

THE SUNY CHARTER SCHOOLS INSTITUTE

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

ACHIEVEMENT FIRST LEGACY CHARTER SCHOOL

ACHIEVEMENT FIRST VOYAGER CHARTER SCHOOL

REPORT DATE: MARCH 31, 2026

VISIT DATE: DECEMBER 9, 2025



Charter Schools Institute
The State University of New York

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EDUCATION CORPORATION BACKGROUND

ACHIEVEMENT FIRST BROOKLYN CHARTER SCHOOLS



MISSION

Achievement First Public Charter Schools prepare every student to excel in college and career, deepen their knowledge of self and community, and lead lives of purpose. In partnership with our families and communities, we work to disrupt the legacy of inequity in education.

EDUCATION CORPORATION BACKGROUND

Achievement First Brooklyn Charter Schools (“AF Brooklyn Schools” or the “education corporation”), a not-for-profit charter school education corporation, is currently authorized to operate 12 charter schools. The education corporation contracts with the Connecticut not-for-profit charter management organization (“CMO”) Achievement First, Inc. (“Achievement First” or the “network”). The network provides the schools with academic, operations, facilities, and back office assistance. In addition to the two schools due for renewal, Achievement First Legacy Charter School (“AF Legacy”) and Achievement First Voyager Charter School (“AF Voyager”), AF Brooklyn Schools is currently authorized to operate the following open and operating schools:

- Achievement First Apollo Charter School;
- Achievement First Aspire Charter School;
- Achievement First Brownsville Charter School;
- Achievement First Bushwick Charter School;
- Achievement First Crown Heights Charter School;
- Achievement First East New York Charter School;
- Achievement First Endeavor Charter School;
- Achievement First Linden Charter School; and,
- Achievement First North Brooklyn Preparatory Charter School.

Achievement First Charter School 11 is the final charter school in the education corporation.

CURRENT EDUCATION CORPORATION SNAPSHOT

First School Opened:
2005-06

Total Number of Charters:
12

Number of Students Served:
9,182

PROPOSED FUTURE EDUCATION CORPORATION SNAPSHOT

Serves: Kindergarten – 12th

Total Number of Charters:
12

Number of Students Served:
9,556

Information about each charter is found on the following page.

EDUCATION CORPORATION BACKGROUND

Achievement First Legacy Charter School



Opening Year: 2021

Current Enrollment/Grades: 450 | K-4

Future Enrollment/Grades: 824 | K-8

Achievement First Queens Legacy Elementary School | 118-49 Montauk Street Queens New York | CSD 29 | K-4*

Achievement First Voyager Charter School



Opening Year: 2016

Current Enrollment/Grades: 480 | 9-12

Future Enrollment/Grades: 480 | 9-12

Achievement First University Prep High School | 35 Starr Street, Brooklyn New York | CSD 32 | 9-12

* New York City Community School District ("CSD")

Under the New York Charter Act of 1998 (as amended, the "Act"), each charter school may serve students in Kindergarten through 12th grade with authorizer approval. A charter school may operate multiple sites to serve its approved grade configuration. However, no charter school may serve students in the same grade level at more than one site.



EDUCATION CORPORATION BACKGROUND

ACHIEVEMENT FIRST BROOKLYN CHARTER SCHOOLS BOARD OF TRUSTEES¹

CHAIR	TRUSTEES	
Brandon Sorlie	Tamika Bradley	Erica Murphy
VICE CHAIR	Keith Brooks	David Pollak
Paul Cabana	Romy Coquillet	Amy Arthur Samuels
TREASURER	Desiree Dalton	
Christopher J. Lynch	Avril Gordon	
SECRETARY	Andrea Kilpatrick	
Akeem Frett	La-Shaneigh Kimberly Cutler	
	Kevin Miquelon	

ACHIEVEMENT FIRST NETWORK BOARD OF TRUSTEES

CHAIR	TRUSTEES
Andrew Boas	Shelly Cleary
VICE CHAIR	Kathy Hamel
Reshma Singh	Jennifer Mulhern
	Pinak Pujari
	Valerie Rockefeller
	Elizabeth Rose
	Carrie Schindele

KEY DESIGN ELEMENTS

Maintains an unwavering focus on breakthrough student achievement	+	Aggressively recruits and develops talent	+
Uses a consistent, high quality standards-aligned curriculum	+	Creates a disciplined, achievement oriented school culture	+
Strategically uses assessments to monitor and address student performance	+	Provides rigorous, high quality, focused training for principals and leaders	+
Principals have the power to lead their school to execute their vision	+	Values families as partners	+
Principals provide increased supervision over the quality of instruction	+		

1. Source: The Institute's board records at the time of report finalization.

"+" : This indicator is generally present.

"-": This indicator is generally not present.

EXECUTIVE SUMMARY

FULL-TERM RENEWAL WITH CONDITIONS

Renewal through July 31, 2030. *The SUNY Charter Schools Institute (the “Institute”) recommends the SUNY Trustees’ Charter Schools Committee approve the two Applications for Charter Renewal:*

- *Achievement First Legacy Charter School; and,*
- *Achievement First Voyager Charter School;*

to align each related education corporation’s charter and renewal schedule going forward. If each school is renewed, AF Brooklyn Schools will be granted the authority to provide instruction to students in such configuration as set forth in each charter’s Application for Renewal and subject to a set of conditions listed below. The Institute makes this recommendation based on each charter meeting the criteria for renewal set forth in the Policies for the Renewal of Not-for-Profit Charter School Education Corporations and Charter Schools Authorized by the Board of Trustees of the State University of New York (“SUNY Renewal Policies”).²

The Institute is recommending a full-term, four year renewal to align AF Legacy and AF Voyager to the AF Brooklyn Schools’ full education corporation renewal, which will occur next during the 2029-30 school year.

THE SCHOOL IS SUBJECT TO THE FOLLOWING CONDITIONS

By July 1, 2026, the education corporation must provide a Corrective Action Plan, to be approved by the Institute, to come into compliance with teacher certification requirements under the Act inclusive of methods to assist uncertified teachers in obtaining certification, an identified system of monitoring certification status, and administrative or monetary supports offered to teachers. The education corporation must demonstrate significant improvement regarding compliance with teacher certification requirements in accordance with the Act by the conclusion of the education corporation’s next proposed renewal term. These conditions only apply to AF Voyager as AF Legacy is in compliance with teacher certification.

REVISION REQUEST

AF Legacy requests to expand the current elementary school to serve middle school grades and provide current students and families continuity through a consistent Kindergarten - 8th grade program. The board engaged in a rigorous greenlighting process and identified significant interest from existing students and families and prospective families. Given this documented interest and the fact that AF Legacy is the only school within the education corporation located in Queens, the board concluded there exists sufficient demand to meet the school’s intended enrollment.

EXECUTIVE SUMMARY

AF Brooklyn Schools has served communities throughout Brooklyn since its first school opened in 2005. Upon its expansion into Queens in 2021-22, AF Legacy began serving students in the St. Albans community. In partnership with the network and a director of external affairs, AF Legacy’s leadership has worked to build connections with the St. Albans community and spread awareness about the school’s offerings. Network staff members have prioritized consistency and alignment between the schools in Brooklyn and in Queens.

2. SUNY Renewal Policies (p. 14) are available on the [Institute’s website](#).

EXECUTIVE SUMMARY

After serving middle school grades for the majority of the charter term, AF Voyager began serving students in 9th-12th grade in 2025-26. The school implements the same AF Brooklyn Schools high school program that has produced a strong track record of success for students. AF Voyager offers Advanced Placement (“AP”) coursework access to all students to prepare them for postsecondary success. Leaders continue to refine academic offerings at the high school level to ensure they are authentically responsive to student feedback.

FINDINGS & INFORMATION

Is each school due for renewal an academic success?

AF Brooklyn Schools is an academic success. Over the charter term, AF Brooklyn Schools’ elementary and middle school programs implemented new curricula in response to teacher feedback and now provide teachers with more supplemental materials through the new programs. Some schools demonstrated increased performance in the programs’ first year of implementation. This decision demonstrates AF Brooklyn Schools’ ability to effectively make adjustments to its programming in a short time period while maintaining high expectations for student performance.

The high school programs continue to develop and refine their offerings to ensure they are responsive to student feedback and performance trends. The high school programs offer rigorous Advanced Placement (“AP”) coursework to prepare students for college and career success.

The schools due for renewal demonstrate success in the following ways:

- In 2024-25, both AF Legacy and AF Voyager posted English language arts (“ELA”) proficiency rates for tested students enrolled in at least their second year that exceeded those of their local district. Notably, AF Voyager exceeded the targets for all comparative and growth measures included under its ELA goal in each year of the term.
- In mathematics, AF Voyager posted proficiency rates for tested students enrolled in at least their second year that exceeded the local district results from 2021-22 through 2023-24. In 2024-25, AF Legacy’s 3rd grade students enrolled in at least their second year outperformed their district peers and performed higher than expected to a meaningful degree compared to similar schools statewide according to the Institute’s regression analysis.

Is each school due for renewal an effective, viable organization?

AF Brooklyn Schools, with support from the network, is an effective, viable organization. AF Brooklyn Schools’ board continues to increase its effectiveness in governance of the network and schools. The board is thoughtful in its oversight as the network experienced turnover in its senior leadership during the charter term. The board is aware of enrollment challenges and is closely analyzing more information from the network on demographic and enrollment trends in both Brooklyn and Queens. Over the charter term, the network built up its leadership pipeline through its principal fellows program and has over 25 candidates for principalship in the program. Given the success of its principal pipeline program, the network is working urgently to restructure its teacher in residence program to support hiring and retention efforts.

EXECUTIVE SUMMARY

Is each school due for renewal fiscally sound?

AF Brooklyn Schools is fiscally sound based on the Institute’s review of the renewal documentation. The education corporation established strong methods of budget creation that enable all departments to develop accurate revenue and expense projections. The education corporation maintained strong enrollment throughout the current charter term to cover its expenses. The 2024-25 annual financial audit did not present any significant deficiencies or material weaknesses. AF Brooklyn Schools maintains a separate bank account with the established amounts for dissolution as required by the charter agreement.

AF Brooklyn Schools demonstrated a positive financial performance during the current charter term with net assets of \$94.2 million and 4.8 months of cash on hand as of the 2024-25 financial audit. Although the education corporation posted a deficit in the 2024-25 school year of \$5.1 million, AF Brooklyn Schools has a consistent track record of strong financial performance and had a total surplus of \$49.3 million over the charter term. In recent years, the education corporation has prioritized spending on staffing, facilities, and teacher development.

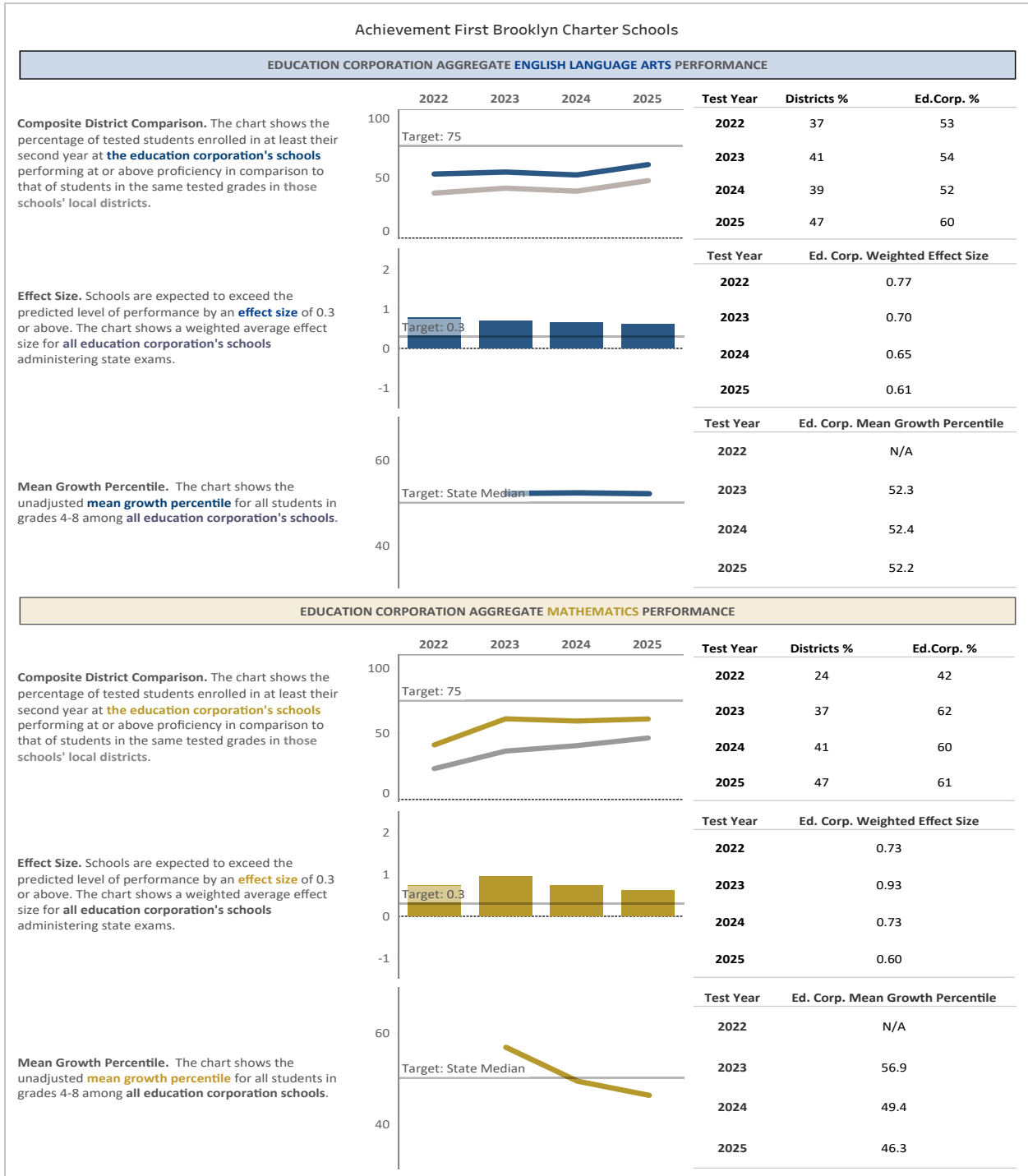
If the SUNY Trustees renew each school, are the education corporation’s plans for each school reasonable, feasible, and achievable?

