

# I. SCHOOL INFORMATION AND COVER PAGE

Created Thursday, July 31, 2014

## Page 1

### 1. SCHOOL NAME

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

333200860906 ACHVMNT FIRST BUSHWICK CS

### 2. CHARTER AUTHORIZER

SUNY-Authorized Charter School

### 3. DISTRICT / CSD OF LOCATION

NYC CSD 32

### 4. SCHOOL INFORMATION

PRIMARY ADDRESS	PHONE NUMBER	FAX NUMBER	EMAIL ADDRESS
1300 Greene Avenue, Brooklyn, NY 11237	347-471-2550	718-228-9540	[REDACTED]

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

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

### 5. SCHOOL WEB ADDRESS (URL)

www.achievementfirst.org

### 6. DATE OF INITIAL CHARTER

2014-07-01 00:00:00

### 7. DATE FIRST OPENED FOR INSTRUCTION

2005-09-01 00:00:00

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

(as reported on BEDS Day)

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

Check all that apply

• K

• 1

• 2

• 3

• 4

• 5

• 6

• 7

• 8

• 9

• 10

• 11

## 10. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?

Yes/No	Name of CMO/EMO
Yes	Achievement First

10a. Please provide the name and contact information for each of the following individuals who are management level personnel associated with the CMO.

	Name	Work Phone	Alternate Phone	Email Address	Contact this individual also in emergencies
CEO (e.g., network superintendent)	Dacia Toll	[REDACTED]		[REDACTED]	No
CFO (e.g., network CFO)	Max Polaner	[REDACTED]		[REDACTED]	No
Compliance Contact	Tony Siddall	[REDACTED]		[REDACTED]	Yes
Complaint Contact	Tony Siddall	[REDACTED]		[REDACTED]	No

## 11. FACILITIES

Will the School maintain or operate multiple sites?

Yes, 3 sites

## 12. SCHOOL SITES

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

	Physical Address	Phone Number	District/CS D	Grades Served at Site	School at Full Capacity at Site	Facilities Agreement
Site 1 (same as primary site)	1300 Greene Street	347-471-2560	CSD 32	K-4	Yes	DOE space
Site 2	125 Covert Street, Brooklyn, NY 11237	347-471-2550	CSD 32	5-8	Yes	DOE space
Site 3	1485 Pacific Street	718-363-2260	CSD 17	9-12	No	Rent/Lease

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

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Mike Rosskamm	[REDACTED]		[REDACTED]
Operational Leader	Efrain Guerrero	[REDACTED]		[REDACTED]
Compliance Contact	Tony Siddall	[REDACTED]		[REDACTED]
Complaint Contact	tonysiddall@achievementfirst.org	[REDACTED]		[REDACTED]

12b. Please provide the contact information for Site 2.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Stacey Park	[REDACTED]		[REDACTED] g
Operational Leader	Janine Fraser	[REDACTED]		[REDACTED] rg
Compliance Contact	Tony Siddall	[REDACTED]		[REDACTED] g
Complaint Contact	Tony Siddall	[REDACTED]		[REDACTED] g

12c. Please provide the contact information for Site 3.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Claire Shin	[REDACTED]		[REDACTED]

Operational Leader	Rona Yang	[REDACTED]	[REDACTED]
Compliance Contact	Tony Siddall	[REDACTED]	[REDACTED] g
Complaint Contact	Tony Siddall	[REDACTED]	[REDACTED] g

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

Yes

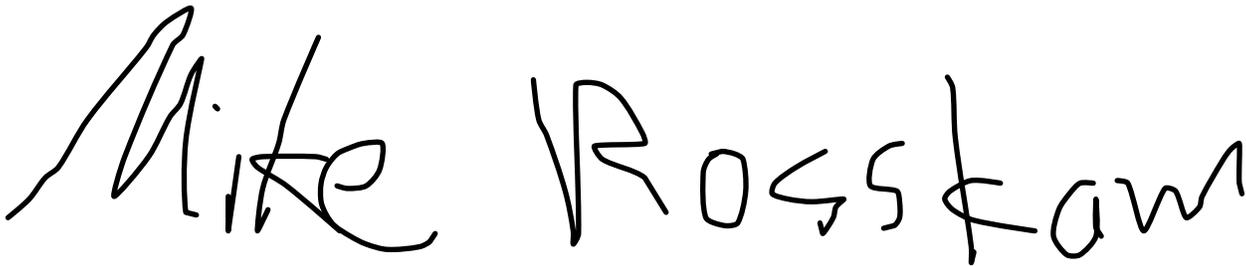
15. Summary of Charter Revisions

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

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

• Yes

Signature, Head of Charter School



Signature, President of the Board of Trustees



Thank you.

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

Created Thursday, July 31, 2014

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## Page 1

Charter School Name: 333200860906 ACHVMNT FIRST BUSHWICK CS

### 1. NEW YORK STATE REPORT CARD

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

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

<http://data.nysed.gov/profile.php?instid=800000059570>

**ACHIEVEMENT FIRST BUSHWICK  
CHARTER SCHOOL**

**2013-14 ACCOUNTABILITY PLAN  
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 15, 2014

By Tony Siddall, Senior Director, Growth Strategy

1300 Greene Avenue  
Brooklyn, NY 11237  
Tel: (718) 453-0425

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

Trustee's Name	Board Position
Dean Deborah Shanley	Chair
Christina Frey	Treasurer
Harris Ferrell	AF Representative
Adrienne Loiseau	AF Parent Representative
Iris Chen	Trustee
Jack Schnirman	Trustee

**Stacey Park has served as the school leader since 2006.**

## INTRODUCTION

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

Achievement First Bushwick Elementary School opened in 2006 and in 2013-14 served 435 students in grades K-4.

Achievement First Bushwick Middle School opened in fall 2007 and in 2013-14 served 374 students in grades 5-8.

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

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

### School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2010-11	86	86	91	84	79	94	89	83	52					744
2011-12	87	86	84	86	77	92	88	88	71	29				788
2012-13	93	89	86	86	78	90	96	89	78	43	30			858
2013-14	89	89	90	83	84	95	94	90	95	58	45	27		939

## ENGLISH LANGUAGE ARTS

### Goal 1: English Language Arts

All students at Achievement First Bushwick Charter School (AF Bushwick) will be proficient readers and writers of the English language.

### Background

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

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

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

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

### Goal 1: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State English language arts examination for grades 3-8.

### Method

The school administered the New York State Testing Program English language arts assessment to students in 3 through 8 grade in April 2014. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year's test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed

breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year.

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

Grade	Total Tested	Not Tested <sup>1</sup>			Total Enrolled
		IEP	ELL	Absent	
3	83				83
4	83				83
5	95			1	96
6	90			1	91
7	87				87
8	92			1	93
All	530				541

**Results**

The results from the 2013-14 ELA exam are summarized in the table below. Proficiency rates range from 24% to 47%.

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

Grades	All Students		Enrolled in at least their Second Year	
	Percent	Number Tested	Percent	Number Tested
3	47%	83	46%	82
4	35%	83	35%	83
5	28%	95	28%	76
6	24%	90	28%	75
7	33%	87	31%	80
8	42%	92	42%	92
All	35%	530	36%	488

**Evaluation**

AF Bushwick did not meet the 75% proficient target.

**Additional Evidence**

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

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

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

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2011-12		2012-13		2013-14	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	69%	84	41%	80	46%	82
4	74%	76	45%	77	35%	83
5	57%	67	17%	66	28%	76
6	68%	72	20%	75	28%	75
7	45%	77	29%	85	31%	80
8	47%	68	30%	73	42%	92
All	60%	442	31%	456	36%	488

### Goal 1: Absolute Measure

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

### Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in English language arts. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the 2013-14 English language arts AMO of 89. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.<sup>2</sup>

### Results

The PLI was 118, exceeding the AMO of 89.

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

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
530	16	48	27	8

$$\begin{array}{rclclclcl}
 \text{PI} & = & 48 & + & 27 & + & 8 & = & 83 \\
 & & & & 27 & + & 8 & = & 35 \\
 & & & & & & \text{PLI} & = & 118
 \end{array}$$

### Evaluation

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

AF Bushwick met this target.

**Goal 1: Comparative Measure**

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

**Method**

A school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.<sup>3</sup>

**Results**

The proficiency rates for AF Bushwick and Community School District 32 are summarized in the table below. AF Bushwick had a substantially higher proficiency rate than the local district at all levels.

**2013-14 State English Language Arts Exam  
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	46%	82	15%	1104
4	35%	83	18%	1161
5	28%	76	18%	1104
6	28%	75	17%	1206
7	31%	80	19%	1252
8	42%	92	21%	1229
All	36%	488	18%	7056

**Evaluation**

AF Bushwick achieved this goal.

**Additional Evidence**

AF Bushwick has consistently outperformed the local Community School District over the past three years at all grade levels.

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

**English Language Arts Performance of Charter School and Local District  
by Grade Level and School Year**

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2011-12		2012-13		2013-14	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	69%	39%	41%	16%	46%	15%
4	74%	41%	45%	14%	35%	18%
5	57%	45%	17%	15%	28%	18%
6	68%	36%	20%	16%	28%	17%
7	45%	32%	29%	18%	31%	19%
8	47%	31%	30%	17%	42%	21%
All	60%	37%	31%	<b>16%</b>	36%	<b>18%</b>

**Goal 1: Comparative Measure**

Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.<sup>4</sup>

**Method**

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school’s performance to demographically similar public schools state-wide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school’s actual performance to the predicted performance of public schools with a similar economically disadvantaged percentage. The difference between the schools’ actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3 or performing higher than expected to a small degree is the requirement for achieving this measure.

Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Comparative Performance Analysis available.

**Results**

The comparative performance analysis is summarized below. The Effect Size ranged from -0.13 to 2.26, and in aggregate was 1.04, or “Higher than Expected to a Large Degree.”

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

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

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3		86	40.7	20.1	20.6	1.65
4		78	46.2	18.7	27.5	2.26
5		87	17.2	18.8	- 1.6	-0.13
6		92	17.4	14.3	3.1	0.31
7		89	31.5	16.4	15.1	1.21
8		75	29.3	15.9	13.4	1.12
All		<b>85%</b>	507	30.0	17.3	12.6

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

**Evaluation**

AF Bushwick achieved this goal.

**Additional Evidence**

AF Bushwick has achieved this goal for each of the previous three years.

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

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2010-11	3-8	67%	488	47.0%	40.6%	0.40
2011-12	3-8	69%	442	58.8%	42.1%	1.06
2012-13	3-8	86%	507	30.0%	17.3%	1.04

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

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.

**Method**

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2013-14 and also

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

have a state exam score from 2012-13 including students who were retained in the same grade. Students with the same 2012-13 score are ranked by their 2013-14 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

**Results**

The Mean Growth Percentiles for AF Bushwick are summarized in the table below.

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

Grade	Mean Growth Percentile	
	School	Statewide Median
3	N/A	50.0
4	52	50.0
5	38	50.0
6	59	50.0
7	64	50.0
8	60	50.0
All	55	50.0

**Evaluation**

AF Bushwick achieved this target.

**Goal 1: Absolute Measure (High School)**

Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career ready standard (currently scoring 75 on the New York State Regents English exam) by the completion of their fourth year in the cohort

**Method**

The school administered the New York State Regents Comprehensive English exam that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department defines the following pass levels: scoring 65 to meet the graduation requirement for a Regents diploma / 75 to meet the college and career readiness standard.<sup>6</sup> This measure examines

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<sup>6</sup> The statewide adaptation of new State Standards includes incorporating college and career readiness performance standards for the English language arts exam. The state has benchmarked student ELA test performance to the likely need for remedial course work when students enter college by comparing student 3-8 test results and Regents results to their post-secondary experience at SUNY and CUNY. Besides raising the cut scores for proficiency in the 3-8 testing program, the state has begun to set college and career readiness standards for passing Regents.

the percent of the Accountability Cohort that passed the exam by the completion of their fourth year in the cohort. Students have until the summer of their fourth year to do so.

