



Charter Schools Institute
The State University of New York

Renewal Recommendation Report

Achievement First Brownsville Charter School

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TABLE OF CONTENTS

REPORT INTRODUCTION	1
RECOMMENDATION	1
SUMMARY DISCUSSION	3
SCHOOL OVERVIEW	12
ACADEMIC ATTAINMENT AND IMPROVEMENT	15
APPENDIX: FISCAL DASHBOARD	21

The school should broadly share the final version of the SUNY Charter Schools Institute's renewal recommendation report with the entire school community. The Institute will post the final report on its website at: www.newyorkcharters.org/pubsReportsRenewals.htm.

REPORT INTRODUCTION

This report is the primary means by which the SUNY Charter Schools Institute (the “Institute”) transmits to the Board of Trustees of the State University of New York (the “SUNY Trustees”) its findings and recommendations regarding a school’s Application for Charter Renewal, and more broadly, details the merits of a school’s case for renewal. This report has been created and issued pursuant to the *Practices, Policies and Procedures for the Renewal of Charter Schools Authorized by the Board of Trustees of the State University of New York* (the “SUNY Renewal Policies”).¹

Information about the SUNY renewal process and an overview of the requirements for renewal under the New York State Charter Schools Act of 1998 (as amended) (the “Act”) are available on the Institute’s website at: www.newyorkcharters.org/schoolsRenewOverview.htm.

RECOMMENDATION

Recommendation

Initial Full-Term Renewal

The Institute recommends that the SUNY Trustees approve the Application for Charter Renewal of the Achievement First Brownsville Charter School and renew its charter for a period of five years with authority to provide instruction to students in Kindergarten through 8th grade in such configuration as set forth in its Application for Charter Renewal, with a projected total enrollment of 745 students.

Background and Required Findings

In initial renewal reviews, the SUNY Trustees evaluate the strength and effectiveness of a school’s academic program by the degree to which the school has succeeded in meeting its academic Accountability Plan goals during the Accountability Period² and the quality of the instructional program in place at the school at the time of the renewal review, as assessed using the Qualitative Education Benchmarks (a subset of the SUNY Charter Renewal Benchmarks available on the Institute’s website at: <http://www.newyorkcharters.org/schoolsRenewOverview.htm>). In giving weight to both student achievement and the emergent program, this approach provides a balance between an outcomes-based system of accountability that holds schools accountable for meeting measurable student achievement results and a determination of the likelihood that the educational program will improve student learning and achievement going forward.

Achievement First Brownsville Charter School (“AF Brownsville”) has applied for an Initial Full-Term Renewal. The SUNY Renewal Policies provide three possible renewal outcomes for AF Brownsville: Full-Term Renewal, Short-Term Renewal or Non-Renewal. To earn a Full-Term Renewal, AF

¹ The *Practices, Policies and Procedures for the Renewal of Charter Schools Authorized by the Board of Trustees of the State University of New York* (revised June 25, 2012) are available at: <http://newyorkcharters.org/documents/SUNYRenewalPolicies.pdf>.

² In the case of an initial renewal, the SUNY Trustees consider student achievement data from only the first four years of a school’s operation as evidence of the school’s progress toward achieving its Accountability Plan goals.

Brownsville must demonstrate that it has either: (a) compiled a strong and compelling record of meeting or coming close to meeting its academic Accountability Plan goals, and has a generally effective educational program in place; or (b) made progress toward meeting its academic Accountability Plan goals and has a particularly strong and effective educational program in place.

The SUNY Trustees voted to grant AF Brownsville a first charter in October 2007. Based on the Institute's review of the evidence that it gathered and that AF Brownsville has provided including, but not limited to, the school's Application for Charter Renewal, evaluation visits conducted during the charter term, a renewal evaluation visit conducted in the last year of the current charter term, and the school's record of academic performance determined by the extent to which it has met its academic Accountability Plan goals, the Institute finds that the school has met the criteria for a Full-Term Renewal by compiling a strong and compelling record of meeting its academic Accountability Plan goals, and having in place at the time of the renewal review an educational program that is generally effective.

As part of the renewal process, the Institute reviewed evidence submitted during the Accountability Period, the Application for Charter Renewal and supplemental information requested or provided. Based on the foregoing, the Institute makes the following findings required by the Act:

- the school, as described in the Application for Charter Renewal meets the requirements of the Act and all other applicable laws, rules and regulations (with one exception noted below);
- the school can demonstrate the ability to operate in an educationally and fiscally sound manner in the next charter term; and,
- given the programs it will offer, its structure and its purpose, approving the school to operate for another five years is likely to improve student learning and achievement and materially further the purposes of the Act.³

While the application meets the requirements of the Act, the Institute found the school's staffing was significantly out of compliance with the teacher certification requirements. To remedy this situation, the Institute will be placing the school on corrective action under its charter agreement. If the school does not meet the terms of correction action, the Institute may recommend that the SUNY Trustees' Charter Schools Committee place the school on probation.

As required by Education Law subdivision 2851(4)(e), AF Brownsville included in its application information regarding the means by which it would meet or exceed SUNY's 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. SUNY⁴ and the Board of Regents have finalized the methodology for setting targets, but the Institute has not yet set final targets for individual schools. Therefore, the Institute, for this purpose, used district enrollment averages, and will assign final targets by the end of February 2013. The school will agree to substitute the final targets for the district average targets as part of its renewal charter agreement. In accordance with the statute, the Institute, acting on behalf of the SUNY Trustees,

³ New York Education Law § 2850(2).

⁴ SUNY Trustees' Charter Schools Committee resolution dated October 2, 2012.

considered the school's plans for meeting its enrollment and retention targets prior to recommending the renewal application for approval.

Therefore, in accordance with the standard for Initial Renewal found in the SUNY Renewal Policies, the Institute recommends that the SUNY Trustees approve AF Brownsville's Application for Charter Renewal and renew the school's charter for a full term of five years.

Consideration of School District Comments

In accordance with the Act, the Institute notified the school district in which the charter school is located regarding the school's Application for Charter Renewal. As of the date of this report, the Institute has received no district comments in response.

SUMMARY DISCUSSION

Academic Success

Academic Accountability Plan Goals

In 2011-12, the first year in which all five measures of its Accountability Plan apply, AF Brownsville, met both its English language arts ("ELA") and math goals. The school also met its absolute proficiency target with its first administration of the state science exam in 2011-12. According to the state's No Child Left Behind ("NCLB") accountability system, the school is in good standing.

The Institute presents AF Brownsville's attainment of its academic goals under Academic Attainment and Improvement (below). Specific results for the key academic Accountability Plan goals in ELA and math appear on pages 17 and 18.

Based on the five measures in its Accountability Plan, AF Brownsville has met its ELA goal in 2011-12. Since administering the state testing program for the first time in 2010-11, the school has met all applicable individual ELA measures. In 2011-12, the school met its absolute target of 75 percent of students performing at or above grade level⁵ and outperformed the local community school district by more than 40 percentage points. In comparison to demographically similar schools, the school met the target, performing better than expected to a large degree. The school also met its cohort growth goal which was applicable for the first time this year.

AF Brownsville also met its math goal in 2011-12. Since administering the state testing program for the first time in 2010-11, the school has met all the individual math measures that were applicable. In 2011-12, the school's performance surpassed the absolute target of 75 percent proficiency with almost all students achieving proficiency.⁶ The school also far outperformed the local community

⁵ For the purpose of evaluating the goal's absolute measure, the Institute has again adapted the State Education Department's (SED's) "time-adjusted" ELA cut score for 2011-12 as it had in 2010-11. The other four measures utilize the current, revised ELA cut scores. As such, the cut scores for the Annual Measurable Objective ("AMO") and cohort growth are different from 2009-10 when the "time-adjusted cut score" was used instead.

