

Application: Achievement First East New York Charter School

Achievement First External Reporting - externalreporting@achievementfirst.org
2024-2025 Annual Report

Entry 1 – School Information and Cover Page

Completed - Jul 29 2025

Instructions

Required of ALL Charter Schools

Each Annual Report begins with a completed School Information and Cover Page. The information is collected in a survey format within the Annual Report Portal. When entering information in the portal, some of the following items may not appear, depending on your authorizer and/or your responses to related items.

Entry 1 – School Information and Cover Page

(New schools that were not open for instruction for the 2024-2025 school year are not required to complete or submit an annual report this year).

Please be advised that you will need to complete this cover page (including signatures) before all of the other tasks assigned to you by your school's authorizer are visible on your task page. While completing this cover page task, please ensure that you select the correct authorizer (**as of June 30, 2025**) or you may not be assigned the correct tasks.

BASIC INFORMATION

a. LEGAL SCHOOL NAME (as chartered)

(Select name from the drop down menu)

Achievement First East New York Charter School

b. Unofficial or Popular School Name

AF East NY

c. CHARTER AUTHORIZER (As of June 30th, 2025)

Please select the correct authorizer as of June 30, 2025 or you may not be assigned the correct tasks.

SUNY BOARD OF TRUSTEES

c. School Unionized

Is your charter school unionized?

No

d. District/CSD of Location

New York City Community School District #19

e. Date of Approved Initial Charter

Mar 1 2005

f. Date School First Opened for Instruction

Sep 6 2005

g. Approved School Mission

(Regents, NYCDOE, and Buffalo BOE-authorized schools only)

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

h. Approved Key Design Elements

(Regents, NYCDOE, and Buffalo BOE-authorized schools only)

NA - we are a SUNY-authorized school

i. School Website Address

<https://www.achievementfirst.org/school/achievement-first-east-new-york-elementary-school/>

j. Authorized Charter Enrollment for 2024-2025 School Year

1208

k. Actual Enrollment on June 30, 2025, Excluding Pre-K Program Enrollment

1033

I. Grades Served

Grades served during the 2024-2025 school year (exclude Pre-K program students):

Responses Selected:

Kindergarten
1
2
3
4
5
6
7
8
9
10
11
12

m. Charter Management Organization/Educational Management Organization

Do you have a [Charter Management Organization](#)?

Yes

m1. Charter Management Organization Name

Include required contact information (email address and telephone number) below.

Achievement First

m2. Charter Management Organization Email Address

info@achievementfirst.org

m3. Charter Management Organization Phone Number

718-623-2660

FACILITIES INFORMATION

n. FACILITIES: Owned, rented, or leased to educate students

Will the school maintain or operate multiple sites in 2025-2026?

Yes, 2 sites

School Site 1 (Primary)

n1. SCHOOL SITES

Please provide information on Site 1 for the upcoming school year.

	Physical Address	Phone Number	District/CSD	Grades Served at Site for 2024-2025 School Year (K-5, 6-9, etc.)	Grades to be Served at Site for 2025-2026 school year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 1	557 Pennsylvania Avenue Brooklyn, NY 11207	718-485-4924	New York City Community School District #19	K-4	K-4	No

n1a. Please provide the contact information for Site 1.

	Name	Title	Work Phone	Alternate Phone	Email Address
School Leader	Meryl Senter	Principal	718-485-4924		MerylSenter@achievementfirst.org .
Operational Leader	Kiera Gilbert	Director of Operations	718-485-4924		kieragilbert@achievementfirst.org .
Compliance Contact	Min Kwon	Director of Compliance			minkwon@achievementfirst.org .
Complaint Contact	Mirtha Camille Sabio	General Counsel			MirthaCamilleSabio@achievementfirst.org .
DASA Coordinator	Kiera Gilbert	Director of Operations	718-485-4924		kieragilbert@achievementfirst.org .
Phone Contact for After Hours Emergencies					

n1b. Is site 1 in public space or in private space?

Public Space

n1c. Is site 1 in a co-located or not in a co-located facility?

Responses Selected:

Co-Located with a District School

n1d. Please list the terms of your current co-location.

	Date school will leave current co-location	Is school working with NYCDOE to expand into current space?	If so, list year expansion will occur.	Is school working with NYCDOE to move to separate space?	If so, list the proposed space and year planned for move	School at Full Capacity at Site
Site 1		No		No		Yes

School Site 2

n2. SCHOOL SITES

Please provide information on Site 2 for the upcoming school year.

	Physical Address	Phone Number	District/CSD	Grades Served at Site for 2024-2025 School Year (K-5, 6-9, etc.)	Grades to Be Served at Site for 2025-2026 School Year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 2	158 Richmond Street, Brooklyn, NY 11208	347-471-2570	New York City Community School District #19	5-8	5-8	No

n2a. Please provide the contact information for Site 2.

	Name	Title	Work Phone	Alternate Phone	Email Address
School Leader	Shamel Duncan	Principal	347-471-2570		shamelduncan@achievementfirst.org
Operational Leader	Thaysha Menardy	Director of Operations	347-471-2570		thayshamenardy@achievementfirst.org
Compliance Contact	Min Kwon	Director of Compliance			minkwon@achievementfirst.org
Complaint Contact	Mirtha Camille Sabio	General Counsel			MirthaCamilleSabio@achievementfirst.org
DASA Coordinator	Thaysha Menardy	Director of Operations	347-471-2570		thayshamenardy@achievementfirst.org
Phone Contact for After Hours Emergencies					

n2b. Is site 2 in public space or in private space?

Public Space

n2c. Is site 2 in a co-located or not in a co-located facility?

Responses Selected:

Co-Located with a District School

n2d. Please list the terms of your current co-location.

	Date school will leave current co-location	Is school working with NYCDOE to expand into current space?	If so, list year expansion will occur.	Is school working with NYCDOE to move to separate space?	If so, list the proposed space and year planned for move	School at Full Capacity at Site
Site 2		No		No		Yes

o. List of owned, rented, or leased facilities not used to educate students and the purpose of each.

Separate by semi-colon (;)

None

p1. Total Number of School Calendar Days

182

p2. Total Number of Anticipated Hours of Instruction by Month (Entries are required for all months. Enter a zero for months with no instructional hours.)

July 2025	0
August 2025	37
September 2025	119
October 2025	123
November 2025	77
December 2025	85
January 2026	101
February 2026	79
March 2026	122
April 2026	87
May 2026	111
June 2026	77

CHARTER REVISIONS DURING THE 2024-2025 SCHOOL YEAR

q. Summary of Material and Non-Material Charter Revisions submitted or approved since August 1, 2024, including updates to the school’s board of trustees’ by-laws, enrollment policy, discipline policy, or complaint policy.

Please note, listing the revisions here does not constitute a request. Schools are advised to seek revision requests through their authorizer directly.

Does the school have any material or non-material revision requests that have been submitted or approved since August 1, 2024?

Yes

q2. 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 Maximum Approved Enrollment	East NY to serve only grades K-8 starting SY 2025-26.		6/26/2025
2				
3				
4				
5				

More revisions to add?

No

ATTESTATIONS

r. Name/Position of Person Completing/Submitting the 2024-2025 Annual Report. (To write type in a phone number with an extension, please use this format: 123-456-7890-3. The dash and number 3 at the end of the phone number refers to the individual's phone extension. Do not type in the work extension or the abbreviation for it - just the dash and the extension number after the phone number).

Name	Min Kwon
Position	Director of Compliance
Phone/Extension	(No response)
Email	minkwon@achievementfirst.org

s. Our signatures (Executive Director/School Leader/Head of School and Board President) 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, this will constitute grounds for the revocation of our charter.

Click **YES** to agree and then use the mouse on your PC or the stylus on your mobile device to sign your name).

Responses Selected:

Yes

As outlined in ENTRY 7 (Employee Fingerprint Requirements Attestation):

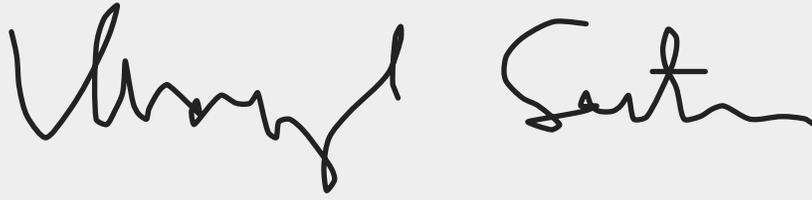
Our E-Signatures (not digital signatures) (Executive Director/School Leader/Head of School and Board President) below attest that our school has reviewed, understands and will comply with the employee clearance and fingerprint requirements as outlined in Entry 7 and found in the [NYSED CSO Fingerprint Clearance Oct 2019 Memo](#). Click **YES** to agree.

Responses Selected:

Yes

Signature, Head of Charter School

(If you are not signing the application now, please click "Clear" on both signature fields before saving this task or else the system will return an error.)



Signature, President of the Board of Trustees

(If you are not signing the application now, please click "Clear" on both signature fields before saving this task or else the system will return an error.)



Date

Jul 31 2025

Thank you.



Entry 2 – Links to Critical Documents on School Website

Completed - Jul 29 2025

Instructions

Required of ALL Charter Schools (Note that SUNY-authorized charter schools are not required to submit item 4: Authorizer-approved Dignity for All Students Act (DASA) policy and Authorizer-approved School Discipline Policy)

By law, each charter school is required to maintain certain notices and policies listed on its website. All documents must be readily found on the school's website and publicly accessible. Please insert the link to the page on the school's website where each document can be accessed. **DO NOT provide a direct link to a Google document.**

1. Current Annual Report (i.e., 2024-2025 Annual Report);[\[1\]](#)

2. Board meeting notices, agendas, and documents, including board meeting minutes;
3. New York State School Report Card - This report captures school-level enrollment and demographic information, staff qualifications, electronic student records, and attendance rates, as prescribed by New York State law.^[2] Even if there is no school data yet reported, a direct web link to the most recent [New York State School Report Card](#) for the charter school must be provided.
4. Authorizer-approved DASA Policy and Authorizer-approved School Discipline Policy **(For Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY)**;
5. District-wide safety plan, not a building-level safety plan (as per the July 2023 [Emergency Response Plan Memo](#) – Charter Schools Only);
6. Authorizer-approved FOIL Policy; and
7. Subject matter list of FOIL records (e.g., see [NYSED Subject Matter List](#))

^[1] Each charter school is required to make the Annual Report publicly available by August 1 and to post on their respective charter school website. Each school should post an updated and complete version to include accountability data and financial statements that are not or may not be available until after the August deadline (i.e., repost when financials have been submitted in November.)

^[2] SRC data is included in the reporting requirements for New York charter schools in 8 NYCRR 119.3.

Entry 2 – Links to Critical Documents on School Website

School Name: **Achievement First East New York Charter School**

Required of ALL Charter Schools (Note that SUNY-authorized charter schools are not required to submit item 4: Authorizer-approved Dignity for All Students Act (DASA) policy and Authorizer-Approved School Discipline Policy)

By law, each charter school is required to maintain certain notices and policies listed on its website. Please insert the [link from the school's website](#) for each of the items. All links must be readily found on the school's website.

[New York State Report Card](#)

[Emergency Response Plan Memo](#)

[NYSED Subject Matter List](#)

	Link to Documents
1. Current Annual Report (i.e., 2024-2025 Annual Report)	<u>https://www.achievementfirst.org/schools/new-york/</u> (Reports are located by charter under "Brooklyn School Annual Reports – By Charter")
2. Board meeting notices, agendas, and documents, including board meeting minutes	<u>https://www.achievementfirst.org/about-us/our-board-members/</u>
3. New York State School Report Card. This report captures school-level enrollment and demographic information, staff qualifications, electronic student records, and attendance rates, as prescribed by New York State law. Even if there is no school data yet reported, a direct web link to the most recent New York State School Report Card for the charter school must be provided.	<u>https://www.achievementfirst.org/schools/new-york/</u> (Reports are located by charter under "School Forms and Information")
4a. Authorizer-approved DASA Policy (For Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY)	
4b. Authorizer-approved School Discipline Policy (For Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY)	
5. District-wide safety plan, not a building level safety plan (as per the July 2023 Emergency Response Plan Memo)	<u>https://www.achievementfirst.org/schools/new-york/</u> (Plan is located by charter under "Notices and Policies")
6. Authorizer-approved FOIL Policy	<u>https://www.achievementfirst.org/schools/new-york/</u> (Policy is located by charter under "Notices and

	Policies")
7. Subject matter list of FOIL records (e.g., see NYSED Subject Matter List)	https://www.achievementfirst.org/schools/new-york/ (Policy is located by charter under "Notices and Policies")

It is the school's responsibility to ensure that if a policy appears in more than one place on the website, including as part of the family handbook, that the policy versions are consistent and up to date.

Responses Selected:

Yes, the website has been reviewed to ensure that policies are consistent and up to date.



Thank you.

Entry 3 – Board of Trustees Membership Table

Completed - Jul 29 2025

Instructions

Required of ALL charter schools

ALL charter schools or education corporations governing multiple schools must complete the Board of Trustees Membership Table within the online portal. Please be sure to include and identify parents who are members of the Board of Trustees and indicate whether parents are voting or non-voting members.

Entry 3 – Board of Trustees Membership Table

1. **SUNY-AUTHORIZED** charter schools are required to provide information for VOTING trustees only.
2. **REGENTS, NYCDOE, and BUFFALO BOE-AUTHORIZED** charter schools are required to provide information for all VOTING and NON-VOTING trustees.

Authorizer:

Who is the authorizer of your charter school?

SUNY

1. 2024-2025 Board Member Information (Enter info for each BOT member)

	Voting Trustee Name	Trustee Email Address	Position on the Board	Committee Affiliation (s)	Voting Member Per By-Laws (Y/N)	Number of Completed Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2024-2025
1	Romy Coquillette		Chair	Executive, Academic, Facilities	Yes	3	7/1/2022	9/30/2028	6
2	Desiree Dalton		Trustee/Member	Academic	Yes	3	7/1/2024	6/30/2027	5 or less
3	Tamika Bradley		Parent Rep	Facilities	Yes	4	10/8/2024	6/30/2026	5 or less
4	Jonathan Atkeson		Trustee/Member	Finance	Yes	3	7/1/2022	6/30/2025	5 or less
5	Amy Arthur Samuels		Trustee/Member	Academic, Executive	Yes	3	7/1/2024	6/30/2027	6
6	Kevin Miquelon		Trustee/Member	Facilities	Yes	1	7/1/2022	6/30/2028	5 or less
7	Paul Cabana		Trustee/Member	Executive	Yes	1	11/16/2022	6/30/2028	5 or less
8	Akeem Frett		Secretary	Executive	Yes	1	7/1/2024	6/30/2027	5 or less
9	Christopher J. Lynch		Treasurer	Executive,	Yes	2	7/1/2023	6/30/2026	6

				Finance, Facilities					
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1a. Are there more than 9 members of the Board of Trustees?

Yes

1b. Board Member Information

	Voting Trustee Name	Trustee Email Address	Position on the Board	Committee Affiliation (s)	Voting Member Per By- Laws (Y/N)	Number of Terms Served	Start Date of Current Term (MM/DD/ YYYY)	End Date of Current Term (MM/DD/ YYYY)	Board Meetings Attended During 2024- 2025
10	David Pollak		Trustee/ Member	Finance	Yes	0	10/3/2023	6/30/2026	6
11	Brandon Sorlie		Trustee/ Member	Academic	Yes	0	12/20/2023	6/30/2026	6
12	Erica Murphy		Trustee/ Member	Academic	Yes	0	10/8/2024	6/30/2027	5 or less
13	Andrea Kilpatrick		Trustee/ Member	Academic	Yes	0	10/8/2024	6/30/2027	5 or less
14	Keith Brooks		Trustee/ Member	Academic	Yes	0	4/8/2025	6/30/2027	5 or less
15									

1c. Are there more than 15 members of the Board of Trustees?

No

2. Number of board meetings conducted in 2024-2025

6

3. Number of board meetings scheduled for the 2025-2026 school year

5

4. INFORMATION ABOUT MEMBERS OF THE BOARD OF TRUSTEES

- SUNY-AUTHORIZED charter schools provide response relative to VOTING Trustees only.
- REGENTS, NYCDOE, and BUFFALO BOE-AUTHORIZED charter schools provide a response relative to all trustees.

a. Total number of Voting Members on June 30, 2025	14
b. Total number of Voting Members added during the 2024-2025 school year	3
c. Total number of Voting Members who left the board during 2024-2025 school year	1
d. Total Maximum Number of Voting Members in 2024-2025, as set by the board in by-laws, resolution, or minutes	14
e. Board members attending 8 or fewer meetings during 2024-2025	14

Thank you.

Entry 4 – Board of Trustees Disclosure of Financial Interest Form

Completed - Jul 29 2025

Instructions

Required of ALL Charter Schools

Each member of the charter school's Board of Trustees who served on a charter school education corporation governing one or more charter schools for any period during the 2024-2025 school year must complete and sign a Trustee [Disclosure of Financial Interest Form](#) due **no later than 11:59 PM on August 1, 2025**. Acceptable signature formats include:

- Digitally certified PDF signature (i.e., DocuSign)
- Manual signature (1. download to print, 2. manually sign, 3. scan signed document to PDF, and 4. upload into portal)

All completed forms must be collected and uploaded in PDF format for each individual member. **The education corporation is responsible for ensuring that each member who served on the board during the 2024-2025 school year completes the form.**

Charter schools **MUST** submit the latest version of the form. Forms completed from past years will not be accepted.

Trustees serving on an education corporation that governs more than one school are not required to complete a separate disclosure for each school governed by the education corporation. In the Trustee Disclosure of Financial Interest Form, trustees must disclose information relevant to any of the schools served by the governing education corporation.



Filename: Disclosure_of_Financial_Interest_F_UqtzHvb.pdf Size: 556.5 kB



Filename: AF_Brooklyn_Disclosure_of_Financia_N4cs3n1.pdf Size: 558.5 kB



Filename: AF_Brooklyn_Disclosure_of_Financia_V0Tb4Al.pdf Size: 555.6 kB



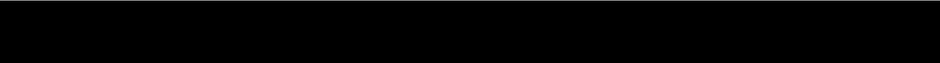
Filename: AF_Brooklyn_Disclosure_of_Financia_Vf0BXrj.pdf Size: 555.7 kB



Filename: AF_Brooklyn_Disclosure_of_Financia_laJINcK.pdf Size: 560.7 kB



Filename: AF_Brooklyn_Disclosure_of_Financia_VAuFXSX.pdf Size: 558.3 kB



Filename: AF_Brooklyn_Disclosure_of_Financia_TL8HncQ.pdf Size: 556.8 kB



Filename: AF_Brooklyn_Disclosure_of_Financia_zKBue4i.pdf Size: 557.8 kB



Filename: AF_Brooklyn_Disclosure_of_Financia_IK16zt2.pdf Size: 554.7 kB

Filename: AF_Brooklyn_Disclosure_of_Financia_NPb2gE4.pdf Size: 557.4 kB

Filename: AF_Brooklyn_Disclosure_of_Financia_JjJ2kX1.pdf Size: 557.6 kB

Filename: AF_Brooklyn_Disclosure_of_Financia_cCjrS5w.pdf Size: 555.5 kB

Filename: AF_Brooklyn_Disclosure_of_Financia_kXSm2mE.pdf Size: 557.0 kB

Filename: AF_Brooklyn_Disclosure_of_Financia_3hm5fhl.pdf Size: 592.9 kB

Entry 6 – Enrollment & Retention

Completed - Jul 29 2025

Instructions

Required of ALL Charter Schools

Describe the good faith efforts the charter school has made in 2024-2025 toward meeting targets to attract and retain the enrollment of students with disabilities (SWD), English language learners (ELL), and students who are economically disadvantaged (ED). In addition, describe the school's plans for meeting or making progress toward meeting its enrollment and retention targets in 2025-2026.

Entry 6 – Enrollment and Retention of Special Populations

Good Faith Efforts to Meet Recruitment Targets (Attract)

	Describe Recruitment Efforts in 2024-2025	Describe Recruitment Plans in 2025-2026
Students with Disabilities	<p>Efforts to recruit students with disabilities have focused primarily on making clear in promotional materials and presentations that AF is highly effective for students with disabilities, and that we offer services in accordance with Individualized Education Programs (IEPs). In addition, the Student Recruitment team reaches out annually to day care centers that are identified by the NYC Department of Education as serving students with disabilities and participates in an Include NYC fair that focuses on providing resources to families with 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. AF has reached out specifically to community members who previously agreed to partner with the Community Outreach team to conduct a family focus group on how AF schools could best meet their needs. During a recent focus group, the parent of a student with a disability said that their greatest struggle was finding a public school option that held the highest academic standards for their child despite his disability. The school strives to be this option, committed to getting every scholar who walks through our doors to and through college. We believe that sending this message to families</p>	<p>We plan to use the the same 2024-2025 plans in the 2025-2026 school year.</p>

	<p>with students who have special needs will be a powerful recruiting technique and will help us meet the enrollment target for this population. The lottery also uses a weighted preference for students with disabilities.</p>	
<p>English Language Learners</p>	<p>The AF Student Recruitment team is bilingual and has made extensive efforts to reach out to families who speak languages other than English. All outdoor signs are written in both English and Spanish, as are all brochures and other marketing materials, including the AF website page for student enrollment. In 2023-24, for instance, our direct, bilingual recruiting materials reached more than 30,000 families throughout Brooklyn. Additionally, Spanish-speaking members of the Student Recruitment team have presented in Spanish at Head Start daycares and community organizations (e.g., The Coalition for Hispanic Family Services and Bushwick United), and multiple members of the “street teams” that recruited directly in the community were Spanish speakers. While these techniques may change year to year, these are representative of recent recruitment methods. The lottery also uses a weighted preference for Multilingual Learners (MLLs), which the schools doubled for the 2016-17 school year in an effort to both admit and enroll more MLLs.</p>	<p>We plan to use the the same 2024-2025 plans in the 2025-2026 school year.</p>
<p>Economically Disadvantaged</p>	<p>Schools partner with the AF Student Recruitment team to carry out a comprehensive recruitment strategy that includes direct outreach, Refer-A-Friend campaigns, information</p>	<p>We plan to use the the same 2024-2025 plans in the 2025-2026 school year.</p>

sessions, school-based open houses, presentations at local education agencies and community based organizations, neighborhood canvassing at nearby high-density housing and building locations, participating in the NYC Charter Center application, geo-targeted mailings, and both online and outdoor advertising. These techniques have been successful in generating applications and in sharing the opportunity to apply with low-income families. In 2009, all AF schools implemented an at-risk preference for low-income families and, as a result, the vast majority of all entering families have qualified for free or reduced-price lunch (FRPL). As a result of extensive presentations to community organizations that serve low-income families, including Head Start and NYCHA daycare centers, the applicant 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.

Good Faith Efforts To Meet Retention Targets

	Describe Retention Efforts in 2024-2025	Describe Retention Plans in 2025-2026
Students with Disabilities	<p>We believe that strong Tier 2 and Tier 3 interventions, complemented by strong family relationships, are the most effective approaches to prevent the attrition of students with disabilities. In addition to the attrition risk factors described above, we believe there are at least two additional factors for families of students with disabilities. First, families of students with disabilities are more likely to leave if they believe that we hold lower expectations for their children than for their peers without disabilities. Second, these families are at risk for leaving if they do not understand the services being provided for their children, or if they perceive that more extensive services might be available at another school. As described above, our communication with families about the high expectations we hold for every child, and the differentiated supports and services we provide to make sure each child meets these expectations, begin with our student recruitment process. These messages are reinforced in family chats (which are requested of all incoming families), family conferences, and all other communication with families of students with disabilities. Additionally, the network support Systems and Data team and the Managing Director of Special Services provides disaggregated academic and behavioral data for</p>	<p>We plan to use the the same 2024-2025 plans in the 2025-2026 school year.</p>

	<p>students with disabilities directly to the principals on a monthly basis, to flag any student for whom additional support is needed. Our experience has been that when students with disabilities make strong academic progress, their families' bond with the school strengthens and they are more likely to stay with us.</p>	
<p>English Language Learners</p>	<p>In an effort to reinforce the bilingual recruitment strategies of students who are identified as Multilingual Learners, AF's Special Services team is focusing on accurate identification and assessment procedures that comply with federal and state guidelines. The classification of MLLs and subsequent data on language proficiency is an important first step toward effective programming and qualified staffing for appropriate language services. Serving as a three-pronged retention measure, accurate identification, effective programming, and qualified staffing, provide students and families with evidence of prioritizing our understanding of and services for multilingual students and families. In addition, families of students identified as English learners are invited to a family meeting with the Director of Multilingual Learner Education and the Director of Family Engagement. During this meeting, families are made aware of the programming available at AF and of their rights, which include students' access to meaningful participation in all content classrooms and extracurriculars regardless of language proficiency levels, families' access to translators and translated materials, and data results on their</p>	<p>We plan to use the the same 2024-2025 plans in the 2025-2026 school year.</p>

	<p>children's language proficiency progress. Finally, the AF network is moving toward a more inclusive, assets-based mindset that embraces multilingualism and multiculturalism as the goal rather than focus on academic identity as English-only. This vision is being carried out in professional development for all AF teachers and serves to support not only retention of students at AF, but also students' and families' retention of their own languages and cultures.</p>	
<p>Economically Disadvantaged</p>	<p>Our Systems and Data team conducted an analysis to identify which data is the best predictor of a family exiting. We learned that attending to family satisfaction, as indicated on our family engagement survey, is the most important data point to inform intervention. AF schools analyze their family engagement data and create plans to respond to family feedback. Additionally, the network Senior Director of Family Engagement analyzes the data and synthesizes the biggest themes heard from families to prioritize and improve network practices. In efforts to respond to family feedback proactively, the Student Recruitment team also sends out annual Intent to Return surveys to families in the Spring. Families are given an opportunity to express any feedback through this survey and all schools are expected to use this opportunity to engage with families and address any concerns if they were expressed.</p>	<p>We plan to use the the same 2024-2025 plans in the 2025-2026 school year.</p>

Entry 7 – Employee Fingerprint Requirements Attestation

Instructions

Required of ALL Charter Schools

Review and complete the Employee Fingerprint Requirements Attestation.

Entry 7 – Employee Fingerprint Requirements Attestation

A. TEACH System – Employee Clearance

Required of ALL Charter Schools

Charter schools MUST ensure that all prospective employees^[1] receive clearance through [the NYSED Office of School Personnel Review and Accountability](#) (OSPRA) prior to employment. **This includes paraprofessionals and other school personnel who are provided or assigned by the district of location, or related/contracted service providers.** After an employee has been cleared, schools are required to maintain proof of such clearance in the file of each employee.

Please note that all schools should maintain an electronic or hard copy of the clearance certification pulled from TEACH and dated PRIOR to the employee's start date. Clearance certifications pulled from TEACH at a later date will show that the staff member was cleared as of that date and may result in a finding of clearance violations against the school.

[1] Employees who must be cleared include, but are not limited to, teachers, administrative staff, janitors, security personnel and cafeteria workers, and other staff who are present when children are in the school building. **This includes paraprofessionals and other school personnel that are provided or assigned by the district of location, as well as related/contracted service providers.** See NYSED memorandum dated October 1, 2019 at [NYSED CSO Employee Clearance and Fingerprint Memo](#) or visit the NYSED website at [Who Must Be Fingerprinted Charts](#) for more information regarding who must be fingerprinted. Also see, 8 NYCRR §87.2.

B. Emergency Conditional Clearances

Charter schools are **strongly discouraged** from using the emergency conditional clearance provisions for prospective employees. This is because the school must request clearance through NYSED TEACH, and the school's emergency conditional clearance of the employee terminates automatically once the school receives notification from NYSED regarding the clearance request. Status notification is provided for all prospective employees through the NYSED TEACH portal within 48 hours after the clearance request is submitted. Therefore, at most, a school's emergency conditional clearance will be valid for only 48 hours after approval by the board.

Schools are not permitted to renew or in any way re-establish a prospective employee's emergency conditional clearance after status notification is sent by NYSED through the TEACH portal.

Schools are asked to attest that they have reviewed and understand these requirements. More information can be found in the memo at [NYSED CSO Employee Clearance and Fingerprint Memo](#).