**Results**

AF Bushwick does not yet have students in the fourth year of their Accountability Cohort.

**Additional Evidence**

Passage rates for each AF Bushwick cohort are summarized below. The 2011 and 2012 cohorts have already met the 65% target.

**English Regents Passing Rate with a score of 75 by Cohort and Year**

Cohort Designation	2011-12		2012-13		2013-14	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2011			29	66%	29	79%
2012			43	N/A	43	65%
2013					58	N/A

*\*Percent passing = number of students who passed / total number in cohort*

**Goal 1: Absolute Measure (High School)**

Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8<sup>th</sup> grade English language arts exam will meet the college and career ready standard (currently scoring 75 on the New York State Regents English exam) by the completion of their fourth year in the cohort.

**Method**

The school demonstrates the effectiveness of its English language arts program by enabling students who were not meeting proficiency standards in the eighth grade to meet the English requirement for the college and career readiness standard.

**Results**

AF Bushwick does not yet have students in the 4<sup>th</sup> year of their

**Goal 1: Absolute Measure (High School)**

Each year, the Accountability Performance Level (APL) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.

## Method

In receiving a waiver for its federal No Child Left Behind accountability system, the New York State Education Department now holds high schools accountable for making annual yearly progress towards meeting college and career readiness standards. See page 72 of SED's ESEA waiver application for the high school AMOs:

[http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver\\_REVISED.pdf](http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver_REVISED.pdf)

The AMO continues to be SED's basis for determining if schools are making satisfactory progress toward the annual goal. To achieve this measure, all tested students in the Accountability Cohort must have an Accountability Performance Level (APL) that equals or exceeds the 2013-14 English language arts AMO of 166.

The APL is calculated by adding the sum of the percent of students in the Accountability Cohort at Levels 2 through 4 to the sum of the percent of students at Level 3 and 4. Thus, the highest possible APL is 200. The Regents exams are scored on a scale from 0 to 100; 0 to 64 is Level 1, 65 to 74 is Level 2, 75 to 89 is Level 3, and 90 to 100 is Level 4.

## Results

AF Bushwick does not yet have students in the fourth year of their Accountability Cohort.

### Goal 1: Comparative Measure (High School)

Each year, students in the high school *Total Cohort* will exceed the predicted pass rate on the English language arts Regents exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all high schools in New York State.

## Method

The Charter Schools Institute conducts a Comparative Performance Analysis, as it has for 3-8 schools. The Institute examines the school's performance in terms of demographically similar high schools state-wide by using a regression analysis to control for the percentage of economically disadvantaged students among all high schools in New York State. The Institute compares the School's actual performance to the predicted performance of high schools with a similar economically disadvantaged percentage. The difference between the schools' actual and predicted performance, relative to other high schools with similar economically disadvantaged statistics produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a small degree, is the target for achieving this measure.

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2013-14 analysis is not yet available.

## Results

*Leave Blank*

**Goal 1: Comparative Measure (High School)**

Each year, the Accountability Performance Level (APL) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the local school district.

**Method**

The school compares the performance of students in their fourth year in the charter school Accountability Cohort to that of the respective cohort of students in the local school district. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.<sup>7</sup>

**Results**

AF Bushwick does not yet have students in the fourth year of their Accountability Cohort.

**Goal 1: Growth Measure (High School)**

Each year, under the state’s high school Growth Model (under development) the relative growth of selected students will exceed the state’s median growth.

**Method**

This measure examines the change in performance of the same group of students during the course of their high school careers and the progress they are making in comparison to other students with the similar scores in the eighth grade. The analysis only includes students from whom the eighth grade scores are available. In following the existing 3-8 Growth Model, students with the same scores are ranked and assigned a percentile based on their relative growth in performance (mean growth percentile). Students’ growth percentiles are aggregated school-wide to yield a school’s mean growth percentile. In order for a school to perform above the statewide median, it will have a mean growth percentile greater than 50.

*The State Education Department has not yet developed the high school Growth Model.*

**Summary of K-8 English Language Arts Goals**

AF Bushwick achieved all of its Accountability Plan goals in ELA with the exception of the absolute target of 75% proficiency.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Did Not Achieve

<sup>7</sup> The New York State Report Card provides the district results for students scoring at or above 65. The New York State Accountability Report provides the district results for students scoring at or above 75.

Absolute	Each year, the school’s aggregate Performance Level Index (PLI) on the state English language arts exam will meet that year’s Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2012-13 school district results.)	Achieved
Growth	Each year, under the state’s Growth Model the school’s mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state’s unadjusted median growth percentile.	Achieved

**Summary of the High School English Language Arts Goal <sup>8</sup>**

Because AF Bushwick did not have 12<sup>th</sup> graders in 2013-14, it is not yet possible to evaluate most of the high school ELA goals. However, current passing rates indicate that we are on track to meet the targets.

Type	Measure (Accountability Plan from 2012-13 or later)	Outcome
Absolute	(§) Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career ready standard (currently scoring 75 on the New York State Regents English exam) by the completion of their fourth year in the cohort.	TBD
Absolute	(§) Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will meet the college and career ready standard (currently scoring 75 on the New York State Regents English exam) by the completion of their fourth year in the cohort.	TBD
Absolute	Each year, the Accountability Performance Level (APL) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.	TBD
Comparative	(§) Each year, students in the high school Total Cohort will exceed the predicted pass rate on the Regents English exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all high schools in New York State.	N/A
Comparative	(§) Each year, the Accountability Performance Level (APL) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the local school district. (Using 2012-13 school district results.)	TBD
Growth	(§) Each year, under the state’s high school Growth Model (under development) the relative growth of selected students will exceed the state’s median growth.	N/A

<sup>8</sup> If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

## Action Plan

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

1. Top quality oral and written responses – ensuring that teachers push and support scholars to produce work that is 100% correct and requires complex thinking.
2. Increased focus on text-dependent questions – supporting scholars to do close reading, annotate text, and use evidence in responses.
3. Additional time for vocabulary instruction – ensuring that instructional time is dedicated daily to building academic vocabulary.

The Achievement First network support team has created extensive guiding materials in each of these areas. In addition to curriculum, these materials include skill specific “Fundamentals of Instruction,” which provide a theoretical and practical background for best instructional practices. The curriculum resources are developed and continually improved by exceptional teachers throughout the network called “curriculum fellows,” and are refined by network-level staff in collaboration with national content area experts. These resources will be used by coaches within the context of the regular coaching process to develop teacher skill in each of these areas. In addition, the network *doubled* the amount of summer training for all teachers and leaders in preparation for the 2014-15 school year.

## MATHEMATICS

### Goal 2: Mathematic

Students will demonstrate competency in the understanding and application of mathematical computation and problem solving.

### Background

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

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

### Tenets of Achievement First’s Mathematics Program:

1. Conceptual Understanding: comprehension of mathematical concepts, operations, and relations

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

## **Goal 2: Absolute Measure**

Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State mathematics examination for grades 3-8.

### **Method**

The school administered the New York State Testing Program mathematics assessment to students in 3 through 8 grade in April 2014. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year's test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year.

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

Grade	Total Tested	Not Tested <sup>9</sup>			Total Enrolled
		IEP	ELL	Absent	
3	83				83
4	83				83
5	95			1	96
6	90			1	91
7	87				87
8	92			1	93
All	530			3	533

**Results**

Proficiency rates for AF Bushwick are summarized in the table below. They range from 52% to 71%.

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

Grades	All Students		Enrolled in at least their Second Year	
	Percent	Number Tested	Percent	Number Tested
3	70%	83	70%	82
4	71%	83	71%	83
5	68%	95	70%	76
6	52%	89	51%	74
7	56%	87	59%	80
8	71%	92	71%	92
All	65%	529	66%	487

**Evaluation**

AF Bushwick did not achieve this goal.

**Additional Evidence**

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

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<sup>9</sup> Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

## Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2011-12		2012-13		2013-14	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	86%	84	58%	80	70%	82
4	84%	76	58%	77	71%	83
5	92%	67	53%	66	70%	76
6	100%	72	56%	75	51%	74
7	94%	77	48%	85	59%	80
8	100%	68	80%	74	71%	92
All	93%	442	59%	457	66%	487

### Goal 2: Absolute Measure

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

### Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in mathematics. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the 2013-14 mathematics AMO of 86. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.<sup>10</sup>

### Results

The PLI is 156, significantly exceeding the AMO target of 86.

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

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	8	28	37	27

$$\begin{array}{rclclcl}
 \text{PI} & = & 28 & + & 37 & + & 27 & = & 92 \\
 & & & & 37 & + & 27 & = & \underline{64} \\
 & & & & & & \text{PLI} & = & 156
 \end{array}$$

<sup>10</sup> In contrast to NYSED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

## Evaluation

AF Bushwick met this target.

### Goal 2: Comparative Measure

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

## Method

A school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.<sup>11</sup>

## Results

Proficiency rates are summarized in the table below. AF Bushwick had a significantly higher proficiency rate at every grade as compared to the community school district.

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

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	70%	82	25%	1117
4	71%	83	21%	1174
5	70%	76	26%	1133
6	51%	74	23%	1216
7	59%	80	15%	1269
8	71%	92	10%	1007
All	66%	487	<b>20%</b>	6916

## Evaluation

AF Bushwick achieved this goal.

## Additional Evidence

AF Bushwick has consistently and dramatically outperformed the local community school district in terms of proficiency rate over the past three years, at all grade levels.

<sup>11</sup> Schools can acquire these data when the New York State Education Department releases its Access database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

**Mathematics Performance of Charter School and Local District  
by Grade Level and School Year**

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2011-12		2012-13		2013-14	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	86%	44%	58%	16%	70%	25%
4	84%	56%	58%	20%	71%	21%
5	92%	55%	53%	15%	70%	26%
6	100%	52%	56%	14%	51%	23%
7	94%	44%	48%	12%	59%	15%
8	100%	42%	80%	15%	71%	10%
All	93%	49%	<b>59%</b>	<b>15%</b>	66%	<b>20%</b>

**Goal 2: Comparative Measure**

Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.<sup>12</sup>

**Method**

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school’s performance to demographically similar public schools state-wide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school’s actual performance to the predicted performance of public schools with a similar economically disadvantaged percentage. The difference between the schools’ actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3 or performing higher than expected to a small degree is the requirement for achieving this measure.

Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Comparative Performance Analysis available.

**Results**

AF Bushwick’s performance was “Higher than Expected to a Large Degree” at all grade levels.

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

<sup>12</sup> The Institute will continue using *economically disadvantaged* instead of *eligibility for free lunch* as the demographic variable in 2013-14. Schools should report previous year’s results using reported free-lunch statistics.

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3		86	58.2	23.6	34.6	2.06
4		78	57.7	24.4	33.3	1.97
5		87	46.0	19.1	26.9	1.78
6		92	53.3	17.3	36.0	2.29
7		89	48.3	13.8	34.5	2.28
8		76	80.3	14.0	66.3	3.91
All	<b>86%</b>	<b>508</b>	<b>56.7</b>	<b>18.7</b>	<b>38.0</b>	<b>2.36</b>

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

### Evaluation

AF Bushwick achieved this goal.

### Additional Evidence

AF Bushwick has performed higher than expected to a large degree in each of the past three years.

### Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2010-11	3-8	67%	469	82.5%	52.1%	1.49
2011-12	3-8	69%	442	92.6%	53.5%	1.90
2012-13	3-8	86%	508	56.7%	18.7%	2.36

### Goal 2: Growth Measure<sup>13</sup>

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.

