

Application: Achievement First Voyager Charter School

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

Entry 1 – School Information and Cover Page

Completed - Jul 23 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 Voyager Charter School

b. Unofficial or Popular School Name

AF Voyager

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 # 17

e. Date of Approved Initial Charter

Oct 8 2014

f. Date School First Opened for Instruction

Aug 18 2016

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-voyager-middle-school/>

j. Authorized Charter Enrollment for 2024-2025 School Year

120

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

93

I. Grades Served

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

Responses Selected:

7

8

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?

No, just one site.

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	35 Starr Street, Brooklyn, NY 11221	718-363-2270	New York City Community School District #32	9-12	9-12	No

n1a. Please provide the contact information for Site 1.

	Name	Title	Work Phone	Alternate Phone	Email Address
School Leader	Jason Coalter	Principal	718-363-2270		jasoncoalter@achievementfirst.org .
Operational Leader	Rebekah Revello	Director of Operations	718-363-2270		rebekahrevello@achievementfirst.org .
Compliance Contact	Min Kwon	Director of Compliance			minkwon@achievementfirst.org .
Complaint Contact	Mirtha Camille Sabio	General Counsel			MirthaCamilleSabio@achievementfirst.org .
DASA Coordinator	Rebekah Revello	Director of Operations	718-363-2270		rebekahrevello@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

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	38
September 2025	124
October 2025	129
November 2025	63
December 2025	89
January 2026	105
February 2026	82
March 2026	127
April 2026	90
May 2026	116
June 2026	101

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	Voyager Middle School served its last year in June 2025 and will no longer operate at the 601 Parkside Ave address. Voyager will serve grades 9-12 (University Prep High School (UPHS)) starting the 2025-26 SY at the existing 35 Starr Street space.		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 and External Reporting
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 30 2025



Thank you.

Entry 2 – Links to Critical Documents on School Website

Completed - Jul 23 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 Voyager 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_mFwdcES.pdf **Size:** 556.5 kB

Filename: AF_Brooklyn_Disclosure_of_Financia_Mm4sUkU.pdf **Size:** 558.5 kB

Filename: AF_Brooklyn_Disclosure_of_Financia_DVU7Svl.pdf **Size:** 560.7 kB

Filename: AF_Brooklyn_Disclosure_of_Financia_wWkjrK.pdf **Size:** 555.6 kB

Filename: AF_Brooklyn_Disclosure_of_Financia_SOvoEGK.pdf **Size:** 555.7 kB

Filename: AF_Brooklyn_Disclosure_of_Financia_hFipJls.pdf **Size:** 556.8 kB

Filename: AF_Brooklyn_Disclosure_of_Financia_M87vZSl.pdf **Size:** 557.8 kB

Filename: AF_Brooklyn_Disclosure_of_Financia_v8AGLGR.pdf **Size:** 558.3 kB

Filename: AF_Brooklyn_Disclosure_of_Financia_CFWrVl8.pdf **Size:** 554.7 kB

Filename: AF_Brooklyn_Disclosure_of_Financia_wRXZmPd.pdf **Size:** 557.0 kB

Filename: AF_Brooklyn_Disclosure_of_Financia_OiWlu1f.pdf **Size:** 557.4 kB

Filename: AF_Brooklyn_Disclosure_of_Financia_kJaGZVV.pdf **Size:** 557.6 kB

Filename: AF_Brooklyn_Disclosure_of_Financia_axWWnO4.pdf **Size:** 555.5 kB

Filename: AF_Brooklyn_Disclosure_of_Financia_zl2CFx7.pdf **Size:** 592.9 kB

Entry 6 – Enrollment & Retention

Completed - Jul 23 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	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	We plan to use the the same 2024-2025 plans in the 2025-2026 school year.

	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.	
English Language Learners	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.	We plan to use the the same 2024-2025 plans in the 2025-2026 school year.
Economically Disadvantaged	Schools partner with the AF Student Recruitment team to carry out a comprehensive recruitment strategy that includes direct outreach, Refer-A-Friend campaigns, information	We plan to use the the same 2024-2025 plans in the 2025-2026 school year.

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	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	We plan to use the the same 2024-2025 plans in the 2025-2026 school year.

	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.	
English Language Learners	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	We plan to use the the same 2024-2025 plans in the 2025-2026 school year.

	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.	
Economically Disadvantaged	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.	We plan to use the the same 2024-2025 plans in the 2025-2026 school year.

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 23 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 HS](#)

Filename: 25-26_Master_Calendar_Published_-_NY_HS.pdf Size: 880.4 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-8-Template](#)

Filename: 15f68e79621346d6b7424c9998a5f178.pdf Size: 2.0 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: ea6865031b264d90bc17f070e147c349.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:

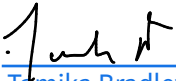
[REDACTED]

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:

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:

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

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]



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

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:





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:

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

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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
- Print form, manually sign, scan to PDF

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:

[REDACTED]

Business Address:

[REDACTED]

E-mail Address:

[REDACTED]

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:

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:

[REDACTED]

Home Telephone:

Home Address:

[REDACTED]

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:

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:

[REDACTED]

Business Address:

E-mail Address:

[REDACTED]

Home Telephone:

[REDACTED]

Home Address:

[REDACTED]



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

July 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:

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

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Business Telephone:

Business Address:

E-mail Address:

[REDACTED]

Home Telephone:

[REDACTED]

Home Address:

[REDACTED]

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

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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

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☒ **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:

[REDACTED]

Home Telephone:

[REDACTED]

Home Address:

[REDACTED]



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:

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

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☒ **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:





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)
Status:	Signed
Transaction ID:	CBJCHBCAABAAR2oZlxCnsT1Q-vol0MUKwLCFIOIzqMH2

"AF Brooklyn Disclosure of Financial Interest Form" History

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2025-26 NY High 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

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

August 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						

7 Student Days

September 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				

21 days

October 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	

22 days

November 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						

11 days

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		

15 days

January 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

18 days

February 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				

14 days

March 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			

21 days

April 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	

15 days

May 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						

20 days

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			

18 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 HS (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

19 Juneteenth (AF closed)
22 - 24 Early dismissal for scholars
25 Last Day of School for scholars (early dismissal)



Achievement First Brooklyn K-8 Charters

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
Apollo	350 Linwood St Brooklyn, NY 11208	347-471-2620
Brownsville	2021 Bergen Street Brooklyn, NY 11233	347-471-2600
Bushwick	125 Covert St Brooklyn, NY 11207	347-471-2550
Endeavor	510 Waverly Avenue Brooklyn, NY 11238	718-622-5994
Legacy	118-49 Montauk Street Queens, NY 11412	347-471-2646
Linden	800 Van Siclen Ave Brooklyn, NY 11207	347-471-2700
North Brooklyn Prep	200 Woodbine Street Brooklyn, NY 11221	347-471-2690
Voyager	601 Parkside Avenue Brooklyn, NY 11226	347-471-2640

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:

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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
Apollo	Jessica McDonald has served as the elementary school principal since 2023. D'Asia Adger has served as the middle school principal since 2024.
Brownsville	Ana Samper has served as the elementary school principal since 2021. Liz Hartnett has served as the middle school principal since 2024.
Bushwick	Courtney Saretzky has served as the elementary school principal since 2017. Samantha Jones has served as the middle school principal since 2022.
Endeavor	Colleen Young has served as the elementary school principal since 2020. Jaden Joseph has served as the middle school principal since 2022.
Legacy	Stephanie Cruz has served as the elementary school principal since 2024.
Linden	Mariama Diallo has served as the elementary school principal since 2022. Stephanie Blieka has served as the middle school principal since 2022.
North Brooklyn Prep	Daliza Lawrence has served as the elementary school principal since 2024. Katherine Delacruz has served as the middle school principal since 2022.
Voyager	Leisel Renaud served as the interim middle school principal in the 2024-25 school year.