Attestation

Responses Selected:

I hereby attest that the school has reviewed, understands, and will comply with these requirements.

Entry 9 – School Calendar

Completed - Jul 29 2025

Instructions

Required of ALL Charter Schools

Charter schools must upload a final 2025-2026 calendar into the portal **no later than 11:59 PM on August 1, 2025**.

School calendars must meet the [minimum instructional requirements](#) as required of other public schools "... *unless the school's charter requires more instructional time than is required under the regulations.*"

Board of Regents-authorized charter schools are also required to submit **school calendars that clearly indicate the start and end date of the instructional year AND the number of instructional hours and/or instructional days for each month. Schools must use a calendar format and ensure there is a monthly tally of instructional days.**

Charter schools serving elementary and secondary levels may submit one combined calendar showing instructional hours and days for all building levels OR separate calendars uploaded as one PDF. *Note that school calendars will also provide evidence of alignment for schools with extended days/years referenced in their mission statements or key design elements.*

See below for an example of a calendar showing the requested information.

Sample Calendar:

[25-26 Master Calendar Published - NY ES MS](#)

Filename: 25-26_Master_Calendar_Published_-_tsvJRcg.pdf Size: 950.7 kB

Entry 11 – Progress Toward Goals (SUNY-Authorized Charter Schools ONLY)

Completed - Oct 15 2025

Instructions

SUNY-Authorized Charter Schools ONLY - Complete Template and Upload to Epicenter

SUNY-authorized charter schools must download an Accountability Plan Progress Report template at [Accountability Plan Progress Report](#). After completing, SUNY-authorized charter schools must upload the document into the Annual Report Portal **and** into the SUNY Epicenter document management system **no later than 11:59 PM on September 15, 2025**.

PLEASE NOTE: This is a required task for SUNY-authorized charter schools. It is marked optional for administrative purposes only.

[2024-25-Accountability-Plan-Progress-Report-K-12-Template](#)

Filename: fb93e79e187840f580b3dc69b0b014e6.pdf Size: 2.3 MB

Entry 11 – Progress Toward Goals (Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY)

Incomplete

Instructions

Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY

Board of Regents, NYCDOE, and Buffalo BOE-authorized schools must report all Progress Toward Charter Goals as per their currently approved charters **no later than 11:59 PM on November 3, 2025**.

Schools must complete the "Goals" tables as provided in the tables below OR upload the most current action plan that includes progress made toward the attainment of goals during the 2024-2025 school year.

PLEASE NOTE: This is a required task for Regents, NYCDOE, and Buffalo BOE-authorized charter schools. It is marked optional for administrative purposes only.

Entry 11 – Progress Toward Goals

PROGRESS TOWARD CHARTER GOALS

Board of Regents, NYCDOE, and Buffalo BOE-authorized schools may complete the "Goals" tables as provided in the portal OR upload the school's most current action plan that includes progress made toward the attainment of academic, organization, and financial goals during the 2024-2025 school year.

Please select the method by which you will provide your school's information:

No Responses Selected

PROGRESS TOWARD CHARTER GOALS

Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY

Complete the tables provided. List each goal and measure as contained in the school's currently approved charter and indicate whether the school has met or not met the goal. Please provide information for all goals no later than November 3, 2025.

1. ACADEMIC STUDENT PERFORMANCE GOALS

Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY

The following tables reflect formatting in the online portal required for Board of Regents, NYCDOE, and Buffalo BOE-authorized charter schools only. These charter schools should report all Progress Toward Charter Goals as per their currently approved charters no later than **November 3, 2025**.

2. ORGANIZATION GOALS

2024-2025 Progress Toward Attainment of Organization Goals

	Organizational Goal	Measure Used to Evaluate Progress	Goal - Met, Not Met, or Unable to Assess	If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable
Org Goal 1				
Org Goal 2				
Org Goal 3				
Org Goal 4				
Org Goal 5				
Org Goal 6				
Org Goal 7				
Org Goal 8				
Org Goal 9				
Org Goal 10				
Org Goal 11				
Org Goal 12				
Org Goal 13				
Org Goal 14				
Org Goal 15				
Org Goal 16				
Org Goal 17				
Org Goal 18				
Org Goal 19				
Org Goal 20				

5. Do have more organizational goals to add?

(No response)

3. FINANCIAL GOALS

2024-2025 Progress Toward Attainment of Financial Goals

	Financial Goals	Measure Used to Evaluate Progress	Goal - Met, Not Met, or Partially Met	If not met, describe efforts the school will take to meet goal.
Financial Goal 1				
Financial Goal 2				
Financial Goal 3				
Financial Goal 4				
Financial Goal 5				

Thank you.

Entry 12 – Audited Financial Statements

Completed - Oct 31 2025

Required of ALL Charter Schools

ALL charter schools must upload the financial statements and related documents in PDF format into the portal **no later than 11:59 PM on November 3, 2025**. The statements, the independent auditor's report, any advisory and/or management letter, and the internal controls report must be combined into a PDF file with security features such as password protection removed.

ALL SUNY-authorized charter schools must also enter the financial statements and upload related documents in PDF format into the SUNY Compass system **no later than 11:59 PM on November 3, 2025**. **SUNY-authorized charter schools** are asked to ensure that security features such as password protection are turned off.

PLEASE NOTE: This task appears as optional until August 1, 2025. Thereafter, it will be identified as a required task due on November 3, 2025.

[198 ACHIEVEMENT FIRST BROOKLYN CHARTER SCHOOLS FINAL REPORT FINAL FINANCIALS 2025](#)

Filename: 162f2e738c1440b4ab77e9cd0be6f631.pdf Size: 1.1 MB

Entry 13 – Fiscal Year 2025-2026 Budget

Incomplete

SUNY-authorized charter schools are required to use Compass to complete and submit the Annual Budget and the Budget Narrative Questionnaire **no later than 11:59 PM on November 3, 2025**.

Regents, NYCDOE, and Buffalo BOE-authorized charter schools are required to download the budget template from the portal or the [Annual Reports](#) webpage and complete it. Upload the completed template **no later than 11:59 PM on November 3, 2025**. The Assumptions column should be completed for all revenue and expense items unless the item is self-explanatory.

PLEASE NOTE: This task appears as optional until August 1, 2025. Thereafter, it will be identified as a required task due on November 3, 2025.

Optional Additional Documents to Upload (BOR)

Incomplete

**Disclosure of Financial Interest by a Current
or Former Trustee**

Trustee Name:

Romy Coquillet

Name of Charter School Education Corporation:

Achievement Firsy

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

Yes **No**

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

Yes **No**

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes No

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

None

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

7. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, check **None**.

None

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest

This document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. The personal contact information provided below will be redacted.

Business Telephone:

Business Address:

E-mail Address:

Home Telephone:

Home Address:

Romy Coquillette

Romy Coquillette (Jul 11, 2025 15:52 EDT)

07/11/2025

Signature

Date

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

last revised 04/2022

**Disclosure of Financial Interest by a Current
or Former Trustee**

Trustee Name:

Tamika Bradley

Name of Charter School Education Corporation:

Achievement first Brooklyn

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.



4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

Yes **No**

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

██████████

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes **No**

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

None

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

7. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, check **None**.

None

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest

This document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. The personal contact information provided below will be redacted.

Business Telephone:

[REDACTED]

Business Address:

[REDACTED]

E-mail Address:

[REDACTED]

Home Telephone:

[REDACTED]

Home Address:

[REDACTED]



Tamika Bradley (Jul 16, 2025 10:34 EDT)

7/16/2025

Signature

Date

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

last revised 04/2022

**Disclosure of Financial Interest by a Current
or Former Trustee**

Trustee Name:

Kevin Miquelon

Name of Charter School Education Corporation:

Achievement First Brooklyn

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

Yes **No**

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

Yes **No**

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes No

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

None

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

7. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, check **None**.

None

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest

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Business Telephone:

[REDACTED]

Business Address:

[REDACTED]

E-mail Address:

[REDACTED]

Home Telephone:

[REDACTED]

Home Address:

[REDACTED]



Kevin Miquelon (Jul 22, 2025 11:10 EDT)

7/21/2025

Signature

Date

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

last revised 04/2022

**Disclosure of Financial Interest by a Current
or Former Trustee**

Trustee Name:

Paul cabana

Name of Charter School Education Corporation:

Achievement Forst

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes No

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

None

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

7. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, check **None**.

None

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest

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Business Telephone:

Business Address:

E-mail Address:

Home Telephone:

Home Address:



Paul cabana (Jul 16, 2025 11:18 EDT)

July 16 2025

Signature

Date

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

last revised 04/2022

**Disclosure of Financial Interest by a Current
or Former Trustee**

Trustee Name:

Keith Brooks

Name of Charter School Education Corporation:

AF Brooklyn Board of Directors

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes No

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

None

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

7. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, check **None**.

None

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest

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Business Telephone:

[Redacted]

Business Address:

[Redacted]

E-mail Address:

[Redacted]

Home Telephone:

na

Home Address:

[Redacted]

Keith Brooks

Keith Brooks (Jul 22, 2025 07:15 PDT)

7/22/2025

Signature

Date

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

last revised 04/2022

**Disclosure of Financial Interest by a Current
or Former Trustee**

Trustee Name:

Christopher J Lynch

Name of Charter School Education Corporation:

Achievement First Brooklyn

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes No

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

None

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

7. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, check **None**.

None

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest

This document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. The personal contact information provided below will be redacted.

Business Telephone:

Business Address:

E-mail Address:

 _____

Home Telephone:

Home Address:

 _____

Christopher Lynch

Christopher Lynch (Jul 17, 2025 07:59 EDT)

7/17/25

Signature

Date

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

last revised 04/2022

**Disclosure of Financial Interest by a Current
or Former Trustee**

Trustee Name:

Jonathan Atkeson

Name of Charter School Education Corporation:

Achievement First

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes No

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

None

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

7. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, check **None**.

None

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest

This document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. The personal contact information provided below will be redacted.

Business Telephone:

Business Address:

E-mail Address:

Home Telephone:

Home Address:

Jonathan Atkeson

[Jonathan Atkeson \(Jul 13, 2025 16:14 EDT\)](#)

7/13/2025

Signature

Date

Acceptable signature formats include:

- Digitally certified PDF signature
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last revised 04/2022

**Disclosure of Financial Interest by a Current
or Former Trustee**

Trustee Name:

Erica Murphy

Name of Charter School Education Corporation:

Achievement First

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes No

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

None

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

7. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, check **None**.

None

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest

This document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. The personal contact information provided below will be redacted.

Business Telephone:

Business Address:

E-mail Address:

Home Telephone:

Home Address:

Erica Murphy
Erica Murphy (Jul 11, 2025 19:23 EDT)

7/11/2025

Signature

Date

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

last revised 04/2022

**Disclosure of Financial Interest by a Current
or Former Trustee**

Trustee Name:

David Pollak

Name of Charter School Education Corporation:

Achievement First

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes No

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

None

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

7. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, check **None**.

None

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest

This document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. The personal contact information provided below will be redacted.

Business Telephone:

██████████

Business Address:

E-mail Address:

████████████████████

Home Telephone:

██████████

Home Address:

████████████████████



David Pollak (Jul 11, 2025 15:25 EDT)

July 11, 2025

Signature

Date

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- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

last revised 04/2022

**Disclosure of Financial Interest by a Current
or Former Trustee**

Trustee Name:

Brandon Sorlie

Name of Charter School Education Corporation:

Achievement First, Brooklyn

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes No

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

None

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

7. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, check **None**.

None

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest

This document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. The personal contact information provided below will be redacted.

Business Telephone:

Business Address:

E-mail Address:

Home Telephone:

Home Address:

Brandon Sorlie

[Brandon Sorlie \(Jul 14, 2025 16:44 EDT\)](#)

July 14, 2025

Signature

Date

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

last revised 04/2022

**Disclosure of Financial Interest by a Current
or Former Trustee**

Trustee Name:

Andrea Kilpatrick

Name of Charter School Education Corporation:

Achievement First

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes No

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

None

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

7. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, check **None**.

None

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest

This document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. The personal contact information provided below will be redacted.

Business Telephone:

[REDACTED]

Business Address:

[REDACTED]

E-mail Address:

[REDACTED]

Home Telephone:

[REDACTED]

Home Address:

[REDACTED]



Andrea Kilpatrick (Jul 12, 2025 15:08 GMT+2)

07/12/2025

Signature

Date

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

last revised 04/2022

**Disclosure of Financial Interest by a Current
or Former Trustee**

Trustee Name:

Amy Samuels

Name of Charter School Education Corporation:

Achievement First Brooklyn

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes No

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

None

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

7. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, check **None**.

None

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest

This document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. The personal contact information provided below will be redacted.

Business Telephone:

Business Address:

E-mail Address:

Home Telephone:

Home Address:



Amy Arthur Samuels (Jul 11, 2025 15:10 EDT)

07/11/2025

Signature

Date

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

last revised 04/2022

**Disclosure of Financial Interest by a Current
or Former Trustee**

Trustee Name:

Desiree Dalton

Name of Charter School Education Corporation:

Achievement First

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

Yes **No**

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

Yes **No**

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes No

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

None

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

7. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, check **None**.

None

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest

This document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. The personal contact information provided below will be redacted.

Business Telephone:

[REDACTED]

Business Address:

[REDACTED]

E-mail Address:

[REDACTED]

Home Telephone:

[REDACTED]

Home Address:

[REDACTED]

Desiree Dalton

Desiree Dalton (Jul 14, 2025 20:19 EDT)

7/14/2025

Signature

Date

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

last revised 04/2022

**Disclosure of Financial Interest by a Current
or Former Trustee**

Trustee Name:

Akeem Frett

Name of Charter School Education Corporation:

Achievement First Brooklyn

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes No

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

None

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

7. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, check **None**.

None

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest

This document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. The personal contact information provided below will be redacted.

Business Telephone:

Business Address:

E-mail Address:

Home Telephone:

Home Address:


Akeem Frett (Jul 28, 2025 18:58:16 EDT)

7-28-2025

Signature

Date

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

last revised 04/2022

AF Brooklyn Disclosure of Financial Interest Form

Final Audit Report

2025-07-28

Created:	2025-07-11
By:	Shannon Miller (ShannonMiller@achievementfirst.org)
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2025-26 NY ES / MS School Calendar

 Holidays (No school for scholars)
 District Holidays (AF Open)
 Staff PD (No school for scholars)
 Early Dismissal

2025-26 School Year Calendar

AUGUST
 20 First day of school for Grades K,5,9 (early dismissal)
 21 First day of school for all scholars (early dismissal)

SEPTEMBER
 1 Labor Day (AF closed)
 23-24 Rosh Hashanah (District Closed / AF schools open)

OCTOBER
 2 Yom Kippur (District Closed/ AF schools open)
 13 Indigenous Peoples' Day (AF closed)
 20 Diwali (District Closed / AF schools open)

NOVEMBER
 4 Election Day (AF closed)
 10 Staff PD: Reflection Day #1 (No school for students)
 11 Veterans Day Observed (AF closed)
 17 Staff PD: Day of Practice (No school for students)
 26 Day of Gratitude- ½ Day for students & staff
 27-28 Thanksgiving Break (AF closed)

DECEMBER
 22-31 Winter Break (AF closed)

July 2025	August 2025	September 2025	October 2025	November 2025	December 2025
S M T W TH F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	S M T W TH F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	S M T W TH F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	S M T W TH F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	S M T W TH F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	S M T W TH F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31
0 Student Days	7 Student Days	21 days	22 days	14 days	15 days

January 2026	February 2026	March 2026	April 2026	May 2026	June 2026
S M T W TH F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	S M T W TH F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28	S M T W TH F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	S M T W TH F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	S M T W TH F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	S M T W TH F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30
18 days	14 days	21 days	15 days	20 days	15 days

JANUARY
 1-2 Winter Break (AF closed)
 5 Staff PD (No school for students)
 19 Martin Luther King Jr. Day (AF closed)

FEBRUARY
 9 Staff PD: Reflection Day #2 ES/MS (No school for students)
 16-20 February Break (AF closed)

MARCH
 13 Staff PD: School Leader Summit (No school for students)
 20 Eid al-Fitr Observed (District closed/ AF open)

APRIL
 2 - 10 Spring Break (AF Closed)

MAY
 25 Memorial Day (AF closed)
 27 Eid-Al Adha (District closed/ AF open)

JUNE
 5 Clerical Day (District closed for ES/MS schools / AF open)
 15-18 Early dismissal for scholars
 19 Juneteenth (AF closed)
 22 Last Day of School for scholars (early dismissal)



Achievement First Charter Schools

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

October 15, 2025

By Min Kwon

Charter Name	School Address	School Phone Number
Aspire	982 Hegeman Ave. Brooklyn, NY 11208	347-471-2055
Crown Heights	790 East New York Avenue, Brooklyn, NY 11203	347-471-2580
East New York	557 Pennsylvania Avenue Brooklyn, NY 11207	718-485-4924

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Michael Diaz, Associate Chief of Academics, and Meaghan Ross, Team Systems & Data Director, prepared this 2024-25 Accountability Progress Report on behalf of the charter school’s board of trustees:

Trustee’s Name	Board Position	
	Office (e.g., chair, treasurer, secretary)	Committees (e.g., finance, executive)
Brandon Sorlie	Chair	Academic, Executive
Paul Cabana	Vice Chair	Executive
Christopher J. Lynch	Treasurer	Executive, Finance, Facilities
Akeem Frett	Secretary	Executive
Tamika Bradley	Parent Representative	Facilities
Romy Coquillette	Trustee/Member	Academic, Finance, Facilities
Desiree Dalton	Parent Representative	Academic
Andrea Kilpatrick	Trustee/Member	Academic
Erica Murphy	Trustee/Member	Academic
Kevin Miquelon	Trustee/Member	Facilities
David Pollack	Trustee/Member	Finance
Amy Arthur Samuels	Trustee/Member	Academic, Executive
Keith Brooks	Trustee/Member	Academic

School Leaders

Charter	Principal
Aspire	Jordan Hardy has served as the elementary school principal since 2020. Shailah Phillips has served as the middle school principal since 2023. Nana Effah has served as the high school principal since 2021.
Crown Heights	Mallory Bodhuin has served as the elementary school principal since 2023. Don Hardin has served as the middle school principal since 2024. Damen Scott has served as the high school principal since 2022.
East New York	Meryl Senter has served as the elementary school principal since 2020. Shamel Duncan has served as the middle school principal since 2022-2023. Jason Coalter has served as the high school principal since 2020.

SCHOOL OVERVIEW

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

The first Achievement First Schools to open in New York were Crown Heights and East New York in 2005. Aspire opened in 2013.

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

- An Unwavering Focus on Breakthrough Student Achievement
- Use of a Consistent, High-Quality, Standards-Aligned Curriculum
- Strategic Use of Assessments to Monitor and Address Student Performance
- Principals have the Power to Lead their School to Execute their Vision
- Principals Provide Increased Supervision Over the Quality of Instruction
- Aggressive Recruitment and Development of Talent
- Disciplined, Achievement-Oriented School Culture
- Rigorous, High-Quality, Focused Training for Principals and Leaders
- Valuing Families as Partners

In the 2024-25 school year, AF continued implementation of externally developed high-quality instructional materials in ELA, math, and science in middle school and in ELA and math in Elementary School. We have also adopted curricula in our high school English, math, and science courses. These curricular materials were chosen after a thorough review of EdReports data, teacher and school leader input, as well as alignment to our value of Leading for Racial Equity and ensuring we would be able to leverage materials in ways that are culturally responsive and empowering. We are continuing to use our middle school history curriculum which is a standards-based program designed internally and with the collaboration of experts in the field. This work will continue to provide the strong foundation for instruction that is characteristic of AF and expected by teachers and leaders, while allowing us to prioritize supporting implementation and responding to student learning data gathered from instruction and assessment.

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year

	School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Aspire	2022-23	57	60	56	76	72	93	85	77	90	102				768
	2023-24	49	49	65	51	67	71	83	73	76	105	125			814

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

	2024-25	52	52	49	61	48	74	85	74	72	95	105	104	61	932
Crown Heights	2022-23	49	77	66	77	94	89	86	91	92	161	177	130	97	1286
	2023-24	49	51	78	66	85	92	89	92	88	189	189	153	127	1348
	2024-25	33	52	49	80	72	85	94	83	87	191	171	169	145	1311
East New York	2022-23	73	88	82	95	86	66	64	66	55	107	118	113	105	1118
	2023-24	80	78	86	84	86	59	72	62	63	119	107	105	108	1109
	2024-25	66	76	81	79	74	56	60	61	56	120	119	104	101	1053

HIGH SCHOOL COHORTS

ACCOUNTABILITY COHORT

The state's Accountability Cohort consists specifically of students who are in their fourth year of high school after entering the 9th grade. For example, the 2021 state Accountability Cohort consists of students who first entered the 9th grade anywhere in the 2021-22 school year, were enrolled in the school on the state's annual enrollment-determination day (BEDS day) in the 2024-25 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department's SIRS Manual for more details about cohort eligibility and acceptable exit reasons: <http://www.p12.nysed.gov/irs/sirs/ht>)

Fourth-Year High School Accountability Cohorts

	Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort's Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30th
Aspire	2022-23	2019-20	2019	N/A	N/A	N/A
	2023-24	2020-21	2020	N/A	N/A	N/A
	2024-25	2021-22	2021	58	0	58
Crown Heights	2022-23	2019-20	2019	101	1	100
	2023-24	2020-21	2020	130	0	130
	2024-25	2021-22	2021	146	7	139
East New York	2022-23	2019-20	2019	109	0	109
	2023-24	2020-21	2020	106	1	105
	2024-25	2021-22	2021	103	3	100

TOTAL COHORT FOR GRADUATION

Students are also included in the Total Cohort for Graduation (referred to as the Graduation Cohort, Total Graduation Cohort, or Total Cohort interchangeably throughout this report) based on the school year they first enter the 9th grade at any school. The 2021 Total Cohort consists of all students, based on last

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

enrollment record as of June 30, 2025, with a First Date of Entry into Grade 9 during the 2021-22 school year, regardless of their current grade level. The school may remove students from the Graduation Cohort if the school has discharged those students for an acceptable reason listed in the [SIRS manual](#), including but not limited to the following: if they transfer to another public or private diploma-granting program with documentation, transfer to home schooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S., or are deceased.

Fourth Year Total Cohort for Graduation

	Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Still Enrolled on June 30 th of the Cohort's Fourth Year (a)	Number of Students Who Left the School but Were Not Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
Aspire	2022-23	2019-20	2019	N/A	N/A	N/A
	2023-24	2020-21	2020	N/A	N/A	N/A
	2024-25	2021-22	2021	57	1	58
Crown Heights	2022-23	2019-20	2019	100	0	100
	2023-24	2020-21	2020	130	1	131
	2024-25	2021-22	2021	139	1	140
East New York	2022-23	2019-20	2019	109	0	109
	2023-24	2020-21	2020	105	1	106
	2024-25	2021-22	2021	106	0	106

Fifth Year Total Cohort for Graduation

	Fifth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Still Enrolled on June 30 th of the Cohort's Fifth Year (a)	Number of Students Who Left the School but Were Not Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
Aspire	2022-23	2018-19	2018	N/A	N/A	N/A
	2023-24	2019-20	2019	N/A	N/A	N/A
	2024-25	2020-21	2020	N/A	N/A	N/A
Crown Heights	2022-23	2018-19	2018	95	0	95
	2023-24	2019-20	2019	99	1	100
	2024-25	2020-21	2020	127	4	131
East New York	2022-23	2018-19	2018	100	0	100
	2023-24	2019-20	2019	109	0	109
	2024-25	2020-21	2020	104	0	104

PROMOTION POLICY

AF has moved to a credit accumulation model in which there are no longer any dragging credit requirements that impact scholars moving to the next grade. Instead of using the language of retention, students will now be deemed “credit deficient” if they are not on track to graduate in 4 years. Students keep all credits for courses they passed.

Grade progression and graduation will depend on credits accumulated. This was modeled after the NYC DOE HS policies for credit standing.

GOAL 1: HIGH SCHOOL GRADUATION

Graduation Goal Measure 1 - Leading Indicator

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.

Percent of Students in First and Second Year Cohorts
Earning the Required Number of Credits in 2024-25

	Cohort Designation	Number in Cohort during 2024-25	Percent Promoted
Aspire	2023	82	91.5%
	2024	73	93.2%
Crown Heights	2023	171	81.9%
	2024	155	70.3%
East New York	2023	115	89.6%
	2024	109	97.2%

Graduation Goal Measure 2 - Leading Indicator

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

As a result of the Board of Regents’ guidance regarding the cancellation of multiple administrations of the Regents exams through at least 2021-22, some second year cohorts may have had student waivers for examinations. Report the percentage of students who either passed or were exempted from at least three exams. In August of 2025, the 2023 Cohort will have completed its second year.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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

	Cohort Designation	School Year	Number in Cohort	Percent Passing at Least Three Regents (including exemptions)
Aspire	2021	2022-23	58	67.2%
	2022	2023-24	105	54.3%
	2023	2024-25	82	40.2%
Crown Heights	2021	2022-23	140	52.1%
	2022	2023-24	166	47.0%
	2023	2024-25	171	29.2%
East New York	2021	2022-23	108	43.5%
	2022	2023-24	108	75.0%
	2023	2024-25	115	53.9%

Graduation Goal Measures 3 & 4 - 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.

The school's specific graduation requirements appear in this document above the graduation goal.

Percent of Students in the Total Graduation Cohort who have Graduated After Four Years¹

	Cohort Designation	School Year	Number in Cohort	Number who Graduated	Percent Graduating
Aspire	2019	2022-23	N/A	N/A	N/A
	2020	2023-24	N/A	N/A	N/A
	2021	2024-45	58	56	96.5%
Crown Heights	2019	2022-23	100	96	96.0%
	2020	2023-24	131	121	92.4%
	2021	2024-45	140	121	86.4%
East New York	2019	2022-23	109	104	95.4%
	2020	2023-24	106	99	93.4%
	2021	2024-45	106	91	85.8%

Percent of Students in Total Graduation Cohort Who Have Graduated After Five Years

	Cohort Designation	School Year	Number in Cohort	Number who Graduated	Percent Graduating
Aspire	2018	2022-23	N/A	N/A	N/A
	2019	2023-24	N/A	N/A	N/A

¹ These data reflect August graduation rates.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

	2020	2024-25	N/A	N/A	N/A
Crown Heights	2018	2022-23	95	95	100%
	2019	2023-24	100	99	99.0%
	2020	2024-25	131	125	95.4%
East New York	2018	2022-23	100	100	100%
	2019	2023-24	109	109	100%
	2020	2024-25	104	103	99%

Graduation Goal Measure 5 - 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 school district of comparison.

Percent of Students in the Total Graduation Cohort who Graduate in Four Years Compared to the District²

	Cohort Designation	School Year	Charter School			School District	
			Number in Cohort	Number who Graduated	Percent Graduating	Number in Cohort	Percent Graduating
Aspire (District 19)	2019	2022-23	N/A	N/A	N/A	1,360	85%
	2020	2023-24	N/A	N/A	N/A	1,254	84%
	2021	2024-25	58	56	96.5%		
Crown Heights (District 17)	2019	2022-23	100	96	96.0%	1,832	81%
	2020	2023-24	131	121	92.4%	1,686	81%
	2021	2024-25	140	121	86.4%		
East New York (District 19)	2019	2022-23	109	104	95.4%	1,360	85%
	2020	2023-24	106	99	93.4%	1,254	84%
	2021	2024-25	106	91	85.8%		

Graduation Goal Measure 6 - Absolute Measure

Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway (commonly referred to as the 4+1 pathway) will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year in the cohort.

² Given that district results for the current year are generally not available at this time, for purposes of this report schools should include the district's 2023-24 results as a temporary placeholder for the district's 2024-25 results.

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

Type	Measure	Outcome
Leading Indicator	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.	Aspire: YES Crown Heights: NO East New York: YES
Leading Indicator	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 completion of their second year in the cohort.	Aspire: NO Crown Heights: NO East New York: NO
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort will graduate.	Aspire: YES Crown Heights: YES East New York: YES
Absolute	Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	Aspire: N/A Crown Heights: YES East New York: YES
Comparative	Each year, the percentage 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 school district of comparison.	Aspire: YES Crown Heights: YES East New York: YES
Absolute	Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year.	Aspire: N/A Crown Heights: N/A East New York: N/A

EVALUATION OF THE GRADUATION GOAL

Almost all AF Brooklyn high schools met 4/5 of the applicable measures of the high school graduation goal.