### Method

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2013-14 and also

<sup>13</sup> See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

have a state exam score in 2012-13 including students who were retained in the same grade. Students with the same 2012-13 scores are ranked by their 2013-14 scores and assigned a percentile based on their relative growth in performance (mean growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

AF Bushwick's Mean Growth Percentile exceeded the statewide median at each grade level.

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

Grade	Mean Growth Percentile	
	School	Statewide Average
3	N/A	50.0
4	52	50.0
5	67	50.0
6	55	50.0
7	57	50.0
8	64	50.0
All	59	50.0

#### **Evaluation**

AF Bushwick achieved this target.

#### **MATHEMATICS**

##### **Goal 2: Absolute Measure (High School)**

Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career ready standard (currently scoring 80 on a New York State Regents math exam) by the completion of their fourth year in the cohort.

#### **Method**

The school administered the New York State Regents Geometry, Integrated Algebra and Algebra 2 exams. The school scores Regents on a scale from 0 to 100. The State Education Department defines the following pass levels: scoring 80 to meet the college and career readiness standard.<sup>14</sup> This measure requires students in each Accountability Cohort to achieve the requisite score on any one of the Regents mathematics exams by their fourth year in the cohort. Students may have taken

<sup>14</sup> The statewide adaptation of the revised State Standards includes incorporating college and career readiness performance standards for the English language arts exam. The state has benchmarked student mathematics test performance to the likely need for remedial course work when students enter college by comparing student 3-8 test results and Regents results to their post-secondary experience at SUNY and CUNY. Besides raising the cut scores for proficiency in the 3-8 testing program, the state has begun to set college and career readiness standards for passing Regents.

a particular Regents mathematics exam multiple times or have taken multiple mathematics exams. Students have until the summer of their fourth year to pass a mathematics exam.

**Results**

AF Bushwick did not yet have students in the fourth year of their graduation cohort

**Additional Evidence**

Progress towards this goal is summarized below. So far, the 2011 cohort has achieved the goal. The 2012 cohort has not yet achieved the goal.

**Mathematics Regents Passing Rate with a score of 80 by Cohort and Year**

Cohort Designation	2011-12		2012-13		2013-14	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2010						
2011			29	66%	29	66%
2012			43	37%	43	37%
2013					58	60%

**Goal 2: Absolute Measure (High School)**

Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8<sup>th</sup> grade math exam will meet the college and career ready standard (currently scoring 80 on a New York State Regents math exam) by the completion of their fourth year in the cohort.

**Method**

The school demonstrates the effectiveness of its mathematics program by enabling students who were not meeting proficiency standards in the eighth grade to meet the mathematics requirement for the college and career readiness standard.

**Results**

AF Bushwick does not yet have students in the fourth year of their Accountability Cohort.

**Goal 2: Absolute Measure (High School)**

Each year, the Accountability Performance Level (APL) on a Regents mathematics exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.

## Method

In receiving a waiver for its federal No Child Left Behind accountability system, the State Education Department now law holds high schools accountable for making annual yearly progress towards meeting college and career readiness standards. See page 72 of SED's ESEA waiver application for the high school AMOs:

[http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver\\_REVISED.pdf](http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver_REVISED.pdf)

The AMO continues to be SED's basis for determining if schools are making satisfactory progress toward the annual goal. To achieve this measure, all tested students in the Accountability Cohort must have an Accountability Performance Level (APL) that equals or exceeds 2013-14 mathematics AMO of **148**.

The APL is calculated by adding the sum of the percent of students in the Accountability Cohort at Levels 2 through 4 to the sum of the percent of students at Level 3 and 4. Thus, the highest possible APL is 200. The Regents exams are scored on a scale from 0 to 100; 0 to 64 is Level 1, 65 to 79 is Level 2, 80 to 89 is Level 3, and 90 to 100 is Level 4.

## Results

The first AF Bushwick Accountability Cohort is from 2011.

### Goal 2: Comparative Measure (High School)

(§) Each year, students in the high school *Total Cohort* will exceed the predicted pass rate on a Regents mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all high schools in New York State.

## Method

The Charter Schools Institute conducts a Comparative Performance Analysis, as it has for 3-8 schools. The Institute examines the school's performance in terms of demographically similar high schools state-wide by using a regression analysis to control for the percentage of economically disadvantaged students among all high schools in New York State. The Institute compares the school's actual performance to the predicted performance of high schools with a similar economically disadvantaged percentage. The difference between the schools' actual and predicted performance, relative to other high schools with similar economically disadvantaged statistics produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a small degree, is the target for achieving this measure.

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2013-14 analysis is not yet available.

## Results

*Leave Blank*

### **Goal 2: Comparative Measure (High School)**

Each year, the Accountability Performance Level (APL) in mathematics of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the local school district.

#### **Method**

The school compares the performance of students in their fourth year in the charter school Accountability Cohort to that of the respective cohort of students in the local school district. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.<sup>15</sup>

#### **Results**

AF Bushwick did not yet have students in the fourth year of their Accountability Cohort during 2013-14.

### **Goal 2: Growth Measure (High School)**

**(S)** Each year, under the state's high school Growth Model (under development) the relative growth of selected students will exceed the state's median growth.

#### **Method**

This measure examines the change in performance of the same group of students during the course of their high school careers and the progress they are making in comparison to other students with the similar scores in the eighth grade. The analysis only includes students from whom the eighth grade scores are available. In following the existing 3-8 Growth Model, students with the same scores are ranked and assigned a percentile based on their relative growth in performance (mean growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the statewide median, it will have a mean growth percentile greater than 50.

*The State Education Department has not yet developed the high school Growth Model.*

### **Summary of the K-8 Mathematics Goals**

AF Bushwick achieved all of its accountability plan targets in mathematics, with the exception of the 75% proficient target.

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<sup>15</sup> The New York State Report Card provides the district results for students scoring at or above 65. The New York State Accountability Report provides the district results for students scoring at or above 75.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.	Not Achieved
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state mathematics exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2012-13 school district results.)	Achieved
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	Achieved

### **Summary of the High School Mathematics Goal** <sup>16</sup>

Because AF Bushwick did not have 12<sup>th</sup> graders in 2013-14, it is not yet possible to evaluate most of the high school math goals. However, current passing rates indicate that we are on track to meet the targets.

Type	Measure (Accountability Plan from 2012-13 or later)	Outcome
Absolute	(§) Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career ready standard (currently scoring 80 on a New York State Regents mathematics exam) by the completion of their fourth year in the cohort.	TBD
Absolute	(§) Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will meet the college and career ready standard (currently scoring 80 on a New York State Regents mathematics exam) by the completion of their fourth year in the cohort.	TBD
Absolute	Each year, the Accountability Performance Level (APL) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	TBD
Comparative	(§) Each year, students in the high school Total Cohort will exceed the predicted pass rate on a New York State Regents mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all high schools in New York State.	N/A
Comparative	(§) Each year, the Accountability Performance Level (APL) on a New York	TBD

<sup>16</sup> If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

	State Regents mathematics exam of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the local school district. (Using 2012-13 school district results.)	
Growth	(§) Each year, under the state’s high school Growth Model (under development) the relative growth of selected students will exceed the state’s median growth.	N/A

**Action Plan**

AF Bushwick will continue the core improvement strategies established over the last two years. We will continue upgrading the curricular resources available to teachers via the curriculum fellows model described under the ELA section of this Progress Report. Additionally, AF Bushwick teachers participated in increased math-specific professional development during summer training, and will continue to receive weekly coaching. Additionally, math interventions for struggling students in grades K-4 will be more systematic, and will be triggered by the NWEA Math for Primary Grades assessment to ensure that every struggling student receives tailored extra support, and interventions will be triggered at middle and high school levels by Achievement First interim assessments.

**SCIENCE**

**Goal 3: Science**  
 Students will demonstrate proficiency in the understanding and application of scientific principles.

**Background**

Our program is designed to ensure that students develop the skills and understandings necessary to be prepared for introductory college level science courses and ultimately the careers of their choice, including (but not limited to) careers in science, engineering, and technology. Our program goes beyond the floor set by current external assessments to ensure that all performance expectations set forth in the Next Generation Science Standards are met. The rigor of content, concepts, and practices gradually increases in complexity from grade band to grade band, to ensure that our scholars have the knowledge and skills to choose careers in STEM.

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

The Next Generation Science Standards call for us to teach the practices or methods of science and engineering within our content and to focus on the many methods and practices of science and engineering rather than a single method. In order to support meaningful learning in science and engineering, our science program integrates core ideas of the discipline, science and engineering practices, crosscutting concepts, and Common Core literacy and mathematics. In grades K-8, the

program is based on integrated science scope and sequences produced by Achievement First, which draw on a variety of resources from educational publishers, external content experts, and internally designed materials.

**Goal 3: Absolute Measure**

Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State science examination.

**Method**

The school administered the New York State Testing Program science assessment to students in 4<sup>th</sup> and 8<sup>th</sup> grade in spring 2014. The school converted each student’s raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at proficiency.

**Results**

The results are summarized in the table below.

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

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All Charter School Students	
	Percent	Number Tested	Percent	Number Tested
4	98%	83	98%	83
8	62%	92	62%	92

**Evaluation**

AF Bushwick met the target in grade 4, but fell short in grade 8. In aggregate, this goal was achieved.

**Additional Evidence**

AF Bushwick has consistently achieved this goal at the 4<sup>th</sup> grade level, and has shown consistent year-over-year growth at the 8<sup>th</sup> grade level. This goal was achieved in aggregate in each of the last three years.

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

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2011-12		2012-13		2013-14	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
4	92%	77	99%	76	98%	83
8	27%	69	56%	75	62%	92
All	87%	146	77%	151	79%	175

**Goal 3: Comparative Measure**

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

**Method**

The school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year and the results for the respective grades in the local school district.

**Results**

The results are summarized below.

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

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
4	98%	83	TBD	TBD
8	62%	92	TBD	TBD

**Evaluation**

This goal cannot be evaluated at this time, as CSD science results are available.

**Additional Evidence**

AF Bushwick has consistently outperformed the local district in aggregate. After falling below the district in 8<sup>th</sup> grade in 2011-12, performance on this exam in 2012-13 exceeded that of the district.

**Science Performance of Charter School and Local District  
by Grade Level and School Year**

Grade	Percent of Charter School Students at Proficiency and Enrolled in At Least their Second Year Compared to Local District Students					
	2011-12		2012-13		2013-14	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
4	92%	83%	99%	83%	98%	TBD
8	27%	47%	56%	50%	62%	TBD
All	87%	65%	77%	66%	79%	TBD

**Summary of the Science Goal**

AF Bushwick achieved this goal.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	Achieved
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the local school district.	TBD

**Action Plan**

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

**SCIENCE**

**Goal 3: Absolute Measure (High School)**

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents science exam by the completion of their fourth year in the cohort.

**Method**

New York State administers multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry and Physics. The school administered Living Environment, Chemistry and Physics. It scores Regents on a scale from 0 to 100; students must score at least 65 to pass. This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort. Students may have taken a particular Regents science exam multiple times or have taken multiple science exams. Students have until the summer of their fourth year to pass a science exam.

## Results

AF Bushwick did not have students in the fourth year of their Accountability Cohort in 2013-14.

## Additional Evidence

The 2011 cohort has met the target already. The 2012 and 2013 cohorts have not yet met the target.

