



ACHIEVEMENT FIRST

AMISTAD ACADEMY ELM CITY COLLEGE PREP ACHIEVEMENT FIRST CROWN HEIGHTS CHARTER SCHOOL
ACHIEVEMENT FIRST EAST NEW YORK CHARTER SCHOOL ACHIEVEMENT FIRST ENDEAVOR CHARTER SCHOOL
July 30, 2007 FIRST BUSHWICK CHARTER SCHOOL AMISTAD-ECCP HIGH SCHOOL

New York State Education Department
Public School Choice Programs
462 EBA
Albany, NY 12234

To Whom It May Concern:

We are pleased to submit an annual report for Achievement First Bushwick Charter School for the 2006-2007 academic year. In keeping with our mission to close the achievement gap by providing a rigorous and high quality college-preparatory academic and character education program, we had an exciting school year and worked towards delivering on our mission to parents and students in Brooklyn. Highlighted in this report is information about how our school performed this year, academically and fiscally. We continue to strive for excellence in our schools, and look forward to a prosperous upcoming academic year with even stronger results.

Please know that all applicable leases, certificates, and approvals necessary to operate Achievement First Bushwick Charter School are in full force and effect.

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

- Charter School Information/Contact Sheet
- 2006-2007 School Assessment Data
- Attrition Charts
- School Calendar
- Accountability Plan Progress Report
- Charter School Annual Report of Fiscal Performance
- Disclosure of Financial Interest Statements
- Statement of Assurances

If you have any questions about the annual report please feel free to contact me by phone, [REDACTED] ext. [REDACTED] or by email, [REDACTED]

Thank you for your attention to these materials.

Sincerely,

Lesley Esters Redwine, Esq.
Director of External Relations

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**The State Education Department
The University of the State of New York**

**Office of School Improvement (Regional)
Public School Choice Programs
462 EBA
Albany, New York 12234
518-474-1762**

***Charter School Annual Report
2006 - 2007***

Charter School Information and Cover Page

Name of Charter School Achievement First Bushwick Charter School

Address 84 Schaefer Street

Brooklyn, NY 11207

Telephone [REDACTED] Fax [REDACTED]

BEDS # 333-200-860-906

District/CSD of Location District 32, Region 4

Charter Entity State University of New York / Charter Schools Institute

**Head of School (Contact Person) Lizette Suxo
(print name)**

E-mail address of contact person [REDACTED]

**President, Board of Trustees Deborah Shanley
(print name)**

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

***Student Assessment Data
New York State Assessment Results
Grades 3 – 8 ELA and Math
2006-07 Annual Report***

Name of Charter School: Achievement First Bushwick Charter School

Grades 3 – 8 State ELA Assessments Results

[illegible]

Grades 3 – 8 State Math Assessments Results

[illegible]

**Student Assessment Data
2006-07**

Name of Charter School: Achievement First Bushwick Charter School

Name of Test: Developmental Reading Assessment (DRA)

Subtest: _____

Grade	Date of Test (DOT)	# Enrolled in Grade on DOT	# Absent on Grade on DOT	# Exempted in Grade by IEP	# Exempted in Grade by ELL Status	# Students Assessed in Grade	Score (Indicate Type of Score, e.g., NCE)	Qualitative Level and Percent Attaining*	Other **
Kindergarten	August 06	78	1	0	0	77	16% met AF proficiency req. (DRA Level 1)	0% advanced 16% proficient, 84% below prof.	NA
Kindergarten	January 07	84	1	0	0	83	88% met AF proficiency req. (DRA Level 2)	10% advanced 78% proficient, 12% below prof.	NA
Kindergarten	June 07	82	1	0	0	81	86% met AF proficiency req. (DRA Level 4)	23% advanced 63% proficient, 14% below prof.	NA
1 st Grade	August 06	81	0	0	0	81	13% met AF proficiency req. (DRA Level 4)	1% advanced 12% proficient, 87% below prof.	NA
1 st Grade	January 07	83	0	0	0	83	66% met AF proficiency req. (DRA Level 10)	16% advanced 40% proficient, 44% below prof.	NA
1 st Grade	June 07	81	0	0	0	81	86% met AF proficiency req. (DRA Level 16)	38% advanced 48% proficient, 14% below prof.	NA

*If the assessment provides qualitative levels of achievement, e.g., "with honors," indicate the applicable levels and the percent of students who took the test in each grade who attained each level. If not applicable, enter "NA."

** For any other evaluative data that describe the performance of your students on the assessments given. If not applicable, enter "NA."

NOTE: The creators of the DRA refrain from telling schools how to interpret results, so Achievement First has created its own DRA proficiency standards. Our standards are extremely demanding, and the scores reported here are tied to these standards. AF proficiency standards for each beginning, mid, and end year are indicated in the chart above under "Score."

Student Assessment Data
2006-07

Name of Charter School: **Achievement First Bushwick Charter School**

Name of Test: **Degrees of Reading Power (DRP)**

Subtest: _____

Grade	Date of Test (DOT)	# Enrolled in Grade on DOT	# Absent on Grade on DOT	# Exempted in Grade by IEP	# Exempted in Grade by ELL Status	# Students Assessed in Grade	Score (Indicate Type of Score, e.g., NCE)	Qualitative Level and Percent Attaining*	Other **
Kindergarten	7/25/07	82	5	0	0	77	Results not yet available		
1st Grade	9/22/06	82	5	0	0	77	Avg national percentile: 51.9		
1st Grade	7/25/07	81	0	0	0	81	Results not yet available		

*If the assessment provides qualitative levels of achievement, e.g., "with honors," indicate the applicable levels and the percent of students who took the test in each grade who attained each level. If not applicable, enter "NA."

** For any other evaluative data that describe the performance of your students on the assessments given. If not applicable, enter "NA."

**Student Assessment Data
2006-07**

Name of Charter School: **Achievement First Bushwick Charter School**

Name of Test: **Terra Nova**

Subtest: **Mathematics**

Grade	Date of Test (DOT)	# Enrolled in Grade on DOT	# Absent on Grade on DOT	# Exempted in Grade by IEP	# Exempted in Grade by ELL Status	# Students Assessed in Grade	Score (Indicate Type of Score, e.g., NCE)	Qualitative Level and Percent Attaining*	Other **
Kindergarten	7/11/07	82	3	0	0	79	Results not yet available		
1 st Grade	9/22/06	82	3	0	0	79	Avg National Percentile: 30.8		
1 st Grade	7/11/07	81	0	0	0	81	Results not yet available		

*If the assessment provides qualitative levels of achievement, e.g., "with honors," indicate the applicable levels and the percent of students who took the test in each grade who attained each level. If not applicable, enter "NA."

