

# Application: Achievement First Aspire Charter School

Achievement First External Reporting - [REDACTED]  
2022-2023 Annual Report

## Entry 1 School Info and Cover Page

Completed - Aug 1 2023

### 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 2022-2023 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, 2023**) or you may not be assigned the correct tasks.

## BASIC INFORMATION

### a. SCHOOL NAME

(Select name from the drop down menu)

ACHIEVEMENT FIRST ASPIRE CHARTER SCHOOL 800000070171

### a1. Popular School Name

AF Aspire

**b. CHARTER AUTHORIZER (As of June 30th, 2023)**

Please select the correct authorizer as of June 30, 2023 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**

CSD #19 - BROOKLYN

**e. Date of Approved Initial Charter**

Oct 1 2011

**f. Date School First Opened for Instruction**

Aug 22 2013

**g. Approved School Mission and Key Design Elements**

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

N/A - SUNY Authorized School



**h. School Website Address**

<https://www.achievementfirst.org/school/achievement-first-aspire-elementary-school/>

**i. Total Approved Charter Enrollment for 2022-2023 School Year**

944

**j. Total Enrollment on June 30, 2023 - excluding Pre-K program enrollment**

746

**k. Grades Served**

Grades served during the 2022-2023 school year (exclude Pre-K program students):

Use the CTRL button to select multiple grades to accurately capture every grade level served.

**Responses Selected:**

k

1

2

3

4

5

6

7

8

9

I. Charter Management Organization

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

Yes

I1. Charter Management Organization Name

Achievement First

I2. Charter Management Organization Email Address

[info@achievementfirst.org](mailto:info@achievementfirst.org)

I3. Charter Management Organization Email Phone Number

203-773-3223

FACILITIES INFORMATION

m. FACILITIES

Will the school maintain or operate multiple sites in 2023-2024?

	Yes, 3 sites
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School Site 1 (Primary)

**m1. SCHOOL SITES**

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

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for previous year (K-5, 6-9, etc.)	Grades to be Served at Site for coming year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 1	982 Hegeman Avenue Brooklyn	347-471-2055	NYC CSD 19	K-4	K-4	No

**m1a. Please provide the contact information for Site 1.**

	Name	Title	Work Phone	Alternate Phone	Email Address
School Leader	Jordan Hardy	Principal	[REDACTED]		[REDACTED] [REDACTED] [REDACTED]
Operational Leader	Ismael Loera	Director of Operations	[REDACTED]		[REDACTED] [REDACTED]
Compliance Contact	Min Kwon	Director of Compliance			[REDACTED] [REDACTED]
Complaint Contact	Blakely Simoneau	General Counsel			[REDACTED] [REDACTED] [REDACTED]
DASA Coordinator	Ismael Loera	Director of Operations	[REDACTED]		[REDACTED] [REDACTED]
Phone Contact for After Hours Emergencies					

**m1b. Is site 1 in public (co-located) space or in private space?**

Co-located Space

**m1c. 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

**IF LOCATED IN PRIVATE SPACE IN NYC OR IN DISTRICTS OUTSIDE NYC**

**m1d. Upload a current Certificate of Occupancy (COO) and the annual Fire Inspection Report for school site 1 if located in private space in NYC or located outside of NYC .**

**Certificate of Occupancy and Fire Inspection. Provide a copy of a current and non-expired certificate of occupancy (if outside NYC or in private space in NYC). For schools that are not in district space (NYC co-locations), provide a copy of a current and non-expired certificate of occupancy, and a copy of the current annual fire inspection results, which should be dated on or after July 1, 2023.**

- Fire inspection certificates must be updated annually. For the upcoming school year 2023-2024, submit a current fire inspection certificate.
- If the fire inspection certificate is dated after the August 1, 2022 submission of the Annual Report, please submit the new certificate with the Annual Report entries due on November 1, 2023.

**Site 1 Certificate of Occupancy (COO)**

**Site 1 Fire Inspection Report**

*This is required, marked optional for administrative purposes.*

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**School Site 2**

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**m2. SCHOOL SITES**

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

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for previous year (K-5, 6-9, etc.)	Grades to be Served at Site for coming year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 2	970 Vermont St, Brooklyn, NY 11208	347-471-2632	NYC CSD 19	5-8	5-8	No

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**m2a. Please provide the contact information for Site 2.**

	Name	Title	Work Phone	Alternate Phone	Email Address
School Leader	Shailah Phillips	Principal			
Operational Leader	Petrina Hospedales	Director of Operations			
Compliance Contact	Min Kwon	Director of Compliance			
Complaint Contact	Blakely Simoneau	General Counsel			
DASA Coordinator	Petrina Hospedales	Director of Operations			
Phone Contact for After Hours Emergencies					

**m2b. Is site 2 in public (co-located) space or in private space?**

Co-located Space

**m2c. Please list the terms of your current co-location.**

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

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**School Site 3**

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**m3. SCHOOL SITES**

Please provide information on site 3 for the upcoming school year.

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for previous year (K-5, 6-9, etc.)	Grades to be Served at Site for coming year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 3	600 Central Avenue, Brooklyn, NY 112207	347-471-2709	NYC CSD 32	9	9-10	Yes

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**m3a. Please provide the contact information for Site 3.**

	Name	Title	Work Phone	Alternate Phone	Email Address
School Leader	Nana Effah	Principal	[REDACTED]		[REDACTED] [REDACTED]
Operational Leader	Samantha James	Director of Operations	[REDACTED]		[REDACTED] [REDACTED] [REDACTED]
Compliance Contact	Min Kwon	Director of Compliance			[REDACTED] [REDACTED]
Complaint Contact	Blakely Simoneau	General Counsel			[REDACTED] [REDACTED] [REDACTED]
DASA Coordinator	Samantha James	Director of Operations	[REDACTED]		[REDACTED] [REDACTED] [REDACTED]
Phone Contact for After Hours Emergencies					

**m3b. Is site 3 in public (co-located) space or in private space?**

Private Space



## IF LOCATED IN PRIVATE SPACE IN NYC OR IN DISTRICTS OUTSIDE NYC

m1d. Upload a current Certificate of Occupancy (COO) and the annual Fire Inspection Report for school site 3 if located in private space in NYC or located outside of NYC .

**Certificate of Occupancy and Fire Inspection.** Provide a copy of a current and non-expired certificate of occupancy (if outside NYC or in private space in NYC). For schools that are not in district space (NYC co-locations), provide a copy of a current and non-expired certificate of occupancy, and a copy of the current annual fire inspection results, which should be dated on or after July 1, 2023.

- Fire inspection certificates must be updated annually. For the upcoming school year 2023-2024, submit a current fire inspection certificate.
- If the fire inspection certificate is dated after the August 1, 2022 submission of the Annual Report, please submit the new certificate with the Annual Report entries due on November 1, 2023.

### Site 1 Certificate of Occupancy (COO)

[2023-COO-LNO-Ujima-Letter of No objection.pdf](#)

**Filename:** 2023-COO-LNO-Ujima-Letter of No objection.pdf **Size:** 45.0 kB

### Site 3 Fire Inspection Report

*This is required, marked optional for administrative purposes.*

[2023-Fire Insp - Ujima-Prime Alarms-Service.pdf](#)

**Filename:** 2023-Fire Insp - Ujima-Prime Alarms-Service.pdf **Size:** 200.4 kB

n. List of owned, rented, leased facilities not used to educate students

Separate by semi-colon (;)

None

## CHARTER REVISIONS DURING THE 2022-2023 SCHOOL YEAR

o. Were there any revisions to the school’s charter during the 2022-2023 school year? (Please include approved or pending material and non-material charter revisions).

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

Yes

o2. 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	Increase in enrollment for 2023-2024 school year (Grades K-10).		
2				
3				
4				
5				

More revisions to add?

No

ATTESTATIONS

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

Name	Min Kwon
Position	Director of Compliance
Phone/Extension	(No response)
Email	

q. 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, that 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 10:

Our 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 10 and found in the [NYSED CSO Fingerprint Clearance Oct 2019 Memo](#). Click [YES](#) to agree.

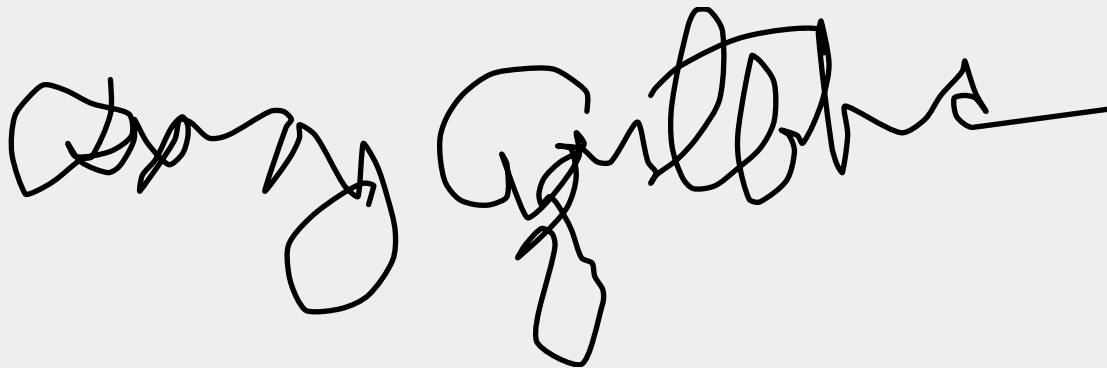
#### Responses Selected:

Yes

Signature, Head of Charter School



Signature, President of the Board of Trustees



Date

Jul 20 2023



Thank you.

## Entry 2 Links to Critical Documents on School Website

Completed - Aug 1 2023

### Instructions

Required of ALL Charter Schools noting that SUNY-authorized charter schools are not required to submit item 5: Authorizer-approved DASA policy, and NYSED-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:

- Current Annual Report (i.e., 2021-2022 Annual Report);[\[1\]](#)
- Board meeting notices, agendas and documents;
- New York State School Report Card;
- Authorizer-approved DASA Policy and NYSED-Approved School Discipline Policy **(For Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY)**;
- District-wide safety plan, not a building level safety plan (as per the September 2021 [Emergency Response Plan Memo](#);
- Authorizer-approved FOIL Policy; and
- Subject matter list of FOIL records. (Example: 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., Report when financials have been submitted in November.)

## Form for Entry 2 Links to Critical Documents on School Website

School Name: **Achievement First Aspire Charter School**

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**Required of ALL Charter Schools noting that SUNY-authorized charter schools are not required to submit item**

**4: Authorizer-approved DASA policy and NYSED-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:

[New York State Report Card](#)

[Emergency Response Plan Memo](#)

[NYSED Subject Matter List](#)

	Link to Documents
1. Current Annual Report (i.e., 2022-2023 Annual Report)	<a href="https://www.achievementfirst.org/schools/new-york/">https://www.achievementfirst.org/schools/new-york/</a> (Reports are located by charter under "Additional Information, Notices, and Policies")
2. Board meeting notices, agendas and documents	<a href="https://www.achievementfirst.org/about-us/our-board-members/">https://www.achievementfirst.org/about-us/our-board-members/</a>
3. New York State School Report Card	<a href="https://www.achievementfirst.org/schools/new-york/">https://www.achievementfirst.org/schools/new-york/</a> (Reports are located by charter under Additional Information, Notices, and Policies")
4. Authorizer-approved DASA Policy and NYSED-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 September 2021 Emergency Response Plan Memo	<a href="https://www.achievementfirst.org/schools/new-york/">https://www.achievementfirst.org/schools/new-york/</a> (Plan is located by charter under "Additional Information, Notices, and Policies")
6. Authorizer-approved FOIL Policy	<a href="https://www.achievementfirst.org/schools/new-york/">https://www.achievementfirst.org/schools/new-york/</a> (Policy is located by charter under "Additional Information, Notices, and Policies")
7. Subject matter list of FOIL records. (Example: See NYSED Subject Matter List)	<a href="https://www.achievementfirst.org/schools/new-york/">https://www.achievementfirst.org/schools/new-york/</a> (Notice is located by charter under "Additional Information, Notices, and Policies")

Thank you.



## Entry 3 Accountability Plan Progress Reports

Completed - Nov 15 2023

### 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 by September 15, 2023.

**PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.**

#### [AF Aspire 22-23 K-12 SUNY APPR](#)

Filename: AF\_Aspire\_22-23\_K-12\_SUNY\_APPR.pdf Size: 998.7 kB

## Entry 4 - Audited Financial Statements

Completed - Nov 1 2023

#### Required of ALL Charter Schools

**ALL SUNY-authorized charter schools** must upload the financial statements and related documents in PDF format into the [Annual Report Portal](#) and into the SUNY Epicenter document management system no later than **November 1, 2023**. **SUNY-authorized charter schools** are asked to ensure that security features such as password protection are turned off.

**ALL Regents, NYCDOE, and Buffalo BOE-authorized charter schools** must upload final, audited financial statements to the [Annual Report Portal](#) no later than **November 1, 2023**. Upload the independent auditor's report, any advisory and/or management letter, and the internal controls report as one submission, combined into a PDF file, ensuring that security features such as password protections are removed from all school uploaded documents.

**PLEASE NOTE: This task appears as visible and optional task in the online portal until August 1 2023 but will be identified as a required task thereafter and due on November 1, 2023. This is a required task, and it is marked optional for administrative purposes only.**

#### [ACHIEVEMENT FIRST BROOKLYN CHARTER SCHOOLS FINAL REPORT AUDIT 2023 \(1\)](#)

Filename: ACHIEVEMENT\_FIRST\_BROOKLYN\_CHARTER\_piUteVu.pdf Size: 1.2 MB

## Entry 4a – Audited Financial Report Template (SUNY)

Completed - Nov 1 2023

#### Instructions - SUNY-Authorized Charter Schools ONLY

SUNY-authorized schools must download the Excel spreadsheet entitled “Audited Financial Statement Template” at <http://www.newyorkcharters.org/fiscal/>. After completing, schools must upload the document into the [Annual Report Portal](#) and into the SUNY Epicenter document management system no later than **November 1, 2023**.

**PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.**

#### [2022-2023 Annual Financial Audit Template \(Aspire\)](#)

Filename: 2022-2023\_Annual\_Financial\_Audit\_\_51cPqaL.xlsx Size: 174.6 kB

## Entry 5 – Fiscal Year 2023-2024 Budget

Completed - Nov 2 2023

**SUNY-authorized charter schools** should download the [2023-2024 Budget and Quarterly Report Template and the 2023-2024 Budget Narrative Questionnaire](#) from the SUNY website and upload the completed templates into the Annual Report Portal and into the Epicenter document management system. **Due November 1, 2023.**

**Regents, NYCDOE, and Buffalo BOE authorized charter schools** should upload a copy of the school's FY22 Budget using the [2023-2024 Budget Template](#) into the Annual Report Portal or from the Annual Report website. **Due November 1, 2023.**

The Assumptions column should be completed for all revenue and expense items unless the item is self-explanatory. Where applicable, reference the page number or section in the application narrative that indicates the assumption being made. For instance, student enrollment would reference the applicable page number in Section I, C of the application narrative.

**PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.**

### **Budget Narrative Questionnaire**

Filename: Budget\_Narrative\_Questionnaire\_Qa6lEiy.pdf Size: 49.9 kB

### **2023-24-Budget-and-Quarterly-Report-Aspire**

Filename: 2023-24-Budget-and-Quarterly-Repo\_JQpsjwB.xlsx Size: 529.9 kB

## **Entry 6 – Board of Trustees Disclosure of Financial Interest Form**

Completed - Aug 1 2023

### **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 2022-2023 school year must complete and sign a Trustee [Disclosure of Financial Interest Form](#) is due on August 1, 2023. 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 2022-2023 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.

[REDACTED]

[REDACTED] [REDACTED] [REDACTED]

[REDACTED]

[REDACTED] [REDACTED] [REDACTED]

[REDACTED]

[REDACTED] [REDACTED] [REDACTED]

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[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

## Entry 7 BOT Membership Table

Completed - Aug 1 2023

### 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 7 BOT 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.

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**Authorizer:**

Who is the authorizer of your charter school?

SUNY

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**1. 2022-2023 Board Member Information (Enter info for each BOT member)**

	Trustee Name	Trustee Email Address	Position on the Board	Committee Affiliations	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 2022-2023
1	Romy Coquillette	[REDACTED]	Chair	Executive, Academic, Facilities	Yes	2	7/1/2022	9/30/2025	8
2	Rhonda Barros	[REDACTED]	Trustee/Member	N/A	Yes	1	7/1/2021	6/30/2023	5 or less
3	Desiree Dalton	[REDACTED]	Parent Rep	Academic	Yes	2	7/1/2022	6/30/2023	7
4	Tamika Bradley	[REDACTED]	Parent Rep	Academic	Yes	2	7/1/2022	6/30/2023	7
5	Jonathan Atkeson	[REDACTED]	Trustee/Member	Facilities	Yes	2	7/1/2022	6/30/2025	7
6	Warren Young	[REDACTED]	Treasurer	Executive, Finance	Yes	2	7/1/2021	6/30/2024	7
7	Amy Arthur Samuels	[REDACTED]	Trustee/Member	Academic	Yes	2	7/1/2021	6/30/2024	7
8	Kevin Miquelon	[REDACTED]	Trustee/Member	Facilities	Yes	1	7/1/2022	6/30/2025	8
9	Paul Cabana	[REDACTED]	Trustee/Member	N/A	Yes	1	11/16/2022	6/30/2025	5 or less

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**1a. Are there more than 9 members of the Board of Trustees?**

Yes

**1b. Board Member Information**

	Trustee Name	Trustee Email Address	Position on the Board	Committee Affiliations	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 2022-2023
10	Josh Vidro		Trustee/Member	Facilities	Yes	1	9/1/2021	6/30/2025	5 or less
11	William Robalino		Trustee/Member	Finance	Yes	2	7/1/2021	6/30/2024	5 or less
12	Akeem Frett		Trustee/Member	Finance	Yes	1	7/1/2020	6/30/2025	7
13	Christopher J. Lynch		Vice Chair	Executive, Finance, Facilities	Yes	2	7/1/2022	6/30/2023	8
14	Anup Menon		Trustee/Member	Executive	Yes	1	9/1/2021	6/30/2024	5 or less
15	Shawn Warren Crowley		Trustee/Member	N/A	Yes	1	2/27/2023	6/30/2025	5 or less

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

Yes

**1d. 2022-2023 Board Member Information**

	Trustee Name	Trustee Email Address	Position on the Board	Committee Affiliations	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 2022- 2023
16	Alison Richards on	██████████ ██████████ ██████████	Vice Chair	Executive, Academic	Yes	2	7/1/2022	6/30/2023	7
17									
18									
19									
20									
21									

## 2. INFORMATION ABOUT MEMBERS OF THE BOARD OF TRUSTEES

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

a. Total Number of BOT Members on June 30, 2023	15
b.Total Number of Members Added During 2022-2023	2
c. Total Number of Members who Departed during 2022-2023	1
d.Total Number of members, as set in Bylaws, Resolution or Minutes	16

### 3. Number of Board meetings held during 2022-2023

9

### 4. Number of Board meetings scheduled for 2023-2024

6

### Total number of Voting Members on June 30, 2023:

15

### Total number of Voting Members added during the 2022-2023 school year:

2

Total number of Voting Members who departed during the 2022-2023 school year:

1

Total Maximum Number of Voting members in 2022-2023, as set by the board in bylaws, resolution, or minutes:

19

Thank you.

## Entry 9 Enrollment & Retention

Completed - Aug 1 2023

### Instructions for submitting Enrollment and Retention Efforts

#### Required of ALL Charter Schools

Describe the good faith efforts the charter school has made in 2022-2023 toward meeting targets to attract and retain the enrollment of Students with Disabilities (SWDs), English Language Learners (ELLs), and students who are economically disadvantaged. In addition, describe the school's plans for meeting or making progress toward meeting its enrollment and retention targets in 2023-2024.

#### \*SUNY-authorized charter schools

The education corporation must include a plan for the charter to meet or exceed enrollment and retention targets established by the SUNY Trustees for students with disabilities, ELLs, and students who are eligible to participate in the FRPL program. See the [enrollment and retention target calculator](#) to find specific targets.

## Entry 9 Enrollment and Retention of Special Populations

## Good Faith Efforts to Meet Recruitment Targets (Attract)

	Describe Recruitment Efforts in 2022-2023	Describe Recruitment Plans in 2023-2024
Economically Disadvantaged	<p>The schools partner with the Achievement First (AF) recruitment team to carry out a comprehensive recruitment strategy consisting of direct outreach, Refer A Friend campaigns, information 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. AF implements 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. 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 families that qualify for free and reduced price lunch has been large, and the preference has been effective at substantially matching the district percentages of low-income students for the incoming classes.</p>	<p>We plan to use the the same 2022-2023 plans in the 2023-2024 school year.</p>
English Language Learners	<p>The AF student recruitment team is bilingual and has made extensive efforts to reach out to families who speak languages other than</p>	<p>The AF student recruitment team is multi- lingual and has made extensive efforts to reach out to families who speak languages other</p>



English. All outdoor signs are in both English and Spanish, as are all brochures and other marketing materials, including the AF website page for student enrollment. In 2021-22, for instance, direct, bilingual recruiting materials reached more than 30,000 families throughout Brooklyn. Additionally, Spanish speaking members of the 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.

The last two recruitment seasons included community outreach, canvassing, and event tabling to engage with potential families as well as a wide variety of tactics including, but not limited to:

- Distributed thousands of brochures and other materials in bilingual format (English/Spanish).
- Attended the Include NYC fair on February 11, 2023 which had hundreds of families, including families of MLLs and other at-risk students, in attendance. As with other events, a bilingual community outreach associate was present.
- Over the course of a given lottery cycle, AF drops off and mails

than English. All outdoor signs are in both English and Spanish, as are all brochures and other marketing materials, including the AF website page for student enrollment. In 2022-23, for instance, direct, bilingual recruiting materials reached more than 30,000 families throughout Brooklyn. Additionally, Spanish speaking members of the recruitment team have presented in Spanish at Head Start programs and community organizations (e.g., The Coalition for Hispanic Family Services and New Life Child Development Center), 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).