⁶ For the purpose of evaluating the goal's absolute measure, the Institute has again adapted SED's "time-adjusted" math cut score for 2011-12 as it had in 2010-11. The other four measures utilize the current, revised math cut scores. As such, the cut scores for the AMO and cohort growth are different from 2009-10 when the "time-adjusted cut score" was used instead.

school district by nearly 40 percentage points. In comparison to demographically similar schools, the school met its target, performing better than expected to a large degree. The school met its growth goal.

Qualitative Education Benchmarks⁷

Instructional Leadership. AF Brownsville has strong instructional leadership that has supported teachers with effective instructional guidance throughout the charter term. Despite a leadership transition last year and the addition of another school leader as the school expands into middle school grades this year, the school maintains an environment of high expectations. AF Brownsville continues to fully support all teachers through a robust coaching structure in which every instructional staff member including school leaders has a mentor coach who both guides and evaluates them. Mentor and mentee meet weekly to plan instruction, and mentors actively monitor instructional delivery. The school also provides a comprehensive professional development program that includes both extensive pre-service summer training and weekly two-hour professional development sessions. The school's leaders conduct regular teacher evaluations with clear criteria for teacher performance and hold teachers accountable for meeting these criteria.

Curriculum. AF Brownsville's curriculum effectively supports teachers' instructional planning. During the later years of the charter term, the Achievement First, Inc. network developed a clearly defined curriculum that is aligned to state performance standards including the Common Core State Standards,⁸ in most subjects and grades, a notable improvement from the last school evaluation visit. The school and network have placed a particular emphasis on developing a standards-aligned curriculum in ELA. Teachers have access to network- or school-developed curriculum maps and unit plans as well as archived lesson plans, which they can modify according to the needs of students. Teachers regularly submit lesson plans to their coaches for review. Network staff and school leaders regularly review and revise the curriculum based on assessment results with input from school staff.

Use of Assessment Data. Supporting its curriculum, AF Brownsville continues to have a comprehensive assessment system that improves instructional effectiveness and student learning. Throughout the charter term, AF Brownsville has regularly administered a variety of assessments including network-developed Interim Assessments (IAs), the Fountas and Pinnell and STEP literacy assessments, curriculum based end-of-unit assessments and the nationally-normed TerraNova assessment, as well as informal daily assessments such as "exit tickets." The school also possesses a well-defined system for managing and analyzing data. On Data Days, leaders and teachers conduct comprehensive analyses of IA results at the school, class and student levels after each six-week administration. The school also systematically collects valid and reliable writing prompt data.

⁷ The Qualitative Education Benchmarks are a subset of the SUNY Charter Renewal Benchmarks (the "SUNY Renewal Benchmarks") available at: <http://www.newyorkcharters.org/documents/SUNYRenewalBenchmarks5FINAL5-8-12.pdf> (p. 2).

⁸ The Common Core State Standards initiative is a state-led effort coordinated by the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO). They developed in collaboration with teachers, school administrators, and experts, a clear and consistent framework to prepare students for college training and the workforce. New York State adopted the Common Core State Standards in 2011 and began assessing student achievement toward meeting the standards in 2012.

Drawing on extensive staff development on adapting instructional plans, teachers use the assessment results to adjust instruction and to identify students for targeted interventions. Leaders, in turn, use assessment results to set school-wide and grade team performance goals.

Pedagogy. High quality instruction has generally been evident throughout AF Brownsville during the charter term. Using its curriculum and assessment systems, teachers implement purposeful lessons that articulate clear expectations for student learning. Teachers maximize student engagement through the use of a variety of instructional modes including direct teaching and peer-to-peer discussions. They keep students on task with chants and structured opportunities for student movement, enhancing student-to-student interaction. Even at the beginning of the year, teachers provide fast-paced instruction with a sense of urgency. Transitions are efficient with virtually no down-time between class periods such that the end of one teacher's lesson to a class and the beginning of the next teacher's lesson to the same class are seamless. Teachers offer scholar dollars as rewards and students are conversant in a variety of hand-signals to minimize disruption. The school incorporates writing and non-fiction reading into every subject to develop students' critical thinking skills. Science displays of student work demonstrate a focus on exploratory and inquiry-based learning.

At-Risk Students. AF Brownsville addresses the educational needs of most at-risk students. The school offers a comprehensive Response to Intervention program through which it identifies and serves struggling students and provides informal in-class interventions, small group instruction, targeted tutoring and intervention strategies formulated by a child study team. Students who do not respond to these interventions are referred by the school for special education services. The school makes the Individualized Education Programs ("IEPs") of its 23 students with disabilities available to classroom teachers. The Achievement First network provides teachers with support and training to implement student accommodations. AF Brownsville offers inclusion classes, however the school's special education staffing is unevenly distributed and is insufficient to meet the needs of the ten students with disabilities in the middle school. At the time of the renewal visit, the school had not established a coordinated program to support ELLs in developing their English language acquisition skills when such students enroll in the school. As a result, the Institute required the school to submit an educationally sound, legally compliant plan for serving ELL students. The school has submitted such a plan and the Institute finds it to be an acceptable design for serving ELL students in the next charter term.

Organizational Effectiveness and Viability

Mission. Throughout the charter term, AF Brownsville has fulfilled its mission to provide "students with the academic and character skills they need to excel in top colleges, to succeed in a competitive world and to serve as the next generation of leaders in their communities." To accomplish this, the school continues to implement a character education curriculum for all grades and infuses the school culture with goals for college. In addition, AF Brownsville has effectively implemented the key design elements contained in its charter including the use of a data-driven instructional strategy, which have led to high student achievement.

Parent Satisfaction. AF Brownsville parents are satisfied with the school. In the most recent school year, AF Brownsville scored high marks on the New York City Department of Education's (NYCDOE's)

school environment section of its annual Progress Report, indicating that parents rate academic expectations, safety and respect, communication and engagement as above average. Moreover, the school's independent surveys of parent satisfaction conducted during the second and third years of the charter term revealed that more than 80 percent of parents would recommend the school to other parents in New York City. Additionally, low student attrition, high attendance rates and an increasing waitlist of students seeking entry to the school are further indicators of parent satisfaction.

Organizational Capacity. AF Brownsville has established a well-functioning organizational structure with staff, systems, and procedures that allow the two individual elementary and middle school components of the overarching charter school to carry out their respective academic programs. Clearly defined roles and responsibilities are evident within the two individual academies, which have allowed for efficient and effective day-to-day operations. By design, the network does not coordinate school operations and the educational program -- including operations, discipline, special education, and services for ELLs -- across the academies making up the entire charter school. The task of aligning policies between the elementary and middle academies is currently left to the collaborative efforts of the leaders at the two school levels with input from network staff. Despite the fact that they are located in the same facility, the leaders coordinate their programs with other elementary and middle school components within the network, rather than with each other. Nevertheless, the priorities of the school's leadership clearly align to the school's mission.

Each of AF Brownsville's two academy components has a complex organizational structure with multiple lines of accountability, including academic deans, principals and the network leadership. The school provides ample resources to support school leaders and teachers in enabling students to achieve. Furthermore, with support from the network, the school hires quality staff and retains many of these staff members through a career ladder that rewards teacher success by rigorously promoting from within the school and into the Achievement First network. School leaders and the network monitor and evaluate the school's programs and make changes as necessary, including, most importantly redesigning the network's ELA program.