AF Brooklyn Schools’ plans for each school are reasonable, feasible, and achievable. AF Legacy will expand to serve middle school students in the St. Albans neighborhood, if approved. The future budget provided in the renewal documentation contains reasonable and feasible revenue and expense projections for the proposed charter term. Board members express an interest in continuing to serve in their oversight capacity and hold Achievement First accountable for high quality services and student outcomes. AF Brooklyn Schools operates 19 total sites including 13 New York City Department of Education (“NYCDOE”) co-located facilities and six privately leased facilities. The education corporation does not foresee any changes to its current sites.

3. The SUNY Fiscal Dashboard presents color-coded tables and charts indicating that each charter up for renewal and the education corporation have demonstrated fiscal soundness over the majority of the charter term. The fiscal dashboard for each charter and the merged education corporation can be found at the end of this section.

EDUCATION CORPORATION OVERVIEW

ACHIEVEMENT FIRST BROOKLYN CHARTER SCHOOLS: AGGREGATE ELA AND MATHEMATICS PERFORMANCE FOR ALL SCHOOLS



The composite district comparison is a weighted proficiency rate including all comparison grades from CSDs in which a charter in the education corporation is located. The data reflect results for all charters in the education corporation that have produced New York State exam results.



EDUCATION CORPORATION OVERVIEW

ACHIEVEMENT FIRST BROOKLYN CHARTER SCHOOLS: AGGREGATE SCIENCE PERFORMANCE FOR ALL SCHOOLS

Achievement First Brooklyn Charter Schools

EDUCATION CORPORATION AGGREGATE SCIENCE PERFORMANCE

	2022	2023	2024	2025	Test Year	Districts %	Ed.Corp. %
					2022	51	59
					2023	31	48
					2024	25	45
					2025	34	50

Composite District Comparison. The chart shows the percentage of tested students enrolled in at least their second year at the education corporation performing at or above proficiency in comparison to that of students in the same tested grades in those schools' local districts.

AGGREGATE PERFORMANCE OF STUDENTS WITH DISABILITIES AND ELLS FOR EDUCATION CORPORATION*

	2022		2023		2024		2025	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
Tested on State Exam (N)	779	740	803	786	781	759	745	718
Ed. Corp. % Proficient on Exam	19.0	15.4	23.5	30.4	22.2	31.0	28.9	33.6
Composite District % Proficient	13.6	9.2	18.2	18.7	17.9	21.8	24.9	25.6

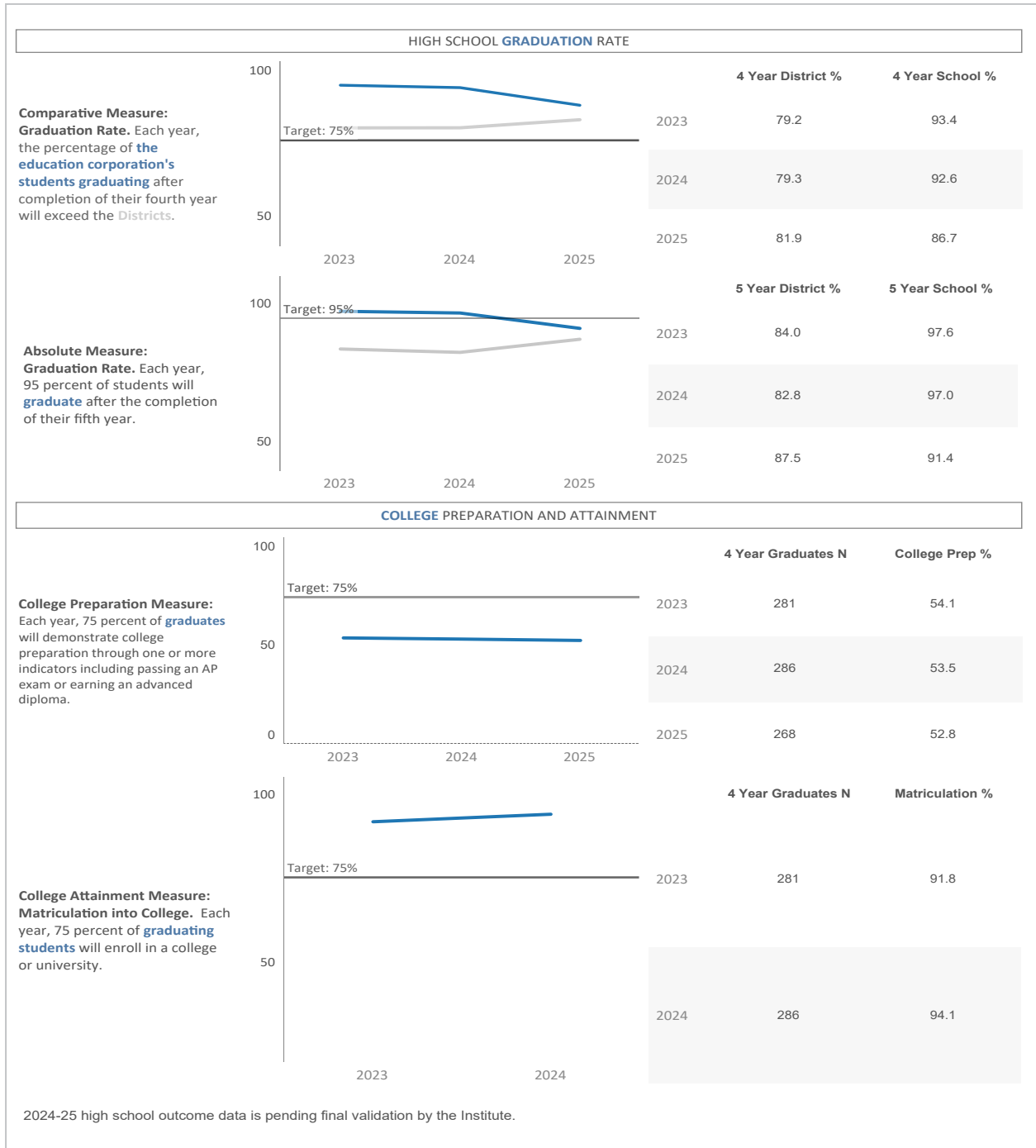
	2022	2023	2024	2025
Tested on NYSESLAT Exam (N)	460	587	632	697
Ed. Corp. % Making Progress on NYSESLAT	18.7	33.4	35.1	26.5

*Academic outcome data describing the performance of students with disabilities and English language learners ("ELLs") are not tied to separate goals in the charter school's formal Accountability Plan. The New York State English as a Second Language Achievement Test ("NYSESLAT") is a standardized New York State assessment given annually to students classified as ELLs. Student scores are categorized into five proficiency levels: Entering, Emerging, Transitioning, Expanding, and Commanding (the highest proficiency level). For elementary and middle school students, "Making Progress" is defined as: testing at the Commanding level, or moving up at least one proficiency level from the prior year, or testing at the Expanding level and testing proficient on the NYS ELA exam in that same year. For high school students, "Making Progress" is defined as: testing at the Commanding level, or moving up at least one proficiency level from the prior year.



EDUCATION CORPORATION OVERVIEW

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





ACADEMIC PERFORMANCE

ACHIEVEMENT FIRST LEGACY CHARTER SCHOOL

Queens CSD 29

ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL												
<p>District Comparison. The percentage of tested students enrolled in at least their second year at the school performing at or above proficiency in ELA compared to the district.</p>		<table border="1"> <thead> <tr> <th>Test Year</th> <th>Comp Grades</th> <th>District %</th> <th>School %</th> </tr> </thead> <tbody> <tr> <td>2025</td> <td>3</td> <td>54</td> <td>70</td> </tr> </tbody> </table>	Test Year	Comp Grades	District %	School %	2025	3	54	70		
	Test Year	Comp Grades	District %	School %								
	2025	3	54	70								
<p>Effect Size. The chart shows school's effect size compared to its predicted level of performance in ELA according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.</p>		<table border="1"> <thead> <tr> <th>Test Year</th> <th>Test Grades</th> <th>ED %</th> <th>Effect Size</th> </tr> </thead> <tbody> <tr> <td>2025</td> <td>3</td> <td>80.0</td> <td>0.79</td> </tr> </tbody> </table>	Test Year	Test Grades	ED %	Effect Size	2025	3	80.0	0.79		
Test Year	Test Grades	ED %	Effect Size									
2025	3	80.0	0.79									
<p>Comparative Growth Measure: Mean Growth Percentile. The school's unadjusted mean growth percentile for all students in grades 4-8 will be above target of 50 in ELA.</p>		<table border="1"> <thead> <tr> <th>Test Year</th> <th>School Mean Growth</th> </tr> </thead> <tbody> <tr> <td>2025</td> <td>N/A</td> </tr> </tbody> </table>	Test Year	School Mean Growth	2025	N/A						
Test Year	School Mean Growth											
2025	N/A											
MATHEMATICS ACCOUNTABILITY PLAN GOAL												
<p>District Comparison. The percentage of tested students enrolled in at least their second year at the school performing at or above proficiency in mathematics compared to the district.</p>		<table border="1"> <thead> <tr> <th>Test Year</th> <th>Comp Grades</th> <th>District %</th> <th>School %</th> </tr> </thead> <tbody> <tr> <td>2025</td> <td>3</td> <td>63</td> <td>67</td> </tr> </tbody> </table>	Test Year	Comp Grades	District %	School %	2025	3	63	67		
	Test Year	Comp Grades	District %	School %								
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2025	3	80.0	0.57									
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Test Year	School Mean Growth											
2025	N/A											



ACADEMIC PERFORMANCE

ACHIEVEMENT FIRST LEGACY CHARTER SCHOOL

Queens CSD 29

SCIENCE ACCOUNTABILITY PLAN GOAL

Science: Comparative Measure. The percentage of tested students at **the school** in at least their second year performing at or above proficiency in science compared to **the district**.

N/A

TESTED PERCENTAGES

	2025	
	ELA	Math
School Tested Number (N)	81	81
School Tested %	94.2	94.2
District Tested %	80.0	82.5

PERFORMANCE OF STUDENTS WITH DISABILITIES AND ENGLISH LANGUAGE LEARNERS*

	2025	
	ELA	Math
Students with Disabilities Tested on State Exam (N)	13	13
School % Proficient on Exam	30.8	38.5
District % Proficient	23.7	37.1

	2022	2023	2024	2025
Tested on NYSESLAT Exam (N)	3	2	2	8
School % Making Progress	s	s	s	25.0

*Academic outcome data describing the performance of students with disabilities and English language learners ("ELLs") are not tied to separate goals in the charter school's formal Accountability Plan. The New York State English as a Second Language Achievement Test ("NYSESLAT") is a standardized New York State assessment given annually to students classified as ELLs. Student scores are categorized into five proficiency levels: Entering, Emerging, Transitioning, Expanding, and Commanding (the highest proficiency level). For elementary and middle school students, "Making Progress" is defined as: testing at the Commanding level, or moving up at least one proficiency level from the prior year, or testing at the Expanding level and testing proficient on the NYS ELA exam in that same year. For high school students, "Making Progress" is defined as: testing at the Commanding level, or moving up at least one proficiency level from the prior year. To comply with the Family Educational Rights and Privacy Act ("FERPA") regulations on reporting education outcome data, the Institute does not report assessment results for groups containing five or fewer students, and indicates such instances with an "s".



