustrates a school's composite score based on the methodology developed by the United States Department of Education (USDOE) to determine whether private not-for-profit colleges and universities are financially strong enough to participate in federal loan programs. These scores can be valid for observing the fiscal trends of a particular school and used as a tool to compare the results of different schools.

GRAPH 7

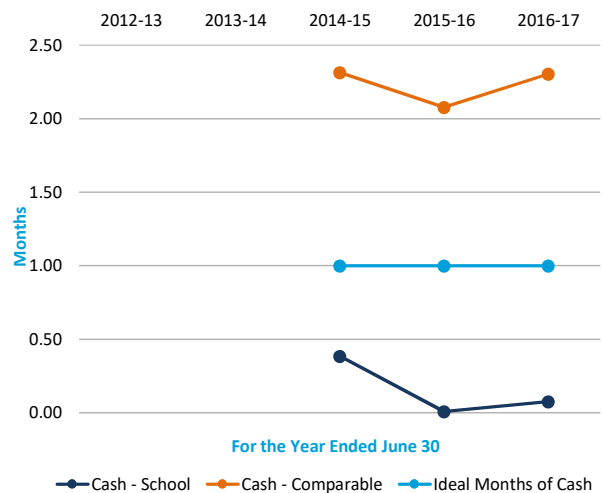
Working Capital & Debt to Asset Ratios



This chart illustrates working capital and debt to asset ratios. The working capital ratio indicates if a school has enough short-term assets to cover its immediate liabilities/short term debt. The debt to asset ratio indicates what proportion of debt a school has relative to its assets. The measure gives an idea to the leverage of the school along with the potential risks the school faces in terms of its debt-load.

GRAPH 8

Months of Cash



This chart illustrates how many months of cash the school has in reserves. This metric is to measure solvency – the school's ability to pay debts and claims as they come due. This gives some idea of how long a school could continue its ongoing operating costs without tapping into some other, non-cash form of financing in the event that revenues were to cease flowing to the school.