The last two recruitment seasons included community outreach, canvassing, and event tabling to engage with potential families as well as a wide variety of tactics including, but not limited to:

- Distributed thousands of brochures and other materials in bilingual format (English/Spanish).
- Attended the Include NYC fair on February 11, 2023 which had hundreds of families, including families of MLLs and other at-risk students, in attendance. As with other events, a bilingual community outreach associate was present.
- Over the course of a given lottery cycle, AF drops off and mails Spanish applications to numerous local daycare centers (e.g.,

	<p>Spanish applications to numerous local daycare centers (e.g., approximately 400 community organizations/daycare centers across many sections of Brooklyn). In December 2022 and February 2023, AF hosted several Spanish-language information sessions where the majority of families in attendance primarily spoke languages other than English.</p> <ul style="list-style-type: none"> <li>- AF provides translators at orientation and community engagement events at AF schools.</li> <li>- For our non-fluent Spanish speaking recruitment team members, we also utilized google-translate when we encountered Spanish-only speaking families. Non-Spanish speaking staff members are also paired with a colleague fluent in Spanish that they can call on to support communication with prospective families.</li> <li>- The refer-a-friend program is shared with families in English and Spanish in the hope of generating word of mouth interest.</li> <li>- Schools hang recruitment banners outside their facilities in English and Spanish.</li> <li>- For families that were never selected off of waitlists in previous years and had indicated they were not English-speaking families, AF reaches out in subsequent years with native language speakers (i.e., Spanish-speaking) in order to inform the families about the ability to re-apply to AF schools.</li> </ul>	<p>approximately 400 community organizations/daycare centers across many sections of Brooklyn). In December 2022 and February 2023, AF hosted several Spanish-language information sessions where the majority of families in attendance primarily spoke languages other than English.</p> <ul style="list-style-type: none"> <li>- AF provides translators at orientation and community engagement events at AF schools.</li> <li>- For our non-fluent Spanish speaking recruitment team members, we also utilized google-translate when we encountered Spanish-only speaking families. Non-Spanish speaking staff members are also paired with a colleague fluent in Spanish that they can call on to support communication with prospective families.</li> <li>- The refer-a-friend program is shared with families in English and Spanish in the hope of generating word of mouth interest.</li> <li>- Schools hang recruitment banners outside their facilities in English and Spanish.</li> <li>- For families that were never selected off of waitlists in previous years and had indicated they were not English-speaking families, AF reaches out in subsequent years with native language speakers (i.e., Spanish-speaking) in order to inform the families about the ability to re-apply to AF schools.</li> </ul>
Students with Disabilities	Efforts to recruit students with disabilities have focused primarily on	We plan to use the the same 2022-2023 plans in the 2023-2024 school

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 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 this focus group, the mother of a student with a disability said that her greatest struggle was finding a public school option that held the highest academic standards for her child despite his disability. The school 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 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.

year.

## Good Faith Efforts To Meet Enrollment Retention Targets

	Describe Retention Efforts in 2022-2023	Describe Retention Plans in 2023-2024
Economically Disadvantaged	<p>Retention of students at AF schools is a network-wide priority and one of the key performance indicators identified for schools as part of the network's strategic imperatives. As a network, AF has set an accountability measure of 5%. In addition, each individual school has set an improvement goal for attrition set at no less than 0.5% improvement year over year. While reliable mobility statistics for New York City are difficult to ascertain, we believe that a mobility rate of 5% is significantly below the average annual turnover of urban students. We believe that retention of students within at-risk populations depends primarily on the academic progress these students are making. As such, the most important retention efforts for at-risk populations will be great instruction and regular review of data that ensures that students in these populations are receiving the support and services they need in order to be successful. Data—including academic performance, attendance, and behavior data—are disaggregated and shared with the school leadership team, so that early warning signs can be identified, and appropriate interventions identified.</p> <p>Our systems and data team conducted an analysis to identify which data is the best predictor of a family exiting. We learned that</p>	<p>Retention of students at AF schools is a network-wide priority and one of the key performance indicators identified for schools as part of the network's strategic imperatives. As a network, AF has set a base accountability measure of 5%. Additionally, we have set the following goals: a school is considered proficient with 2%; is exemplary with &lt;2% attrition; and strong growth means -1% attrition, year-over-year, or greater. While reliable mobility statistics for New York City are difficult to ascertain, we believe that a mobility rate of 5% is significantly below the average annual turnover of urban students. We believe that retention of students within at-risk populations depends primarily on the academic progress these students are making. As such, the most important retention efforts for at-risk populations will be great instruction and regular review of data that ensures that students in these populations are receiving the support and services they need in order to be successful. Data—including academic performance, attendance, and behavior data—are disaggregated and shared with the school leadership team, so that early warning signs can be identified, and appropriate interventions identified.</p> <p>Our systems and data team conducted an analysis to identify</p>

	<p>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 a plan to respond to family feedback. Additionally, the network Director of Family Engagement analyzes all of the data and synthesizes the biggest themes heard from families to prioritize and improve network practices.</p>	<p>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 a plan to respond to family feedback. Additionally, the network Director of Family Engagement analyzes all of the data and synthesizes the biggest themes heard from families to prioritize and improve network practices.</p>
English Language Learners	<p>Retention of students at AF schools is a network-wide priority and one of the key performance indicators identified for schools as part of the network's strategic imperatives. As a network, AF has set an accountability measure of 5%. In addition, each individual school has set an improvement goal for attrition set at no less than 0.5% improvement year over year. While reliable mobility statistics for New York City are difficult to ascertain, we believe that a mobility rate of 5% is significantly below the average annual turnover of urban students. We believe that retention of students within at-risk populations depends primarily on the academic progress these students are making. As such, the most important retention efforts for at-risk populations will be great instruction, and regular review of data that ensures that students in these populations are receiving the support and services they need in order to be successful. Data—including academic performance, attendance, and behavior data—are</p>	<p>Retention of students at AF schools is a network-wide priority and one of the key performance indicators identified for schools as part of the network's strategic imperatives. As a network, AF has set a base accountability measure of 5%. Additionally, we have set the following goals: a school is considered proficient with 2%; is exemplary with &lt;2% attrition; and strong growth means -1% attrition, year-over-year, or greater. While reliable mobility statistics for New York City are difficult to ascertain, we believe that a mobility rate of 5% is significantly below the average annual turnover of urban students. We believe that retention of students within at-risk populations depends primarily on the academic progress these students are making. As such, the most important retention efforts for at-risk populations will be great instruction, and regular review of data that ensures that students in these populations are receiving the support and services they need in order to be successful. Data—</p>

disaggregated and shared with the school leadership team, so that early warning signs can be identified, and appropriate interventions identified.

In an effort to reinforce the bilingual recruitment strategies of students who are identified as English learners, AF Team Special Services is focusing on accurate identification and assessment procedures that comply with federal and state guidelines. The classification of English learners 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 family meetings twice a year with the Director of Multilingual Learner Education and the Director of Family Engagement. During these meetings, 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 children's language proficiency progress. Finally, the AF network is moving toward a more inclusive, assets-based mindset that

including academic performance, attendance, and behavior data—are disaggregated and shared with the school leadership team, so that early warning signs can be identified, and appropriate interventions identified.

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	<p>embraces multilingualism and multiculturalism as the goal rather than focus on academic identity as English-only. This vision is being carried out in professional development for all AF teachers and serves to support not only retention of students at AF, but also students' and families' retention of their own languages and cultures.</p>	<p>moving toward a more inclusive, assets-based mindset that embraces multilingualism and multiculturalism as the goal rather than focus on academic identity as English-only. This vision is being carried out in professional development for all AF teachers and serves to support not only retention of students at AF, but also students' and families' retention of their own languages and cultures.</p>
Students with Disabilities	<p>Retention of students at AF schools is a network-wide priority and one of the key performance indicators identified for schools as part of the network's strategic imperatives. As a network, AF has set an accountability measure of 5%. In addition, each individual school has set an improvement goal for attrition set at no less than 0.5% improvement year over year. While reliable mobility statistics for New York City are difficult to ascertain, we believe that a mobility rate of 5% is significantly below the average annual turnover of urban students. We believe that retention of students within at-risk populations depends primarily on the academic progress these students are making. As such, the most important retention efforts for at-risk populations will be great instruction, and regular review of data that ensures that students in these populations are receiving the support and services they need in order to be successful. Data—including academic performance, attendance, and behavior data—are disaggregated and shared with the school leadership team, so that early warning signs can be</p>	<p>Retention of students at AF schools is a network-wide priority and one of the key performance indicators identified for schools as part of the network's strategic imperatives. As a network, AF has set a base accountability measure of 5%. Additionally, we have set the following goals: a school is considered proficient with 2%; is exemplary with &lt;2% attrition; and strong growth means -1% attrition, year-over-year, or greater. While reliable mobility statistics for New York City are difficult to ascertain, we believe that a mobility rate of 5% is significantly below the average annual turnover of urban students. We believe that retention of students within at-risk populations depends primarily on the academic progress these students are making. As such, the most important retention efforts for at-risk populations will be great instruction, and regular review of data that ensures that students in these populations are receiving the support and services they need in order to be successful. Data—including academic performance, attendance, and behavior data—are disaggregated and shared with the</p>

identified, and appropriate interventions identified.

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 regular education peers. 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, will begin with our student recruitment process. These messages will be 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 data team and the managing director of special services will provide disaggregated academic and behavioral data for students with disabilities directly to the principals on a monthly basis, to flag any student for whom additional

school leadership team, so that early warning signs can be identified, and appropriate interventions identified.

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 regular education peers. 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, will begin with our student recruitment process. These messages will be reinforced in family chats (which are requested of all incoming families), family conferences, and all other communication with families of students with disabilities. 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.



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.

## **Entry 10 – Teacher and Administrator Attrition**

Completed - Aug 1 2023

## **Form for "Entry 10 – Teacher and Administrator Attrition" Revised to Employee Fingerprint Requirements Attestation**

## A. TEACH System – Employee Clearance

### Required of ALL Charter Schools

Charter schools must ensure that all prospective employees<sup>[1]</sup> 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. For the safety of all students, charter schools must take immediate steps to terminate the employment of individuals who have been denied clearance. Once the employees have been terminated, the school must terminate the request for clearance in the TEACH system.

In the Annual Report, charter schools are asked to confirm that all employees have been cleared through the NYSED TEACH system; and, if denied clearance, confirm that the individual or employee has been removed from the TEACH system, and is not employed by the school.

#### 1. 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 10-2019](#).

<sup>[1]</sup> 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 <http://www.nysed.gov/common/nysed/files/programs/charter-schools/employeeefingerprintoct19.pdf> or visit the NYSED website at: <http://www.highered.nysed.gov/tsei/ospra/fingerprintingcharts.html> for more information regarding who must be fingerprinted. Also see, 8 NYCRR §87.2.

## B. Emergency Conditional Clearances

### 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 10-2019](#).

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### Attestation

#### Responses Selected:

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

## Entry 13 School Calendar

Completed - Aug 1 2023

[Instructions for submitting School Calendar](#)

### Required of ALL Charter Schools

If the charter school has a tentative calendar based on available information and guidance at the time, please submit with the August 1, 2023 submission. Charter schools must upload a final school calendar into the portal and may do so at any time but no later than **September 15, 2023**.

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 also are 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 (also used to align to schools with extended days/years referenced in their mission statements/key design elements). See an example of a calendar showing the requested information. Schools **must** use a calendar format and ensure there is a monthly tally of instructional days.

**PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.**

### School Calendar Darft - 23-24 New York HS

Filename: School\_Calendar\_Darft\_-\_23-24\_New\_York\_HS.pdf Size: 149.9 kB

## [23-24\\_Calendar\\_Draft\\_-\\_NY\\_ES\\_MS\\_2023-2024](#)

**Filename:** 23-24\_Calendar\_Draft\_-\_NY\_ES\_MS\_20\_WC6q5hY.pdf **Size:** 920.7 kB

### **Optional Additional Documents to Upload (BOR)**

Incomplete

## Achievement First Brooklyn K-12 Charters

### 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

November 15, 2023

By John Sharkey

Charter	School Address	School Phone Number
Aspire	982 Hegeman Ave. Brooklyn, NY 11208	347-471-2055
Brownsville	2021 Bergen Street Brooklyn, NY 11233	347-471-2600
Crown Heights	790 East New York Avenue, Brooklyn, NY 11203	347-471-2580
East New York	557 Pennsylvania Avenue Brooklyn, NY 11207	718-485-4924



## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

John Sharkey and Meaghan Ross prepared this 2022-23 Accountability Progress Report on behalf of the charter school's board of trustees:

Trustee's Name	Board Position	
	Office (e.g., chair, treasurer, secretary)	Committees (e.g., finance, executive)
Romy Coquillette	Chair	Executive, Academic, Facilities
Desiree Dalton	Parent Representative	Academic
Tamika Bradley	Parent Representative	Academic
Jonathan Atkeson	Trustee/Member	Facilities
Warren Young	Treasurer	Executive, Finance
Amy Arthur Samuels	Trustee/Member	Academic
Kevin Miquelon	Trustee/Member	Facilities
Paul Cabana	Trustee/Member	N/A
Josh Vidro	Trustee/Member	Facilities
William Robalino	Trustee/Member	Finance
Akeem Frett	Trustee/Member	Finance
Christopher J. Lynch	Vice Chair	Executive, Finance, Facilities
Anup Menon	Trustee/Member	Executive
Shawn Warren Crowley	Trustee/Member	N/A
Alison Richardson	Vice Chair	Executive, Academic

### School Leaders

Charter	Principal
<b>Aspire</b>	Jordan Hardy has served as the elementary school principal since 2020. Shailah Phillips has served as the interim middle school principal since 2023. Nana Effah has served as the high school principal since 2021.
<b>Brownsville</b>	Ana Samper has served as the elementary school principal since 2021. Allison Laird has served as the middle school principal since 2019. Thomas Ng has served as the high school principal since 2023.
<b>Crown Heights</b>	Mallory Bodhuin has served as the elementary school principal since 2023. Victoria Pierre has served as the middle school principal since 2020. Damen Scott has served as the high school principal since 2022.
<b>East New York</b>	Meryl Senter has served as the elementary school principal since 2020 Shamel Duncan has served as the middle school principal since 2022-2023. Jason Coalter has served as the high school principal since 2020

## SCHOOL OVERVIEW

The mission of Achievement First schools is to deliver on the promise of equal educational opportunity for all of America’s children. We know that every child—regardless of race, zip code or economic status—deserves access to great schools. We prepare our students to deepen their knowledge of self and community, to excel at college, career and life, and to lead lives of purpose and leadership.

The first Achievement First Schools to open in New York were Crown Heights and East New York in 2005. Brownsville opened in 2008, followed by Aspire 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:

- Unwavering focus on breakthrough student achievement and student experience – Great Teaching Fueling an Exceptional Student Experience
- Aggressive recruitment and retention of talent and diversity
- Consistent, proven, standards-based curriculum and strong intellectual preparation for lesson delivery
- Disciplined, high-expectations achievement-oriented school culture
- Interim assessments and strategic use of data to drive instruction
- Principals with the power to lead as well as high-quality, focused training for leaders
- Parents as partners

Historically, AF Brooklyn Charter Schools implemented a strong curriculum developed by AF’s Teaching and Learning Team. The data you see in this report is still based on implementation of that internal curriculum.

Starting in 23-24, AF Brooklyn Charter Schools transitioned to implementing a mix of external and internal curriculum to ensure that we continued to provide our children with the best possible curriculum available. In 23-24, we are implementing Wit & Wisdom in K-8 ELA, StudySync in 9-10 ELA, Achievement First Math in K-4 Math, Illustrative Mathematics in 5-10 Math, and OpenSciEd in Grades 6-8, all of which have been greenlit by EdReports after a rigorous review.

A note on Greenfield and Classic references: In the past, you have seen references to “Greenfield” or GF schools as compared to “Classic”. Greenfield refers to a separately developed curriculum and instructional model, the components of which are organically incorporated as they are proven effective. As of 2023-24, we are no longer designating schools as “Greenfield” or “Classic,” so this will be the last report that includes any reference to these different models.

## ENROLLMENT SUMMARY

In the table below, provide the school's BEDS Day enrollment for each school year.

School Enrollment by Grade Level and School Year

	School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Aspire	2020-21	66	90	94	93	95	103	113	110	88					852
	2021-22	51	58	87	86	84	90	87	99	100	98				840
	2022-23	57	60	56	76	72	93	85	77	90	102				768
Brownsville	2020-21	75	69	71	91	91	86	94	93	94	114	112	108	60	1158
	2021-22	50	78	67	62	88	90	87	85	91	97	104	100	99	1098
	2022-23	41	57	71	60	65	88	84	83	91	70	93	82	84	969
Crown Heights	2020-21	63	89	106	91	106	96	93	81	79	164	117	105	97	1287
	2021-22	79	73	79	93	87	102	91	92	78	161	151	104	102	1292
	2022-23	49	77	66	77	94	89	86	91	92	161	177	130	97	1286
East New York	2020-21	89	102	98	105	101	65	66	64	61	136	108	105	93	1193
	2021-22	79	84	96	87	96	65	62	62	60	112	125	105	102	1135
	2022-23	73	88	82	95	86	66	64	66	55	107	118	113	105	1118



## HIGH SCHOOL COHORTS

### ACCOUNTABILITY COHORT

The state's Accountability Cohort consists specifically of students who are in their fourth year of high school after entering the 9<sup>th</sup> grade. For example, the 2019 state Accountability Cohort consists of students who entered the 9<sup>th</sup> grade anywhere sometime during the 2019-20 school year, were enrolled in the school on the state's annual enrollment-determination day (BEDS day) in the 2022-23 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department's SIRS Manual for more details about cohort eligibility and acceptable exit reasons: <http://www.p12.nysed.gov/irs/sirs/ht>)

Fourth-Year High School Accountability Cohorts

	Fourth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort's Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30th
Aspire	2020-21	2017-18	2017	N/A	N/A	N/A
	2021-22	2018-19	2018	N/A	N/A	N/A
	2022-23	2019-20	2019	N/A	N/A	N/A
Brownsville	2020-21	2017-18	2017	68	1	67
	2021-22	2018-19	2018	93	3	90
	2022-23	2019-20	2019	86	1	85
Crown Heights	2020-21	2017-18	2017	102	0	102
	2021-22	2018-19	2018	95	0	95
	2022-23	2019-20	2019	101	1	100
East New York	2020-21	2017-18	2017	91	2	89
	2021-22	2018-19	2018	100	0	100
	2022-23	2019-20	2019	109	0	109

### TOTAL COHORT FOR GRADUATION

Students are also included in the Total Cohort for Graduation (referred to as the Graduation Cohort, Total Graduation Cohort, or Total Cohort interchangeably throughout this report) based on the school year they first enter the 9<sup>th</sup> grade anywhere. The 2019 Total Cohort consists of all students, based on last enrollment record as of June 30, 2023, with a First Date of Entry into Grade 9 during the 2019-20 school year, regardless of their current grade level. The school may remove students from the Graduation Cohort if the school has discharged those students for an acceptable reason listed in the [SIRS manual](#), including but not limited to the following: if they transfer to another public or private diploma-granting program with documentation, transfer to homeschooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S., or are deceased.

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### Fourth Year Total Cohort for Graduation

	Fourth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Graduated or Still Enrolled on June 30 <sup>th</sup> of the Cohort's Fourth Year (a)	Number of Students Who Left the School but Were <b><u>Not</u></b> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
Aspire	2020-21	2017-18	2017	N/A	N/A	N/A
	2021-22	2018-19	2018	N/A	N/A	N/A
	2022-23	2019-20	2019	N/A	N/A	N/A
Brownsville	2020-21	2017-18	2017	64	1	65
	2021-22	2018-19	2018	88	1	89
	2022-23	2019-20	2019	83	1	84
Crown Heights	2020-21	2017-18	2017	101	1	102
	2021-22	2018-19	2018	95	0	95
	2022-23	2019-20	2019	96	0	96
East New York	2020-21	2017-18	2017	89	0	89
	2021-22	2018-19	2018	100	0	100
	2022-23	2019-20	2019	103	0	103

### Fifth Year Total Cohort for Graduation

	Fifth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Graduated or Still Enrolled on June 30 <sup>th</sup> of the Cohort's Fifth Year (a)	Number of Students Who Left the School but Were <b><u>Not</u></b> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
Aspire	2020-21	2016-17	2016	N/A	N/A	N/A
	2021-22	2017-18	2017	N/A	N/A	N/A
	2022-23	2018-19	2018	N/A	N/A	N/A
Brownsville	2020-21	2016-17	2016	78	1	78
	2021-22	2017-18	2017	64	1	65
	2022-23	2018-19	2018	88	1	89
Crown Heights	2020-21	2016-17	2016	94	1	95
	2021-22	2017-18	2017	100	2	102
	2022-23	2018-19	2018	95	0	95
East New York	2020-21	2016-17	2016	69	2	71
	2021-22	2017-18	2017	89	0	89
	2022-23	2018-19	2018	100	0	100

## GRADUATION REQUIREMENTS

All scholars will graduate under their state's requirements for the foreseeable future. For reference, NY state credit requirements for graduation are below.

	NY: 22 credits
ELA	4
Social Studies	4 (2 in Global, 1 in US, ½ in participation in Government, ½ in Economics)
Math	3
Science	3 (1 life, 1 physical, 1 in any life or physical science)
PE	2 (½ every year)
Health	½ credit
World Language	1
Other	Arts: 1 Other electives: 3.5

## NY STATE REGENTS

NY high school scholars must pass 5 Regents exams; 1 exam (score of 65 or higher) in each content area (Literature, History, Science, and Math), plus 1 additional exam in any of the four content areas or through substituting an [Approved Alternative Exam](#) in any content area. Use this [Regents Calculator Tracker](#) to see what combinations are allowed.

For 9<sup>th</sup> – 11<sup>th</sup> grade, all Regents scores should be uploaded into IC after the January Regents and after the August Regents, (which must include June scores). For seniors, in order to have the most up-to-date transcripts, Regents scores should be uploaded 2-3 weeks after final scores are released, to meet the timeline noted [here](#). For Regents taken in middle school, the high school may choose which scores to accept and enter them into IC when enrolling the scholar. IC will pull the highest score of each exam onto a scholar's transcript. [Instructions for importing assessment scores into IC can be found here](#).

The NY state education department allows appeals for borderline passing Regents scores to be changed to passing scores if a scholar scores from 60-64 on an exam, as well as 55-59 for scholars meeting

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specific English Language Learner criteria. More information on this process and when it should be applied can be found in [section II.C on Regents recovery](#).

The grid below lists all Regents exams offered. Since AF courses are aligned to the Common Core and AP exams, and not Regents, scholars are only required to sit for the Regents exams highlighted below that are most aligned to AF courses. Scholars should take Regents exams in History, Science, and Math in June of the year in which they take the aligned course. The ELA Regents may be taken in June of a scholar's 10<sup>th</sup> grade year or January of a scholar's 11<sup>th</sup> grade year.

Should the state decide not to offer January Regents in future years, it will be taken in June of the 10<sup>th</sup> grade year.