For **Graduation Goal Measure 1** 2 out of 3 NY Charters met this measure for the 2024-2025 school year. On average, over 87% of students in first and second year cohorts earned the number of credits required to be promoted. Four out of six cohorts exceeded the 75% goal by at least 15 percent and three out of six cohorts exceeded the 75% goal by more than 15%.

Graduation Goal 2 was not met. No cohort had at least 75% of students in their second year score at least proficient on three different Regents exams.

For **Graduation Goals 3 and 4**, as a rigorous college preparatory program, Achievement First NY high schools have an internal goal of 100% graduation rates. Our schools have attained the 4-year graduation rate of 75% by a wide margin and have passed the 5-year graduation rate of 95% across all charters in all cohorts.

For **Graduation Goal 5**, Achievement First NY Schools have consistently had higher four year graduation rates than the geographic districts of comparison for each respective school. Data is not yet available for the 2021 cohort at the comparison district schools.

Graduation Goal 6 is not applicable as AF Brooklyn high schools do not have an alternative pathway for graduation

ADDITIONAL CONTEXT AND EVIDENCE

For **Graduation Goal 2**, AF Brooklyn high schools have historically achieved this measure prior to the COVID pandemic. We are focused on addressing the decrease in this indicator during the past three years largely due to the impact of COVID-19 and remote instruction. The 2021 accountability cohort represents our most COVID-disrupted student population, having experienced entirely remote instruction during their freshman year (2021-22). Additionally, this cohort did not experience formal high-quality external curriculum implementation until their senior year (2024-25), missing the foundational curriculum development that occurred during Years 1-2 of implementation in grades 9-10.

We have continued to prioritize the adoption of external High Quality Instructional Materials in ELA and Math and have prioritized the redesign of our internal assessment strategy which in turn should improve Regents pass rates by improving our core curriculum and our ability to respond to formative data and make differentiated instructional choices based on formative data.

For **Graduation Goals 3 and 4**, AF Brooklyn high schools have historically achieved the 4th and 5th year graduation rate measure and we have continued to do so across the board.

For **Graduation Goal 5**, AF Brooklyn high schools have consistently exceeded the graduation rates of their district peers and we have continued to do so.

Graduation Goal 6 is not applicable as AF Brooklyn high schools do not have an alternative pathway for graduation.

ACTION PLAN

We believe that the High Quality Instructional Materials curriculum adoption of Illustrative Math for Algebra 1, Geometry, and Algebra 2, StudySync for ELA, and OpenSciEd for Science courses will bring continued long-term improvement. At the same time, our schools continue to refine and execute their intensive plans to address chronic absenteeism, which has been significantly impacting student achievement and inhibiting access to Tier I instruction.

More detail is available in the subject-specific sections below, but our strategy at a high level consists of targeted interventions focusing on instructional intensification, systematic skill development, and enhanced support for students approaching proficiency.

For example, entering Year 3 of formal StudySync implementation for grades 9-10 and Year 2 for grades 11-12, we will implement enhanced Regents preparation throughout all ELA 2 (grade 10) units. Unit revisions include explicit exam preparation integrated from year beginning, with graduated intensity approaching testing dates. Key components include Regents-aligned daily openers, modified assessments incorporating exam formatting, targeted literary analysis practice addressing identified skill gaps, and comprehensive writing skill development. We will replace the StudySync IA2 assessment with a mock Regents exam in January, providing more authentic practice.

In addition, teacher coaching visits will increase from monthly to bi-weekly. The network-wide focus on Arc of the Year priorities—Rigor, Thinking, and Feedback—will be implemented through monthly development sessions ensuring classrooms meet grade-level standards, facilitate student-centered learning, and provide systematic feedback addressing identified skill gaps.

In Math, to set a strong foundation for learning in Tier 1 instruction, summer professional development focused on strong planning aligned to our vision of excellence for high quality mathematics instruction. As professional development continues, we will focus on skill development of core instructional moves that allows students to engage in high quality thinking that develops students' mathematical proficiency and conceptual understanding; providing just in time support to address student learning gaps; and effectively responding to teacher and student data. Additional instructional and student learning data is gathered during our continuous improvement cycle walkthroughs. This data is leveraged in developing our teacher and leader PDs.

GOAL 2: COLLEGE PREPARATION

Achievement First (AF) exists to deliver on the promise of equal educational opportunity for all of America's children. One of our most important goals over the next several years is to ensure that our schools deliver on this promise to our scholars, by having a strong plan to respond to challenges caused by the COVID pandemic and continue to bolster and improve our educational model so that all of our students are prepared to succeed in life post K-12.

In partnership with the Achievement First network, AF Brooklyn provides its high school scholars with a great level of support to attend and graduate from the nation's top colleges. Key to this strategy is a dedicated team – Team College & Career.

Team College & Career seeks to create a scalable model for our country that defies the current 8% college graduation rate for low-income students. Aligned to four critical pillars, the college access and completion approach, Team College & Career guides schools in setting and reaching audacious goals for each pillar in order to meet our goals. By 2028-29, we strive for at least 98% of the graduating cohort to have a post-secondary plan, for at least 90% of the graduating cohort to matriculate to college, a career and technical education (CTE) program, or the military, and for at least 80% of the graduating cohort to matriculate into a Bachelor's or Associate degree program. Team College & Career leads the charge in refining and codifying best practices for each key pillar: (1) Academic Preparation & College Readiness (2) College & Career Exposure and Experiences (3) Match & Fit Advising, and (4) Alumni Support and

Success.. We employ a data-driven approach toward ensuring that all scholars are accepted to and graduate from a post-secondary path that allows for a choice-filled life.. Our approach encompasses:

- Tracking data on high school scholars and alumni as they apply to, attend, and graduate from college
- Alumni programming and college partnerships
- College initiatives in our high schools including summer opportunities, SAT prep, and family and community engagement

In addition to the support from our Network College and Career team, we have aligned our high school academic program to meet our goals. We expect our high schools to provide four year pathways in each core content area with an opportunity to take advanced level courses such as College Board Advanced Placement courses or dual enrollment courses. We provide a central network curriculum that is a mix of adopted external programs and internal curriculum for the four year pathway in each core content area along with professional development for school leaders and teachers to support curriculum implementation.

We have begun developing partnerships for dual enrollment. At the high school within our former Brownsville charter, we offered during SY 23-24 one course each semester through the [National Education Equity Lab](#). This organization partners with a number of colleges and universities across the country to deliver and support online college credit-bearing courses into teacher-led high school classrooms across the country. For SY 25-26, we will continue to maintain a partnership with the National Education Equity Lab with the high school within our East New York Charter. For the future we are considering further expansion of this partnership. We are also exploring dual enrollment opportunities through CUNY College Now, a FREE college transition/dual enrollment program for New York City Department of Education high school students. The high school in our Crown Heights charter enrolled students through CUNY College Now during SY 24-25.

College Preparation Goal Measure 1 - Absolute

Each year, 75 percent of graduating students will demonstrate their preparation for college by at least one or some combination of the following indicators:

- **Passing an Advanced Placement (“AP”) exam with a score of 3 or higher;**
- Earning a score of 4 or higher on an International Baccalaureate (“IB”) exam;
- Passing a College Level Examination Program (“CLEP”) exam;
- Passing a college level course offered at a college or university or through a school partnership with a college or university;
- **Achieving the college and career readiness benchmark on the SAT;**
- Earning a Regents diploma with advanced designation; or,

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- A different school-created indicator approved by the Institute.

Percentage of the 2021 Total Cohort Graduates Demonstrating College Preparation by Indicator³

	Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
Aspire	Passing an AP exam with a score of 3 or higher	51	18	35.2%
	College & Career Readiness Benchmark on SAT	54	10	18.5%
	Overall	56	20	35.7%
Crown Heights	Passing an AP exam with a score of 3 or higher	105	56	53.3%
	College & Career Readiness Benchmark on SAT	113	17	15.0%
	Overall	121	56	46.3%
East New York	Passing an AP exam with a score of 3 or higher	88	66	75.0%
	College & Career Readiness Benchmark on SAT	88	23	26.1%
	Overall	91	66	72.5%

College Preparation Goal Measure 2 - Absolute

Each year, the College, Career, and Civic Readiness Index (“CCCRI”) for the school’s Total Cohort will exceed the Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

Schools are not required to report attainment of this measure for 2024-25. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information. The Institute may use these data for its evaluation of the school’s goal attainment when data become available.

College Preparation Goal Measure 3 - Comparative

Each year, the school’s CCCRI for the Total Cohort will exceed that of the district of comparison’s Total Cohort.

³ Schools use any method listed above, or any combination thereof, to demonstrate that at least 75 percent of graduates are prepared to engage in rigorous college level coursework. The school should select only those methods listed here that it uses to demonstrate the college readiness of its students and eliminate those that it will not. For instance, high schools that do not deliver an IB Program as part of their high school design do not report on the IB option.

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Schools are not required to report attainment of this measure for 2024-25. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information. The Institute may use these data for its evaluation of the school’s goal attainment when data become available.

College Preparation Goal Measure 4 - Absolute

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

Matriculation Rate of Graduates by Year⁴

	Cohort	Graduation Year	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Following Year (b)	Matriculation Rate =[(b)/(a)]*100
Aspire	2019	2022-23	N/A	N/A	N/A
	2020	2023-24	N/A	N/A	N/A
	2021	2024-25	N/A	N/A	N/A
Crown Heights	2019	2022-23	100	91	91%
	2020	2023-24	131	109	83%
	2021	2024-25	N/A	N/A	N/A
East New York	2019	2022-23	109	105	96%
	2020	2023-24	104	85	82%
	2021	2024-25	N/A	N/A	N/A

SUMMARY OF THE COLLEGE PREPARATION GOAL

Type	Measure	Outcome
Absolute	Each year, 75 percent of graduating students will demonstrate their preparation for college by one or more possible indicators of college readiness.	Aspire: NO Crown Heights: NO East New York: NO
Absolute	Each year, the CCCRI for the school’s Total Cohort will exceed that year’s state MIP set forth in the state’s ESSA accountability system.	N/A
Comparative	Each year, the school’s CCCRI for the Total Cohort will exceed that of the district’s Total Cohort.	N/A
Absolute	Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.	Aspire: N/A Crown Heights: YES East New York: YES

⁴ Schools should update and confirm data for Cohorts who graduated prior to 2024-25 and provide preliminary matriculation data for 2021 Cohort. It may be necessary for schools to provide updated data to the Institute when National Student Clearinghouse or other data sources become available later in the school year.

EVALUATION OF THE COLLEGE PREPARATION GOAL

Our matriculation data comes both from our alumni college success counselors confirming matriculation status with individual AF graduates and then later from the National Student Clearinghouse when their data is released.

None of our NY Achievement First high schools met **College Preparation Goal 1**. Our high school within our East New York charter came within 3% of the goal measure, improving 10% compared to the previous year. Our high schools within the East New York and Crown Heights charters have maintained the greatest offering of AP courses. Access to AP courses makes it more likely for more students to earn a qualifying score and can also support SAT performance.

In the past, all of our NY Achievement First HS Cohorts met **College Preparation Goal 4** by wide margins. We don't yet have 2024-25 data. Our high schools are college preparatory high schools with robust College and Career teams to support students in college preparation, selection, admissions, and matriculation.

ADDITIONAL CONTEXT AND EVIDENCE

Our pre-pandemic cohorts had high rates of AP participation with strong performance relative to peer charter high schools. AP participation declined during the pandemic and students were less academically prepared for success in AP courses. AP participation is starting to rebound, but performance on the AP exam is still not at historical levels in most courses. Our current focus within our HS program is on ensuring students are demonstrating proficiency in the grade level standards across all content areas. This foundation is necessary for students to find success in AP level courses. We will continue to both provide access to AP classes, but also ensure students have the necessary foundations for success in those classes. As we continue to respond to the learning effects from the pandemic, we will prioritize developing proficiency with grade level standards. Over time, this will eventually translate to gains in AP achievement.

Also, many colleges adopted an SAT optional admissions policy during the pandemic. With that change to the external admissions context, we have deemphasized the SAT beginning with the 2020-21 school year. This de-emphasis has continued which has affected the number of students meeting the SAT College and Career Readiness benchmark. Although the SAT is not emphasized as much as it has been pre-pandemic, we believe the efforts we are making to strengthen academic foundations, especially in Algebra 1 and 9th and 10th grade ELA courses will eventually result in gains in SAT achievement.

ACTION PLAN

Our strategy here is quite similar to our overall strategy to improve academic outcomes. The biggest obstacle to stronger results on AP exams and the SAT for our students are the gaps in their academic foundation. Students will achieve more success in AP courses and the SAT when they have mastered the

foundational grade level standards, particularly those from the core courses in 9th and 10th grade such as Algebra 1, 9th grade ELA, Geometry, 10th grade ELA, and Algebra 2. These are all Regents courses and we are doubling down on our strategy to improve achievement in these courses as described in the Action Plan for Goal 1. We believe that the High Quality Instructional Materials curriculum adoption of Illustrative Math for Algebra 1, Geometry, and Algebra 2 and StudySync for ELA will bring continued long-term improvement. We have also worked to increase the amount of coaching and support available to teachers, increasing the frequency of school visits and professional development opportunities. We believe the attention to data paired with the coordination of school teams with network teams will also lead to improved academic outcomes.

GOAL 3: ENGLISH LANGUAGE ARTS

BACKGROUND

In Achievement First's K-8 ELA program, the purpose of ELA instruction is to build a love of reading among students, to create knowledge and language-rich learning experiences, as well as to ensure that every scholar leaves elementary school proficient at reading and writing grade-level standards. In doing so, students will enter their middle school experience prepared for the academic learning ahead.

In the 2024-25 school year, our schools continued implementing the new high-quality instructional materials (HQIM) that we implemented in 2023 -24 including:

- Foundations & Heggerty (K-2, sometimes 3)
- Geodes (K-2, sometimes 3)
- *Wit and Wisdom* across all of our K-8 campuses.

We continue to believe these are the best HQIM for our students and achieving our achievement goals because it is:

- Aligned with the Science of Reading
- Intentional word and world knowledge building throughout and across grade levels
- Aligned to knowledge and skill demands of state exams NYSE
- Highly rated in EdReports
- Aligned with NY NextGen Standards
- W&W supports foundational reading skills across grades K through 4, and continues to build on those skills and critical thinking in grades 5-8.
- W&W (and thus Geodes) is built and organized into cohesive units that follow the principles of backwards design
- Starting in kindergarten, students are positioned to ask questions, read rich, complex texts, write across various genres, make use of textual evidence, and construct explanations and arguments
- Includes regular formative and summative assessments to monitor student learning are part of every module

To support strong data practices, we invest in both curriculum-based and external formative and summative assessments:

- Universal Screeners: mCLASS (K-4), iReady, and STAR (5-8) (3x; BOY, MOY, EOY)
- Foundations (K-3): Unit Exams
- Wit and Wisdom: New Reads, Vocabulary Assessments, Focusing Question Tasks, End of Module Tasks
- Gr 3-8: Interim Assessments and Mock Exam (used as proxies for NYSE state exams) and short bi-weekly quizzes (aligned to the State exams, prioritizing the standards taught in the Wit in Wisdom). The IAs and Mocks are predominantly built from released items for nyEngage.

In 2024-25, the professional development shifted from ensuring that teachers taught the new curriculum with fidelity and integrity, to stronger internalization and responding to student data in class. Teachers attended sessions developing their skills in identifying the purpose of each lesson and how the different parts of the lesson connect to the purpose. Leaders were developed on how to use data to inform the purpose and individualized instruction, and how to coach their teachers to use their data to inform instructional planning. All of this was grounded in maintaining the rigor and goal of the lessons as defined by the HQIM, while also ensuring teachers were responding to students' needs.

In our high school ELA program, students deeply engage with texts through research-based, structured close reading cycles, carefully reading diverse texts from many genres and writing in a variety of formats that deepen thinking and learning. Scholars practice the discipline in order to construct understanding; they are the “doers” (reading, analyzing, unpacking, posing questions, thinking critically, discussing, researching, writing) and teachers are facilitators who support scholars in leading the learning. The high school ELA program supports the development of adolescent literacy at all stages of readiness and leverages structured reading approaches and supports that seek to mitigate learning barriers for struggling readers accessing grade level texts. We use research-based instructional approaches to develop vocabulary and background-knowledge and focus on student engagement as a means for developing literacy and facilitating deep and authentic conversation with text, each other, and the world.

In the 2023-2024 school year, our high schools began full-scale implementation of the StudySync curriculum across grades 9 and 10, with optional unsupported implementation in grades 11 and 12, and then moved to full-scale supported implementation across grades 9-12 in school year 2024-2025. We identified StudySync as the best choice for our students, over several other HQIM options, for a number of reasons:

- Greater diversity of representation of authors
- Most aligned to knowledge and skill demands on AP, Regents, and SAT/PSAT exams
- Highly rated by EdReports
- Aligned with NY NextGen State Standards
- Aligned with the Science of Reading
- Provides detailed guidance for implementing instructional approaches to support literacy development in students who enter high school reading below grade level

- Includes resources for addressing foundational reading skills like phonics and fluency
- Greatest support for flexibly differentiating instruction for all learners, including students who are MLL and exceptional learners.

In the first year of implementation of the StudySync curriculum in school year 2023-2024, we aligned across schools on implementing units 1-4, though schools were encouraged to select the “version” of the unit that best met the needs/interests of their students. We heard feedback throughout the year about a need for greater support from network for novel study units, and this feedback informed a shift in our approach in school year 2024-2025 to aligned units, and aligned versions of units, across all schools and grades in the network, with the network high school ELA team providing daily lesson resources for the novel study unit selections. In addition, in school year 2025-2026, the network team is responding to ongoing data by producing more robust resources to support close reading cycles across grades and units.

In school year 2023-2024 we piloted mandatory Extended Writing Projects (EWPs) across grades 9 and 10. Students complete these process-based writing pieces, involving multiple drafts, with least invasive scaffolding. The EWPs are curricular assessments aligned to unit standards and provide students with additional opportunities to demonstrate their learning, both as readers and writers. The EWP requires both cumulative knowledge built across unit texts and facility with writing in a target genre for which the unit provides mentor texts and several “at bats” for students to build skill in a specific genre of writing. As a result of the positive impacts from the pilot, in school year 2024-2025 we moved to fully implement EWPs across all grades and units. Schools received data support on demand and developed and instituted data-based plans to support continuous improvement with process-based writing projects. Additionally, in 2025-2026, schools are now taking mandatory mid-unit formatives that are aligned to the HS ELA Regents in both standards assessed and format to support shorter cycles of improvement that will lead to higher performance on the Regents in June. In this way, our schools are making data-informed instructional choices throughout the school year to support learning for all.

In addition to EWPs, we leveraged assessment resources provided by StudySync to develop network interim assessments, broad benchmark assessments that track progress against a wide array of NY NextGen Literacy and Writing Standards across the year.

Professional learning for ELA teachers focused on a scope and sequence of support for new and ongoing curriculum implementation. The year began with technical training to support teachers in developing facility with the various tools offered with the StudySync curriculum, including a suite of online tools and teacher guides. We then shifted our focus to developing skill with the Close Reading Cycle, a Science of Reading-aligned approach to reading that is the fulcrum of the StudySync curriculum. The approach involves multiple reads of a text interspersed with targeted skills lessons to develop students ability to independently apply analytical skills as they read and develop their own evidence-based interpretations of texts. This year, we have layered in enhanced close reading supports, which include a streamlined set of text-dependent questions that span from the first-read lesson to the close-read lesson, skill models and practice opportunities, both multiple choice and open-ended that support students’ building of the

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modeled skill, and sample proficient responses with scoring notes to support normed evaluation of students’ analytical writing at the end of each close reading cycle in the unit.

We leveraged quarterly continuous improvement cycles, which included targeted support for individual academic deans and instructional walkthroughs to track progress and collaborate directly with school leaders on observing instruction, and aligning on prioritized feedback and action steps for moving instruction forward.

ELEMENTARY AND MIDDLE ELA

ELA Measure 1 - Absolute

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

The tables below summarize the participation information for this year’s test administration as well as the performance of all students and students enrolled for at least two years.

2024-25 State English Language Arts Exam Number of Students Tested and Not Tested									
	Grade	Total Tested	Not Tested					Total Enrolled	
			Absent	Refusal	ELL/IEP	Admin error	Medically excused		Other reason
Aspire	3	55	1	7		1			64
	4	44		4					48
	5	72						1	73
	6	78				3			81
	7	71				2		1	74
	8	66	2			1		1	70
	All	386	3	11		7		3	410
Crown Heights	3	77	1	6					84
	4	67		3					70
	5	79	1	1					81
	6	92	2	1					95
	7	78	2	1					81
	8	81	1	3				1	86
	All	474	7	15				1	497
East New York	3	75	1	3					79
	4	70		4					74
	5	54							54
	6	60							60
	7	62							62
	8	55		1					56
	All	376	1	8					385

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Performance on 2024-25 State English Language Arts Exam By All Students and Students Enrolled in At Least Their Second Year⁵

	Grade	All Students			Enrolled in at least their Second Year		
		Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
Aspire	3	55	40	72.7%	51	38	74.5%
	4	44	33	75.0%	44	33	75.0%
	5	72	28	38.9%	40	18	45.0%
	6	78	35	44.9%	59	28	47.5%
	7	71	37	52.1%	59	34	57.6%
	8	66	39	59.1%	57	36	63.2%
	All	386	212	54.9%	310	187	60.3%
Crown Heights	3	77	54	70.1%	67	49	73.1%
	4	67	51	76.1%	59	50	84.7%
	5	79	40	50.6%	68	38	55.9%
	6	92	51	55.4%	80	42	52.5%
	7	78	42	53.8%	69	37	53.6%
	8	81	60	74.1%	75	58	77.3%
	All	474	298	62.9%	418	274	65.5%
East New York	3	75	50	66.7%	69	46	66.7%
	4	70	52	74.3%	68	50	73.5%
	5	54	29	53.7%	41	23	56.1%
	6	60	33	55.0%	52	29	55.8%
	7	62	41	66.1%	59	38	64.4%
	8	55	26	47.3%	51	26	51.0%
	All	376	231	61.4%	340	212	62.3%

ELA Measure 2 - Absolute

Each year, the school's aggregate Performance Index ("PI") on the State English language arts exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the English language arts test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2024-25 English language arts MIP for all students of **117.3**. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the

⁵ Students are considered "enrolled in at least their second year" if they were enrolled on BEDS day of the school year prior to the most recent exam administration.

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percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.⁶

English Language Arts 2024-25 Performance Index (PI)

	Number in Cohort	Percent of Students at Each Performance Level			
		Level 1	Level 2	Level 3	Level 4
Aspire	386	17.9%	27.2%	32.9%	22.0%

$$PI = 0 * 17.9 + 1 * 27.2 + 2 * 32.9 + 2.5 * 22.0 = 148$$

	Number in Cohort	Percent of Students at Each Performance Level			
		Level 1	Level 2	Level 3	Level 4
Crown Heights	474	14.1%	23.0%	39.0%	23.8%

$$PI = 0 * 14.1 + 1 * 23.0 + 2 * 39.0 + 2.5 * 23.8 = 160.5$$

	Number in Cohort	Percent of Students at Each Performance Level			
		Level 1	Level 2	Level 3	Level 4
East New York	376	16.0%	22.6%	38.6%	22.9%

$$PI = 0 * 16.0 + 1 * 22.6 + 2 * 38.6 + 2.5 * 22.9 = 157$$

ELA Measure 3 - 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 all students in the same tested grades in the school district of comparison.

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. 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.⁷

2024-25 State English Language Arts Exam Charter School and District Performance by Grade Level

	Grade	Percent of Students at or Above Proficiency	
		Charter School Students In At Least 2 nd Year	All District Students

⁶ You can find the statewide MIP goals for 2022-23 to 2026-27 [here](#)

⁷ Schools can access these data when the NYSED releases its database containing grade level ELA and mathematics results for all schools and districts statewide.

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		Percent Proficient	Number Tested	Percent Proficient	Number Tested
Aspire (District 19)	3	74.5%	51	54.0%	1217
	4	75.0%	44	49.0%	1185
	5	45.0%	40	55.7%	1201
	6	47.5%	59	37.8%	1086
	7	57.6%	59	39.2%	1251
	8	63.2%	57	39.2%	1282
	All	60.3%	310	45.8%	7222
Crown Heights (District 17)	3	73.1%	67	61.1%	887
	4	84.7%	59	59.3%	816
	5	55.9%	68	59.6%	937
	6	52.5%	80	52.7%	867
	7	53.6%	69	54.4%	1041
	8	77.3%	75	50.6%	965
	All	65.5%	418	56.1%	5513
East New York (District 19)	3	66.7%	69	54.0%	1217
	4	73.5%	68	49.0%	1185
	5	56.1%	41	55.7%	1201
	6	55.8%	52	37.8%	1086
	7	64.4%	59	39.2%	1251
	8	51.0%	51	39.2%	1282
	All	62.3%	340	45.8%	7222

ELA Measure 4 - 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 meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

METHOD

The Institute conducts a Comparative Performance Analysis, which compares the school’s performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school’s 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 meaningful degree, is the target for this measure. Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2024-25 analysis is not yet available. This report contains 2023-24 results.⁸

⁸ These data can be found in the school’s Accountability Summary provided by the Institute in spring 2024.

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2023-24 English Language Arts Comparative Performance by Grade Level

	Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
			Actual	Predicted	
Aspire	3	94.1	450.0	437.3	1.30
	4	88.1	442.0	439.5	0.24
	5	91.5	437.0	437.0	0.00
	6	81.6	443.0	439.4	0.36
	7	90.4	452.0	443.4	0.92
	8	85.5	460.0	444.8	1.54
	All	87.9	447.6	440.5	0.72
Crown Heights	3	84.5	450.0	439.1	1.13
	4	90.1	454.0	439.1	1.43
	5	89.1	442.0	437.6	0.46
	6	90.9	443.0	437.7	0.56
	7	87.0	454.0	443.9	1.08
	8	87.5	457.0	444.4	1.27
	All	88.3	449.0	440.3	0.97
East New York	3	84.5	448.0	439.1	0.92
	4	94.2	447.0	438.3	0.81
	5	88.1	439.0	437.8	0.12
	6	90.3	444.0	437.8	0.65
	7	90.3	444.0	443.4	0.06
	8	84.1	455.0	445.0	0.99
	All	88.7	446.2	440.0	0.62

ELA Measure 5 - 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 target of 50.

METHOD

Given the timing of the state’s release of Growth Model data, the 2024-25 analysis is not yet available. This report contains 2023-24 results, the most recent Growth Model data available.⁹

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 2023-24 and also have a state exam score from 2022-23 including students who were retained in the same grade. Students with

⁹ These data can be found in the school’s Accountability Summary provided by the Institute in spring 2025.

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the same 2022-23 score are ranked by their 2023-24 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 target for this measure, it must have a mean growth percentile greater than 50.

2023-24 English Language Arts Mean Growth Percentile by Grade Level

	Grade	Mean Growth Percentile	
		School	Target
Aspire	4	47.1	50.0
	5	44.7	50.0
	6	48.5	50.0
	7	64.6	50.0
	8	58.2	50.0
	All	52.6	50.0
Crown Heights	4	45.8	50.0
	5	35.9	50.0
	6	52.1	50.0
	7	56.1	50.0
	8	51.9	50.0
	All	48.2	50.0
East New York	4	51.1	50.0
	5	38.3	50.0
	6	56.0	50.0
	7	45.6	50.0
	8	47.5	50.0
	All	48.2	50.0

ELA INTERNAL EXAM RESULTS

During 2024-25, in addition to the New York State 3rd– 8th grade exams, the school primarily used the following assessment to measure student growth and achievement in ELA: mCLASS in grades K-4 & STAR Reading in Grades 5-8.