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
Apollo	2022-23	58	91	87	84	91	92	93	91	92					779
	2023-24	86	76	92	84	85	85	85	94	84					771

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

	2024-25	84	89	85	94	89	60	78	70	93					742
Brownsville	2022-23	41	57	71	60	65	88	84	83	91	70	93	82	84	969
	2023-24	53	44	74	74	65	71	95	88	91		1	67	68	791
	2024-25	42	60	45	83	83	64	70	90	91					628
Bushwick	2022-23	81	95	98	103	102	102	97	105	104					887
	2023-24	90	96	98	104	95	102	104	98	99					886
	2024-25	89	99	101	105	106	92	100	101	97					890
Endeavor	2022-23	45	63	78	92	87	96	90	91	93					735
	2023-24	51	44	60	70	90	85	87	93	95					675
	2024-25	35	50	38	51	71	80	79	84	91					579
Legacy	2022-23	62	91												153
	2023-24	62	54	79											195
	2024-25	54	62	54	85										255
Linden	2022-23	64	62	80	97	94	75	86	70	81					709
	2023-24	44	60	62	78	96	76	81	76	72					645
	2024-25	51	46	61	70	78	82	85	82	70					625
North Brooklyn	2022-23	90	94	88	88	96	96	94	94	95					835
	2023-24	86	90	91	94	92	99	96	94	94					836
	2024-25	96	88	90	96	96	91	94	97	94					842
Voyager	2022-23							41	54	60					155
	2023-24							37	52	66					155
	2024-25								41	56					97

GOAL 1: 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:

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

- 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

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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 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	
Apollo	3	88		5					93
	4	73		16					89

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

	5	58	1	2		1		1	63
	6	75	3					5	83
	7	71						1	72
	8	88	4	4				2	98
	All	453	8	27		1		9	498
Brownsville	3	66	2	14				1	83
	4	70	1	10					81
	5	58	2					1	61
	6	65	3					2	70
	7	78	4	1					83
	8	88	5	1				1	95
	All	423	17	26				5	473
Bushwick	3	99	3						102
	4	95	6					2	103
	5	89	4	1				1	95
	6	96	1					1	98
	7	96	1				1	4	102
	8	94	11						105
	All	569	26	1			1	8	605
Endeavor	3	50							50
	4	68						1	69
	5	72	4	1					77
	6	75	3	1					79
	7	74	3	1					78
	8	84	3						87
	All	423	13	3				1	440
Legacy	3	81		5					86
	4								
	5								
	6								
	7								
	8								
	All	81		5					86
Linden	3	47		20				2	69
	4	62		13				2	77
	5	79		3					82
	6	87						1	88
	7	75		2					77
	8	64							64
	All	414		38				5	457
North Brooklyn	3	85		9					94
	4	85		8					93
	5	89	1						90

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

	6	91					1		92
	7	94					1		95
	8	93		1					94
	All	537	1	18			2		558
Voyager	3								
	4								
	5								
	6								
	7	40		1					41
	8	52							52
	All	92		1					93

Performance on 2024-25 State English Language Arts Exam

By All Students and Students Enrolled in At Least Their Second Year¹

	Grade	All Students			Enrolled in at least their Second Year		
		Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
Apollo	3	88	50	56.8%	77	46	59.7%
	4	73	39	53.4%	62	37	59.7%
	5	58	36	62.1%	30	21	70.0%
	6	75	31	41.3%	63	26	41.3%
	7	71	39	54.9%	61	34	55.7%
	8	88	54	61.4%	83	50	60.2%
	All	453	249	55.0%	376	214	56.9%
Brownsville	3	66	38	57.6%	57	35	61.4%
	4	70	37	52.9%	62	33	53.2%
	5	57	25	43.9%	51	23	45.1%
	6	64	37	57.8%	52	33	63.5%
	7	78	44	56.4%	71	38	53.5%
	8	88	59	67.0%	82	55	67.1%
	All	423	240	56.7%	375	217	57.9%
Bushwick	3	99	43	43.4%	78	39	50.0%
	4	95	49	51.6%	85	46	54.1%
	5	89	58	65.2%	80	54	67.5%
	6	96	66	68.8%	89	63	70.8%
	7	96	58	60.4%	91	57	62.6%
	8	94	70	74.5%	86	67	77.9%
	All	569	344	60.5%	509	326	64.0%
Endeavor	3	50	27	54.0%	44	23	53.2%

¹ 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.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

	4	68	34	50.0%	57	29	50.9%
	5	72	37	51.4%	61	31	50.8%
	6	75	33	44.0%	53	22	41.5%
	7	74	53	71.6%	62	45	72.6%
	8	84	59	70.2%	75	53	70.7%
	All	423	243	57.4%	352	203	57.7%
Legacy	3	81	54	66.7%	69	47	68.1%
	4						
	5						
	6						
	7						
	8						
	All	81	54	66.7%	69	47	68.1%
Linden	3	47	16	34.8%	41	15	36.6%
	4	62	30	48.4%	55	28	50.9%
	5	79	50	63.3%	29	13	44.8%
	6	87	43	49.4%	62	31	50.0%
	7	75	36	48.0%	53	28	52.8%
	8	64	33	51.6%	56	28	50.0%
	All	414	208	50.2%	296	143	48.3%
North Brooklyn	3	85	43	50.6%	79	41	51.9%
	4	85	45	52.9%	78	41	52.6%
	5	89	51	57.3%	83	46	55.4%
	6	91	57	62.6%	85	54	63.5%
	7	94	62	66.0%	87	58	66.7%
	8	93	71	76.3%	86	69	80.2%
	All	537	329	61.2%	498	309	62.0%
Voyager	3						
	4						
	5						
	6						
	7	40	21	52.5%	28	16	57.1%
	8	52	33	63.5%	42	27	64.3%
	All	92	54	58.7%	70	43	61.4%

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

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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 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 250.²