ACADEMIC PERFORMANCE

ACHIEVEMENT FIRST VOYAGER CHARTER SCHOOL

Brooklyn CSD 17

ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL								
	2022	2023	2024	2025	Test Year	Comp Grades	District %	School %
<p>District Comparison. The percentage of tested students enrolled in at least their second year at the school performing at or above proficiency in ELA compared to the district.</p>					2022	6-8	50	63
					2023	7-8	50	66
					2024	7-8	50	65
					2025	7-8	53	60
<p>Effect Size. The chart shows school's effect size compared to its predicted level of performance in ELA according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.</p>					Test Year	Test Grades	ED %	Effect Size
					2022	6-8	78.6	0.82
					2023	6-8	80.2	0.74
					2024	6-8	84.5	0.74
<p>Comparative Growth Measure: Mean Growth Percentile. The school's unadjusted mean growth percentile for all students in grades 4-8 will be above target of 50 in ELA.</p>					Test Year	School Mean Growth		
					2022	N/A		
					2023	52.8		
					2024	55.9		
				2025	53.2			
MATHEMATICS ACCOUNTABILITY PLAN GOAL								
	2022	2023	2024	2025	Test Year	Comp Grades	District %	School %
<p>District Comparison. The percentage of tested students enrolled in at least their second year at the school performing at or above proficiency in mathematics compared to the district.</p>					2022	6-7	23	46
					2023	7	41	60
					2024	7-8	44	62
					2025	7	51	44
<p>Effect Size. The chart shows school's effect size compared to its predicted level of performance in mathematics according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.</p>					Test Year	Test Grades	ED %	Effect Size
					2022	6-7	80.2	1.00
					2023	6-7	81.1	0.35
					2024	6-8	84.6	0.60
<p>Comparative Growth Measure: Mean Growth Percentile. The school's unadjusted mean growth percentile for all students in grades 4-8 will be above target of 50 in mathematics.</p>					Test Year	School Mean Growth		
					2022	N/A		
					2023	53.9		
					2024	57.4		
				2025	43.5			



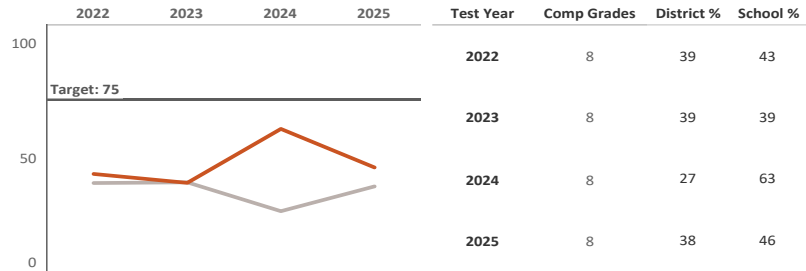
ACADEMIC PERFORMANCE

ACHIEVEMENT FIRST VOYAGER CHARTER SCHOOL

Brooklyn CSD 17

SCIENCE ACCOUNTABILITY PLAN GOAL

Science: Comparative Measure. The percentage of tested students at **the school** in at least their second year performing at or above proficiency in science compared to **the district**.



TESTED PERCENTAGES

	2022		2023		2024		2025	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
School Tested Number (N)	182	183	156	160	150	152	92	38
School Tested %	98.9	98.9	95.1	98.2	96.8	98.1	98.9	40.9
District Tested %	85.1	78.6	84.7	79.5	82.5	81.5	81.5	75.9

PERFORMANCE OF STUDENTS WITH DISABILITIES AND ENGLISH LANGUAGE LEARNERS*

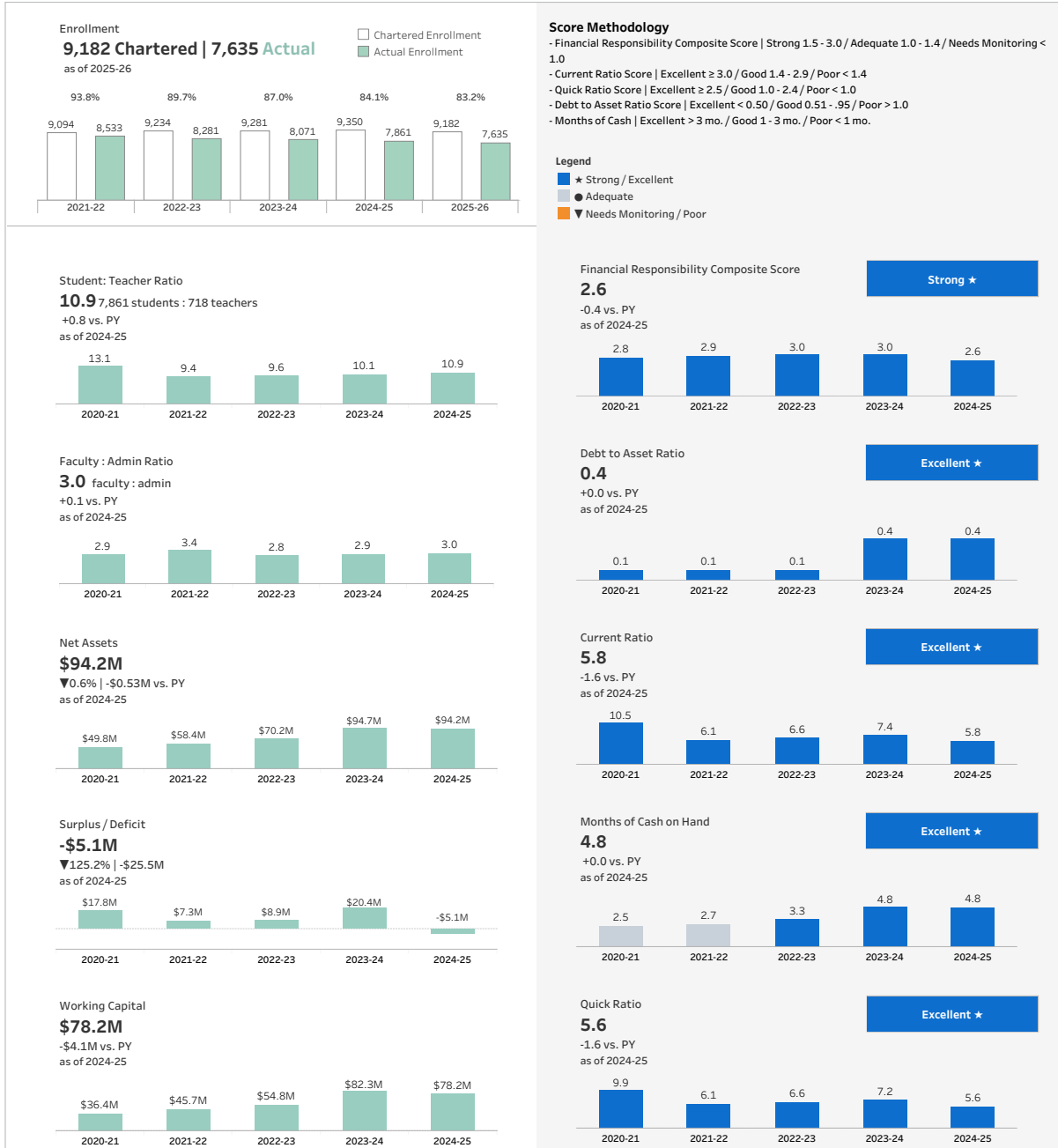
	2022		2023		2024		2025	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
Students with Disabilities Tested on State Exam (N)	33	20	34	22	35	36	25	10
School % Proficient on Exam	36.4	10.0	32.4	9.1	40.0	30.6	28.0	20.0
District % Proficient	21.4	5.9	20.2	17.0	20.7	20.6	30.6	23.9

	2022	2023	2024	2025
Tested on NYSESLAT Exam (N)	3	3	5	4
School % Making Progress	s	s	s	s

*Academic outcome data describing the performance of students with disabilities and English language learners ("ELLs") are not tied to separate goals in the charter school's formal Accountability Plan. The New York State English as a Second Language Achievement Test ("NYSESLAT") is a standardized New York State assessment given annually to students classified as ELLs. Student scores are categorized into five proficiency levels: Entering, Emerging, Transitioning, Expanding, and Commanding (the highest proficiency level). For elementary and middle school students, "Making Progress" is defined as: testing at the Commanding level, or moving up at least one proficiency level from the prior year, or testing at the Expanding level and testing proficient on the NYS ELA exam in that same year. For high school students, "Making Progress" is defined as: testing at the Commanding level, or moving up at least one proficiency level from the prior year. To comply with the Family Educational Rights and Privacy Act ("FERPA") regulations on reporting education outcome data, the Institute does not report assessment results for groups containing five or fewer students, and indicates such instances with an "s".

FISCAL DASHBOARD

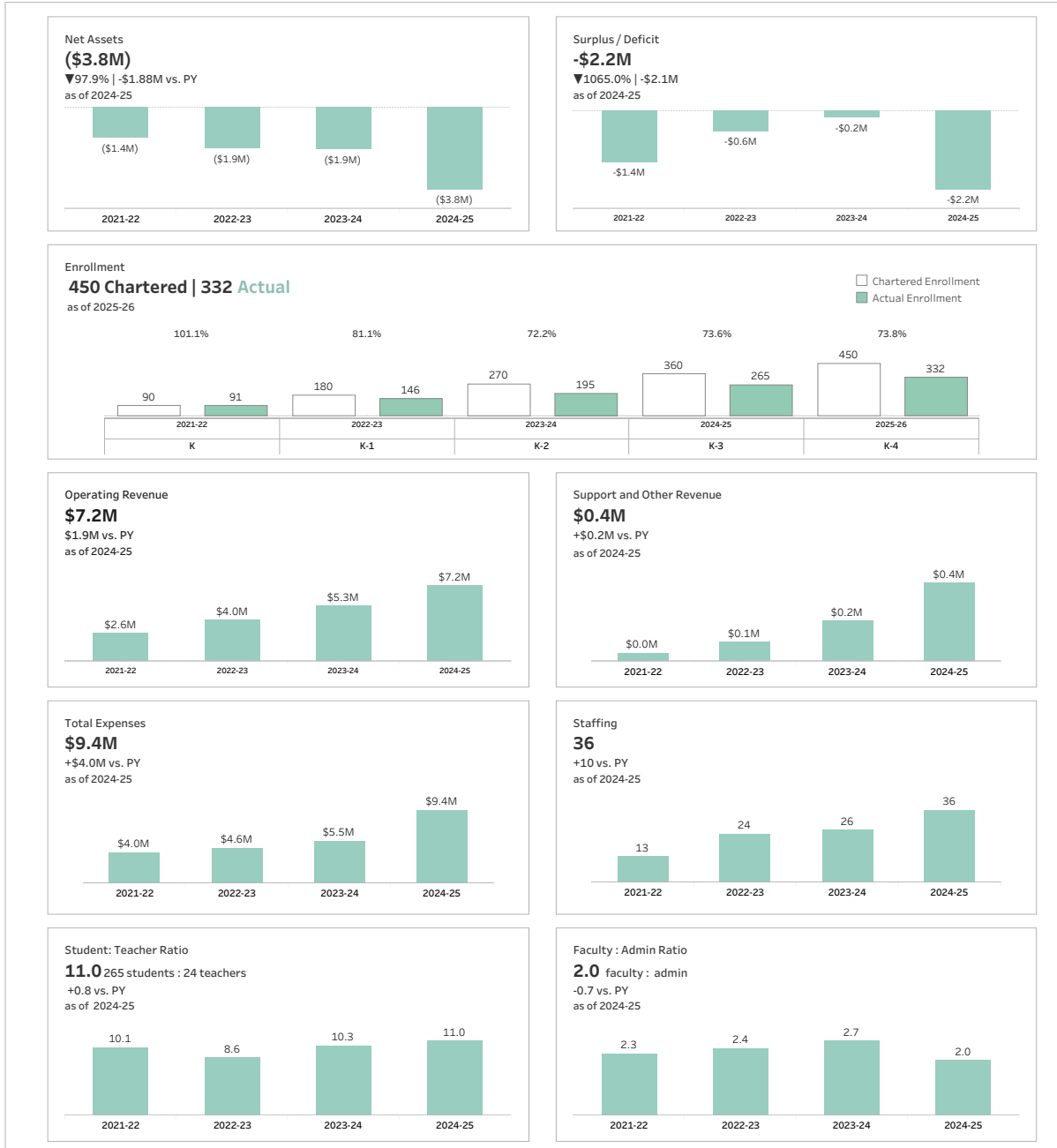
ACHIEVEMENT FIRST BROOKLYN CHARTER SCHOOLS



Schools report actual enrollment on a quarterly basis to the Institute, and the actual enrollment for 2025-26 reflects the most recently submitted quarterly submission.