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mCLASS (K-4)

Percent Proficient for 2024-25 mCLASS

	Grades	Percent Proficient BOY	Percent Proficient EOY	Percentage Point Difference
Aspire	K	45.1%	74.0%	+28.9
	1	54.9%	74.1%	+19.2
	2	68.8%	87.5%	+18.7
	3	61.3%	82.5%	+21.2
	4	72.3%	83.0%	+10.7
	All		60.2%	80.2%
Crown Heights	K	54.5%	87.9%	+33.4
	1	69.2%	83.0%	+13.8
	2	81.6%	94.1%	+12.5
	3	69.6%	85.5%	+15.9
	4	73.6%	91.3%	+17.7
	All		70.9%	88.2%
East New York	K	42.2%	88.3%	+46.1
	1	45.3%	82.9%	+37.6
	2	59.8%	79.7%	+19.9
	3	62.0%	75.9%	+13.9
	4	60.8%	75.3%	+14.5
	All		54.5%	80.1%

STAR Reading (5-8)

The following tables evaluate the median student growth percentile for all students. The STAR Reading Assessment is a comprehensive and nationally administered assessment focused on a variety of literacy skills. It is given three times a year in 5-8th grades to assess growth in reading and help identify students for further interventions and support.

Our target goal of 50 refers to the average student growth percentile. STAR Reading is a nationally administered assessment, giving us comparative data. This comparative data helps us understand how students at AF grew relative to peers across the country, given the same initial data. For the purposes of this goal, we expect the average student growth percentile to be at the 50th percentile comparing beginning of year scores to end of year scores.

End of Year Growth on 2024-25 STAR Reading Assessment By All Students

	Grades	Median Growth Percentile	Number Tested
Aspire	5	38	67
	6	58.5	76

	Grades	Median Growth Percentile	Number Tested
East New York	5	43	51
	6	54	55

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	7	58	67
	8	38.5	64
	All	49	274
Crown Heights	5	21	80
	6	46	93
	7	49	77
	8	51	75
	All	40	325

	7	42	55
	8	37	55
	All	44	216

SUMMARY OF THE ELA GOAL

Type	Measure	Outcome Met
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.	Aspire: NO Crown Heights: NO East New York: NO
Absolute	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	Aspire: YES Crown Heights: YES East New York: YES
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 school district of comparison.	Aspire: YES Crown Heights: YES East New York: YES
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 meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	Aspire: YES Crown Heights: YES East New York: YES
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 target of 50.	Aspire: YES Crown Heights: NO East New York: NO
Growth	Each year, the percent of students at or above the proficiency benchmark on the internally administered mCLASS assessment will increase by 10% from the beginning of the year to the end of the year for all students in grade K through 4.	Aspire: YES Crown Heights: YES East New York: YES
Growth	Each year, the school's median growth percentile of all 5th through 8th grade students will be greater than 50 on the internally administered STAR Reading assessment. Student growth is the difference between the beginning of year score and the end of year score.	Aspire: NO Crown Heights: NO East New York: NO

EVALUATION OF ELA GOAL

AF Brooklyn K-8 schools had mixed results on the applicable measures; the network met 4 of the 7 measures.

No school met the goals for measure 1. However, in K-8, the percentage of students scoring proficient on the State English and Language Arts Exam enrolled in ‘at least their second year’ is greater than the percentage of ‘all students’ who scored proficient (Aspire +5.4%, Crown Heights +2.6%, East New York +0.9%). Students who have been enrolled for more than one year consistently outperform the overall student population, showing higher proficiency rates across nearly every grade and campus. This suggests that continued enrollment at our schools directly supports stronger ELA outcomes.

3/3 schools met measure 2; each school exceeded the performance index meaning they met the state’s accountability target for English and Language Arts (Aspire +30.9, Crown Heights 43.4%, East New York +39.9).

3/3 schools met measure 3; students who are enrolled in all three AF schools consistently outperformed their district peers (Aspire +14.5%, Crown Heights +9.4%, East New York +16.5%). At Aspire, all students outperformed their peers in every grade except grade 5 (45.0% v. 55.7%). Crown Heights has students outperform their districts in all grades. At East New York, students outperformed their peers in all grades except grade 5 (within 0.4). This supports the idea that students who stay at AF longer achieve stronger ELA results than the district average.

3/3 schools met measure 4; all three outperformed expectations for economically disadvantaged students, with positive effect sizes (Aspire 0.72, Crown Heights 0.97, East New York 0.62). At Aspire, grade 3 (1.30), grade 7 (0.92) and grade 8 (1.54) were standout grades. Crown Students saw gains across all grades, with significant effects in grade 4 (1.43), grade 7 (1.08) and grade 8 (1.27). East New York also saw a positive effect size in all grades, with significant effect sizes in grade 3 (0.92) and grade 8 (0.99). AF are achieving much more than demographic alone would predict at all three charters.

1/3 schools met measure 5. Aspire is the only school to exceed the state benchmark (+2.6) with that growth being largely driven by grades 7 and 8. Crown heights did not meet the growth benchmark (-1.8). However, grades 6, 7 and 8 exceeded the target (+2.1, +6.1, +1.9, respectively). East New York did not meet the growth benchmark (-1.8). Grade 5 is a common weak spot across campuses. This is the grade our students transition from elementary school to middle school. Their days are structured differently and a lot is new; this is seen as an ‘adjusting year.’ This may contribute to lack of growth across campuses.

3/3 schools exceeded the growth goal for mCLASS (measure 6). Aspire (+20) exceeded the growth goal in all five grades (ranging from +10.7 [4th grade] to +28.9 [Kindergarten]). Crown Heights (+17.3) exceeded the growth goal in all five grades (ranging from +12.5 [2nd grade] to +33.4 [Kindergarten]). East New York (+25.6) exceeded the growth goal in all five grades (ranging from +13.9 [3rd grade] to +46.1 [Kindergarten]). All three campuses saw the most significant growth in Kindergarten. Based on internal analysis in partnership with Amplify, all schools’ growth outpaced the growth of the nation. Our work with Foundations, Heggerty and Geodes, in addition to Wit and Wisdom is a massive contributor to this growth. Additionally, teachers and school leaders received development in data driven instruction based on mCLASS data at least twice a year.

No schools met measure 7. Aspire showed very mixed performance. While grades 7 and 8 met the growth goal (58.5, 58, respectively), grades 5 and 8 were significantly below the target (38, 38.5, respectively). Aspire as a charter fell just short of the goal (49). At Crown Heights, grade 8 met the growth goal (51), but the school did not (40), and was significantly below in grade 5 (21). Grade 6 met the growth goal at East New York (64), but the school did not (44). While our performance on STAR is higher than it was prior to the Covid pandemic, there is still much work to do. We need to continue to prioritize Tier 1 instruction and continue to develop Lexia across the campuses. This will lead to more gains.

ADDITIONAL CONTEXT AND EVIDENCE

In interpreting these ELA results, it's important to note that all campuses faced significant technical disruptions during the first week of state testing. The online platform repeatedly failed, forcing schools to attempt log-ins multiple mornings (and multiple times each morning) only to be kicked off or delayed. As a result, some classrooms spent entire days trying to test, while others had to reschedule for the week after Spring Break or even later. This created a highly irregular and stressful testing environment particularly for elementary students, many of whom were taking a computer-based state exam for the first time. These conditions likely introduced additional variability into scores.

ELA ACTION PLAN

While student growth is encouraging, our ELA program still falls short of absolute proficiency targets.

Beginning in 2024-25, reading continues to be a multi-year network priority, beginning in 2024–25. Lexia PowerUp was implemented in almost all of our 5-8 schools, and the Senior Director of K-12 Reading, will continue to monitor fidelity and develop teachers, school leaders and network leaders on the best way to use this program. This will be Year 2 of this program in most of our schools and the trainings are getting more and more targeted to ensure this is effective for our struggling readers. This work continues to be done in close collaboration with Special Services to train leaders and teachers for effective implementation.

The Elementary Teaching & Learning team will continue to support K-4 schools with mCLASS data and analysis to strengthen early-literacy outcomes. Additionally, in 2025-26, we are introducing the iReady Reading assessment in all of our K-4 schools, specifically for grades 2-4. This adaptive assessment adjusts the difficulty of questions in real times and pinpoints each student's current level and growth over time. Additionally, it recommends targeted instruction or interventions to close gaps. In our analysis, we felt that mCLASS did not provide enough data on vocabulary knowledge, general comprehension or targeted instruction recommendations outside of explicit instruction around specific measures. While this is especially effective in K-2, it did not meet our needs for 3-4. In an effort to find an assessment that gave us more data on vocabulary and standards instructions, we evaluated several and selected iReady. We will provide professional development and support in analyzing the data provided by iReady and how to use it to support instruction in our core blocks as well as our differentiated reading blocks. This assessment will be administered 3x a year.

iReady is the only new addition to our program and is only being added in grades 2-4. This year is our third year implementing a science of reading aligned curriculum - Wit & Wisdom from Great Minds - across our K-8 classrooms. We will continue to assess 5-8 scholars using the STAR assessment, and in grades K-4, we will continue to use the mCLASS/Dibels reading assessments 3x per year. We have also implemented FUNdations and Heggerty across our K-2 (and in most cases 3rd grade) classrooms and have implemented Geodes, a Great Minds series of decodable texts aligned to both Wit & Wisdom and the FUNdations scope and sequence. We are also investing in sending our network leaders and school teams to literacy professional development, including the Reading League conference for the 2nd year in a row.

Across all grades, we are strengthening how teachers use data from mCLASS, CUBED, STAR, and internal assessments—such as daily exit tickets, quizzes, unit exams, and interim assessments—to guide instruction, support struggling students, and extend learning for those at or above grade level. We have expanded training and supports for reading intervention to ensure a strong Tier 2 program for students reading below grade level. Tier 1 instruction is reinforced through frequent classroom observations and leader coaching to help teachers implement curriculum and respond to student data. In addition, our professional development plan now includes a monthly dean cohort, four annual leader pods where small groups of ELA leaders gather for practice-based learning, and a network-wide Day of Practice providing at least 4.5 hours of targeted content development for teachers and leaders. Finally, we are also aligning our work to our network wide focus on specific goals outlined in the “Arc of the Year.” The essentials we focus on are “Rigor,” “Thinking” and “Feedback.” Most of our development sessions will center around making sure our classrooms meet the grade level standards, have students doing the majority of thinking (and teachers being more of the facilitators), and ensuring teachers are providing batched and differentiated feedback.

High School ELA

High School ELA Measure 1 - Absolute

Each year, 65 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently **scoring at or above Performance Level 4** on the Regents Exam in English Language Arts (Common Core)) by the completion of their **fourth year in the cohort**.

METHOD

The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.¹⁰

Percent Scoring at Least Level 4 on Regents English Common Core Exam
by Fourth Year Accountability Cohort¹¹

	Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
Aspire	2019	2022-23	N/A	N/A	N/A	N/A
	2020	2023-24	N/A	N/A	N/A	N/A
	2021	2024-25	58	0	17	29.3%
Crown Heights	2019	2022-23	101	87	3	21.4%
	2020	2023-24	130	0	47	36.2%
	2021	2024-25	147	0	38	25.8%
East New York	2019	2022-23	109	102	0	0.0%
	2020	2023-24	106	1	32	30.5%
	2021	2024-25	103	0	37	35.9%

High School ELA Measure 2 - Absolute

¹⁰ Cohort Regents attainment in all subjects is based on students' highest score regardless of the number of times a student sat for the exam.

¹¹ Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 some students who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 4 among the students who sat for the exam.

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Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently **scoring at or above Performance Level 3** on the Regents Exam in English Language Arts (Common Core)) by the completion of their **fourth year in the cohort**.

METHOD

The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

Percent Scoring at Least Level 3 on Regents English Common Core Exam
by Fourth Year Accountability Cohort

	Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
Aspire	2019	2022-23	N/A	N/A	N/A	N/A
	2020	2023-24	N/A	N/A	N/A	N/A
	2021	2024-25	58	0	38	65.5%
Crown Heights	2019	2022-23	101	87	8	57.1%
	2020	2023-24	130	0	104	80.0%
	2021	2024-25	147	0	96	65.5%
East New York	2019	2022-23	109	102	6	85.7%
	2020	2023-24	106	1	83	79.0%
	2021	2024-25	103	0	70	68.0%

High School ELA Measure 3 - Absolute

Each year, the Performance Index (“PI”) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state’s Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

Schools are not required to report attainment of this measure for 2024-25. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information. The Institute may use these data for its evaluation of the school’s goal attainment when data become available.

High School ELA Measure 4 - Comparative

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.

METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. In order to meet or exceed Common Core expectations, a student must achieve a Performance Level 4 or 5. Given that students may take Regents exams up through the summer of their fourth year, the school presents the most recently available school district results.

Percent Scoring at Least Level 4 or Higher on Regents Exam in English Language Arts
by Fourth Year Accountability Cohort by Charter School and School District

	Cohort Designation	Charter School		School District	
		Percent Level 4 or 5	Number in Cohort	Percent Level 4 or 5	Number in Cohort
Aspire (District 19)	2019	N/A	N/A		
	2020	N/A	N/A	35%	1,254
	2021	29.3%	58		
Crown Heights (District 17)	2019	21.4%	101		
	2020	36.2%	130	28%	1,686
	2021	25.8%	147		
East New York (District 19)	2019	0.0%	109		
	2020	30.5%	106	35%	1,254
	2021	35.9%	103		

High School ELA Measure 5 - Comparative

Each year, the percent of students in the high school Total Cohort at least partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.

METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. In order to at least partially meet Common Core expectations, a student must achieve a Performance Level 3 or higher (i.e. scoring at least 65). Given that students may take Regents exams up through the summer of their fourth year, the school presents the most recently available school district results.

Percent Scoring at Least Level 3 or Higher on Regents Exam in English Language Arts
by Fourth Year Accountability Cohort by Charter School and School District

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

	Cohort Designation	Charter School		School District	
		Percent Level 3 or Higher	Number in Cohort	Percent Level 3 or Higher	Number in Cohort
Aspire (District 19)	2019	N/A	N/A		
	2010	N/A	N/A	65%	1,254
	2021	65.5%	58		
Crown Heights (District 17)	2019	57.1%	101		
	2010	80.0%	130	59%	1,686
	2021	65.5%	147		
East New York (District 19)	2019	85.7%	109		
	2010	79.0%	106	65%	1,254
	2021	68.0%	103		

High School ELA Measure 6 - Comparative

Each year, the Performance Index (“PI”) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.

Schools are not required to report attainment of this measure for 2024-25. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information. The Institute may use these data for its evaluation of the school’s goal attainment when data become available.

High School ELA Measure 7 - Growth

Each year, 50 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 readiness standard (currently **scoring at Performance Level 4 and fully meeting Common Core expectations** on the Regents Exam in English Language Arts (Common Core)) 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.

Percent Achieving at Least Performance Level 4 on Common Core exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort

	Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade	Number Exempted with No Valid Score	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid

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			(a)	(b)		Score (c)/(a-b)
Aspire	2019	2022-23	N/A	N/A	N/A	N/A
	2020	2023-24	N/A	N/A	N/A	N/A
	2021	2024-25	N/A	N/A	N/A	N/A
Crown Heights	2019	2022-23	32	26	0	0.0%
	2020	2023-24	4	0	1	25.0%
	2021	2024-25	N/A	N/A	N/A	N/A
East New York	2019	2022-23	14	13	0	0.0%
	2020	2023-24	N/A	N/A	N/A	N/A
	2021	2024-25	N/A	N/A	N/A	N/A

High School ELA Measure 8 - Growth

Each year, 75 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 at least partially meet Common Core expectations (currently **scoring at Performance Level 3** on the Regents Exam in English Language Arts (Common Core)) 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 graduation.

Percent Achieving at Least Performance Level 3 on Common Core exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort

	Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
Aspire	2019	2022-23	N/A	N/A	N/A	N/A
	2020	2023-24	N/A	N/A	N/A	N/A
	2021	2024-25	N/A	N/A	N/A	N/A
Crown Heights	2019	2022-23	32	26	3	50.0%
	2020	2023-24	4	0	2	50.0%
	2021	2024-25	N/A	N/A	N/A	N/A
East New York	2019	2022-23	14	13	1	100.0%
	2020	2023-24	N/A	N/A	N/A	N/A
	2021	2024-25	N/A	N/A	N/A	N/A

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Aspire: NO Crown Heights: NO East New York: NO
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Aspire: NO Crown Heights: NO East New York: NO
Absolute	Each year, the Performance Index (PI) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state’s ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	Aspire: NO Crown Heights: NO East New York: NO
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	Aspire: YES Crown Heights: YES East New York: YES
Comparative	Each year, the Performance Index (PI) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Aspire: N/A Crown Heights: NO or N/A East New York: NO or N/A
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Aspire: N/A Crown Heights: NO or N/A East New York: YES or N/A

EVALUATION OF HIGH SCHOOL ELA GOAL

For Measure 1 (Level 4+ college readiness), none of our accountability cohorts met the 65% target. The Crown Heights cohort achieved 25.8% (38 of 147 students), representing a significant 10.4 percentage point decline from the previous year's 36.2%. The East New York cohort achieved 35.9% (37 of 103 students), showing improvement of 5.4 percentage points from 30.5%. The Aspire cohort achieved

29.3% (17 of 58 students), establishing the first reliable baseline data for this cohort. All cohorts remained approximately 30-35 percentage points below the target.

For Measure 2 (Level 3+ graduation requirement), none of our accountability cohorts met the 80% target. The Crown Heights cohort achieved 65.5% (96 of 147 students), declining 14.5 percentage points from meeting the target in 2023-24. The East New York cohort achieved 68.0% (70 of 103 students), declining 11.0 percentage points from 79.0%. The Aspire cohort achieved 65.5% (38 of 58 students), providing baseline data for future comparison. The network experienced an overall decline of 11-14.5 percentage points across cohorts with comparative data.

Despite absolute performance challenges, all three accountability cohorts exceeded their district comparison benchmarks for Level 3+ performance (Measure 5). The Crown Heights cohort outperformed District 17 by 6.5 percentage points (65.5% vs 59%), the East New York cohort exceeded District 19 by 3.0 percentage points (68.0% vs 65%), and the Aspire cohort matched District 19 performance at 65.5%. This demonstrates continued relative strength while highlighting the need for improved absolute performance.

The growth measures (Measures 7 and 8) continue to face data reliability challenges due to extremely small sample sizes resulting from COVID-related waivers in baseline 8th grade assessments. Only the East New York cohort met Measure 8 (Level 3+ growth), while no cohorts met Measure 7 (Level 4+ growth). These measures provide limited actionable insight due to the small cohorts involved.

ADDITIONAL CONTEXT AND EVIDENCE

The 2024-25 accountability cohort performance must be understood within the broader context of this cohort's unique educational experience. The 2021 accountability cohort represents our most COVID-disrupted student population, having experienced entirely remote instruction during their freshman year (2021-22). Additionally, this cohort did not experience formal StudySync implementation until their senior year (2024-25), missing the foundational curriculum development that occurred during Years 1-2 of implementation in grades 9-10. This combination of maximum pandemic disruption and minimal exposure to our refined curriculum provides important context for understanding their performance outcomes.

Implementation Reality Assessment Research on curriculum adoption demonstrates that implementation challenges often manifest in Year 2-3 as program complexity increases and initial enthusiasm gives way to deeper instructional demands. While our network successfully avoided the typical first-year implementation dip in 2023-24, the 2024-25 results suggest that second-year challenges emerged as expected. The network-aligned approach, while ensuring consistency, may have reduced school-level flexibility to address specific cohort needs.

Current Program Effectiveness Indicators Supplementary analysis of our current sophomore cohort (2023 cohort) provides encouraging evidence of improved implementation effectiveness. These students, who experienced Year 2 StudySync implementation as freshmen and are now in Year 3 as sophomores, demonstrate the positive trajectory of our curriculum refinements. Their June 2025 performance data, while not yet reflected in accountability measures, indicates strengthened foundational skills and improved instructional delivery.

Continued COVID Impact Assessment The 2021 accountability cohort experienced varying levels of pandemic disruption during their foundational high school years, with different schools and student populations affected differently. These students entered high school during the 2021-22 academic year when schools were still addressing post-pandemic learning recovery and implementing new instructional models simultaneously.

ACTION PLAN

Based on specific accountability cohort performance patterns and emerging evidence from current program implementation, Achievement First will implement targeted interventions focusing on instructional intensification, systematic skill development, and enhanced support for students approaching proficiency.

Curriculum Refinement for 2025-26 Entering Year 3 of formal StudySync implementation for grades 9-10 and Year 2 for grades 11-12, we will implement enhanced Regents preparation throughout all ELA 2 (grade 10) units. Unit revisions include explicit exam preparation integrated from year beginning, with graduated intensity approaching testing dates. Key components include Regents-aligned daily openers, modified assessments incorporating exam formatting, targeted literary analysis practice addressing identified skill gaps, and comprehensive writing skill development.

We will replace the StudySync IA2 assessment with a mock Regents exam in January, providing authentic practice with argumentative writing and literary analysis while generating behavioral data on task completion patterns to inform individualized intervention strategies.

Targeted Intervention for Approaching-Proficiency Students Analysis indicates significant numbers of students scoring within 10 points of proficiency thresholds, representing immediate opportunity for gains through focused intervention. We will implement systematic identification and support protocols for students in the 55-64 point range, providing intensive skill development in areas identified through component analysis.

Intervention strategies will focus on literary analysis skill development, given evidence of systematic task avoidance in this area, and argumentative writing enhancement through increased practice opportunities and targeted feedback systems.

Professional Development Intensification ELA coaching visits will increase from monthly to bi-weekly, with 10th grade teachers designated as "focus teachers" receiving sustained support across multiple coaching cycles. Professional development will emphasize close reading cycle implementation, modeling as a core instructional practice, and differentiated instruction techniques addressing diverse student needs within time constraints.

The network-wide focus on Arc of the Year priorities—Rigor, Thinking, and Feedback—will be implemented through monthly development sessions ensuring classrooms meet grade-level standards, facilitate student-centered learning, and provide systematic feedback addressing identified skill gaps.

Enhanced Assessment and Response Systems We will strengthen our interim assessment analysis to track progress on specific skill deficits and provide real-time instructional adjustments. The formal establishment of mid-unit formative assessments will provide systematic progress monitoring, with the network team supporting detailed data analysis and response plans. Quarterly improvement cycles will focus on leading indicators of Regents performance, with particular attention to component skill development and task completion rates.

This comprehensive response strategy addresses both immediate accountability needs and long-term program development, ensuring our curriculum implementation continues to strengthen while providing targeted support for students approaching proficiency thresholds.

GOAL 4: MATHEMATICS

BACKGROUND

In the K-4 mathematics program at Achievement First, mathematics instruction is focused on fostering our student's mathematical identities such that they see themselves as powerful mathematicians. We are committed to a program that fosters authentic joy and curiosity about mathematical discovery and problem solving and, at the same time, proficiency in mathematical practices, all while keeping teaching for understanding as the centered norm.

The K-4 math program is designed to balance conceptual understanding, procedural fluency, and mathematical identity. Instruction is built around four interrelated components:

- **Core Math Lesson:** Through the use of guided inquiry, students develop conceptual understanding of big ideas and strategies aligned to grade level standards by making connections to previously learned content and applying mathematical practices.
- **CGI:** Students develop a problem solving approach and conceptual understanding of varied problem types, strategies and mathematical principles by solving real-world story problems and applying mathematical practices. In the 24-25 school year we continued to invest in strengthening our Cognitively Guided Instruction, a framework that helps teachers to understand how student's mathematical ideas develop, and provides an opportunity to build on the student's own thinking and understanding.

- Math Routines (K-2): Through strategically designed problem strings or routines, students deepen their number sense and flexibility with numbers to gain fluency with priority skills and big ideas.
- Math Cumulative Review (3-4): Individualized and whole group instruction used to solidify skills and understandings students have acquired as well as revisit strategic topics in order to facilitate the making of connections and skill fluency over time.

To ensure that our academic program meets the needs of the students we serve, we require the strategic use of benchmark assessments, (Internally built Interim Assessments and Spiraled Quizzes) that are taken by EVERY student. The data from these assessments are used by teachers, school leaders, and network instructional teams to inform instructional decisions to further support student learning throughout the school year.

In order to support our schools in achieving student achievement goals , we strategically mapped out professional learning opportunities for both school leaders and teachers focused on the following key components:

- Develop a shared understanding of mathematical teaching and learning philosophy and build utility with navigating the curriculum and supplement resources.
- Build discrete and differentiated teacher and leaders skills based on the individual needs of leaders and teachers.
- Build vision and skill in analyzing summative data to unpack individual student’s mastery and retention of standards taught up to the point of administration.
- Sub-group data analysis (Black Scholars, Black Male Scholars, MLLs, Students with Disabilities) and planning for supporting all learners.

In 2023-2024, Achievement First Middle Schools began full implementation of Illustrative Mathematics in Grade 5-8, a nationally renowned, research-based curriculum. Our top priority in the 24-25 school year is helping students develop proficiency with mathematical practice standards and conceptual understanding through the faithful implementation of this core curriculum. We selected Illustrative Mathematics as it obtained high ratings from EdReports and is aligned to our vision for math instruction, and strong alignment to NY state math standards.

In the 5-8 mathematics program at Achievement First, we are committed to a program that approaches teaching from an asset-based perspective, understanding and acknowledging that all of our students bring knowledge and unique ways of thinking and problem solving to the classroom. To bring this vision to fruition, the AF math program is made up of two primary components:

- Illustrative Math Lesson
- IXL/Intervention: During our IXL time, students are working on skills that are either aligned to current unit skills, aligned to spiral review informed by the IXL nationally normed diagnostic, or working directly with a teacher based on skills aligned to individual student needs.

To support implementation of Illustrative Mathematics curriculum:

- teachers attended summer training facilitated by our Teaching and Learning team to build on implementation trends observed in the previous year
- leaders had monthly cohorts focus on implementation vision, supporting teacher planning, and giving feedback on observations
- teachers received weekly support at their school site to unpack units and strengthen key parts of their instruction such as discussion facilitation
- developed and executed data-driven school support plans to drive instructional improvement and student learning outcomes

Our assessment strategy included the curricular assessments as well as Interim Assessments built by Achievement Network, or ANet, to monitor learning across the year. ANet curriculum-compatible interim assessments complement the curricula's existing daily and unit-level assessments. Schools developed data-driven plans to respond to the data with their teachers with the aim of improving student learning outcomes.

In our high school mathematics program at Achievement First, we believe that a high quality mathematics education not only involves developing and mastering key skills and concepts, but additionally fostering students' mathematical identities such that they see themselves as powerful mathematicians with the ability to use the transformative power of mathematical practices to enrich our lives beyond college and career aspirations. We seek to prepare all of our students to meet the mathematical thinking/quantitative demands of their future careers and lives as well as to disrupt the underrepresentation of BIPOC and women in the STEM workforce.

In the 2024–2025 school year, we entered Year 2 of implementing Illustrative Mathematics (IM) in our high school classrooms. IM is a highly rated curriculum that is strongly aligned to our vision for mathematics education and to New York State math standards. Illustrative Mathematics provides rigorous, grade-appropriate curricular materials that position teachers as facilitators and students as active thinkers and doers of mathematics.

Because Illustrative Mathematics curricular offerings extend through Algebra 2, we continued to use our internally developed curriculum for Precalculus, Calculus, and AP Calculus, aligned to college readiness and AP standards. However, to strengthen the quality of instruction and improve student learning outcomes in those courses, we also leveraged instructional strategies and routines from Illustrative Mathematics as best practices aligned to our vision.

To best support teachers and leaders with implementation of Illustrative Mathematics and facilitating instruction aligned to our vision of excellence in mathematics, we:

- Provided robust summer training for all leaders and teachers to deepen content knowledge and strengthen instructional practice. Illustrative Math teachers had additional training to support curriculum implementation.
- Facilitated monthly cohort sessions for leaders focused on implementation vision, supporting teacher planning, and providing feedback based on classroom observations.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

- Engaged teachers in a day of practice on implementing Math Language Routines to strengthen equitable access and discourse in mathematics aligned to our vision for student-centered learning.
- Measured and tracked the quality of implementation using Implementation Progression Indicators from Columbia’s Center for Public Research & Leadership.
- Conducted quarterly instructional improvement walkthroughs.
- Developed and executed data-driven school support plans to drive instructional improvement and student learning outcomes.
- Developed Curriculum Fellows to serve as leaders in implementation through bi-weekly meetings and monthly working groups

To appropriately monitor student progress and instructional effectiveness across the year, we implemented formative and summative assessments including Pre-Unit Assessments, End of Unit Assessments, and quarterly Interim Assessments. From these assessments, teachers and leaders developed data-driven plans to respond to student needs and inform instructional practice. For courses implementing Illustrative Mathematics, Interim Assessments were developed by the Achievement Network (ANet) to ensure focus, coherence, rigor, and alignment with the curriculum. For SY 25-26 we are continuing with Year 3 of implementation for Illustrative Mathematics.