The school has implemented a clear student discipline policy, which the deans of students consistently apply. The school reports that student culture has steadily improved as the result of greater teacher retention leading to more consistent expectations for student behavior. School administrators review the discipline code annually and make adjustments where appropriate. The network and school provide classroom teachers with significant professional development on school culture, student discipline, and effective classroom management strategies designed to prevent student conduct from rising to a level warranting suspension.

Throughout the charter term, AF Brownsville has maintained full enrollment; the school reports that over 2000 students are on the waitlist from last spring's lottery. AF Brownsville fills vacant seats at all elementary and middle school grades with students from its waitlist. The school has set forth procedures and policies, with specific outreach responsibilities delegated to the network, to record and monitor its enrollment and retention of ELLs, students with disabilities, and FRPL-eligible students. In 2010, the school implemented an at-risk admissions preference to give priority in the lottery to students likely to qualify for the federal FRPL. Based on these factors, the school is likely to meet or exceed the enrollment and retention targets set by the Institute.

Board Oversight. AF Brownsville's board has provided consistent oversight to the educational program during the charter term. The composition of the board of AF Brownsville includes individuals with a diverse set of skills. The board believes that it is well represented in critical areas including management, business, legal, public relations and financial expertise. The board also has a parent representative with full voting privileges, and a representative from the network also sits on the board. The board reports that it is seeking additional board members with K-12 experience and members who come from the local community.

The education corporation board fulfills its responsibilities primarily as a whole, with only the finance committee remaining active, and has generally avoided creating conflicts of interest. Where conflicts of interest exist such as with the network representative, the board has managed them in a clear and transparent manner through recusal. In all material respects, the school board has implemented adequate board policies and procedures to ensure the effective governance and oversight of the school. The board regularly requests, and both the network and school management supplies, regular reports and statements related to academic performance, fiscal status, student attendance and reports on the progress of school leaders on their professional growth plan. The board does not have in place a formal self-assessment, but evaluates its relationship with the network, which is its sole corporate member, annually, considering the school's academic performance and budget.

The board is formally involved in the personnel decisions only at the school leader level, acting on the recommendations of the network representative. All other personnel decisions have been delegated to school leaders with assistance provided from the network.

The board is carrying out its oversight responsibilities by taking more initiative to engage the network about its practices including limiting the board's ability to conduct due diligence of potential school leaders, the quality of the ELA program, outreach to ELLs, and services for special education students. The board is cognizant of the school's Accountability Plan and fully aware of the school's academic performance.

Board Governance. The school board formally evaluates school leaders, relying on reports and data supplied by the network. The board holds the school leaders, as well as the network, accountable for measurable student performance results and for maintaining a fiscally strong and legally compliant organization. During the charter term, the education corporation board has generally abided by its by-laws and has held its meetings generally in compliance with the Open Meetings Law. However, the Institute noted to the education corporation board that its finance committee's conference calls did not constitute valid meetings under the Open Meetings Law and that the committee has not kept minutes of its past "meetings." The board understood it would have to align its committee conduct with the Open Meetings Law, and the Institute will review future committee minutes. The board has effectively delegated the development and revision of school policies to the school leaders, who revise them after consultation between the deans and the network. In material respect, the education corporation board has implemented adequate policies and procedures to ensure the effective governance and oversight of the school. The education corporation board demonstrates a thorough understanding of its role in holding school leadership

and its management partner accountable for academic results, fiscal soundness, and legal compliance.

Legal Requirements. Based on the evidence available at the time of the renewal inspection visit and throughout the current charter term, in material respect, AF Brownsville has been in general and substantial compliance with the terms of its charter, by-laws, applicable state and federal law, rules and regulations. As noted above, minor deficiencies were noted in the Open Meetings Law compliance, particularly with respect to committee meetings. The school maintains a relationship with outside council, where necessary, and has substantially followed the terms of its monitoring plan.

At the time of the renewal inspection visit, the school's student discipline policy lacked clarity in the areas of mandatory alternative instruction for suspended students. Based on interviews with school staff, while the school does provide homework assignments and written work, such students were not provided adequate live instruction as required by case law. As a result, the Institute will require the school to submit revised policies detailing how it will provide legally sufficient alternative instruction to students, or face corrective action.

A significant number of teachers lacked appropriate certification as such certification was pending, expired, or not yet ready for review by State Education Department (SED) staff. Education Law subdivision 2854(3)(a-1) requires that uncertified teachers, who must otherwise be Highly Qualified as defined by the federal No Child Left Behind Act, shall not in total comprise more than 30 percent of the teaching staff of the school, or five teachers, whichever is less. Following the renewal visit, the school provided additional information showing SED had processed the vast majority of pending certifications; however, the number of uncertified teachers remains slightly outside of the guidelines set forth above, primarily because of the increased time necessary to process certification for teachers seeking interstate reciprocity (e.g., those teachers that another state certified as highly qualified, but who had since relocated to New York). Therefore, the school will be placed on corrective action and must submit to the Institute full and complete documentation by August 1, 2013 to demonstrate that it is in compliance with the Education Law and federal law regarding certification and/or qualification of teachers.

Fiscal Soundness

Budgeting and Long Range Planning. Over the course of the charter period, AF Brownsville has created realistic budgets that it monitors and adjusts when appropriate. Achievement First's finance team, the school-based directors of operation, the principals and the school board develop annual budgets collaboratively. The school approaches the budgeting process with the goal that the school should be able to sustain its program using per-pupil funding alone. AF Brownsville routinely analyzes budget variances and discusses material variances with the appropriate staff and/or the school board when necessary. The school continually takes a strategic look at spending trends and staffing needs in the development and monitoring of its budget(s). Over the course of the charter period, the school realized sizeable operating surpluses with the exception of 2010 and 2012 when expenses exceeded revenues by slim margins; 1% and 2% of revenues, respectively. The deficit in 2012 was mainly the result of lower enrollment than budgeted. The school remains in good fiscal condition.

Internal Controls. The school has adopted the written fiscal policies and procedures of the Achievement First network related to external and internal compliance for cash disbursements, cash receipts, bank reconciliations, payroll, fixed assets, grants/contributions and the preparation of financial statements. The school accurately records and appropriately documents transactions in accordance with management's direction. The school's directors of operations and Achievement First network-based staff work with academy principals, school leadership team and the school's board to ensure that the school documents policies and procedures and that school staff follow these procedures. The school's most recent audit reports related to financial reporting and compliance with laws, regulations and grants—disclosed no material weaknesses, or instances of non-compliance. The lack of other deficiencies in the reports provides some, but not absolute, assurance that the school has maintained adequate internal controls and procedures.

Financial Reporting. The school has complied with financial reporting requirements during the charter period. The school filed its budget, quarterly and annual financial statement audit reports in an accurate and complete manner. Each of the school's annual financial audits indicate that school staff followed, and conducted reporting in accordance with, generally accepted accounting principles and received an unqualified opinion, indicating that in the auditor's opinion, AF Brownsville's financial statements and notes fairly represent, in all material respects, the school's financial position, changes in net assets, and cash flows. The school board has reviewed and approved various quarterly reports along with the annual financial audit report.

Financial Condition. The school's financial condition is good. The school has successfully managed cash flow and has adequate financial resources to ensure stable operations. AF Brownsville had \$926,917 in cash and net assets of \$949,430 at fiscal year-end June 30, 2012.