** For any other evaluative data that describe the performance of your students on the assessments given. If not applicable, enter "NA."

Charter School Student Attrition Rates 2006-07

[illegible]

[illegible]

Charter School Teacher Attrition Rates 2006-07

[illegible]

[illegible]

AF Bushwick Elementary: 2006-2007 School Calendar

August 2006

S	M	T	W	TH	F	S
	7	8	9	10	11	
	14	15	16	17	18	
	21	22	23	24	25	
	28	29	30	31		

September 2006

S	M	T	W	TH	F	S
					1	
	5	6	7	8	9	
	11	12	13	14	15	
	18	19	20	21	22	
	25	26	27	28	29	

October 2006

S	M	T	W	TH	F	S
	2	3	4	5	6	
	9	10	11	12	13	
	16	17	18	19	20	
	23	24	25	26	27	
	30	31				

November 2006

S	M	T	W	TH	F	S
			1	2	3	
	6	7	8	9	10	
	13	14	15	16	17	
	20	21	22	23	24	
	27	28	29	30		

December 2006

S	M	T	W	TH	F	S
					1	
	4	5	6	7	8	
	11	12	13	14	15	
	18	19	20	21	22	
	25	26	27	28	29	

January 2007

S	M	T	W	TH	F	S
		2	3	4	5	
	8	9	10	11	12	
	15	16	17	18	19	
	22	23	24	25	26	
	29	30	31			

- New Teacher Training
- PD / Work Day - No school for students
- Holiday - No school for students or staff
- Early dismissal - students dismissed @ 1:45 PM
- Beginning, Middle, or End of Trimester
- Last interim assessment for that cycle

- AUG** 7 New Teacher Training Starts
21 School Site Planning/Training (New & Return)
30 First Day for Students

- SEP** 4 Labor Day - Holiday
14 Back to School Night



- OCT** 9 Columbus Day - Holiday
20 Fall Trimester Mid
27 PD Day

- NOV** 7 AF-wide PD Day (NY & CT in Connecticut)
10 Veterans Day - Holiday
23-24 Thanksgiving holidays

- DEC** 8 End of Fall Trimester / Staff Party (NYC)
14 Report Card Night
15 Staff Celebration Party (CT)
25-29 Winter Break

- JAN** 1 Winter Break
2 School Resumes
15 MLK Day - Holiday
26 PD Day - AF School Visits

- FEB** 2 Winter Trimester Mid
5 PD / Teacher Prep (Progress Reports)
19-23 Midwinter Recess
26 Mid-Year Retreat

- MAR** 23 AF-wide PD Day (NY & CT in New York)
30 End of the Winter Trimester

- APR** 2-10 Spring Break (inc. Passover and Easter)
18 Report Card Night

- MAY** 14 PD Day
25 Spring Trimester Mid
28 Memorial Day - Holiday
29 PD / Teacher Prep (Progress Reports)

- JUN** 28-29 Early Summer Break

- JUL** 2-6 Early Summer Break
27 End of Spring Trimester - Staff Celebr. Party
30 PD / Teacher Prep (End-of-year checklist)
31 Summer Break

February 2007

S	M	T	W	TH	F	S
					1	
	4	5	6	7	8	
	11	12	13	14	15	
	18	19	20	21	22	
	25	26	27	28		

March 2007

S	M	T	W	TH	F	S
				1	2	
	5	6	7	8	9	
	12	13	14	15	16	
	19	20	21	22	23	
	26	27	28	29	30	

April 2007

S	M	T	W	TH	F	S
	4	5	6	7	8	
	11	12	13	14	15	
	18	19	20	21	22	
	25	26	27	28	29	

May 2007

S	M	T	W	TH	F	S
			1	2	3	
	6	7	8	9	10	
	13	14	15	16	17	
	20	21	22	23	24	
	27	28	29	30	31	

June 2007

S	M	T	W	TH	F	S
					1	
	4	5	6	7	8	
	11	12	13	14	15	
	18	19	20	21	22	
	25	26	27	28	29	

July 2007

S	M	T	W	TH	F	S
	9	10	11	12	13	
	16	17	18	19	20	
	23	24	25	26	27	
	30	31				

Key Testing Dates		Month	Student Days	Teacher Days	Total Days
<u>IA #1</u>		August	2	6	8
23-Oct	Reading	September	20	0	20
24-Oct	Math	October	20	1	21
25-Oct	Grammar & History	November	18	1	19
26-Oct	Writing & Science	December	16	0	16
		January	20	1	21
		February	13	2	15
<u>IA #2</u>		March	21	1	22
19-Dec	Reading	April	14	0	14
20-Dec	Writing & Science	May	20	2	22
21-Dec	Math	June	19	2	21
22-Dec	Grammar & History	July	15	1	16
		TOTAL	198	17	215

State Tests

January NY State Tests (ELA)
NY Regents (all subjects)

Mid-Year Testing

12-Feb	Mid-year DRP	NHPS & NYCDOE Columbus Day	NHPS	NYCDOE
Jan-Feb	Mid-year DRA	Rosh Hash-1	NHPS	NYCDOE
Feb	CAPT Science (CT-10th grade)	Rosh Hash-2	NHPS	NYCDOE

IA #3

13-Feb	Math	Election Day	NHPS	NYCDOE
14-Feb	Math (if needed)	Veterans Day	NHPS	NYCDOE
15-Feb	Grammar & History	Thanksgiving	NHPS	NYCDOE
15-Feb	Reading	Winter Holidays	NHPS	NYCDOE
16-Feb	Writing & Science	MLK Day	NHPS	NYCDOE
		3 Kings Day	NHPS	NYCDOE
		Feb. Break	NHPS	NYCDOE
		Staff PD Day	Wed. March 22	NHPS

State Tests

March	CMT & CAPT (CT)	Staff PD Day	Thurs., June 8	NYCDOE
March	NY State Tests (Math)	Passover	NHPS (half day)	NYCDOE
		Good Friday	NHPS	NYCDOE
		Spring Break	NHPS	NYCDOE
		Memorial Day	NHPS	NYCDOE
		Bklyn/Queens Day		NYCDOE

IA #4

8-May	Reading
9-May	Writing & Science
10-May	Math
10-May	Math (if needed)
11-May	Grammar & History
MAY	DRA Testing

AF School Visit Days

Half of AF's schools have off Oct. 2; the other half are off Jan. 26

IA #5

19-Jul	End-of-year DRP
19-Jul	End-of-year Terra Nova
23-Jul	Math
24-Jul	Reading & Math (if needed)
25-Jul	Grammar & History
26-Jul	Writing & Science