ELEMENTARY AND MIDDLE MATHEMATICS

Math Measure 1 - Absolute

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

METHOD

The tables below summarize the participation information for this year’s test administration as well as the performance of all students and students enrolled for at least two years.

2024-25 State Mathematics Exam Number of Students Tested and Not Tested										
	Grade	Total Tested	Not Tested						Total Enrolled	
			Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason		Took Regents
Aspire	3	57		7						64
	4	44		4						48
	5	71	1					1		73
	6	74	6			1				81
	7	72	1			1				74
	8	66	2	1				1		70
	All	384	10	12		2		2		410

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Crown Heights	3	77	1	6					84
	4	67		3					70
	5	80		1					81
	6	92		3					95
	7	78	1	2					81
	8	53	1	31			1		86
	All	447	3	46			1		497
East New York	3	74		5					79
	4	71		3					74
	5	54							54
	6	60							60
	7	62							62
	8	0	2					54	56
	All	321	2	8				54	385

Performance on 2024-25 State Mathematics Exam By All Students and Students Enrolled in At Least Their Second Year

	Grade	All Students			Enrolled in at least their Second Year		
		Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
Aspire	3	57	47	82.5%	50	44	88.0%
	4	44	35	79.5%	44	35	79.5%
	5	71	12	16.9%	40	8	20.0%
	6	74	32	43.2%	53	26	49.1%
	7	72	39	54.2%	60	36	60.0%
	8	66	36	54.5%	57	32	56.1%
	All	384	201	52.3%	304	181	59.5%
Crown Heights	3	77	66	85.7%	67	57	85.1%
	4	67	56	83.6%	59	51	86.4%
	5	80	13	16.3%	69	12	17.4%
	6	92	23	25.0%	79	19	24.1%
	7	78	21	26.9%	70	17	24.3%
	8	53	24	45.3%	49	23	46.9%
	All	447	203	45.4%	393	179	48.0%
East New York	3	74	56	75.7%	68	52	76.5%
	4	71	53	74.6%	69	53	76.8%
	5	54	21	38.9%	41	16	39.0%
	6	60	26	43.3%	52	23	44.2%
	7	62	35	56.5%	59	33	55.9%
	8	0	N/A	N/A	N/A	N/A	N/A
	All	321	191	59.5%	289	177	61.2%

Math Measure 2 - Absolute

Each year, the school’s aggregate Performance Index (“PI”) on the state mathematics exam will meet that year’s state Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the mathematics test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state’s ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state’s 2024-25 mathematics MIP for all students of **119.4**. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

Mathematics 2024-25 Performance Index (PI)

	Number in Cohort	Percent of Students at Each Performance Level			
		Level 1	Level 2	Level 3	Level 4
Aspire	384	24.7%	22.9%	36.5%	15.9%

$$PI = 0 * 24.7 + 1 * 22.9 + 2 * 36.5 + 2.5 * 15.9 = 135.6$$

	Number in Cohort	Percent of Students at Each Performance Level			
		Level 1	Level 2	Level 3	Level 4
Crown Heights	447	29.7%	24.8%	32.9%	12.5%

$$PI = 0 * 29.7 + 1 * 24.8 + 2 * 32.9 + 2.5 * 12.5 = 121.9$$

	Number in Cohort	Percent of Students at Each Performance Level			
		Level 1	Level 2	Level 3	Level 4
East New York	321	16.8%	23.7%	40.2%	19.3%

$$PI = 0 * 16.8 + 1 * 23.7 + 2 * 40.2 + 2.5 * 19.3 = 152.4$$

Math Measure 3 - 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 all students in the same tested grades in the school district of comparison.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

METHOD

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. 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.

2024-25 State Mathematics Exam
Charter School and District Performance by Grade Level

	Grade	Percent of Students at or Above Proficiency			
		Charter School Students In At Least 2 nd Year		All District Students	
		Percent Proficient	Number Tested	Percent Proficient	Number Tested
Aspire (District 19)	3	88.0%	50	61.1%	1263
	4	79.5%	44	55.1%	1231
	5	20.0%	40	51.3%	1256
	6	49.1%	53	30.1%	1151
	7	60.0%	60	38.6%	1286
	8	56.1%	57	44.6%	1160
	All	59.5%	304	47.0%	7347
Crown Heights (District 17)	3	85.1%	67	63.1%	907
	4	86.4%	59	59.6%	826
	5	17.4%	69	50.5%	939
	6	24.1%	79	47.2%	886
	7	24.3%	70	52.7%	926
	8	46.9%	49	44.3%	948
	All	48.0%	393	52.7%	5432
East New York	3	76.5%	68	61.1%	1263
	4	76.8%	69	55.1%	1231
	5	39.0%	41	51.3%	1256
	6	44.2%	52	30.1%	1151
	7	55.9%	59	38.6%	1286
	8	N/A	N/A	44.6%	1160
	All	61.2%	289	47.0%	7347

Math Measure 4 - 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 meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

METHOD

The Institute conducts a Comparative Performance Analysis, which compares the school’s performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school’s 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 meaningful degree, is the target for this measure. Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2024-25 analysis is not yet available. This report contains 2023-24 results.¹²

2023-24 Mathematics Comparative Performance by Grade Level

	Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
			Actual	Predicted	
Aspire	3	94.1	457.0	444.1	0.94
	4	88.1	463.0	447.9	0.96
	5	91.5	447.0	441.9	0.37
	6	81.6	446.0	445.2	0.06
	7	90.4	456.0	448.0	0.57
	8	85.5	469.0	441.8	1.63
	All	87.9	456.4	444.7	0.75
Crown Heights	3	84.5	462.0	446.1	1.12
	4	90.1	469.0	447.3	1.38
	5	89.1	433.0	442.5	-0.69
	6	90.9	437.0	442.6	-0.42
	7	87.0	456.0	448.9	0.50
	8	87.5	450.0	441.6	0.50
	All	88.3	450.5	444.7	0.36
East New York	3	84.5	460.0	446.1	0.98
	4	94.2	460.0	446.1	0.88
	5	88.1	444.0	442.8	0.09
	6	90.3	457.0	442.8	1.05
	7	90.3	443.0	448.0	-0.35
	8				
	All	88.7	453.7	445.2	0.59

Math Measure 5 - 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 target of 50.

¹² These data can be found in the school’s Accountability Summary provided by the Institute in spring 2025.

METHOD

Given the timing of the state’s release of Growth Model data, the 2024-25 analysis is not yet available. This report contains 2023-24 results, the most recent Growth Model data available.¹³

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 2023-24 and also have a state exam score in 2022-23 including students who were retained in the same grade. Students with the same 2022-23 scores are ranked by their 2023-24 scores 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 meet the measure, the school would have to achieve a mean growth percentile above the target of 50.

2023-24 Mathematics Mean Growth Percentile by Grade Level

	Grade	Mean Growth Percentile	
		School	Target
Aspire	4	65.5	50.0
	5	61.6	50.0
	6	33.3	50.0
	7	51.8	50.0
	8	70.5	50.0
	All	56.2	50.0
Crown Heights	4	46.3	50.0
	5	15.3	50.0
	6	35.7	50.0
	7	48.1	50.0
	8	44.5	50.0
	All	37.7	50.0
East New York	4	54.7	50.0
	5	34.8	50.0
	6	58.6	50.0
	7	17.1	50.0
	8		50.0
	All	42.9	50.0

MATHEMATICS INTERNAL EXAM RESULTS

During 2024-25, in addition to the New York State 3rd – 8th grade exams, the school primarily used the following assessment to measure student growth and achievement in mathematics: internally created Interim Assessments in grades 3-8.

A comparison between the October 2024 (IA1) and March 2025 (IA3) interim assessments provide insight into the progress scholars made.

¹³ These data can be found in the school’s Accountability Summary provided by the Institute in spring 2025.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

For both internal cumulative exams, the cut scores were set in a manner similar to those used on the New York State exam.

Percent Proficient for 2024-25 IA Math By All Students

	Grades	Percent Proficient IA1	Percent Proficient IA3	Percentage Point Difference
Aspire	3	81%	62%	-19
	4	85%	76%	-9
	5	25%	15%	-10
	6	16%	37%	+21
	7	45%	57%	+12
	8	N/A	67%	N/A
	8th Algebra	68%	48%	-20
Crown Heights	3	56%	43%	-13
	4	56%	58%	+2
	5	16%	18%	+2
	6	7%	41%	+34
	7	7%	33%	+26
	8	24%	33%	+9
East New York	3	41%	58%	+17
	4	57%	56%	-1
	5	26%	40%	+14
	6	16%	54%	+38
	7	53%	52%	-1
	8th Algebra	21%	15%	-6

SUMMARY OF THE MATHEMATICS GOAL

Type	Measure	Outcome Met
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.	Aspire: NO Crown Heights: NO East New York: NO
Absolute	Each year, the school's aggregate PI on the state's mathematics exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	Aspire: YES Crown Heights: YES East New York: YES
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 school district of comparison.	Aspire: YES Crown Heights: NO East New York: YES
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 meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	Aspire: YES Crown Heights: YES East New York: YES

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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 target of 50.	Aspire: YES Crown Heights: NO East New York: NO
Growth	Between each Interim Assessment cycle there is at least a 10% growth in students who are proficient on average across tested grades.	Aspire: NO Crown Heights: YES East New York: YES

EVALUATION OF THE MATHEMATICS GOAL

Despite challenges in meeting the measures outlined in this report, the network did overall meet 2 of the 6 measures. While there is still a great deal of work to do, meeting the absolute PI goal as well as one of the comparative goals, suggests we are on the right path towards supporting growth and development in math towards proficiency.

No schools met measure 1. All schools performed relatively low for proficiency across grades 5-8. However, Grades 3 and 4 demonstrated higher proficiency comparatively within each school and across the cohort.

For measure 2, all schools met the school’s aggregate PI. East New York had the highest percentage of students scoring at a level 3 (40/2%) or 4 (19.3%).

For measure 3, Aspire and East New York met the measure, outperforming the district across K-8. Grades 3 and 4 were bright spots for the strongest student proficiency across schools in the cohort, outperforming the district at Aspire, Crown Heights and East New York by more than 10%.

For measure 4, all schools met the measure. Crown Heights grades 3 and 4 being bright spots with the strongest effect size of more than 1.0 for both grade levels.

For measure 5, Aspire met the measure with performance across the other schools varying by grade level. East New York met the measure in two grade levels (grade 4 and 6). Crown Heights came close to meeting the measure in grades 4 and 7, falling < 4 points short of the target.

For measure 6, Crown Heights and East New York met the measure. Aspire met the measure in two grade levels (grades 6 and 7), falling short in the others. This implies improvement, however, still falls short of the goal of moving students to full proficiency and mathematical readiness.

ADDITIONAL CONTEXT AND EVIDENCE

In 2024-25, we were in year two of implementing a new curriculum in grades 5-8, Illustrative Mathematics. Based on the work of Student Achievement Partners, Instruction Partners and others who have studied implementation efforts research shows you need at least 3-5 years to fully implement a curricular change. Additionally, we contracted with Achievement Partners to assess the quality of a new curriculum we have been expanding across grades K-4 called Context for Learning Mathematics. The relative strength of 3rd and 4th grade performance is potentially associated with the adoption of and implementation of Context for Learning Mathematics.

We also continued to implement Achievement Network (Anet) built interim assessments aligned to state math standards and curriculum bringing clarity and coherence during our implementation and assessment of student proficiency. This rigorous curriculum and assessment design increased the quality of math instruction this cohort of students received.

MATHEMATICS ACTION PLAN

For the year 25-26, we are continuing our implementation of Illustrative Mathematics in Grades 5-8. We expect that instruction with this curriculum for multiple consecutive years will improve student performance.

In the K-4 mathematics program at Achievement First, we are continuing to expand our pilot for Context for Learning Mathematics for the core math block across all K-2 classrooms. CFLM curriculum uses a workshop environment and authentic real life contexts to foster the use of mathematical models as thinking tools. CFLM in combination with our existing math program component of CGI will support teachers in meeting instructional rigor and driving depth of thinking, as aligned on state assessments.

In Grades 5-8, we will be deepening our use of IXL Math to focus on promoting procedural fluency through custom skills matching to state standards and Illustrative Mathematics curriculum. Additionally, we are using the IXL Math Diagnostic, to provide schools with up-to-date, accurate assessments of student proficiency to support instructional decisions to amplify student growth.

Deans who coach math across grade K-8 will have regular professional development days with sessions aligned with the Network priority of Excellent Tier 1 instruction. Development will include real-time observations of math classrooms with shared debriefs and planning for next coaching steps. Additionally, schools will be developed on data progress monitoring. After each interim, K-8, deans and teachers will analyze data trends for their students to create actionable data plans for student learning.

HIGH SCHOOL MATHEMATICS

High School Math Measure 1 - Absolute

Each year, 65 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently **scoring at or above Performance Level 4** on a Regents mathematics exam) by the completion of their **fourth year in the cohort**.

METHOD

The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on a Regents exam in mathematics. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Percent Scoring at Least Level 4 on a Regents Mathematics Common Core Exam by Fourth Year Accountability Cohort

	Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
Aspire	2019	2022-23	N/A	N/A	N/A	N/A
	2020	2023-24	N/A	N/A	N/A	N/A
	2021	2024-25	58	0	2	3.4%
Crown Heights	2019	2022-23	101	95	2	33.3%
	2020	2023-24	130	27	1	1.0%
	2021	2024-25	147	0	6	4.1%
East New York	2019	2022-23	109	88	9	42.9%
	2020	2023-24	106	60	0	0.0%
	2021	2024-25	103	0	4	3.9%

High School Math Measure 2 - Absolute

Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently **scoring at or above Performance Level 3** on a Regents mathematics exam) by the completion of their **fourth year in the cohort**.

METHOD

The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on a Regents Exam in mathematics. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

Percent Scoring at Least Level 3 on a Regents Mathematics Common Core Exam by Fourth Year Accountability Cohort

	Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
Aspire	2019	2022-23	N/A	N/A	N/A	N/A
	2020	2023-24	N/A	N/A	N/A	N/A
	2021	2024-25	58	0	30	51.7%
Crown Heights	2019	2022-23	101	95	3	50.0%
	2020	2023-24	130	27	30	29.1%
	2021	2024-25	147	0	84	57.1%

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

East New York	2019	2022-23	109	88	17	80.9%
	2020	2023-24	106	60	10	21.7%
	2021	2024-25	103	0	58	56.3%

High School Math Measure 3 - Absolute

Each year, the Performance Index (“PI”) on the Regents mathematics exam of students completing their fourth year in the Accountability Cohort will meet the state’s Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

Schools are not required to report attainment of this measure for 2024-25. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information. The Institute may use these data for its evaluation of the school’s goal attainment when data become available.

High School Math Measure 4 - Comparative

Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.

METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. In order to meet or exceed Common Core expectations, a student must achieve a Performance Level 4 or 5. Given that students may take Regents exams up through the summer of their fourth year, the school presents the most recently available school district results.

Percent Scoring at Least Level 4 or Higher on a Regents Mathematics Exam
by Fourth Year Accountability Cohort by Charter School and School District

	Cohort Designation	Charter School		School District	
		Percent Level 4 or 5	Number in Cohort	Percent Level 4 or 5	Number in Cohort
Aspire (District 19)	2019	N/A	N/A		
	2020	N/A	N/A	3%	1,254
	2021	3.4%	58		
Crown Heights (District 17)	2019	33.3%	101		
	2020	1.0%	130	6%	1,686
	2021	4.1%	147		
East New York (District 19)	2019	42.9%	109		
	2020	0.0%	106	3%	1,254
	2021	3.9%	103		

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

High School Math Measure 5 - Comparative

Each year, the percent of students in the high school Total Cohort at least partially meeting Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.

METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. In order to at least partially meet Common Core expectations, a student must achieve a Performance Level 3 or higher (i.e. scoring at least 65). Given that students may take Regents exams up through the summer of their fourth year, the school presents the most recently available school district results.

Percent Scoring at Least Level 3 or Higher on ELA Regents Exam
by Fourth Year Accountability Cohort by Charter School and School District

	Cohort Designation	Charter School		School District	
		Percent Level 3 or Higher	Number in Cohort	Percent Level 3 or Higher	Number in Cohort
Aspire (District 19)	2019	N/A	N/A		
	2020	N/A	N/A	26%	1,254
	2021	51.7%	58		
Crown Heights (District 17)	2019	50.0%	101		
	2020	29.1%	130	24%	1,686
	2021	57.1%	147		
East New York (District 19)	2019	80.9%	109		
	2020	21.7%	106	26%	1,254
	2021	56.3%	103		

High School Math Measure 6 - Comparative

Each year, the Performance Index (“PI”) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.

Schools are not required to report attainment of this measure for 2024-25. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information. The Institute may use these data for its evaluation of the school’s goal attainment when data become available.

High School Math Measure 7 - Growth

Each year, 50 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 readiness standard

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(currently **scoring at Performance Level 4 and fully meeting Common Core expectations** on a Regents mathematics 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.

Percent Achieving at Least Performance Level 4 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort

	Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
Aspire	2019	2022-23	N/A	N/A	N/A	N/A
	2020	2023-24	N/A	N/A	N/A	N/A
	2021	2024-25	N/A	N/A	N/A	N/A
Crown Heights	2019	2022-23	13	12	0	0.0%
	2020	2023-24	2	0	0	0.0%
	2021	2024-25	N/A	N/A	N/A	N/A
East New York	2019	2022-23	N/A	N/A	N/A	N/A
	2020	2023-24	N/A	N/A	N/A	N/A
	2021	2024-25	N/A	N/A	N/A	N/A

High School Math Measure 8 - Growth

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will at least partially meet Common Core expectations (currently **scoring at Performance Level 3** on a Regents mathematics 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 move to meeting the English requirement for graduation.

Percent Achieving at Least Performance Level 3 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort

	Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
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Aspire	2019	2022-23	N/A	N/A	N/A	N/A
	2020	2023-24	N/A	N/A	N/A	N/A
	2021	2024-25	N/A	N/A	N/A	N/A
Crown Heights	2019	2022-23	13	12	0	0.0%
	2020	2023-24	2	0	0	0.0%
	2021	2024-25	N/A	N/A	N/A	N/A
East New York	2019	2022-23	N/A	N/A	N/A	N/A
	2020	2023-24	N/A	N/A	N/A	N/A
	2021	2024-25	N/A	N/A	N/A	N/A

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

Despite challenges in meeting the Accountability Plan Absolute Goals (High School Math Measure 1 and High School Math Measure 2), 100% of our NY Achievement First high schools were able to meet one of the Accountability Plan Comparative Goals (High School Math Measure 5). Our high schools within our Aspire and East New York charters were able to meet an additional Accountability Plan Comparative Goal (High School Math Measure 4). Our high school within our Crown Heights charter was held to the Accountability Plan Growth Goals, and were unable to meet both goals (High School Math Measure 7 and High School Math Measure 8). Our schools are not held accountable for High School Math Measures 3 and 6.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Aspire: NO Crown Heights: NO East New York: NO
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Aspire: NO Crown Heights: NO East New York: NO
Absolute	Each year, the Performance Index (PI) in mathematics of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	Aspire: YES Crown Heights: NO East New York: YES
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	Aspire: YES Crown Heights: YES East New York: YES

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Comparative	Each year, the Performance Index (PI) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Aspire: N/A Crown Heights: NO East New York: N/A
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Aspire: N/A Crown Heights: NO East New York: N/A

EVALUATION OF THE HIGH SCHOOL MATHEMATICS GOAL

None of our NY Achievement First high schools met **High School Math Measure 1**. While our current performance is still some distance from achieving this goal, there has been modest growth compared to the previous school year.

None of our NY Achievement First high schools met **High School Math Measure 2**. Currently, our performance is, on average, 25 percentage points away from reaching this goal. However, we are encouraged by the growth compared to the previous school year.

Our schools are not held accountable for **High School Math Measure 3**.

2 of 3 NY Achievement First high schools met **High School Math Measure 4**. At those schools, student performance is stronger compared to comparable students in the district, reflecting consistent progress in supporting students to reach at least partial proficiency.

All of NY Achievement First high schools met **High School Math Measure 5**. Student performance is stronger compared to comparable students in the district, reflecting consistent progress in supporting students to reach at least partial proficiency.

Our schools are not held accountable for **High School Math Measure 6**.

Our high school within our Crown Heights charter is our only school held accountable to **High School Math Measure 7 and High School Math Measure 8**. This school did not meet either goal. The number of students for both measures is small, and dropped from the previous year.

ADDITIONAL CONTEXT AND EVIDENCE

In 2024-25, we continued to focus our instructional strategy on improving our core curriculum by implementing Illustrative Mathematics in Algebra 1, Geometry and Algebra 2. In year 2 of implementation, we prioritized increasing the quality of instruction, with fidelity to Illustrative

Mathematics. To fully implement curricular change and see improvement in student achievement, more time is needed (3 - 5 years).

In addition, teacher turnover in Algebra 1 at 2/3 of the schools may also be playing a role in student data. 2/3 schools had either a teacher departure and/or teacher on extended leave.

ACTION PLAN

In an effort to improve instruction and student achievement in mathematics, our instructional priority is to improve Tier 1 instruction. Our strategy to do so includes (1) addressing chronic absenteeism, (2) ensuring rigorous grade-appropriate materials are placed in front of students, (3) improving instruction through skill based teacher and leader development, and (4) monitoring progress by leveraging our continuous improvement cycle walkthroughs and assessment strategy.

To ensure students are in schools to receive strong Tier 1 instruction, in the 25-26 school year, schools refined and continued to execute their intensive plans to address chronic absenteeism, which was significantly impacting student achievement.

The 24-25 school year, our second year implementing Illustrative Mathematics; a highly rated curriculum strongly aligned to our vision for mathematics education and NY state math standards, for Algebra 1, Geometry and Algebra 2. The adoption of Illustrative Mathematics ensures that rigorous, grade appropriate materials are placed in front of students, and we believe this adoption will bring continued long-term improvement. Math results have not yet improved after year 2 of curriculum implementation. In year 3 of adoption, our focus continues to be on strengthening our implementation of Illustrative Mathematics by ensuring teachers are facilitating the curriculum to fidelity and aligned to our vision of excellence for high school mathematics instruction.

To strengthen our curriculum implementation and get closer to our vision of excellence for mathematics instruction, our professional development, including Summer Teacher and Leader PD, Day of Practice, and Dean Cohort, focused on discrete skill development aligned to our overarching instructional priority. To set a strong foundation for learning in Tier 1 instruction, summer professional development focused on strong planning aligned to our vision of excellence for high quality mathematics instruction. As professional development continues, we will focus on skill development of core instructional moves that allows students to engage in high quality thinking that develops students' mathematical proficiency and conceptual understanding; providing just in time support to address student learning gaps; and effectively responding to teacher and student data. Additional instructional and student learning data is gathered during our continuous improvement cycle walkthroughs. This data is leveraged in developing our teacher and leader PDs.

In addition to our professional development strategies, we have also continued our professional learning community, a "working group," composed of five teachers from across the network. These teachers will serve as teacher leaders modeling effective implementation of Illustrative Mathematics, in planning and execution, aligned to our vision of excellence in high school mathematics. Teachers will also collaborate

to develop and pilot solutions to address challenges with implementation given the context of our schools.

GOAL 5: SCIENCE

BACKGROUND

Across all of K-12 science we emphasize the three dimensions of science instruction that anchor the NY state science standards and the Next Generation Science Standards: Disciplinary Core Ideas, Cross-Cutting Concepts, and Science and Engineering Practices. We see three-dimensional science instruction using relevant, rigorous, and standards-aligned curriculum as foundational to ensuring we are providing full access to science instruction and experiences that will provide students with the access and opportunity to disrupt the underrepresentation of BIPOC and women in the STEM workforce and equip all students with the conceptual understanding of the natural world and a framework to think scientifically necessary for all members of our society.

At Achievement First elementary schools, the purpose of science instruction is to build a love of science and engineering, and to build content knowledge and skill with science practices. This joint purpose serves to lay the foundation for future science learning. Our internally-developed NYS P-12 Science Standards-aligned curriculum materials for K-4 are organized into cohesive units that follow the BSCS 5-E cycle of inquiry. Teachers play the role of facilitator and students, starting in kindergarten, are positioned to ask questions, obtain evidence, and construct explanations. Regular formative assessments to monitor student learning are part of every unit.

A focus in 2024-2025 for K-4 was increasing the number of schools with science specialists which allowed for teachers to receive more science-specific professional development and coaching. These teachers were supported through professional development focused on teaching investigation lessons and on discussion facilitation.

In 2024-2025, Achievement First Middle Schools continued full implementation of OpenSciEd in Grade 6-8, and began implementation of OpenSciEd in Grade 5 in January 2025 when the first unit was released. OpenSciEd has obtained high ratings from EdReports for 6-8 and NSTA for 5, and is aligned to NYS P-12 Science Standards, as well as to our vision for science instruction. Students collaboratively engage in the science practices to work towards explanations of phenomena across units of instruction.

To support implementation of OpenSciEd:

- Teachers had a network-led summer training session focused on formative assessment data response
- Teachers received school-based content sessions and coaching focused on intellectual preparation for lessons, and analyzing and responding to assessment data

- Leaders had network-led summer training sessions and quarterly cohorts focused on implementation vision, and giving feedback to teachers on planning and observations
- We developed a cohort of Curriculum Fellows to provide leadership in implementation, facilitated through monthly working group meetings

Our assessment strategy included OpenSciEd curricular assessments as well as internally developed state-standard aligned Interim Assessments administered online in Illuminate three times a year to monitor learning. Leaders developed data-driven plans to respond to the data with their teachers with the aim of improving student learning outcomes.

At our Achievement First high schools, our belief is that science education must include the following:

- INVESTMENT: Teacher and student passion for science is front-and-center
- RIGOR of CONTENT/TASK: The driving investigation question and aligned task are appropriately challenging for remote learning, engaging, and connected to the New York State P-12 Science Learning Standards.
- THINKING: Scholars spend the majority of the lesson in discussion and writing across consistent technology platforms for collaboration and communication. Facilitation of investigation and discussion effectively deepens scholar understanding of science concepts and practices.
- FEEDBACK: There are clearly established and consistently maintained structures for oral and written scholar work within the online platform.
- CULTURALLY RELEVANT: Planning and teaching to integrate social, political, and economic aspects of science issues into existing best practices to support students' development and maintenance of cultural competence.

In the 24-25 school year, we began a phased implementation of OpenSciEd in Grades 9-11. Similar to our middle school program, we selected OpenSciEd as it obtained high ratings from EdReports and is aligned to NYS P-12 Science Standards and the demands of the AP standards, as well as to our vision for science instruction.

At Ujima HS and in 11th grade Biology at Brooklyn High School we continued to use our internally-developed curriculum (legacy curriculum). With this, we intentionally worked to support these teachers in teaching in a more student-centered way using strategies and tools from OpenSciEd and in-house.

To support implementation of OpenSciEd and our Legacy curriculum:

- teachers attended a full day of summer training facilitated by OpenSciEd facilitators
- teachers attended two full days of summer training facilitated by the HS Science Achievement Director
- leaders had monthly cohorts focus on implementation vision, supporting teacher planning, and giving feedback on observations

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- We utilized an OpenSciEd Implementation Progression from Columbia’s Center for Public Research & Leadership in observations to track the quality of implementation and inform supports across the year
- We developed Curriculum Fellows to serve as leaders in implementation through bi-weekly meetings and monthly working groups

In the 25-26 school year, we are continuing our phased implementation of OpenSciEd in Grades 9-11 with all of our classrooms in Grades 9-11 leveraging OpenSciEd. We are building on our support from last year by incorporating more frequent school visits to develop academic deans to feel more confident with the curriculum and to develop them to be the leaders of this curriculum on campus.

ELEMENTARY AND MIDDLE SCIENCE

Science Measure 1 - Absolute

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

The school administered the New York State Testing Program science assessment to students in 5th and 8th grade in spring 2025. The table below summarizes the performance of students enrolled for at least two years.