English Language Arts 2024-25 Performance Index

	Number in Cohort	Percent of Students at Each Performance Level			
		Level 1	Level 2	Level 3	Level 4
Apollo	453	17.4%	27.6%	31.1%	23.8%

$$PI = 0 * 17.4 + 1 * 27.6 + 2 * 31.1 + 2.5 * 23.8 = \mathbf{149.3}$$

	Number in Cohort	Percent of Students at Each Performance Level			
		Level 1	Level 2	Level 3	Level 4
Brownville	425	18.6%	24.7%	38.6%	18.1%

$$PI = 0 * 18.6 + 1 * 24.7 + 2 * 38.6 + 2.5 * 18.1 = \mathbf{147.2}$$

	Number in Cohort	Percent of Students at Each Performance Level			
		Level 1	Level 2	Level 3	Level 4
Bushwick	569	18.1%	21.4%	35.3%	25.1%

$$PI = 0 * 18.1 + 1 * 21.4 + 2 * 35.3 + 2.5 * 25.1 = \mathbf{154.8}$$

	Number in Cohort	Percent of Students at Each Performance Level			
		Level 1	Level 2	Level 3	Level 4
Endeavor	423	16.8%	25.8%	38.1%	19.4%

$$PI = 0 * 16.8 + 1 * 25.8 + 2 * 38.1 + 2.5 * 19.4 = \mathbf{150.5}$$

	Number in Cohort	Percent of Students at Each Performance Level			
		Level 1	Level 2	Level 3	Level 4
Legacy	81	17.3%	16.0%	38.3%	28.4%

$$PI = 0 * 17.3 + 1 * 16.0 + 2 * 38.3 + 2.5 * 28.4 = \mathbf{163.6}$$

	Number in Cohort	Percent of Students at Each Performance Level			
		Level 1	Level 2	Level 3	Level 4
Linden	414	22.5%	27.3%	32.6%	17.6%

$$PI = 0 * 22.5 + 1 * 27.3 + 2 * 32.6 + 2.5 * 17.6 = \mathbf{136.5}$$

² You can find the statewide MIP goals for 2022-23 to 2026-27 [here](#)

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	Number in Cohort	Percent of Students at Each Performance Level			
		Level 1	Level 2	Level 3	Level 4
North Brooklyn	537	16.0%	22.7%	36.9%	24.4%

$$PI = 0 * 16.0 + 1 * 22.7 + 2 * 36.9 + 2.5 * 24.4 = \mathbf{157.5}$$

	Number in Cohort	Percent of Students at Each Performance Level			
		Level 1	Level 2	Level 3	Level 4
Voyager	92	9.8%	31.5%	41.3%	17.4%

$$PI = 0 * 9.8 + 1 * 31.5 + 2 * 41.3 + 2.5 * 17.4 = \mathbf{157.6}$$

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.³

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	
		Percent Proficient	Number Tested	Percent Proficient	Number Tested
Apollo (District 19)	3	59.7%	77	54.0%	1217
	4	59.7%	62	49.0%	1185
	5	70.0%	30	55.7%	1201
	6	41.3%	63	37.8%	1086
	7	55.7%	61	39.2%	1251
	8	60.2%	83	39.2%	1282
	All	56.9%	376	45.8%	7222
Brownsville (District 23)	3	61.4%	57	58.3%	432
	4	53.2%	62	50.6%	427

³ 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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	5	45.1%	51	47.6%	456
	6	63.5%	52	46.9%	386
	7	53.5%	71	47.5%	478
	8	67.1%	82	41.5%	468
	All	57.9%	375	48.6%	2647
Bushwick (District 32)	3	50.0%	78	39.2%	543
	4	54.1%	85	34.9%	519
	5	67.5%	80	44.6%	603
	6	70.8%	89	36.7%	698
	7	62.6%	91	43.2%	768
	8	77.9%	86	45.9%	790
	All	64.0%	509	41.2%	3921
Endeavor (District 13)	3	53.2%	44	70.4%	842
	4	50.9%	57	67.5%	800
	5	50.8%	61	61.9%	746
	6	41.5%	53	51.5%	517
	7	72.6%	62	54.4%	493
	8	70.7%	75	49.9%	431
	All	57.7%	352	61.2%	3829
Legacy (District 29)	3	68.1%	69	55.5%	1484
	4				
	5				
	6				
	7				
	8				
	All	68.1%	69	55.5%	1484
Linden (District 19)	3	36.6%	41	54.0%	1217
	4	50.9%	55	49.0%	1185
	5	44.8%	29	55.7%	1201
	6	50.0%	62	37.8%	1086
	7	52.8%	53	39.2%	1251
	8	50.0%	56	39.2%	1282
	All	48.3%	296	45.8%	7222
North Brooklyn (District 32)	3	51.9%	79	39.2%	543
	4	52.6%	78	34.9%	519
	5	55.4%	83	44.6%	603
	6	63.5%	85	36.7%	698
	7	66.7%	87	43.2%	768
	8	80.2%	86	45.9%	790
	All	62.0%	498	41.2%	3921
Voyager (District 17)	3				
	4				
	5				

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	6				
	7	57.1%	28	1041	54.4%
	8	64.3%	42	965	50.6%
	All	61.4%	70	5513	56.1%

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.

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.⁴

2023-24 English Language Arts Comparative Performance by Grade Level

	Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
			Actual	Predicted	
Apollo	3	83.3	445.0	439.3	0.59
	4	90.7	450.0	438.9	1.05
	5	78.6	439.0	439.9	-0.09
	6	83.7	438.0	439.1	-0.11
	7	79.4	451.0	445.0	0.62
	8	79.2	454.0	445.8	0.81
	All	82.3	446.2	442.5	0.48
Brownsville	3	89.5	444.0	438.2	0.60
	4	92.3	442.0	438.6	0.31
	5	93.0	435.0	436.7	-0.17
	6	92.7	442.0	437.3	0.51

⁴ These data can be found in the school's Accountability Summary provided by the Institute in spring 2025.

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	Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
			Actual	Predicted	
	7	92.1	448.0	443.2	0.50
	8	88.0	449.0	444.4	0.47
	All	91.2	443.6	439.9	0.39
Bushwick	3	90.4	441.0	438.0	0.31
	4	92.6	449.0	438.6	0.97
	5	89.1	446.0	437.6	0.87
	6	85.7	448.0	438.7	0.94
	7	91.3	455.0	443.3	1.21
	8	89.2	454.0	444.2	1.00
	All	89.6	448.8	440.0	0.88
Endeavor	3	85.7	440.0	438.9	0.12
	4	90.9	447.0	438.9	0.75
	5	77.6	446.0	440.1	0.63
	6	82.8	442.0	439.2	0.28
	7	81.5	453.0	444.7	0.86
	8	84.2	459.0	445.0	1.39
	All	83.8	448.3	441.3	0.70
Legacy	3				
	4				
	5				
	6				
	7				
	8				
	All	N/A	N/A	N/A	N/A
Linden	3	92.3	438.0	437.6	0.04
	4	90.6	440.0	439.0	0.10
	5	89.5	442.0	437.5	0.46
	6	87.7	441.0	438.3	0.28
	7	92.2	443.0	443.2	-0.02
	8	83.3	448.0	445.1	0.28
	All	89.7	441.5	439.7	0.18
North Brooklyn	3	90.4	440.0	438.2	0.19
	4	92.6	449.0	439.0	0.95
	5	89.1	441.0	437.8	0.32
	6	85.7	447.0	437.9	0.95
	7	91.3	450.0	443.4	0.70
	8	89.2	460.0	444.0	1.59
	All	89.6	447.9	440.1	0.79
Voyager	3				