HOURS OF OPERATION:	
<u>Academic Year</u>	
Mon-Thurs	7:30 am - 4:00 pm
Fri	7:30 am - 1:45 pm
After School	4:00 pm - 5:30 pm
<u>Summer Academy</u>	
Mon - Fri	7:30 am - 1:45 pm

**Achievement First Bushwick Charter School
Accountability Plan Progress Report
2006 – 2007**

The mission of Achievement First Bushwick Charter School is to provide all of our students with the academic and character skills they need to excel in top colleges, succeed in a competitive world, and serve as the next generation of leaders in their communities. We accomplish this by ensuring that every student attending the school receives a college-preparatory education and is frequently assessed to ensure that she or he is making yearly progress made towards academic goals. As outlined in the accountability plan, Achievement First Bushwick Charter School determines the school's overall success by the degree to which we meet or exceed ambitious and measurable performance goals in the following areas: (1) Academic Goals, (2) Other Academic Goals (Non-State Mandated Assessments), (3) Organizational and Non-Academic Goals, and (4) Fiscal Soundness. This report tracks the school's progress towards meeting the aforementioned goals. In this report, you will find data tracked at the elementary academy, currently serving grades K and 1.

Across both grade levels, our scholars have made significant progress towards meeting and/or exceeding the goals outlined in our charter application in all areas. With the back-office and instructional coaching support of Achievement First, the instructional team at AF Bushwick has been able to devote an abundance of time and energy into daily class instruction, professional development, and creating a school culture that is strictly focused on student achievement. Our first year gains set scholars on the path to success in college and beyond, and the school leadership looks forward to continued curriculum realignment along New York State standards, additional professional development, and additional individual tutoring opportunities next year to produce ongoing, stellar achievement results.

Principal Lizette Suvo has been charged in her first year with leading an instructional team that provides instruction to students who were not reading at grade level at the beginning of the year when they entered the school. She accepted this challenge and has worked tirelessly alongside her team members to map out a plan to meet benchmarks set at the beginning of the year. By mid-year, students were already showing significant progress towards achieving goals; at the end of the year, student success was evident, not only in our students' performance on nationally-normed assessments, but also in their enthusiasm for learning and "climbing the mountain to college." As an institution – comprised of our board, instructional staff, and Charter Management Organization Achievement First – we are committed to measuring academic performance as the paramount indicator of our students' success.

Below please find end-of-year results for Achievement First Bushwick Charter School:

Category 1: Academic Goals

- New York State English Language Arts Examination

GOAL:

Absolute Proficiency (Required)

Each year, 75 percent of 3-8 graders who are enrolled in at least their second year will perform at or above Level 3 on the New York State ELA examination.

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

Comparative Proficiency on State Exams (Required)

Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State ELA exam will be greater than that of students in the same tested grades in the local school district. Achievement First Bushwick Charter School is currently located in Region 4, District 32 as defined by the New York City Department of Education.

Each year, the school will exceed its predicted level of performance on the State ELA exam by at least a small Effect Size (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.

Value Added to Student Learning (Required)

Each year, each grade-level cohort of students will reduce by one-half the gap between the percent at or above Level 3 on the previous year's State ELA exam and 75 percent at or above Level 3 on the current year's State ELA exam. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, the cohort is expected to show at least an increase in the current year.

Kindergarten (K) and first grade (1) students at AF Bushwick are exempt from the New York State examinations. Students will begin taking these assessments in grade three in 2008-2009 and in fifth grade, upon the opening of Achievement First Bushwick middle academy, in 2007-2008.

- New York State Math Examination

GOAL:

Absolute Proficiency (Required)

Each year, 75 percent of 3-8 graders who are enrolled in at least their second year will perform at or above Level 3 on the New York State Mathematics examination.

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

Comparative Proficiency on State Exams (Required)

Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State Math exam will be greater than that of students in the same tested grades in the local school district. As described above, AF-Bushwick Charter School is currently located in Region 4, District 32 as defined by the New York City Department of Education.

Each year, the school will exceed its predicted level of performance on the State Math exam by at least a small Effect Size (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.

Value Added to Student Learning (Required)

Each year, each grade-level cohort of students will reduce by one-half the gap between the percent at or above Level 3 on the previous year's State Math exam and 75 percent at or above Level 3 on the current year's State Math exam. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, the cohort is expected to show at least an increase in the current year.

Kindergarten (K) and first grade (1) students at AF Bushwick are exempt from the New York State examinations. Students will begin taking these assessments in grade three in 2008-2009 and in fifth grade, upon the opening of Achievement First Bushwick middle academy, in 2007-2008.

- New York State Science Examination

GOAL:

Absolute Proficiency (Required)

Each year, 75 percent of fourth graders and 75 percent of eighth graders who are enrolled in at least their second year will perform at or above Level 3 on the New York State Science examination.

Comparative Proficiency on State Exams (Required)

Each year in each tested grade, the percent of students who are enrolled in at least their second year and performing at or above Level 3 on the State Science exam will be greater than that of students in the respective grades in the local school district. AF-Bushwick is currently located in Region 4, District 32 as defined by the New York City Department of Education.

Kindergarten (K) and first grade (1) students at AF Bushwick are exempt from the New York State examinations. Students will begin taking these assessments in grade three in 2008-2009 and in fifth grade, upon the opening of Achievement First Bushwick middle academy, in 2007-2008.

- New York State Science Examination

GOAL:

Absolute Proficiency (Required)

Each year, 75 percent of fifth graders and 75 percent of eighth graders who are enrolled in at least their second year will perform at or above Level 3 on the New York State Social Studies examination.

Comparative Proficiency on State Exams (Required)

Each year in each tested grade, the percent of students who are enrolled in at least their second year and performing at or above Level 3 on the State Social Studies exam will be greater than that of students in the same respective grades in the local school district.

Kindergarten (K) and first grade (1) students at AF Bushwick are exempt from the New York State examinations. Students will begin taking these assessments in grade three in 2008-2009 and in fifth grade, upon the opening of Achievement First Bushwick middle academy, in 2007-2008.

- **No Child Left Behind**

GOAL:

Under the state's NCLB accountability system, the school's Accountability Status will be "Good Standing" each year.

Achievement First Bushwick Charter School is in "Good Standing" according to the No Child Left Behind accountability system.