**Science Regents Passing Rate with a score of 65 by Cohort and Year**

Cohort Designation	2011-12		2012-13		2013-14	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2010						
2011			29	72%	29	86%
2012			43	44%	43	63%
2013					58	55%

### Goal 3: Comparative Measure (High School)

Each year, the percent to students in the high school Total Cohort passing a Regents science exam with a score of 65 or above will exceed that of the high school Total Cohort from the local school district.

## Method

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the local school district. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available district results.

## Results

AF Bushwick did not have students in the fourth year of their Accountability Cohort in 2013-14.

## SOCIAL STUDIES

### Goal 4: Social Studies

AF Bushwick students will develop the historical knowledge and skills necessary to be successful in college and to prepare them to be leaders in their communities.

### Goal 4: Absolute Measure (High School)

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents U.S. History exam by the completion of their fourth year in the cohort.

## Method

New York State administers two high school social studies assessments: U.S. History and Global History. In order to graduate, students must pass both of these Regents exams with a score of 65 or higher. This measure requires students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort. Students may have taken the exams multiple times and have until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

## Results

AF Bushwick did not have students in the fourth year of their Accountability Cohort in 2013-14.

## Additional Evidence

The 2011 cohort has met this target.

**U.S. History Regents Passing Rate with a score of 65 by Cohort and Year**

Cohort Designation	2011-12		2012-13		2013-14	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2010						
2011			N/A	N/A	29	83%
2012			N/A	N/A	N/A	N/A
2013					N/A	N/A

### **Goal 4: Comparative Measure (High School)**

Each year, the percent to students in the high school Total Cohort passing the Regents U.S. History exam with a score of 65 or above will exceed that of the high school Total Cohort from the local school district.

## Method

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the local school district. Given that students may take Regents exam up through the summer of their fourth year, school presents the most recently available district results.

## Results

AF Bushwick did not have students in the fourth year of their Accountability Cohort in 2013-14.

**Goal 4: Absolute Measure (High School)**

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents Global History exam by the completion of their fourth year in the cohort.

**Method**

This measure requires students in each Accountability Cohort to pass the Global History exam by the completion of their fourth year in the cohort. Students may have taken the exam multiple times, and had until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

**Results**

AF Bushwick did not have students in the fourth year of their Accountability Cohort in 2013-14.

**Additional Evidence**

The 2011 cohort has already met this target, and the 2012 cohort is on track to meet the target.

**Global History Regents Passing Rate with a score of 65 by Cohort and Year**

Cohort Designation	2011-12		2012-13		2013-14	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2010						
2011			29	93%	29	97%
2012			43	N/A	43	67%
2013					58	N/A

**Goal 4: Comparative Measure (High School)**

Each year, the percent of students in the high school Total Cohort passing the Regents Global History exam with a score of 65 or above will exceed that of the high school Total Cohort from the local school district.

**Method**

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the local school district. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available district results.

**Results**

AF Bushwick did not have students in the fourth year of their Accountability Cohort in 2013-14.

## NCLB

### Goal 4: NCLB

The school will make Adequate Yearly Progress.

### Goal 4: Absolute Measure

Under the state's NCLB accountability system, the school's Accountability Status is in good standing: the state has not identified the school as a Focus School nor determined that it has met the criteria to be identified as a local-assistance-plan school.

### Method

Since *all* students are expected to meet the state's learning standards, the federal No Child Left Behind legislation stipulates that various sub-populations and demographic categories of students among all tested students must meet state proficiency standards. New York, like all states, established a system for making these determinations for its public schools. Each year the state issues School Report Cards. The report cards indicate each school's status under the state's No Child Left Behind (NCLB) accountability system.

### Results

AF Bushwick is in Good Standing.

### Evaluation

AF Bushwick achieved this goal.

### Additional Evidence

AF Bushwick has been in Good Standing for the duration of its charter.

**NCLB Status by Year**

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

## HIGH SCHOOL GRADUATION

### GOAL 6: HIGH SCHOOL GRADUATION

#### Goal 6: Absolute Measure

Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.

#### Method

This measure serves as a leading indicator of the performance of high school cohorts and examines their progress toward graduation based on annual credit accumulation. The measure requires that, based on the school's promotion requirements, the school will promote 75 percent of its students in each cohort to the next grade by the end of August OR that 75 percent of the first and second year high school Total Graduation Cohorts will earn the requisite number of credits.

Graduation requirements for AF Bushwick High School are as follows:

Course	# of Credits - NY
Literature (9 – 12)	4
Writing (9 – 12)	4
Mathematics (to at least Pre-Calculus)	4
Science (to include Biology, Chemistry, Physics)	4
History (to include US and Global; Econ/Gov't in NY)	4
College Readiness Seminar	1
College Readiness - Health	.5
College Readiness - SAT Prep	1
Foreign Language	1
Electives (not including Art/PE/Composition/CRS)	4
Art/Music	1
P.E.	2

Non-Course Requirements	NY
Completion of approved summer program	3 credits
Admission to a 4-year college/university	Yes
ELA Regents	Score of 75
Algebra Regents	Score of 75
One additional Math Regents	Score of 65
One additional Science Regents	Score of 65
US History Regents	Score of 65
Global History Regents	Score of 65
Required Community Service hours	Yes

## Results

The results are summarized in the table below.

### Percent of Students in First and Second Year Cohorts Earning the Required Number of Credits in 2013-14

Cohort Designation	Number in Cohort	Percent promoted
2012	43	93%
2013	58	98%

## Evaluation

AF Bushwick met the target, with more than 75% of scholars earning promotion in each of the first and second year cohorts.

### Goal 6: Absolute Measure

Each year, 75 percent of students in the second year high school Total Graduation Cohort will score 65 on at least three different New York State Regents exams required for graduation.

## Method

This measure serves as a leading indicator of the performance of high school cohorts and examines their progress towards graduation based on Regents exam passage. The measure requires that 75 percent of students in each cohort have passed at least three Regents exams by their second year in the cohort. In August of 2014, the 2012 cohort will have completed its second year.

## Results

The results are summarized below.

### Percent of Students in their Second Year Passing Three Regents Exams by Cohort

Cohort Designation	Number in Cohort	Percent Passing Three Regents
2011	29	90%
2012	43	79%

## Evaluation

AF Bushwick achieved this goal.

### Goal 6: Absolute Measure

Each year, 75 percent of students in the fourth year high school Total Graduation Cohort and 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.

## Method

This measure examines students in two high school Graduation Cohorts: those who entered the 9<sup>th</sup> grade as members of the 2010 cohort and graduated four years later and those who entered as members of the 2009 cohort and graduated five years later. At a minimum, these students have passed five Regents exams in English language arts, mathematics, science, U.S. History and Global History. Students have through the summer at the end of their fourth year to complete graduation requirements.

The school's graduation requirements appear above under the graduation goal's first measure pertaining to annual grade-by-grade promotion or credit accumulation.

## Results

AF Bushwick did not yet have students in the fourth year of their graduation cohort in 2013-14.

### Goal 6: Comparative Measure

Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the local school district.

## Method

The school compares the graduation rate of students completing their fourth year in the charter school's Total Graduation Cohort to that of the respective cohort of students in the local school district<sup>17</sup>. Given that students may take Regents exams through the summer of their fourth year, district results for the current year are generally not available at this time.

## Results

AF Bushwick did not yet have students in the fourth year of their graduation cohort in 2013-14.

### Summary of the High School Graduation Goal

AF Bushwick has achieved the first two goals, and the remaining goals cannot yet be measured.

Type	Measure	Outcome
Absolute	(§) Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.	Achieved
Absolute	Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the	Achieved

<sup>17</sup> Schools can retrieve district level graduation rates from the SED's Information and Reporting Services office. News releases and an Excel workbook containing these data are available from the [IRS Data Release webpage](#).

	completion of their second year in the cohort.	
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort and 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	TBD
Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the local school district.	TBD

**Action Plan**

AF Bushwick high school will continue to provide a rigorous academic program, reinforce its strong school culture, and explicitly support students to build the “habits of success” necessary to succeed in college and beyond. These core components of the high school program are specifically designed to help AF Bushwick students graduate high school ready for success in college and beyond.

## COLLEGE PREPARATION

### GOAL 7: COLLEGE PREPARATION

AF Bushwick students will be prepared to excel during college and earn graduation

#### Goal 7: Comparative Measure

Each year, the average performance of students in the 10<sup>th</sup> grade will exceed the state average on the PSAT test in Critical Reading and Mathematics.

#### Method

This measure tracks student performance one of the most commonly used early high school college prep assessment. Students receive a scale score in critical reading, writing and mathematics. Scale scores range from 200 to 800 on each subsection with 1600 as the highest possible score. As students may choose to take the test multiple times, the school reports only on a student's highest score on each subsection. Compare school averages to the New York State average for all 10<sup>th</sup> grade (sophomore) test takers in the given year.

#### Results

The results are summarized below.

#### 10<sup>th</sup> Grade PSAT Performance by School Year

School Year	Number of Students in the 10 <sup>th</sup> Grade	Number of Students Tested	Critical Reading		Mathematics	
			School	New York State	School	New York State
2011-12	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	29	26	38.6	45.4	41.4	46.5
2013-14	43	42	36.9	41.1	42.5	42.8

#### Evaluation

AF Bushwick did not meet this target.

#### Goal 7: Comparative Measure

Each year, the average performance of students in the 12<sup>th</sup> grade will exceed the state average on the SAT or ACT tests in reading and mathematics.

## Method

This measure tracks student performance on one of the most commonly used high school college prep assessments.

The SAT is a national college admissions examination. Students receive a scale score in reading, writing and mathematics. Scale scores range from 200 to 800 on each subsection with 2400 as the highest possible score. As students may choose to take the test multiple times during the year, the school only reports a student's highest score. The school compares its averages the New York State average for all 12<sup>th</sup> grade (senior) test takers in the given year.

## Results

AF Bushwick did not have a 12<sup>th</sup> grade in 2013-14.

### Goal 7: School Created College Preparation Measure

The percent of graduating students that meets the state's aspirational performance measure (APM), currently defined as the percentage of students in a cohort who graduate with a score of 80 or better on a math Regents exam AND 75 or better on the English Regents exam, will exceed the statewide average.

## Method

Recognizing that remediation rates in New York's colleges are far too high, the Board of Regents has reviewed data showing the gap between high school expectations and college attainment. They reviewed data comparing the graduation rate for the 2005 cohort with the "college and career ready" graduation rate – defined as the percentage of students in the cohort who graduated with a score 80 or better on a math Regents exam and 75 or better on the English Regents exam. The Regents view these data as an important indicator of future student success. Students who graduate high school – but do so with a score below 80 on a math Regents exam and below 75 on the English exam – are likely to require remediation in college.

## Results

AF Bushwick has not yet had a high school graduating class.

(§) The percent of graduating students who graduate with a Regents diploma with Advanced Designation will exceed the local district.

## Method

In establishing measures to be used by schools, districts and parents to better inform them of the progress of their students, the Regents have also set as an additional aspirational measure of achievement the percent of graduating students who earned a Regents diploma with Advanced Designation (i.e., earned 22 units of course credit; passed seven-to-nine Regents exams with a score of 65 or above; and took advanced course sequences in Career and Technical Education, the arts, or a language other than English).

## Results

AF Bushwick has not yet had a high school graduating class.

**(S)** Each year, 75 percent of graduating students will demonstrate their preparation for college by passing an Advanced Placement (AP) exam, a College Level Examination Program (CLEP) exam or a college level course.

**Method**

AF Bushwick expects students to take one or more AP exams.

**Results**

AF Bushwick has not yet had a high school graduating class.

**Goal 7: School Created College Attendance or Achievement Measure**

Each year, 75 percent of graduating students will matriculate in a college or university in the year after graduation.

**Method**

The AF Bushwick high school college team closely tracks college matriculation rates.