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

	Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
			Actual	Predicted	
	4				
	5				
	6	83.8	441.0	439.0	0.20
	7	90.2	452.0	443.5	0.91
	8	80.3	455.0	445.7	0.93
	All	84.5	450.4	443.2	0.74

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.⁵

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 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
Apollo	4	55.2	50.0
	5	34.0	50.0
	6	48.4	50.0
	7	52.7	50.0
	8	50.5	50.0
	All	48.2	50.0
Brownville	4	44.8	50.0
	5	42.4	50.0
	6	53.5	50.0

	Grade	Mean Growth Percentile	
		School	Target
Legacy	4		50.0
	5		50.0
	6		50.0
	7		50.0
	8		50.0
	All	N/A	50.0
Linden	4	54.5	50.0
	5	45.7	50.0
	6	57.5	50.0

⁵ These data can be found in the school's Accountability Summary provided by the Institute in spring 2025.

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	7	46.9	50.0
	8	49.5	50.0
	All	48.1	50.0
Bushwick	4	60.0	50.0
	5	50.1	50.0
	6	53.4	50.0
	7	61.0	50.0
	8	51.5	50.0
	All	55.1	50.0
Endeavor	4	48.9	50.0
	5	47.9	50.0
	6	48.6	50.0
	7	60.7	50.0
	8	59.0	50.0
	All	52.9	50.0

	7	45.8	50.0
	8	57.8	50.0
	All	52.1	50.0
North Brooklyn	4	73.4	50.0
	5	48.2	50.0
	6	60.9	50.0
	7	59.6	50.0
	8	67.2	50.0
	All	61.7	50.0
Voyager	4		50.0
	5		50.0
	6	50.0	50.0
	7	58.8	50.0
	8	56.5	50.0
	All	55.9	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.

mCLASS (K-4)

Percent Proficient for 2024-25 mCLASS

	Grades	Percent Proficient BOY	Percent Proficient EOY	Percentage Point Difference
Apollo	K	53.3%	91.3%	+38.0
	1	59.6%	82.0%	+22.4
	2	52.4%	65.5%	+13.1
	3	57.9%	84.9%	+27.0
	4	52.9%	79.8%	+26.9
	All	55.4%	80.6%	+25.2
Brownsville	K	31.6%	81.1%	+49.5
	1	37.3%	64.4%	+27.1
	2	25.0%	68.1%	+43.1
	3	43.9%	71.6%	+27.7
	4	46.3%	59.3%	+13.0
	All	39.1%	67.5%	+28.4
Bushwick	K	21.7%	88.9%	+67.2
	1	46.4%	79.2%	+32.8
	2	48.0%	63.7%	+15.7
	3	45.0%	61.0%	+16.0
	4	46.6%	58.3%	+11.7
	All	42.2%	69.7%	+27.5
Endeavor	K	40.0%	94.3%	+54.3

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	1	66.7%	83.0%	+16.3
	2	48.6%	72.5%	+23.9
	3	52.0%	72.0%	+20.0
	4	54.9%	50.7%	-4.2
	All	53.5%	71.5%	+18.0
Legacy	K	50.9%	90.7%	+25.9
	1	71.9%	90.6%	+13.5
	2	74.5%	78.7%	+12.7
	3	62.8%	65.1%	+2.9
	4			
	All	65.1%	79.6%	+14.5
Linden	K	40.8%	66.7%	+25.9
	1	63.0%	76.5%	+13.5
	2	60.3%	73.0%	+12.7
	3	45.6%	48.5%	+2.9
	4	56.0%	77.3%	+21.3
	All	53.0%	68.2%	+15.2
North Brooklyn Prep	K	11.6%	90.3%	+78.7
	1	76.1%	91.9%	+15.8
	2	75.8%	93.3%	+17.5
	3	78.1%	90.3%	+12.2
	4	80.2%	90.2%	+10.0
	All	64.2%	91.2%	+27.0

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
Apollo	5	17	57
	6	26	78
	7	44	61
	8	33.5	84

	Grades	Median Growth Percentile	Number Tested
Linden	5	42	71
	6	58	75
	7	62	73
	8	53.5	60

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	All	30	280
Brownsville	5	29	58
	6	43.5	62
	7	32	77
	8	49	86
	All	38	283
Bushwick	5	50	86
	6	48	95
	7	59	95
	8	50.5	86
	All	51	362
Endeavor	5	28	75
	6	30	72
	7	33	73
	8	47.5	78
	All	36	298

	All	54	279
North Brooklyn Prep	5	43	87
	6	49	88
	7	49	88
	8	41	88
	All	45	351
Voyager	5	N/A	N/A
	6	N/A	N/A
	7	50	34
	8	64	47
	All	61.5	81

SUMMARY OF THE ELA GOAL

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Apollo: NO Brownsville: NO Bushwick: NO Endeavor: NO Legacy: NO Linden: NO North Brooklyn: NO Voyager: 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.	Apollo: YES Brownsville: YES Bushwick: YES Endeavor: YES Legacy: YES Linden: YES North Brooklyn: YES Voyager: 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.	Apollo: YES Brownsville: YES Bushwick: YES Endeavor: NO Legacy: YES Linden: YES North Brooklyn: YES Voyager: YES

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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.	Apollo: YES Brownsville: YES Bushwick: YES Endeavor: YES Legacy: N/A Linden: NO North Brooklyn: YES Voyager: 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.	Apollo: NO Brownsville: NO Bushwick: YES Endeavor: YES Legacy: N/A Linden: YES North Brooklyn: YES Voyager: YES
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.	Apollo: YES Brownsville: YES Bushwick: YES Endeavor: YES Legacy: YES Linden: YES North Brooklyn: YES Voyager: N/A
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.	Apollo: NO Brownsville: NO Bushwick: YES Endeavor: NO Legacy: N/A Linden: YES North Brooklyn: NO Voyager: YES

EVALUATION OF ELA GOAL

AF Brooklyn K-8 schools had mixed results on the applicable measures; the network met 2 of the 7 measures at all schools. Other measures had mixed performance.

No school met the goal for measure 1. The overall percent proficient for students enrolled at least in their second year across all schools is 59.4% which is below the 75% target. 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 in 7 of 8 schools (Apollo +1.9%,

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Brownsville +1.2%, Bushwick +3.5%, Endeavor +0.3%, Legacy +0.4%, North Brooklyn Prep +0.8%, and Voyager +2.7%). 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.

8/8 schools met measure 2, the state's 2024-25 ELA Performance Index target, with every campus exceeding the required PI of 117.3 by a substantial margin (lowest - 136.5 at Linden; highest - 163.6 at Legacy).

7/8 schools met the comparative proficiency goal (measure 3), with charter students outperforming their district peers by margins ranging from +2 to +23 points. The only exception was Endeavor, which underperformed its district by 3.5 points. Every school outperformed the district in grades 7 and 8, this supports the idea that students who stay at AF longer achieve stronger ELA results than the district average. Multiple grades underperformed their peers in Grade 5 (Brownsville, Endeavor, Linden).