Category 2: Other Academic Goals (Non-State Assessments)

- **Developmental Reading Assessment (DRA)**

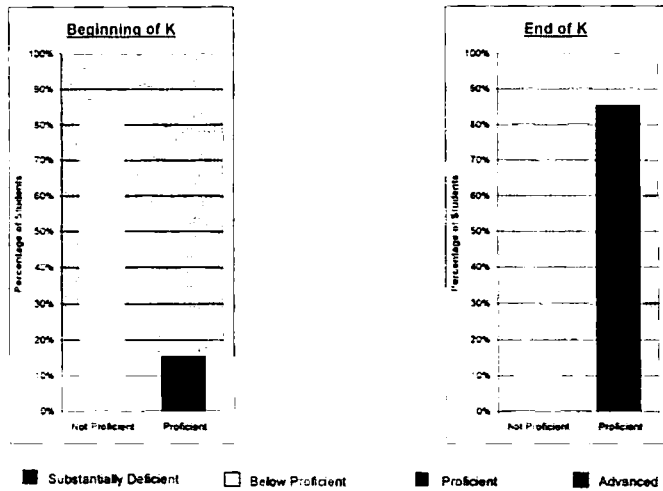
GOAL:

On the Developmental Reading Assessment, a nationally-normed reading test administered to students in the elementary academy, a minimum of 50 percent of kindergarteners will achieve at/above proficiency on the end-of-year test; a minimum of 55 percent of first graders will achieve at/above proficiency on the end-of-year test; a minimum of 60% of second graders will achieve at/above proficiency on the end-of-year test; a minimum of 65% of third graders will achieve at/above proficiency on the end-of-year test; and a minimum of 70% of fourth graders will achieve at/above proficiency on the end-of-year test.

Students at Achievement First Bushwick took the Developmental Reading Assessment (DRA), a nationally-normed examination that tests reading fluency (the rate and accuracy at which students read) and reading comprehension. This test is administered to students by a teacher two-three times per year to get baseline, mid-year, and end-of-year data tracking students' individual progress. Every new teacher to AF Bushwick received DRA training which enables them to test students one-on-one and Charter Management Organization Achievement First provided cross-network auditing to ensure consistency of results. The test takes between 15 minutes and one hour to administer, depending on a given student's skill level. Achievement First has developed its own extremely rigorous standards for basic, below-proficient, proficient and advanced for beginning, middle and end-of-year. No student is exempt from examination -- every student in the elementary school is assessed and all results are reported here, as elsewhere.

According to DRA data, at the beginning of the year, only 16% of the kindergarten cohort at AF Bushwick was reading at a proficient level. By the end of the year, 86% of the students achieved proficiency or beyond on the examination. This exceeds our goal of 50% proficiency by the end of kindergarten. Please see a graph of kindergarten DRA results below.

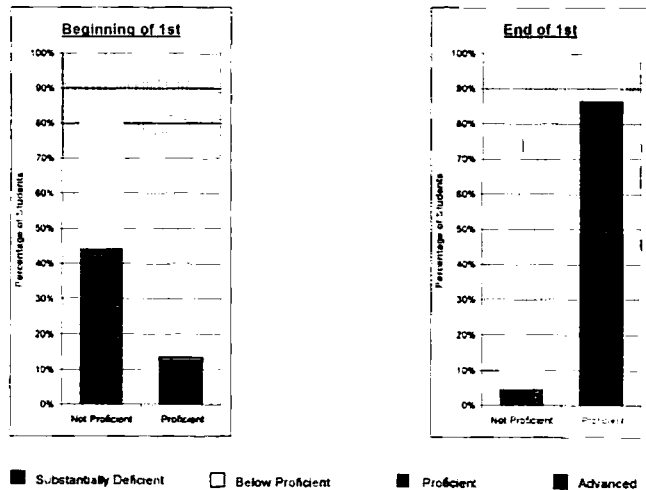
**AF BUSHWICK CLASS OF 2023
DRA Results (Reading) - Kindergarten**



Note: There is no "substantially deficient" category for the beginning or middle of kindergarten.

According to DRA data, at the beginning of the year, only 13% of the first grade students were proficient readers. At the end of the first grade year, this number increased dramatically to 86%. This exceeds our goal of 55% proficiency in first grade. Please see a graph of first grade DRA results below.

**AF BUSHWICK CLASS OF 2022
DRA Results (Reading) - 1st Grade**



In total, 86% of the elementary students met and/or achieved proficiency on the DRA assessment by the end of 2006-2007. This data is suggestive that the rate of students' reading fluency and comprehension dramatically improved over the course of the academic year.

According to Lizette Suvo, principal of AF Bushwick, this success correlates with the strong curriculum used, which includes SRA Reading Mastery and the Waterford computer program. The balanced approach to teaching reading (whole language and phonics), and the positive, achievement-oriented school culture where the instructional team is truly committed to seeing that every child succeeds are also equally

instrumental in the students' high performance rates. In addition, small group instruction, two-teacher classroom model, and longer-school day and year are contributing factors to the school's end-of-year success on the DRA assessments. Additionally, at AF Bushwick parents are true partners in the educational process: from school orientation to family chats and family workshops held throughout the year on reading, parent involvement is something we take seriously. The school model requires that all students read at home nightly with their parents. This alone creates a strengthened relationship between parent and child and an early love for reading.

- Degrees of Reading Power (DRP)

GOAL:

On the Degrees of Reading Power (DRP), a nationally-normed reading assessment administered to students in the middle school academy, fifth graders will achieve at/above the average national percentile of at least 40 on end-of-year test; sixth graders will achieve at/above the average national percentile of at least 50 on end-of-year test; seventh graders will achieve at/above the average national percentile of at least 55 on end-of-year test; and eighth graders will achieve at/above the average national percentile of at least 60 on end-of-year test.

Kindergarten and first grade scholars at AF Bushwick are exempt from the Degrees of Reading Power test. The incoming fifth grade class at AF Bushwick middle academy will begin taking this examination in 2007-2008 and results will be reported in the next Progress Report.

- Terra Nova

GOAL:

On the Terra Nova, a nationally-normed reading test administered to students in the elementary academy, kindergarteners will achieve at/above the average national percentile of at least 50 on the end-of-year test; first graders will achieve at/above the average national percentile of at least 55 on the end-of-year test; second graders will achieve at/above the average national percentile of at least 60 on end-of-year test; third graders will achieve at/above the average national percentile of at least 65 on end-of-year test; and fourth graders will achieve at/above the 70 on end-of-year test.

All elementary academy students were administered the mathematics section of the TerraNova, a nationally-normed test created by CTB McGraw Hill. TerraNova is comprised of a combination of basic procedures questions and higher-order word problem testing the mathematic skills of early math students. This examination is administered to students at the end of each grade. Unfortunately year-end results for the TerraNova examination are not yet available, but we anticipate strong results across grade levels on this test. These results will be reported to SUNY by September 30, 2007.