Content Area	All Regents Exams (highlighted are aligned)	Aligned Courses	Rec. Grade Level
Literature	<b>English Language Arts</b>	ELA 2 or AP English Language	10 <sup>th</sup> /11 <sup>th</sup> (Jan)
History	<b>Global History and Geography</b>	World History: Modern or AP World History: Modern	10 <sup>th</sup>
	<b>US History and Government</b>	US History or AP US History	11 <sup>th</sup>
Science	Physical Setting		
	Chemistry		
	<b>Living Environment</b>	Biology or AP Biology	11 <sup>th</sup>
	Earth Science		
Math	<b>Algebra I</b>	Algebra I	9 <sup>th</sup>
	<b>Geometry</b>	Geometry and Precalculus	10 <sup>th</sup>
	<b>Algebra II</b>	Algebra 2	

Scholars must sit for and earn a passing grade ( $\geq 65\%$ ) in all required classes listed in the graduation requirement section. When scholars fail required courses, they have not earned enough required credits during that school year and therefore are not on track to graduate in 4 years. To get back on track, scholars need to enroll in Summer Academy and/or other AF approved programs to make up for the failed credits.

### CREDIT ACCUMULATION AND GRADE ADVANCEMENT

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

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Grade progression and graduation will depend on credits accumulated.

	Requirements need to advance to the next grade standing	Rationale (Following a sample student who just meets the threshold)
<b>Sophomore</b>	3 core credits (Lit, Sem/Writing, Math, History, Science)	Students could fail up to 4 courses at the end of June and still make up 2 credits in Summer Academy to ensure they are deficient no more than 2 courses into the school year.
<b>Junior</b>	8 Core Courses	Student still has two dragging credits. Must make up 2 courses by the end of the school year <b>AND</b> Can fail no more than 4 courses in 10th grade year.
<b>Senior</b>	13 Core Courses	Student still has two dragging credits. Must make up 2 courses by the end of the school year <b>AND</b> Can fail no more than 4 courses in 11th grade year.

- Scholars will repeat the grade if they fail 5 core academic classes, or possibly fail a Summer Academy class depending on their credit profile.
  - Scholars can make up at least 2 credits in Summer Academy
  - Scholar can move on in the course progression for courses passed.
- Before the start of the scholar's repeat year, SSMS should adjust the transcript so that any courses the scholar is repeating are noted on the transcript with the letter grade, but not factored into the GPA nor bearing any credits. This will allow scholars a chance to recover their GPA, while still being transparent to colleges about the failed courses. SSMS should take special care to not accidentally remove the GPA weight or credits from courses that were passed. Once the scholar repeats the year, new courses will be noted on the transcript with a grade, factored into GPA, and given a credit weight.

	Courses the scholar is repeating	Courses the scholar is not repeating
Failed Year	Manually set GPA weight on the transcript tab equal to 0 and set credit earned equal to 0	Passing grade is noted on transcript, with GPA weight and credit earned
Repeat Year	The highest grade of the 2 attempts will be factored into the GPA.	Enroll scholar into the next course in the sequence. Consider if they'll require additional support.

- Student schedules should be built with close collaboration across teams within the school (Academic Deans, Deans of College & Career, Deans of Culture, Deans of Special Services, grade teams, content teams) and also in partnership with students and families.

In order to be promoted, a scholar cannot exceed more than three total failed courses (including previously failed courses not made up) at the end of the school year and must recover 1-2 failed courses

during summer academy following that school year. E.g. **Scholars may only drag 1 credit going into the new school year.**

Failing a required elective or Foundations of Leadership will not be counted towards the two or more failing classes for non-promotion, **however the credits will still need to be made up before a scholar graduates**, as these credits are still needed to fulfill AF and State Graduation Requirements. Schools with lower PID numbers and a robust Summer Academy program should consider adding FOL to the promotional criteria and treating it like a core course. This is preferred to ensure scholars have enough time to make up the credits and to simplify the rostering and credit recovery process. However, this must be balanced with the priority of keeping PID and retention numbers low.

Seniors who start senior year with 1 course left to recover can do so during senior credit recovery in May/June. However, seniors (along with their families) in this situation must meet with a Leadership Team member and sign a contract explaining that if s/he fails a class during senior year (and now has two courses to recover), the earliest s/he can graduate is after summer school in June/July following senior year. At the school's discretion, seniors in this situation may be barred from attending some or all senior events, including class trips or graduation.

If a scholar ends 11<sup>th</sup> grade with 2 deficient credits, s/he should repeat the grade (as with all other grades). The rationale to families is that it is better for scholars to repeat the grade and improve their GPA, than be promoted to 12<sup>th</sup> grade and submit college applications with missing credits on an incomplete transcript and a lower GPA. Additionally, it is better to set expectations earlier, at the end of 11<sup>th</sup> grade, than have the difficult conversation with a scholar in 12<sup>th</sup> grade, if he or she is still missing credits and must then repeat 12<sup>th</sup> grade.

Schools can make an exception to allow Red Flag rising seniors to start the year with 3 courses left to recover. These seniors can recover 1 class during senior credit recovery in May/June and 2 classes during summer school in June/July. Seniors (along with their families) in this situation must meet with a Leadership Team member and sign a contract explaining that if s/he fails a class during senior year (and now has three courses to recover), s/he must repeat senior year. Seniors in this situation should not be allowed to attend any senior events, including graduation.

## GOAL 1: HIGH SCHOOL GRADUATION

Our students will graduate high school prepared to succeed personally and academically at their college of choice.

### Graduation Goal Measure 1 - Leading Indicator

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

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

### Percent of Students in First- and Second-Year Cohorts Earning the Required Number of Credits in 2022-23

	Cohort Designation	Number in Cohort during 2022-23	Percent promoted
Aspire	2021	N/A	N/A
	2022	96	100%
Brownsville	2021	72	91.6%
	2022	64	93.8%
Crown Heights	2021	154	83.8%
	2022	153	85.0%
East New York	2021	108	88.0%
	2022	99	90.0%

## RESULTS AND EVALUATION

All Achievement First NY Charters met this measure for the 2022-2023 school year. Over 75% of students in first- and second-year cohorts earned the number of credits required to be promoted.

### Graduation Goal Measure 2 - Leading Indicator

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

As a result of the Board of Regents' guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 for the most recent second year cohort schools should report the percentage of students who either passed or were exempted from at least three exams. In August of 2023, the 2021 Cohort will have completed its second year.

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

	Cohort Designation	School Year	Number in Cohort	Percent Passing at Least Three Regents (including exemptions)
Aspire	2019	2020-21	N/A	N/A
	2020	2021-22	N/A	N/A
	2021	2022-23	N/A	N/A
Brownsville	2019	2020-21	92	94.6%
	2020	2021-22	83	66.3%
	2021	2022-23	72	56.9%
Crown Heights	2019	2020-21	100	96.0%
	2020	2021-22	129	90.7%
	2021	2022-23	153	49.7%
East New York	2019	2020-21	109	93.6%
	2020	2021-22	110	70.9%

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

	2021	2022-23	108	43.5%
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### RESULTS AND EVALUATION

All the Achievement First NY Charters had 75% students in their second year of high school scored in the proficient or above range on at least three different New York State Regents Exams for the 2019 Cohort.

The 2020 Cohort for each Achievement First NY Charter did not meet the goal, but Brownsville and Crown Heights were within 10 points of the goal.

The 2021 Cohort for each Achievement First NY Charter did not meet the goal.

### ADDITIONAL EVIDENCE

AF Brooklyn high schools have historically achieved this measure. We are focused on addressing the decrease in this indicator during the past three years largely due to the impact of COVID-19 and remote instruction. We have begun the adoption of external High Quality Instructional Materials in ELA and Math along and have prioritized the redesign of our internal assessment strategy which in turn should improve Regents pass rates by improving our core curriculum and our ability to respond to formative data and make differentiated instructional choices based on formative data.

#### Graduation Goal Measures 3 & 4 - Absolute

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

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

#### Percent of Students in the Total Graduation Cohort who have Graduated After Four Years<sup>1</sup>

	Cohort Designation	School Year	Number in Cohort	Number who Graduated	Percent Graduating
Aspire	2017	2020-21	N/A	N/A	N/A
	2018	2021-22	N/A	N/A	N/A
	2019	2022-23	N/A	N/A	N/A
Brownsville	2017	2020-21	65	56	86.2%
	2018	2021-22	89	87	97.8%
	2019	2022-23	84	82	97.6%
Crown Heights	2017	2020-21	102	94	92.2%
	2018	2021-22	95	95	100%
	2019	2022-23	96	96	100%

<sup>1</sup> These data reflect August graduation rates. At a minimum, these students have passed or been exempted from five Regents exams required for high school graduation in ELA, mathematics, science, U.S. History, and Global History or met the requirements for the 4+1 pathway to graduation.



## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

East New York	2017	2020-21	89	86	96.6%
	2018	2021-22	100	99	99.0%
	2019	2022-23	103	103	100%

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

	Cohort Designation	School Year	Number in Cohort	Number who Graduated	Percent Graduating
Aspire	2016	2020-21	N/A	N/A	N/A
	2017	2021-22	N/A	N/A	N/A
	2018	2022-23	N/A	N/A	N/A
Brownsville	2016	2020-21	78	78	100%
	2017	2021-22	65	64	98.5%
	2018	2022-23	89	88	98.9%
Crown Heights	2016	2020-21	95	94	98.9%
	2017	2021-22	102	100	98.0%
	2018	2022-23	95	95	100%
East New York	2016	2020-21	71	69	97.2%
	2017	2021-22	89	89	100%
	2018	2022-23	100	100	100%

## RESULTS AND EVALUATION

As a rigorous college preparatory program, Achievement First NY high schools have an internal goal of 100% graduation rates. Our schools have attained the 4-year graduation rate of 75% by a wide margin and have comfortably passed the 5-year graduation rate of 95% across all charters.

### Graduation Goal Measure 5 - Comparative Measure

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

### Percent of Students in the Total Graduation Cohort who Graduate in Four Years Compared to the District<sup>2</sup>

	Cohort Designation	School Year	Charter School			School District	
			Number in Cohort	Number who Graduated	Percent Graduating	Number in Cohort	Percent Graduating
Aspire	2017	2020-21	N/A	N/A	N/A	N/A	N/A
	2018	2021-22	N/A	N/A	N/A	N/A	N/A
	2019	2022-23	N/A	N/A	N/A	N/A	N/A
Brownsville	2017	2020-21	65	56	86.2%	445	53%

<sup>2</sup> Given that district results for the current year are generally not available at this time, for purposes of this report schools should include the district's 2021-22 results as a temporary placeholder for the district's 2022-23 results.

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

(District 23)	2018	2021-22	89	87	97.8%	402	63%
	2019	2022-23	84	82	97.6%	N/A	N/A
Crown Heights (District 17)	2017	2020-21	102	94	92.2%	1,940	78%
	2018	2021-22	95	95	100%	1,767	82%
	2019	2022-23	96	96	100%	N/A	N/A
East New York (District 19)	2017	2020-21	89	86	96.6%	1,311	82%
	2018	2021-22	100	99	99.0%	1,294	84%
	2019	2022-23	103	103	100%	N/A	N/A

### RESULTS AND EVALUATION

Achievement First NY Schools have consistently had higher four year graduation rates than the geographic districts of comparison for each respective school.

#### Graduation Goal Measure 6 - Absolute Measure

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

#### Percentage of the 2019 Graduation Cohort Pathway Students Demonstrating Success by Exam Type<sup>3</sup>

Exam	Number of Graduation Cohort Members Tested (a)	Number Passing or Achieving Regents Equivalency (b)	Percentage Passing $=[(b)/(a)]*100$
N/A			
Overall	N/A		

AF Brooklyn high schools do not have an alternative pathway for graduation, so the following tables are not applicable.

#### Pathway Exam Passing Rate by Fourth Year Accountability Cohort

Cohort Designation	School Year	Number in Cohort Tested	Percent Passing a Pathway Exam
2017	2020-21	N/A	

<sup>3</sup> As a result of the Board of Regents' guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 students planning to take a pathway examination during those canceled dates would be exempted from the requirement. For purposes of this measure, only report results for students with valid scores for any pathway exam.

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2018	2021-22	
2019	2022-23	

### SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

Type	Measure	Outcome
Leading Indicator	Each year, 75 percent of students in first- and second-year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.	ASP: MET BR: MET CH: MET ENY: MET
Leading Indicator	Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.	ASP: N/A BR: NOT MET CH: NOT MET ENY: NOT MET
Absolute	Each year, 75 percent of students in the fourth-year high school Total Graduation Cohort will graduate.	ASP: N/A BR: MET CH: MET ENY: MET
Absolute	Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	ASP: N/A BR: MET CH: MET ENY: MET
Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.	ASP: N/A BR: MET CH: MET ENY: MET
Absolute	Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year.	N/A

### EVALUATION OF THE GRADUATION GOAL

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

For **Graduation Goal Measure 1** all Achievement First NY Charters met this measure for the 2022-2023 school year. Over 75% of students in first- and second-year cohorts earned the number of credits required to be promoted. Six out of seven cohorts exceeded the 75% goal by at least 10 percent and three out of seven cohorts exceeded the 75% goal by 15%.

**Graduation Goal 2** is the only measure we did not meet. Not all cohorts had at least 75% of students in their second-year score at least proficient on three different Regents exams.

All the Achievement First NY Charters had 75% students in their second year of high school scored in the proficient or above range on at least three different New York State Regents Exams for the 2019 Cohort.

The 2020 Cohort for each Achievement First NY Charter did not meet the goal but Brownsville and Crown Heights were within 10 points of the goal.

The 2021 Cohort for each Achievement First NY Charter did not meet the goal.

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

For **Graduation Goal 5**, Achievement First NY Schools have consistently had higher four-year graduation rates than the geographic districts of comparison for each respective school. Seven out of nine Achievement First Cohorts have a graduation rate above 95% with the remaining two at 86% and 92%. The comparison graduation rates at the local school districts range from 53% to 84%.

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

### ADDITIONAL CONTEXT AND EVIDENCE

For **Graduation Goal 1**, each of the AF Brooklyn high schools have historically met this measure by a wide margin and we have continued to do so.

For **Graduation Goal 2**, AF Brooklyn high schools have historically achieved this measure. We are focused on addressing the decrease in this indicator during the past three years largely due to the impact of COVID-19 and remote instruction. We have begun the adoption of external High Quality Instructional Materials in ELA and Math along and have prioritized the redesign of our internal assessment strategy which in turn should improve Regents pass rates by improving our core curriculum and our ability to respond to formative data and make differentiated instructional choices based on formative data. On the June 2023 Regents we saw Algebra 1 Regents pass rates improve by 15 percentage points with one of our high schools returning its pass rates back to pre-pandemic levels. This is an encouraging sign, and we attribute our improvement there to our assessment strategy.

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

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

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

### ACTION PLAN

We believe that the High-Quality Instructional Materials curriculum adoption of Illustrative Math for Algebra 1, Geometry, and Algebra 2 this year and StudySync for ELA will bring continued long-term improvement. We have also attributed a strategy anchored in continuous improvement cycles for this school year where each quarter school leadership teams in partnership with the network leadership team is able to review data from assessments, data from instructional walkthroughs, and data from surveys and other measures of school health to develop coordinated responses to the data. We believe

the attention to data paired with the coordination of school teams with network teams will also lead to improved academic outcomes. We have also revised our interim assessments and the strategy for its implementation to ensure we are regularly getting data that tells us how well students are progressing relative to grade level standards. In math we have partnered with the Achievement Network for the development of our interim assessments to ensure they are high quality and aligned to the standards. In ELA, we are using the assessments from the curriculum we have adopted, StudySync. EdReports has highly rated StudySync in all areas, including assessment.

### GOAL 2: COLLEGE PREPARATION

Our students will receive an education that prepares them to graduate high school and to succeed personally and academically at their college of choice.

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

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

Team College & Career seeks to create a scalable model for our country that defies the current 8% college graduation rate for low-income students. Using a six-levered college access and completion approach, Team College & Career guides schools in setting and reaching audacious goals for each lever to achieve 100% matriculation to a post-secondary pathway. Team College & Career leads the charge in refining and codifying best practices for each key lever: (1) support through the college process and/or career/CTE process (2) Foundations of Leadership, a core class in grades 11-12 (3) college entrance exam preparation, (4) a K-12 college-going culture, (5) a summer programs requirement, and (6) alumni support and programming. We employ a data-driven approach toward ensuring that all scholars are accepted to and graduate from our country's top colleges. Our approach encompasses:

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

**For schools that offer a college level course offered at a college or university or through a school partnership with a college or university, provide details about the course offerings and partnership.**

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We have begun developing partnerships for dual enrollment at two of our NY High Schools. At the high school within our Brownsville charter, we are offering one course each semester this year through the [National Education Equity Lab](#). This organization partners with a number of colleges and universities across the country to deliver and support online college credit-bearing courses into teacher-led high school classrooms across the country. Our high school within our Crown Heights charter has offered dual enrollment opportunities through CUNY College Now, a FREE college transition/dual enrollment program for New York City Department of Education high school students.

### College Preparation Goal Measure 1 - Absolute

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

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

### Percentage of the 2019 Total Cohort Graduates Demonstrating College Preparation by Indicator<sup>4</sup>

	Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
Aspire	Passing an AP exam with a score of 3 or higher	N/A	N/A	N/A
	College & Career Readiness Benchmark on SAT	N/A	N/A	N/A

<sup>4</sup> Schools use any method listed above, or any combination thereof, to demonstrate that at least 75 percent of graduates are prepared to engage in rigorous college level coursework. The school should select only those methods listed here that it uses to demonstrate the college readiness of its students and eliminate those that it will not. For instance, high schools that do not deliver an IB Program as part of their high school design do not report on the IB option.

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	Overall	N/A	N/A	N/A
Brownsville	Passing an AP exam with a score of 3 or higher	82	18	22.0%
	College & Career Readiness Benchmark on SAT	82	25	30.5%
	<b>Overall</b>	<b>82</b>	<b>30</b>	<b>36.6%</b>
Crown Heights	Passing an AP exam with a score of 3 or higher	96	50	52.1%
	College & Career Readiness Benchmark on SAT	96	20	20.8%
	<b>Overall</b>	<b>96</b>	<b>53</b>	<b>55.2%</b>
East New York	Passing an AP exam with a score of 3 or higher	103	54	52.4%
	College & Career Readiness Benchmark on SAT	103	56	54.4%
	<b>Overall</b>	<b>103</b>	<b>69</b>	<b>67.0%</b>

### College Preparation Goal Measure 2 - Absolute

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

Schools are not required to report attainment of this measure for 2022-23. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information from the NYSED.

### College Preparation Goal Measure 3 - Comparative

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

Schools are not required to report attainment of this measure for 2022-23. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information from the NYSED.

### College Preparation Goal Measure 4 - Absolute

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

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Matriculation Rate of Graduates by Year<sup>5</sup>

	Cohort	Graduation Year	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Following Year (b)	Matriculation Rate = [(b)/(a)]*100
Aspire	2017	2020-21	N/A	N/A	N/A
	2018	2021-22	N/A	N/A	N/A
	2019	2022-23	N/A	N/A	N/A
Brownsville	2017	2020-21	56	53	94.6%
	2018	2021-22	87	83	95.4%
	2019	2022-23	82	71	86.6%
Crown Heights	2017	2020-21	94	90	95.7%
	2018	2021-22	95	88	92.6%
	2019	2022-23	96	89	92.7%
East New York	2017	2020-21	86	78	90.7%
	2018	2021-22	99	99	100%
	2019	2022-23	103	98	95.1%

### SUMMARY OF THE COLLEGE PREPARATION GOAL

Type	Measure	Outcome
Absolute	Each year, 75 percent of graduating students will demonstrate their preparation for college by one or more possible indicators of college readiness.	ASP: N/A BR: NOT MET CH: NOT MET ENY: NOT MET
Absolute	Each year, the CCCRI for the school's Total Cohort will exceed that year's state MIP set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the school's CCCRI for the Total Cohort will exceed that of the district's Total Cohort.	N/A
Absolute	Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.	ASP: N/A BR: MET CH: MET ENY: MET

<sup>5</sup> Schools should update and confirm data for Cohorts prior to 2022-23 and provide preliminary matriculation data for 2019 Cohort. It may be necessary for schools to provide updated data to the Institute when National Student Clearinghouse or other data sources become available later in the school year



## EVALUATION OF THE COLLEGE PREPARATION GOAL

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

None of our NY Achievement First high schools met **College Preparation Goal 1**. Our high school within our East New York charter came within 8% of the goal measure, our high school within our Crown Heights charter was almost 20% short of the goal measure, and our high school within our Brownsville charter was approximately 40% short of the goal measure. Our high school within the East New York charter has maintained the greatest offering of AP courses. Access to AP courses makes it more likely for more students to earn a qualifying score and can also support SAT performance. Our high school within the Crown Heights charter has also maintained a wide offering of AP courses and has resulted in over 50% of students earning at least one qualifying score of three or above.

All of our NY Achievement First HS Cohorts met **College Preparation Goal 2** by wide margins. Every cohort exceeded the goal by at least 10%. Our high schools are college preparatory high schools with robust College and Career teams to support students in college preparation, selection, admissions, and matriculation.

## ADDITIONAL CONTEXT AND EVIDENCE

For **College Preparation Goal 1**, we have seen declines in all cohorts that graduated after June of 2020. Our pre-pandemic cohorts had high rates of AP participation with strong performance relative to peer charter high schools. AP participation declined during the pandemic and students were less academically prepared for success in AP courses. AP participation is starting to rebound, but performance on the AP exam is still lagging. Our current focus within our HS program is on ensuring students are demonstrating proficiency in the grade level standards across all content areas. This foundation is necessary for students to find success in AP level courses. While we were able to see gains in AP achievement prior to the pandemic by focusing heavily there, those gains were constrained by missing academic foundations. We will continue to both provide access to AP Classes, but also ensure students have the necessary foundations for success in those classes. As we continue to respond to the learning effects from the pandemic, we will prioritize developing proficiency with grade level standards. Over time, this will eventually translate to gains in AP achievement.

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

For **College Preparation Goal 2**, our NY Achievement First high schools have historically met this measure by wide margins and we are continuing to do so.