FISCAL DASHBOARD

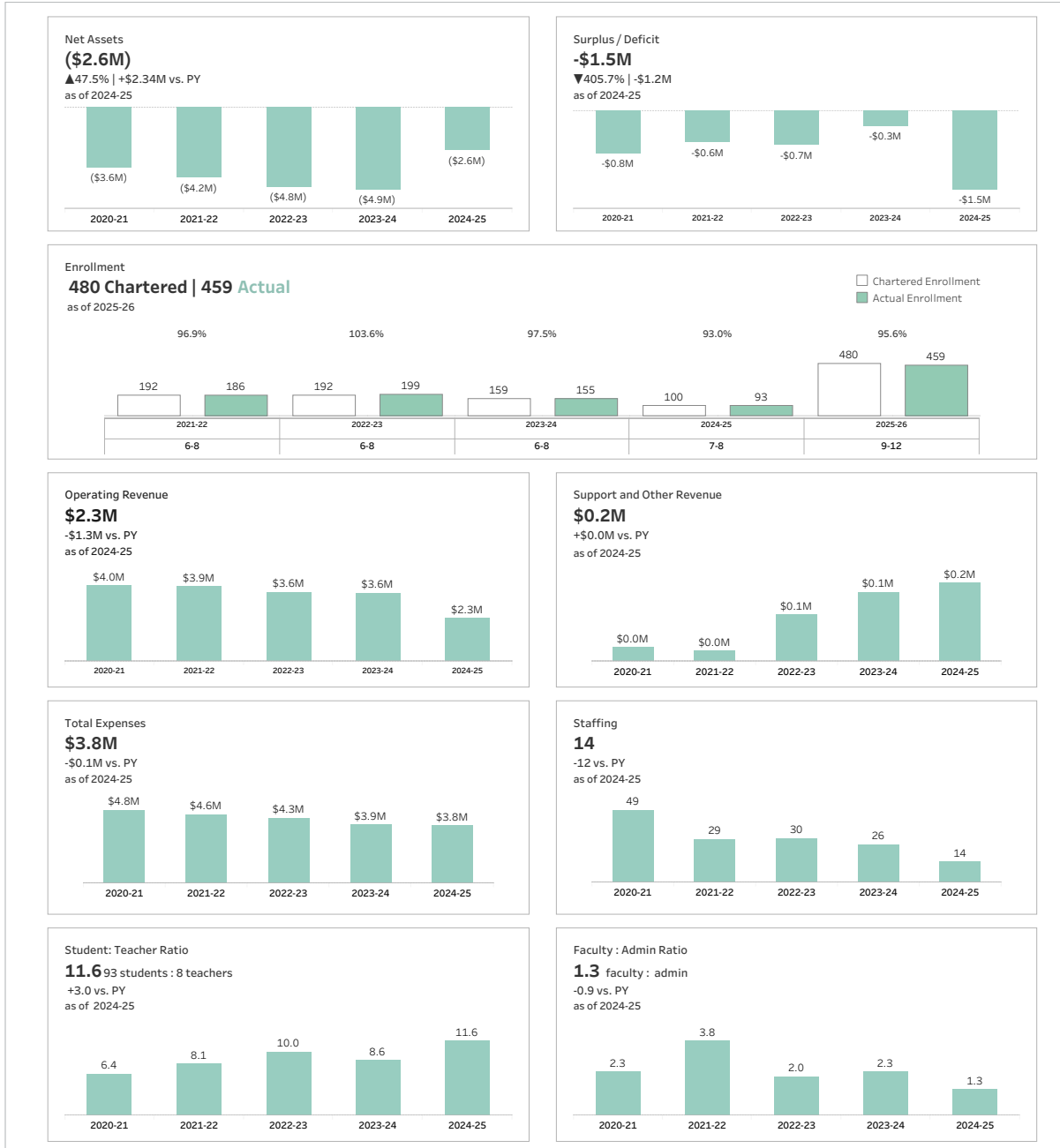
ACHIEVEMENT FIRST LEGACY CHARTER SCHOOL



Schools report actual enrollment on a quarterly basis to the Institute, and the actual enrollment for 2025-26 reflects the most recently submitted quarterly submission.

FISCAL DASHBOARD

ACHIEVEMENT FIRST VOYAGER CHARTER SCHOOL



Schools report actual enrollment on a quarterly basis to the Institute, and the actual enrollment for 2025-26 reflects the most recently submitted quarterly submission.

COMPLIANCE REPORTING



HAS EACH SCHOOL DUE FOR RENEWAL SUBSTANTIALLY COMPLIED WITH APPLICABLE LAWS, RULES AND REGULATIONS, AND PROVISIONS OF ITS CHARTER?

The education corporation substantially complies with applicable laws, rules and regulations, and provisions of its charter. During the current charter term, the education corporation demonstrates a clear record of compliance with the terms of its charter including the timely submission of required reporting to the Institute.

ACHIEVEMENT FIRST BROOKLYN CHARTER SCHOOLS

FOIL

While the Freedom of Information Law (“FOIL”) notice and FOIL subject matter list are posted on the website, the FOIL subject matter list requires minor revision to include a link to the committee on open government’s website and the date of the most recent update which must occur at least annually. The Institute will ensure compliance prior to the start of the next charter term.

Teacher Certification

The Act allows charters to hire up to 15 uncertified lead teachers contingent upon those teachers meeting certain requirements including: two years of Teach for America experience; three years of teaching experience; status as a higher education professor; exceptional experience in a subject; or, teaching science, technology, engineering, and mathematics (“STEM”) or career and technical education courses.

At AF Brooklyn Schools, directors of school operations (“DSOs”) gather and maintain the certification statuses of new and returning teachers. DSOs work with uncertified teachers to determine a pathway to either certification or meeting the other qualifications of the Act, and track specific deadlines and requirements toward completion. If monthly deadlines are not met, teachers are subject to professional consequences up to and including non-renewal of their contract for the following school year. The network reviews certification data on a monthly basis to monitor overall progress toward teacher certification goals.

At AF Legacy, 12 out of the 25 teachers are uncertified, which is within the allowable limit under the Act. Out of the 12 uncertified teachers, six meet the additional qualifications under the Act.

At AF Voyager, 20 out of the 34 teachers are uncertified, which is five teachers over the allowable limit under the Act. Out of the 20 uncertified teachers, 13 meet the additional qualifications under the Act.

COMMUNITY SATISFACTION & ENROLLMENT AND RETENTION

To report on parent satisfaction with each school's program, the Institute used satisfaction survey data and data regarding persistence in enrollment.

Parent Survey Data

The Institute compiled data from AF Brooklyn Schools' annual family survey. AF Brooklyn Schools conducts an annual survey to gauge family satisfaction with school programming.

In 2024-25, 98% of AF Legacy families responded to the survey. Of those respondents, 90% indicated satisfaction with the school.

In 2024-25, 37% of AF Voyager families responded to the survey. Of those respondents, 92% indicated satisfaction with the school. The Institute recognizes that the low response rate may not be representative of the whole community.

Public Comments

In accordance with the Act, the Institute notified the district in which the charter is located regarding the Application for Charter Renewal. A summary of any district and public comments appears below.

The NYCDOE held its required hearing on the renewal application for AF Legacy and AF Voyager on November 24, 2025 via teleconference. The AF Brooklyn Schools executive director spoke about the schools' mission to prepare every student to excel in college and career, deepen their knowledge of themselves and their community, and lead lives of purpose. The leader shared the schools' post pandemic academic improvement from adopting evidence-based high quality instructional materials, increasing quality and availability of intervention services, and improving social emotional programming. The executive director highlighted AF Voyager's high academic achievement and retention rate. The executive director also highlighted AF Legacy's high retention rate, strong student experience, strong family and community engagement, robust scholar support team, and personalized academic supports.

Enrollment and Retention

AF Brooklyn Schools makes good faith efforts to meet enrollment and retention targets. AF Legacy and AF Voyager exceeded their enrollment targets for economically disadvantaged students and students with disabilities. The network supports the education corporation's schools by providing detailed analyses of neighborhood demographic trends and strategies to increase subgroup enrollment and retention.

Persistence in Enrollment

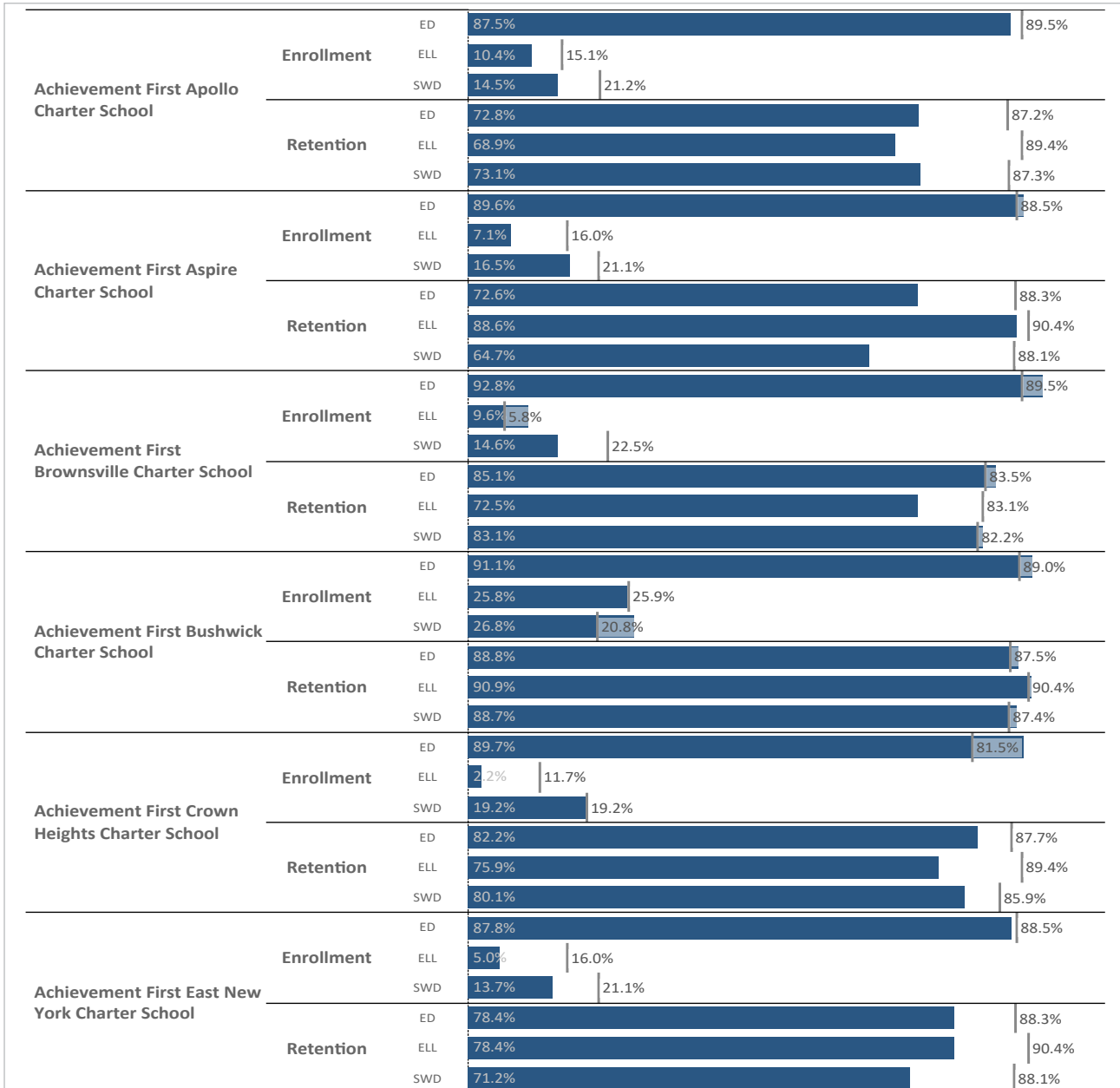
An additional indicator of parent satisfaction is persistence in enrollment. In 2024-25, 80% of AF Brooklyn Schools students returned from the previous year. Student persistence data from previous years of the charter term is available in student demographics section of the report.

The Institute derived the statistical information on persistence in enrollment from its database. No comparative data from the NYCDOE or the NYSED is available to the Institute to provide either district or statewide context.