During the academic year student receive seventy-five minutes of daily math instruction that is directly aligned to the New York State learning standards. While kindergarten and first grade students are exempted from state assessments, the TerraNova allows the principal and instructional team to gauge students' knowledge of entry level mathematics concepts and preparation for advancement to new material in subsequent grades.

Category 3: Organizational and Non-Academic Goals

- Attendance

GOAL:

Achievement First Bushwick students will demonstrate their enthusiasm and commitment to the school by maintaining an average rate of 95% or higher.

The Achievement First model prescribes discipline around school culture. At AF Bushwick there is a specific focus and mandate on student attendance. Clear expectations around attendance are established and maintained throughout the academic year. As a daily reminder, principals, dean of students, and teachers preach the importance of being in school every day. To further build on the college-preparatory culture, parents are constantly reminded about punctuality and the time-on-task required to prepare students for college. As an incentive around attendance, students receive "Scholar Dollars." Over time these can be redeemed for field trips and class activities. Because attendance and Scholar Dollars are constantly monitored, the principal and the dean of students work directly with students who are failing to meet the school's attendance requirements.

The combined student attendance for 2006-2007 was 96%, which exceeds our goal. As a model for student attendance rate, teacher attendance is also tracked at AF Bushwick and the results were extraordinarily high, with an average of 99% attendance.

- Student Suspension and Discipline

GOAL:

Achievement First Bushwick will be marked by a tight, positive school culture. From the outset of school, we will have an average of one disciplinary action per every 50 students per year or fewer. As the total student population will grow as the school grows, the school culture will need to get tighter and more disciplined as time evolves to continue meeting this goal.

The Achievement First culture is disciplined and designed to sweat the small stuff. In order to maintain a strong culture, high student expectations are key. At AF Bushwick, there is a shared message around student behavior. Much of this is achieved through the school's character education program that centers on the REACH values (Respect, Enthusiasm, Achievement, Citizenship, and Hard work). The dean of students works directly with students to monitor and track behavior. The daily infractions focus on small, insignificant issues that do not escalate into complex issues, and the net result is very few student suspensions. Principal Suvo and the dean of students worked collaboratively on student behavioral issues, ensuring that those resulting in suspensions from school would be minimal.

We are pleased to report that AF Bushwick had only one short-term suspension throughout the 2006-2007 academic year, a first grade student in September. This was the result of complicated behavioral issues and shortly thereafter the parent voluntarily decided to withdraw the student. We anticipate the same number or even fewer suspensions or overall behavioral infractions next year as students continue to settle into the rigorous school culture of high expectations and receive constant support from the leadership team.

- Parent Satisfaction

GOAL:

Parents will demonstrate their satisfaction primarily by choosing to keep their children at Achievement First Bushwick. Eighty percent or more of parents will give the school an overall rank of "B" or better (given the choices of A through F) on parent satisfaction surveys.

Student success is directly attributable to parent involvement. At AF Bushwick, parent partnerships are created early on and at every level. Prior to the start of the academic year, the principal or deans conducted

one-on-one family meetings with parents and students to explain the program model and the school's expectations. During these sessions, parents overwhelmingly expressed buy-in to the Achievement First program, which requires parent involvement in ensuring students attend regularly, arrive on time every day, turn in daily homework assignments, and engage in independent reading at home nightly. In addition, parents have been invited to and volunteer to participate in various events at the school a scholastic book fair, a Black History Month celebration, talent show and monthly Parent Leadership Council (PLC) meetings and board meetings. Because Achievement First believes in tracking data on multiple measures of school success, parents were given surveys towards the end of the school year to rate the school's performance.

According to the survey, 98.9% of parents rated Achievement First Bushwick as a B to A+ school (94% rated it as an A/A+ school) and 100% agreed or strongly agreed that "my child goes to a great school." This data is overwhelming suggestive of positive parental impact, the instructional team is very proud of the support and feedback parents have given over the course of the academic year. Attached to this report please find data from the parent satisfaction survey.

- Fiscal Soundness

GOALS:

Budgeting

Goal: Each year, AF-Bushwick will operate on a balanced budget meaning actual revenues will equal or exceed actual expenses.

Achievement First Bushwick has closed the fiscal year under budget with revenues exceeding predicted expenses. Please see attached financial reports for a detailed expense account.

Audit

Goal: Each year, AF-Bushwick will have a clean audit with no material negative findings.

Achievement First Bushwick is currently undergoing the annual auditing process, but we anticipate no negative findings. Complete audit information will be provided by the October 29, 2007 deadline.

Internal Controls & Compliance

Goal: Each year, AF-Bushwick will take corrective action, if needed, in a timely manner to address any internal control or compliance deficiencies identified by its external auditor, SED, or the Institute.

Achievement First Bushwick anticipates no control or compliance deficiencies; however this information will be reported in full with the auditors report and we will promptly take any corrective action as deemed necessary.

SUMMARY OF GOALS

Measure	Description	Outcome
Academic Goals - ELA	Absolute, Comparative, Value Added Goals	N/A
Academic Goals - Math	Absolute, Comparative, Value Added Goals	N/A
Academic Goals - Science	Absolute, Comparative, Value Added Goals	N/A
Academic Goals – Social Studies	Absolute, Comparative, Value Added Goals	N/A
Academic Goals - NCLB	School in Good Standing	Met
Other Academic Goals - DRA	50% kindergarten proficiency 55% first grade proficiency 60% second grade proficiency 65% third grade proficiency 70% fourth grade proficiency	Met
Other Academic Goals - DRP	40 th national percentile in 5 th grade 50 th national percentile in 6 th grade 55 th national percentile in 7 th grade 60 th national percentile in 8 th grade	N/A
Other Academic Goals – Terra Nova	50% kindergarten proficiency 55% first grade proficiency 60% second grade proficiency 65% third grade proficiency 70% fourth grade proficiency	Unknown
Org Goals – Attendance	95% or higher attendance	Met
Org Goals – Discipline	1 or fewer disciplinary actions per 50 students for the academic year	Met
Org Goals – Parent Satisfaction	80% or more parents will rate the school as “B” level or better.	Met
Org Goals – Fiscal / Budgeting	Balanced Budget	Met
Org Goals – Fiscal / Audit	Clean Audit	Unknown
Org Goals – Fiscal / Internal Controls	Corrective action taken for internal control or compliance deficiencies	Unknown

**Achievement First Bushwick Charter School
School Performance & Compliance Standards
2006-2007**

I. STUDENT PERFORMANCE

Student performance at Achievement First Bushwick Charter School (AF Bushwick) is carefully measured by nationally normed tests including the Developmental Reading Assessment and Terra Nova math examinations. AF Bushwick demonstrated dramatic gains in reading as measured by the Developmental Reading Assessment (DRA), beyond the high proficiency standards established by Achievement First. For example, kindergarten students at AF Bushwick began the year at 16% proficiency but 86% of students achieved grade level or advanced proficiency by the end of the school year. Lizette Suxo, Principal at AF Bushwick, is pleased with the movement students have made in their first year, which parallels the progress of cohort groups at sister schools including the highly successful Amistad Academy, Elm City College Preparatory, AF Crown Heights and AF East New York. Ms. Suxo expects continued growth in the second year of operation and is confident that AF Bushwick elementary academy students will see dramatic gains to rival their peers across New York State.