The SUNY Fiscal Dashboard, a multi-year financial data and analysis for SUNY authorized charter schools, is an appendix to this report. As illustrated in the Fiscal Dashboard, AF Brownsville has a "fiscally strong" financial responsibility composite score rating over the current charter term that includes fiscal year 2012, indicating a consistent level of fiscal stability. The composite score assists in measuring the financial health of a school using a blended score that measures the school's performances on key financial indicators. The blended score offsets the school's financial strengths against areas where there are financial weaknesses. Over the years, AF Brownsville has averaged a "medium risk/good" rating in its working capital ratio and quick ratio, indicating that the school has had sufficient short term assets to cover liabilities due in the near to medium term. The school has averaged a "low risk/excellent" rating debt-to-asset ratio, indicating the proportion of debt the school has relative to its assets. The school has no long-term debt; it operates in a NYCDOE facility that is cost free. AF Brownsville's months of cash ratio averaged 1.7 months, below the Institute's minimum three months cash guideline. To supplement its cash flow, the school has a \$200,000 revolving line of credit with a financial institution that can be drawn upon, if necessary. The school averaged about 88% of all expenses being allocated to program services over the current charter term. The school also showed revenues exceeding expenses per student on an average of 6 percent.

Based on all of the foregoing, AF Brownsville has demonstrated fiscal soundness over the course of its charter term.

Plans for the Next Charter Term

Renewal Charter Exhibits. AF Brownsville has provided all of the key structural elements for a charter renewal and those elements are reasonable, feasible and achievable. Proposed changes to the school's mission, education program, facilities, enrollment and staffing structure are consistent with the core features of the educational program in place during the current charter term. AF Brownsville proposes the following mission for its next charter term:

Achievement First Brownsville Charter School will strengthen the academic and character skills needed for all students to excel in top tier colleges, achieve success in a competitive world and serve as the next generation of leaders in our communities.

Plans for the School's Educational Program. AF Brownsville will continue to provide instruction to students in Kindergarten through 5th grade, while expanding to provide instruction to 6th through 8th grade students. AF Brownsville would operate with a projected enrollment of 745 students. To compensate for the grade expansion and increased student enrollment, AF Brownsville would hire 42 additional staff members over the course of the charter term.

The same core elements that have led AF Brownsville to meet its Accountability Plan goals during the initial charter term would drive the 6th to 8th grade program. The elementary school curriculum, as well as that of the middle school, has been redesigned to align to the Common Core Standards. Both programs propose extensive use of assessment data, teacher development and comprehensive support for struggling students as key elements that would lead the school to meet its Accountability Plan goals.

Plans for Board Oversight and Governance. Members of the current education corporation board of trustees expressed their interest in continuing their service to the corporation. During the charter term, the board incurred a minimal amount of attrition, and it plans to recruit new members to replace those who have resigned. The board proposes expanding its committee structure to include Education and Accountability committees that would oversee the academic performance of AF Brownsville.

School Fiscal and Facility Plans. AF Brownsville has presented a reasonable and appropriate fiscal plan for the next charter term that is feasible and achievable. The fiscal plan includes balanced budgets that the school will need to closely monitor and adjust when appropriate to ensure fiscal stability. The school has taken a strategic approach to budgeting and planning for the next charter period. The operating plan uses the current funding level in year 1, a 0.5% increase in per pupil allowance in year 2, and 2.5% annual increase in years 3 to 5. The Institute notes that the assumed annual increase in per pupil funding is reasonable. Conversely, it has increased expense items at reasonable rates. While the plan projects tight operations that are, nonetheless, balanced, it is contingent upon the school meeting enrollment goals, which it has generally met in the past.

The school and its management organization report that they continually develop budget outcomes that reflect different per-pupil funding scenarios to ensure the school has a contingency plan should unexpected funding challenges arise. The Achievement First network has indicated it is prepared to

provide financial support via external fundraising and/or reduction in the management fee to maintain the school's fiscal balance.

AF Brownsville plans to continue its facility shared-use agreement with the NYCDOE at its current location where it will administer its elementary and middle school program. In addition, AF Brownsville's operating plan includes a rent/lease expense, equal to approximately 3% of student-based revenues, as a contingency, in case there are changes to the NYCDOE shared-facility agreement. These amounts range from \$230,466 in year 1 to \$429,951 in year 5. If the facility remains rent-free, these amounts would translate into surpluses that the school can use to support operations or increase reserves. Projections are subject to revision due to changes in local conditions, objectives, laws and state funding.

Education Corporation Plans. On October 2, 2012, pursuant to the Act, SUNY granted the education corporation that constitutes AF Brownsville the authority to operate another charter school in Brooklyn, Achievement First Central Brooklyn Charter School.⁹ The AF Brownsville board would oversee the operations and finances of that school as well as its existing school during the next charter term. The education corporation would again contract with Achievement First, Inc. for comprehensive management services though it is not required to do so. The education corporation intends to site the new school in NYCDOE space. It would serve 93 students in 5th grade commencing in the fall of 2013. The new school would grow to serve 689 students in grades K-2 and 5-8 during the initial period of its authority to operate, and expand to K- 12 in subsequent periods, if renewed. Prior to recommending the new school application for approval, the Institute reviewed a business plan and other documents of the education corporation and Achievement First, Inc. to ensure the corporation and network had the combined capacity to operate two schools within one education corporation, and that the network could support the other charter schools it provides services to in New York and other states. Nothing learned from the renewal application or during the renewal visit disturbed those findings.

AF Brownsville has presented a reasonable and appropriate fiscal plan for the next charter term including budgets that are reasonable and achievable. These enrollment, staffing and facility plans are likely to meet the needs of the proposed educational program.

The school's renewal application contained all necessary elements as required by the Act. The proposed school calendar allots an appropriate amount of instructional time to comply with all necessary 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. Other key aspects of the renewal application, to include the proposed by-laws and code of ethics, have been amended to comply with various provisions of the Education Law, Not-for-Profit Corporation Law, Public Officers Law, and the General Municipal Law, as appropriate.

⁹ A detailed Summary of Findings regarding the approved application is available at: http://www.suny.edu/Board_of_Trustees/webcastdocs/AFCentralBrooklynSOFwithAppendices.pdf.

SCHOOL OVERVIEW

Opening Information

Date Initial Charter Approved by SUNY Trustees	October 26, 2007
Date Initial Charter Approved by Board of Regents	January 15, 2008
School Opening Date	September 27, 2008

Location

School Year(s)	Location(s)	Grades At Location	District
2008-09 to Present	2021 Bergen St. Brooklyn, NY	K-5	New York City CSD 23

Partner Organizations

	Partner Name	Partner Type	Dates of Service
Current Partner	Achievement First, Inc.	Charter Management Organization	2007 to Present

Current Mission Statement

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

Current Key Design Elements

<ul style="list-style-type: none"> • An unwavering focus on breakthrough student achievement, including fully closing the achievement gap; • Consistent, proven, standards-based curriculum, including that what is taught at every grade level is defined clearly and systematically so that all essential content is mastered over time; • Interim assessments and strategic use of performance data, including standards-based assessments administered ever 6 weeks in all of the core subject and individual instructional plans developed in conjunction with school leaders for each teacher based on assessment results; • More time on task, including three hours daily for reading instruction in elementary grades and three hours of instruction in reading and writing in the middle school grades; • Principals with the power to lead; • Increased supervision of the quality of instruction, including a School Manager to handle operational issues, a Dean of Students to coordinate discipline, and an Academic Dean in the school's second year, all of which will free up the Principal to focus on instruction; • Aggressive recruitment of teaching talent; • Disciplined, achievement-oriented school culture; • Rigorous high-quality, focused training for principals and leaders, including a "residency" year before implementing the program and a minimum of 3 weeks of high-quality professional development before the school year begins for all teachers; and • Parents and community as partners, including parent "contracts."