## ACTION PLAN

Our strategy here is quite similar to our overall strategy to improve academic outcomes. The biggest obstacle to stronger results on AP exams and the SAT for our students is an academic foundation with gaps. Students will achieve more success in AP courses and the SAT when they have mastered the foundational grade level standards, particularly those from the core courses in 9th and 10th grade such as Algebra 1, 9th grade ELA, Geometry, 10th grade ELA, and Algebra 2. These are all Regents courses and we are doubling down on our strategy to improve achievement in these courses as described in the Action Plan for Goal 1. We believe that the High Quality Instructional Materials curriculum adoption of Illustrative Math for Algebra 1, Geometry, and Algebra 2 this year and StudySync for ELA will bring continued long-term improvement. We have also attributed a strategy anchored in continuous improvement cycles for this school year where each quarter school leadership teams in partnership with the network leadership team is able to review data from assessments, data from instructional walkthroughs, and data from surveys and other measures of school health to develop coordinated responses to the data. We believe the attention to data paired with the coordination of school teams with network teams will also lead to improved academic outcomes. We have also revised our interim assessments and the strategy for its implementation to ensure we are regularly getting data that tells us how well students are progressing relative to grade level standards. In math we have partnered with the Achievement Network for the development of our interim assessments to ensure they are high quality and aligned to the standards. In ELA, we are using the assessments from the curriculum we have adopted, StudySync. EdReports has highly rated StudySync in all areas, including assessment. We will also continue to provide access to a wide variety of AP courses and we are improving our network talent recruitment and retention strategies so that we have the qualified teachers needed to maintain access to these courses. We are also exploring other methods to provide access to AP or other college level classes even when we do not have the teacher or enough students to justify offering the class. These other methods include providing access to live synchronous instruction from a virtual instructor or other dual enrollment options.

## GOAL 3: ENGLISH LANGUAGE ARTS

All students at Achievement First Charter Schools will be proficient readers and writers of the English language.

### BACKGROUND

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

The opportunity gap is both fueled and reinforced by a knowledge and vocabulary gap. We believe that building deep knowledge across a range of essential topics will ensure that students are stronger

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readers and can access complex, content-rich text. We select texts and writing assignments are selected intentionally to reinforce both world and word knowledge and to align with our history, science, music and art programs when appropriate.

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

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

### 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.

2022-23 State English Language Arts Exam  
Number of Students Tested and Not Tested

	Grade	Total Tested	Not Tested						Total Enrolled
			Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	
Aspire	3	74	1	2					77
	4	67		2					69
	5	93							93
	6	73							73
	7	74							74
	8	89							89
	All	470	1	4					475
Brownsville	3	35		5				20	60
	4	60	1	6					67

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	5	88		5				85
	6	81		7				88
	7	80		3				83
	8	87		3				90
	All	431	1	29			20	481
Crown Heights	3	74		1		1		76
	4	89		2				91
	5	85						85
	6	82						82
	7	83						83
	8	86				1		86
	All	499		3		2		504
East New York	3	87		6				93
	4	77		5				82
	5	65						65
	6	62						62
	7	59	1	2				62
	8	57						57
	All	407		13				420

### Performance on 2022-23 State English Language Arts Exam

By All Students and Students Enrolled in At Least Their Second Year<sup>6</sup>

	Grade	All Students			Enrolled in at least their Second Year		
		Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
Aspire	3	74	31	41.9%	69	30	43.5%
	4	67	33	49.3%	60	32	53.3%
	5	93	42	45.2%	68	33	48.5%
	6	73	19	26.0%	62	17	27.4%
	7	74	45	60.8%	72	43	59.7%
	8	89	65	73.0%	86	64	74.4%
	All	470	235	50.0%	417	219	52.5%
Brownsville	3	35	12	34.3%	31	10	32.3%
	4	60	30	50.0%	55	29	52.7%
	5	88	45	51.1%	74	43	58.1%
	6	81	39	48.1%	70	37	52.9%
	7	80	41	50.6%	72	37	51.4%
	8	87	59	67.8%	81	53	65.4%

<sup>6</sup> Students are considered “enrolled in at least their second year” if they were enrolled on BEDS day of the school year prior to the most recent exam administration.

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	All	432	226	52.3%	383	209	54.6%
Crown Heights	3	74	46	62.2%	63	40	63.5%
	4	89	55	61.8%	84	51	60.7%
	5	85	36	42.4%	71	29	40.8%
	6	82	49	59.8%	77	43	55.8%
	7	83	57	68.7%	72	54	75%
	8	86	62	72.1%	76	56	73.7%
	All	499	305	61.1%	443	273	61.6%
East New York	3	87	50	57.5%	81	45	55.6%
	4	77	39	50.6%	71	38	53.5%
	5	65	24	36.9%	84	31	36.9%
	6	62	29	46.8%	48	23	47.9%
	7	59	41	70.7%	46	34	73.9%
	8	57	42	73.7%	50	38	76.0%
	All	407	225	55.4%	380	209	55.0%

### 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.

Schools are not required to report attainment of this measure for 2022-23. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information from the NYSED.

### 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.<sup>7</sup>

## 2022-23 State English Language Arts Exam

<sup>7</sup> Schools can access these data when the NYSED releases its database containing grade level ELA and mathematics results for all schools and districts statewide. The NYSED announces the releases of these data [here](#).

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### Charter School and District Performance by Grade Level

	Grade	Percent of Students at or Above Proficiency			
		Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
		Percent Proficient	Number Tested	Percent Proficient	Number Tested
Aspire (District 19)	3	43.5%	69	36.1%	1150
	4	53.3%	60	46.0%	1182
	5	48.5%	68	38.1%	1300
	6	27.4%	62	30.2%	1254
	7	59.7%	72	35.4%	1404
	8	74.4%	86	45.5%	1392
	All	52.5%	417	38.6%	7682
Brownsville (District 23)	3	32.3%	31	42.1%	475
	4	52.7%	55	35.5%	479
	5	58.1%	74	32.9%	517
	6	52.9%	70	30.1%	505
	7	51.4%	72	35.4%	539
	8	65.4%	81	48.8%	561
	All	54.6%	383	37.6%	3076
Crown Heights (District 17)	3	63.5%	63	44.8%	844
	4	60.7%	84	53.0%	858
	5	40.8%	71	46.8%	1009
	6	55.8%	77	43.1%	1054
	7	75%	72	45.1%	1073
	8	73.7%	76	54.1%	1080
	All	61.6%	443	47.8%	5918
East New York (District 19)	3	55.6%	81	36.1%	1150
	4	53.5%	71	46.0%	1182
	5	36.9%	84	38.1%	1300
	6	47.9%	48	30.2%	1254
	7	73.9%	46	35.4%	1404
	8	76.0%	50	45.5%	1392
	All	55.0%	380	38.6%	7682

#### 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 the percentage of economically disadvantaged students among all public schools in New York

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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 2022-23 analysis is not yet available. This report contains 2021-22 results.<sup>8</sup>

2021-22 English Language Arts Comparative Performance by Grade Level

	Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4 <sup>9</sup>		Effect Size
			Actual	Predicted	
Aspire	3	83.2%	30.7	35.4	-0.24
	4	76.7%	44.2	33.0	0.64
	5	79.8%	19.8	28.3	-0.52
	6	79.8%	57.3	48.7	0.51
	7	81.3%	51.6	39.4	0.66
	8	73.7%	59.3	44.7	0.77
	All	<b>78.9%</b>	<b>44.5</b>	<b>38.4</b>	<b>0.33</b>
Brownsville	3	84.9%	48.3	34.6	0.70
	4	85.1%	39.3	29.5	0.56
	5	88.0%	34.1	25.0	0.59
	6	77.3%	65.9	49.6	0.96
	7	79.1%	56.5	40.2	0.88
	8	81.9%	69.7	42.3	1.52
	All	<b>82.6%</b>	<b>52.6</b>	<b>37.0</b>	<b>0.88</b>
Crown Heights	3	84.7%	38.5	34.7	0.19
	4	83.3%	49.4	30.2	1.09
	5	79.1%	51.6	28.6	1.39
	6	78.4%	59.3	49.2	0.60
	7	82.3%	47.1	39.1	0.43
	8	74.7%	77.6	44.5	1.77
	All	<b>80.5%</b>	<b>53.3</b>	<b>37.5</b>	<b>0.89</b>
East New York	3	80.2%	39.0	36.6	0.12
	4	82.7%	33.0	30.5	0.14
	5	78.8%	31.1	28.8	0.15
	6	79.0%	65.5	49.0	0.98

<sup>8</sup> These data can be found in the school's Accountability Summary provided by the Institute in spring 2023.

<sup>9</sup> Typically, the Institute uses schools' mean scale scores (when available) to calculate the comparative performance analysis. Due to the late availability of the 2021-22 mean scale scores, the Institute formally reported out the analysis using proficiency rates. The Institute will retroactively send schools the 2021-22 comparative performance analysis using mean scale scores in fall 2023.

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	Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4 <sup>9</sup>		Effect Size
			Actual	Predicted	
	7	90.3%	63.9	36.4	1.65
	8	80.3%	70.9	42.8	1.50
	<b>All</b>	<b>81.9%</b>	<b>48.1</b>	<b>36.5</b>	<b>0.66</b>

### 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.

Given the timing of the state's release of Growth Model data, the 2022-23 analysis is not yet available. As such, schools are not required to report on this measure for 2022-23. The Institute will calculate and report results to schools pending availability of the data.

### ELA INTERNAL EXAM RESULTS

During 2022-23, in addition to the New York State 3<sup>rd</sup> – 8<sup>th</sup> grade exams, the school primarily used the following assessment to measure student growth and achievement in ELA: STAR Reading in grades 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.

In 22-23, there were mixed results among the AF Brooklyn schools at meeting the metric of a median SGP of 50 overall. There is a wide range of schools and individual grades exceeding and not meeting this benchmark. In total, one school met this metric (East New York) while three schools did not (Brownsville, Crown Heights, and Aspire). All schools had at least one grade meeting the 50th student growth percentile goal.

### End of Year Growth on 2022-23 STAR Reading Assessment By All Students



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	Grades	Median Growth Percentile	Number Tested
Aspire	5	61	88
	6	45	73
	7	42	69
	8	51	78
	<b>All</b>	<b>49</b>	<b>308</b>
Brownsville	5	35.5	86
	6	33	77
	7	53	77
	8	59	87
	<b>All</b>	<b>48</b>	<b>327</b>

	Grades	Median Growth Percentile	Number Tested
Crown Heights	5	32	80
	6	37	78
	7	54	73
	8	47	75
	<b>All</b>	<b>41</b>	<b>306</b>
East New York	5	40.5	64
	6	62	59
	7	72	56
	8	37	54
	<b>All</b>	<b>53</b>	<b>233</b>

### SUMMARY OF THE ELA GOAL

AF Brooklyn K-12 schools met 1 of the applicable measures: Comparative. No schools met the absolute measure.

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.	ASP: NOT MET BR: NOT MET CH: NOT MET ENY: NOT MET
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.	N/A
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.	ASP: MET BR: MET CH: MET ENY: MET
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.	ASP: MET BR: MET CH: MET ENY: MET
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.	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.	ASP: NOT MET BR: NOT MET CH: NOT MET ENY: MET

### EVALUATION OF ELA GOAL

AF Brooklyn K-12 schools met 1 of the applicable measures: Comparative. No schools met the absolute measure.

### ADDITIONAL CONTEXT AND EVIDENCE

N/A

### ELA ACTION PLAN

While we are glad to see strong growth for students during the year, our ELA program is still not yet ensuring students get where they need to be from an absolute perspective. Reading has been named a network focus area for the 23-24 school year and next several years. Our Senior Director of K-12 Reading will continue to further analyze our reading and ELA programs in partnership with our ELA directors and determine where we need to make adjustments and are currently working on a robust proposal for this multi-year effort.

This year we have implemented a science of reading aligned curriculum - Wit and 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 be using the mCLASS/Dibels + Cubed reading assessments 3x per year. We have also implemented FUNdations and Heggerty across our K-2 (and in some cases 3) classrooms and have implemented Geodes, a Great Minds program that focuses on decodable texts. We are also investing in sending our network leaders and school teams to science of reading training to help us inform future program decisions and shifts.

In all grades, we are training teachers on how to better use the data from mCLASS, CUBED, and STAR as well as internal assessments (daily exit tickets, quizzes, unit exams, and IAs) to more effectively drive instruction and support students who are struggling and challenge students who are meeting the grade-level expectation. We have also bolstered our teacher training, supports and focus on reading intervention and ensuring we have a strong Tier 2 program for students who are reading below grade level. We are providing Tier 1 support via more robust on-the-ground support that involves frequent classroom observation and coaching leaders to support their teachers in executing our curriculum and responding to student data. Finally, we have a more robust professional development strategy, with dean cohort once per month and teacher-facing Friday PD approximately once per month.

### HIGH SCHOOL ELA

#### High School ELA Measure 1 - Absolute

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

The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on the Regents Exam in English Achievement First K-12 Charter School 2022-23 Accountability Plan Progress Report

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Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.<sup>10</sup>

Percent Scoring at Least Level 4 on Regents English Common Core Exam  
by Fourth Year Accountability Cohort<sup>11</sup>

	Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
Aspire	2017	2020-21	N/A	N/A	N/A	N/A
	2018	2021-22	N/A	N/A	N/A	N/A
	2019	2022-23	N/A	N/A	N/A	N/A
Brownsville	2017	2020-21	68	7	23	37.7%
	2018	2021-22	93	89	1	25.0%
	2019	2022-23	86	83	1	33.3%
Crown Heights	2017	2020-21	102	6	45	46.9%
	2018	2021-22	95	93	1	50.0%
	2019	2022-23	101	87	3	21.4%
East New York	2017	2020-21	91	2	57	64.0%
	2018	2021-22	100	97	1	33.3%
	2019	2022-23	109	102	0	0%

### METHOD

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

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 some students in the 2019 Cohort who had not previously sat for the exam but were

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

<sup>11</sup> Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 some students in the 2017, 2018, and 2019 Cohorts who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 4 among the students who sat for the exam.

scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 4 among the students who sat for the exam.

## RESULTS AND EVALUATION

None of our AF Brooklyn High Schools met this measure overall; however, 2 of the 9 cohorts were within 15% of the target.

However, for our 2019 cohorts almost all students were exempted (based on COVID waivers for passing their classes) so there are very few students actually analyzed in the chart below and the students being analyzed we would expect to not perform as well because they did not qualify for a waiver.

### High School ELA Measure 2 - Absolute

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

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

## METHOD

The school administered the Regents English exam that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 some students in the 2019 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 3 among the students who sat for the exam.

## RESULTS AND EVALUATION

None of our AF Brooklyn High Schools met this measure overall however 2 of the 9 cohorts did meet this metric and an additional 3 were within 10 points of this measure.

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Again, for our 2019 cohorts almost all students were exempted (based on COVID waivers for passing their classes) so there are very few students actually analyzed in the chart below and the students being analyzed we would expect to not perform as well because they did not qualify for a waiver.

Additionally, prior to COVID our 2016 cohorts all met this measure, indicating strength of our program without the impact of the COVID challenges layered on.

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

	Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
Aspire	2017	2020-21	N/A	N/A	N/A	N/A
	2018	2021-22	N/A	N/A	N/A	N/A
	2019	2022-23	N/A	N/A	N/A	N/A
Brownsville	2017	2020-21	68	7	43	70.5%
	2018	2021-22	93	89	3	75%
	2019	2022-23	86	83	2	66.7%
Crown Heights	2017	2020-21	102	6	74	77.1%
	2018	2021-22	95	93	1	50.0%
	2019	2022-23	101	87	8	57.1%
East New York	2017	2020-21	91	2	77	86.5%
	2018	2021-22	100	97	1	33.3%
	2019	2022-23	109	102	6	85.7%

#### High School ELA Measure 3 - Absolute

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

The Institute does not require charters to report on this measure for 2022-23

#### High School ELA Measure 4 - Comparative

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

The Institute does not require charters to report on this measure for 2022-23

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

### High School ELA Measure 5 - Comparative

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

The Institute does not require charters to report on this measure for 2022-23

### High School ELA Measure 6 - Comparative

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

The Institute does not require charters to report on this measure for 2022-23

### High School ELA Measure 7 - Growth

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8<sup>th</sup> grade English language arts exam will meet the college and career readiness standard (currently scoring at Performance Level 4 and fully meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

## METHOD

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

## RESULTS AND EVALUATION

None of our AF Brooklyn High Schools met this measure. Again, for our 2019 cohorts almost all students were exempted, so there are very few students actually analyzed in the chart below.

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

	Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 <sup>th</sup> Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
Aspire	2017	2020-21	N/A	N/A	N/A	N/A
	2018	2021-22	N/A	N/A	N/A	N/A
	2019	2022-23	N/A	N/A	N/A	N/A

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Brownsville	2017	2020-21	29	2	5	18.5%
	2018	2021-22	16	14	0	0%
	2019	2022-23	23	23	N/A	N/A
Crown Heights	2017	2020-21	41	3	10	26.3%
	2018	2021-22	27	27	N/A	N/A
	2019	2022-23	32	26	0	0%
East New York	2017	2020-21	25	1	2	8.3%
	2018	2021-22	12	12	N/A	N/A
	2019	2022-23	14	13	0	0%

### High School ELA Measure 8 - Growth

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8<sup>th</sup> grade English language arts exam will at least partially meet Common Core expectations (currently scoring at Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

### METHOD

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

### RESULTS AND EVALUATION

None of our AF Brooklyn HS met this measure overall; however, 2 of our 9 cohorts met this measure and another 3 cohorts were within 15 percentage points, leaving only 1 cohort further than 15 percentage points from this measure. This particular data set of students is also very small (2- 38 students per cohort) and many of these students were exempted. Where the data sets are larger, and therefore more representative, the %s are higher. For example, the 2016 Cohorts had percentages between 70% and 91%.

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

	Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 <sup>th</sup> Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
Aspire	2017	2020-21	N/A	N/A	N/A	N/A
	2018	2021-22	N/A	N/A	N/A	N/A
	2019	2022-23	N/A	N/A	N/A	N/A
Brownsville	2017	2020-21	29	2	12	44.4%
	2018	2021-22	16	14	2	100%
	2019	2022-23	23	23	N/A	N/A

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Crown Heights	2017	2020-21	41	3	27	71.1%
	2018	2021-22	27	27	N/A	N/A
	2019	2022-23	32	26	3	50.0%
East New York	2017	2020-21	25	1	15	62.5%
	2018	2021-22	12	12	N/A	N/A
	2019	2022-23	14	13	1	100%

### SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

AF Brooklyn High Schools partially met these measures.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	ASP: N/A BR: NOT MET CH: NOT MET ENY: NOT MET
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	ASP: N/A BR: NOT MET CH: NOT MET ENY: NOT MET
Absolute	Each year, the Performance Index (PI) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 <sup>th</sup> grade English language arts exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	ASP: N/A BR: NOT MET CH: NOT MET ENY: NOT MET
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 <sup>th</sup> grade English language arts exam will at least partially meet Common Core expectations	ASP: N/A BR: NOT MET CH: NOT MET



## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

	(currently scoring at least Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	ENY: NOT MET
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### EVALUATION OF HIGH SCHOOL ELA GOAL

The HS ELA goals were largely not met except for one school, AF Brooklyn High School that partially met the goal. Please see evaluation narratives for each goal listed above in the report.

### ADDITIONAL CONTEXT AND EVIDENCE

N/A

### ACTION PLAN

We have focused the curriculum in 9<sup>th</sup> -11<sup>th</sup> grade ELA on prioritized content aligned to the Common Core Regents expectations so that students are spending more time on the prioritized content that is most important for success in these courses. To this end, we've transitioned from an internally created curriculum to an external curriculum, StudySync, that is highly rated on EdReports, meeting all criteria for High-Quality Instructional Materials. To monitor learning of the prioritized content we are focused on the effective use of data to inform instruction. Our unit preparation process for teachers has teachers analyze data from previous units (or the previous school year) so that teachers can provide just-in-time instruction on any foundational content within the unit to support students to be able to access the prioritized grade level content. We then use formative assessments during the unit to make instructional adjustments as students learn the prioritized content. We are also leveraging the STAR reading assessment to measure student reading growth with a particular focus on those students in our guided reading intervention course. Finally, our network high school teaching and learning team engages in continuous improvement cycles that include learning walkthroughs each trimester to support our schools in effective implementation of our new ELA curriculum and effective use of valuable instructional practices. The implementation goals are not an evaluation. They are a formative data point that will be used to guide network professional development and that schools can use to drive department/grade level development. Our walkthroughs capture our theory of change. We've chosen the strongest materials to provide the best foundation for teachers and created the conditions for strong implementation. We have clear, measurable goals for year 1, a plan to norm, measure, and respond through professional learning. We use walkthroughs and network PD to drive our implementation strategy, and we have a clear plan to measure student learning outcomes, analyze data, and respond meaningfully to measure growth, with a specific focus on the STAR assessment and our interim assessments. As we improve teacher practice, aligned to strong curricular tools, we will see student achievement increase.

We are also focused on providing strong reading intervention to students who are below triggers in all academies (with a prioritized effort in grades 5-12) and begin the work to develop a K-12 approach to developing strong, thriving readers.

Our reading intervention strategy has several components.

- Reading has been named a network focus area for the 23-24 school year and next several years. Our Senior Director of K-12 Reading will continue to further analyze our reading and ELA programs in partnership with our ELA directors and determine where we need to make adjustments and are currently working on a robust proposal for this multi-year effort.
- We've aligned our reading assessments and approach to the science of reading. We will continue to assess 9-12 scholars using the STAR assessment 3x per year. We are also investing in sending our network leaders and school teams to science of reading training to help us inform future program decisions and shifts. We use the STAR assessment. In all grades, we are training teachers on how to better use the data from STAR as well as internal assessments (daily exit tickets, quizzes, unit exams, and IAs) to more effectively drive instruction and support students who are struggling and challenge students who are meeting the grade-level expectation. We are providing Tier 1 support via more robust on-the-ground support that involves frequent classroom observation and coaching leaders to support their teachers in executing our curriculum and responding to student data. Finally, we have a more robust professional development strategy, with dean cohort once per month and teacher-facing Friday PD approximately once per month.
- Finally, we are going after research-based reading intervention in high school this year by piloting Lexia at one of our New York high schools to determine if it best meets our needs and if it should be expanded to our other high schools in the future.

### GOAL 4: MATHEMATICS

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

#### BACKGROUND

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

In the mathematics program at Achievement First, mathematical practices come to life through the shifts (focus, coherence, rigor) called for by the Common Core State Standards. We will continue to

refine the components of and resources for the program, on our path to seeing these practices and shifts embodied by our students and driving instruction.

## Tenets of Achievement First's Mathematics Program:

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

In the 22-23 school year we continued to invest in strengthening our Cognitively Guided Instruction in grades 3-4, with monthly leader support, aligned to our vision. CGI is a framework that helps teachers to understand how children's mathematical ideas develop, and provides an opportunity to build on the child's own thinking and understanding. This past year, we continued Professional Development on CGI for our School Leaders to support teachers to make the sustained and generative changes in their practice that have been shown to have a positive effect on student outcomes.