II. QUALITY EDUCATIONAL PROGRAM

The Achievement First educational model is two-fold with a focus on academic and character development. The program is rigorously focused on college preparation (as early as kindergarten), as well as development of essential social and emotional skills among all our students. As such, the instructional team, including the principal, deans, and teachers, devotes three structured hours on reading every day to improve reading fluency and comprehension, in addition to two full hours of math instruction. At AF Bushwick, we prioritize instruction and are extremely intentional by ensuring that "more time on task" is the driving force behind how each school day is structured. At the same time, our students share great experiences outside the classroom – on field lessons, special events, and at lunchtime – which also provide essential learning opportunities. This year, our elementary students visited the Hall of Science in Queens, the Brooklyn Historical Museum, the Community Theater, the Brooklyn Botanical Gardens, and the Museum of Natural History.

The REACH curriculum at AF Bushwick integrates values education into everyday instruction by promoting the values of Respect, Enthusiasm, Achievement, Citizenship and Hard work when students interact with their teachers and peers as members of their school community. Fostering teamwork and a strong sense of personal responsibility for one's own success and the success of one's teammates is paramount. Our school motto, "Many minds, one mission!" is incorporated into the chants we sing and the banners that adorn our school. At AF Bushwick being smart, working hard, and being kind and helpful to others is the norm. This message provides a critical foundation for maintaining a school climate in which all students, in dealing with whatever kind of challenge, remain extremely positive about learning, working hard, and accomplishing their goals.

III. SCHOOL LEADERSHIP

School leadership is the key to school success, and the seminal driver in overall student achievement. At AF Bushwick, Lizette Suxo, Principal of the elementary academy, serves as a model instructional leader. Ms. Suxo was attracted to the Achievement First model because it allows greater focus of time and energy on ensuring student performance and quality instruction. She was selected by Achievement First and subsequently hired by the board of trustees with the support of teachers and parents because of her team

approach to leadership, her commitment to education and her willingness and ability to implement the AF model. School leadership centers on three key ingredients: the ability to lead people, the ability to create a sound culture, and the ability to drive instruction. Lizette Suvo has achieved a strong and successful start in the first year of the school's operation because she possesses a "whatever-it-takes" philosophy for ensuring that all students at AF Bushwick are provided with a solid college-preparatory education. Ms. Suvo believes that every child can achieve, and she is working to hire and retain a quality teaching staff, to develop professional development tools aligned to state grade-level standards, and to impact student lives by providing thoughtful and enriching learning and field lessons to support the classroom experience.

IV. ORGANIZATIONAL VIABILITY

Governance is an important factor in school success. Hence, the school's board of trustees is directly involved to ensure that the school functions as a viable organization. Meeting six times per year, the board confirms that the school is on target to meet academic goals, that the school implements sound fiscal practices and procedures, accurately tracking budgets and spending, and that the overall organization is set up for success. The board of trustees is provided with regular reports to ensure all of the functions of the school are being met. In addition, trustees are encouraged to visit the schools and witness student progress for themselves. School operations are also supported by Achievement First (AF), the charter management organization, that provides the academic model, principal leadership coaching, and an array of back-office support systems and personnel for operations, teacher recruitment, student recruitment, curriculum and professional development, IT and fundraising. The strong partnership and regular communication between school personnel and AF staff guarantees that AF Bushwick is on track for long-term success.

V. SCHOOL CULTURE & COMMUNITY

Many factors contribute to creating social trust within the Bushwick community. Prior to the opening of the school, much of the groundwork was laid through interactions with local politicians and local community groups. The various positive relationships with community stakeholders that resulted are lasting ones. The set of stakeholders most crucial to building social trust is parents. At AF Bushwick parents are indeed true partners in their students' education. Classroom doors are open and parents are welcome into the school at all times. This transparency creates reciprocal opportunities for feedback among parents, teachers, and school leaders. Parent attendance at school events including report card night, Parent Leadership Council meetings, and special school performances demonstrate that parents overwhelmingly support and trust the culture established at AF Bushwick. This is further supported by the Parent Survey taken by AF Bushwick parents. On their first-ever survey, 100% of the parents agreed that AF Bushwick is doing an exceptional job of creating a strong academic and character building framework for their children. Parents also believe that their child goes to a great school and that the school has delivered on its promises to parents and students. The expectation is that over time these relationships with parents and in the community will flourish and will subsequently attract additional stakeholders to the school.

In its first year of operation, Achievement First Bushwick Charter School has successfully adopted and built upon the proven model established at Amistad Academy, Elm City College Preparatory, and sister Achievement First schools located in Brooklyn. Through the devoted leadership of Principal Lizette Suvo and the hard work of the instructional staff, AF Bushwick has produced a record of high academic achievement, low levels of disciplinary infractions, and high parental and student satisfaction. Responding to the rigorous instruction and high expectations, the students of AF Bushwick rose to the challenge and demonstrated their ability to achieve in a community riddled with a history of low academic outcomes. At Achievement First, every student is taught to dream of climbing the mountain to college, and given their

dramatic performance on nationally-normed assessment tests and anticipated future successes; scholars at AF Bushwick will all make it to the top of the mountain.