School Characteristics¹⁰

School Year	Original Chartered Enrollment	Revised Charter Enrollment	Actual Enrollment	Original Chartered Grades	Actual Grades	Days of Instruction
2008-09	84	168	191	5	K-1	195
2009-10	165	249	248	5-6	K-2	195
2010-11	411	342	336	K-3,5	K-3	191
2011-12	567	416	404	K-6	K-4	191
2012-13	645	501	522 ¹¹	K-7	K-5	191

Student Demographics

	2008-09 ¹²		2009-10		2010-11	
	Percent of School Enrollment	Percent of NYC CSD 23 Enrollment	Percent of School Enrollment	Percent of NYC CSD 23 Enrollment	Percent of School Enrollment ¹³	Percent of NYC CSD 23 Enrollment ¹⁴
Race/Ethnicity						
American Indian or Alaska Native	1	0	0	0	0	0
Black or African American	93	81	93	81	93	80
Hispanic	6	17	5	17	6	18
Asian, Native Hawaiian, or Pacific Islander	1	1	1	1	1	1
White	0	1	0	1	0	1
Multiracial	0	0	0	0	0	0
Special Populations						
Students with Disabilities	N/A	N/A	N/A	N/A	7	N/A
English Language Learners	0	4	0	4	0	4
Free/Reduced Lunch						
Eligible for Free Lunch	60	75	71	80	67	79
Eligible for Reduced-Price Lunch	16	7	11	5	9	5

¹⁰ Source: SUNY Charter School Institute's Official Enrollment Binder. (Figures may differ slightly from New York State Report Cards, depending on date of data collection.)

¹¹ Source: Renewal Visit Data Collection Form.

¹² Source: 2008-09, 2009-10 and 2010-11 School Report Cards, SED.

¹³ The 2010-11 Students with Disabilities statistic is derived from the school's October 2010 student enrollment report to SED (2010-11 BEDS Report).

¹⁴ District-level Students with Disabilities enrollment data are not available for 2010-11. SED released these district data for the first time in spring 2012. Based on the state's Empirical Analysis of Enrollment Targets, the CSD's 2011-12 Students with Disabilities enrollment is 18 percent compared to eight percent for the school.

Current Board of Trustees¹⁵

Board Member Name	Position/Committees
Kelly Wachowicz	Chair
Chrystal Stokes Williams	Treasurer
Max Polaner	Trustee
Julie Marlette	Trustee
Amy Arthur Samuels	Trustee
TBD	Trustee Parent Representative
Lee Gelernt	Secretary

School Leader(s)

School Year	School Leader(s) Name and Title
2008-09 to 2010-11	Gina Ribeiro, Principal
2011-12	Gina Ribeiro and Michelle Kagan, Principals
2012-13	Michelle Kagan, Elementary School Principal and Keith Brooks, Middle School Principal

School Visit History

School Year	Visit Type	Evaluator (Institute/External)	Date
2008-09	First-Year Visit	Institute	March 3, 2009
2009-10	Routine Visit	External (ClassMeasures)	May 18-19, 2010
2012-13	Initial Renewal Visit	Institute	October 3-4, 2012

¹⁵ Source: Institute Board Records.

ACADEMIC ATTAINMENT AND IMPROVEMENT

Background

At the beginning of the charter term, the school developed and adopted an Accountability Plan that set academic goals in the key subjects of ELA and math. The Accountability Plan also includes science and NCLB goals. For each goal in the Accountability Plan, specific outcome measures define the level of performance necessary to meet that goal. The required subject-area outcome measures include the following three types: 1) the absolute level of student performance on state examinations; 2) the comparative level of student performance on state examinations; and 3) the growth in student learning according to year-to-year comparisons of grade level cohorts. The following table shows the outcome measures currently required by the Institute in each subject area goal, as well as for the NCLB goal. The school may have also elected to include optional goals and measures in the Accountability Plan.

Summary of Required Goals and Outcome Measures in Elementary/Middle School (K-8) Accountability Plans					
GOAL	Required Outcome Measures				
	Absolute ¹⁶		Comparative		Growth
	75 percent at or above Level 3 on state exam	Performance Index (PI) meets Annual Measurable Objective (AMO)	Percent proficient greater than that of local school district	School exceeds predicted level of performance compared to similar public schools by small Effect Size	Grade-level cohorts reduce by half the gap between prior year's percent at or above Level 3 and 75 percent
English Language Arts	♦	♦	♦	♦	♦
Mathematics	♦	♦	♦	♦	♦
Science	♦	♦	♦	♦	♦
NCLB	School is deemed in "Good Standing" under state's NCLB accountability system				

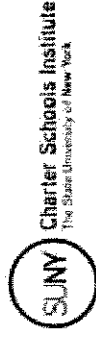
The most important criterion for renewal is academic success, which a school demonstrates in large part by meeting the goals in its Accountability Plan. The Institute determines the outcome of a goal by evaluating the multiple measures associated with that goal.

The following presentation indicates the outcome of each of the school's goals. A general analysis of the key academic goals appears above under Academic Accountability Plan goals in the summary of the school's academic success. The ensuing format divides the data into two sections: 1) the key goals of ELA and math; and 2) the additional goals of science and NCLB.

¹⁶ Note: In 2009-10, SED raised its achievement standard, by increasing the scaled score cutoff for proficiency or Level 3 performance on the ELA and math exams. In order to maintain a consistent standard for determining the absolute measure, the Institute has adapted SED's "time-adjusted" cutoffs. In the presentation below of ELA and math results, the Institute uses the "time-adjusted" Level 3 cutoffs for 2009-10, 2010-11 and 2011-12.

Aside from required Accountability Plan measures, the additional goals section following also presents the results of optional academic measures, included in the school's plan. Based on the Institute's analysis, numbers of students at times differ from those the school reported; these differences do not affect the interpretation of results.

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



	2009-10 Grades Served: K-3				MET	2010-11 Grades Served: K-3				MET	2011-12 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 or above a Level 3 on the New York State exam.	3	(0)	(0)	(0)	-	3	77.2 (79)	77.2 (79)	(0)	YES	3	79.8 (84)	79.8 (84)	YES	
	4	(0)	(0)	(0)		4	(0)	(0)	(0)		4	89.2 (74)	89.2 (74)		
	5	(0)	(0)	(0)		5	(0)	(0)	(0)		5	(0)	(0)		
	6	(0)	(0)	(0)		6	(0)	(0)	(0)		6	(0)	(0)		
	7	(0)	(0)	(0)		7	(0)	(0)	(0)		7	(0)	(0)		
	8	(0)	(0)	(0)		8	(0)	(0)	(0)		8	(0)	(0)		
	All	(0)	(0)	(0)		All	77.2 (79)	77.2 (79)	(0)		All	84.2 (158)	84.2 (158)		
2. Each year the school's aggregate Performance Index on the State exam will meet the Annual Measurable Objective set forth in the State's NCLB accountability system.	Grades	PI	AMO		-	Grades	PI	AMO		YES	Grades	PI	AMO		YES
	3					3	163	122			3-4	171	148		
<u>COMPARATIVE MEASURES</u> 3. Each year the percent of students enrolled in at least their second year and performing at or above Level 3 will be greater than that of students in the same grades in the local district.	Comparison: Brooklyn District 23				-	Comparison: Brooklyn District 23				YES	Comparison: Brooklyn District 23				YES
	Grades	School	District			Grades	School	District			Grades	School	District		
	3	65.8	28.3			3	65.8	28.3			3-4	72.8	29.5		
4. Each year the school will exceed its predicted percent of students at or above Level 3 on the state exam by at least a small Effect Size (at least 0.3) based on its Free Lunch (FL) rate.	Effect Size				-	Effect Size				YES	Effect Size				YES
	% FL	Actual	Predicted	Size		% FL	Actual	Predicted	Size		% FL	Actual	Predicted	Size	
	67.5	65.8	45.4	1.28		67.5	65.8	45.4	1.28		70.8	72.8	45.5	1.72	
<u>GROWTH MEASURE</u> 5. The year-to-year school-wide cohort of students will meet the target of reducing by one-sixth the difference between the previous year's baseline and 75 percent performing at or above Level 3 on the New York State exam. An asterisk indicates grade-level cohort met target.	Gr	N	Base	Target	-	Gr	N	Base	Target	NA	Gr	N	Base	Target	YES
	3					3					3	2	0.0	100.0	
	4					4					4	74	68.9	69.9	
	5					5					5			75.7 *	
	6					6					6				
	7					7					7				
	8					8					8				
	All					All					All	76	67.1	68.4	