## 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.

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

### 2022-23 State Mathematics Exam Number of Students Tested and Not Tested

	Grade	Total Tested	Not Tested							Total Enrolled
			Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	Took Regents	
Aspire	3	76		1						77
	4	66		2						68
	5	92								92
	6	75								75
	7	74								74
	8	89	1							90
	All	472	1	3						476
Brownsville	3	58		5						63
	4	59	1	7						67
	5	88		5						93
	6	79		9						88
	7	79		3						82
	8	86		3						89
	All	449	1	32						482
Crown Heights	3	75		1			1			77
	4	88		2						90
	5	88	2							90
	6	83	1	2						86
	7	83	3	3						89
	8	86	2	3			1			91
	All	503	8	11			2			524
East New York	3	86	1	6						93
	4	78		3						81
	5	66								66
	6	65								65
	7	59		1						60
	8	0							60	60
	All	354	1	9					60	424

### Performance on 2022-23 State Mathematics Exam By All Students and Students Enrolled in At Least Their Second Year

	Grade	All Students			Enrolled in at least their Second Year		
		Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
Aspire	3	76	39	51.3%	72	36	50.0%
	4	66	30	45.5%	60	30	50.0%

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

	5	92	52	56.5%	68	39	57.4%
	6	75	28	37.3%	64	26	40.6%
	7	74	43	58.1%	72	42	58.3%
	8	89	55	31.8%	86	54	62.8%
	All	472	247	52.3%	422	227	53.8%
Brownsville	3	58	37	63.8%	49	35	71.4%
	4	59	34	57.6%	54	33	61.1%
	5	88	49	55.7%	74	44	59.5%
	6	79	45	57.0%	68	41	60.3%
	7	79	51	64.6%	72	46	63.9%
	8	86	77	89.5%	78	70	89.7%
	All	449	293	65.3%	395	269	68.1%
Crown Heights	3	75	58	77.3%	64	50	78.1%
	4	88	60	68.2%	83	56	67.5%
	5	88	30	34.1%	73	24	32.9%
	6	83	44	53.0%	78	43	55.1%
	7	83	44	53.0%	72	40	55.6%
	8	86	60	69.8%	76	57	75.0%
	All	503	296	58.8%	446	270	60.5%
East New York	3	86	54	54	80	50	62.5%
	4	78	52	52	70	50	71.4%
	5	66	38	38	83	43	51.8%
	6	65	41	41	48	32	66.7%
	7	59	33	33	47	32	68.1%
	8						
	All	354	218	61.6%	328	207	63.1%

### 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.

Schools are not required to report attainment of this measure for 2022-23. Subsequent to the completion of this document, the Institute may calculate and report results to schools pending further information from the NYSED.

### 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.

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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.

2022-23 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 <sup>nd</sup> Year		All District Students	
		Percent Proficient	Number Tested	Percent Proficient	Number Tested
Aspire (District 19)	3	50.0%	72	43.6%	1206
	4	50.0%	60	42.5%	1246
	5	57.4%	68	39.4%	1334
	6	40.6%	64	25.6%	1292
	7	58.3%	72	31.1%	1404
	8	62.8%	86	31.8%	1261
	All	53.8%	422	35.5%	7743
Brownsville (District 23)	3	71.4%	49	46.1%	479
	4	61.1%	54	35.9%	479
	5	59.5%	74	32.0%	513
	6	60.3%	68	32.1%	535
	7	63.9%	72	33.4%	563
	8	89.7%	78	28.8%	372
	All	68.1%	395	34.8%	2941
Crown Heights (District 17)	3	78.1%	64	52.1%	861
	4	67.5%	83	50.9%	869
	5	32.9%	73	40.5%	1021
	6	55.1%	78	38.3%	1071
	7	55.6%	72	40.6%	938
	8	75.0%	76	42.2%	1004
	All	60.5%	446	43.7%	5764
East New York (District 19)	3	62.5%	80	43.6%	1206
	4	71.4%	70	42.5%	1246
	5	51.8%	83	39.4%	1334
	6	66.7%	48	25.6%	1292
	7	68.1%	47	31.1%	1404
	8				
	All	63.1%	328	36.2%	6482

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

### 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.

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 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 2022-23 analysis is not yet available. This report contains 2021-22 results.

### 2021-22 Mathematics Comparative Performance by Grade Level

	Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4		Effect Size
			Actual	Predicted	
Aspire	3	83.2%	32.4	35.6	-0.15
	4	76.7%	33.7	32.1	0.08
	5	79.8%	22.0	25.5	-0.19
	6	79.8%	50.6	27.3	1.22
	7	81.3%	33.7	22.8	0.57
	8	73.7%	25.8	19.2	0.34
	<b>All</b>	<b>79.0%</b>	<b>32.9</b>	<b>26.8</b>	<b>0.32</b>
Brownsville	3	84.9%	71.2	34.8	1.67
	4	85.1%	48.8	27.7	1.04
	5	88.0%	26.7	21.6	0.30
	6	77.3%	38.1	28.6	0.50
	7	79.1	40.0	23.9	0.84
	8	81.9%	70.0	17.4	2.75
	<b>All</b>	<b>82.6%</b>	<b>48.1</b>	<b>25.0</b>	<b>1.17</b>
Crown Heights	3	84.7%	63.0	34.9	1.29
	4	83.3%	39.3	28.6	0.53
	5	79.1%	30.0	25.9	0.22
	6	78.4%	34.5	28.0	0.34
	7	82.3%	27.9	22.3	0.29
	8	74.7%	18.4	19.0	-0.03
	<b>All</b>	<b>80.9%</b>	<b>37.1</b>	<b>27.1</b>	<b>0.49</b>
East New York	3	80.2%	46.3	37.0	0.43
	4	82.7%	35.4	29.0	0.32

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

	Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4		Effect Size
			Actual	Predicted	
	5	78.8%	27.9	26.0	0.10
	6	79.0%	60.3	27.7	1.70
	7	90.3%	50.8	18.5	2.08
	8				
	<b>All</b>	<b>82.2%</b>	<b>43.3</b>	<b>28.3</b>	<b>0.83</b>

### 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.

Given the timing of the state's release of Growth Model data, the 2022-23 analysis is not yet available. As such, schools are not required to report on this measure for 2022-23. The Institute will calculate and report out results to schools pending availability of the data.

### MATHEMATICS INTERNAL EXAM RESULTS

During 2022-23, in addition to the New York State 3<sup>rd</sup> – 8<sup>th</sup> 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 2022 (IA1) and March 2023 (IA3) interim assessments provide insight into the progress scholars made.

For both internal cumulative exams, the cut scores were set in a manner like those used on the New York State exam. These are shown in the table below.

	Grades	Percent Proficient <b>IA1</b>	Percent Proficient <b>IA3</b>	Percentage Point Difference
Aspire	3	46%	64%	18%
	4	35%	39%	4%
	5	83%	36%	-47%
	6	42%	29%	-13%
	7	37%	42%	5%
	8	49%	46%	-3%
Brownsville	3	58%	68%	10%
	4	63%	43%	-20%
	5	78%	62%	-16%
	6	51%	38%	-13%
	7	54%	60%	6%
	8	83%	70%	-13%



## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Crown Heights	3	73%	71%	-2%
	4	66%	58%	-8%
	5	40%	17%	-23%
	6	44%	31%	-13%
	7	40%	43%	3%
	8	48%	47%	-1%
East New York	3	43%	48%	5%
	4	49%	55%	6%
	5	76%	52%	-24%
	6	52%	57%	5%
	7	50%	47%	-3%
	8th Algebra	55%	71%	16%

### 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.	ASP: NOT MET BR: NOT MET CH: NOT MET ENY: NOT MET
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.	N/A
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.	ASP: MET BR: MET CH: MET ENY: MET
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.	ASP: MET BR: MET CH: MET ENY: MET
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.	N/A

### EVALUATION OF THE MATHEMATICS GOAL

As noted above, the absolute performance of 75% was not met overall. On average, we fell about 14% short of this goal. However, there are some specific school/grade exceptions where the 75% goal was met or exceeded, namely Brownsville (District 23) grade 8, Crown Heights (District 17) grades 3 and 8.

Despite absolute performance falling below goal, all schools met the overall comparative metric.

One challenge that arose when responding to interim assessments was that the rigor varied from one to the next; for example, the third fifth grade interim assessment (IA3) was more rigorous than the first

(IA1), leading to the perception of declining achievement. This perception was counter to the inferences from other sources of data (e.g. unit assessments, classroom observations with detailed study of student work). To remedy this issue, Achievement First has contracted with Achievement Network (ANet) to write interim assessments for the 2023-24 school year that will allow us to more meaningfully gauge progress from one assessment cycle to the next.

## MATHEMATICS ACTION PLAN

While we are seeing growth in students during the year and are performing well compared to our comparison districts, absolute performance in Math is not where it needs to be.

In Elementary we are focused on expanding our Cognitively Guided Instruction pilot based on positive feedback and data from schools as well continuing the Context for Learning Mathematics (CFLM) pilot in K-4 that is grounded in a constructivist approach to determine our long-term plan for our math program. We have partnered with external experts for both curriculums to continue to build internal expertise around implementation. Additionally, we have more formalized and improved our assessment strategy to better monitor student skill acquisition and growth throughout the year- we are most focused on our CGI test data and Counting Proficiency Assessment data. We have formalized windows, improved data entry systems and added completion monitoring for the Counting Proficiency Assessment.

In Middle School we are continuing to focus on essential standards as identified by Achieve the Core to allow scholars to deep dive into the most important standards. We are also focused on the prerequisite skills from prior grade levels that were not mastered largely due to pandemic learning loss so that students can access the current grade level material. We created a year-long scope and sequence to spiral in these skills so that the likely gaps students have are closed before the new material begins. We are also providing curricular materials aligned to this scope and sequence to ensure students are getting high quality practice even with our newer cohort teachers.

## HIGH SCHOOL MATHEMATICS

### High School Math Measure 1 - Absolute

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

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

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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

	Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
Aspire	2017	2020-21	N/A	N/A	N/A	N/A
	2018	2021-22	N/A	N/A	N/A	N/A
	2019	2022-23	N/A	N/A	N/A	N/A
Brownsville	2017	2020-21	68	0	18	26.5%
	2018	2021-22	93	8	40	47.1%
	2019	2022-23	86	47	18	46.2%
Crown Heights	2017	2020-21	102	0	31	30.4%
	2018	2021-22	95	2	39	41.9%
	2019	2022-23	101	95	2	33.3%
East New York	2017	2020-21	91	0	60	65.9%
	2018	2021-22	100	12	64	72.7%
	2019	2022-23	109	88	9	42.9%

### High School Math Measure 2 - Absolute

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

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

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

	Cohort	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
Aspire	2017	2020-21	N/A	N/A	N/A	N/A
	2018	2021-22	N/A	N/A	N/A	N/A
	2019	2022-23	N/A	N/A	N/A	N/A
Brownsville	2017	2020-21	68	0	58	85.3%

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

	2018	2021-22	93	8	79	92.9%
	2019	2022-23	86	47	25	64.1%
Crown Heights	2017	2020-21	102	0	83	81.4%
	2018	2021-22	95	2	82	88.2%
	2019	2022-23	101	95	3	50.0%
East New York	2017	2020-21	91	0	84	97.7%
	2018	2021-22	100	12	87	98.9%
	2019	2022-23	109	88	17	81.0%

### High School Math Measure 3 - Absolute

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

The Institute does not require charters to report on this measure for 2022-23

### High School Math Measure 4 - Comparative

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

The Institute does not require charters to report on this measure for 2022-23

### High School Math Measure 5 - Comparative

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

The Institute does not require charters to report on this measure for 2022-23

### High School Math Measure 6 - Comparative

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

The Institute does not require charters to report on this measure for 2022-23

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

### High School Math Measure 7 - Growth

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8<sup>th</sup> grade mathematics exam will meet the college and career readiness standard (currently scoring at Performance Level 4 and fully meeting Common Core expectations on a Regents mathematics exam) by the completion of their fourth year in the cohort.

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

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

	Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 <sup>th</sup> Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
Aspire	2017	2020-21	N/A	N/A	N/A	N/A
	2018	2021-22	N/A	N/A	N/A	N/A
	2019	2022-23	N/A	N/A	N/A	N/A
Brownsville	2017	2020-21	27	0	2	7.4%
	2018	2021-22	14	0	1	7.1%
	2019	2022-23	18	12	0	0%
Crown Heights	2017	2020-21	35	0	0	0%
	2018	2021-22	24	0	3	12.5%
	2019	2022-23	13	12	0	0%
East New York	2017	2020-21	17	0	5	29.4%
	2018	2021-22	7	6	0	0%
	2019	2022-23	0	N/A	N/A	N/A

### High School Math Measure 8 - Growth

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8<sup>th</sup> grade mathematics exam will at least partially meet Common Core expectations (currently scoring at Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

This metric demonstrates the effectiveness of its mathematics program by enabling students who were not meeting proficiency standards in the eighth grade to move to meeting the mathematics requirement for graduation. For the 2019 cohort, most schools either were fully exempt from meeting this metric (marked as "N/A" or had 0% of students scoring at least a level 3 with a valid score.

Percent Achieving at Least Performance Level 3 on a Mathematics Regents Exam among Students

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Who Were Not Proficient in the 8<sup>th</sup> Grade by Fourth Year Accountability Cohort

	Cohort	Fourth Year	Number in Cohort not Proficient in 8 <sup>th</sup> Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
Aspire	2017	2020-21	N/A	N/A	N/A	N/A
	2018	2021-22	N/A	N/A	N/A	N/A
	2019	2022-23	N/A	N/A	N/A	N/A
Brownsville	2017	2020-21	27	0	20	74.1%
	2018	2021-22	14	0	8	57.1%
	2019	2022-23	18	12	0	0%
Crown Heights	2017	2020-21	35	0	21	60.0%
	2018	2021-22	24	0	17	70.8%
	2019	2022-23	13	12	0	0%
East New York	2017	2020-21	17	0	16	94.1%
	2018	2021-22	7	6	1	100%
	2019	2022-23	0	N/A	N/A	N/A

### SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

At the end of last year, most charters did not meet the goals for this Accountability Plan due to COVID restrictions and the large number of waivers that were granted to students for graduation purposes. Because we had many exceptions due to COVID and it's difficult to generate headlines with such limited data.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	ASP: N/A BR: NOT MET CH: NOT MET ENY: NOT MET
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	ASP: N/A BR: NOT MET CH: NOT MET ENY: MET
Absolute	Each year, the Performance Index (PI) in mathematics of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 <sup>th</sup> grade mathematics exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	ASP: N/A BR: NOT MET CH: NOT MET ENY: NOT MET
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 <sup>th</sup> grade mathematics exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	ASP: N/A BR: NOT MET CH: NOT MET ENY: MET

### EVALUATION OF THE HIGH SCHOOL MATHEMATICS GOAL

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22, some students in the 2018 and 2029 Cohorts who had not previously sat for any mathematics exam but were scheduled to sit for one during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam requirement as well as the percentage of students achieving at least Level 3 among the students who sat for any exam. Therefore, you will see either a significant number of students either exempt from the exam (as the Algebra 1 assessment is a requirement for graduation) or not passing it with a 4, as either they only were able to take the Algebra 1 Regents exam once or unable to take the other Regents.

### ADDITIONAL CONTEXT AND EVIDENCE

During SY 21-22, instruction was frequently interrupted by the need for a class or a grade level to go remote due to the effects of COVID on staffing. The remote instruction model generally meant we were able to cover less of the scope and sequences. Also, in-person instruction is generally stronger than remote instruction. In addition, during SY 22-23, high school math classrooms across the network suffered a significant staffing shortage, leading to classes being taught asynchronously, with building subs, or other teachers unfamiliar with the content. All of this had an impact on achievement.

However, a promising piece of data that is not reported in this report is the current performance of the 2022 Cohort. Across the network, 71% of students were proficient in the Algebra 1 Regents assessment, leading a significant increase across the network.

## ACTION PLAN

For the SY 23-24, significant changes to the curriculum and instructional models have been made to ensure the performance of students in these exams increase. First, all high schools are adopting high quality instructional materials for the Algebra 1, Geometry, and Algebra 2 courses. We believe that at the foundation of academic achievement students learning from a curriculum that is research-based, vetted by multiple professionals, and implemented across multiple districts. We used a taskforce of stakeholders to choose between a set of curricula that is aligned to our teaching philosophy and through a rigorous vetting process, we landed on using Illustrative Math as the curriculum of choice. In addition to adopting these materials, a significant amount of training was provided for teachers during the summer to ensure proper implementation of the assessments, as well as ongoing monthly PDs, biweekly coaching of Academic Deans, and monthly school leader PDs to support proper implementation and increased student achievement.

Finally, all interim assessments have been rewritten to accurately reflect the rigor and the content of the Regents assessments, through a partnership with the Achievement Network. We have focused on improving the quality of assessments and training schools on their response to data because we believe this is one of the key levers for student achievement. In SY 22-23, we spent a significant amount of time focusing on the rebuilding and responding to Algebra 1 data, and as a result, we saw Algebra 1 Regents passing scores go up by 16 percentage points from the previous year, with one school at 85%. We will continue to support our school leaders and teachers to reflect and respond to the priority standards of these assessments to ensure that student achievement is increasing for these tests.

## GOAL 5: SCIENCE

Students will demonstrate proficiency in the understanding and application of scientific principles.

### BACKGROUND

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

The tenets of the AF science program are derived from and connected to the conceptual shifts in the Next Generation Science Standards (NGSS), the principles of A Framework for K-12 Science Education (the document from the National Research Council that is the foundation of the NGSS), and our internal core beliefs at Achievement First.

The program is driven by the National Research Council's Framework for K-12 Science Education, which states, "To develop a thorough understanding of scientific explanations of the world, students need



sustained opportunities to work with and develop the underlying ideas and to appreciate those ideas' interconnections over a period of years rather than weeks or months." To accomplish this goal, students build background knowledge and an understanding of science by deeply engaging with a focused set of core ideas and practices throughout their educational experience. Through this intensive approach, they will build expertise and use their expertise to make sense of new information or tackle problems.

As a continued testament to how our program goes beyond the floor set by external assessment, during 22-23 we piloted one unit from the OpenSciEd curriculum, which has been designated as High Quality by Achieve and EdReports, in the spring at many of our schools to learn from, build with, and maintain the integrity of our program. We continue to strive to demand and support a focus on scientific thinking in our schools by supporting the pedagogical development of our teachers and leaders. We are excited about what is to come next.

## ELEMENTARY AND MIDDLE SCIENCE

### Science Measure 1 - Absolute

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

The school administered the New York State Testing Program science assessment to students in 8<sup>th</sup> grade in spring 2023. The table below summarizes the performance of students enrolled for at least two years.

Charter School Performance on 2022-23 State Science Exam  
By Students Enrolled in At Least Their Second Year

	Grade	Students in At Least Their 2 <sup>nd</sup> Year		
		Number Tested	Number Proficient	Percent Proficient
Aspire	4			
	8	88	41	46.6%
	All	88	41	46.6%
Brownsville	4			
	8	1	0	0%
	All	1	0	0%
Crown Heights	4			
	8	79	43	54.4%
	All	79	43	54.4%
East New York	4			
	8	49	26	53.1%
	All	49	26	53.1%

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

### 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 school had tested students in at least their second year and the results for the respective grades in the school district of comparison.

2022-23 State Science Exam Charter School and District Performance by Grade Level							
		Charter School Students in at Least 2 <sup>nd</sup> Year			All District Students		
	Grade	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
Aspire	4						
	8	88	41	46.6%			
	All	88	41	46.6%			
Brownsville	4						
	8	1	0	0%			
	All	1	0	0%			
Crown Heights	4						
	8	79	43	54.4%			
	All	79	43	54.4%			
East New York	4						
	8	49	26	53.1%			
	All	49	26	53.1%			

### 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.	ASP: NOT MET BR: NOT MET CH: NOT MET ENY: NOT MET
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.	N/A - no data available at time of submission

## EVALUATION OF THE SCIENCE GOAL

As noted above, the absolute performance of 75% was not met overall or at any individual school. The performance ranged from -75% and -20.6% below the goal.

While our science program is aligned to the current New York State P-12 Science Learning Standards which were adopted in 2016, the Grade 8 NY State Science Exam administered in 2023 was still assessing the Learning Standards for Math, Science, and Technology from 1996. The 1996 standards include content that is not part of the 2016 standards and are also much more focused on memorization and recall of science facts. This difference in the standards taught and those assessed on the State exam likely contributed to student performance on this State Science Exam.

In addition, the learning loss from the pandemic is likely continuing to impact student performance. In science, students missed the opportunities to engage fully in the science practices of planning and carrying out investigations as well as in the full scope & sequence during remote and hybrid instruction.

## ADDITIONAL CONTEXT AND EVIDENCE

The low number (i.e., 1) of tested students at Brownsville is due to an error answer sheet completion and/or scanning which resulted in no other results being reported even though a higher number of students were tested.

Performance on a Regents Science Exam  
Of 8<sup>th</sup> Grade All Students by Year

Grade	Year	Regents Exam	Number Tested	Number Passing	Percent Passing
8	2018-19	N/A	N/A	N/A	N/A
8	2021-22	N/A	N/A	N/A	N/A
8	2022-23	N/A	N/A	N/A	N/A

## ACTION PLAN

Starting in the 23-24 school year, Achievement First is implementing OpenSciEd in Grades 6-8. This change is shifting the science instruction students receive to be more rigorous, and to help our students excel in and outside the classroom to help them prepare to thrive in the world of tomorrow.

OpenSciEd's world-class, Next Generation Science Standards-aligned (NGSS) instructional materials are designed for how students learn science best. Their high-quality, adaptable, full-course curriculum supports equitable science learning through phenomenon-based, three-dimensional units that prioritize student sensemaking and understanding.

OpenSciEd follows strict design specifications to ensure a quality product that engages diverse students, prompts engrossing discourse, and supports the teacher in making science come alive. Through student-led discovery, OpenSciEd fosters a classroom culture of equitable participation where students from all backgrounds contribute at high levels and report that others take their ideas seriously.

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

We are monitoring the implementation of OpenSciEd using an Implementation Progression rubric during classroom observations and student learning data from unit assessments and MAP Growth Science (an external, NGSS-aligned assessment). In a series of four improvement cycles across the school year, we are analyzing and responding to the data. Response will include monthly professional learning sessions for both leaders and teachers, as well as targeted support at schools who need additional support.