**Results**

AF Bushwick has not yet had a high school graduating class.

**Summary of the College Preparation Goal**

Because AF Bushwick has not yet graduated any students from high school, and 2014-15 is the first year during which seniors will be enrolled, this goal cannot yet be assessed.

Type	Measure (Accountability Plan from 2012-13 or later)	Outcome
Comparative	Each year, the average performance of students in the 10 <sup>th</sup> grade will exceed the state average on the PSAT test in Critical Reading and Mathematics.	Not Achieved
Comparative	Each year, the average performance of students in the 12 <sup>th</sup> grade will exceed the state average on the SAT or ACT tests in reading and mathematics.	Not Applicable
	<b>(S)</b> The percent of graduating students that meets the state’s aspirational performance measure (APM), currently defined as the percentage of students in a cohort who graduate with a score of 80 or better on a math Regents exam AND 75 or better on the English Regents exam, will exceed the statewide average.	Not Applicable
	<b>(S)</b> Each year, 75 percent of graduating students will demonstrate their preparation for college by passing an Advanced Placement (AP) exam, a College Level Examination Program (CLEP) exam or a college level course.	Not Applicable

	(5) Each year, 75 percent of graduating students will matriculate in a college or university in the year after graduation.	Not Applicable
	(5) Each year, 75 percent of graduating students will matriculate in a college or university in the year after graduation.	Not Applicable

**Action Plan**

College preparation is the goal of the entire K-12 program at Achievement First Bushwick, culminating in the high school grades with a four year college readiness curriculum. This curriculum is based on leading research about what it takes to be successful in college, and it is considered a core element of the academic program.

# Appendix B: Total Expenditures and Administrative Expenditures per Child

Created Thursday, July 31, 2014

## Page 1

Charter School Name: 333200860906 ACHVMNT FIRST BUSHWICK CS

### B. Financial Information

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

#### 1. Total Expenditures Per Child

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

1. Total Expenditures Per Child   Line 1: Total Expenditures	13873509
1. Total Expenditures Per Child   Line 2: BEDS Day Pupil Count	912
1. Total Expenditures Per Child   Line 3: Divide Line 1 by Line 2	15212

#### 2. Administrative Expenditures per Child

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

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

Please note the following:

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

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

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

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

To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas).   Line 1: Relevant Personnel Services Cost (Row)	709992
To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas).   Line 2: Management and General Cost (Column)	709992
To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas).   Line 3: Sum of Line 1 and Line 2	1419984
To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas).   Line 4: BEDS Day Pupil Count	912
To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas).   Line 5: Divide Line 3 by the BEDS Day Pupil Count	1557

Thank you.

Achievement First Bushwick Budget / Operating Plan 2014-15													
Total Revenue		-	5,165,494	-	-	5,165,494	-	-	5,165,494	-	-	5,165,494	
Total Expenses		-	5,148,391	-	-	5,148,391	-	-	5,148,391	-	-	5,148,391	
Net Income		-	17,104	-	-	17,104	-	-	17,104	-	-	17,104	
Actual Student Enrollment		-	-	-	-	-	-	-	-	-	-	-	
Total Paid Student Enrollment		-	1,012	-	-	1,012	-	-	1,012	-	-	1,012	
Prior Year Actual 2013-14		1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
		Original	Current	Variance	Original	Current	Variance	Original	Current	Variance	Original	Current	Variance
<b>REVENUE</b>													
* If there are NO budget revisions at the time of quarterly submittal leave 'CURRENT' Column(s) COMPLETELY BLANK. IF Current Column(s) are left blank the Original Budget numbers for that particular quarter will flow to the TY Current Budget AND to the Quarterly Tab. IF Current Budget column is utilized, the ORANGE CELLS MUST be filled in first for the entire column to register. If utilizing the CURRENT BUDGET column the entire column should be completed.													
<b>REVENUES FROM STATE SOURCES</b>													
Per Pupil Revenue		CY Per Pupil Rate											
School District 1 (Enter Name)		-	4,106,947	-	-	4,106,947	-	-	4,106,947	-	-	4,106,947	-
School District 2 (Enter Name)		-	-	-	-	-	-	-	-	-	-	-	-
School District 3 (Enter Name)		-	-	-	-	-	-	-	-	-	-	-	-
School District 4 (Enter Name)		-	-	-	-	-	-	-	-	-	-	-	-
School District 5 (Enter Name)		-	-	-	-	-	-	-	-	-	-	-	-
School District 6 (Enter Name)		-	-	-	-	-	-	-	-	-	-	-	-
School District 7 (Enter Name)		-	-	-	-	-	-	-	-	-	-	-	-
School District 8 (Enter Name)		-	-	-	-	-	-	-	-	-	-	-	-
School District 9 (Enter Name)		-	-	-	-	-	-	-	-	-	-	-	-
School District 10 (Enter Name)		-	-	-	-	-	-	-	-	-	-	-	-
School District 11 (Enter Name)		-	-	-	-	-	-	-	-	-	-	-	-
School District 12 (Enter Name)		-	-	-	-	-	-	-	-	-	-	-	-
School District 13 (Enter Name)		-	-	-	-	-	-	-	-	-	-	-	-
School District 14 (Enter Name)		-	-	-	-	-	-	-	-	-	-	-	-
School District 15 (Enter Name)		-	-	-	-	-	-	-	-	-	-	-	-
School District - ALL OTHER		-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)		13,777	-	-	-	4,106,947	-	-	4,106,947	-	-	4,106,947	-
Special Education Revenue		-	476,806	-	-	476,806	-	-	476,806	-	-	476,806	-
Grants													
Stimulus		-	-	-	-	-	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Developm.)		-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-
Other		-	74,306	-	-	74,306	-	-	74,306	-	-	74,306	-
TOTAL REVENUE FROM STATE SOURCES		-	4,658,059	-	-	4,658,059	-	-	4,658,059	-	-	4,658,059	-
<b>REVENUE FROM FEDERAL FUNDING</b>													
IDEA Special Needs		-	36,238	-	-	36,238	-	-	36,238	-	-	36,238	-
Title I		-	153,612	-	-	153,612	-	-	153,612	-	-	153,612	-
Title Funding - Other		-	5,013	-	-	5,013	-	-	5,013	-	-	5,013	-
School Food Service (Free Lunch)		-	-	-	-	-	-	-	-	-	-	-	-
Grants													
Charter School Program (CSP) Planning & Implementation		-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES		-	194,863	-	-	194,863	-	-	194,863	-	-	194,863	-
<b>LOCAL and OTHER REVENUE</b>													
Contributions and Donations		-	-	-	-	-	-	-	-	-	-	-	-
Fundraising		-	-	-	-	-	-	-	-	-	-	-	-
Erate Reimbursement		-	43,557	-	-	43,557	-	-	43,557	-	-	43,557	-
Earnings on Investments		-	-	-	-	-	-	-	-	-	-	-	-
Interest Income		-	2,358	-	-	2,358	-	-	2,358	-	-	2,358	-
Food Service (Income from meals)		-	-	-	-	-	-	-	-	-	-	-	-
Text Book		-	-	-	-	-	-	-	-	-	-	-	-
OTHER		-	266,658	-	-	266,658	-	-	266,658	-	-	266,658	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		-	312,573	-	-	312,573	-	-	312,573	-	-	312,573	-
<b>TOTAL REVENUE</b>		-	<b>5,165,494</b>	-	-	<b>5,165,494</b>	-	-	<b>5,165,494</b>	-	-	<b>5,165,494</b>	-