COMMUNITY SATISFACTION & ENROLLMENT AND RETENTION

ENROLLMENT AND RETENTION TARGETS



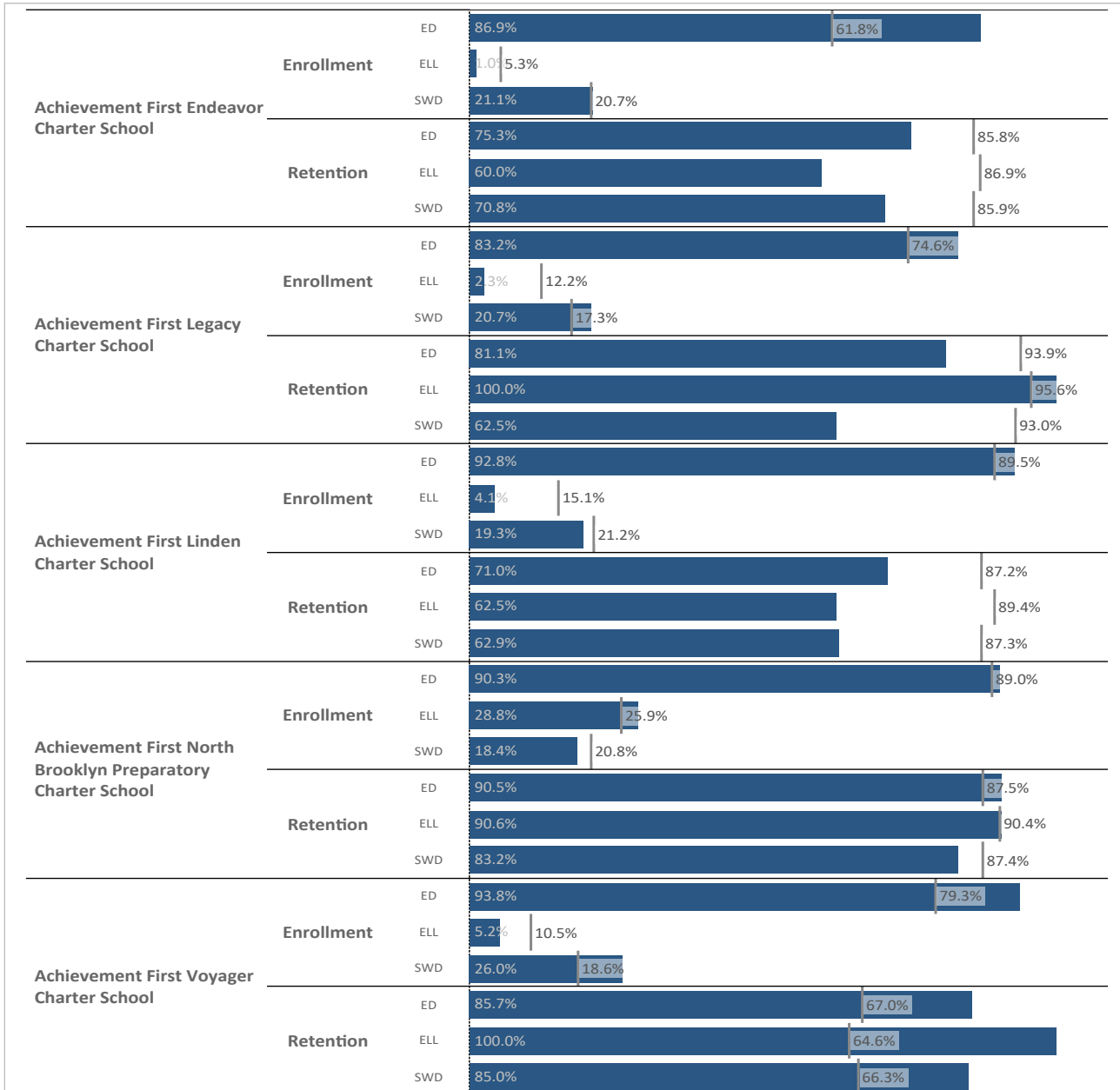
The chart illustrates the **current enrollment and retention percentages** against the **enrollment and retention targets** for each operating school in the education corporation. As required by Education Law § 2851(4)(e), a school must include in its renewal application information regarding the efforts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

Achievement First East New York's targets are calculated from grades offered in 2024-25.



COMMUNITY SATISFACTION & ENROLLMENT AND RETENTION

ENROLLMENT AND RETENTION TARGETS



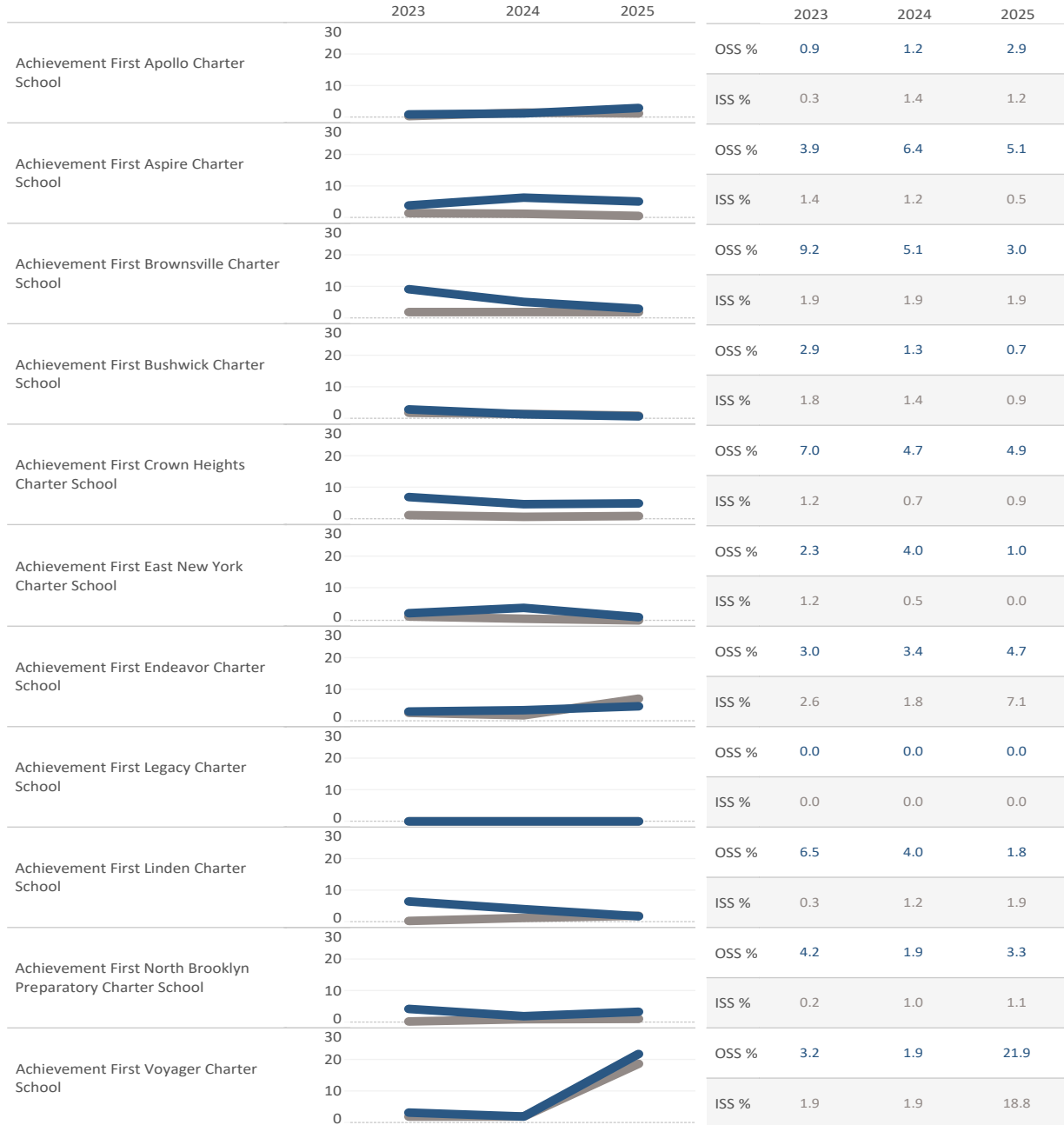
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Achievement First Voyager's targets are calculated from district of location and grades offered in 2024-25.



COMMUNITY SATISFACTION & ENROLLMENT AND RETENTION

Suspensions: The education corporation's out of school suspension rate (OSS %) and in school suspension rate (ISS %).



Data suitable for comparison are not available. The percentage rate shown here is calculated using the method employed by the NYCDOE: the total the number of students receiving an out of school suspension at any time during the school year is divided by the total enrollment, then multiplied by 100.

During the most recent school year, the education corporation expelled 0 students.

Achievement First
Brooklyn Charter Schools

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ACHIEVEMENT FIRST LEGACY CHARTER SCHOOL (“AF LEGACY”) – SCHOOL CHARACTERISTICS

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT ¹	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	GRADES SERVED
2021-22	90	91	101%	K
2022-23	180	146	81%	K-1
2023-24	270	195	72%	K-2
2024-25	360	265	74%	K-3
2025-26	450	332	74%	K-4

ACHIEVEMENT FIRST VOYAGER CHARTER SCHOOL (“AF VOYAGER”) – SCHOOL CHARACTERISTICS

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	GRADES SERVED
2021-22	192	186	97%	6-8
2022-23	192	199	104%	6-8
2023-24	159	155	97%	6-8
2024-25	100	93	93%	7-8
2025-26	480	459	96%	9-12

SCHOOL VISIT HISTORY

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

1. Source: Institute’s Official Enrollment Binder. (Figures may differ slightly from New York State Report Cards, depending on date of data collection.)



SCHOOL YEAR	VISIT TYPE	DATE
2017-18	AF Aspire – Initial Renewal	November 14, 2017
	AF Brownsville – Subsequent Renewal	November 15, 2017
	AF Crown Heights – Initial Renewal	November 17, 2017
2018-19	AF Bushwick – Subsequent Renewal	September 24, 2018
	AF East New York – Initial Renewal	September 24, 2018
	AF Linden – Initial Renewal	September 25, 2018
	AF Apollo – Subsequent Renewal	June 5, 2019
	AF Endeavor – Subsequent Renewal	June 4, 2019
2020-21	AF Voyager – Initial Renewal	October 13 – 16, 2020
2021-22	AF Legacy – First Year	April 28, 2022
2022-23	AF Aspire – Renewal Review	September 20, 2022
	AF Brownsville – Renewal Review	September 20, 2022
	AF Crown Heights – Renewal Review	September 20, 2022
2022-23	AF Bushwick – Renewal Review	June 12 – 16, 2023
	AF East New York – Renewal Review	June 12 – 16, 2023
	AF Linden – Renewal Review	June 12 – 16, 2023
	AF North Brooklyn – Renewal Review	June 12 – 16, 2023
2024-25	AF Apollo – Subsequent Renewal	September 23 – 26, 2024
	AF Aspire – Subsequent Renewal	September 23 – 26, 2024
	AF Brownsville – Subsequent Renewal	September 23 – 26, 2024
	AF Bushwick – Subsequent Renewal	September 23 – 26, 2024
	AF Crown Heights – Subsequent Renewal	September 23 – 26, 2024
	AF East New York – Subsequent Renewal	September 23 – 26, 2024
	AF Endeavor – Subsequent Renewal	September 23 – 26, 2024
	AF Linden – Subsequent Renewal	September 23 – 26, 2024
AF North Brooklyn – Subsequent Renewal	September 23 – 26, 2024	
2025-26	AF Legacy – Renewal Review	December 9, 2025
	AF Voyager – Renewal Review	

CONDUCT OF THE RENEWAL REVIEW

DATE(S) OF REVIEW	EVALUATION TEAM MEMBERS	TITLE
December 9, 2025	Andrew Kile	Director of School Evaluation
	Ali Foglia	School Evaluator

BENCHMARK SUMMARY

For strong performing SUNY authorized charter schools that implement a common school design across multiple schools, the Institute provides an analysis and description of the charters' academic design structure using the Qualitative Education Benchmarks. This subset of the SUNY Renewal Benchmarks focuses on assessment, curriculum, pedagogy, leadership, at-risk programs, organizational capacity, and board oversight. The following program description analyzes and reports on the school design that produced the high quality outcomes captured in the body of this renewal report.

ACADEMIC ACHIEVEMENT

AF Legacy reached its inaugural New York State testing year in 2024-25 with its first class of students in 3rd grade. That year, it posted high achievement in English language arts ("ELA") and mathematics. AF Voyager demonstrated strong performance in both goal areas over the charter term. Notably, AF Voyager exceeded the targets for all possible comparative and growth measures in ELA for every year of the charter term with data available for analysis.

AF Legacy and AF Voyager both posted 2024-25 ELA proficiency rates for tested students enrolled in at least their second year that exceeded those of their local district. In 2024-25, both schools posted an effect size that exceeded the target of 0.3, indicating the schools performed higher than expected to a meaningful degree in comparison to schools across the state enrolling similar percentages of economically disadvantaged students.

In mathematics, AF Legacy posted a proficiency rate in 2024-25 for students enrolled in at least their second year of 67%, exceeding the local district by four percentage points. AF Legacy posted an effect size of 0.57, exceeding the target of 0.3. AF Voyager posted proficiency rates for tested students enrolled in at least their second year that exceeded the local district results from 2021-22 through 2023-24. The school also posted mean growth scores that exceeded the target of 50 in 2022-23 and 2023-24.