### HIGH SCHOOL SCIENCE

#### High School Science Measure 1 - Absolute

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

New York State schools administer multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry, and Physics. Living Environment is the Regents exam taken by most enrolled students. While a small number of students additionally took the Physics and Chemistry Regents exams. This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort.

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22, some students in the 2017 - 2019 Cohorts who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam are reported.

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

	Cohort	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
Aspire	2017	2020-21	N/A	N/A	N/A	N/A
	2018	2021-22	N/A	N/A	N/A	N/A
	2019	2022-23	N/A	N/A	N/A	N/A
Brownsville	2017	2020-21	68	64	0	0%
	2018	2021-22	93	87	3	50.0%
	2019	2022-23	86	0	62	72.1%
Crown Heights	2017	2020-21	102	91	2	18.2%
	2018	2021-22	95	93	0	0%
	2019	2022-23	101	0	70	69.3%
East New York	2017	2020-21	91	89	0	0%
	2018	2021-22	100	99	1	100%
	2019	2022-23	109	22	68	78.2%

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

### High School Science Measure 2 - Comparative

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

The Institute does not require charters to report on this measure for 2022-23

### SUMMARY OF THE HIGH SCHOOL SCIENCE GOAL

There is one applicable measure for High School Science, *Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents science exam by the completion of their fourth year in the cohort.* None of our AF Brooklyn High Schools met this measure overall. However, 2 of our 9 cohorts met this metric and 2 additional cohorts are within 6 percentage points of this metric.

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents science exam by the completion of their fourth year in the cohort.	ASP: N/A BR: NOT MET CH: NOT MET ENY: NOT MET
Comparative	Each year, the percent of students in the high school Total Cohort passing a Regents science exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.	N/A

### EVALUATION OF THE HIGH SCHOOL SCIENCE GOAL

The absolute performance of 75% was not met overall by our AF Brooklyn High Schools, without any consideration given towards exemptions. On average, our AF Brooklyn High Schools fell approximately 31.9% short of this goal. However, 2 of our 9 cohorts, the 2018 and 2019 East New York Cohorts, met this metric. An additional 2 cohorts, the 2019 Crown Heights and 2019 Brownsville Cohorts, are within 6 percentage points of this metric. The performance of the remaining 5 cohorts is below 50%, with 3 at 0%, driven almost entirely by exemptions.

Almost all students in our 2017 and 2018 cohorts were exempted (earning COVID waivers by passing their enrolled Regents bearing Science course). Thus, there are fewer students in these cohorts being analyzed in the above chart. The students that are analyzed did not meet the qualifications to earn a waiver (passing grade in their enrolled Regents bearing Science course).

Considering exemptions, our AF Brooklyn High Schools would meet the 75% goal. On average, our AF Brooklyn High Schools would exceed this measure by 14.1 percentage points. Therefore, the actual performance of our cohorts is likely closer to the 75% measure.

## ACTION PLAN

We have aligned our key performance Science indicators to our goal for the Living Environment Regents Exam. Driving our approach to improve instruction and student outcomes, we have made critical shifts in our curriculum and assessment strategy, as well as implemented continuous improvement cycles.

We have focused the curriculum in all of our core science courses on prioritized content aligned to the NY Science Learning Standards Regents expectations. This alignment ensures that students are spending the majority of their instructional time on the prioritized content and skills that are most important for conceptual understanding and success in these courses.

As part of our assessment strategy, we administer assessments (formative and interim assessments) at regular intervals to strategically and purposefully use data to inform instruction and support student outcomes and monitor progress towards our 75% goal.

We have additionally implemented a series of continuous improvement cycles that allow for comprehensive data collection and analysis of instruction, classroom environment, student and teacher experiences, and academic outcomes aligned to our High School Science Indicators. Using this data we can design meaningful action plans to respond to data across the year, given each school's context.

## GOAL 6: SOCIAL STUDIES

Students will demonstrate proficiency in the understanding and application of principles related to the social sciences.

### BACKGROUND

All instruction in SY 2022-23 was in person and suffered minimal loss of instructional time due to the COVID-19 virus, however this cohort did not have the opportunity to take the first administration of the redesigned U.S. History Regents Exam on account of the Buffalo mass shooting which occurred in May of 2022 (a passage was discovered to be triggering and the test was canceled shortly before the planned administration). In addition, due to the state's cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22, many exemptions were granted and a vast majority of students did not sit for a Regents exam. As a result, the numbers of students who took the Global and U.S. Regents exams across our Network was predictably very low. Exemptions were processed for fourth year students who were eligible for an exemption and who still needed to complete requirements for a Regents diploma. An important piece of context to note is that any student completing the U.S. Regents exam would have done so a full year after they completed the course. At the beginning of SY 22-23 we undertook a process to better align our curriculum and instruction to meet the expectations of the Regents exams. Steps are being taken to ensure that curriculum, Network based assessment, and professional development moving forward will be fully aligned with what the State is asking students to be able to do as a result of social studies education.

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

### Social Studies Measure 1 - Absolute

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

New York State administers two high school social studies assessments: U.S. History and Global History. To graduate, students must pass one of these Regents exams with a score of 65 or higher, and the other exam can count toward either the “plus one exam” (as students need to pass a Social Studies Exam, a Mathematics Exam, a Science Exam, an ELA Exam, and an additional exam, one of which can be a Social Studies Exam). These measures require students in each Accountability Cohort to pass one the two exams by the completion of their fourth year in the cohort.

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

	Cohort	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
Aspire	2017	2020-21	N/A	N/A	N/A	N/A
	2018	2021-22	N/A	N/A	N/A	N/A
	2019	2022-23	N/A	N/A	N/A	N/A
Brownsville	2017	2020-21	68	67	0	0%
	2018	2021-22	93	91	0	0%
	2019	2022-23	86	84	0	0%
Crown Heights	2017	2020-21	102	56	0	0%
	2018	2021-22	95	94	1	100%
	2019	2022-23	101	99	0	0%
East New York	2017	2020-21	91	88	0	0%
	2018	2021-22	100	100	N/A	N/A
	2019	2022-23	109	101	0	0%

### Social Studies Measure 2 - Comparative

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

The Institute does not require charters to report on this measure for 2022-23

### Social Studies Measure 3 - Absolute

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

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

New York State administers two high school social studies assessments: U.S. History and Global History. To graduate, students must pass one of these Regents exams with a score of 65 or higher, and the other exam can count toward either the “plus one exam” (as students need to pass a Social Studies Exam, a Mathematics Exam, a Science Exam, an ELA Exam, and an additional exam, one of which can be a Social Studies Exam). These measures require students in each Accountability Cohort to pass one the two exams by the completion of their fourth year in the cohort.

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

	Cohort	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
Aspire	2017	2020-21	N/A	N/A	N/A	N/A
	2018	2021-22	N/A	N/A	N/A	N/A
	2019	2022-23	N/A	N/A	N/A	N/A
Brownville	2017	2020-21	68	5	43	68.3%
	2018	2021-22	93	90	2	66.7%
	2019	2022-23	86	84	1	50.0%
Crown Heights	2017	2020-21	102	9	56	60.2%
	2018	2021-22	95	95	N/A	N/A
	2019	2022-23	101	97	2	50.0%
East New York	2017	2020-21	91	5	67	77.9%
	2018	2021-22	100	100	N/A	N/A
	2019	2022-23	109	100	7	77.8%

### Social Studies Measure 4 - Comparative

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

The Institute does not require charters to report on this measure for 2022-23.

### SUMMARY OF THE SOCIAL STUDIES GOAL

There are two applicable measures for High School social studies- *Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents Global History exam by the completion of their fourth year in the cohort and Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents U.S. History exam by the completion of their fourth year in the cohort.*



## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State U.S. History Regents exam by the completion of their fourth year in the cohort.	ASP: N/A BR: NOT MET CH: NOT MET ENY: NOT MET
Comparative	Each year, the percentage of students in the high school Total Cohort passing the U.S. History Regents exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.	N/A
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Global History Regents exam by the completion of their fourth year in the cohort.	ASP: N/A BR: NOT MET CH: NOT MET ENY: MET
Comparative	Each year, the percentage of students in the high school Total Cohort passing the Global History Regents exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.	N/A

### EVALUATION OF THE SOCIAL STUDIES GOAL

The absolute performance of 75% in US history was not met overall by our AF Brooklyn High Schools, however, almost all students in all cohorts (2017, 2018, and 2019) were exempted due to the exemptions passed down by the State to deal with the COVID-19 Pandemic, and the 2022 cancellation of the U.S. History Exam in the wake of the Buffalo mass shooting. Thus, there is only a single student, in the chart, who was analyzed and that single student passed the US History Regents with a 65 or higher.

The absolute performance of 75% in Global History was not met by Brownsville, or Crown Heights cohorts (and marked n/a for Aspire cohorts). In 2017 the Crown Heights cohort was 15 percentage points short of the metric, without any consideration given to exemptions, however, in 2019 when the Crown Heights cohort was below 50%, this was driven almost entirely by exemptions. In 2017, the Brownsville cohort was approaching the goal, trailing by only 7 percentage points behind the metric, and similarly to the 2019 Crown Heights cohort, the drop in the 2018 and 2019 Brownsville cohorts were driven nearly entirely by exemptions. However, two of our East New York Cohorts (2017 and 2019) exceeded the metric by nearly 3 percentage points (2.9 and 2.8 points respectively).

### ADDITIONAL CONTEXT AND EVIDENCE

As part of our assessment strategy, we test at regular intervals where we as much as possible try to replicate Regents conditions. Not merely with how students are testing, but in how scorers score, so we undertake an extensive norming process, where all scorers come to a common understanding of the

scoring rubric and exemplar responses. Where this was difficult was not having a conversion chart for the U.S. History exam, because while we had raw numbers, we had no guidance on how to convert that raw score to regents score. Moving forward now that an exam has been released we can use its conversion chart to create a completely aligned conversion chart for the purpose of making our data as reliable as possible.

### ACTION PLAN

We have focused the curriculum in all of our history courses on prioritized content and skills aligned to the NY State K-12 Social Studies Framework, the C3 Framework, and the NY State Common Core standards for Literacy in History. This alignment ensures that students are spending the majority of their instructional time on the prioritized content and skills that are most important for conceptual understanding and success in these courses.

We have additionally implemented a series of continuous improvement cycles that allow for comprehensive data collection and analysis of instruction, classroom environment, student and teacher experiences, and academic outcomes aligned to our NY State Social Studies content standards and practices as outlined by the K-12 Framework. Using this data we can design meaningful action plans to respond to data across the year, given each school's context.

As part of our assessment strategy, we administer assessments (formative and interim assessments) at regular intervals to strategically and purposefully use data to inform instruction and support student outcomes and monitor progress towards our 75% goal.

The content-based standards are from the 9-12 New York State Framework, and these standards will allow us to gauge student understanding of the curriculum and allow us to set up targeted interventions. The skills-based standards will tell us which skills students are mastering, and those they need more practice and instruction. Our Humanities team has committed to an approach where strategies and techniques for targeting literacy instruction will be done in both ELA and History classrooms, and these approaches will be aligned across the departments.

## GOAL 7: ESSA

### ESSA Measure 1

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

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

Accountability Status by Year

	Year	Status
Aspire	2020-21	Good Standing
	2021-22	Good Standing
	2022-23	Targeted Improvement
Brownsville	2020-21	Good Standing
	2021-22	Good Standing
	2022-23	Targeted Improvement
Crown Heights	2020-21	Good Standing
	2021-22	Good Standing
	2022-23	Targeted Improvement
East New York	2020-21	Good Standing
	2021-22	Good Standing
	2022-23	Targeted Improvement

## ADDITIONAL CONTEXT AND EVIDENCE

N/A

**Achievement First Brooklyn Charter Schools**

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

**June 30, 2023**

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# 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, 2023, 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, 2023, 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.

#### *Reported on Summarized Comparative Information*

We have previously audited Achievement First Brooklyn Charter Schools' 2022 financial statements, and we expressed an unmodified audit opinion on those audited financial statements in our report dated October 31, 2022. In our opinion, the summarized comparative information presented herein as of and for the year ended December 31, 2022 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 schedule of expenditures of federal awards, as required by Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*, and the 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 schedule of expenditures of federal awards, 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 31, 2023, 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 31, 2023



**Achievement First Brooklyn Charter Schools**

**Statement of Financial Position  
June 30, 2023  
(With Comparative Totals for 2022)**

	<u>Assets</u>	
	<u>2023</u>	<u>2022</u>
Current assets		
Cash	\$ 46,790,717	\$ 38,856,358
Restricted cash	350,000	350,000
Grants and other receivables	10,443,859	8,876,577
Receivable from related party - revolving lines of credit	7,142,270	6,642,270
Prepaid expenses and other assets	186,356	193,019
Due from related party	-	79,680
Due from other school	6,039	2,247
	<u>64,919,241</u>	<u>55,000,151</u>
Total current assets		
Non-current assets		
Construction in process	1,425,984	1,123,367
Property and equipment, net	6,136,877	7,232,818
Lease acquisition costs, net	3,865,687	4,092,099
Operating lease right-of-use assets	5,955,315	-
	<u>17,383,863</u>	<u>12,448,284</u>
Total noncurrent assets		
Total assets	<u>\$ 82,303,104</u>	<u>\$ 67,448,435</u>

**Achievement First Brooklyn Charter Schools**

**Statement of Financial Position  
June 30, 2023  
(With Comparative Totals for 2022)**

Liabilities and Net Assets

	<u>2023</u>	<u>2022</u>
Current liabilities		
Accounts payable and accrued expenses	\$ 2,543,646	\$ 3,312,324
Accrued salaries and other payroll related expenses	1,207,043	1,340,925
Due to related party	931,604	-
Due to other schools	560	24,407
Due to NYC Department of Education	83,560	339,109
Due to NYS Education Department - current portion	464,034	157,768
Deferred rent	-	724,034
Refundable advance	87,253	2,661,755
Loans payable - current portion	-	426,000
Current maturities of operating lease liabilities	<u>4,466,041</u>	<u>-</u>
Total current liabilities	<u>9,783,741</u>	<u>8,986,322</u>
Long-term liabilities		
Loans payable - net of current portion	-	33,118
Operating lease liabilities - net of current portion	<u>2,304,911</u>	<u>-</u>
Total long-term liabilities	<u>2,304,911</u>	<u>33,118</u>
Total liabilities	<u>12,088,652</u>	<u>9,019,440</u>
Net assets		
Without donor restrictions		
Undesignated	63,214,452	51,418,495
Board-designated reserve	7,000,000	7,000,000
With donor restrictions	<u>-</u>	<u>10,500</u>
Total net assets	<u>70,214,452</u>	<u>58,428,995</u>
Total liabilities and net assets	<u>\$ 82,303,104</u>	<u>\$ 67,448,435</u>

See Notes to Financial Statements.

# Achievement First Brooklyn Charter Schools

## Statement of Activities and Changes in Net Assets Year Ended June 30, 2023 (With Comparative Totals for 2022)

	Without donor restrictions	With donor restrictions	2023	2022
Change in unrestricted net assets				
Operating revenue				
State and local per pupil operating revenue	\$ 146,761,477	\$ -	\$ 146,761,477	\$ 145,549,004
Federal, state and local grants	14,828,382	-	14,828,382	16,712,846
Special education revenue	16,015,798	-	16,015,798	16,796,617
Net assets released from restrictions	10,500	(10,500)	-	-
Total operating revenue	177,616,157	(10,500)	177,605,657	179,058,467
Expenses				
Program services	149,450,073	-	149,450,073	152,205,423
General and administrative	20,559,854	-	20,559,854	20,428,725
Fundraising	19,000	-	19,000	15,000
Total expenses	170,028,927	-	170,028,927	172,649,148
Surplus (deficit) on school operations from government funding	7,587,230	(10,500)	7,576,730	6,409,319
Support and other revenue				
Contributions	348,372	-	348,372	330,855
In-kind contributions	497,630	-	497,630	524,680
Interest income	860,090	-	860,090	86,077
Realized and unrealized gains on investments	295,983	-	295,983	-
Other revenue	2,254,706	-	2,254,706	1,276,809
Loss on disposal of assets	(48,054)	-	(48,054)	-
Total support and other revenue	4,208,727	-	4,208,727	2,218,421
Change in net assets	11,795,957	(10,500)	11,785,457	8,627,740
Net assets, beginning	58,418,495	10,500	58,428,995	49,801,255
Net assets, end	\$ 70,214,452	\$ -	\$ 70,214,452	\$ 58,428,995

See Notes to Financial Statements.

## Achievement First Brooklyn Charter Schools

### Statement of Functional Expenses Year Ended June 30, 2023 (With Comparative Totals for 2022)

	Program services			General and administrative	Fundraising	2023 Total	2022 Total
	Regular education	Special education	Total program services				
Personnel services costs							
Administrative staff personnel	\$ -	\$ -	\$ -	\$ 13,984,689	\$ -	\$ 13,984,689	\$ 13,591,466
Instructional personnel	77,873,929	10,439,340	88,313,269	-	-	88,313,269	88,610,787
Total personnel services costs	77,873,929	10,439,340	88,313,269	13,984,689	-	102,297,958	102,202,253
Fringe benefits and payroll taxes	12,241,728	1,622,138	13,863,866	2,192,740	-	16,056,606	16,296,193
Retirement	915,827	120,163	1,035,990	162,143	-	1,198,133	1,341,881
Management company fees	16,491,875	1,805,916	18,297,791	964,041	19,000	19,280,832	19,224,575
Accounting/audit services	-	-	-	163,654	-	163,654	171,168
Other purchased/professional/consulting services	134,117	385,773	519,890	160,786	-	680,676	619,778
Repairs and maintenance	3,306,088	462,067	3,768,155	737,397	-	4,505,552	3,708,901
Insurance	581,426	77,524	658,950	104,829	-	763,779	651,183
Utilities	1,258,697	172,486	1,431,183	220,536	-	1,651,719	1,614,864
Supplies/materials	2,928,035	387,389	3,315,424	-	-	3,315,424	3,515,674
Equipment/furnishings	768,604	102,417	871,021	140,119	-	1,011,140	1,669,125
Staff development	1,094,011	144,447	1,238,458	114,309	-	1,352,767	1,028,692
Marketing/recruitment	175,386	23,615	199,001	-	-	199,001	453,097
Technology	4,666,809	620,643	5,287,452	140,838	-	5,428,290	6,188,915
Food service	2,143,006	290,617	2,433,623	-	-	2,433,623	2,829,611
Student services	2,324,382	309,393	2,633,775	-	-	2,633,775	2,438,546
Office expense	2,784,202	370,150	3,154,352	922,027	-	4,076,379	5,628,730
Depreciation and amortization	1,487,833	201,686	1,689,519	422,378	-	2,111,897	2,309,126
Other	504,128	66,980	571,108	124,696	-	695,804	648,361
Parental activities	147,420	19,826	167,246	-	-	167,246	103,944
Interest expense	-	-	-	4,672	-	4,672	4,531
Total expenses	\$ 131,827,503	\$ 17,622,570	\$ 149,450,073	\$ 20,559,854	\$ 19,000	\$ 170,028,927	\$ 172,649,148

See Notes to Financial Statements.

# Achievement First Brooklyn Charter Schools

## Statement of Cash Flows Year Ended June 30, 2023 (With Comparative Totals for 2022)

	2023	2022
Cash flows from operating activities		
Change in net assets	\$ 11,785,457	\$ 8,627,740
Adjustments to reconcile change in net assets to net cash provided by operating activities		
Depreciation and amortization	2,111,897	2,309,126
Net changes in operating lease right-of-use assets and liabilities	815,637	-
Loss on disposal of assets	7,354	-
Write-off of construction in process	40,700	52,549
Accrued interest	(16,878)	(2,254)
Changes in operating assets and liabilities		
Grants and other receivables	(1,567,282)	(4,911,083)
Prepaid expenses and other assets	6,663	392,113
Due from related party	79,680	1,521,694
Due from other school	(3,792)	16,360
Accounts payable and accrued expenses	(821,595)	1,301,137
Accrued salaries and other payroll related expenses	(133,882)	(52,800)
Due to related party	931,604	-
Due to other schools	(23,847)	19,522
Due to NYC Department of Education	(255,549)	296,837
Due to NYS Education Department	306,266	(157,768)
Deferred rent	(724,034)	724,034
Refundable advance	(2,574,502)	2,661,755
Deferred revenue	-	(500)
Net cash provided by operating activities	9,963,897	12,798,462
Cash flows from investing activities		
Purchase of property and equipment	(1,087,298)	(1,116,516)
Cash paid out on revolving lines of credit	(500,000)	(3,622,250)
Net cash used in investing activities	(1,587,298)	(4,738,766)
Cash flows from financing activities		
Payments of long-term debt	(442,240)	(250,957)
Net increase in cash and restricted cash	7,934,359	7,808,739
Cash and restricted cash, beginning	39,206,358	31,397,619
Cash and restricted cash, end	\$ 47,140,717	\$ 39,206,358
Cash paid during the year for interest	\$ 6,783	\$ 38,111
Supplemental disclosure of noncash investing and financing transactions		
Transfer of construction in process to fixed assets	\$ 43,850	\$ 1,219,430
Purchase of fixed assets with accounts payable	\$ 6,022	\$ -
Purchase of construction in process with accounts payable	\$ 184,295	\$ 137,400

See Notes to Financial Statements.

## Achievement First Brooklyn Charter Schools

### Notes to Financial Statements June 30, 2023

#### 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, 2023.

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, 2023, 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 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 schools' budgeted per-pupil operating revenue, excluding state and federal nonoperating grants.

## Achievement First Brooklyn Charter Schools

### Notes to Financial Statements June 30, 2023

*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 no cash equivalents at June 30, 2023.

#### 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:

	2023	2022
Cash	\$ 46,790,717	\$ 38,856,358
Restricted cash	350,000	350,000
Total	<u>\$ 47,140,717</u>	<u>\$ 39,206,358</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 \$10,443,859 at June 30, 2023. The School has determined that no allowance for uncollectible accounts for receivables is necessary as of June 30, 2023. 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 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.

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, 2023

#### 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, is excess shared space whereby a fair value cannot be determined and is industry practice.

#### Property and equipment

Property and equipment are stated at cost. The School has established a 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 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, 2023.

#### 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, 2023**

#### **Tax-exempt status**

The School is exempt under Section 501(c)(3) of the Internal Revenue Code ("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, 2023, 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 2020 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 statements 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, 2022, 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 Corporation. From time to time, the School's balances may exceed these limits. As of June 30, 2023, the School had uninsured bank balances of \$45,359,125. The School limits its credit risk by selecting financial institutions considered to be highly creditworthy.

#### **Subsequent events**

Management has reviewed subsequent events through October 31, 2023, which is the date the financial statements were approved and available for issuance.