TACS The Institute uses SED's "line adjusted out scores", or "TACS", for evaluating the designated measures in the respective years. Although a lower standard than that used before 2009-10, TACS provide continuity with the standard used in previous years. Data Sources: SED data; school data workbooks; the Institute's student test database.

SCHOOL PERFORMANCE SUMMARY: Mathematics

Achievement First Brownsville Charter School



	2009-10 Grades Served:				MET	2010-11 Grades Served: K-3				MET	2011-12 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				
ABSOLUTE MEASURES 1. Each year 75 percent of students who are enrolled in at least their second year will perform at or above a Level 3 on the New York State exam.	3	(0)	(0)	(0)	-	3	98.7 (78)	98.7 (78)	(0)	YES	3	100.0 (84)	100.0 (84)	(0)	YES
	4	(0)	(0)	(0)		4	(0)	(0)	(0)		4	98.6 (74)	98.6 (74)	(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	98.7 (78)	98.7 (78)	(0)		All	99.4 (158)	99.4 (158)	(0)	
	Grades	PI	AMO			Grades	PI	AMO			Grades	PI	AMO		
COMPARATIVE MEASURES 2. Each year the school's aggregate Performance Index on the State exam will meet the Annual Measurable Objective set forth in the State's NCLB accountability system. 3. Each year the percent of students enrolled in at least their second year and performing at or above Level 3 will be greater than that of students in the same grades in the local district.	Grades	PI	AMO		--	3	199	137		YES	3-4	173	158		YES
	Comparison: Brooklyn District 23			Comparison: Brooklyn District 23			Comparison: Brooklyn District 23								
	Grades	School	District			Grades	School	District			Grades	School	District		
	3	79.7	28.3			3	79.7	28.3			3-4	75.3	37.0		
	% FL	Actual	Predicted	Effect Size		% FL	Actual	Predicted	Effect Size		% FL	Actual	Predicted	Effect Size	
	67.5	79.7	50.2	1.59		67.5	79.7	50.2	1.59		70.8	75.3	54.8	1.11	
	Gr N	Base	Target	Result		Gr N	Base	Target	Result		Gr N	Base	Target	Result	
	3					3					3	2	50.0	50.0	
4				4				4	74	82.4	82.5				
5				5				5							
6				6				6							
7				7				7							
8				8				8							
All				All				All	76	81.6	81.7				

TACS The Institute uses SED's "time adjusted cut scores", or "T ACS", for evaluating the designated measures in the respective years. Although a lower standard than that used before 2009-10, TACS provide continuity with the standard used in previous years. Data Sources: SED data; school data workbook; the Institute's student test database.

ADDITIONAL ACCOUNTABILITY PLAN GOALS

Science

Accountability Plan Goal: *Students will demonstrate proficiency in the understanding and application of scientific principles.*

Outcome: AF Brownsville has met its science goal.

Analysis of Accountability Plan Measures:

Absolute Measure: <i>Each year, 75 percent of 4th graders and 75 percent of 8th graders who are enrolled in at least their second year will perform at or above Level 3 on the New York State Science examination.</i>				
Results (in percents)				
School Year				
Grade	2008-09 (Tested:)	2009-10 (Tested:)	2010-11 (Tested: 37)	2011-12 (Tested: 36)
4	-	-	-	88.9
8	-	-	-	-

AF Brownsville has posted strong performance on the state's 4th grade science exam and has exceeded its absolute target during the one year for which data is available.

Comparative Measure: <i>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 Science exam will be greater than that of students in the same tested grades in the local school district.</i>				
Results (in percents)				
School Year				
Comparison	2008-09 (Grade 4)	2009-10 (Grade 4)	2010-11 (Grade 4)	2011-12 (Grade 4)
School	-	-	-	88.9
District	72.0	71.0	73.0	73.9

In its first year administering the state science exam, AF Brownsville outperformed the local community school district by 15 percentage points.

NCLB

In addition to meeting its specific subject area goals, the Accountability Plan requires schools under NCLB to make adequate yearly progress towards enabling all students to score at the proficient level on the state ELA and math. In holding charter schools to the same standards as other public schools, the state issues an annual school accountability report that indicates the school's status each year.

Accountability Plan Goal: *The school will make adequate yearly progress.*

Outcome: The school met the goal. The state deemed that AF Brownsville was in good standing each year during the Accountability Period.

Absolute Measure: <i>Under the state's NCLB accountability system, the school's Accountability Status will be "Good Standing" each year.</i>				
Results				
Status	School Year			
	2008-09	2009-10	2010-11	2011-12
Good Standing	Yes	Yes	Yes	Yes

Analysis of Additional Evidence

AF Brownsville received a letter grade of **"A"** on its 2011-12 NYCDOE Progress Report. The NYCDOE bases the overall grade on school performance in three categories: School Environment, Student Performance and Student Progress, with the greatest emphasis placed on Student Progress. To raise the bar for schools and increase stability in the letter grades, the city reports that it set overall cut scores for 2010-11 based on a pre-determined scoring distribution. For elementary and middle schools, the distribution is: 25 percent A, 35 percent B, 30 percent C, seven percent D, and three percent E. For high schools, the distribution is: 33 percent A, 32 percent B, 24 percent C, eight percent D, and four percent E.

AF Brownsville received the **"A"** based on the composite score of the three categories. The school received an **"A"** in School Environment, which measures factors other than student achievement. This category is largely based on parent and teacher satisfaction surveys, which measure the conditions necessary for learning. The school's grades in the two remaining categories are based on the first year in which NYCDOE could fully analyze its test results. In the category that measures Student Performance, the school received an **"A"**, indicating that the school's absolute performance was better on the whole than its peer schools in New York City. As a result of AF Brownsville's moderate year-to-year growth in ELA and math in comparison to its peer schools, it received a **"B"** in Student Growth. This result was derived from the school's one student cohort that had scores on state tests for two years.

These results are consistent with the Institute's analysis above.