6/7 schools met measure 4 (note: Legacy not included in the measure this year). 6/7 schools achieved or exceeded the effect size of 0.3, demonstrating performance meaningfully above predicted levels. Linden was the only school below the benchmark (overall = 0.18). The network's strongest results came from Bushwick, North Brooklyn Prep, and Voyager, where effect sizes approached or exceeded +1.0, indicating performance dramatically above predicted levels.

5/7 schools met measure 5 (note: Legacy not included in this measure this year). North Brooklyn Prep at outlier high performance (+11.7%), driven by grades 4 and 8. Bushwick (+5.1) exceeded the goal across all grades, and the network saw strong performance on this measure in Grades 7 and 8.

7/7 schools met measure 6. The network-wide, students grew well above the +10% proficiency of students at or above benchmark between the beginning of the year and the end of the year. Kindergarten consistently produced the largest gains across schools, but growth was consistently strong in early grades.

3/7 schools met measure 7. Linden and Bushwick are consistent near or above the 50th percentile across grades. Voyager shows exceptional growth in grades 7 and 8.

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.

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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.

GOAL 2: 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:

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- 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.

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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.
- 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,

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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.

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	
Apollo	3	88		5					93
	4	73		16					89
	5	58	1	3				1	63
	6	75	3					5	83
	7	71	1					2	74
	8	84	5	7				3	99
	All	449	10	31				11	501
Brownsville	3	66	1	15				1	83
	4	70		11					81
	5	59	1					1	61
	6	69	1						70
	7	80	2	1					83
	8	88	6					1	95
	All	432	11	27				3	473
Bushwick	3	101		1					102
	4	100		1				2	103
	5	93		1				1	95
	6	97						1	98
	7	96	1				1	4	102
	8	50	55						105
	All	537	56	3			1	8	605
Endeavor	3	50							50
	4	67	1	1					69
	5	73	3	1					77
	6	76	1	2					79
	7	75	1	2					78

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	8	86	1					87
	All	427	7	6				440
Legacy	3	81		5				86
	4							
	5							
	6							
	7							
	8							
	All	81		5				86
Linden	3	50		17			2	69
	4	62		13			2	77
	5	79		3				82
	6	85		2			1	88
	7	74		3				77
	8	63		1				64
	All	413		39			5	457
North Brooklyn	3	86		8				94
	4	84	1	8				93
	5	88	1			1		90
	6	92						92
	7	94				1		95
	8	89	3	2				94
	All	533	5	18		2		558
Voyager	3							
	4							
	5							
	6							
	7	38		3				41
	8	0	52					52
	All	38	52	3				93

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
Apollo	3	88	69	78.4%	77	62	80.5%
	4	73	62	84.9%	62	53	85.5%
	5	58	31	53.4%	31	20	64.5%
	6	75	35	46.7%	63	29	46.0%
	7	71	37	52.1%	60	35	58.3%
	8	84	53	63.1%	81	51	63.0%
	All	449	287	63.9%	374	250	66.8%

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Brownsville	3	66	46	69.7%	57	41	71.9%
	4	70	45	64.3%	61	40	65.6%
	5	59	31	52.5%	50	28	56.0%
	6	69	35	50.7%	53	32	60.4%
	7	80	43	53.8%	73	39	53.4%
	8	88	54	61.4%	81	52	64.2%
	All	432	254	58.8%	375	232	61.9%
Bushwick	3	101	62	61.4%	77	53	68.8%
	4	100	55	55.0%	84	49	58.3%
	5	93	56	60.2%	82	52	63.4%
	6	97	69	71.1%	89	65	73.0%
	7	96	70	72.9%	91	68	74.7%
	8	50	25	50.0%	41	19	46.3%
	All	537	337	62.8%	464	306	65.9%
Endeavor	3	50	40	80.0%	44	36	81.8%
	4	67	36	53.7%	56	31	55.4%
	5	73	37	50.7%	61	31	50.8%
	6	76	31	40.8%	53	21	39.6%
	7	75	47	62.7%	62	38	61.3%
	8	86	56	65.1%	77	52	67.5%
	All	427	247	57.8%	353	209	59.2%
Legacy	3	81	52	64.2%	69	44	63.8%
	4						
	5						
	6						
	7						
	8						
	All	81	52	64.2%	69	44	63.8%
Linden	3	50	31	63.3%	43	29	67.4%
	4	62	39	62.9%	55	35	63.6%
	5	79	41	51.9%	29	12	41.4%
	6	85	50	58.8%	60	37	61.7%
	7	74	42	56.8%	52	31	59.6%
	8	63	34	54.0%	55	30	54.5%
	All	413	237	57.4%	294	174	59.2%
North Brooklyn	3	86	82	95.3%	80	78	97.5%
	4	84	77	91.7%	77	71	92.2%
	5	88	60	68.2%	82	54	65.9%
	6	92	37	40.2%	86	35	40.7%
	7	94	63	67.0%	87	58	66.7%
	8	89	51	57.3%	82	49	59.8%
	All	533	370	69.4%	494	345	69.8%
Voyager	3						

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	4						
	5						
	6						
	7	38	14	36.8%	26	22	42.3%
	8	0	N/A	N/A	N/A	N/A	N/A
	All	38	14	36.8%	26	11	42.3%

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
Apollo	449	14.0%	22.0%	38.1%	25.8%

$$PI = 0 * 14.0 + 1 * 22.0 + 2 * 38.1 + 2.5 * 25.8 = \mathbf{162.7}$$

	Number in Cohort	Percent of Students at Each Performance Level			
		Level 1	Level 2	Level 3	Level 4
Brownville	432	17.6%	23.6%	39.8%	19.0%

$$PI = 0 * 17.6 + 1 * 23.6 + 2 * 39.8 + 2.5 * 19.0 = \mathbf{150.7}$$

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	Number in Cohort	Percent of Students at Each Performance Level			
		Level 1	Level 2	Level 3	Level 4
Bushwick	537	19.2%	18.1%	38.0%	24.8%

$$PI = 0 * 19.2 + 1 * 18.1 + 2 * 38.0 + 2.5 * 24.8 = \mathbf{156.1}$$

	Number in Cohort	Percent of Students at Each Performance Level			
		Level 1	Level 2	Level 3	Level 4
Endeavor	427	17.3%	24.8%	42.9%	15.0%

$$PI = 0 * 17.3 + 1 * 24.8 + 2 * 42.9 + 2.5 * 15.0 = \mathbf{148.1}$$

	Number in Cohort	Percent of Students at Each Performance Level			
		Level 1	Level 2	Level 3	Level 4
Legacy	81	6.1%	29.6%	43.2%	21.0%

$$PI = 0 * 6.1 + 1 * 29.6 + 2 * 43.2 + 2.5 * 21.0 = \mathbf{168.5}$$

	Number in Cohort	Percent of Students at Each Performance Level			
		Level 1	Level 2	Level 3	Level 4
Linden	413	17.9%	24.4%	40.0%	17.7%

$$PI = 0 * 17.9 + 1 * 24.4 + 2 * 40.0 + 2.5 * 17.7 = \mathbf{148.7}$$

	Number in Cohort	Percent of Students at Each Performance Level			
		Level 1	Level 2	Level 3	Level 4
North Brooklyn	533	13.3%	17.3%	38.6%	30.8%

$$PI = 0 * 13.3 + 1 * 17.3 + 2 * 38.6 + 2.5 * 30.8 = \mathbf{171.5}$$

	Number in Cohort	Percent of Students at Each Performance Level			
		Level 1	Level 2	Level 3	Level 4
Voyager	38	10.5%	52.6%	18.4%	18.4%

$$PI = 0 * 10.5 + 1 * 52.6 + 2 * 18.4 + 2.5 * 18.4 = \mathbf{135.4}$$

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.