### **Note 3 - New accounting pronouncement**

The School adopted Accounting Standards Update 2016-02 (as amended), *Leases* ("Topic 842") on July 1, 2022 ("Adoption Date"). Topic 842 requires lessees to recognize a right-of-use asset and a corresponding lease liability for most leases. The School elected and applied the following practical expedients on the Adoption Date:

- The package of practical expedients permitting the School to not reassess (i) the lease classification of existing leases; (ii) whether existing and expired contracts are or contain leases; and (iii) initial direct costs for existing leases.

## Achievement First Brooklyn Charter Schools

### Notes to Financial Statements June 30, 2023

The School recognized the following as of the Adoption Date in connection with transitioning to Topic 842:

	<u>As of July 1, 2022</u>
Operating lease right-of-use assets	\$ 8,001,712
Operating lease liabilities	8,725,746

The adoption of Topic 842 did not have a material impact on the School's change in net assets for the year ended June 30, 2023.

The School presents its right-of-use assets and lease liabilities for operating leases separately on its statement of financial position. See Note 14 regarding the School's right-of-use assets for operating leases and lease liabilities.

#### Note 4 - Liquidity

The School regularly monitors liquidity required to meet its annual operating needs and other contractual commitments. As of June 30, 2023, the School has financial assets available to meet annual operating needs for the 2024 fiscal year as follows:

Cash	\$ 46,790,717
Grants and other receivables	10,443,859
Receivable from related party - revolving lines of credit	7,142,270
Due from other school	<u>6,039</u>
Total financial assets	64,382,885
Less	
Receivable from related party - revolving lines of credit	(7,142,270)
Board-designated reserve	<u>(7,000,000)</u>
Financial assets available to meet cash needs for general expenditures within one year	<u><u>\$ 50,240,615</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.

#### Note 5 - 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

# Achievement First Brooklyn Charter Schools

## Notes to Financial Statements June 30, 2023

such repayments shall be due 45 business days thereafter. Balances on the lines are as follows as of June 30, 2023:

	<u>Credit limit</u>	<u>Amount drawn</u>
AF Brooklyn HS4, LLC	\$ 5,000,000	\$ 3,549,327
AF Queens ES1, LLC	4,000,000	1,605,693
AF Glenmore Avenue, LLC	4,000,000	1,987,250
	<u>\$ 13,000,000</u>	<u>\$ 7,142,270</u>

### Note 6 - Concentrations

The School received approximately 83% of its operating revenue, which is subject to specific requirements, from per pupil funding from the NYCDOE during the year ended June 30, 2023.

The School's grants and other receivables consist of 97% from the State of New York as of June 30, 2023.

### Note 7 - Property and equipment

The following is a summary of property and equipment at June 30, 2023:

Leasehold improvements	\$ 16,195,658
Furniture and fixtures	313,475
Computers and other hardware	48,554
Equipment	<u>1,556,755</u>
	18,114,442
Less accumulated depreciation	<u>(11,977,565)</u>
	<u>\$ 6,136,877</u>

Depreciation expense was \$1,885,485 for the year ended June 30, 2023.

### Note 8 - 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 their 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, 2023 was \$226,412 and accumulated amortization at June 30, 2023 was \$2,926,692. Amortization expense for each of the next five years is \$226,412.

## Achievement First Brooklyn Charter Schools

### Notes to Financial Statements June 30, 2023

#### Note 9 - 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, 2023, the School incurred management and ancillary services fees of \$19,289,138, 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, 2023 was \$931,604.

The School received \$348,221 of contributions from AF for the year ended June 30, 2023. See Note 14 for related party leases.

#### Note 10 - Due from/to other schools

The following amounts were due from/to related schools and consist of the following at June 30, 2023:

Achievement First Providence Charter School	\$	5,159
Achievement First Bridgeport Academy		(560)
Achievement First Elm City Charter School		880
		<hr/>
	\$	5,479
		<hr/>

#### Note 11 - Loans payable

Loans payable to Charter School Growth Fund bear interest at 1% and 3%. The 1% loans are start-up loans and no payments of principal or interest are required until maturity. The 3% loans are improvement loans and require annual payments of principal and interest. Loans mature through June 30, 2023. This loan balance was repaid in full as of June 30, 2023. Interest expense of \$4,672 is included in interest expense on the statement of functional expenses.

The loan payable to Peak Demand Energy is a noninterest-bearing loan. The loan was established to pay for lighting costs related to school renovations. The loan is paid through monthly payments equal to the cost savings, quantified by the reduction in energy usage each month, which is approximately \$2,000 per month. The loan was paid off during fiscal year 2023.

#### Note 12 - 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, 2023, an overpayment totaling \$83,561 had been made; an adjustment for

## Achievement First Brooklyn Charter Schools

### Notes to Financial Statements June 30, 2023

this amount will be reflected in the third payment from NYCDOE in FY 2024. Additionally, the New York State Education Department informed the School during the year ended June 30, 2018, that an error had been made in the allocation of Title II funds available to districts throughout the State. As a result, \$788,840 was received by the School in excess of the State's recalculated grant allocation. During the year ended June 30, 2023, the final installment of \$157,768 was repaid.

The School discontinued their involvement in the National School Lunch Program as of June 30, 2023. As a result, the School owes the New York State Education Department \$457,456 for unexpended funds. As of June 30, 2023, the School also owes the New York State Education Department \$6,577 for an overpayment of Title I funding.

#### Note 13 - Contributed nonfinancial assets

For the year ended June 30, 2023, contributed nonfinancial assets recognized within the statement of activities included:

2023				
	Revenue recognized	Utilization in programs/activities	Donor restrictions	Valuation techniques and inputs
Digital learning	\$ 268,144	Regular education	None	Donor's purchase cost
Textbooks	173,894	Regular education	None	Donor's purchase cost
Library books	55,592	Regular education	None	Donor's purchase cost

#### Note 14 - 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 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

## **Achievement First Brooklyn Charter Schools**

### **Notes to Financial Statements**

**June 30, 2023**

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, which terms have been incorporated into our 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 will commence upon substantial completion of the school. Upon commencement, 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 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.

# Achievement First Brooklyn Charter Schools

## Notes to Financial Statements June 30, 2023

### 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, 2023:

	Statement of Financial Position Classification	June 30, 2023
Right-of-use assets		
Operating leases	Noncurrent assets	<u>\$ 5,955,315</u>
Lease liabilities		
Current		
Operating leases	Current liabilities	\$ 4,466,041
Noncurrent		
Operating leases	Noncurrent liabilities	<u>2,304,911</u>
Total lease liabilities		<u>\$ 6,770,952</u>

The components of the School's lease cost for the year ended June 30, 2023 are as follows:

	Statement of Functional Expense Classification	June 30, 2023
Operating lease cost, net		
Rent expense	Repairs and maintenance, Office expense	<u>\$ 3,803,525</u>
Short-term lease expense	Office expense	<u>\$ 141,822</u>

The School had elected to apply the short-term practical expedient to its leases. The rental costs of short-term leases are included in office expenses in the statement of activities.

Supplemental cash flow information related to the School's leases for the year ended June 30, 2023 is as follows:

Year ended June 30, 2023	Operating leases
Cash paid for amounts included in the measurement of lease liabilities	
Operating	\$ 3,711,926
Right-of-use assets obtained in exchange for lease liabilities	
Operating	\$ 9,527,943

## Achievement First Brooklyn Charter Schools

### Notes to Financial Statements June 30, 2023

The weighted average remaining term and weighted average discount rate for the School's leases are as follows as of June 30, 2023:

Weighted average remaining term (in years)	2.21
Weighted average discount rate	3.01%

(1) The Organization has elected to use a risk-free rate as the discount rate for its leases. The Organization uses rates on U.S. government securities for periods comparable with lease terms as risk-free rates.

The annual maturity analysis of the School's lease liabilities as of June 30, 2023 is as follows:

Calendar year	Operating leases
2024	\$ 4,599,601
2025	1,032,315
2026	718,093
2027	544,270
2028	110,026
Total lease payments	7,004,305
Less: Interest	233,353
Present value of lease liability	6,770,952
Less: current portion of lease liabilities	4,466,041
Noncurrent portion of lease liabilities	\$ 2,304,911

#### Note 15 - 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, 2023, 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, is excess shared space whereby a fair value cannot be determined and is industry practice.

#### Note 16 - 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, up to a maximum match of \$2,500 per year, per employee. The School contribution is not vested until the employee's third year, when he or she becomes fully



## **Achievement First Brooklyn Charter Schools**

### **Notes to Financial Statements June 30, 2023**

vested. For the year ended June 30, 2023, pension expense for the School was approximately \$1,200,000, which is included in retirement in the accompanying statement of functional expenses.

#### **Note 17 - 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 18 - Conditional contribution**

AF received a conditional grant commencing April 2020 for expansion and minor repairs, of which they have allocated \$4,629,142 to the School. This grant is expected to cover periods through March 2025. Donor conditions specify that amounts must be spent on expenditures relevant to 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. For the year ended June 30, 2023, \$109,826 was recorded as revenue related to this grant. The remaining conditional promise to give at June 30, 2023 was \$3,500,607.

During the year ended June 30, 2021, the School received conditional ESSER grants of \$46,311,444. These grants are expected to cover periods through September 2023. Donor conditions specify that amounts must be spent on expenditures relevant to the approved grant purpose. Since these grants represent a conditional promise to give, amounts will not be recognized as contribution revenue until donor conditions are met. Prior to 2023, \$10,093,571 of the conditions were met. During 2023, contribution revenue of \$8,702,195 and \$43 of contributions expired were recorded related to this grant. The remaining conditional promise to give at June 30, 2023 was approximately \$27,500,000.

## **Supplementary Information**

**Achievement First Brooklyn Charter Schools**

**Supplemental Combining Schedule of Activities by Charter**

**Year Ended June 30, 2023**

	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	\$ 13,656,624	\$ 13,338,916	\$ 17,217,429	\$ 15,620,161	\$ 22,576,262	\$ 19,439,274	\$ 12,737,429	\$ 12,180,448	\$ 14,653,375	\$ 2,787,552	\$ 2,554,007	\$ 146,761,477
Federal, state and local grants	1,390,215	1,500,839	1,737,939	1,804,104	1,761,408	1,482,206	1,736,345	1,085,994	1,401,902	448,524	478,906	14,828,382
Special education revenue	1,247,847	1,134,000	1,813,105	3,156,637	2,321,370	1,566,526	1,441,043	1,283,991	1,501,679	387,462	162,138	16,015,798
Total operating revenue	16,294,686	15,973,755	20,768,473	20,580,902	26,659,040	22,488,006	15,914,817	14,550,433	17,556,956	3,623,538	3,195,051	177,605,657
Expenses												
Program services	12,731,470	15,174,551	17,658,845	17,326,965	22,096,855	18,860,552	13,788,510	11,476,671	12,896,722	3,637,385	3,801,547	149,450,073
General and administrative	1,635,489	2,665,297	2,623,393	1,871,801	2,954,838	2,296,168	1,815,198	1,691,003	1,606,199	647,061	753,407	20,559,854
Fundraising	-	-	6,334	-	6,333	6,333	-	-	-	-	-	19,000
Total expenses	14,366,959	17,839,848	20,288,572	19,198,766	25,058,026	21,163,053	15,603,708	13,167,674	14,502,921	4,284,446	4,554,954	170,028,927
Surplus (deficit) on school operations from government funding	1,927,727	(1,866,093)	479,901	1,382,136	1,601,014	1,324,953	311,109	1,382,759	3,054,035	(660,908)	(1,359,903)	7,576,730
Support and other revenue												
Contributions	-	-	65,193	77	98,516	184,511	-	50	-	25	-	348,372
In-kind contributions	29,776	60,230	71,105	63,351	68,826	71,919	32,503	23,433	58,540	13,007	4,940	497,630
Interest income	56,559	176,938	84,838	56,741	84,838	84,838	56,559	108,227	56,559	28,279	65,714	860,090
Realized and unrealized gains on investments	24,665	36,998	36,998	24,665	36,998	36,998	24,665	24,665	24,665	12,333	12,333	295,983
Other revenue	33,340	568,935	92,577	72,554	339,779	113,627	119,691	44,934	61,188	37,529	770,552	2,254,706
Loss on sale of assets	-	(41,593)	-	(923)	-	-	-	(1,967)	(3,571)	-	-	(48054)
Total support and other revenue	144,340	801,508	350,711	216,465	628,957	491,893	233,418	199,342	197,381	91,173	853,539	4,208,727
Change in net assets	2,072,067	(1,064,585)	830,612	1,598,601	2,229,971	1,816,846	544,527	1,582,101	3,251,416	(569,735)	(506,364)	11,785,457
Net assets, beginning	12,559,375	6,903,973	6,174,873	6,405,441	5,508,134	4,393,918	6,247,893	6,891,542	8,946,303	(4,188,800)	(1,413,657)	58,428,995
Net assets, end	\$ 14,631,442	\$ 5,839,388	\$ 7,005,485	\$ 8,004,042	\$ 7,738,105	\$ 6,210,764	\$ 6,792,420	\$ 8,473,643	\$ 12,197,719	\$ (4,758,535)	\$ (1,920,021)	\$ 70,214,452

See Independent Auditor's Report.

# Achievement First Brooklyn Charter Schools

## Supplemental Schedule of Functional Expenses - Apollo Year Ended June 30, 2023 (With Comparative Totals for 2022)

	Program services			General and administrative	Fundraising	2023 Total	2022 Total
	Regular education	Special education	Total program services				
Personnel services costs							
Administrative staff personnel	\$ -	\$ -	\$ -	\$ 1,159,099	\$ -	\$ 1,159,099	\$ 1,159,530
Instructional personnel	7,277,260	599,417	7,876,677	-	-	7,876,677	7,635,985
Total personnel services costs	7,277,260	599,417	7,876,677	1,159,099	-	9,035,776	8,795,515
Fringe benefits and payroll taxes	1,181,233	97,296	1,278,529	188,143	-	1,466,672	1,390,513
Retirement	109,131	8,989	118,120	17,382	-	135,502	133,441
Management company fees	1,555,865	106,534	1,662,399	87,495	-	1,749,894	1,742,849
Accounting/audit services	-	-	-	13,638	-	13,638	14,264
Other purchased/professional/ consulting services	-	2,642	2,642	9,575	-	12,217	16,637
Repairs and maintenance	38,516	3,172	41,688	6,135	-	47,823	73,999
Insurance	46,701	3,847	50,548	7,438	-	57,986	46,167
Utilities	1,616	133	1,749	257	-	2,006	2,783
Supplies/materials	309,757	25,514	335,271	-	-	335,271	321,487
Equipment/furnishings	68,064	5,606	73,670	10,841	-	84,511	75,324
Staff development	124,258	10,235	134,493	9,680	-	144,173	85,262
Marketing/recruitment	11,276	929	12,205	-	-	12,205	38,954
Technology	430,682	35,475	466,157	11,685	-	477,842	536,544
Food service	60,553	4,988	65,541	-	-	65,541	49,539
Student services	189,046	15,571	204,617	-	-	204,617	218,450
Office expense	252,935	20,834	273,769	84,645	-	358,414	453,778
Depreciation and amortization	69,498	5,724	75,222	18,805	-	94,027	91,129
Other	46,050	3,793	49,843	10,671	-	60,514	66,167
Parental activities	7,696	634	8,330	-	-	8,330	3,930
	<u>\$ 11,780,137</u>	<u>\$ 951,333</u>	<u>\$ 12,731,470</u>	<u>\$ 1,635,489</u>	<u>\$ -</u>	<u>\$ 14,366,959</u>	<u>\$ 14,156,732</u>

See Independent Auditor's Report.

## Achievement First Brooklyn Charter Schools

### Supplemental Schedule of Functional Expenses - Aspire Year Ended June 30, 2023 (With Comparative Totals for 2022)

	Program services			General and administrative	Fundraising	2023 Total	2022 Total
	Regular education	Special education	Total program services				
Personnel services costs							
Administrative staff personnel	\$ -	\$ -	\$ -	\$ 1,707,944	\$ -	\$ 1,707,944	\$ 1,604,303
Instructional personnel	7,202,837	1,047,835	8,250,672	-	-	8,250,672	8,357,115
Total personnel services costs	7,202,837	1,047,835	8,250,672	1,707,944	-	9,958,616	9,961,418
Fringe benefits and payroll taxes	1,116,128	162,369	1,278,497	264,657	-	1,543,154	1,524,882
Retirement	76,725	11,162	87,887	18,193	-	106,080	125,693
Management company fees	1,533,551	183,650	1,717,201	90,379	-	1,807,580	1,884,975
Accounting/audit services	-	-	-	20,457	-	20,457	21,396
Other purchased/professional/ consulting services	-	19,767	19,767	15,150	-	34,917	33,173
Repairs and maintenance	1,323,651	192,559	1,516,210	313,866	-	1,830,076	1,500,149
Insurance	49,002	7,128	56,130	11,619	-	67,749	57,331
Utilities	14,417	2,097	16,514	3,419	-	19,933	15,108
Supplies/materials	371,454	54,037	425,491	-	-	425,491	422,935
Equipment/furnishings	97,970	14,252	112,222	23,231	-	135,453	406,873
Staff development	158,882	23,114	181,996	14,436	-	196,432	144,336
Marketing/recruitment	23,459	3,413	26,872	-	-	26,872	45,173
Technology	564,294	82,092	646,386	20,530	-	666,916	721,156
Food service	37,078	5,394	42,472	-	-	42,472	37,544
Student services	148,802	21,647	170,449	-	-	170,449	124,474
Office expense	296,313	43,106	339,419	91,136	-	430,555	573,099
Depreciation and amortization	193,446	28,142	221,588	55,397	-	276,985	305,954
Other	50,762	7,385	58,147	13,883	-	72,030	66,140
Parental activities	5,789	842	6,631	-	-	6,631	2,468
Interest expense	-	-	-	1,000	-	1,000	1,345
Total expenses	\$ 13,264,560	\$ 1,909,991	\$ 15,174,551	\$ 2,665,297	\$ -	\$ 17,839,848	\$ 17,975,622

See Independent Auditor's Report.

# Achievement First Brooklyn Charter Schools

## Supplemental Schedule of Functional Expenses - Brownsville Year Ended June 30, 2023 (With Comparative Totals for 2022)

	Program services			General and administrative	Fundraising	2023 Total	2022 Total
	Regular education	Special education	Total program services				
Personnel services costs							
Administrative staff personnel	\$ -	\$ -	\$ -	\$ 1,870,644	\$ -	\$ 1,870,644	\$ 1,596,699
Instructional personnel	9,793,811	1,346,549	11,140,360	-	-	11,140,360	11,376,379
Total personnel services costs	9,793,811	1,346,549	11,140,360	1,870,644	-	13,011,004	12,973,078
Fringe benefits and payroll taxes	1,490,333	204,190	1,694,523	285,020	-	1,979,543	2,054,722
Retirement	102,184	14,000	116,184	19,425	-	135,609	150,754
Management company fees	1,934,870	219,227	2,154,097	113,707	6,334	2,274,138	2,373,377
Accounting/audit services	-	-	-	20,457	-	20,457	21,396
Other purchased/professional/ consulting services	-	64,486	64,486	16,343	-	80,829	52,156
Repairs and maintenance	27,566	3,777	31,343	6,989	-	38,332	37,219
Insurance	59,332	8,129	67,461	11,359	-	78,820	62,343
Utilities	20,250	2,774	23,024	3,785	-	26,809	22,313
Supplies/materials	332,167	45,510	377,677	-	-	377,677	334,440
Equipment/furnishings	97,789	13,399	111,188	18,754	-	129,942	174,436
Staff development	105,968	14,518	120,486	12,412	-	132,898	104,079
Marketing/recruitment	16,614	2,277	18,891	-	-	18,891	38,673
Technology	532,241	72,921	605,162	14,461	-	619,623	755,757
Food service	21,322	2,921	24,243	-	-	24,243	653,236
Student services	216,600	29,677	246,277	-	-	246,277	313,550
Office expense	385,057	52,757	437,814	125,761	-	563,575	707,645
Depreciation and amortization	314,327	43,066	357,393	89,348	-	446,741	512,387
Other	59,625	8,167	67,792	14,928	-	82,720	85,061
Parental activities	390	54	444	-	-	444	2,919
Total expenses	\$ 15,510,446	\$ 2,148,399	\$ 17,658,845	\$ 2,623,393	\$ 6,334	\$ 20,288,572	\$ 21,429,541

See Independent Auditor's Report.

## Achievement First Brooklyn Charter Schools

### Supplemental Schedule of Functional Expenses - Bushwick Year Ended June 30, 2023 (With Comparative Totals for 2022)

	Program services			General and administrative	Fundraising	2023 Total	2022 Total
	Regular education	Special education	Total program services				
Personnel services costs							
Administrative staff personnel	\$ -	\$ -	\$ -	\$ 1,324,375	\$ -	\$ 1,324,375	\$ 1,427,745
Instructional personnel	9,535,971	1,306,520	10,842,491	-	-	10,842,491	10,971,196
Total personnel services costs	9,535,971	1,306,520	10,842,491	1,324,375	-	12,166,866	12,398,941
Fringe benefits and payroll taxes	1,496,686	205,060	1,701,746	208,163	-	1,909,909	1,978,179
Retirement	124,397	17,043	141,440	18,018	-	159,458	179,865
Management company fees	1,836,045	207,351	2,043,396	107,547	-	2,150,943	2,080,846
Accounting/audit services	-	-	-	13,638	-	13,638	14,264
Other purchased/professional/ consulting services	54	19,878	19,932	21,178	-	41,110	32,903
Repairs and maintenance	38,074	5,217	43,291	3,341	-	46,632	37,375
Insurance	45,380	6,217	51,597	6,072	-	57,669	49,027
Utilities	5,258	721	5,979	610	-	6,589	12,107
Supplies/materials	270,819	37,105	307,924	-	-	307,924	509,106
Equipment/furnishings	68,958	9,448	78,406	5,865	-	84,271	151,815
Staff development	139,651	19,132	158,783	14,719	-	173,502	90,178
Marketing/recruitment	14,862	2,037	16,899	-	-	16,899	38,673
Technology	513,271	70,321	583,592	10,363	-	593,955	651,800
Food service	449,039	61,522	510,561	-	-	510,561	360,613
Student services	211,778	29,016	240,794	-	-	240,794	221,441
Office expense	325,241	44,561	369,802	104,685	-	474,487	772,502
Depreciation and amortization	81,426	11,156	92,582	23,145	-	115,727	80,156
Other	46,286	6,341	52,627	10,082	-	62,709	68,717
Parental activities	57,276	7,847	65,123	-	-	65,123	47,175
Total expenses	\$ 15,260,472	\$ 2,066,493	\$ 17,326,965	\$ 1,871,801	\$ -	\$ 19,198,766	\$ 19,775,683

See Independent Auditor's Report.