Achievement First Bushwick Budget / Operating Plan 2014-15														
6	Total Revenue	-	5,165,494	-	-	5,165,494	-	-	5,165,494	-	-	5,165,494	-	-
7	Total Expenses	-	5,148,391	-	-	5,148,391	-	-	5,148,391	-	-	5,148,391	-	-
8	Net Income	-	17,104	-	-	17,104	-	-	17,104	-	-	17,104	-	-
9	Actual Student Enrollment	-	-	-	-	-	-	-	-	-	-	-	-	-
10	Total Paid Student Enrollment	-	1,012	-	-	1,012	-	-	1,012	-	-	1,012	-	-
11														
12		Prior Year Actual	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
13		2013-14	Original	Current	Variance	Original	Current	Variance	Original	Current	Variance	Original	Current	Variance
68	<b>EXPENSES</b>													
69	<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>													
70		No. of Positions												
71	Executive Management	-	-	-	-	-	-	-	-	-	-	-	-	-
72	Instructional Management	15.00	461,435	-	-	461,435	-	-	461,435	-	-	461,435	-	-
73	Deans, Directors & Coordinators	-	-	-	-	-	-	-	-	-	-	-	-	-
74	CFD / Director of Finance	-	-	-	-	-	-	-	-	-	-	-	-	-
75	Operation / Business Manager	10.00	194,797	-	-	194,797	-	-	194,797	-	-	194,797	-	-
76	Administrative Staff	-	-	-	-	-	-	-	-	-	-	-	-	-
77	TOTAL ADMINISTRATIVE STAFF	25.00	656,232	-	-	656,232	-	-	656,232	-	-	656,232	-	-
78	<b>INSTRUCTIONAL PERSONNEL COSTS</b>													
79	Teachers - Regular	95.20	2,033,601	-	-	2,033,601	-	-	2,033,601	-	-	2,033,601	-	-
80	Teachers - SPED	-	-	-	-	-	-	-	-	-	-	-	-	-
81	Substitute Teachers	-	538	-	-	538	-	-	538	-	-	538	-	-
82	Teaching Assistants	-	-	-	-	-	-	-	-	-	-	-	-	-
83	Specialty Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-
84	Aides	-	-	-	-	-	-	-	-	-	-	-	-	-
85	Therapists & Counselors	5.70	113,178	-	-	113,178	-	-	113,178	-	-	113,178	-	-
86	Other	7.00	118,814	-	-	118,814	-	-	118,814	-	-	118,814	-	-
87	TOTAL INSTRUCTIONAL	107.90	2,266,131	-	-	2,266,131	-	-	2,266,131	-	-	2,266,131	-	-
88	<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>													
89	Nurse	-	-	-	-	-	-	-	-	-	-	-	-	-
90	Librarian	-	-	-	-	-	-	-	-	-	-	-	-	-
91	Custodian	-	4,830	-	-	4,830	-	-	4,830	-	-	4,830	-	-
92	Security	-	7,836	-	-	7,836	-	-	7,836	-	-	7,836	-	-
93	Other	-	12,621	-	-	12,621	-	-	12,621	-	-	12,621	-	-
94	TOTAL NON-INSTRUCTIONAL	-	25,287	-	-	25,287	-	-	25,287	-	-	25,287	-	-
95	<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>													
96		132.90	2,947,650	-	-	2,947,650	-	-	2,947,650	-	-	2,947,650	-	-
97	<b>PAYROLL TAXES AND BENEFITS</b>													
98	Payroll Taxes	-	260,415	-	-	260,415	-	-	260,415	-	-	260,415	-	-
99	Fringe / Employee Benefits	-	342,229	-	-	342,229	-	-	342,229	-	-	342,229	-	-
100	Retirement / Pension	-	50,630	-	-	50,630	-	-	50,630	-	-	50,630	-	-
101	TOTAL PAYROLL TAXES AND BENEFITS	-	653,274	-	-	653,274	-	-	653,274	-	-	653,274	-	-
102	<b>TOTAL PERSONNEL SERVICE COSTS</b>													
103		132.90	3,600,924	-	-	3,600,924	-	-	3,600,924	-	-	3,600,924	-	-
104	<b>CONTRACTED SERVICES</b>													
105	Accounting / Audit	-	13,903	-	-	13,903	-	-	13,903	-	-	13,903	-	-
106	Legal	-	4,715	-	-	4,715	-	-	4,715	-	-	4,715	-	-
107	Management Company Fee	-	482,217	-	-	482,217	-	-	482,217	-	-	482,217	-	-
108	Nurse Services	-	-	-	-	-	-	-	-	-	-	-	-	-
109	Food Service / School Lunch	-	-	-	-	-	-	-	-	-	-	-	-	-
110	Payroll Services	-	9,549	-	-	9,549	-	-	9,549	-	-	9,549	-	-
111	Special Ed Services	-	-	-	-	-	-	-	-	-	-	-	-	-
112	Talentment Services (i.e. Title I)	-	-	-	-	-	-	-	-	-	-	-	-	-
113	Other Purchased / Professional / Consulting	-	95,866	-	-	95,866	-	-	95,866	-	-	95,866	-	-
114	TOTAL CONTRACTED SERVICES	-	606,251	-	-	606,251	-	-	606,251	-	-	606,251	-	-
115	<b>SCHOOL OPERATIONS</b>													
116	Board Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-
117	Classroom / Teaching Supplies & Materials	-	52,888	-	-	52,888	-	-	52,888	-	-	52,888	-	-
118	Special Ed Supplies & Materials	-	7,030	-	-	7,030	-	-	7,030	-	-	7,030	-	-
119	Textbooks / Workbooks	-	91,305	-	-	91,305	-	-	91,305	-	-	91,305	-	-
120	Supplies & Materials other	-	2,625	-	-	2,625	-	-	2,625	-	-	2,625	-	-
121	Equipment / Furniture	-	33,591	-	-	33,591	-	-	33,591	-	-	33,591	-	-
122	Telephone	-	8,838	-	-	8,838	-	-	8,838	-	-	8,838	-	-
123	Technology	-	235,679	-	-	235,679	-	-	235,679	-	-	235,679	-	-
124	Student Testing & Assessment	-	19,443	-	-	19,443	-	-	19,443	-	-	19,443	-	-
125	Field Trips	-	23,342	-	-	23,342	-	-	23,342	-	-	23,342	-	-
126	Transportation (student)	-	4,391	-	-	4,391	-	-	4,391	-	-	4,391	-	-
127	Student Services - other	-	24,061	-	-	24,061	-	-	24,061	-	-	24,061	-	-
128	Office Expense	-	64,535	-	-	64,535	-	-	64,535	-	-	64,535	-	-
129	Staff Development	-	36,332	-	-	36,332	-	-	36,332	-	-	36,332	-	-
130	Staff Recruitment	-	7,664	-	-	7,664	-	-	7,664	-	-	7,664	-	-
131	Student Recruitment / Marketing	-	965	-	-	965	-	-	965	-	-	965	-	-
132	School Meals / Lunch	-	43,519	-	-	43,519	-	-	43,519	-	-	43,519	-	-
133	Travel (Staff)	-	902	-	-	902	-	-	902	-	-	902	-	-
134	Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-
135	Other	-	54,474	-	-	54,474	-	-	54,474	-	-	54,474	-	-
136	TOTAL SCHOOL OPERATIONS	-	711,585	-	-	711,585	-	-	711,585	-	-	711,585	-	-
137	<b>FACILITY OPERATION &amp; MAINTENANCE</b>													
138	Insurance	-	22,965	-	-	22,965	-	-	22,965	-	-	22,965	-	-
139	Janitorial	-	13,988	-	-	13,988	-	-	13,988	-	-	13,988	-	-
140	Building and Land Rent / Lease	-	63,564	-	-	63,564	-	-	63,564	-	-	63,564	-	-
141	Repairs & Maintenance	-	42,384	-	-	42,384	-	-	42,384	-	-	42,384	-	-
142	Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-	-
143	Security	-	-	-	-	-	-	-	-	-	-	-	-	-
144	Utilities	-	24,474	-	-	24,474	-	-	24,474	-	-	24,474	-	-
145	TOTAL FACILITY OPERATION & MAINTENANCE	-	167,375	-	-	167,375	-	-	167,375	-	-	167,375	-	-
146	<b>DEPRECIATION &amp; AMORTIZATION</b>													
147		-	-	-	-	-	-	-	-	-	-	-	-	-
148	TOTAL DEPRECIATION & AMORTIZATION	-	62,256	-	-	62,256	-	-	62,256	-	-	62,256	-	-
149	<b>RESERVES / CONTINGENCY</b>													
150		-	-	-	-	-	-	-	-	-	-	-	-	-
151	TOTAL RESERVES / CONTINGENCY	-	-	-	-	-	-	-	-	-	-	-	-	-
152	<b>TOTAL EXPENSES</b>													
153		-	5,148,391	-	-	5,148,391	-	-	5,148,391	-	-	5,148,391	-	-
154	<b>NET INCOME</b>													
155		-	17,104	-	-	17,104	-	-	17,104	-	-	17,104	-	-





Achievement First Bushwick Budget / Operating Plan 2014-15						DESCRIPTION OF ASSUMPTIONS
6	Total Revenue	20,661,978	20,661,978	-	20,661,978	20,661,978
7	Total Expenses	20,593,564	20,593,564	-	(20,593,564)	(20,593,564)
8	Net Income	68,414	68,414	-	68,414	68,414
9	Actual Student Enrollment					
10	Total Paid Student Enrollment					
11						
12						
13						
14						
15						
16						
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58						
68	<b>EXPENSES</b>					
69	<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>	No. of Positions				
70	Executive Management	-	-	-	-	-
71	Instructional Management	15.00	1,845,738	1,845,738	-	(1,845,738)
72	Deans, Directors & Coordinators	-	-	-	-	-
73	CFO / Director of Finance	-	-	-	-	-
74	Operation / Business Manager	10.00	779,188	779,188	-	(779,188)
75	Administrative Staff	-	-	-	-	-
76	<b>TOTAL ADMINISTRATIVE STAFF</b>	25.00	2,624,927	2,624,927	-	(2,624,927)
77						
78	<b>INSTRUCTIONAL PERSONNEL COSTS</b>					
79	Teachers - Regular	95.20	8,134,404	8,134,404	-	(8,134,404)
80	Teachers - SPED	-	-	-	-	-
81	Substitute Teachers	-	2,153	2,153	-	(2,153)
82	Teaching Assistants	-	-	-	-	-
83	Specialty Teachers	-	-	-	-	-
84	Aides	-	-	-	-	-
85	Therapists & Counselors	5.70	452,710	452,710	-	(452,710)
86	Other	7.00	475,257	475,257	-	(475,257)
87	<b>TOTAL INSTRUCTIONAL</b>	107.90	9,064,524	9,064,524	-	(9,064,524)
88						
89	<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>					
90	Nurse	-	-	-	-	-
91	Librarian	-	-	-	-	-
92	Custodian	-	19,321	19,321	-	(19,321)
93	Security	-	31,343	31,343	-	(31,343)
94	Other	-	50,486	50,486	-	(50,486)
95	<b>TOTAL NON-INSTRUCTIONAL</b>	-	101,150	101,150	-	(101,150)
96						
97	<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>	132.90	11,790,601	11,790,601	-	(11,790,601)
98						
99	<b>PAYROLL TAXES AND BENEFITS</b>					
100	Payroll Taxes		1,041,660	1,041,660	-	(1,041,660)
101	Fringe / Employee Benefits		1,368,915	1,368,915	-	(1,368,915)
102	Retirement / Pension		202,522	202,522	-	(202,522)
103	<b>TOTAL PAYROLL TAXES AND BENEFITS</b>		2,613,097	2,613,097	-	(2,613,097)
104						
105	<b>TOTAL PERSONNEL SERVICE COSTS</b>	132.90	14,403,698	14,403,698	-	(14,403,698)
106						
107	<b>CONTRACTED SERVICES</b>					
108	Accounting / Audit		55,611	55,611	-	(55,611)
109	Legal		19,861	19,861	-	(19,861)
110	Management Company Fee		1,928,869	1,928,869	-	(1,928,869)
111	Nurse Services		-	-	-	-
112	Food Service / School Lunch		-	-	-	-
113	Payroll Services		38,196	38,196	-	(38,196)
114	Special Ed Services		-	-	-	-
115	Tilement Services (i.e. Title I)		-	-	-	-
116	Other Purchased / Professional / Consulting		383,465	383,465	-	(383,465)
117	<b>TOTAL CONTRACTED SERVICES</b>		2,425,002	2,425,002	-	(2,425,002)
118						
119	<b>SCHOOL OPERATIONS</b>					
120	Board Expenses		-	-	-	-
121	Classroom / Teaching Supplies & Materials		211,552	211,552	-	(211,552)
122	Special Ed Supplies & Materials		28,121	28,121	-	(28,121)
123	Textbooks / Workbooks		365,220	365,220	-	(365,220)
124	Supplies & Materials other		10,502	10,502	-	(10,502)
125	Equipment / Furniture		134,364	134,364	-	(134,364)
126	Telephone		35,353	35,353	-	(35,353)
127	Technology		942,717	942,717	-	(942,717)
128	Student Testing & Assessment		77,774	77,774	-	(77,774)
129	Field Trips		93,370	93,370	-	(93,370)
130	Transportation (student)		17,565	17,565	-	(17,565)
131	Student Services - other		96,243	96,243	-	(96,243)
132	Office Expense		258,139	258,139	-	(258,139)
133	Staff Development		145,329	145,329	-	(145,329)
134	Staff Recruitment		30,654	30,654	-	(30,654)
135	Student Recruitment / Marketing		3,861	3,861	-	(3,861)
136	School Meals / Lunch		174,076	174,076	-	(174,076)
137	Travel (Staff)		3,607	3,607	-	(3,607)
138	Fundraising		-	-	-	-
139	Other		217,895	217,895	-	(217,895)
140	<b>TOTAL SCHOOL OPERATIONS</b>		2,846,340	2,846,340	-	(2,846,340)
141						
142	<b>FACILITY OPERATION &amp; MAINTENANCE</b>					
143	Insurance		91,859	91,859	-	(91,859)
144	Janitorial		55,953	55,953	-	(55,953)
145	Building and Land Rent / Lease		254,254	254,254	-	(254,254)
146	Repairs & Maintenance		169,536	169,536	-	(169,536)
147	Equipment / Furniture		-	-	-	-
148	Security		-	-	-	-
149	Utilities		97,897	97,897	-	(97,897)
150	<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>		669,499	669,499	-	(669,499)
151						
152	<b>DEPRECIATION &amp; AMORTIZATION</b>					
153	RESERVES / CONTINGENCY		249,025	249,025	-	(249,025)
154						
155	<b>TOTAL EXPENSES</b>		20,593,564	20,593,564	-	(20,593,564)
156						
157	<b>NET INCOME</b>		68,414	68,414	-	68,414
158						

Achievement First Bushwick Budget / Operating Plan 2014-15						DESCRIPTION OF ASSUMPTIONS
	Original	Total Year Current	Variance	Original vs. PY	Current vs. PY	
6	<b>Total Revenue</b>					
7	20,661,978	20,661,978	-	20,661,978	20,661,978	
8	<b>Total Expenses</b>					
9	20,593,564	20,593,564	-	(20,593,564)	(20,593,564)	
10	<b>Net Income</b>					
11	68,414	68,414	-	68,414	68,414	
12	<b>Actual Student Enrollment</b>					
13	<b>Total Paid Student Enrollment</b>					
14						
15						
16	<b>ENROLLMENT - *School Districts Are Linked To Above Entries*</b>					
161	School District 1 (Enter Name)					
162	School District 2 (Enter Name)					
163	School District 3 (Enter Name)					
164	School District 4 (Enter Name)					
165	School District 5 (Enter Name)					
166	School District 6 (Enter Name)					
167	School District 7 (Enter Name)					
168	School District 8 (Enter Name)					
169	School District 9 (Enter Name)					
170	School District 10 (Enter Name)					
171	School District 11 (Enter Name)					
172	School District 12 (Enter Name)					
173	School District 13 (Enter Name)					
174	School District 14 (Enter Name)					
175	School District 15 (Enter Name)					
176	School District - ALL OTHER					
177	<b>TOTAL ENROLLMENT</b>					
178						
179	<b>REVENUE PER PUPIL</b>					
180						
181	<b>EXPENSES PER PUPIL</b>					

# Appendix E: Disclosure of Financial Interest Form

Created Thursday, July 31, 2014

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Page 1

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An Appendix E: Disclosure of Financial Interest Form must be completed for each active Trustee who served on the charter school's Board of Trustees during the 2013-14 school year. Trustees are at times difficult to track down in the summer months. Trustees may complete and submit at their leisure (but before the deadline) their individual form at:

<http://fluidsurveys.com/surveys/vickie-smith/appendix-e-trustee-disclosure-form/>. Trustees may download and/or email their forms to you upon completion.