APPENDIX: FISCAL DASHBOARD

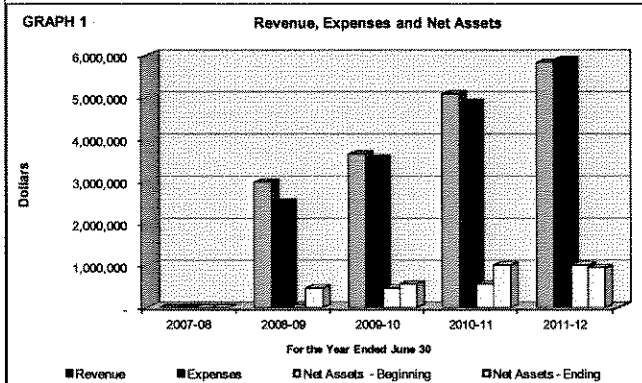


Achievement First Brownsville

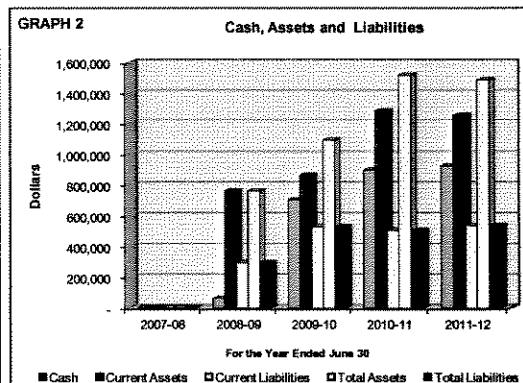
AS OF
QUARTER 1

FINANCIAL POSITION	2007-08	2008-09	2009-10	2010-11	2011-12
Assets					
Current Assets					
Cash and Cash Equivalents - GRAPH 2	-	63,299	707,494	899,678	926,917
Grants and Contracts Receivable	-	398,173	146,783	287,862	304,236
Accounts Receivable	-	1,038	10,861	75,114	-
Prepaid Expenses	-	301,230	-	22,489	24,088
Contributions and Other Receivables	-	-	-	-	1,448
Total Current Assets - GRAPH 2	-	763,740	865,128	1,285,173	1,256,699
Property, Building and Equipment, net	-	-	228,651	225,716	230,161
Other Assets	-	-	1,218	7,228	-
Total Assets - GRAPH 2	-	763,740	1,094,997	1,518,115	1,486,860
Liabilities and Net Assets					
Current Liabilities					
Accounts Payable and Accrued Expenses	-	209,906	99,393	53,141	50,811
Accrued Payroll and Benefits	-	86,746	223,734	117,430	133,433
Deferred Revenue	-	-	-	-	-
Current Maturities of Long-Term Debt	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	-	-	206,828	336,050	353,176
Total Current Liabilities - GRAPH 2	-	296,652	529,955	506,630	537,420
L-T Debt and Notes Payable, net current maturities	-	-	-	-	-
Total Liabilities - GRAPH 2	-	296,652	529,955	506,630	537,420
Net Assets					
Unrestricted	-	467,088	565,042	1,011,485	949,430
Temporarily restricted	-	-	-	-	-
Total Net Assets	-	467,088	565,042	1,011,485	949,430
Total Liabilities and Net Assets	-	763,740	1,094,997	1,518,115	1,486,860
ACTIVITIES					
Operating Revenue					
Resident Student Enrollment	-	2,227,297	3,072,798	4,549,468	5,482,627
Students with Disabilities	-	-	29,326	102,083	-
Grants and Contracts	-	-	-	-	-
State and local	-	-	31,280	31,651	317,834
Federal - Title and IDEA	-	562,796	176,759	189,933	-
Federal - Other	-	-	160,697	145,816	-
Other	-	-	18,781	-	-
Food Service/Child Nutrition Program	-	6,247	2,975	-	-
Total Operating Revenue	-	2,796,340	3,462,618	5,019,951	5,810,461
Expenses					
Regular Education	-	-	3,063,164	4,266,237	5,215,010
SPED	-	-	29,326	-	-
Regular Education & SPED (combined)	-	2,189,411	-	-	-
Other	-	-	-	-	-
Total Program Services	-	2,189,411	3,092,490	4,266,237	5,215,010
Management and General	-	298,903	424,868	572,968	610,903
Fundraising	-	22,273	30,728	32,789	63,654
Total Expenses - GRAPH 1 / GRAPH 4	-	2,511,587	3,548,174	4,873,992	5,889,567
Surplus / (Deficit) From School Operations	-	284,753	(55,558)	144,959	(79,106)
Support and Other Revenue					
Contributions	-	178,040	150,000	150	-
Fundraising	-	-	-	-	-
Miscellaneous Income	-	4,295	3,512	60,820	17,051
Net assets released from restriction	-	-	-	-	-
Total Support and Other Revenue	-	182,335	153,512	60,970	17,051
Total Unrestricted Revenue	-	2,978,675	3,646,128	5,079,921	5,827,512
Total Temporarily Restricted Revenue	-	-	-	-	-
Total Revenue - GRAPH 1	-	2,978,675	3,646,128	5,079,921	5,827,512
Change in Net Assets	-	467,088	97,954	205,929	(62,050)
Net Assets - Beginning of Year - GRAPH 1	-	467,088	565,042	1,011,485	1,011,485
Prior Year Adjustment(s)	-	-	-	240,514	-
Net Assets - End of Year - GRAPH 1	-	467,088	565,042	1,011,485	949,430
Functional Expense Breakdown					
Personnel Service					
Administrative Staff Personnel	-	-	249,054	526,784	3,370,585
Instructional Personnel	-	-	1,376,605	2,063,341	-
Non-Instructional Personnel	-	-	407,495	209,109	-
Personnel Services (Combined)	-	1,347,612	2,033,154	2,799,234	3,370,585
Total Salaries and Staff	-	1,347,612	2,033,154	2,799,234	3,370,585
Fringe Benefits & Payroll Taxes	-	235,204	373,642	620,132	664,874
Retirement	-	-	81,045	-	-
Management Company Fees	-	222,729	307,280	542,010	634,119
Building and Land Rent / Lease	-	24,314	-	-	-
Staff Development	-	51,208	59,943	49,422	115,573
Professional Fees, Consultant & Purchased Services	-	27,106	79,059	94,549	162,421
Marketing / Recruitment	-	-	16,744	-	-
Student Supplies, Materials & Services	-	337,728	284,827	297,439	285,924
Depreciation	-	73,860	104,535	-	109,595
Other	-	191,825	227,945	471,206	546,478
Total Expenses	-	2,511,587	3,548,174	4,873,992	5,889,567
ENROLLMENT					
Chartered Enroll	-	84	165	411	567
Revised Enroll	-	168	249	342	-
Actual Enroll - GRAPH 4	-	168	249	342	416
Chartered Grades	-	5	5-6	K-3, 5	K-6
Revised Grades	-	K-1	K-2	K-3	K-4
Actual Grades	-	K-1	K-2	-	-