END OF REPORT

School Name:	Achievement First Bushwick - Elementary
Date Survey was Administered:	3/1/07
Total Number of Students Enrolled at School Site:	164
Total Number of Responses Received:	124

Reasons Child was Enrolled	26 Why did you enroll your child at the school?										
	1 My child was doing poorly in his/her prior school.	16		12.9%							
	2 The location of the school is more convenient than the location of my child's prior school.	9		7.3%							
	3 The academic program is more rigorous at the school.	80		64.5%							
	4 The school culture and behavior standards are higher at the school.	82		66.1%							
	5 There are better teachers at the school.	69		55.6%							
	6 My child wanted to come to the school.	6		4.8%							
	7 I wanted a college preparatory education for my child.	95		76.6%							
	8 I was unhappy with the curriculum or teaching at the prior school.	27		21.8%							
	9 I was unhappy with the discipline standards and procedures at the prior school.	29		23.4%							
	10 I have another child attending the school.	2		1.6%							
	11 Other.	6		4.8%							
Overall	1 My child goes to a great school.	87	28	0	0	75.7%	24.3%	0.0%	0.0%	0.0%	
	2 The school has delivered on its promises to parents and students.	66	29	0	0	69.5%	30.5%	0.0%	0.0%	0.0%	
	3 I would recommend the school to parents of other students in the city.	85	26	0	0	76.6%	23.4%	0.0%	0.0%	0.0%	
	4 I am pleased with my child's overall progress at the school.	58	25	0	0	69.9%	30.1%	0.0%	0.0%	0.0%	
	5 I feel confident that the school is doing all it can to prepare my child for success in college.	81	31	0	0	72.3%	27.7%	0.0%	0.0%	0.0%	
	27 The overall grade I would give the school is:	A+	A	B	C	F	A+	A	B	C	F
Discipline and Character Development	6 The school is a safe place for children.	61	27	5	1	0	66.4%	32.8%	0.9%	0.0%	0.9%
	7 The school holds students to very high behavioral standards.	77	21	0	0	0	78.6%	21.4%	0.0%	0.0%	0.0%
	8 I am happy with the system of rules, rewards, and consequences at the school.	78	36	1	0	0	67.8%	31.3%	0.9%	0.0%	0.0%
	9 I believe that the school has had a positive impact on my child's character development.	73	26	1	0	0	73.0%	26.0%	1.0%	0.0%	0.0%
Communication	10 The school is a joyful place.	73	43	1	0	0	62.4%	36.8%	0.9%	0.0%	0.0%
	11 I am satisfied by how well the school communicates with parents throughout the year about the	70	33	4	0	0	65.4%	30.8%	3.7%	0.0%	0.0%
	12 I receive regular and timely progress about my child's academic progress.	62	26	3	0	0	68.1%	28.6%	3.3%	0.0%	0.0%
	13 The school contacts me immediately when my child is struggling.	57	31	3	0	15	62.6%	34.1%	3.3%	0.0%	16.5%
School Staff	14 I feel welcome when I visit the school.	54	17	1	0	0	75.0%	23.6%	1.4%	0.0%	0.0%
	15 The school's administration and teaches are open and accessible.	69	36	2	0	0	64.5%	33.6%	1.9%	0.0%	0.0%
	16 I am pleased with the principal of the school. The principal does a great job.	76	37	0	0	0	67.3%	32.7%	0.0%	0.0%	0.0%
	17 I am pleased with the dean of students of the school. The dean does a great job.	58	10	1	0	1	84.1%	14.5%	1.4%	0.0%	1.4%
Overall	18 I am pleased with my child's teachers. The teachers do a great job.	84	25	0	0	0	77.1%	22.9%	0.0%	0.0%	0.0%
	19 I can tell that the teachers and staff at the school love my child.	53	9	2	0	2	82.8%	14.1%	3.1%	0.0%	3.1%
	20 My child has a close relationship with at least one adult in the school.	64	46	2	0	3	57.1%	41.1%	1.8%	0.0%	2.7%
	21 The school has very high academic standards and a rigorous curriculum.	51	11	1	0	0	81.0%	17.5%	1.6%	0.0%	0.0%
	22 I am pleased with the quality of teaching at the school.	19	5	0	0	0	79.2%	20.8%	0.0%	0.0%	0.0%
	23 My child has the right amount of homework each night.	81	23	8	0	0	72.3%	20.5%	7.1%	0.0%	0.0%
	24 My child's school work and homework assignments are meaningful.	18	9	0	0	1	66.7%	33.3%	0.0%	0.0%	3.7%
	25 The school day is the right length.	72	38	6	2	0	61.0%	32.2%	5.1%	1.7%	0.0%
	26 My child is more motivated to learn than before coming to the school.	18	8	3	0	1	62.1%	27.6%	10.3%	0.0%	3.4%

THE UNIVERSITY OF THE STATE OF NEW YORK
 THE STATE EDUCATION DEPARTMENT
 OFFICE OF ELEMENTARY, MIDDLE,
 SECONDARY AND CONTINUING EDUCATION
 PUBLIC SCHOOL CHOICE PROGRAMS
 ROOM 462, EDUCATION BUILDING ANNEX
 ALBANY, NEW YORK 12234

CHARTER SCHOOL ANNUAL
 REPORT OF FISCAL PERFORMANCE
 FOR THE SCHOOL YEAR ENDED 06/30/2007
 (UNAUDITED)

Charter School Name: ACHIEVEMENT FIRST BUSHWICK CHARTER SCHOOL	BEDS Code: 333-200-860-906
Contact Person: Lizette Suvo, Principal	Phone: (718) 455-1594

REVENUES

A	State Sources	\$	9,626
B	Federal Sources		252,754
C	Public School Districts		
1	Basic Operating Revenues		1,694,371
2	State Aid-Pupils with Disabilities		-
3	Federal Aid-Pupils with Disabilities		-
4	Other Revenue from Public School Districts		153,342
D	All Other Revenues		269,493
E	TOTAL REVENUES FROM ALL SOURCES:	\$	2,379,586

S	Enrollment (Annual FTE)	166.18
T	Expenditures Per Pupil (R/S)	\$13,956

EXPENDITURES

	Salaries	Other	Total
F General & Administrative	182,182	164,577	346,759
G Instructional Supervision	270,000	-	270,000
H All Other Instruction	670,088	712,736	1,382,824
I Pupil Services	-	-	-
J Pupils with Disabilities	32,500	954	33,454
K Transportation	-	19,830	19,830
L Community Services	-	-	-
M Operation and Maintenance	-	300	300
N Employee Benefits			249,793
O Debt Service			3,238
P School Lunch			12,955
Q Capital Expense			-
R Grand Total Expenditures	1,154,770	898,397	2,319,153

Signature: _____

Date: _____

7/27/07

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2006-07Name (print) ROBERT THORNEName of Charter School AF BUSHWICK (BROOKLYN)

Home Address _____

Business Address _____

Daytime Phone _____

E-Mail Address _____

1. List all positions held on board (e.g., chair, treasurer, parent representative): treasurer2. Is the trustee an employee of the School? ___ Yes X No

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

n/a

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

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
None	—	—	✓

7/27/07
Date

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2006-07

Name (print) Iris Chen

Name of Charter School Achievement First-Bushwick

Home
Address

Business
Address

Daytime
Phone

E-Mail
Address

1. List all positions held on board (e.g., chair, treasurer, parent representative): Chair of Education Committee

2. Is the trustee an employee of the School? ☐ Yes ☒ No

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

Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to such service. If there has been no such financial interest or transaction, write none. Please note that if you answered yes to Question 2, you need not disclose again your employment status, salary, etc.