Trustees who are technologically advanced may complete the survey using their smartphones or other mobile devices by downloading the this bar code link to the survey <https://fluidsurveys.com/account/surveys/540612/publish/qrcode/>. (Make sure you have the bar code application reader on your phone).

If a Trustee is unable to complete the form by the deadline (i.e, out of the country), the school is responsible for submitting the information required on the form for that individual trustee.

Just send the links via email today to your Trustees requesting that they each complete their form as soon as possible.  
Thank you.

Yes, each member of the school's Board of Trustees has received a link to the Disclosure of Financial Interest Form.

Yes

Thank you.

# Appendix F: BOT Membership Table

Created Monday, July 21, 2014

## Page 1

### 1. Current Board Member Information

	Full Name of Individual Trustees	Position on Board (Officer or Rep).	Voting Member	Area of Expertise &/or Additional Role	Terms Served & Length (include date of election and expiration)	Committee affiliations
1	Andy Hubbard	Chair/President	Yes			
2	Ambrose Wooden, Jr.	Treasurer	Yes			
3	Jennifer Lindsay	Other	Yes	Achievement First Staff Representative		
4	Mirian Rodriguez	Parent Rep	Yes			
5	Natalia Chefer	Member	Yes			

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

0

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

0

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

5

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

6

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

6

Thank you.

## Enrollment and Retention Targets

The schools partner with the Achievement First Network Support recruitment team to carry out a comprehensive recruitment strategy consisting of direct outreach, school-based open houses, presentations at community based organizations, targeted mailings, and both online and outdoor advertising. As the demand numbers above suggest, these techniques have been successful in generating applications. The efforts have also been very effective in sharing the opportunity to apply with low-income families. In 2009, all Achievement First schools implemented an at-risk preference for low-income families, and as a result virtually all entering families (with the exception of a few siblings of families that enrolled before the preferences were in place) have qualified for free or reduced-price lunch. As a result of extensive presentations to community organizations that serve low-income families, particularly Head Start and NYCHA daycare centers, the pool of free and reduced-price applicants has been large, and the preference has been effective at substantially matching the district percentages of low-income students for the incoming classes.

The AF student recruitment team has made extensive efforts to reach out to families who speak languages other than English. All outdoor signs are in both English and Spanish, as are all brochures and other marketing materials, including the Achievement First website page for student enrollment. Additionally, Spanish-speaking members of the recruitment team have presented in Spanish at head start daycares and community organizations (including The Coalition for Hispanic Family Services, El Puente Bushwick Center, and the Hispanic Service Society), and two members of the parent-led “street teams” that recruited directly in the community were Spanish speakers (in addition to one speaker of Haitian Creole). Collectively, these street teams logged nearly 240 person-hours of direct community outreach.

Efforts to recruit students with disabilities have focused primarily on making clear in promotional materials and presentations that the Achievement First is highly effective for special education students, and that we offer services in accordance with IEPs. In addition, the recruitment team reaches out annually to day care centers that are identified by the NYC Department of Education as serving students with disabilities. The AF student recruitment team has partnered with the network special services team to ensure that marketing materials capture the range of services available. We expect that in the 2012-13 recruiting season the network special services team will participate actively in student recruitment efforts. The AF External Relations team has reached out specifically to community organizations that serve at risk families with social and health services. One such organization, The Family Center, agreed to partner with the community outreach team to conduct a family focus group on how AF schools could best meet their needs. During this focus group, the mother of a student with a disability said that her greatest struggle was finding a public school option that held the highest academic standards for her child, despite his disability. The school is just such an option, committed to getting every scholar who walks through our doors to and through college. We believe that this sending this message to families with students who have special needs will be a powerful recruiting technique, and will help us meet the enrollment target for this population.

Retention of students at Achievement First schools is a network wide priority. The Achievement First report card sets a target of 5% loss attrition for each school, meaning if a school exceeds this level of student attrition the financial bonus of the leadership team is jeopardized. We believe that retention of students within at-risk populations depends primarily on the academic progress these students are making. As such, the most important retention efforts for at-risk populations will be great instruction, and regular review of data that ensures that students in these populations are receiving the supports

and services they need in order to be successful. Data—including academic performance, attendance, and behavior data—is disaggregated and shared with the school leadership team (by the network data team), so that early warning signs can be identified and appropriate interventions identified.

# Appendix I: Teacher and Administrator Attrition

Created Friday, August 01, 2014

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## Page 1

Charter School Name: 333200860906 ACHVMNT FIRST BUSHWICK CS

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

### 2013-14 Teacher Attrition Table

FTE Teachers on June 30, 2013	FTE Teachers Additions 7/1/13 – 6/30/14	FTE Teacher Departures 7/1/13 – 6/30/14
130	2	4

### 2013-14 Administrator Position Attrition Table

FTE Administrator Positions On 6/30/2013	FTE Administrator Additions 7/1/13 – 6/30/14	FTE Administrator Departures 7/1/13 – 6/30/14
19	1	1

Thank you

**Achievement First Bushwick Charter School**

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

**June 30, 2014**

# Achievement First Bushwick Charter School

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Statement of Cash Flows	7
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## Independent Auditor's Report

To the Board of Trustees  
Achievement First Bushwick Charter School

### Report on the Financial Statements

We have audited the accompanying financial statements of Achievement First Bushwick Charter School, which comprise the statement of financial position as of June 30, 2014, and the related statements of activities and changes in net assets, functional expenses and cash flows for the year then ended, and the related notes to the financial statements.

### *Management's Responsibility for the Financial Statements*

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

### *Auditor's Responsibility*

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

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

### *Opinion*

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Achievement First Bushwick Charter School as of June 30, 2014, and the changes in its net assets and its cash flows for the year then ended, in accordance with accounting principles generally accepted in the United States of America.

### *Other Matters*

#### *Report on Summarized Comparative Information*

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

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

In accordance with *Government Auditing Standards*, we have also issued our report dated October 31, 2014 on our consideration of Achievement First Bushwick Charter School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Achievement First Bushwick Charter School's internal control over financial reporting and compliance.



Farmington, Connecticut  
October 31, 2014

**Achievement First Bushwick Charter School**

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

<u>Assets</u>	<u>2014</u>	<u>2013</u>
Cash	\$ 910,103	\$ 2,226,394
Restricted cash	75,000	75,000
Grants and other receivables	910,954	469,008
Prepaid expenses and other assets	-	4,366
Due from other schools	99,482	3,856
Due from related parties	261,092	28,955
Property and equipment, net	451,670	638,790
 Total assets	 <u>\$ 2,708,301</u>	 <u>\$ 3,446,369</u>
 <u>Liabilities and Net Assets</u>		
Liabilities:		
Accounts payable and accrued expenses	\$ 96,607	\$ 196,841
Accrued salary and other payroll related expenses	216,384	225,788
Due to other schools	248,434	340,765
Due to New York City Department of Education	12,479	21,918
 Total liabilities	 <u>573,904</u>	 <u>785,312</u>
 Commitments and contingencies		
Net assets:		
Unrestricted:		
Undesignated	526,670	638,790
Board designated	1,607,727	2,022,267
 Total net assets	 <u>2,134,397</u>	 <u>2,661,057</u>
 Total liabilities and net assets	 <u>\$ 2,708,301</u>	 <u>\$ 3,446,369</u>

See Notes to Financial Statements.

**Achievement First Bushwick Charter School**

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

	<u>2014</u>	<u>2013</u>
Operating revenue:		
State and local per pupil operating revenue	\$ 12,555,072	\$ 11,431,788
Federal, state and local grants	780,350	1,019,810
Special education revenue	<u>1,725,959</u>	<u>1,249,263</u>
Total operating revenue	<u>15,061,381</u>	<u>13,700,861</u>
Expenses:		
Program services	13,297,144	11,845,849
General and administrative	1,924,454	1,535,133
Fundraising	<u>370,075</u>	<u>148,074</u>
Total expenses	<u>15,591,673</u>	<u>13,529,056</u>
Surplus (deficit) on school operations from government funding	<u>(530,292)</u>	<u>171,805</u>
Support and other revenue:		
Contributions	200	436
Interest income	<u>3,432</u>	<u>3,160</u>
Total support and other revenue	<u>3,632</u>	<u>3,596</u>
Change in net assets	(526,660)	175,401
Net assets, beginning of year	<u>2,661,057</u>	<u>2,485,656</u>
Net assets, end of year	<u><u>\$ 2,134,397</u></u>	<u><u>\$ 2,661,057</u></u>

See Notes to Financial Statements.

**Achievement First Bushwick Charter School**

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

	2014			2013	
	Program Services	General and Administrative	Fundraising	Total	Total
Salaries and wages	\$ 7,815,374	\$ 1,132,577	\$ -	\$ 8,947,951	\$ 7,913,206
Payroll taxes and employee benefits	1,612,720	233,710	-	1,846,430	1,720,214
After school academic	51,691	-	-	51,691	53,129
Classroom supplies and instructional materials	340,148	-	-	340,148	401,292
Furniture and equipment - non-capitalized	127,543	18,483	-	146,026	92,855
Insurance	50,929	7,381	-	58,310	58,998
Interest and bank service charges	-	2,614	-	2,614	898
Management and ancillary services fees	1,387,782	92,519	370,075	1,850,376	1,480,744
Office expenses	345,190	138,737	-	483,927	448,316
Parent activities	7,255	-	-	7,255	3,902
Postage and delivery	17,249	4,312	-	21,561	14,073
Printing and photocopying	167,243	41,811	-	209,054	96,819
Professional fees	-	108,831	-	108,831	66,637
Rent - building permit	157,564	22,834	-	180,398	76,136
Repairs and maintenance	183,967	26,660	-	210,627	176,999
Staff professional development	112,304	-	-	112,304	84,655
Student field trips and incentive programs	173,793	-	-	173,793	102,831
Student food services	129,550	-	-	129,550	104,034
Student transportation	730	-	-	730	61,836
Student uniforms	1,734	-	-	1,734	-
Technology and infrastructure	272,319	44,416	-	316,735	258,116
Telephone and internet	119,240	17,280	-	136,520	126,525
Depreciation and amortization	222,819	32,289	-	255,108	186,841
	<u>\$ 13,297,144</u>	<u>\$ 1,924,454</u>	<u>\$ 370,075</u>	<u>\$ 15,591,673</u>	<u>\$ 13,529,056</u>

See Notes to Financial Statements.