ASSESSMENT

AF Brooklyn Schools implements a comprehensive and extensive assessment program that allows leaders and teachers to improve student achievement. AF Brooklyn Schools administers internally developed interim assessments in all grades including ELA, mathematics, science, and social studies three to four times a year. Achievement First, Inc. ("Achievement First" or the "network"), also develops mock summative assessments aligned to state exams for ELA and mathematics across 3rd – 8th grade and mock summative assessments for state and national exams in high school, such as the Regents and Advanced Placement ("AP") exams. After piloting the mCLASS Dibels assessment to support phonics instruction in the prior charter term, the network adopted the assessment as a universal diagnostic screener for students in Kindergarten – 4th grade. AF Brooklyn schools assesses reading proficiency using STAR in 5th – 12th grade. In writing, teachers utilize a vertically- and standards-aligned rubric that focuses on students' analytical, evidence based skills in reading, writing, and critical thinking. The comprehensive suite of assessments provides teachers and leaders with ample student data to analyze and adjust instruction. To ensure validity of assessments, the network uses previous state tests to develop assessment items. Teachers and school leaders regularly meet during data reflection days to analyze data and create action plans in response to student performance. AF Brooklyn Schools' assessment system supports teachers with addressing student academic needs. Assessment data informs teachers' plans for intentionally reteaching content, designing small group activities, and identifying students for daily interventions.

School leaders regularly use various tools and rubrics, some of which incorporate assessment results, to evaluate teacher effectiveness and to develop professional development and coaching strategies. Leaders systematically utilize assessment data to determine topics for professional development sessions, revisit teachers' individual goals during coaching sessions, and identify teachers in need of intensive support. Network leaders work with school leaders to determine the effectiveness of the curricular program and make adjustments as needed. Schools share student performance with families at multiple points throughout the year, including progress reports and conferences, to keep families apprised of student progress and growth.

CURRICULUM

AF Brooklyn Schools' curricular framework supports teachers in planning and delivering high quality instruction. Over the term, the network began a transition away from its long-standing internally-developed curricular programs. During the 2023-24 school year, the network adopted and implemented a suite of commercial curricula identified as high quality instructional materials by external curriculum evaluators. At the elementary level, schools primarily use Wit and Wisdom for ELA and Cognitively Guided Instruction ("CGI") for mathematics. At the middle school level, schools primarily use Wit and Wisdom for ELA and Illustrative Math for mathematics. In order to ensure a strong foundation of phonics and fundamental reading skills, each school uses Foundations for Kindergarten – 3rd grade. AF Brooklyn Schools use Geodes for decodable texts and OpenSciEd for middle school science. The network is considering expanding these resources to the elementary and high school levels in the coming years. At the high school level, the schools use Illustrative Math for mathematics and StudySync for ELA.

Network staff members regularly review curricular documents including lesson plans and unit plans. Through these effective reviews and procedures, the network supports teachers in knowing what to teach and when to teach it. With access to high quality lesson plans and supporting documents, teachers invest sufficient time internalizing and planning lesson delivery to improve student learning. Leaders also regularly review the quality of lesson plans and make strategic changes to improve instruction driven by data collected from interim assessments.

At the high school programs, the network provides teachers with content from AP, SAT, and Regents exams to ensure rigor and alignment to standards. AF Brooklyn Schools' high school educational program reflects diverse post-graduation pathways available to students and supports promotion and graduation. This includes an "AP access for all" model, which de-emphasizes mandated AP completion and prioritizes access to and preparation for rigorous AP offerings. The schools provide Saturday tutoring and more opportunities for small group instruction. High schools in the AF Brooklyn Schools network deliver educational programs that ensure academic rigor as well as teach self-management skills and college, career, and life knowledge. To this end, AF Brooklyn Schools offers a course, foundations of leadership, based on the college and career readiness curriculum and focuses on analytical writing across subjects. AF Brooklyn Schools' high school educational program supports students in mastering rigorous academic content required for college while also equipping students with the transferable tools necessary for various college and career pathways.

PEDAGOGY

High quality instruction is evident across AF Brooklyn Schools. Across the majority of lessons, teachers hold students to high expectations and deliver purposeful instruction. With new curricular programs in place, teachers, with support from leaders, deliver the curricular programs with fidelity. Based on a review of lesson plans and observations, teachers outline possible student misconceptions, conduct effective checks for understanding, and pivot instruction adeptly to meet student needs. When introducing new curricular programs, the network spent time familiarizing teachers and leaders with the programs and focused on building the AF Brooklyn Schools' high quality intellectual preparation protocols in place to support teachers with enhancing the curricula to fully meet student needs. In pockets where teaching and learning is not of the highest quality, school based leaders are well aware of the needs of the teachers and work intensely to support improvement. Leaders will focus more time in these classrooms giving in the moment feedback and meet with teachers to review strategies and lesson plans.

Across AF Brooklyn Schools, teachers use effective strategies to check for student understanding. Some of these strategies include checking in with individual students, circulating the room, using whole class hand signals and responses, and delivering exit tickets. Teachers consistently use exit tickets and other data to inform daily instruction adjusting specific activities to address any gaps in knowledge from previous lessons. In lessons that included strong examples of students demonstrating critical thinking skills, teachers facilitated peer to peer discussions on various topics, asked challenging questions, or presented misconceptions to unpack.

Teachers maximize learning time by having tight routines in place and a clear understanding of the flow of the lesson. AF Brooklyn Schools focus on building strong routines at the beginning of each year. This results in strong systems throughout the school year, with few teachers having to focus on discipline procedures past the initial few weeks of the school year. The Institute observed strong routines throughout each classroom visited during the 2025-26 renewal visit.

INSTRUCTIONAL LEADERSHIP

AF Brooklyn Schools establishes a strong instructional leadership model that fosters a culture of high expectations and rigorous academic standards. Each site's instructional leadership team is composed of a principal supported by academic deans, deans of school culture, and a dean of special services, ensuring deep expertise and robust support for teachers. Regional superintendents manage the principals across the education corporation and hold principals to high expectations for student performance. The network sets ambitious goals for each school program measuring success using a combination of state test performance, interim assessments, equity metrics, and talent metrics. This data driven approach allows for consistent monitoring and adjustment of instructional practices to meet the diverse needs of all students. AF Brooklyn Schools' instructional leadership model ensures teachers receive regular and structured coaching through systems including real time classroom observations, post-observation feedback, and professional development sessions. Network leadership prioritizes its professional development efforts to ensure principals and deans have the tools to coach teachers with a focus on ensuring a smooth rollout of multiple new curricula.

AF Brooklyn Schools' focus on continuous professional development is evident through its use of inter-school walkthroughs where leaders and teachers visit other schools in the network to observe best practices and collaborate to determine network-wide areas of focus. This structure not only supports the growth of individual teachers but also promotes consistency and alignment across the network. The network maintains a robust bench of principal residents who stand ready to step into the role, ensuring consistency through any

transitions. By fostering a culture of reflection, collaboration, and accountability, the education corporation’s instructional leadership model strengthens teacher effectiveness and ensures that all students are equipped to meet high academic standards.

AT-RISK

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

AF Brooklyn Schools uses a tiered Response to Intervention (“RTI”) program to identify and provide interventions for students struggling academically or behaviorally. Each school uses a systematic process for identifying students in need of extra support using universal screeners such as mCLASS Dibels and the counting proficiency assessment. Schools use other assessments to identify students needing extra support throughout the year including classroom grades, interim assessments, and state assessment results. The network sets clear expectations for schools to deliver tiered interventions at each level and supports them to deliver interventions with fidelity. At tier 1, teachers provide strategic differentiated and specialized instruction to students in the classroom setting. Tier 2 interventions include small group instruction that targets specific objectives and skills. For tier 3 interventions, among other things, at-risk program teachers provide detailed small group interventions based on deficits in literacy skills, which could include comprehension, decoding, or fluency. The RTI team, which includes a special services coordinator, principal, and often an academic dean and a grade level teacher, determines specific placement in the tier 3 system and consistently meets to monitor progress and adjust interventions based on student results. In the last charter term, AF Brooklyn Schools updated and clarified the benchmarks and indicators in its special education referral process.

For students with Individualized Education Programs (“IEPs”), each school provides the necessary mandated services including integrated co-teaching (“ICT”) classrooms, special education teacher support services (“SETSS”), and related services. Through the professional development program and RTI meetings, each school supports teachers in addressing specific needs of students with disabilities and for reviewing and understanding students’ IEP goals. At some sites, the network hosts its Empower program, which serves students in a 12:1+1 setting.

AF Brooklyn Schools’ ELL program includes ELL teachers who provide push in and pull out learning tailored to meet specific English language acquisition goals and scaffold the content areas with language supports. Classroom teachers modify the Imagine Language and Literacy program to support ELLs. At specific sites with high proportions of ELLs, AF Brooklyn Schools deploys multi-lingual language teacher-coordinators who support with identification of ELLs and program implementation. The network ensures that general education teachers have training in identifying ELLs and utilizing a variety of English language acquisition strategies within teaching structures. Each school’s special services coordinator monitors ELLs’ progress toward meeting English language proficiency goals, and schools administer the New York State English as a Second Language Achievement Test (“NYSESLAT”) annually. Through progress monitoring, the special services leader or multi-lingual language teacher-coordinator makes intentional adjustments to ELL students’ programs if a student is not demonstrating adequate progress.

ORGANIZATIONAL CAPACITY

AF Brooklyn Schools effectively supports the delivery of the educational program at each school. AF Brooklyn Schools has clear policies, procedures, and administrative structures that divide instructional and operational systems by distinct roles, responsibilities, and lines of accountability. In reflecting on the organization's roles and responsibilities, the network is working to give principals more development beyond instructional leadership responsibilities and began training and developing principals' skills in areas such as staffing decisions and budget management. This practice is intended to give principals more leadership and autonomy to make decisions based on the specific needs of their individual schools. In the current enrollment climate, principals also continue to develop a greater sense of community by finding partnerships and creating more opportunities to interact in their neighborhoods. The director of school operations has a dual reporting relationship to an Achievement First regional director of operations regarding network-wide shared practices like those related to data, facilities management, procurement, and financial reporting. AF Brooklyn Schools' organizational structure allows principals to serve as instructional leads and receive support from operations teams at the building and network levels.

Achievement First supports each school with recruiting and hiring teachers. In recent years, AF Brooklyn Schools has faced challenges with staffing across schools and specifically at the high school level. Given the realities of the teacher shortage, the network set one of its priorities as aggressive recruitment, and plans to emulate the successful principal fellowship with its teacher in residence program. In developing its principal fellowship, Achievement First found success with training and preparing leaders for principalship. The program had over 25 participants during the 2024-25 school year, which helps the schools develop a deep leadership pipeline.

Principals work closely with the network to design their individual school's discipline procedures. The network provides leaders with guidance and development to support social emotional learning development. Some schools are beginning to establish restorative practices. These sites partner with external organizations to provide trainings and practice circles at the adult level. Schools plan to continue to develop restorative practices over the next charter term by rolling out to students and building their disciplinary procedures and cultures with a focus on restorative justice. Other sites have more traditional disciplinary systems in place. The board and network leadership have focused on reducing suspensions across the network. One successful strategy has been the requirement for approval of any out of school suspension with the school's regional superintendent. This process has encouraged schools to focus on reducing the amount of suspensions and reflect on practices within each school. Deans of students work closely with teachers struggling to manage classrooms to ensure that each AF Brooklyn Schools' classroom is safe and welcoming.

The network prioritizes increasing enrollment across the education corporation. Given shifts in population throughout the city, the network has conducted studies to understand specific trends in neighborhoods throughout Brooklyn and Queens. In Brooklyn, the AF Brooklyn Schools board made well-informed, but difficult, decisions to consolidate sites. In Queens, the network conducted studies to be well-informed about greenlighting AF Legacy's proposed middle school program. The network supports the AF Brooklyn Schools board in analyzing each school's enrollment and retention targets.