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

Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the School and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write none.

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
Teach for America (my past employer)	Provide teachers	No financial • Pay teacher salaries directly to teachers • Reimburse TFA \$2500/teacher for teachers	Lis Chen - self - is former TFA employee (until May 31, 2007)

above the # normally given to our charter school partners to offset lost DOE

Chen
Signature

funding
(net of benefit to TFA)

7/16/07.
Date

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2006-07

Name
(print)

Marilyn Rivera

Name of Charter School

AF Bushwick

Home
Address

Business
Address

Daytime
Phone

E-Mail
Address

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

2. Is the trustee an employee of the School? Yes ☒ No

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

Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to such service. If there has been no such financial interest or transaction, write none. Please note that if you answered yes to Question 2, you need not disclose again your employment status, salary, etc.

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

Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the School and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **none**.

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
	none.		

Marilyn Quire
Signature

7/14/07
Date

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2006-07

Name (print) Shannon Kete

Name of Charter School AF Bushwick

Home
Address

Business
Address

Daytime
Phone

E-Mail
Address

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

general member

2. Is the trustee an employee of the School? Yes ☒ No

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

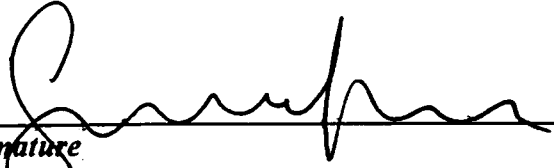
Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to such service. If there has been no such financial interest or transaction, write none. Please note that if you answered yes to Question 2, you need not disclose again your employment status, salary, etc.

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

none

Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the School and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write none.

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
	none		



Signature

7/14/07

Date

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2006-07

Name (print) Judith M. Rodriguez

Name of Charter School AF Bushwick

Home Address _____

Business Address _____

Daytime Phone _____

E-Mail Address _____

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

2. Is the trustee an employee of the School? ____ Yes ____ ☒ No

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

Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to such service. If there has been no such financial interest or transaction, write none. Please note that if you answered yes to Question 2, you need not disclose again your employment status, salary, etc.

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

Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the School and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **none**.

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
	None		

Justito M. Rodriguez
Signature

7/14/07
Date

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2006-07

Name (print) Deborah A. Shanky

Name of Charter School AF Bushwick, Chair

Home Address

Business Address

Daytime Phone

E-Mail Address

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

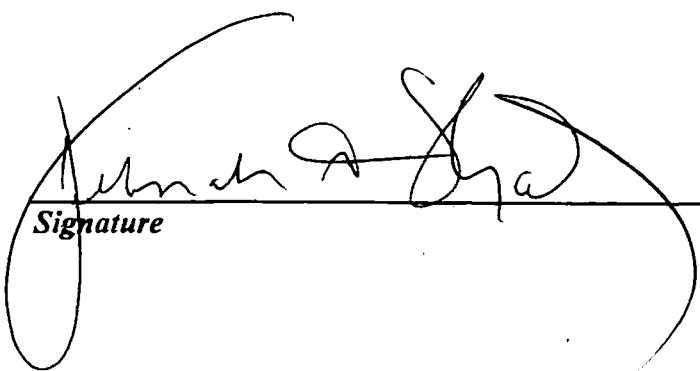
Chair A.F. Bushwick
Member, AF Endeavor

2. Is the trustee an employee of the School? Yes ☒ No

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

Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the School and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **none**.

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest


Signature


Date

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2006-07

Name
(print) Jalak Jobanputra

Name of Charter School AF - Bushwick

Home
Address

Business
Address

Daytime
Phone

E-Mail
Address

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

2. Is the trustee an employee of the School? Yes ☒ No

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

Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to such service. If there has been no such financial interest or transaction, write none. Please note that if you answered yes to Question 2, you need not disclose again your employment status, salary, etc.

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

Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the School and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write none.

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
None			

Jalaluddin Khan
Signature

7/19/07
Date

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2006-07

Name
(print) Dacia M. Toll

Name of Charter School AF Bushwick

Home
Address

Business
Address

Daytime
Phone

E-Mail
Address

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

2. Is the trustee an employee of the School? Yes ☒ No

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

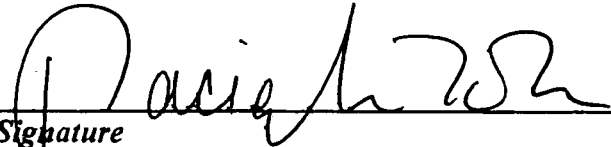
Please note: While I am not an
employee of the school, I am an
employee of the school's charter
management organization

Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to such service. If there has been no such financial interest or transaction, write none. Please note that if you answered yes to Question 2, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
November August 2006	Charter Management Agreement Achievement First	Did not participate in the discussion or vote	Dacia Toll (Self)

Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the School and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write none.

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
Achievement First	Charter Management (CMO)		Dacia M. Zoll (self) (Co-CEO & President)


Signature

7/14/07
Date

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2006-07

Name (print) Emerson Moore

Name of Charter School Achievement First Bushwick

Home
Address

Business
Address

Daytime
Phone

E-Mail
Address

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

2. Is the trustee an employee of the School? ☐ Yes ☒ No


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

Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to such service. If there has been no such financial interest or transaction, write **none**. Please note that if you answered yes to Question 2, you need not disclose again your employment status, salary, etc.

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

Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the School and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write none.

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
none			



 Signature

7/25/07

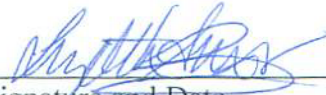
 Date

Statement of Assurances

Our signatures below attest that all of the information contained herein is truthful and accurate, and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws, regulations, and rules. We understand that if any information in any part of this report is found to have been deliberately misrepresented, that will constitute grounds for the revocation of our charter.

Lizette B. Suvo

Print Name, Head of Charter School



Signature and Date

7/26/2007


Notary Public Signature and Seal

TSEHAIA BROWN
NOTARY PUBLIC, State of New York
No. 01BR6096980
Qualified in Kings County
Commission Expires Aug. 11, 2007

Deborah A. Shanley
Print Name, President, Board of Trustees



Signature and Date

7/26/07


Notary Public, Signature and Seal

TSEHAIA BROWN
NOTARY PUBLIC, State of New York
No. 01BR6096980
Qualified in Kings County
Commission Expires Aug. 11, 2007

Commission Expires Aug 11, 2007
TSEHAIA BROWN
NOTARY PUBLIC, State of New York
County of [illegible]

Commission Expires Aug 11, 2007
TSEHAIA BROWN
NOTARY PUBLIC, State of New York
County of [illegible]