**Achievement First Bushwick Charter School**

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

	2014	2013
Operating activities:		
Change in net assets	\$ (526,660)	\$ 175,401
Adjustments to reconcile change in net assets to net cash provided by (used in) operating activities:		
Depreciation and amortization	255,108	186,841
Changes in operating assets and liabilities:		
Grants and other receivables	(441,946)	160,660
Prepaid expenses and other assets	4,366	112,692
Due from other schools	(95,626)	(2,533)
Due from related parties	(232,137)	(28,955)
Due from New York City Department of Education	-	24,085
Accounts payable and accrued expenses	(100,234)	(202,724)
Accrued salaries and other payroll related expenses	(9,404)	(18,942)
Due to other schools	(92,331)	(175,421)
Due to related parties	-	(180,674)
Due to New York City Department of Education	(9,439)	21,919
	(1,248,303)	72,349
Net cash provided by (used in) operating activities		
Investing activities:		
Purchase of property and equipment	(67,988)	(398,727)
	(67,988)	(398,727)
Net cash used in investing activities		
Net decrease in cash	(1,316,291)	(326,378)
Cash, beginning of year	2,226,394	2,552,772
Cash, end of year	\$ 910,103	\$ 2,226,394

See Notes to Financial Statements.

## Achievement First Bushwick Charter School

### Notes to Financial Statements June 30, 2014

#### **Note 1 - Nature of operations**

Achievement First Bushwick Charter School (the "School") was incorporated to focus on strengthening the academic and character skills needed for all students to excel in top-tier colleges, to achieve success in a competitive world, and to serve as the next generation of leaders in their communities. The Board of Regents of the University of the State of New York granted the School a charter valid for a term of five years and renewable upon expiration. In January 2014, the Board of Regents approved a three year charter renewal for the School.

The School is exempt from Federal income taxes under Section 501(c)(3) of the Internal Revenue Code ("IRC") and under the corresponding provisions of the New York State tax laws. The School's primary source of income is government funding. The School has also been classified as an entity that is not a private foundation within the meaning of Section 509(a) of the IRC and qualifies for deductible contributions as provided in section 170(b)(1)(A)(ii). Today the School serves students from low income households in Brooklyn, New York.

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

#### **Note 2 - Summary of significant accounting policies**

##### **Basis of presentation**

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

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

Temporarily restricted - Net assets resulting from contributions and other inflows of assets whose use by the School are limited by donor-imposed stipulations that either expire by passage of time or can be fulfilled and removed by actions of the School pursuant to those stipulations. When such stipulations end or are fulfilled, such temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statement of activities and changes in net assets. However, if a restriction is fulfilled in the same period in which the contribution is received, the School reports the support as unrestricted.

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

## **Achievement First Bushwick Charter School**

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

The Board of Trustees (the "Board") enacted a Board Designated Reserve Policy (the "Reserve") in which unrestricted net assets are set aside to be used only with the approval of the Board. The Reserve is calculated by netting the current year's current assets against the current year's current liabilities and reducing that difference by any assets whose use is contractually limited. The Reserve at June 30, 2014 was \$1,607,727.

#### **Statement of cash flows**

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

#### **Restricted cash**

The School has designated \$75,000 to be set aside for contingency purposes as required by the New York City Department of Education (NYCDOE). At June 30, 2014, a separate escrow account had not been established.

#### **Grant and other receivables**

Grants receivable represent unconditional promises to give. Grants receivable that are expected to be collected within one year, and recorded at net realizable value, are \$910,954 at June 30, 2014. The School has determined that no allowance for uncollectible accounts for grants receivable is necessary as of June 30, 2014. Such estimate is based on management's assessments of the creditworthiness of its donors, the aging of its receivables as well as current economic conditions and historical information.

#### **Revenue recognition**

Revenue from Federal, state and local government grants and contracts are recorded by the School when qualifying expenditures are incurred and billable. Funds received in advance for which qualifying expenditures have not been incurred are reflected as refundable advances from state and local government grants in the accompanying statement of financial position. Receivables are recognized to the extent costs have been incurred, but not reimbursed.

Revenue from the state and local governments resulting from the School's charter status is based on the number of students enrolled and is recorded when services are performed in accordance with the charter agreement.

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

The School receives a substantial portion of its support and revenue from the NYCDOE. If the charter school laws were modified, reducing or eliminating these revenues, the School's finances could be materially adversely affected.

## Achievement First Bushwick Charter School

### Notes to Financial Statements June 30, 2014

#### **Donated goods and services**

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

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

The School does not record any in-kind contributions and related costs with respect to dedicated and shared space provided to it by the NYCDOE as the premises are temporary in nature, is excess shared space whereby a fair value cannot be determined and is industry practice.

#### **Property and equipment**

Property and equipment are stated at cost. The School has established a \$1,000 threshold above which assets are capitalized. Property and equipment acquired with certain government contract funds is recorded as an expense pursuant to the terms of the contract in which the government funding source retains ownership of the property. Maintenance and repairs are charged to expense as incurred; major renewals and betterments are capitalized.

Depreciation and amortization are provided on a straight-line basis over the estimated useful lives or lease terms as follows:

Leasehold improvements	15 years
Furniture and fixtures	5 years
Computers and hardware	3 years
Musical instruments	5 years
Equipment	3 years
Software	5 years

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

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

## Achievement First Bushwick Charter School

### Notes to Financial Statements June 30, 2014

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

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

#### **Income taxes**

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

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

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

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

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

#### **Use of estimates**

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenue and expenses during the reporting period. Actual results could differ from those estimates.

#### **Concentrations of credit risk**

The School maintains cash and cash equivalent balances in several financial institutions. Accounts at each institution are insured by the Federal Deposit Insurance Corporation. From time to time, the School's balances may exceed these limits. At June 30, 2014, the School's uninsured bank balances totaled \$983,505. The School limits its credit risk by selecting financial institutions considered to be highly creditworthy.

## Achievement First Bushwick Charter School

### Notes to Financial Statements June 30, 2014

#### Reclassifications

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

#### Subsequent events

Management has reviewed subsequent events through October 31, 2014, which is the date the financial statements were approved and available for issuance.

#### Note 3 - Concentrations

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

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

#### Note 4 - Agreement for school facility

The School has entered into a verbal agreement with the NYCDOE for dedicated and shared space as P.S. 383, a New York City public school located at 1300 Greene Street, Brooklyn, New York. This agreement commenced on July 1, 2007 at a cost of \$1 per year. In accordance with industry standards, the fair value of the rent has not been recorded. In addition, the School entered into a second agreement with the NYCDOE for dedicated and shared space at P.S. 137, a New York City public school located at 125 Covert Street, Brooklyn, New York. The School will be responsible for any overtime-related cost for services provided beyond the regular opening hours. For the year ended June 30, 2014, the School incurred overtime permit fees of \$180,398, which are included in the accompanying statement of functional expenses.

#### Note 5 - Property and equipment

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

Furniture and fixtures	\$ 272,424
Computers and hardware	605,700
Equipment	312,914
Software	104,654
Instruments	55,242
Leasehold improvements	<u>545,612</u>
	1,896,546
Less accumulated depreciation and amortization	<u>(1,444,876)</u>
	<u>\$ 451,670</u>

## Achievement First Bushwick Charter School

### Notes to Financial Statements June 30, 2014

#### Note 6 - Related party transactions

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

Pursuant to the terms of the Agreement, the Schools pays a service fee equivalent to 10% of all public revenues received by the School during the school year. Public revenues include all sources of revenue from a public source, but specifically exclude in-kind contribution such as student transportation and food services, start-up funding, funding for student meals, and funding for competitive public grants. The initial term of the Agreement is for 5 years ending on June 30, 2015. During the year ended June 30, 2014, the School paid a service fee equivalent to 8% of per-pupil revenues. The Agreement was also modified to incorporate additional services provided to the School by AF, Inc. These services include bookkeeping, facilities acquisition and management, special education delivery support, data analysis management support, and tutoring program support. The School is to pay AF, Inc. an ancillary services fee that is mutually negotiated by the School and AF, Inc. For the year ended June 30, 2014, the School incurred management and ancillary services fees of \$1,850,376, respectively, which is included in the accompanying statement of functional expenses.

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

The following amounts were due from related schools and consist of the following at June 30, 2014:

Achievement First Apollo	\$ 919
Achievement First Crown Heights	12,368
Achievement First Brownsville	84,766
Achievement First Aspire	396
Achievement First Elm City	1,033
	<u>\$ 99,482</u>

The following amounts were due to related schools and consist of the following at June 30, 2014:

Achievement First East New York	\$ 245,870
Achievement First Endeavor	<u>2,564</u>
	<u>\$ 248,434</u>

## Achievement First Bushwick Charter School

### Notes to Financial Statements June 30, 2014

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

The NYCDOE paid the School per-pupil grant funds in six installments, based on estimates from the School. At the end of each year, the NYCDOE reconciles the total amount paid against the full-time-equivalent enrollment for the year and determines if an overpayment or underpayment has been made. As of June 30, 2014, an overpayment totaling \$12,479 had been made. An adjustment for this amount will be reflected in the succeeding year's fourth payment.

#### **Note 9 - Operating leases**

The School leases office equipment under non-cancelable operating lease agreements expiring June 2015. The future minimum payments amount to \$21,023. The lease expense for the year ended June 30, 2014 was \$26,342.

#### **Note 10 - Pension plan**

Effective September 1, 2006, the School adopted a 403(b) profit sharing plan (the "Plan") which covers most of the employees. The Plan is a defined contribution plan. Employees are eligible to enroll in the Plan upon employment. Those employees who have completed at least 1 full year of service are also eligible for employer contributions. The Plan provides for the School to contribute up to 4% of an employee's salary, up to a maximum match of \$2,500 per year, per employee. The School contribution is not vested until the employee's third year, when they become fully vested. For the year ended June 30, 2014, pension expense for the School was \$137,796, which is included in payroll taxes and employee benefits in the accompanying statement of functional expenses.

#### **Note 11 - Risk management**

The School is exposed to various risks of loss related to torts; thefts of, damage to and destruction of assets; actions by employees and parents and natural disasters. The School maintains commercial insurance to protect itself from these risks.

The School entered into contractual relationships with certain governmental funding sources. The governmental agencies may request return of funds as a result of noncompliance by the School, as well as additional funds for the use of facilities. The accompanying financial statements make no provision for the possible disallowance or refund, because management does not believe that there are any liabilities to be recorded.

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

Created Tuesday, November 18, 2014

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/51fdb>

## Page 1

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

### 1. Trustee Name:

*Adrienne D. Loiseau*

### 2. Charter School Name:

*Achievement First Bushwick Charter School*

### 3. Charter Authorizer:

*SUNY*

### 4. \*Your Home Address:

4. \*Your Home Address: | Street Address

4. \*Your Home Address: | City/State

4. \*Your Home Address: | Zip

### 5. \*Your Business Address

5. \*Your Business Address | Street Address

5. \*Your Business Address | City/State

5. \*Your Business Address | Zip

### 6. \*Daytime Phone Number:

### 7. \*E-mail Address:

### 8. Select all positions you held on Board:

(check all that apply)

- 
- Parent Representative
- 

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

*No*

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

*No*

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

No

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

No

Signature of Trustee

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

Created Tuesday, November 18, 2014

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/eb76c>

## Page 1

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

1. Trustee Name:

*Deborah A Shanley*

2. Charter School Name:

*Achievement First Bushwick Charter School*

3. Charter Authorizer:

*SUNY*

4. \*Your Home Address:

4. \*Your Home Address: | Street Address

4. \*Your Home Address: | City/State

4. \*Your Home Address: | Zip

5. \*Your Business Address

5. \*Your Business Address | Street Address

5. \*Your Business Address | City/State

5. \*Your Business Address | Zip

6. \*Daytime Phone Number:

7. \*E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

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• Chair/President

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

*No*

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

*No*

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

No

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

No

Signature of Trustee