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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
Apollo (District 19)	3	80.5%	77	61.1%	1263
	4	85.5%	62	55.1%	1231
	5	64.5%	31	51.3%	1256
	6	46.0%	63	30.1%	1151
	7	58.3%	60	38.6%	1286
	8	63.0%	81	44.6%	1160
	All	66.8%	374	47.0%	7347
Brownsville (District 23)	3	71.9%	57	62.9%	450
	4	65.6%	61	53.6%	444
	5	56.0%	50	42.3%	471
	6	60.4%	53	49.8%	406
	7	53.4%	73	47.6%	479
	8	64.2%	81	19.4%	139
	All	61.9%	375	49.3%	2389
Bushwick (District 32)	3	68.8%	77	48.2%	558
	4	58.3%	84	37.7%	547
	5	63.4%	82	38.6%	630
	6	73.0%	89	31.7%	704
	7	74.7%	91	42.8%	773
	8	46.3%	41	44.0%	323
	All	65.9%	464	40.0%	3535
Endeavor (District 13)	3	81.8%	44	69.7%	852
	4	55.4%	56	62.3%	809
	5	50.8%	61	51.2%	750
	6	39.6%	53	41.5%	520
	7	61.3%	62	49.2%	478
	8	67.5%	77	30.7%	225
	All	59.2%	353	55.1%	3634
Legacy (District 29)	3	63.8%	69	64.2%	1534
	4				

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	5				
	6				
	7				
	8				
	All	63.8%	69	64.2%	1534
Linden (District 19)	3	67.4%	43	61.1%	1263
	4	63.6%	55	55.1%	1231
	5	41.4%	29	51.3%	1256
	6	61.7%	60	30.1%	1151
	7	59.6%	52	38.6%	1286
	8	54.5%	55	44.6%	1160
	All	59.2%	294	47.0%	7347
North Brooklyn (District 32)	3	97.5%	80	48.2%	558
	4	92.2%	77	37.7%	547
	5	65.9%	82	38.6%	630
	6	40.7%	86	31.7%	704
	7	66.7%	87	42.8%	773
	8	59.8%	82	44.0%	323
	All	69.8%	494	40.0%	3535
Voyager (District 17)	3				
	4				
	5				
	6				
	7	42.3%	26	52.7%	926
	8	N/A	N/A		
	All	42.3%	26	52.7%	926

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

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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.⁶

2023-24 Mathematics Comparative Performance by Grade Level

	Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
			Actual	Predicted	
Apollo	3	83.3	464.0	446.4	1.26
	4	90.7	4700	447.1	1.45
	5	78.6	446.0	445.3	0.05
	6	83.7	441.0	444.6	-0.26
	7	79.4	473.0	450.9	1.49
	8	79.2	467.0	442.6	1.55
	All	82.3	460.3	446.3	0.93
Brownsville	3	89.5	456.0	445.1	0.77
	4	92.3	454.0	446.7	0.47
	5	93.0	437.0	441.5	-0.32
	6	92.7	446.0	442.1	0.31
	7	92.1	456.0	447.5	0.62
	8	88.0	461.0	441.5	1.17
	All	91.2	452.0	444.1	0.53
Bushwick	3	90.4	450.0	444.9	0.36
	4	92.6	459.0	446.6	0.79
	5	89.1	461.0	442.5	1.35
	6	85.7	473.0	444.1	2.05
	7	91.3	459.0	447.7	0.82
	8	89.2	466.0	441.4	1.47
	All	89.6	461.5	444.5	1.15
Endeavor	3	85.7	455.0	445.9	0.65
	4	90.9	464.0	447.0	1.08
	5	77.6	444.0	445.6	-0.12
	6	82.8	446.0	444.9	0.08
	7	81.5	466.0	450.4	1.06
	8	84.2	472.0	442.0	1.90
	All	83.8	458.2	446.0	0.80
Legacy	3	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A

⁶ These data can be found in the school's Accountability Summary provided by the Institute in spring 2025.

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	Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
			Actual	Predicted	
	8	N/A	N/A	N/A	N/A
	All	N/A	N/A	N/A	N/A
Linden	3	92.3	447.0	444.5	0.18
	4	90.6	443.0	447.1	-0.26
	5	89.5	439.0	442.4	-0.25
	6	87.7	440.0	443.5	-0.26
	7	92.2	445.0	447.5	-0.18
	8	83.3	445.0	442.1	0.18
	All	89.7	442.8	444.9	-0.15
North Brooklyn	3	89.4	472.0	445.1	1.90
	4	90.2	484.0	447.2	2.33
	5	87.9	451.0	442.9	0.59
	6	89.6	456.0	443.0	0.96
	7	90.4	456.0	448.0	0.57
	8	90.4	470.0	441.2	1.69
	All	89.6	464.4	444.5	1.32
Voyager	3	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A
	6	83.8	448.0	444.6	0.24
	7	90.2	450.0	448.0	0.14
	8	80.3	462.0	442.5	1.24
	All	84.5	454.3	444.9	0.61

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.

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.⁷

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

⁷ These data can be found in the school's Accountability Summary provided by the Institute in spring 2025.

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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
Apollo	4	67.7	50.0
	5	30.6	50.0
	6	31.2	50.0
	7	67.9	50.0
	8	48.0	50.0
	All	49.1	50.0
Brownville	4	43.3	50.0
	5	27.8	50.0
	6	43.8	50.0
	7	40.0	50.0
	8	54.3	50.0
	All	42.5	50.0
Bushwick	4	55.6	50.0
	5	61.1	50.0
	6	68.2	50.0
	7	30.6	50.0
	8	64.3	50.0
	All	56.1	50.0
Endeavor	4	45.1	50.0
	5	28.6	50.0
	6	49.8	50.0
	7	48.1	50.0
	8	74.8	50.0
	All	49.6	50.0
Legacy	4	N/A	50.0
	5	N/A	50.0
	6	N/A	50.0
	7	N/A	50.0
	8	N/A	50.0
	All	N/A	50.0
Linden	4	55.0	50.0
	5	38.3	50.0
	6	39.9	50.0
	7	34.5	50.0
	8	55.8	50.0
	All	43.4	50.0
North Brooklyn	4	81.6	50.0
	5	35.4	50.0
	6	52.7	50.0
	7	46.9	50.0
	8	79.4	50.0
	All	58.8	50.0
Voyager	4	N/A	50.0
	5	N/A	50.0
	6	55.8	50.0
	7	50.7	50.0
	8	63.9	50.0
	All	57.4	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.