BOARD OVERSIGHT & GOVERNANCE

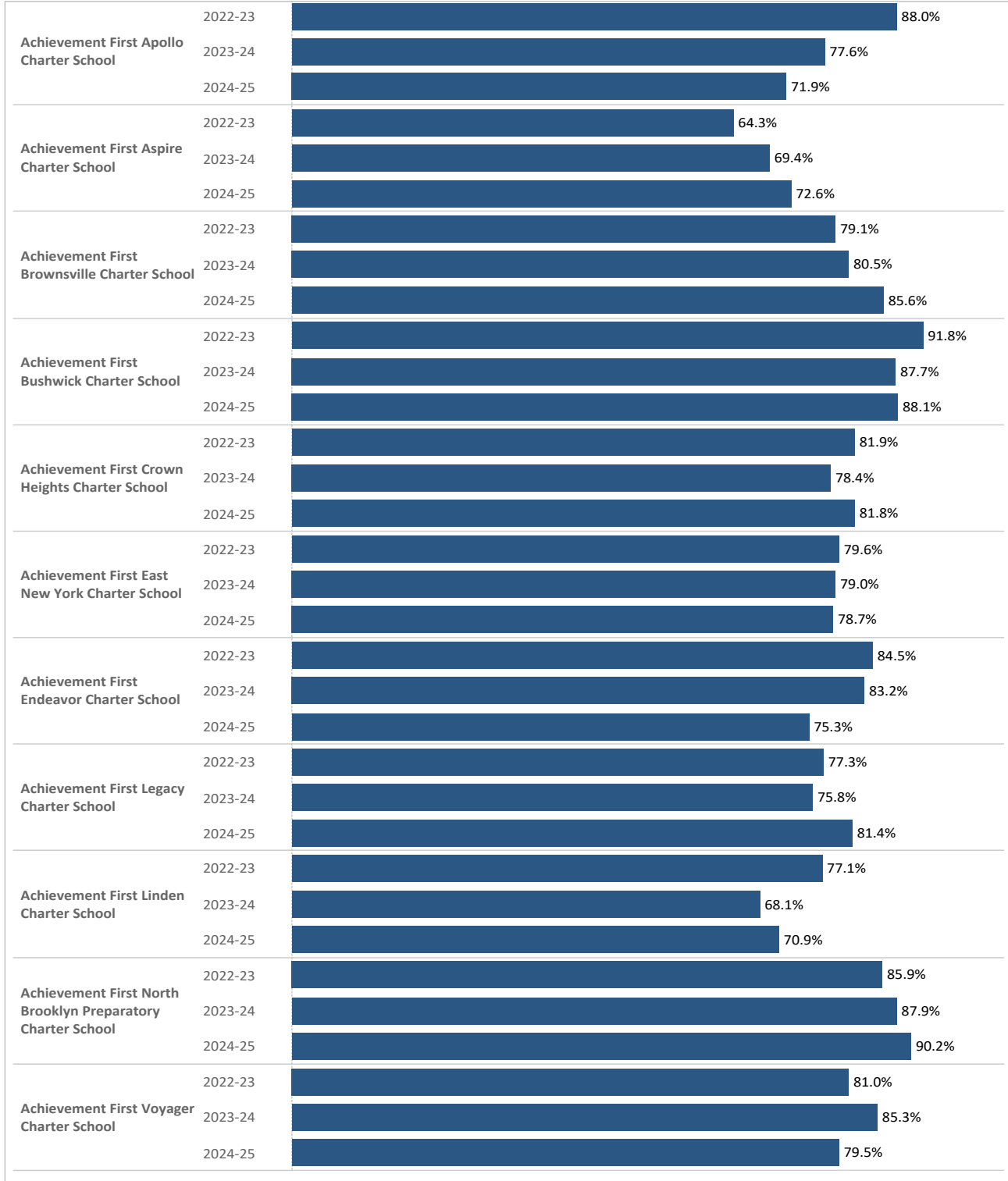
AF Brooklyn Schools' board works effectively to achieve each school's Accountability Plan goals. The board establishes a system of policies and practices with a clear reporting structure from both AF Brooklyn Schools' and Achievement First's personnel to stay up to date on relevant information about each school in the education corporation. This includes an effective committee structure that analyzes detailed information before each full board meeting. As a result, board members stay informed on items in their area of focus and distill information necessary for full board decisions. The board is thoughtful about recruiting individuals based on their professional experiences, which include a wide range of expertise from education, finance, real estate, health industries, and legal professions. The board also worked with its legal counsel to determine an appropriate set of professional backgrounds to help balance the experience across its membership. The board developed a precise series of onboarding activities to ensure recruits to the board have the necessary time, knowledge, and mission alignment to serve effectively.

During the current charter term, the board navigated multiple transitions in the network leadership. The board leaned into its governance and oversight to ensure each chief executive officer ("CEO") transition was seamless and the least disruptive to schools and students. With stable leadership at the network, the board engaged with leaders to establish a five year strategic plan launched in early 2024. Members value the strategic plan as it provides them with priorities on which to focus their oversight for the next five years in efforts to rebuild and sustain AF Brooklyn Schools' academic performance. The board has improved its capacity to manage future uncertainties of the post-COVID educational landscape.

As the network transitioned leadership over the charter term, the board has worked closely to refine the information it receives to ensure it has clear and concise data and information to support the board's decision making processes. In particular, the board requests specific information to help with analyzing enrollment trends across the areas it currently and plans to serve. In addition to reports from network and school leaders, members conduct classroom walkthroughs and attend school events. The board also prioritizes including parent and caretaker members to gain more insight into the student experience.



EDUCATION CORPORATION PERSISTENCE IN ENROLLMENT

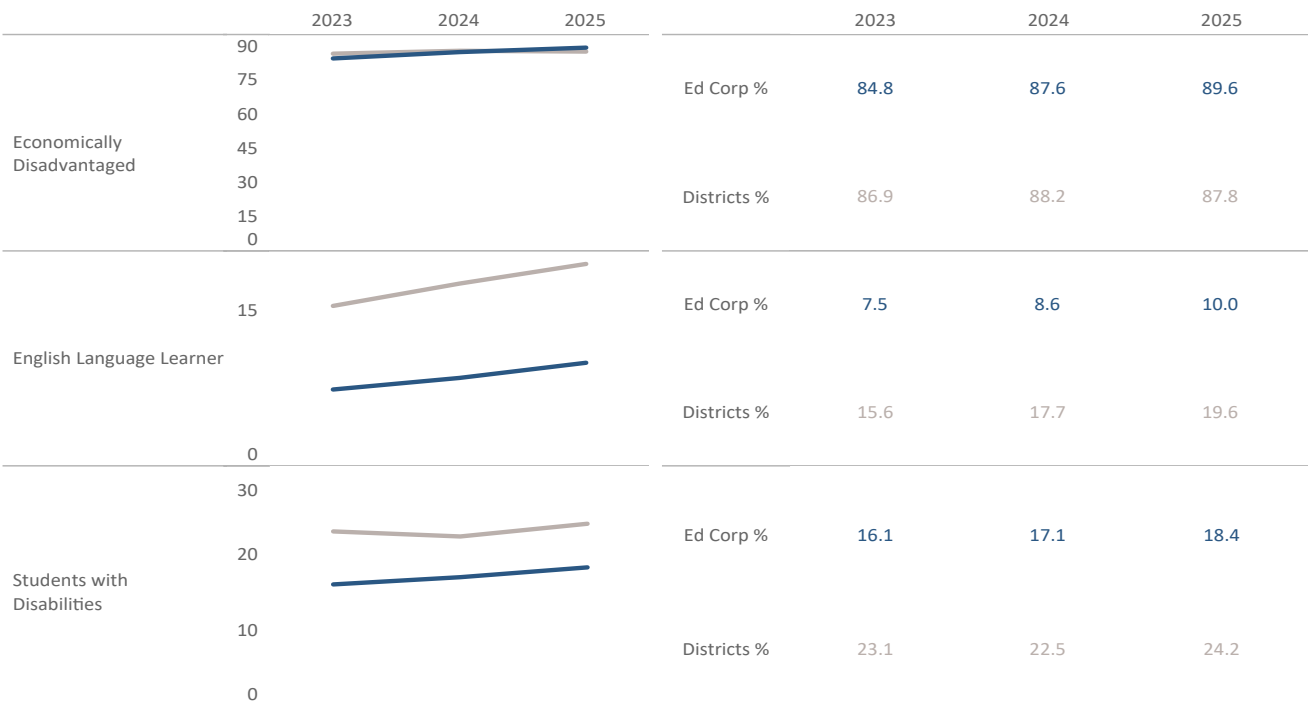


Data reported in these charts reflect BEDS day enrollment counts as reported by the New York State Education Department ("NYSED").

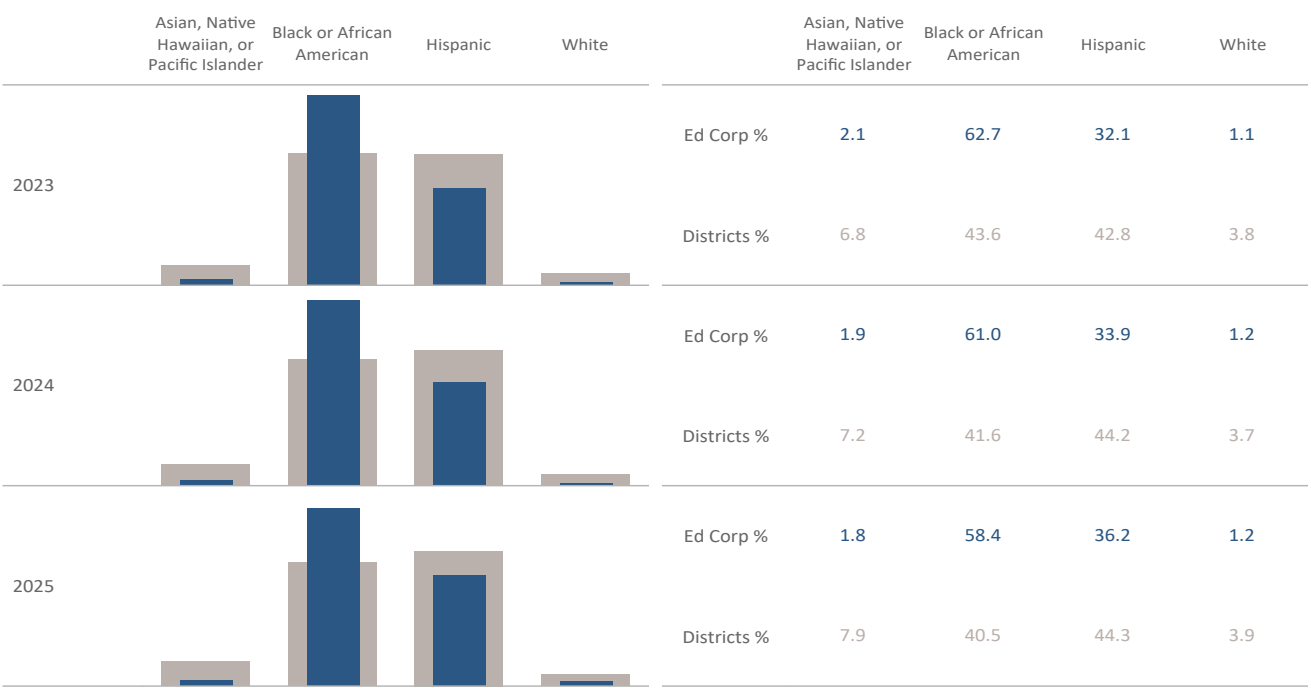


Achievement First Brooklyn Charter Schools Aggregate Education Corporation Enrollment

AGGREGATE EDUCATION CORPORATION DEMOGRAPHICS: SUB-POPULATIONS



AGGREGATE EDUCATION CORPORATION DEMOGRAPHICS: RACE/ETHNICITY



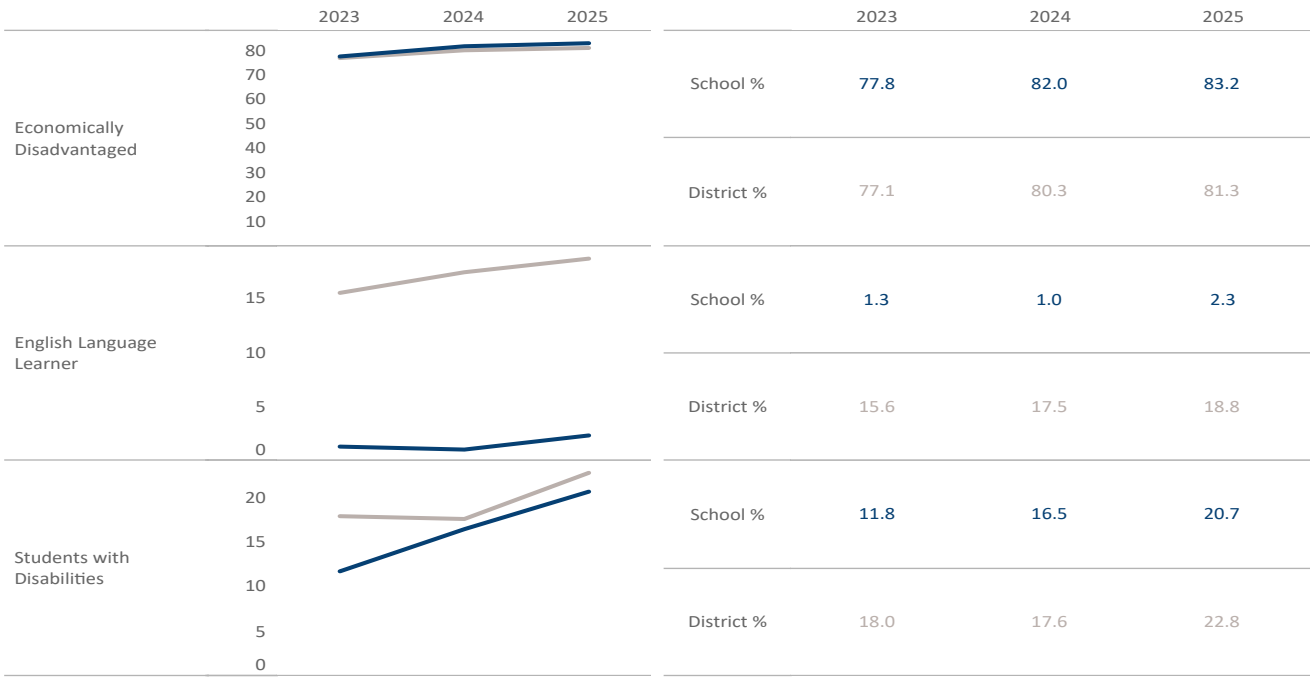
Data reported in these charts reflect BEDS day enrollment counts as reported by the NYSED.