Charter School Performance on 2024-25 State Science Exam
By Students Enrolled in At Least Their Second Year

	Grade	Students in At Least Their 2 nd Year		
		Number Tested	Number Proficient	Percent Proficient
Aspire	5	40	13	32.5%
	8	58	31	53.4%
	All	98	44	44.9%
Crown Heights	5	69	21	30.4%
	8	73	58	79.5%
	All	142	79	55.6%
East New York	5	41	14	34.1%
	8	51	21	41.2%
	All	92	35	38.0%

Science Measure 2 - Comparative

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 school district of comparison.

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The school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. 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 school district of comparison.

2024-25 State Science Exam Charter School and District Performance by Grade Level							
		Charter School Students in at Least 2 nd Year			All District Students		
	Grade	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
Aspire (District 19)	5	40	13	32.5%			
	8	58	31	53.4%			
	All	98	44	44.9%			
Crown Heights (District 17)	5	69	21	30.4%			
	8	73	58	79.5%			
	All	142	79	55.6%			
East New York (District 19)	5	41	14	34.1%			
	8	51	21	41.2%			
	All	92	35	38.0%			

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE 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.	Aspire: NO Crown Heights: NO East New York: NO
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 school district of comparison.	Aspire: N/A Crown Heights: N/A East New York: N/A

EVALUATION OF THE SCIENCE GOAL

No school met the absolute proficiency goal of 75% proficiency when aggregating across 5th and 8th grade students enrolled in at least their second year. Overall, schools were 19.4-37.0 percentage points below the goal (Crown Heights: -19.4%, Aspire: -30.1%, East New York: -37.0%). Performance varied by grade.

For 8th grade, Crown Heights increased 19.5 points year over year (60.0% to 79.5%) and exceeded the 75% goal. Among schools below the goal, results ranged from 33.8-21.6 percentage points under (from East New York at -33.8% to Aspire at -21.6%).

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For 5th grade, results were essentially flat year over year and remained in the low-30s across sites. Schools ranged from 44.6-40.9 percentage points under the goal.

The relative strength of 8th grade performance is potentially associated with the adoption and implementation of the OpenSciEd curriculum in Grades 6-8 starting in 23-24. This rigorous curriculum increased the quality of science instruction this cohort of students received in both 7th and 8th grades.

At the time of writing, comparative data is not available so that goal cannot be evaluated.

ADDITIONAL CONTEXT AND EVIDENCE

Teacher turnover in Grade 5 at two out of three of the schools may be playing a role in student outcomes, as two out of three of the schools had teachers who started mid-year with no prior experience teaching the course.

Schools that administer a Regents science exam to 8th grade students in lieu of the state exam should report the results in the table below.

Performance on a Regents Science Exam
Of 8th Grade All Students by Year

Grade	Year	Regents Exam	Number Tested	Number Passing	Percent Passing
8	2022-23	N/A	N/A	N/A	N/A
8	2023-24	N/A	N/A	N/A	N/A
8	2024-25	N/A	N/A	N/A	N/A

ACTION PLAN

For SY25–26, Achievement First will deepen implementation of OpenSciEd across the network to improve science outcomes. In Grades 6–8, schools will continue using OpenSciEd, with multi-year, coherent instruction expected to drive gains in student performance. Grade 5 will implement OpenSciEd for the first full school year. In Grades K–4, we will begin a phased rollout of OpenSciEd in selected schools and grade levels. The Elementary OpenSciEd curriculum engages students in three-dimensional, phenomenon-based learning and supports equitable, rigorous instruction. This curricular shift for K-4 supports vertical coherence from Kindergarten through Grade 8.

Across K–8 classrooms using OpenSciEd, teachers will leverage IXL Science to review prerequisite standards and provide targeted practice with grade-level standards.

Our assessment strategy maintains internally developed interim assessments at regular intervals in Grades 5–8 and adds parallel interim assessments for schools teaching OpenSciEd in Grades 3–4. These interims provide specific, actionable data to inform instruction and to monitor progress toward the 75% proficiency goal.

To support high-quality implementation, deans who coach OpenSciEd in K–8 will participate in regular professional learning aligned to the network priority of Excellent Tier 1 instruction, with a focus on

access for all learners. Development will include real-time classroom observations, shared debriefs, and planning next coaching steps. Following each interim, deans and teachers will analyze trends and create actionable data plans to accelerate student learning.

HIGH SCHOOL SCIENCE

High School Science Measure 1 - Absolute

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.

New York State schools administer multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry, and Physics. The school administered the Living Environment Regents. This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort.

Science Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort

	Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
Aspire	2019	2022-23	N/A	N/A	N/A	N/A
	2020	2023-24	N/A	N/A	N/A	N/A
	2021	2024-25	58	0	40	69.0%
Crown Heights	2019	2022-23	101	0	70	69.3%
	2020	2023-24	130	0	86	66.1%
	2021	2024-25	147	0	89	60.5%
East New York	2019	2022-23	109	22	69	79.3%
	2020	2023-24	106	18	59	67.0%
	2021	2024-25	103	0	74	71.8%

High School Science Measure 2 - Comparative

Each year, the percent of 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 school district of comparison.

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 school district of comparison. Given that students may take Regents exams up through the summer of their fourth year, the school presents most recently available district results.

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Science Regents Passing Rate of the High School Total Cohort by Charter School and School District

	Cohort Designation	Charter School		School District	
		Percent Passing	Number in Cohort	Percent Passing	Number in Cohort
Aspire (District 19)	2019	N/A	N/A		
	2010	N/A	N/A	14%	1,254
	2021	69.0%	58		
Crown Heights (District 17)	2019	69.3%	101		
	2010	66.1%	130	27%	1,686
	2021	60.5%	147		
East New York (District 19)	2019	79.3%	109		
	2010	67.0%	106	14%	1,254
	2021	71.8%	103		

SUMMARY OF THE HIGH SCHOOL SCIENCE GOAL

All three schools did not meet the Accountability Plan Absolute Goal. Two out of three of the schools came within 6% of the Absolute Goal. All three schools met the Accountability Plan Comparative Goal.

Type	Measure	Outcome
Absolute	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.	Aspire: NO Crown Heights: NO East New York: NO
Comparative	Each year, the percent of 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 school district of comparison.	Aspire: YES Crown Heights: YES East New York: YES

EVALUATION OF THE HIGH SCHOOL SCIENCE GOAL

The absolute performance of 75% was not met overall or at any individual school. On average, our AF Brooklyn High Schools fell approximately 8% short of this goal. This is 3% growth from last year, where our schools fell approximately 11% short of the goal.

ADDITIONAL CONTEXT AND EVIDENCE

While our science program is aligned to the current New York State P-12 Science Learning Standards which were adopted in 2016, the NY State Living Environment Regents administered in 2025 was still assessing the Learning Standards for Math, Science, and Technology from 1996. The 1996 standards include content that is not part of the 2016 standards. This difference in the standards taught and those assessed on the State exam likely contributed to student performance on this State Science Exam.

In addition, teacher turnover in the Life Sciences at 2/3 of the schools may also be playing a role into student data, as 2/3 of the schools had a teacher with 0-2 years of teaching experience teaching the course and there were multiple teacher departures/on leave at 2/3 of the schools.

ACTION PLAN

Starting in the 23-24 school year, Achievement First began implementing OpenSciEd in Grades 9 & 10 in two of our AF Brooklyn high schools. In the 24-25 school year, all three AF Brooklyn high schools are implementing OpenSciEd in Grades 9-11. This change is shifting the science instruction students receive to be more rigorous, and to help our students excel in and outside the classroom to help them prepare to thrive in the world of tomorrow. Additionally, Living Environment regents-aligned prep materials for flex lessons are being designed every week for teachers to use and support their students in meeting this goal.

GOAL 6: SOCIAL STUDIES

BACKGROUND

Our approach to social studies and history instruction helps students understand themselves as part of the narrative of human history to empower them, help them develop their identities, and to provide opportunities for students to grapple with solutions to the increasingly complex problems our society faces. We scaffold our aligned approach from kindergarten through eighth grade so that we can ensure students are prepared for history regents exams in high school.

Specifically, in our elementary schools, we approach social studies using a holistic approach that allows us to integrate elements of project based learning and historical thinking skills into our curriculum so that the knowledge building elements of our ELA curriculum become even more robust and transferable for students.

Our internally-developed curricular materials are aligned to the NY state social studies standards, as well as the NY NextGen standards for literacy.

A focus in 2024-2025 was ensuring social studies was consistently taught and teachers were receiving regular observation and feedback from school leaders to support teacher development. Leaders were supported through professional development focused on unit unpacking, and analyzing and responding to student work.

Our middle school program continues the vertically-aligned work begun in elementary school by engaging students in an inquiry-based approach to the study of history that prioritizes both content and skills to support students eventual success on the high school history regents exams. We do this by ensuring students are regularly engaging in the disciplinary work of the historian: analyzing and studying primary sources, multimedia, maps, and rich secondary accounts while developing their thinking through written work.

We have developed an internally-designed curriculum that is aligned to the NY state social standards. We have further refined our approach to assessment by developing a set of internal standards for historical thinking that are aligned to both the NY NextGen literacy standards, as well as the Advanced Placement historical thinking standards. Our students are assessed on these standards four times each year. We have also integrated elements of project based learning into the curriculum and each unit of study in our middle schools culminates in a full project based learning experience designed to help students understand how history remains relevant in the present day. By merging more traditional modes of assessment with project based learning, we are able to support our students' social and emotional development, while continuing to prioritize the content and skills to help students succeed on history regents exams and beyond.

In the 2024-25 school year, we continued to focus our professional development on developing our teachers content and pedagogical knowledge through a series of professional development sessions focused on unit unpacking, preparing and internalizing daily lessons, and analyzing student work. We worked with school leaders to help develop their capacity to support implementation of the middle school history and social studies program.

The AF high school history program continues to offer fully network supported courses in AP Government and Politics, AP US History, AP World (Modern), US History, World History, African American and LatinX Studies, and Diaspora. In school year 2024-2025, we continued to leverage the History Essential Learning Outcomes, a set of unified standards piloted in school year 2022-2023 that aim to unify our AP and non-AP courses across Rhode Island, Connecticut, and New York. Data from network-wide assessments was used to track progress against these outcomes and in work with school leaders in planning response to data. The Essential Learning Outcomes were developed using the history standards and frameworks from New York, Connecticut, and Rhode Island, as well as the national C3 Framework, and the NY NextGen Standards for Reading and Writing in History.

The core of the AF high school history program strives to support the development of historical reasoning and argumentation skills through inquiry-based, student-centered, high discourse instruction. Daily instruction in secondary history is typically inquiry-based, student centered, and rooted in student discourse; scholars perform an investigation into a central historical question using multiple documents, or they close-read a text seeking to stake a historical claim about the past using evidence from the text. Central historical questions prompt scholars to practice historical thinking skills: causation, continuity and change over time, comparison, historical contextualization, empathy, sourcing, corroboration, reconciliation, and argumentation. Building of understanding means instruction that grounds concrete knowledge in larger concepts so that students can make connections, apply ideas, and draw new conclusions. Our focus on conceptual understanding is in line with the most recent revisions of the College Board's AP history frameworks, with the NY NextGen push toward deeper understanding, and with David Conley's scholarship on how knowledge is cemented. It also promotes investment, achievement, and college-readiness, while empowering scholars with core understandings about our nation and world and improving their word/world knowledge toward increased literacy. The AF history program views history courses as a critical lever for the development of disciplinary literacy and college-ready literacy and writing skills.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Professional learning for history teachers in the 2024-2025 school year continued to focus on developing instructional pedagogies to support the development of adolescent literacy and disciplinary literacy through close reading primary and secondary sources and direct instruction in vocabulary in the history classroom. We leveraged quarterly continuous improvement cycles, which included targeted support for individual academic deans and instructional walkthroughs to track progress and collaborate directly with school leaders on observing instruction, and aligning on prioritized feedback and action steps for moving instruction forward.

Social Studies Measure 1 - Absolute

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. These measures require students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort.

U.S. History Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort

	Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
Aspire	2019	2022-23	N/A	N/A	N/A	N/A
	2020	2023-24	N/A	N/A	N/A	N/A
	2021	2024-25	58	0	45	77.6%
Crown Heights	2019	2022-23	101	99	0	0.0%
	2020	2023-24	130	32	6	6.1%
	2021	2024-25	147	0	10	28.6%
East New York	2019	2022-23	109	101	2	25.0%
	2020	2023-24	106	4	39	37.1%
	2021	2024-25	103	0	72	69.9%

Social Studies Measure 2 - Comparative

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 school district of comparison.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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 school district of comparison. Given that students may take Regents exams up through the summer of their fourth year, school presents the most recently available district results.

U.S. History Regents Passing Rate
of the High School Total Cohort by Charter School and School District

	Cohort Designation	Charter School		School District	
		Percent Passing	Number in Cohort	Percent Passing	Number in Cohort
Aspire (District 19)	2019	N/A	N/A		
	2020	N/A	N/A	32%	1,254
	2021	77.6%	58		
Crown Heights (District 17)	2019	0.0%	101		
	2020	6.1%	130	24%	1,686
	2021	28.6%	147		
East New York (District 19)	2019	25.0%	109		
	2020	37.1%	106	32%	1,254
	2021	69.9%	103		

Social Studies Measure 3 - Absolute

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

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. These measures require students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort.

Global History Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort

	Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
Aspire	2019	2022-23	N/A	N/A	N/A	N/A
	2020	2023-24	N/A	N/A	N/A	N/A
	2021	2024-25	58	0	45	77.6%

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Crown Heights	2019	2022-23	101	99	2	50.0%
	2020	2023-24	130	32	81	62.3%
	2021	2024-25	147	0	74	50.3%
East New York	2019	2022-23	109	100	7	77.7%
	2020	2023-24	106	1	65	61.9%
	2021	2024-25	103	0	66	64.1%

Social Studies Measure 4 - Comparative

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 school district of comparison.

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 school district of comparison. Given that students may take the Regents exam up through the summer of their fourth year, schools present the most recently available district results.

Global History Regents Passing Rate of the High School Total Cohort by Charter School and School District

	Cohort Designation	Charter School		School District	
		Percent Passing	Number in Cohort	Percent Passing	Number in Cohort
Aspire (District 19)	2019	N/A	N/A		
	2020	N/A	N/A	48%	1,254
	2021	77.6%	58		
Crown Heights (District 17)	2019	50.0%	101		
	2020	62.3%	130	58%	1,686
	2021	50.3%	147		
East New York (District 19)	2019	77.7%	109		
	2020	61.9%	106	48%	1,254
	2021	64.1%	103		

SUMMARY OF THE SOCIAL STUDIES GOAL

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State U.S. History Regents exam by the completion of their fourth year in the cohort.	Aspire: YES Crown Heights: NO East New York: NO

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Comparative	Each year, the percent of students in the high school Total Cohort passing the U.S. History Regents exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.	Aspire: YES Crown Heights: YES East New York: YES
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Global History Regents exam by the completion of their fourth year in the cohort.	Aspire: YES Crown Heights: NO East New York: NO
Comparative	Each year, the percent of students in the high school Total Cohort passing the Global History Regents exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.	Aspire: YES Crown Heights: NO East New York: YES

EVALUATION OF THE SOCIAL STUDIES GOAL

For Measure 1, Aspire successfully met 77.6% of students (45 out of 58) achieving a score of 65 or above, on the U.S. History Regents, exceeding the measure by 2.6 percentage points. East New York fell short of the measure with 69.9% of students (72 out of 103) scoring 65 or above, missing the target by 8.1 percentage points.

For Measure 2, results showed mixed comparative performances across the three cohorts. The Crown Heights cohort outperformed District 17 by 6.1 percentage points (6.1% vs 0%), The East New York cohort exceeded District 19 by 5.1 percentage points (37.1% vs. 32%), and the Aspire cohort fell short of District 19, by 32 percentage points (0% vs 32%). This demonstrates continued relative strength while highlighting the need for improved absolute performance.

For Measure 3, Aspire met the 75% benchmark on Global History Regents, with 77.6% of students passing. East New York came close to meeting the measure, achieving 64.1% proficiency (66 out of 103 students), falling 10.9 percentage points short. Crown Heights was further from the target at 50.3% proficiency (74 out of 147 students), missing the measure by 24.7 percentage points.

For Measure 4, results showed strong comparative performance across all three cohorts. The Crown Heights cohort outperformed District 17 by 4.3 percentage points (62.3% vs 58%), the East New York cohort exceeded District 19 by 13.9 percentage points (61.9% vs 48%), and the Aspire cohort surpassed District 19 by 48 percentage points (N/A vs 48%). All three accountability cohorts successfully met Measure 4 targets by exceeding their respective district comparison benchmarks, demonstrating consistent relative strength in Global History performance.

These results indicate that there is still work to do, the network is showing signs of recovery and growth in social studies achievement following the pandemic period.

ADDITIONAL CONTEXT AND EVIDENCE

A critical contextual factor for interpreting these results is that 100% of students were required to take the Regents exams in 2024-25, representing a significant shift from years prior when exemptions were widely granted. In 2022-23, for example, 109 out of 109 East New York students received exemptions. This universal testing requirement means that the 64.1% Global History pass rate for East New York (66 out of 103 students) represents genuine achievement among all students, rather than a select group who chose to sit for the exam.

The network has also experienced significant staffing challenges that provide important context for these outcomes. Over the last three years, schools have experienced substantial teacher turnover across social studies classes, with many newer teachers (less than 5 total years in the teaching profession) leading classes that culminate in Regents exams. Teacher experience and continuity may have considerable influence over student outcomes on Social Studies measures.

Specific to East New York, the school took the U.S. History Regents for the first time in 2023-24 with a new teacher, and all of our schools recognized significant gaps in skill and content coverage in the latter half of the curriculum, particularly post-Vietnam War content and skills building up to the Civic Literacy essay. The high turnover in 2022-23 and 2023-24 has stabilized in 2024-25, with some teachers now in their second year, providing greater instructional continuity. Additionally, there was a gap in Senior Director leadership for High School History from October to January, which may have impacted instructional support and coordination during a critical period of the academic year.

These contextual factors highlight that while absolute benchmarks were not universally met, the network is demonstrating meaningful progress in social studies instruction and outcomes during a period of significant transition and universal assessment requirements.

ACTION PLAN

The AF high school history program continues to build upon its centralized network curricula, fully supporting a core Social Studies (History) program aligned to the NY State 9-12 Social Studies Framework and the Global and US History Regents exams. Building on lessons learned from the 2023-24 school year, particularly around curriculum gaps and instructional support needs, our action plan focuses on targeted interventions to strengthen student outcomes.

For U.S. History, we are implementing a comprehensive rescoping initiative to address key skills and curriculum content missing from 1960 to present, directly responding to the gaps identified at schools. This rescoping will ensure students receive robust instruction in post-Vietnam War content and enhanced skills building leading up to the Civic Literacy essay, areas that were identified as weaknesses in previous exam performance.

We are significantly increasing coaching presence through Team Teaching and Learning (TTL) support directly in schools. Academic deans now receive targeted coaching and development every 2-3 weeks, providing consistent support for instructional leadership and curriculum implementation. This enhanced

coaching model directly addresses the teacher and dean development needs identified across the network alongside the network-wide teacher development priorities.

Additionally, we are leveraging our teacher leadership program, the curriculum fellows, to develop targeted lesson study practices focused on reading like a historian and curriculum implementation with fidelity, in addition to focused coaching support from academic deans. This approach will provide teachers with collaborative professional learning opportunities while ensuring consistent, high-quality implementation of our core curricula across all schools.

These targeted interventions are designed to address the specific challenges identified in our 2024-25 results while building upon the stabilization and growth trends we are observing across the network.

We are continuing to anchor professional learning for teachers in a foundation of strong planning from network curriculum, building on the approach established in the 2023-24 school year. We also focused on modeling as a core instructional move for supporting student development with reading, writing, and historical thinking skills. Our 24-25 teacher development scope and sequence includes plans to continue to develop teacher skills with modeling across the year, with a focus on modeling historical thinking and writing historical arguments.

We will continue to leverage internal assessments, designed to align to the appropriate Regents exams, to track student progress on these assessments across the year, as well as track data against the Essential Learning Outcomes, the unifying network Social Studies Standards aligned to the NY 9-12 Social Studies Framework, the C3 Framework, and the NY NextGen Standards for Literacy and Writing in History/Social Studies. We also updated all October History Interim Assessments (IA1) to mirror the appropriate rigor bar for students early and provide them with practice in writing Global and US history aligned essays. This also provides us with actionable, Regents-aligned data early in the year allowing for immediate targeted response.

We are building dean coaching capacity through our comprehensive Dean Pods strategy, and combined regular school visits every 2-3 weeks with a strategic coaching cycle approach. Our Teaching and Learning Leadership team maintains consistent individual school visits to provide direct coaching support to deans, while Dean Pods leverage the same coaching components from these visits—planning feedback and creating strong action steps, co-observations, student work analysis, coaching plan development, and coaching meetings. This integrated approach ensures deans receive both individual coaching support through regular school visits and collaborative skill-building through targeted pod sessions and co-observations that address specific gaps identified during those visits. Through Dean Pods, deans practice coaching cycles with Senior Director support and collaborate with peers to develop coaching plans and next steps for targeted teachers in their own schools. Pod content focuses specifically on coaching skills aligned to Arc Priorities, with deans engaging in video-based coaching share and feedback sessions, collaborative teacher observation protocols, and targeted skill-building designed to improve instructional coaching cycles. This dual strategy ensures deans develop coaching skills more effectively through both individual support and peer collaboration, creating networks where deans share strategies

and solutions while maintaining consistent presence in schools every 2-3 weeks to support ongoing teacher development and track instructional progress.

Our focus remains on supporting teacher development, ensuring curriculum fidelity, and strengthening the instructional practices that will lead to improved student outcomes on Social Studies measures.

GOAL 7: ESSA

ESSA Measure 1

Under the state’s ESSA accountability system, the school is in good standing: the state has not identified the school for comprehensive or targeted improvement.

Because *all* students are expected to meet the state's performance standards, the federal statute stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. As New York State, like all states, is required to establish a specific system for making these determinations for its public schools, charter schools do not have latitude in establishing their own performance levels or criteria of success for meeting the ESSA accountability requirements. Each year, the state issues School Report Cards that indicate a school’s status under the state accountability system. More information on assigned accountability designations and context can be found [here](#).

Accountability Status by Year

	Year	Status
Aspire	2022-23 Accountability Status and Support Model based on 2021-22 Data	Local Support and Improvement
	2023-24 Accountability Status and Support Model based on 2022-23 Data	Local Support and Improvement
	2024-25 Accountability Status and Support Model based on 2023-24 Data	Local Support and Improvement
Crown Heights	2022-23 Accountability Status and Support Model based on 2021-22 Data	Local Support and Improvement
	2023-24 Accountability Status and Support Model based on 2022-23 Data	Local Support and Improvement
	2024-25 Accountability Status and Support Model based on 2023-24 Data	Local Support and Improvement
East New York	2022-23 Accountability Status and Support Model based on 2021-22 Data	Local Support and Improvement
	2023-24 Accountability Status and Support Model based on 2022-23 Data	Local Support and Improvement
	2024-25 Accountability Status and Support Model based on 2023-24 Data	Local Support and Improvement

ADDITIONAL CONTEXT AND EVIDENCE

N/A

APPENDIX A: DATA REPORTING TABLES

The following section contains sample tables for the optional reporting of grade-level and school-level results under the ELA and mathematics goal areas. The tables align to the measures and targets for the NWEA MAP and i-Ready assessments. Schools that administer other nationally normed assessments or internally developed assessment should modify these tables as necessary.

Paste the completed tables in the “Internal Exam Results” sections under the respective goal area. Table titles need to be adapted to reflect the appropriate subject area, i.e., English language arts, mathematics, etc.

NWEA

2024-25 NWEA MAP [ELA/Mathematics] Assessment End of Year Results					
Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median growth percentile of all 3 rd through 8 th grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.	All students	50	[#]	[X]	[Yes/No]
Measure 2: Each year, the school's median growth percentile of all 3 rd through 8 th grade students whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration.	Low initial achievers	55	[#]	[X]	[Yes/No]
Measure 3: Each year, the median growth percentile of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ¹⁴	[X] ¹⁵	[#]	[X]	[Yes/No]

¹⁴ Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school’s mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g. English language learners, students experiencing housing insecurity, etc.), please explain the rationale in the narrative section

¹⁵ Target should reflect the median growth percentile for all general education students. In the case that the school elects to measure the achievement of a different subpopulation, the target should reflect the median growth percentile of all students at the school not included in that subpopulation.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will meet or exceed the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards. ¹⁶	2+ students	75%	#	%	[Yes/No]
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End of Year Performance on 2024-25 NWEA MAP [ELA/Mathematics] Assessment
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient ¹⁷	Number Tested	Percent Proficient	Number Tested
3				
4				
5				
6				
7				
8				
All				

End of Year Growth on 2024-25 NWEA MAP [ELA/Mathematics] Assessment
By All Students

Grades	Median Growth Percentile	Number Tested
3		
4		
5		
6		
7		
8		
All		

¹⁶ <https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf>.

¹⁷ Proficient is defined as scoring at or above the grade-level RIT score cut score according to the most recently available linking study found [here](#). Refer to pages 15-16, tables 3.5 and 3.6.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

I-READY

2024-25 i-Ready [ELA/Mathematics] Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school’s median percent progress to Annual Typical Growth of 3 rd through 8 th grade students will be equal to or greater than 100%.	All students	100%	[#]	[%]	[Yes/No]
Measure 2: Each year, the school’s median percent progress to Annual Typical Growth of all 3 rd through 8 th grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.	Low initial achievers	110%	[#]	[%]	[Yes/No]
Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ¹⁸	[%] ¹⁹	[#]	[%]	[Yes/No]
Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will score at the <i>mid on-grade level</i> or above scale score for the year-end assessment.	2+ students	75%	[#]	[%]	[Yes/No]

End of Year Performance on 2024-25 i-Ready [ELA/Mathematics] Assessment By All Students and Students Enrolled in At Least Their Second Year

	All Students	Enrolled in at least their Second Year
Grades		

¹⁸ Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school’s mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g., English language learners, homeless students, etc.), please explain the rationale in the narrative section

¹⁹ Target should reflect the median percent of progress to Annual Typical Growth for all general education students. In the case that the school elects to measure the achievement of a different subpopulation, the target should reflect the median percent of progress to Annual Typical Growth of all students at the school not included in that subpopulation.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

	Percent Mid-On Grade Level or Above	Number Tested	Percent Mid-On Grade Level or Above	Number Tested
3				
4				
5				
6				
7				
8				
All				

End of Year Growth on 2024-25 i-Ready [ELA/Mathematics] Assessment By All Students

Grades	Median Percent of Annual Typical Growth	Number Tested
3		
4		
5		
6		
7		
8		
All		

Achievement First Brooklyn Charter Schools

**Financial Statements
(With Supplementary Information)
and Independent Auditor's Reports**

June 30, 2025



Achievement First Brooklyn Charter Schools

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Independent Auditor's Report

To the Board of Trustees
Achievement First Brooklyn Charter Schools

Report on the Audit of the Financial Statements

Opinion

We have audited the financial statements of Achievement First Brooklyn Charter Schools, which comprise the statement of financial position as of June 30, 2025, 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.

In our opinion, the accompanying financial statements present fairly, in all material respects, the financial position of Achievement First Brooklyn Charter Schools as of June 30, 2025, 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.

Basis for Opinion

We conducted our audit in accordance with auditing standards generally accepted in the United States of America ("GAAS") and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of Achievement First Brooklyn Charter Schools and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America, and for 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.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about Achievement First Brooklyn Charter Schools' ability to continue as a going concern for one year after the date that the financial statements are available to be issued.

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.

Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with GAAS and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit 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 Achievement First Brooklyn Charter Schools' internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about Achievement First Brooklyn Charter Schools' ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

Report on Summarized Comparative Information

We have previously audited Achievement First Brooklyn Charter Schools' 2024 financial statements, and we expressed an unmodified audit opinion on those audited financial statements in our report dated October 30, 2024. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2024 is consistent, in all material respects, with the audited financial statements from which it has been derived.