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

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

	Grades	Percent Proficient IA1	Percent Proficient IA3	Percentage Point Difference
Apollo	3	69%	76%	+7
	4	52%	63%	+11
	5	41%	54%	+13
	6	27%	49%	+22
	7	48%	61%	+13
	8	34%	67%	+33
Brownsville	3	59%	45%	-14
	4	51%	51%	0
	5	57%	67%	+10
	6	20%	54%	+34
	7	38%	69%	+31
	8	12%	43%	+31
Bushwick	3	46%	36%	-10
	4	41%	41%	0
	5	54%	66%	+12
	6	47%	72%	+25
	7	60%	35%	-25
	8	15%	35%	+20
	8th Algebra	98%	100%	+2
Endeavor	3	57%	47%	-10
	4	49%	47%	-2
	5	44%	43%	-1
	6	7%	42%	+35
	7	32%	58%	+26
	8	23%	54%	+31
Legacy	3	42%	36%	-6
Linden	3	46%	41%	-5
	4	67%	42%	-25
	5	34%	56%	+22
	6	18%	51%	+33
	7	34%	52%	+18
	8	21%	44%	+23
North Brooklyn Prep	3	90%	85%	-5
	4	92%	82%	-10
	5	42%	60%	+18
	6	21%	53%	+32
	7	46%	55%	+9
	8	34%	23%	-11
Voyager	7	37%	23%	-14
	8th Algebra	9%	11%	+2

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

SUMMARY OF THE MATHEMATICS GOAL

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State Mathematics exam for grades 3-8.	Apollo: NO Brownsville: NO Bushwick: NO Endeavor: NO Legacy: NO Linden: NO North Brooklyn: NO Voyager: 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.	Apollo: YES Brownsville: YES Bushwick: YES Endeavor: YES Legacy: YES Linden: YES North Brooklyn: YES Voyager: 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.	Apollo: YES Brownsville: YES Bushwick: YES Endeavor: YES Legacy: NO Linden: YES North Brooklyn: YES Voyager: NO
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.	Apollo: YES Brownsville: YES Bushwick: YES Endeavor: YES Legacy: N/A Linden: NO North Brooklyn: YES Voyager: YES
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.	Apollo: NO Brownsville: NO Bushwick: YES Endeavor: NO Legacy: N/A Linden: NO North Brooklyn: YES Voyager: YES

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Growth	Between each Interim Assessment cycle there is at least a 10% growth in students who are proficient on average across tested grades.	Apollo: YES Brownsville: YES Bushwick: NO Endeavor: YES Legacy: NO Linden: YES North Brooklyn: NO Voyager: NO
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EVALUATION OF THE MATHEMATICS GOAL

Despite challenges in meeting the measures outlined in this report, the network did overall meet 1 of the 6 measures across all schools and many schools met multiple measures. While there is still a great deal of work to do, we are on the right path towards supporting growth and development in math towards proficiency.

No schools met measure 1. Schools saw a range of percent proficient across grades. Grades 3 and 4 saw outlier strong performance when compared to other grade levels, particularly at North Brooklyn Prep and Apollo, with more than 80% of students in these grades proficient.

For measure 2, all schools met the measure of 80% of students scoring at a level 3 or higher. North Brooklyn Prep and Apollo had the highest percentage of students scoring at a level 3 or 4.

For measure 3, all schools, except Legacy and Voyager met the measure. We outperformed the district consistently in grades 3 and 8. Apollo, Brownsville, Bushwick, and North Brooklyn Prep outperformed the district in all grades.

For measure 4, three schools met the measure. North Brooklyn Prep was a bright spot with a 1.32 average.

For measure 5, four schools met the measure with Apollo and Endeavor falling just shy (less than 1.0 away from target). North Brooklyn Prep was a bright spot with a 58.8 mean growth percentile average across all grades.

For measure 6, four schools met the measure. Growth varied within grade levels across schools, with many schools seeing double digit growth in more than one grade level, while not meeting the measure in other grades.

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.

GOAL 3: 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.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

- **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
- 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.

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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
Apollo	5	30	18	60.0%
	8	82	47	57.3%
	All	112	65	58.0%
Brownsville	5	50	18	36.0%
	8	79	48	60.8%
	All	129	66	51.2%
Bushwick	5	82	34	41.5%
	8	86	44	51.2%
	All	168	78	46.4%
Endeavor	5	61	24	39.3%
	8	77	45	58.4%
	All	138	69	50.0%
Legacy	5	N/A	N/A	N/A
	8	N/A	N/A	N/A
	All	N/A	N/A	N/A
Linden	5	29	8	27.6%
	8	56	31	55.4%
	All	85	39	45.9%
North Brooklyn	5	84	37	44.0%
	8	85	56	65.9%
	All	169	93	55.0%
Voyager	5	N/A	N/A	N/A
	8	42	21	50.0%
	All	42	21	50.0%

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.

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

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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
Apollo	5	30	18	60.0%			
	8	82	47	57.3%			
	All	112	65	58.0%			
Brownsville	5	50	18	36.0%			
	8	79	48	60.8%			
	All	129	66	51.2%			
Bushwick	5	82	34	41.5%			
	8	86	44	51.2%			
	All	168	78	46.4%			
Endeavor	5	61	24	39.3%			
	8	77	45	58.4%			
	All	138	69	50.0%			
Legacy	5	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A
	All	N/A	N/A	N/A	N/A	N/A	N/A
Linden	5	29	8	27.6%			
	8	56	31	55.4%			
	All	85	39	45.9%			
North Brooklyn	5	84	37	44.0%			
	8	85	56	65.9%			
	All	169	93	55.0%			
Voyager	5	N/A	N/A	N/A	N/A	N/A	N/A
	8	42	21	50.0%			
	All	42	21	50.0%			

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.	Apollo: NO Brownsville: NO Bushwick: NO Endeavor: NO Legacy: N/A

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

		Linden: NO North Brooklyn: NO Voyager: 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.	Apollo: N/A Brownsville: N/A Bushwick: N/A Endeavor: N/A Legacy: N/A Linden: N/A North Brooklyn: N/A Voyager: 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 17.0-29.1 percentage points below the goal (Apollo -17.0%, Brownsville -23.8%, Bushwick -28.6%, Endeavor -25.0%, Linden -29.1%, North Brooklyn -20.0%, Voyager -25%). Analyzing schools with data, 6 of the 7 schools did demonstrate increases year over year ranging from +14.4% (at Apollo and Brownsville) to +1.7% (at Bushwick). Performance varied by grade.

For 8th grade, results ranged from -25.0 to -9.1 percentage points under the 75% goal. Notable year over year increases were seen for Brownsville at +13.8% (47.0% to 60.8%), and Linden at +9.8% (45.6% to 55.4%). Performance at Voyager was down -10% between SY23-24 and SY24-25 (60% to 50%).