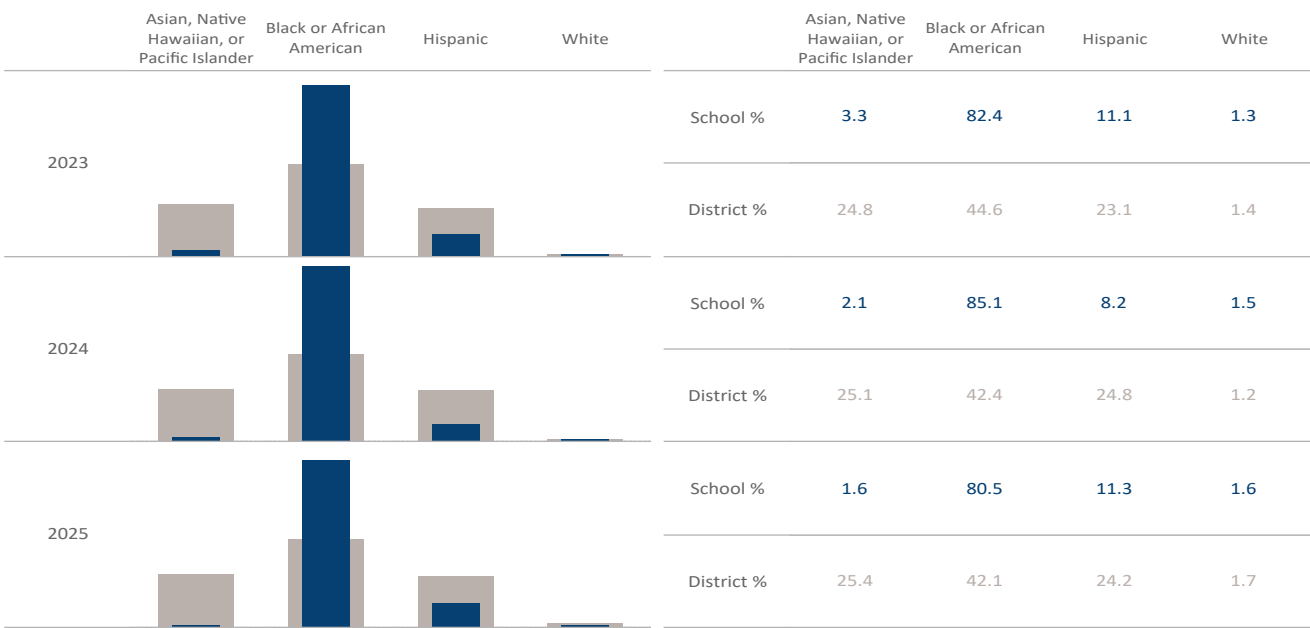
Achievement First Legacy Charter School

Queens CSD 29

STUDENT DEMOGRAPHICS: SUB-POPULATIONS



STUDENT DEMOGRAPHICS: RACE/ETHNICITY



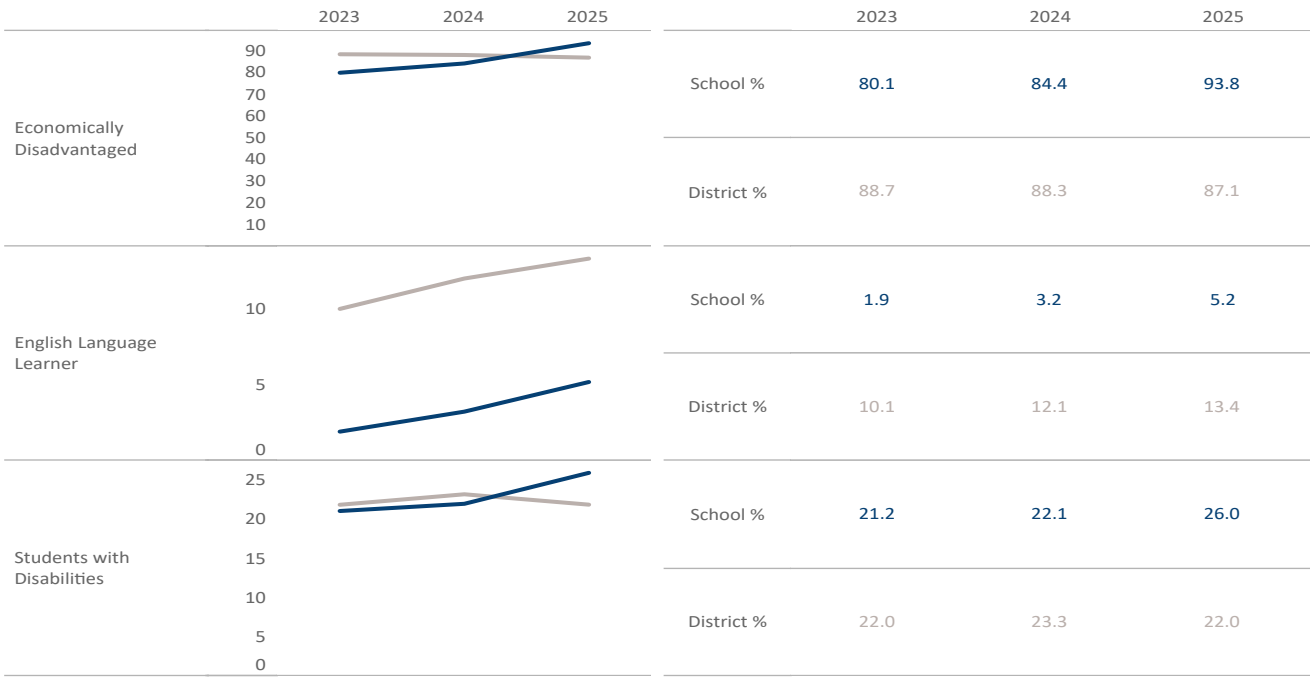
Data reported in these charts reflect BEDS day enrollment counts as reported by the NYSED.



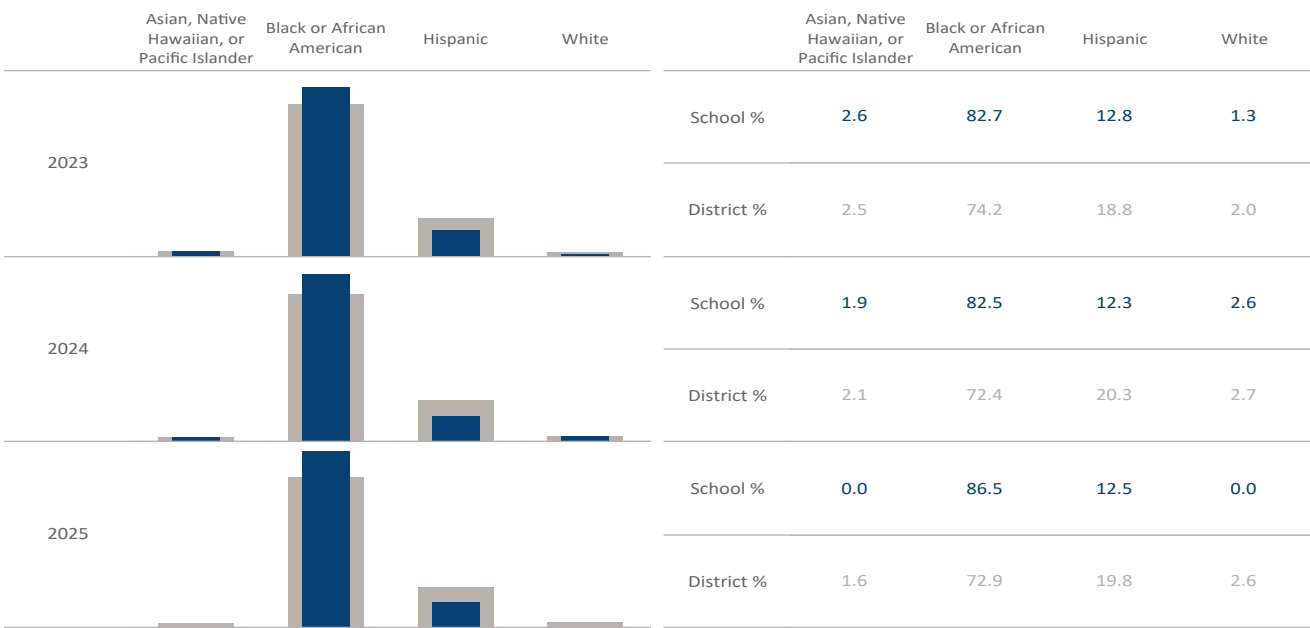
Achievement First Voyager Charter School

Brooklyn CSD 17

STUDENT DEMOGRAPHICS: SUB-POPULATIONS



STUDENT DEMOGRAPHICS: RACE/ETHNICITY



Data reported in these charts reflect BEDS day enrollment counts as reported by the NYSED.

FISCAL BENCHMARK SUMMARY



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

The education corporation operates pursuant to a long-range financial plan in which the education corporation creates realistic budgets that it monitors and adjusts when appropriate. The following elements are generally present:

INDICATORS	EVIDENT?
The education corporation has clear budgetary objectives and budget preparation procedures for each charter.	+
Education corporation board members, charter management, and staff members contribute to the budget process for each charter, as appropriate.	+
The education corporation frequently compares its long-range fiscal plan for each charter to actual progress and adjusts it to meet changing conditions.	+
The education corporation routinely analyzes budget variances for each charter; the education corporation board addresses material variances and makes necessary revisions.	+
Actual expenses are equal to, or less than, actual revenue with no material exceptions.	+

DOES THE EDUCATION CORPORATION MAINTAIN APPROPRIATE INTERNAL CONTROLS AND PROCEDURES?

The education corporation maintains appropriate internal controls and procedures, which are implemented by each charter. The following elements are generally present:

INDICATORS	EVIDENT?
The education corporation has a history of sound fiscal policies, procedures and practices, and appropriate internal controls at each charter.	+
The most recent education corporation audit report, which covers fiscal operations for each charter, was free of any significant deficiencies or material weaknesses in internal controls.	+

"+" : This indicator is generally present.

"-" : This indicator is generally not present.

"P" : The education corporation is progressing toward this indicator being present.

"N/A" : This indicator is not applicable.



The education corporation reviews and updates its Financial Policies and Procedures Manual (“FPPM”), which covers the charter, on a regular basis. The most recent review of the FPPM is found in the next column. The Institute recommends, as a best practice, that the FPPM be reviewed and updated on an annual basis.

JULY 2023

DOES THE EDUCATION CORPORATION COMPLY WITH FINANCIAL REPORTING REQUIREMENTS?

The education corporation complies with financial reporting requirements by providing the SUNY Trustees and NYSED with required financial reports that are on time, complete, and follow generally accepted accounting principles. The following reports, which include information about each charter, have been filed in a timely, accurate, and complete manner:

INDICATORS	EVIDENT?
Annual financial statement audit reports, including federal Single Audit report, if applicable.	+
Annual budgets.	+
Un-audited quarterly reports of income, expenses, and enrollment.	+
Bi-monthly enrollment reports to the sending districts and, if applicable, to NYSED including proper documentation regarding the level of special education services provided to students.	+
Grant expenditure reports.	N/A



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

The education corporation maintains adequate financial resources for each charter to ensure stable operations. Critical financial needs of the charter are not dependent on variable income (grants, donations, and fundraising). The following elements are generally present:

INDICATORS	EVIDENT?
The education corporation maintains sufficient cash on hand to pay current bills of each charter and those that are due shortly.	+
The education corporation maintains adequate liquid reserves to fund expenses, including those of each charter, in the event of income loss (generally 30 days).	+
The education corporation prepares and monitors cash flow projections for each charter.	+
If the education corporation includes philanthropy in its budget for each charter, it monitors progress toward its development goals on a periodic basis.	N/A
If necessary, the education corporation pursues district state aid intercepts with NYSED to ensure adequate per pupil funding for each charter.	N/A
The education corporation accumulates unrestricted net assets that are equal to or exceed two percent of each charter’s operating budget for the upcoming year.	+
The education corporation is in compliance with all loan covenants related to each charter.	+



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