Supplementary Information

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying supplementary combining schedule of activities by charter and schedules of functional expenses are presented for purposes of additional analysis and are not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the combining schedule of activities by charter and schedules of functional expenses are fairly stated, in all material respects, in relation to the financial statements as a whole.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated October 30, 2025, on our consideration of Achievement First Brooklyn Charter Schools' 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 solely 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 the effectiveness of Achievement First Brooklyn Charter Schools' 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 Brooklyn Charter Schools' internal control over financial reporting and compliance.

CohnReznick LLP

Hartford, Connecticut
October 30, 2025

Achievement First Brooklyn Charter Schools

**Statement of Financial Position
June 30, 2025
(With Comparative Totals for 2024)**

	<u>2025</u>	<u>2024</u>
<u>Assets</u>		
Current assets		
Cash and cash equivalents	\$ 74,550,283	\$ 66,483,083
Restricted cash	350,000	350,000
Grants and other receivables	6,096,485	17,558,075
Receivable from related party - revolving lines of credit	10,101,576	8,807,270
Prepaid expenses and other assets	3,427,871	2,086,464
Total current assets	<u>94,526,215</u>	<u>95,284,892</u>
Noncurrent assets		
Construction in process	5,089,497	330,129
Property and equipment, net	7,353,395	6,530,598
Lease acquisition costs, net	3,413,118	3,639,403
Operating lease right-of-use assets	59,122,208	60,331,154
Total noncurrent assets	<u>74,978,218</u>	<u>70,831,284</u>
Total assets	<u>\$ 169,504,433</u>	<u>\$ 166,116,176</u>

Achievement First Brooklyn Charter Schools

**Statement of Financial Position
June 30, 2025
(With Comparative Totals for 2024)**

Liabilities and Net Assets

	2025	2024
Current liabilities		
Accounts payable and accrued expenses	\$ 5,297,599	\$ 3,630,511
Accrued salaries and other payroll related expenses	2,432,348	1,432,443
Due to related party	5,780,614	4,317,328
Due to other schools	39,836	56,587
Due to NYC Department of Education	89,378	249,937
Due to NYS Education Department	464,034	464,034
Refundable advance	501	4,149
Current maturities of operating lease liabilities	2,179,775	2,787,796
Total current liabilities	16,284,085	12,942,785
Long-term liabilities		
Operating lease liabilities - net of current portion	59,063,648	58,490,338
Total liabilities	75,347,733	71,433,123
Net assets		
Without donor restrictions		
Undesignated	87,156,700	87,683,053
Board-designated reserve	7,000,000	7,000,000
Total net assets	94,156,700	94,683,053
Total liabilities and net assets	\$ 169,504,433	\$ 166,116,176

See Notes to Financial Statements.

Achievement First Brooklyn Charter Schools

**Statement of Activities and Changes in Net Assets
Year Ended June 30, 2025
(With Comparative Totals for 2024)**

	2025	2024
Change in unrestricted net assets		
Operating revenue		
State and local per pupil operating revenue	\$ 150,286,200	\$ 149,022,585
Federal, state and local grants	11,164,110	19,976,738
Special education revenue	14,545,565	14,991,587
Total operating revenue	175,995,875	183,990,910
Expenses		
Program services	171,981,702	144,650,359
General and administrative	15,762,096	21,274,985
Fundraising	-	12,817
Total expenses	187,743,798	165,938,161
(Loss) surplus on school operations from government funding	(11,747,923)	18,052,749
Support and other revenue (expense)		
In-kind contributions	383,661	395,204
Interest income	4,198,609	3,276,628
Other revenue	7,029,452	2,750,334
Loss on disposal of assets	(390,152)	(6,314)
Total support and other revenue	11,221,570	6,415,852
Change in net assets	(526,353)	24,468,601
Net assets, beginning	94,683,053	70,214,452
Net assets, end	\$ 94,156,700	\$ 94,683,053

See Notes to Financial Statements.

Achievement First Brooklyn Charter Schools

**Statement of Functional Expenses
Year Ended June 30, 2025
(With Comparative Totals for 2024)**

	Program services			General and administrative	Fundraising	2025 Total	2024 Total
	Regular education	Special education	Total program services				
Personnel services costs	\$ 79,111,035	\$ 9,068,044	\$ 88,179,079	\$ 4,484,828	\$ -	\$ 92,663,907	\$ 90,800,657
Fringe benefits and payroll taxes	13,835,618	1,556,731	15,392,349	850,646	-	16,242,995	16,051,972
Retirement	1,082,968	133,593	1,216,561	208,461	-	1,425,022	794,116
Management company fees	15,481,849	1,846,086	17,327,935	2,969,818	-	20,297,753	20,163,962
Accounting/audit services	94,836	11,184	106,020	18,834	-	124,854	173,856
Other purchased/professional/consulting services	4,192,257	711,240	4,903,497	600,212	-	5,503,709	3,144,264
Repairs and maintenance	2,708,596	319,995	3,028,591	529,372	-	3,557,963	2,365,362
Insurance	709,013	84,215	793,228	139,017	-	932,245	758,773
Occupancy costs	9,782,522	947,210	10,729,732	2,034,222	-	12,763,954	7,444,879
Supplies/materials	6,401,817	267,226	6,669,043	893,687	-	7,562,730	5,280,050
Equipment/furnishings	2,537,648	283,854	2,821,502	487,451	-	3,308,953	1,812,528
Staff development	1,840,052	81,858	1,921,910	129,567	-	2,051,477	1,266,122
Marketing/recruitment	2,028,739	238,557	2,267,296	405,793	-	2,673,089	254,752
Technology	6,252,129	734,129	6,986,258	1,221,206	-	8,207,464	5,862,008
Food service	1,004	110	1,114	243	-	1,357	-
Student services	6,764,948	196,825	6,961,773	315,555	-	7,277,328	3,143,733
Office expense	668,599	78,341	746,940	133,731	-	880,671	3,838,571
Depreciation and amortization	1,233,998	142,916	1,376,914	245,631	-	1,622,545	2,073,678
Other	437,380	53,658	491,038	83,389	-	574,427	704,610
Interest expense	42,090	4,965	47,055	8,361	-	55,416	-
Bad debt	11,689	2,178	13,867	2,072	-	15,939	4,268
Total expenses	\$ 155,218,787	\$ 16,762,915	\$ 171,981,702	\$ 15,762,096	\$ -	\$ 187,743,798	\$ 165,938,161

See Notes to Financial Statements.

Achievement First Brooklyn Charter Schools

**Statement of Cash Flows
Year Ended June 30, 2025
(With Comparative Totals for 2024)**

	2025	2024
Cash flows from operating activities		
Change in net assets	\$ (526,353)	\$ 24,468,601
Adjustments to reconcile change in net assets to net cash provided by operating activities		
Depreciation and amortization	1,622,545	2,073,678
Amortization of operating lease right-of-use assets	1,208,946	(54,375,839)
Loss on disposal of assets	390,152	6,314
Bad debt expense	15,939	4,268
Changes in operating assets and liabilities		
Grants and other receivables	11,445,651	(7,118,484)
Prepaid expenses and other assets	(1,341,407)	(1,900,108)
Due from other school	-	6,039
Accounts payable and accrued expenses	152,593	1,237,480
Accrued salaries and other payroll related expenses	999,905	225,400
Due to related party	1,463,286	3,385,724
Due to other schools	(16,751)	56,027
Due to NYC Department of Education	(160,559)	166,377
Refundable advance	(3,648)	(83,104)
Operating lease liabilities	(34,711)	54,507,182
Net cash provided by operating activities	15,215,588	22,659,555
Cash flows from investing activities		
Purchase of property and equipment	(5,854,082)	(1,302,189)
Cash paid out on revolving lines of credit	(1,294,306)	(1,665,000)
Net cash used in investing activities	(7,148,388)	(2,967,189)
Net increase in cash and restricted cash	8,067,200	19,692,366
Cash, cash equivalents and restricted cash, beginning	66,833,083	47,140,717
Cash, cash equivalents and restricted cash, end	\$ 74,900,283	\$ 66,833,083
Supplemental disclosure of noncash investing and financing transactions		
Transfer of construction in process to fixed assets	\$ 330,129	\$ 1,425,985
Purchase of construction in process with accounts payable	\$ 1,554,197	\$ 39,702

See Notes to Financial Statements.

Achievement First Brooklyn Charter Schools

Notes to Financial Statements June 30, 2025

Note 1 - Nature of operations

Achievement First Brooklyn Charter Schools (the "School") 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 State University of New York ("SUNY") originally granted individual charters to the schools (Achievement First Apollo Charter School, Achievement First Aspire Charter School, Achievement First Brownsville Charter School, Achievement First Bushwick Charter School, Achievement First Crown Heights Charter School, Achievement First East New York Charter School and Achievement First Endeavor Charter School). These charters were valid for a term of five years and renewable upon expiration. Additional charters were subsequently granted to Achievement First Linden Charter School, Achievement First North Brooklyn Charter School, Achievement First Voyager Charter School and Achievement First Legacy Charter School. The supplemental schedules to the financial statements provide additional operating activity by charter. The schools operate under one legal entity. The financial statements reflect the activities of the eleven charter schools for the fiscal year ended June 30, 2025.

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 primarily from low-income households in Brooklyn and Queens, New York.

During the year ended June 30, 2025, the School operated classes for students in K-12. Charters that share space with New York City Department of Education ("NYCDOE") schools are not responsible for rent, utilities, custodial services, or maintenance. Charters that share space with other charter schools or do not share space are responsible for operating occupancy costs.

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:

Net assets without donor restrictions represent available resources other than donor-restricted contributions. Included in net assets without donor restrictions are funds that may be earmarked for specific purposes.

Board-designated net assets represent net assets established by the Board of Trustees, which represents funds without donor restrictions set aside for future needs of the School. Cash basis operating surpluses, if they exist at year-end, may be used to accumulate in the board-designated reserve. Utilization of the reserve may be approved by the Board of Trustees and used for emergency funds in case of an unexpected financial crises, start-up costs for growth needs, facility capital requirements, principal-in-residence salaries and one-time projects which have significant future potential. The reserve balance will be generated from the School's budgeted per-pupil operating revenue, excluding state and federal nonoperating grants.

Achievement First Brooklyn Charter Schools

Notes to Financial Statements June 30, 2025

Net assets with donor restrictions are subject to donor- (or certain grantor-) imposed restrictions which are temporary in nature, such as those that will be met by the passage of time or other events specified by the donor. Other donor-imposed restrictions are perpetual in nature, where the donor stipulates that resources be maintained in perpetuity.

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 cash equivalents in the amount of \$43,760,594 at June 30, 2025.

Cash and cash equivalents

The following table provides a reconciliation of cash and restricted cash reported within the statement of financial position that sum to the total of the same such amount shown in the statement of cash flows:

	<u>2025</u>	<u>2024</u>
Cash	\$ 74,550,283	\$ 66,483,083
Restricted cash	<u>350,000</u>	<u>350,000</u>
Total	<u>\$ 74,900,283</u>	<u>\$ 66,833,083</u>

Restricted cash

The School has designated \$350,000 to be set aside for contingency purposes as required by the Board of Trustees of the State University of New York.

Grants and other receivables

Grants receivable represent amounts owed to the School for federal or state funding. Grants receivable that are expected to be collected within one year, and recorded at net realizable value, are \$6,096,485 at June 30, 2025. The School has determined that no allowance for uncollectible accounts for receivables is necessary as of June 30, 2025. 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

The School reports unconditional promises to give as revenue when the promise is received. Conditional promises to give are recognized as revenue when the condition is met. Grants and contributions received are recorded as with or without donor restrictions depending on the existence and/or nature of any donor restrictions. When a restriction expires (that is, when a stipulated time restriction ends or purpose restriction is accomplished), net assets with donor restrictions are reclassified to net assets without donor restrictions and reported in the statement of activities and changes in net assets as net assets released from restrictions. Donor-restricted contributions whose conditions and restrictions are met in the same reporting period have been reported as support increasing net assets without donor restrictions in the statement of activities and changes in net assets.

Revenue from 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. 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 Brooklyn Charter Schools

Notes to Financial Statements June 30, 2025

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 they meet the criteria for recognition. Such criteria includes contributions of services that (i) create or enhance nonfinancial 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, the premises represent excess shared space whereby a fair value cannot be determined, and this is industry practice.

Property and equipment

Property and equipment are stated at cost. The School has established a threshold for review of expenditures equal to or greater than \$3,000 for potential capitalization as a fixed asset. 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:

<u>Asset</u>	<u>Estimated Lives</u>
Leasehold improvements	5 - 20 years
Furniture and fixtures	5 - 8 years
Computers and other hardware	3 - 7 years
Equipment	3 - 7 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 was no impairment loss recognized for the year ended June 30, 2025.

Functional allocation of expenses

The statement of functional expenses presents the natural classification detail of expenses by function. Accordingly, certain costs have been allocated among the programs and supporting services benefited based on management's assessment. Health and retirement benefits and payroll taxes are allocated to programs and supporting services based on the percentage of salary expense of the program to total salary expense.

Achievement First Brooklyn Charter Schools

Notes to Financial Statements June 30, 2025

Tax-exempt status

The School is exempt under Section 501(c)(3) of the IRC and is exempt from private foundation status under IRC Section 509(a)(3) and as such is not subject to federal or state income taxes.

Management has analyzed the tax positions taken by the School and has concluded that, as of June 30, 2025, there are no uncertain tax positions taken or expected to be taken that would require recognition of a liability (or asset) or disclosure in the financial statements. The School's federal information returns prior to fiscal year 2022 are closed and management continually evaluates expiring statutes of limitations, audits, proposed settlements, changes in tax law and new authoritative rulings.

If the School has unrelated business income taxes, it will recognize interest and penalties associated with any tax matters as part of the income tax provision and include accrued interest and penalties with the related tax liability in the statement of financial position.

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 financial statements of Achievement First Brooklyn Charter Schools for the year ended June 30, 2024, 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 various financial institutions. Accounts at each institution are insured by the Federal Deposit Insurance Company ("FDIC") or Securities Investor Protection Corporation ("SIPC"). From time to time, the School's balances may exceed these limits. As of June 30, 2025, the School had balances of approximately \$74.6 million in excess of these limits. Additional protection is provided through the custodian's excess-SIPC coverage through various syndicates of Lloyd's, a London based firm. The School limits its credit risk by selecting financial institutions considered to be highly creditworthy.

Reclassification

Certain amounts in the 2024 financial statements have been reclassified to conform to the 2025 presentation.

Subsequent events

Management has reviewed subsequent events through October 30, 2025, which is the date the financial statements were approved and available for issuance.

Achievement First Brooklyn Charter Schools

Notes to Financial Statements June 30, 2025

Note 3 - Liquidity

The School regularly monitors liquidity required to meet its annual operating needs and other contractual commitments. As of June 30, 2025, the School has financial assets available to meet annual operating needs for the subsequent fiscal year as follows:

Cash		\$ 74,550,283
Grants and other receivables		<u>6,096,485</u>
 Total financial assets		 80,646,768
 Less		
Board-designated reserve		<u>(7,000,000)</u>
 Financial assets available to meet cash needs for general expenditures within one year		 <u><u>\$ 73,646,768</u></u>

These financial assets are not subject to any grantor or contractual restrictions. The School supports its general operations primarily with federal and state grants, which are recognized as purpose restrictions are met. The balances due to the NYC Department of Education and NYS Education Department represent advances received that are due back to the State based on the fiscal year reconciliation and do not represent operating expenses. In addition, there are \$7,000,000 of Board-designated funds that could be used to fund operating needs should the Board determine this is necessary.

Note 4 - Receivable from related party - unsecured revolving line of credit

The School has entered into unsecured revolving lines of credit established with entities that are wholly-owned by Achievement First, Inc. ("AF"). See Note 9 for the relationship between the School and AF. AF lines bear interest at a fixed rate of 2.6%. Funds are available upon written request. The School may demand repayment of principal and/or accrued interest in part or in full at any time and such repayments shall be due 45 business days thereafter. Accrued interest receivable related to these line of credit balances was \$718,277 as of the year ending June 30, 2025. Interest expense related to these loans during year ending June 30, 2025 amounted to \$251,258. Balances on the lines are as follows as of June 30, 2025:

	<u>Credit limit</u>	<u>Amount drawn</u>
AF Brooklyn HS4, LLC	\$ 5,000,000	\$ 3,549,326
AF Queens ES1, LLC	4,000,000	4,000,000
AF Glenmore Avenue, LLC	<u>4,000,000</u>	<u>2,552,250</u>
	<u><u>\$ 13,000,000</u></u>	<u><u>\$ 10,101,576</u></u>

Note 5 - Concentrations

The School received approximately 85% of its operating revenue, which is subject to specific requirements, from per pupil funding from the NYCDOE during the year ended June 30, 2025. The School's grants and other receivables consist of 88% from the State of New York as of June 30, 2025.

Achievement First Brooklyn Charter Schools

Notes to Financial Statements June 30, 2025

Note 6 - Property and equipment

The following is a summary of property and equipment at June 30, 2025:

Leasehold improvements	\$ 15,808,256
Furniture and fixtures	1,050,887
Computers and other hardware	99,394
Equipment	<u>1,346,255</u>
	18,304,792
Less accumulated depreciation	<u>(10,951,397)</u>
	<u>\$ 7,353,395</u>

Depreciation expense was \$1,622,545 for the year ended June 30, 2025.

Note 7 - Lease acquisition costs

The NYCDOE, through the New York State Construction Authority ("NYSCA"), agreed to help finance the development and construction of 510 Waverly Avenue, Brooklyn, New York provided that Civic Builders (the "construction manager") and Achievement First Endeavor Charter School collectively contributed 20% of the costs of the construction.

In December 2012, NYSCA, the landlord, entered into an agreement to lease the building to Civic Builders for a 30-year term. Civic Builders entered into an agreement to sublease the building to AF Waverly LLC. AF is the sole member, which in turn leases the building to the School under the same terms at an annual lease of \$1 plus operating costs. The lease acquisition costs of \$6,792,379 include the costs incurred by Achievement First Endeavor Charter School in meeting its obligation to NYCDOE to fund 20% of the costs of construction; these costs are amortized over the 30-year lease term. Amortization expense for the year ended June 30, 2025 was \$226,285 and accumulated amortization at June 30, 2025 was \$3,379,261. Amortization expense for each of the next five years is \$226,412.

Note 8 - Related party transactions

The School entered into an Academic and Business Services Agreement (the "Agreement") with AF, 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 School pays a service fee equivalent to 10% of public revenues received by the School during or for that school year. Public revenues include all sources of revenue from a public source, but specifically exclude in-kind contributions such as student transportation, start-up funding, funding for student meals, and funding from competitive public grants. The Agreement automatically renews to coincide with the charter renewals for each school. The Agreement covers services including bookkeeping, facilities acquisition and management, special education delivery support, data analysis management support, and tutoring program support. The School is to pay AF an ancillary services fee that is mutually negotiated by the School and AF. For the year ended June 30, 2025, the School incurred management and ancillary services fees of \$20,297,753, which are included in the accompanying statement of functional expenses. AF is also the recipient of grant funds that are passed through AF to the School. The amount due to AF at June 30, 2025 was \$5,780,614.

Achievement First Brooklyn Charter Schools

Notes to Financial Statements June 30, 2025

See Note 12 for related party leases.

Note 9 - Due from/to other schools

The following amounts were due from (to) related schools and consist of the following at June 30, 2025:

Achievement First Providence Charter School	\$	(3,135)
Achievement First Bridgeport Academy		(17,186)
Achievement First Elm City Charter School		11,382
Achievement First Hartford Charter School		(17,597)
Amistad Academy Charter School		<u>(13,300)</u>
	<u>\$</u>	<u>(39,836)</u>

Note 10 - Due to NYC Department of Education and the New York State Education Department

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, 2025, an overpayment totaling \$89,378 had been made; an adjustment for this amount will be reflected in the third payment from NYCDOE in FY 2025.

The School discontinued its involvement in the National School Lunch Program as of June 30, 2023. As a result, the School owes the NYSED \$457,457 for unexpended funds. As of June 30, 2025, the School also owes the NYSED \$6,577 for an overpayment of Title I funding.

Note 11 - Contributed nonfinancial assets

For the year ended June 30, 2025, contributed nonfinancial assets recognized within the statement of activities and changes in net assets included:

	2025			
	Revenue recognized	Utilization in programs/activities	Donor restrictions	Valuation techniques and inputs
Digital learning	\$ 315,630	Regular education	None	Donor's purchase cost
Textbooks	65,253	Regular education	None	Donor's purchase cost
Library books	<u>2,778</u>	Regular education	None	Donor's purchase cost
	<u>\$ 383,661</u>			

Note 12 - Leases

The School leases buildings and office equipment. All contracts that implicitly or explicitly involve property, plant and equipment are evaluated to determine whether they are or contain a lease.

At lease commencement, the School recognizes a lease liability, which is measured at the present value of future lease payments, and a corresponding right-of-use asset equal to the lease liability, adjusted for prepaid lease costs, initial direct costs and lease incentives. The School has elected

Achievement First Brooklyn Charter Schools

Notes to Financial Statements

June 30, 2025

and applies the practical expedient available to lessees to combine non-lease components with their related lease components and account for them as a single combined lease component for all its leases. The School remeasures lease liabilities and related right-of-use assets whenever there is a change to the lease term and/or there is a change in the amount of future lease payments, but only when such modification does not qualify to be accounted for as a separate contract.

The School determines an appropriate discount rate to apply when determining the present value of the remaining lease payments for purposes of measuring or remeasuring lease liabilities. As the rate implicit in the lease is generally not readily determinable, the School estimates the risk-free rate as the discount rate. The School's risk-free rate, which is determined at either lease commencement or when a lease liability is remeasured, is the rate on the U.S. government securities over a period commensurate with the lease term.

For accounting purposes, the School's leases commence on the earlier of (i) the date upon which the School obtains control of the underlying asset and (ii) the contractual effective date of a lease. Lease commencement for most of the School's building leases coincides with the contractual effective date. The commencement date for most of the School's office equipment leases coincides with when the School obtains control of the underlying assets. The School's leases generally have minimum base terms with renewal options or fixed terms with early termination options. Such renewal and early termination options are exercisable at the option of the School and, when exercised, usually provide for rental payments during the extension period at then current market rates or at pre-determined rental amounts. Unless the School determines that it is reasonably certain that the term of a lease will be extended, such as through the exercise of a renewal option or non-exercise of an early termination option, the term of a lease begins at lease commencement and spans for the duration of the minimum non-cancellable contractual term. When the exercise of a renewal option or non-exercise of an early termination option is reasonably certain, the lease term is measured as ending at the end of the renewal period or on the date an early termination may be exercised.

The School includes variable rental payments based on a rate or an index such as the Consumer Price index (CPI) in its measurement of lease payments based on the rate or index in effect at lease commencement. Other types of variable lease payments are expensed as incurred.

Leases involving real estate

Leases of facilities have three-year terms, except for related party leases noted below. Terms have been incorporated into the measurement of the related right-of-use assets and lease liabilities. Although most of the real estate leases include one or more options to renew that can extend the contractual terms from one to three years, those renewal options are exercisable solely at the School's discretion and have been excluded from lease term measurements. The real estate leases generally require reimbursement of real estate taxes, common area maintenance, and insurance. The School leases these facilities from two limited liability companies wholly-owned by AF. Such leases provide for below market rentals, are cancellable at any time, and do not provide purchase options.

Rental payments on these leases typically provide for fixed minimum payments that increase over the lease term at predetermined amounts.

The School entered into a facility lease with Glenmore Avenue, LLC, a limited liability company wholly-owned by AF, which commenced in November 2023. Monthly rent payments are \$214,208 and are subject to a 2.6% increase each year. The agreement with Glenmore Avenue, LLC has a term of 30 years and allows the lease to be extended for an additional 19 years if the overlease is

Achievement First Brooklyn Charter Schools

**Notes to Financial Statements
June 30, 2025**

extended and requires the School to achieve certain financial covenants upon occupancy of the premises.

Leases involving equipment

Office equipment leases have lease terms that generally range from less than one year to five years and generally do not have renewal options. Rental payments on these leases have fixed payments.

Financial information

The following contains information about the School's right-of-use assets and lease liabilities for its operating leases as of June 30, 2025:

	Statement of Financial Position Classification	June 30, 2025
Right-of-use assets		
Operating leases	Noncurrent assets	\$ 59,122,208
Lease liabilities		
Current		
Operating leases	Current liabilities	\$ 2,179,775
Noncurrent		
Operating leases	Noncurrent liabilities	59,063,648
Total lease liabilities		\$ 61,243,423

The components of the School's lease cost for the year ended June 30, 2025 are as follows:

	Statement of Functional Expenses Classification	June 30, 2025
Operating lease cost, net		
Rent expense	Occupancy costs, Equipment/furnishings	\$ 8,218,856

Supplemental cash flow information related to the School's leases for the year ended June 30, 2025 is as follows:

Year ended June 30, 2025	Operating leases
Cash paid for amounts included in the measurement of lease liabilities	
Operating	\$ 7,044,621
Right-of-use assets obtained in exchange for lease liabilities	
Operating	\$ 4,038,067

Achievement First Brooklyn Charter Schools

Notes to Financial Statements June 30, 2025

The weighted average remaining term and weighted average discount rate for the School's leases are as follows as of June 30, 2025:

Weighted average remaining term (in years)	27.11
Weighted average discount rate (1)	4.75%

- (1) The School has elected to use a risk-free rate as the discount rate for its leases. The School uses rates on U.S. government securities for comparable with lease terms as risk-free rates.

The annual maturity analysis of the School's lease liabilities as of June 30, 2025 is as follows:

Calendar year	Operating leases
2026	\$ 5,012,599
2027	4,730,349
2028	2,930,448
2029	2,894,344
2030	2,970,202
Thereafter	100,089,040
Total lease payments	118,626,982
Less: interest	57,383,559
Present value of lease liability	61,243,423
Less: current portion of lease liabilities	2,179,775
Noncurrent portion of lease liabilities	\$ 59,063,648

Note 13 - Agreement for School facilities

The School has entered into verbal agreements with the NYCDOE for dedicated and shared space at a cost of \$1 per year or less. In accordance with industry standards, the fair value of the rent has not been recorded. The School will be responsible for any overtime-related cost for services provided beyond the regular opening hours. For the year ended June 30, 2025, the School incurred no overtime and incurred no permit fees. The School also entered into an Administrative Cost Management Agreement that requires the School to pay Uncommon Crown Heights, LLC for its share of the building costs for the facilities located at 1485 Pacific Street, Brooklyn, New York. The fair value of the rent has not been included in the accompanying financial statements as the agreement is nonbinding, the premises are temporary in nature, the premises represent excess shared space whereby a fair value cannot be determined, and this is industry practice.

Note 14 - 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 one 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. The School contribution is not vested until the employee's third year, when he or she becomes fully vested. For the year ended June 30, 2025, pension expense for

Achievement First Brooklyn Charter Schools

Notes to Financial Statements June 30, 2025

the School was approximately \$1,425,000, which is included in retirement in the accompanying statement of functional expenses.

Note 15 - 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.

Note 16 - Conditional contribution

AF received a conditional grant commencing April 2020 for expansion and minor repairs, for which it has allocated \$4,629,142 to the School. This grant are expected to cover periods through March 2026. Donor conditions specify that amounts must be spent on expenditures relevant to the approved grant purpose. Since this grant represents a conditional promise to give, amounts will not be recognized as contribution revenue until donor conditions are met. Prior to 2025, \$1,353,767 of the conditions were met. During 2025, \$226,165 was recorded as revenue related to this grant. The remaining conditional promise to give at June 30, 2025 was \$3,049,210.

During the year ended June 30, 2021, AF was awarded The American Rescue Plan Elementary and Secondary Schools Emergency Relief ("ARP ESSER") Funds grant in the amount of \$31,592,793. Prior to 2025, \$20,089,616 of the conditions were met. During 2025, \$4,191,822 was recorded as revenue related to this grant. The remaining balance of the grant will not be recorded as AF did not meet the conditions of the grant before the expiration of the grant period.

Note 17 - Commitments and contingencies

Construction commitments

At June 30, 2025, the School has outstanding commitments on signed construction contracts to spend approximately \$6,300,000 on improvements across the New York charters.