For 5th grade, performance remained further below the goal, ranging -47.4 to -15.0 percent below the 75% goal. Comparing SY23-24 and SY24-25, notable growth is seen for Apollo at +27.2% (32.8% to 60%), North Brooklyn at +23.1% (20.9% to 44%), and Brownsville at +12.5 (23.5% to 36%).

8th grade remains the relative strength, while 5th grade remained flat and further below the 75% benchmark at most schools.

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 SY23-24. 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 may be playing a role in student outcomes, as 3/7 schools were using long-term substitutes or had mid-year hires in grade 5 and/or 8.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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.

GOAL 4: 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.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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
Apollo	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
Brownsville	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
Bushwick	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
Endeavor	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
Legacy	2022-23 Accountability Status and Support Model based on 2021-22 Data	Comprehensive Support and Improvement+
	2023-24 Accountability Status and Support Model based on 2022-23 Data	Comprehensive Support and Improvement+
	2024-25 Accountability Status and Support Model based on 2023-24 Data	Comprehensive Support and Improvement+
Linden	2022-23 Accountability Status and Support Model based on 2021-22 Data	Local Support and Improvement

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

	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
North Brooklyn	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
Voyager	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

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.



Hartford, Connecticut
October 30, 2025

Achievement First Brooklyn Charter Schools

**Statement of Financial Position
June 30, 2025
(With Comparative Totals for 2024)**

Assets

	<u>2025</u>	<u>2024</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	<u>3,427,871</u>	<u>2,086,464</u>
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	<u>59,122,208</u>	<u>60,331,154</u>
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

	<u>2025</u>	<u>2024</u>
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	<u>2,179,775</u>	<u>2,787,796</u>
Total current liabilities	<u>16,284,085</u>	<u>12,942,785</u>
Long-term liabilities		
Operating lease liabilities - net of current portion	<u>59,063,648</u>	<u>58,490,338</u>
Total liabilities	<u>75,347,733</u>	<u>71,433,123</u>
Net assets		
Without donor restrictions		
Undesignated	87,156,700	87,683,053
Board-designated reserve	<u>7,000,000</u>	<u>7,000,000</u>
Total net assets	<u>94,156,700</u>	<u>94,683,053</u>
Total liabilities and net assets	<u><u>\$ 169,504,433</u></u>	<u><u>\$ 166,116,176</u></u>

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)

	<u>2025</u>	<u>2024</u>
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	<u>14,545,565</u>	<u>14,991,587</u>
Total operating revenue	<u>175,995,875</u>	<u>183,990,910</u>
Expenses		
Program services	171,981,702	144,650,359
General and administrative	15,762,096	21,274,985
Fundraising	<u>-</u>	<u>12,817</u>
Total expenses	<u>187,743,798</u>	<u>165,938,161</u>
(Loss) surplus on school operations from government funding	<u>(11,747,923)</u>	<u>18,052,749</u>
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	<u>(390,152)</u>	<u>(6,314)</u>
Total support and other revenue	<u>11,221,570</u>	<u>6,415,852</u>
Change in net assets	(526,353)	24,468,601
Net assets, beginning	<u>94,683,053</u>	<u>70,214,452</u>
Net assets, end	<u><u>\$ 94,156,700</u></u>	<u><u>\$ 94,683,053</u></u>

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	<u>\$ 155,218,787</u>	<u>\$ 16,762,915</u>	<u>\$ 171,981,702</u>	<u>\$ 15,762,096</u>	<u>\$ -</u>	<u>\$ 187,743,798</u>	<u>\$ 165,938,161</u>

See Notes to Financial Statements.

Achievement First Brooklyn Charter Schools

Statement of Cash Flows Year Ended June 30, 2025 (With Comparative Totals for 2024)

	<u>2025</u>	<u>2024</u>
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	<u>15,215,588</u>	<u>22,659,555</u>
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	<u>(7,148,388)</u>	<u>(2,967,189)</u>
Net increase in cash and restricted cash	8,067,200	19,692,366
Cash, cash equivalents and restricted cash, beginning	<u>66,833,083</u>	<u>47,140,717</u>
Cash, cash equivalents and restricted cash, end	<u>\$ 74,900,283</u>	<u>\$ 66,833,083</u>
Supplemental disclosure of noncash investing and financing transactions		
Transfer of construction in process to fixed assets	<u>\$ 330,129</u>	<u>\$ 1,425,985</u>
Purchase of construction in process with accounts payable	<u>\$ 1,554,197</u>	<u>\$ 39,702</u>

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:

	2025	2024
Cash	\$ 74,550,283	\$ 66,483,083
Restricted cash	350,000	350,000
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>(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	<u>\$ 59,122,208</u>
Lease liabilities		
Current		
Operating leases	Current liabilities	\$ 2,179,775
Noncurrent		
Operating leases	Noncurrent liabilities	<u>59,063,648</u>
Total lease liabilities		<u>\$ 61,243,423</u>

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	<u>\$ 8,218,856</u>

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	<u>\$ 14,030,548</u>	<u>\$ 534,807</u>	<u>\$ 14,565,355</u>	<u>\$ 1,205,068</u>	<u>\$ -</u>	<u>\$ 15,770,423</u>	<u>\$ 13,021,862</u>

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	<u>\$ 15,929,156</u>	<u>\$ 2,994,563</u>	<u>\$ 18,923,719</u>	<u>\$ 1,279,519</u>	<u>\$ -</u>	<u>\$ 20,203,238</u>	<u>\$ 18,585,607</u>

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	<u>\$ 23,875,828</u>	<u>\$ 2,764,558</u>	<u>\$ 26,640,386</u>	<u>\$ 2,373,450</u>	<u>\$ -</u>	<u>\$ 29,013,836</u>	<u>\$ 25,753,845</u>

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	<u>\$ 11,689,314</u>	<u>\$ 1,346,505</u>	<u>\$ 13,035,819</u>	<u>\$ 1,425,628</u>	<u>\$ -</u>	<u>\$ 14,461,447</u>	<u>\$ 14,468,792</u>

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	<u>\$ 13,824,229</u>	<u>\$ 1,495,389</u>	<u>\$ 15,319,618</u>	<u>\$ 1,774,124</u>	<u>\$ -</u>	<u>\$ 17,093,742</u>	<u>\$ 14,942,973</u>

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	<u>\$ 12,871,281</u>	<u>\$ 1,192,820</u>	<u>\$ 14,064,101</u>	<u>\$ 781,102</u>	<u>\$ -</u>	<u>\$ 14,845,203</u>	<u>\$ 13,666,297</u>

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	<u>\$ 2,642,185</u>	<u>\$ 509,804</u>	<u>\$ 3,151,989</u>	<u>\$ 647,485</u>	<u>\$ -</u>	<u>\$ 3,799,474</u>	<u>\$ 3,877,814</u>

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	<u>\$ 7,682,357</u>	<u>\$ 481,036</u>	<u>\$ 8,163,393</u>	<u>\$ 1,248,172</u>	<u>\$ -</u>	<u>\$ 9,411,565</u>	<u>\$ 5,459,720</u>

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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