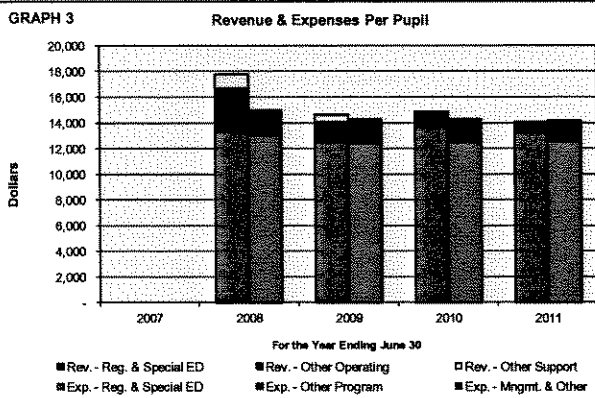
	2007-08	2008-09	2009-10	2010-11	2011-12	
Primary School District	NYC					
Per Pupil Funding	10,196	11,023	12,443	12,443	13,527	
Increase over prior year	12.2%	8.1%	12.9%	0.0%	8.7%	
PER STUDENT BREAKDOWN						Average - 5 Yrs. OR Charter Term
Revenue						
Operating	-	16,645	14,027	14,675	13,967	14,629
Other Revenue and Support	-	1,085	617	178	41	480
TOTAL - GRAPH 3	-	17,730	14,643	14,853	14,008	15,509
Expenses						
Program Services	-	13,032	12,420	12,480	12,536	12,617
Management and General, Fundraising	-	1,018	1,830	1,771	1,622	1,785
TOTAL - GRAPH 3	-	14,050	14,250	14,251	14,158	14,402
% of Program Services	0.0%	87.2%	87.2%	87.6%	88.6%	87.6%
% of Management and Other	0.0%	12.8%	12.8%	12.4%	11.6%	12.4%
% of Revenue Exceeding Expenses - GRAPH 5	0.0%	18.6%	2.8%	4.2%	-1.1%	6.3%
Student to Faculty Ratio				14.3	12.6	
Faculty to Admin Ratio				6.0	5.5	
Financial Responsibility Composite Score - GRAPH 6						
Score	-	-	2.5	2.1	2.4	2.4
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 / Fiscally Needs Monitoring -1.0 - 0.9	N/A	N/A	Fiscally Strong	Fiscally Strong	Fiscally Strong	Fiscally Strong
Working Capital - GRAPH 7						
Net Working Capital	-	467,088	335,173	778,543	719,266	575,018
As % of Unrestricted Revenue	0.0%	16.7%	9.2%	15.3%	12.3%	13.1%
Working Capital (Current) Ratio Score	-	2.6	1.6	2.5	2.3	2.3
Risk (Low > 3.0 / Medium 1.4 - 2.9 / High < 1.4)	N/A					
Rating (Excellent > 3.0 / Good 1.4 - 2.9 / Poor < 1.4)	N/A					
Quick (Acid Test) Ratio						
Score	-	1.6	1.6	2.5	2.3	2.0
Risk (Low > 2.5 / Medium 1.0 - 2.4 / High < 1.0)	N/A			LOW		
Rating (Excellent > 2.5 / Good 1.0 - 2.4 / Poor < 1.0)	N/A			Excellent		
Debt to Asset Ratio - GRAPH 7						
Score	-	0.4	0.5	0.3	0.4	0.4
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)	N/A	LOW		LOW	LOW	LOW
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)	N/A	Excellent		Excellent	Excellent	Excellent
Months of Cash - GRAPH 8						
Score	-	0.3	2.4	2.2	1.9	1.7
Risk (Low > 6 mo. / Medium 3 - 6 mo. / High < 3 mo.)	N/A	HIGH	HIGH	HIGH	HIGH	HIGH
Rating (Excellent > 6 mo. / Good 3 - 6 mo. / Poor < 3 mo.)	N/A	Poor	Poor	Poor	Poor	Poor



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.



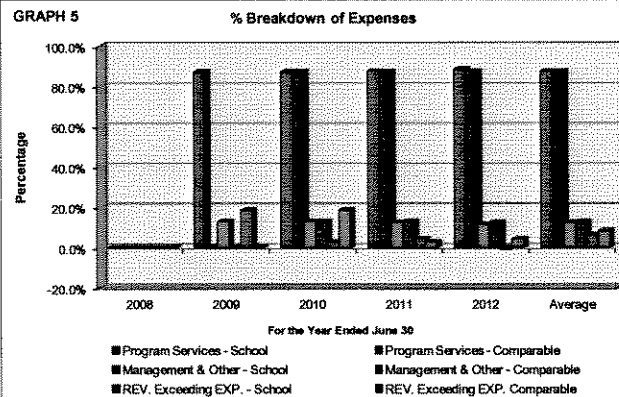
This chart illustrates the relationship between assets and liabilities and to what extent cash reserves makes up current assets. Ideally for each subset, subsets 2 thru 4, (i.e. current assets vs. current liabilities), the column on the left is taller than the immediate column on the right; and, generally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



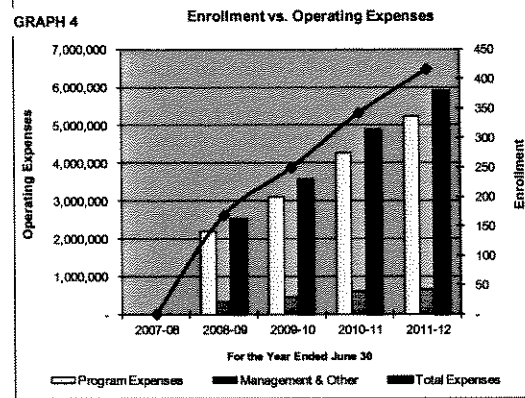
This chart illustrates the breakdown of revenue and expenses on a per pupil basis. Caution should be exercised in making school-by-school comparisons since schools serving different missions or student populations are likely to have substantially different educational cost bases. Comparisons with similar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

Comparable School, Region or Network:

* Average = Average - 5 Yrs. OR Charter Term

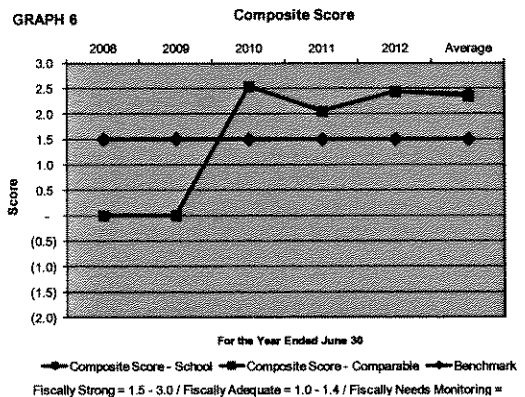


This chart illustrates the percentage expense breakdown between program services and management & others as well as the percentage of revenues exceeding expenses. Ideally the percentage expense for program services will far exceed that of the management & other expense. The percentage of revenues exceeding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

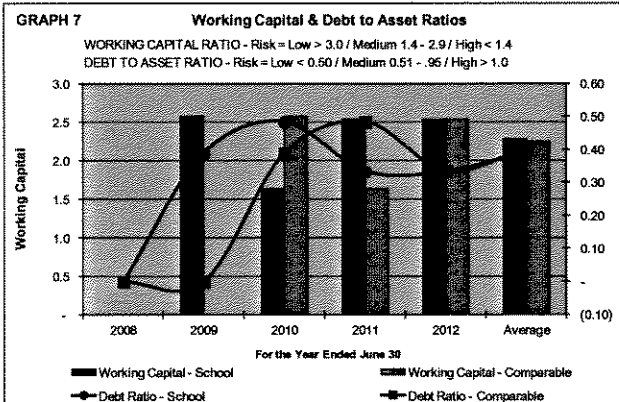


This chart illustrates to what extent the school's operating expenses have followed its student enrollment pattern. A baseline assumption that this data tests is that operating expenses increase with each additional student served. This chart also compares and contrasts growth trends of both, giving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

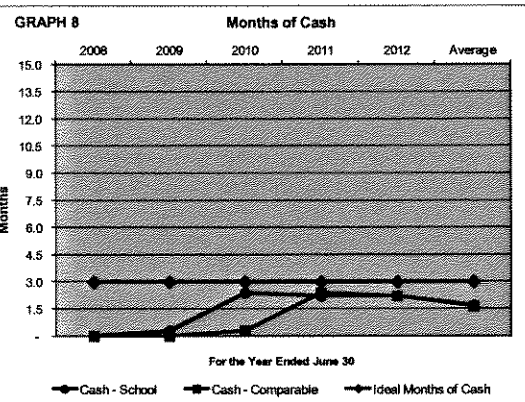
Achievement First Brownsville



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.



This chart illustrates Working Capital and Debt to Asset Ratios. W/C indicates if a school has enough short-term assets to cover its immediate liabilities/short term debt. Debt to Asset 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.



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.