Supplementary Information

Achievement First Brooklyn Charter Schools
Supplemental Combining Schedule of Activities by Charter
Year Ended June 30, 2025

	Achievement First Apollo	Achievement First Aspire	Achievement First Brownsville	Achievement First Bushwick	Achievement First Crown Heights	Achievement First East New York	Achievement First Endeavor	Achievement First Linden	Achievement First North Brooklyn	Achievement First Voyager	Achievement First Legacy	Total
Operating revenue												
State and local per pupil operating revenue	\$ 14,229,201	\$ 17,584,754	\$ 11,759,670	\$ 16,967,251	\$ 24,782,909	\$ 19,658,645	\$ 10,884,598	\$ 11,809,660	\$ 15,909,357	\$ 1,781,090	\$ 4,919,065	\$ 150,286,200
Federal, state and local grants	1,073,657	1,541,021	963,347	1,376,149	1,600,866	1,251,044	897,530	969,966	981,857	218,671	290,002	11,164,110
Special education revenue	1,022,879	1,485,361	992,270	2,746,620	2,659,797	1,418,613	1,156,558	1,019,103	1,289,208	276,422	478,734	14,545,565
Total operating revenue	16,325,737	20,611,136	13,715,287	21,090,020	29,043,572	22,328,302	12,938,686	13,798,729	18,180,422	2,276,183	5,687,801	175,995,875
Expenses												
Program services	14,565,355	24,431,345	12,186,607	18,923,719	26,640,386	21,499,370	13,035,819	15,319,618	14,064,101	3,151,989	8,163,393	171,981,702
General and administrative	1,205,068	2,103,596	1,349,829	1,279,519	2,373,450	1,574,123	1,425,628	1,774,124	781,102	647,485	1,248,172	15,762,096
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-
Total expenses	15,770,423	26,534,941	13,536,436	20,203,238	29,013,836	23,073,493	14,461,447	17,093,742	14,845,203	3,799,474	9,411,565	187,743,798
Surplus (deficit) on school operations from government funding	555,314	(5,923,805)	178,851	886,782	29,736	(745,191)	(1,522,761)	(3,295,013)	3,335,219	(1,523,291)	(3,723,764)	(11,747,923)
Support and other revenue												
In-kind contributions	33,709	33,500	33,197	38,706	57,091	55,432	31,574	26,477	56,551	4,919	12,505	383,661
Interest income	328,946	750,174	328,946	328,946	493,419	493,419	328,946	395,586	328,946	164,473	256,808	4,198,609
Other revenue	24,313	1,743,964	8,493	18,055	101,653	54,263	9,693	3,477,997	15,354	6,199	1,569,468	7,029,452
Loss on sale of assets	(11,319)	(73,542)	(7,546)	(6,565)	(509)	(6,646)	-	(254,947)	(7,546)	(21,532)	-	(390,152)
Total support and other revenue	375,649	2,454,096	363,090	379,142	651,654	596,468	370,213	3,645,113	393,305	154,059	1,838,781	11,221,570
Change in net assets	930,963	(3,469,709)	541,941	1,265,924	681,390	(148,723)	(1,152,548)	350,100	3,728,524	(1,369,232)	(1,884,983)	(526,353)
Net assets, beginning	8,082,225	(232,234)	3,168,545	54,850,365	7,678,181	6,805,806	2,620,853	3,280,231	11,568,640	(1,214,285)	(1,925,274)	94,683,053
Net assets, end	\$ 9,013,188	(\$ 3,701,943)	\$ 3,710,486	\$ 56,116,289	\$ 8,359,571	\$ 6,657,083	\$ 1,468,305	\$ 3,630,331	\$ 15,297,164	\$ (2,583,517)	\$ (3,810,257)	\$ 94,156,700

See Independent Auditor's Report.

Achievement First Brooklyn Charter Schools

**Supplemental Schedule of Functional Expenses - Apollo
Year Ended June 30, 2025 (With Comparative Totals for 2024)**

	Program services			General and administrative	Fundraising	2025 Total	2024 Total
	Regular education	Special education	Total program services				
Personnel services costs	\$ 7,278,739	\$ 278,245	\$ 7,556,984	\$ 347,854	\$ -	\$ 7,904,838	\$ 7,648,169
Fringe benefits and payroll taxes	1,213,543	47,095	1,260,638	65,317	-	1,325,955	1,374,846
Retirement	76,896	3,797	80,693	14,240	-	94,933	50,847
Management company fees	1,493,484	73,752	1,567,236	276,571	-	1,843,807	1,816,494
Accounting/audit services	8,428	416	8,844	1,561	-	10,405	14,488
Other purchased/professional/ consulting services	340,737	18,613	359,350	58,327	-	417,677	170,283
Repairs and maintenance	343,149	16,942	360,091	63,533	-	423,624	79,142
Insurance	49,843	2,461	52,304	9,230	-	61,534	49,202
Occupancy costs	6,884	316	7,200	1,184	-	8,384	2,124
Supplies/materials	724,484	12,136	736,620	63,385	-	800,005	457,340
Equipment/furnishings	335,275	16,557	351,832	62,088	-	413,920	160,959
Staff development	171,204	1,656	172,860	6,209	-	179,069	114,653
Marketing/recruitment	178,342	8,807	187,149	33,026	-	220,175	18,434
Technology	744,920	36,779	781,699	137,920	-	919,619	473,913
Student services	855,951	7,029	862,980	26,357	-	889,337	220,454
Office expense	65,427	3,221	68,648	12,079	-	80,727	240,828
Depreciation and amortization	109,783	5,421	115,204	20,330	-	135,534	84,235
Other	29,723	1,379	31,102	5,165	-	36,267	45,451
Interest expense	3,736	185	3,921	692	-	4,613	-
Total expenses	\$ 14,030,548	\$ 534,807	\$ 14,565,355	\$ 1,205,068	\$ -	\$ 15,770,423	\$ 13,021,862

See Independent Auditor's Report.

Achievement First Brooklyn Charter Schools

**Supplemental Schedule of Functional Expenses - Aspire
Year Ended June 30, 2025 (With Comparative Totals for 2024)**

	Program services			General and administrative	Fundraising	2025 Total	2024 Total
	Regular education	Special education	Total program services				
Personnel services costs	\$ 11,142,259	\$ 917,109	\$ 12,059,368	\$ 674,396	\$ -	\$ 12,733,764	\$ 9,328,362
Fringe benefits and payroll taxes	1,892,178	156,977	2,049,155	122,301	-	2,171,456	1,593,739
Retirement	174,222	17,643	191,865	28,669	-	220,534	90,659
Management company fees	1,995,047	202,030	2,197,077	328,299	-	2,525,376	2,016,254
Accounting/audit services	16,439	1,665	18,104	2,705	-	20,809	21,732
Other purchased/professional/ consulting services	789,657	57,775	847,432	75,984	-	923,416	371,891
Repairs and maintenance	176,252	17,842	194,094	28,993	-	223,087	32,914
Insurance	79,047	8,005	87,052	13,008	-	100,060	69,219
Occupancy costs	2,427,126	245,785	2,672,911	399,400	-	3,072,311	1,601,636
Supplies/materials	745,502	25,254	770,756	80,116	-	850,872	589,604
Equipment/furnishings	313,277	31,724	345,001	52,665	-	397,666	167,440
Staff development	412,139	17,188	429,327	27,931	-	457,258	160,154
Marketing/recruitment	240,463	24,351	264,814	39,570	-	304,384	33,576
Technology	865,516	87,421	952,937	142,059	-	1,094,996	720,466
Student services	942,861	19,119	961,980	30,948	-	992,928	275,401
Office expense	98,315	8,862	107,177	14,400	-	121,577	499,551
Depreciation and amortization	188,350	19,073	207,423	30,994	-	238,417	251,245
Other	60,729	6,117	66,846	9,959	-	76,805	54,962
Interest expense	7,288	738	8,026	1,199	-	9,225	-
Total expenses	<u>\$ 22,566,667</u>	<u>\$ 1,864,678</u>	<u>\$ 24,431,345</u>	<u>\$ 2,103,596</u>	<u>\$ -</u>	<u>\$ 26,534,941</u>	<u>\$ 17,878,805</u>

See Independent Auditor's Report.

Achievement First Brooklyn Charter Schools

**Supplemental Schedule of Functional Expenses - Brownsville
Year Ended June 30, 2025 (With Comparative Totals for 2024)**

	Program services			General and administrative	Fundraising	2025 Total	2024 Total
	Regular education	Special education	Total program services				
Personnel services costs	\$ 6,189,994	\$ 494,100	\$ 6,684,094	\$ 397,276	\$ -	\$ 7,081,370	\$ 10,119,797
Fringe benefits and payroll taxes	1,139,197	89,535	1,228,732	81,574	-	1,310,306	1,826,486
Retirement	72,362	7,823	80,185	17,602	-	97,787	114,736
Management company fees	1,182,098	127,794	1,309,892	287,537	-	1,597,429	2,082,868
Accounting/audit services	7,699	832	8,531	1,873	-	10,404	21,732
Other purchased/professional/ consulting services	117,861	24,370	142,231	25,964	-	168,195	329,030
Repairs and maintenance	163,416	17,667	181,083	39,750	-	220,833	378,042
Insurance	35,681	3,857	39,538	8,679	-	48,217	64,633
Occupancy costs	5,665	612	6,277	1,378	-	7,655	8,786
Supplies/materials	548,043	29,414	577,457	154,817	-	732,274	541,465
Equipment/furnishings	342,946	37,075	380,021	83,419	-	463,440	188,314
Staff development	84,716	2,790	87,506	6,278	-	93,784	186,882
Marketing/recruitment	166,882	18,041	184,923	40,593	-	225,516	28,034
Technology	473,769	49,360	523,129	111,059	-	634,188	648,020
Food service	958	104	1,062	233	-	1,295	-
Student services	472,353	15,250	487,603	34,912	-	522,515	314,745
Office expense	57,809	5,695	63,504	12,813	-	76,317	411,473
Depreciation and amortization	152,565	16,493	169,058	37,110	-	206,168	410,403
Other	25,272	2,727	27,999	6,132	-	34,131	53,399
Interest expense	3,413	369	3,782	830	-	4,612	-
Bad debt	-	-	-	-	-	-	4,268
Total expenses	\$ 11,242,699	\$ 943,908	\$ 12,186,607	\$ 1,349,829	\$ -	\$ 13,536,436	\$ 17,733,113

See Independent Auditor's Report.

Achievement First Brooklyn Charter Schools

**Supplemental Schedule of Functional Expenses - Bushwick
Year Ended June 30, 2025 (With Comparative Totals for 2024)**

	Program services			General and administrative	Fundraising	2025 Total	2024 Total
	Regular education	Special education	Total program services				
Personnel services costs	\$ 8,845,978	\$ 1,780,569	\$ 10,626,547	\$ 377,371	\$ -	\$ 11,003,918	\$ 11,205,614
Fringe benefits and payroll taxes	1,575,700	287,989	1,863,689	74,368	-	1,938,057	1,901,528
Retirement	132,019	27,504	159,523	23,837	-	183,360	99,430
Management company fees	1,670,691	348,061	2,018,752	301,653	-	2,320,405	2,244,462
Accounting/audit services	7,491	1,561	9,052	1,353	-	10,405	14,488
Other purchased/professional/ consulting services	529,449	103,979	633,428	89,916	-	723,344	345,277
Repairs and maintenance	255,406	53,210	308,616	46,115	-	354,731	225,933
Insurance	48,842	10,176	59,018	8,819	-	67,837	62,556
Occupancy costs	5,483	1,142	6,625	990	-	7,615	204
Supplies/materials	787,846	68,024	855,870	84,969	-	940,839	712,264
Equipment/furnishings	240,497	50,104	290,601	43,423	-	334,024	222,211
Staff development	173,856	20,214	194,070	17,519	-	211,589	131,447
Marketing/recruitment	162,542	33,863	196,405	29,348	-	225,753	18,434
Technology	596,036	124,174	720,210	107,618	-	827,828	536,564
Food service	-	-	-	-	-	-	-
Student services	687,710	41,291	729,001	35,785	-	764,786	311,928
Office expense	105,393	21,008	126,401	18,207	-	144,608	387,974
Depreciation and amortization	53,844	11,218	65,062	9,722	-	74,784	96,673
Other	39,401	8,190	47,591	6,525	-	54,116	68,620
Interest expense	3,321	692	4,013	600	-	4,613	-
Bad debt	7,651	1,594	9,245	1,381	-	10,626	-
Total expenses	\$ 15,929,156	\$ 2,994,563	\$ 18,923,719	\$ 1,279,519	\$ -	\$ 20,203,238	\$ 18,585,607

See Independent Auditor's Report.

Achievement First Brooklyn Charter Schools

**Supplemental Schedule of Functional Expenses - Crown Heights
Year Ended June 30, 2025 (With Comparative Totals for 2024)**

	Program services			General and administrative	Fundraising	2025 Total	2024 Total
	Regular education	Special education	Total program services				
Personnel services costs	\$ 12,464,008	\$ 1,546,351	\$ 14,010,359	\$ 765,445	\$ -	\$ 14,775,804	\$ 14,273,398
Fringe benefits and payroll taxes	2,191,675	265,747	2,457,422	146,523	-	2,603,945	2,501,195
Retirement	186,547	22,091	208,638	36,818	-	245,456	132,609
Management company fees	2,464,639	291,865	2,756,504	486,442	-	3,242,946	3,174,947
Accounting/audit services	11,861	1,405	13,266	2,341	-	15,607	21,732
Other purchased/professional/ consulting services	739,902	153,783	893,685	111,380	-	1,005,065	457,545
Repairs and maintenance	235,288	27,863	263,151	46,438	-	309,589	292,727
Insurance	136,694	16,187	152,881	26,979	-	179,860	119,034
Occupancy Costs	1,177,853	139,290	1,317,143	232,150	-	1,549,293	1,530,691
Supplies/materials	936,999	43,921	980,920	92,444	-	1,073,364	591,940
Equipment/furnishings	400,252	40,742	440,994	67,903	-	508,897	286,096
Staff development	478,546	17,156	495,702	28,593	-	524,295	163,363
Marketing/recruitment	346,258	41,004	387,262	68,340	-	455,602	37,080
Technology	833,626	98,761	932,387	164,601	-	1,096,988	838,161
Student services	1,061,157	34,701	1,095,858	57,835	-	1,153,693	568,710
Office expense	81,799	8,447	90,246	13,810	-	104,056	632,527
Depreciation and amortization	53,258	6,307	59,565	10,511	-	70,076	36,564
Other	70,208	8,314	78,522	13,859	-	92,381	95,526
Interest expense	5,258	623	5,881	1,038	-	6,919	-
Total expenses	\$ 23,875,828	\$ 2,764,558	\$ 26,640,386	\$ 2,373,450	\$ -	\$ 29,013,836	\$ 25,753,845

See Independent Auditor's Report.

Achievement First Brooklyn Charter Schools

**Supplemental Schedule of Functional Expenses - East New York
Year Ended June 30, 2025 (With Comparative Totals for 2024)**

	Program services			General and administrative	Fundraising	2025 Total	2024 Total
	Regular education	Special education	Total program services				
Personnel services costs	\$ 10,426,914	\$ 1,598,995	\$ 12,025,909	\$ 497,058	\$ -	\$ 12,522,967	\$ 12,058,463
Fringe benefits and payroll taxes	1,880,116	286,580	2,166,696	92,390	-	2,259,086	2,235,740
Retirement	147,355	21,328	168,683	25,206	-	193,889	89,512
Management company fees	1,959,719	283,643	2,243,362	335,215	-	2,578,577	2,588,884
Accounting/audit services	11,861	1,717	13,578	2,029	-	15,607	21,732
Other purchased/professional/ consulting services	564,647	83,979	648,626	91,069	-	739,695	389,672
Repairs and maintenance	279,095	39,649	318,744	46,858	-	365,602	254,019
Insurance	67,870	9,823	77,693	11,609	-	89,302	100,103
Occupancy costs	10,850	1,570	12,420	1,856	-	14,276	-
Supplies/materials	802,244	35,405	837,649	148,808	-	986,457	490,205
Equipment/furnishings	321,713	46,553	368,266	55,017	-	423,283	178,500
Staff development	178,279	5,563	183,842	6,575	-	190,417	169,571
Marketing/recruitment	235,316	34,059	269,375	40,251	-	309,626	28,964
Technology	791,256	114,084	905,340	134,826	-	1,040,166	807,757
Student services	907,293	33,427	940,720	39,886	-	980,606	482,117
Office expense	59,523	6,562	66,085	7,756	-	73,841	422,440
Depreciation and amortization	116,274	16,829	133,103	19,889	-	152,992	134,837
Other	94,902	13,736	108,638	16,235	-	124,873	96,817
Interest expense	5,258	761	6,019	899	-	6,918	-
Bad debt	4,038	584	4,622	691	-	5,313	-
Total expenses	\$ 18,864,523	\$ 2,634,847	\$ 21,499,370	\$ 1,574,123	\$ -	\$ 23,073,493	\$ 20,549,333

See Independent Auditor's Report.

Achievement First Brooklyn Charter Schools

**Supplemental Schedule of Functional Expenses - Endeavor
Year Ended June 30, 2025 (With Comparative Totals for 2024)**

	Program services			General and administrative	Fundraising	2025 Total	2024 Total
	Regular education	Special education	Total program services				
Personnel services costs	\$ 5,785,998	\$ 612,462	\$ 6,398,460	\$ 398,668	\$ -	\$ 6,797,128	\$ 7,107,483
Fringe benefits and payroll taxes	1,020,983	106,029	1,127,012	75,617	-	1,202,629	1,269,443
Retirement	73,043	9,871	82,914	15,793	-	98,707	64,405
Management company fees	1,122,584	151,701	1,274,285	242,721	-	1,517,006	1,686,802
Accounting/audit services	7,699	1,040	8,739	1,665	-	10,404	14,488
Other purchased/professional/ consulting services	242,744	100,289	343,033	32,343	-	375,376	399,256
Repairs and maintenance	764,498	103,263	867,761	165,222	-	1,032,983	845,050
Insurance	111,575	15,078	126,653	24,124	-	150,777	136,860
Occupancy costs	403,125	54,406	457,531	87,049	-	544,580	467,968
Supplies/materials	351,307	10,520	361,827	91,473	-	453,300	428,033
Equipment/furnishings	110,280	14,903	125,183	23,844	-	149,027	138,956
Staff development	54,072	2,288	56,360	3,661	-	60,021	81,743
Marketing/recruitment	172,505	23,312	195,817	37,298	-	233,115	18,428
Technology	588,403	79,514	667,917	127,222	-	795,139	469,098
Food service	46	6	52	10	-	62	-
Student services	522,846	13,921	536,767	22,274	-	559,041	371,981
Office expense	44,124	5,539	49,663	8,863	-	58,526	320,194
Depreciation and amortization	275,218	37,192	312,410	59,507	-	371,917	479,562
Other	34,851	4,710	39,561	7,536	-	47,097	169,042
Interest expense	3,413	461	3,874	738	-	4,612	-
Total expenses	\$ 11,689,314	\$ 1,346,505	\$ 13,035,819	\$ 1,425,628	\$ -	\$ 14,461,447	\$ 14,468,792

See Independent Auditor's Report.

Achievement First Brooklyn Charter Schools

**Supplemental Schedule of Functional Expenses - Linden
Year Ended June 30, 2025 (With Comparative Totals for 2024)**

	Program services			General and administrative	Fundraising	2025 Total	2024 Total
	Regular education	Special education	Total program services				
Personnel services costs	\$ 5,830,529	\$ 636,831	\$ 6,467,360	\$ 394,725	\$ -	\$ 6,862,085	\$ 6,640,955
Fringe benefits and payroll taxes	995,663	108,184	1,103,847	71,606	-	1,175,453	1,192,155
Retirement	65,074	6,850	71,924	13,700	-	85,624	37,786
Management company fees	1,212,999	127,684	1,340,683	255,368	-	1,596,051	1,594,335
Accounting/audit services	7,907	832	8,739	1,665	-	10,404	14,488
Other purchased/professional/ consulting services	206,054	127,997	334,051	31,732	-	365,783	389,514
Repairs and maintenance	68,943	6,705	75,648	13,409	-	89,057	120,564
Insurance	101,447	10,679	112,126	21,357	-	133,483	69,125
Occupancy costs	3,193,582	336,167	3,529,749	672,333	-	4,202,082	2,605,699
Supplies/materials	601,747	15,860	617,607	63,034	-	680,641	492,487
Equipment/furnishings	184,504	19,421	203,925	38,843	-	242,768	201,201
Staff development	64,356	1,744	66,100	3,489	-	69,589	91,903
Marketing/recruitment	172,047	18,110	190,157	36,221	-	226,378	33,390
Technology	461,593	48,642	510,235	97,284	-	607,519	482,983
Student services	456,771	9,026	465,797	18,052	-	483,849	189,322
Office expense	27,130	2,453	29,583	4,897	-	34,480	550,138
Depreciation and amortization	135,716	14,286	150,002	28,572	-	178,574	195,014
Other	34,645	3,547	38,192	7,095	-	45,287	41,914
Interest expense	3,522	371	3,893	742	-	4,635	-
Total expenses	\$ 13,824,229	\$ 1,495,389	\$ 15,319,618	\$ 1,774,124	\$ -	\$ 17,093,742	\$ 14,942,973

See Independent Auditor's Report.

Achievement First Brooklyn Charter Schools

**Supplemental Schedule of Functional Expenses - North Brooklyn
Year Ended June 30, 2025 (With Comparative Totals for 2024)**

	Program services			General and administrative	Fundraising	2025 Total	2024 Total
	Regular education	Special education	Total program services				
Personnel services costs	\$ 7,424,047	\$ 721,589	\$ 8,145,636	\$ 228,409	\$ -	\$ 8,374,045	\$ 7,898,134
Fringe benefits and payroll taxes	1,305,392	122,300	1,427,692	44,568	-	1,472,260	1,373,093
Retirement	102,297	10,103	112,400	13,892	-	126,292	82,218
Management company fees	1,654,561	163,413	1,817,974	224,693	-	2,042,667	1,992,772
Accounting/audit services	8,428	832	9,260	1,145	-	10,405	14,488
Other purchased/professional/ consulting services	190,089	14,851	204,940	16,667	-	221,607	144,248
Repairs and maintenance	247,004	24,319	271,323	33,438	-	304,761	122,495
Insurance	53,671	5,301	58,972	7,289	-	66,261	58,685
Occupancy costs	935	92	1,027	127	-	1,154	2,813
Supplies/materials	485,641	13,801	499,442	51,076	-	550,518	583,597
Equipment/furnishings	148,928	14,550	163,478	20,007	-	183,485	148,317
Staff development	90,331	3,985	94,316	5,479	-	99,795	68,662
Marketing/recruitment	183,157	18,090	201,247	24,873	-	226,120	18,594
Technology	519,343	51,266	570,609	70,491	-	641,100	472,432
Student services	289,792	11,792	301,584	16,213	-	317,797	259,155
Office expense	24,146	2,368	26,514	3,256	-	29,770	209,284
Depreciation and amortization	112,162	11,078	123,240	15,232	-	138,472	165,232
Other	27,603	2,719	30,322	3,737	-	34,059	52,078
Interest expense	3,754	371	4,125	510	-	4,635	-
Total expenses	\$ 12,871,281	\$ 1,192,820	\$ 14,064,101	\$ 781,102	\$ -	\$ 14,845,203	\$ 13,666,297

See Independent Auditor's Report.

Achievement First Brooklyn Charter Schools

**Supplemental Schedule of Functional Expenses - Voyager
Year Ended June 30, 2025 (With Comparative Totals for 2024)**

	Program services			General and administrative	Fundraising	2025 Total	2024 Total
	Regular education	Special education	Total program services				
Personnel services costs	\$ 1,187,831	\$ 301,728	\$ 1,489,559	\$ 222,887	\$ -	\$ 1,712,446	\$ 2,280,255
Fringe benefits and payroll taxes	246,706	58,836	305,542	47,876	-	353,418	408,544
Retirement	22,423	4,561	26,984	11,021	-	38,005	18,770
Management company fees	206,241	41,947	248,188	101,373	-	349,561	457,100
Accounting/audit services	3,069	624	3,693	1,509	-	5,202	7,244
Other purchased/professional/ consulting services	346,543	17,851	364,394	37,806	-	402,200	24,501
Repairs and maintenance	7,162	1,457	8,619	3,520	-	12,139	4,438
Insurance	7,608	1,547	9,155	3,739	-	12,894	10,970
Supplies/materials	84,391	4,524	88,915	31,751	-	120,666	103,247
Equipment/furnishings	22,081	4,491	26,572	10,853	-	37,425	50,787
Staff development	93,085	8,246	101,331	19,927	-	121,258	60,429
Marketing/recruitment	55,285	11,292	66,577	27,288	-	93,865	10,601
Technology	140,664	28,597	169,261	69,109	-	238,370	199,933
Student services	134,151	6,889	141,040	16,649	-	157,689	89,447
Office expense	58,002	11,753	69,755	28,403	-	98,158	59,613
Depreciation and amortization	18,866	3,837	22,703	9,273	-	31,976	80,707
Other	6,703	1,345	8,048	3,826	-	11,874	11,228
Interest expense	1,374	279	1,653	675	-	2,328	-
Total expenses	\$ 2,642,185	\$ 509,804	\$ 3,151,989	\$ 647,485	\$ -	\$ 3,799,474	\$ 3,877,814

See Independent Auditor's Report.

Achievement First Brooklyn Charter Schools

**Supplemental Schedule of Functional Expenses - Legacy
Year Ended June 30, 2025 (With Comparative Totals for 2024)**

	Program services			General and administrative	Fundraising	2025 Total	2024 Total
	Regular education	Special education	Total program services				
Personnel services costs	\$ 2,534,738	\$ 180,065	\$ 2,714,803	\$ 180,739	\$ -	\$ 2,895,542	\$ 2,240,027
Fringe benefits and payroll taxes	374,465	27,459	401,924	28,506	-	430,430	375,203
Retirement	30,730	2,022	32,752	7,683	-	40,435	13,144
Management company fees	519,786	34,196	553,982	129,946	-	683,928	509,044
Accounting/audit services	3,954	260	4,214	988	-	5,202	7,244
Other purchased/professional/consulting services	124,574	7,753	132,327	29,024	-	161,351	123,047
Repairs and maintenance	168,383	11,078	179,461	42,096	-	221,557	10,038
Insurance	16,735	1,101	17,836	4,184	-	22,020	18,386
Occupancy costs	2,551,019	167,830	2,718,849	637,755	-	3,356,604	1,224,958
Supplies/materials	333,613	8,367	341,980	31,814	-	373,794	289,868
Equipment/furnishings	117,895	7,734	125,629	29,389	-	155,018	69,747
Staff development	39,468	1,028	40,496	3,906	-	44,402	37,315
Marketing/recruitment	115,942	7,628	123,570	28,985	-	152,555	9,217
Technology	237,003	15,531	252,534	59,017	-	311,551	212,681
Student services	434,063	4,380	438,443	16,644	-	455,087	60,473
Office expense	46,931	2,433	49,364	9,247	-	58,611	104,549
Depreciation and amortization	17,962	1,182	19,144	4,491	-	23,635	139,206
Other	13,343	874	14,217	3,320	-	17,537	15,573
Interest expense	1,753	115	1,868	438	-	2,306	-
Total expenses	\$ 7,682,357	\$ 481,036	\$ 8,163,393	\$ 1,248,172	\$ -	\$ 9,411,565	\$ 5,459,720

See Independent Auditor's Report.

Independent Auditor's Report on Internal Control over Financial Reporting and on
Compliance and Other Matters Based on an Audit of Financial Statements
Performed in Accordance with *Government Auditing Standards*

To the Board of Trustees
Achievement First Brooklyn Charter Schools

We have audited 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, the financial statements of Achievement First Brooklyn Charter Schools, which comprise the statement of financial position as of June 30, 2025, 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 and have issued our report thereon dated October 30, 2025.

Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered Achievement First Brooklyn Charter Schools' internal control over financial reporting ("internal control") as a basis for designing procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Achievement First Brooklyn Charter Schools' internal control. Accordingly, we do not express an opinion on the effectiveness of Achievement First Brooklyn Charter Schools' internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. *A material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. *A significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies and therefore, material weaknesses or significant deficiencies may exist that were not identified. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses or significant deficiencies may exist that were not identified.

Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether Achievement First Brooklyn Charter Schools' financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

CohnReznick LLP

Hartford, Connecticut
October 30, 2025



Independent Member of Nexia

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