## Achievement First Brooklyn Charter Schools

### Supplemental Schedule of Functional Expenses - Crown Heights Year Ended June 30, 2023 (With Comparative Totals for 2022)

	Program services			General and administrative	Fundraising	2023 Total	2022 Total
	Regular education	Special education	Total program services				
Personnel services costs							
Administrative staff personnel	\$ -	\$ -	\$ -	\$ 2,036,375	\$ -	\$ 2,036,375	\$ 2,040,848
Instructional personnel	11,729,999	1,607,123	13,337,122	-	-	13,337,122	12,909,817
Total personnel services costs	11,729,999	1,607,123	13,337,122	2,036,375	-	15,373,497	14,950,665
Fringe benefits and payroll taxes	1,795,751	246,035	2,041,786	311,750	-	2,353,536	2,417,156
Retirement	142,669	19,547	162,216	24,768	-	186,984	185,331
Management company fees	2,442,168	276,518	2,718,686	143,422	6,333	2,868,441	2,764,122
Accounting/audit services	-	-	-	20,457	-	20,457	21,396
Other purchased/professional/ consulting services	-	6,269	6,269	15,150	-	21,419	36,768
Repairs and maintenance	67,108	9,194	76,302	11,650	-	87,952	65,052
Insurance	113,266	15,519	128,785	19,664	-	148,449	126,144
Utilities	1,028,729	140,946	1,169,675	178,591	-	1,348,266	1,196,839
Supplies/materials	361,037	49,466	410,503	-	-	410,503	349,917
Equipment/furnishings	65,694	9,001	74,695	11,405	-	86,100	176,880
Staff development	145,436	19,926	165,362	14,570	-	179,932	154,490
Marketing/recruitment	16,619	2,277	18,896	-	-	18,896	38,673
Technology	648,648	88,872	737,520	16,396	-	753,916	809,031
Food service	52,438	7,184	59,622	-	-	59,622	29,226
Student services	408,773	56,006	464,779	-	-	464,779	356,107
Office expense	363,226	49,765	412,991	127,905	-	540,896	727,144
Depreciation and amortization	24,825	3,401	28,226	7,056	-	35,282	31,208
Other	66,662	9,133	75,795	15,679	-	91,474	99,761
Parental activities	6,706	919	7,625	-	-	7,625	5,943
Total expenses	<u>\$ 19,479,754</u>	<u>\$ 2,617,101</u>	<u>\$ 22,096,855</u>	<u>\$ 2,954,838</u>	<u>\$ 6,333</u>	<u>\$ 25,058,026</u>	<u>\$ 24,541,853</u>

See Independent Auditor's Report.



## Achievement First Brooklyn Charter Schools

### Supplemental Schedule of Functional Expenses - East New York Year Ended June 30, 2023 (With Comparative Totals for 2022)

	Program services			General and administrative	Fundraising	2023 Total	2022 Total
	Regular education	Special education	Total program services				
Personnel services costs							
Administrative staff personnel	\$ -	\$ -	\$ -	\$ 1,653,063	\$ -	\$ 1,653,063	\$ 1,760,370
Instructional personnel	10,351,836	1,423,857	11,775,693	-	-	11,775,693	11,860,594
Total personnel services costs	10,351,836	1,423,857	11,775,693	1,653,063	-	13,428,756	13,620,964
Fringe benefits and payroll taxes	1,670,323	228,850	1,899,173	266,604	-	2,165,777	2,188,938
Retirement	147,059	20,148	167,207	23,472	-	190,679	196,509
Management company fees	2,105,886	238,540	2,344,426	123,724	6,333	2,474,483	2,445,994
Accounting/audit services	-	-	-	20,457	-	20,457	21,396
Other purchased/professional/ consulting services	-	222,117	222,117	15,150	-	237,267	160,606
Repairs and maintenance	71,862	9,846	81,708	11,470	-	93,178	62,409
Insurance	58,131	7,964	66,095	9,278	-	75,373	63,443
Utilities	10,272	1,407	11,679	1,639	-	13,318	19,877
Supplies/materials	357,090	48,925	406,015	-	-	406,015	414,288
Equipment/furnishings	67,798	9,289	77,087	10,821	-	87,908	115,205
Staff development	85,521	11,717	97,238	9,700	-	106,938	91,427
Marketing/recruitment	16,652	2,282	18,934	-	-	18,934	39,673
Technology	573,235	78,539	651,774	21,081	-	672,855	801,674
Food service	20,125	2,757	22,882	-	-	22,882	251,697
Student services	451,225	61,822	513,047	-	-	513,047	449,458
Office expense	294,578	40,360	334,938	90,048	-	424,986	632,463
Depreciation and amortization	92,820	12,717	105,537	26,384	-	131,921	142,250
Other	54,488	7,465	61,953	13,277	-	75,230	77,945
Parental activities	2,682	367	3,049	-	-	3,049	-
Total expenses	\$ 16,431,583	\$ 2,428,969	\$ 18,860,552	\$ 2,296,168	\$ 6,333	\$ 21,163,053	\$ 21,796,216

See Independent Auditor's Report.

## Achievement First Brooklyn Charter Schools

### Supplemental Schedule of Functional Expenses - Endeavor Year Ended June 30, 2023 (With Comparative Totals for 2022)

	Program services			General and administrative	Fundraising	2023 Total	2022 Total
	Regular education	Special education	Total program services				
Personnel services costs							
Administrative staff personnel	\$ -	\$ -	\$ -	\$ 1,113,547	\$ -	\$ 1,113,547	\$ 1,094,124
Instructional personnel	6,173,708	845,858	7,019,566	-	-	7,019,566	7,740,650
Total personnel services costs	6,173,708	845,858	7,019,566	1,113,547	-	8,133,113	8,834,774
Fringe benefits and payroll taxes	1,004,048	137,564	1,141,612	181,099	-	1,322,711	1,407,955
Retirement	68,953	9,447	78,400	12,437	-	90,837	127,503
Management company fees	1,426,436	161,092	1,587,528	83,554	-	1,671,082	1,720,134
Accounting/audit services	-	-	-	13,638	-	13,638	14,264
Other purchased/professional/ consulting services	133,163	27,750	160,913	35,358	-	196,271	223,072
Repairs and maintenance	608,274	83,339	691,613	109,714	-	801,327	592,013
Insurance	110,572	15,150	125,722	19,944	-	145,666	135,048
Utilities	160,211	21,950	182,161	28,897	-	211,058	321,391
Supplies/materials	203,970	27,946	231,916	-	-	231,916	209,052
Equipment/furnishings	37,860	5,187	43,047	6,829	-	49,876	46,100
Staff development	94,761	12,984	107,745	10,282	-	118,027	91,359
Marketing/recruitment	11,977	1,642	13,619	-	-	13,619	38,673
Technology	367,891	50,404	418,295	9,399	-	427,694	463,045
Food service	851,667	116,687	968,354	-	-	968,354	622,452
Student services	283,810	38,885	322,695	-	-	322,695	200,530
Office expense	236,010	32,336	268,346	86,047	-	354,393	559,382
Depreciation and amortization	308,814	42,310	351,124	87,781	-	438,905	434,127
Other	64,781	8,875	73,656	16,672	-	90,328	53,911
Parental activities	1,933	265	2,198	-	-	2,198	-
Total expenses	\$ 12,148,839	\$ 1,639,671	\$ 13,788,510	\$ 1,815,198	\$ -	\$ 15,603,708	\$ 16,094,785

See Independent Auditor's Report.

## Achievement First Brooklyn Charter Schools

### Supplemental Schedule of Functional Expenses - Linden Year Ended June 30, 2023 (With Comparative Totals for 2022)

	Program services			General and administrative	Fundraising	2023 Total	2022 Total
	Regular education	Special education	Total program services				
Personnel services costs							
Administrative staff personnel	\$ -	\$ -	\$ -	\$ 1,182,943	\$ -	\$ 1,182,943	\$ 1,152,761
Instructional personnel	5,980,872	900,247	6,881,119	-	-	6,881,119	6,784,729
 Total personnel services costs	 5,980,872	 900,247	 6,881,119	 1,182,943	 -	 8,064,062	 7,937,490
Fringe benefits and payroll taxes	951,007	130,297	1,081,304	185,889	-	1,267,193	1,285,454
Retirement	49,901	6,837	56,738	9,754	-	66,492	83,611
Management company fees	1,364,281	154,073	1,518,354	79,913	-	1,598,267	1,661,788
Accounting/audit services	-	-	-	13,638	-	13,638	14,264
Other purchased/professional/ consulting services	-	11,904	11,904	11,201	-	23,105	22,344
Repairs and maintenance	84,667	11,600	96,267	16,549	-	112,816	72,850
Insurance	36,088	4,944	41,032	7,054	-	48,086	44,951
Utilities	10,040	1,375	11,415	1,962	-	13,377	7,948
Supplies/materials	259,297	35,526	294,823	-	-	294,823	311,470
Equipment/furnishings	147,257	20,176	167,433	28,784	-	196,217	201,881
Staff development	96,433	13,213	109,646	9,646	-	119,292	68,792
Marketing/recruitment	38,255	5,241	43,496	-	-	43,496	50,859
Technology	388,203	53,188	441,391	16,727	-	458,118	559,525
Food service	12,309	1,687	13,996	-	-	13,996	15,137
Student services	207,128	28,379	235,507	-	-	235,507	140,786
Office expense	256,109	35,089	291,198	85,293	-	376,491	425,006
Depreciation and amortization	103,414	14,169	117,583	29,396	-	146,979	240,248
Other	43,848	6,007	49,855	11,254	-	61,109	54,837
Parental activities	11,970	1,640	13,610	-	-	13,610	392
Interest expense	-	-	-	1,000	-	1,000	1,186
 Total expenses	 \$ 10,041,079	 \$ 1,435,592	 \$ 11,476,671	 \$ 1,691,003	 \$ -	 \$ 13,167,674	 \$ 13,200,819

See Independent Auditor's Report.

# Achievement First Brooklyn Charter Schools

## Supplemental Schedule of Functional Expenses - North Brooklyn Year Ended June 30, 2023 (With Comparative Totals for 2022)

	Program services			General and administrative	Fundraising	2023 Total	2022 Total
	Regular education	Special education	Total program services				
Personnel services costs							
Administrative staff personnel	\$ -	\$ -	\$ -	\$ 1,111,427	\$ -	\$ 1,111,427	\$ 1,130,648
Instructional personnel	6,581,541	901,734	7,483,275	-	-	7,483,275	7,737,802
Total personnel services costs	6,581,541	901,734	7,483,275	1,111,427	-	8,594,702	8,868,450
Fringe benefits and payroll taxes	1,037,697	142,174	1,179,871	175,236	-	1,355,107	1,427,529
Retirement	62,264	8,531	70,795	10,515	-	81,310	109,332
Management company fees	1,598,134	180,483	1,778,617	93,611	-	1,872,228	1,826,159
Accounting/audit services	-	-	-	13,638	-	13,638	14,264
Other purchased/professional/ consulting services	-	6,271	6,271	10,607	-	16,878	17,016
Repairs and maintenance	149,339	20,461	169,800	25,219	-	195,019	30,182
Insurance	42,267	5,791	48,058	7,138	-	55,196	44,927
Utilities	7,398	1,014	8,412	1,249	-	9,661	11,520
Supplies/materials	282,465	38,701	321,166	-	-	321,166	391,507
Equipment/furnishings	71,991	9,863	81,854	12,157	-	94,011	161,683
Staff development	108,383	14,850	123,233	11,917	-	135,150	127,327
Marketing/recruitment	11,943	1,636	13,579	-	-	13,579	38,811
Technology	411,427	56,371	467,798	9,074	-	476,872	527,234
Food service	448,199	61,408	509,607	-	-	509,607	660,465
Student services	118,651	16,256	134,907	-	-	134,907	104,470
Office expense	224,278	30,728	255,006	75,636	-	330,642	444,009
Depreciation and amortization	139,802	19,154	158,956	39,739	-	198,695	190,410
Other	34,555	4,735	39,290	8,036	-	47,326	49,709
Parental activities	40,657	5,570	46,227	-	-	46,227	35,141
Interest expense	-	-	-	1,000	-	1,000	1,000
Total expenses	\$ 11,370,991	\$ 1,525,731	\$ 12,896,722	\$ 1,606,199	\$ -	\$ 14,502,921	\$ 15,081,145

See Independent Auditor's Report.

# Achievement First Brooklyn Charter Schools

## Supplemental Schedule of Functional Expenses - Voyager Year Ended June 30, 2023 (With Comparative Totals for 2022)

	Program services			General and administrative	Fundraising	2023 Total	2022 Total
	Regular education	Special education	Total program services				
Personnel services costs							
Administrative staff personnel	\$ -	\$ -	\$ -	\$ 458,337	\$ -	\$ 458,337	\$ 351,911
Instructional personnel	1,844,382	252,939	2,097,321	-	-	2,097,321	2,342,145
Total personnel services costs	1,844,382	252,939	2,097,321	458,337	-	2,555,658	2,694,056
Fringe benefits and payroll taxes	285,300	39,089	324,389	70,890	-	395,279	434,362
Retirement	23,989	3,287	27,276	5,961	-	33,237	43,146
Management company fees	369,874	41,771	411,645	21,666	-	433,311	457,115
Accounting/audit services	-	-	-	6,819	-	6,819	7,132
Other purchased/professional/ consulting services	900	4,094	4,994	5,649	-	10,643	11,776
Repairs and maintenance	12,655	1,734	14,389	3,144	-	17,533	5,539
Insurance	9,361	1,283	10,644	2,326	-	12,970	11,703
Utilities	380	52	432	95	-	527	4,357
Supplies/materials	69,399	9,508	78,907	-	-	78,907	84,983
Equipment/furnishings	27,242	3,732	30,974	6,769	-	37,743	13,824
Staff development	9,792	1,342	11,134	1,895	-	13,029	41,271
Marketing/recruitment	8,652	1,185	9,837	-	-	9,837	45,450
Technology	130,601	17,894	148,495	10,238	-	158,733	169,267
Food service	181,501	24,867	206,368	-	-	206,368	136,533
Student services	62,356	8,543	70,899	-	-	70,899	39,340
Office expense	75,115	10,292	85,407	27,394	-	112,801	171,180
Depreciation and amortization	66,675	9,135	75,810	18,953	-	94,763	171,363
Other	19,201	2,631	21,832	5,253	-	27,085	16,059
Parental activities	5,833	799	6,632	-	-	6,632	-
Interest expense	-	-	-	1,672	-	1,672	1,000
Total expenses	\$ 3,203,208	\$ 434,177	\$ 3,637,385	\$ 647,061	\$ -	\$ 4,284,446	\$ 4,559,456

See Independent Auditor's Report.

# Achievement First Brooklyn Charter Schools

## Supplemental Schedule of Functional Expenses - Legacy Year Ended June 30, 2023 (With Comparative Totals for 2022)

	Program services			General and administrative	Fundraising	2023 Total	2022 Total
	Regular education	Special education	Total program services				
Personnel services costs							
Administrative staff personnel	\$ -	\$ -	\$ -	\$ 366,935	\$ -	\$ 366,935	\$ 272,527
Instructional personnel	1,401,712	207,261	1,608,973	-	-	1,608,973	894,375
Total personnel services costs	1,401,712	207,261	1,608,973	366,935	-	1,975,908	1,166,902
Fringe benefits and payroll taxes	213,222	29,214	242,436	55,289	-	297,725	186,503
Retirement	8,555	1,172	9,727	2,218	-	11,945	6,696
Management company fees	324,765	36,677	361,442	19,023	-	380,465	267,216
Accounting/audit services	-	-	-	6,817	-	6,817	7,132
Other purchased/professional/ consulting services	-	595	595	5,425	-	6,020	13,327
Repairs and maintenance	884,376	121,168	1,005,544	229,320	-	1,234,864	1,232,114
Insurance	11,326	1,552	12,878	2,937	-	15,815	10,099
Utilities	126	17	143	32	-	175	621
Supplies/materials	110,580	15,151	125,731	-	-	125,731	166,489
Equipment/furnishings	17,981	2,464	20,445	4,663	-	25,108	145,104
Staff development	24,926	3,416	28,342	5,052	-	33,394	30,171
Marketing/recruitment	5,077	696	5,773	-	-	5,773	39,485
Technology	106,316	14,566	120,882	884	-	121,766	193,882
Food service	8,775	1,202	9,977	-	-	9,977	13,169
Student services	26,213	3,591	29,804	-	-	29,804	269,940
Office expense	75,340	10,322	85,662	23,477	-	109,139	162,522
Depreciation and amortization	92,786	12,712	105,498	26,374	-	131,872	109,894
Other	17,870	2,448	20,318	4,961	-	25,279	10,054
Parental activities	6,488	889	7,377	-	-	7,377	5,976
Total expenses	\$ 3,336,434	\$ 465,113	\$ 3,801,547	\$ 753,407	\$ -	\$ 4,554,954	\$ 4,037,296

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, 2023, 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 31, 2023.

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. We did identify a deficiency in internal control, described in the accompanying schedule of findings and questioned costs as item 2023-001 that we consider to be a significant deficiency.

## 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 an instance of noncompliance or other matters that are required to be reported under *Government Auditing Standards* and which are described in the accompanying schedule of findings and questioned costs as item 2023-001.

### Achievement First Brooklyn Charter Schools' Response to Findings

Achievement First Brooklyn Charter Schools' response to the findings identified in our audit is described in the accompanying schedule of findings and questioned costs. Achievement First Brooklyn Charter Schools' response was not subjected to the auditing procedures applied in the audit of the financial statements and, accordingly, we express no opinion on it.

### 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.



Hartford, Connecticut  
October 31, 2023



Independent Auditor's Report on Compliance for Each Major Federal Program  
and Report on Internal Control over Compliance Required by the Uniform Guidance

To the Board of Trustees  
Achievement First Brooklyn Charter Schools

Report on Compliance for Each Major Federal Program

*Opinion on Each Major Federal Program*

We have audited Achievement First Brooklyn Charter Schools' compliance with the types of compliance requirements identified as subject to audit in the OMB *Compliance Supplement* that could have a direct and material effect on each of Achievement First Brooklyn Charter Schools' major federal programs for the year ended June 30, 2023. Achievement First Brooklyn Charter Schools' major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

In our opinion, Achievement First Brooklyn Charter Schools complied, in all material respects, with the compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2023.

*Basis for Opinion on Each Major Federal Program*

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America ("GAAS"); the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States ("*Government Auditing Standards*"); and the audit requirements of Title 2 U.S. *Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* ("Uniform Guidance"). Our responsibilities under those standards and the Uniform Guidance are further described in the Auditor's Responsibilities for the Audit of Compliance 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 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 opinion on compliance for each major federal program. Our audit does not provide a legal determination of Achievement First Brooklyn Charter Schools' compliance with the compliance requirements referred to above.

*Responsibilities of Management for Compliance*

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules and provisions of contracts or grant agreements applicable to Achievement First Brooklyn Charter Schools' federal programs.

### *Auditor's Responsibilities for the Audit of Compliance*

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on Achievement First Brooklyn Charter Schools' compliance based on our audit. 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, *Government Auditing Standards*, and the Uniform Guidance will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about Achievement First Brooklyn Charter Schools' compliance with the requirements of each major federal program as a whole.

In performing an audit in accordance with GAAS, *Government Auditing Standards*, and the Uniform Guidance, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, 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 Achievement First Brooklyn Charter Schools' compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.
- Obtain an understanding of Achievement First Brooklyn Charter Schools' internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of Achievement First Brooklyn Charter Schools' internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

### *Other Matters*

The results of our auditing procedures disclosed an instance of noncompliance which is required to be reported in accordance with the Uniform Guidance and which is described in the accompanying schedule of findings and questioned costs as item 2023-002. Our opinion on each major federal program is not modified with respect to this matter. *Government Auditing Standards* requires the auditor to perform limited procedures on Achievement First Brooklyn Charter Schools' response to the noncompliance findings identified in our audit described in the accompanying schedule of findings and questioned costs. Achievement First Brooklyn Charter Schools' response was not subjected to the other auditing procedures applied in the audit of compliance and, accordingly, we express no opinion on the response.

### *Report on Internal Control over Compliance*

Our consideration of internal control over compliance was for the limited purpose described in the Auditor's Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance and therefore, material weaknesses or significant

deficiencies may exist that were not identified. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, as discussed below, we did identify certain deficiencies in internal control over compliance that we consider to be a significant deficiency.

*A deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance. We consider the deficiency in internal control over compliance described in the accompanying schedule of findings and questioned costs as item 2023-002, to be a significant deficiency.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed. *Government Auditing Standards* requires the auditor to perform limited procedures on Achievement First Brooklyn Charter Schools' response to the internal control over compliance findings identified in our audit described in the accompanying schedule of findings and questioned costs. Achievement First Brooklyn Charter Schools' response was not subjected to the other auditing procedures applied in the audit of compliance and, accordingly, we express no opinion on the response.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.



Hartford, Connecticut  
October 31, 2023

# Achievement First Brooklyn Charter Schools

## Schedule of Expenditures of Federal Awards Year Ended June 30, 2023

Federal grantor/pass-through grantor/program or cluster title	Federal Assistance Listing	Pass-through entity identifying number	Passed through to subrecipients	Total federal expenditures
U.S. Department of Education Passed through New York State Education Department		0021-23-4304 0021-23-4308 0021-23-4324 0021-23-4326 0021-23-4375 0021-23-4555 0021-23-4940 0021-23-5000 0021-23-5085		
Title I Grants to Local Educational Agencies (LEAs)	84.010	0021-23-5265 0021-23-5690	\$ -	\$ 3,490,869
		0147-23-4304 0147-23-4308 0147-23-4324 0147-23-4326 0147-23-4375 0147-23-4555 0147-23-4940 0147-23-5000 0147-23-5085		
Supporting Effective Instruction State Grants	84.367	0147-23-5265 0147-23-5690	-	587,364
English Language Acquisition State Grants	84.365	0293-23-4324	-	80,282
		0204-23-4555 0204-23-4940 0204-23-4375 0204-23-4325 0204-23-4304 0204-23-4308 0204-23-4326 0204-23-5000		
Student Support and Academic Enrichment Program	84.424	0204-23-5085 0204-23-5265	-	265,121
Special Education Cluster (IDEA) Special Education Grants to States (IDEA, Part B) - Total Special Education Cluster (IDEA)	84.027	Not applicable	-	1,408,656

# Achievement First Brooklyn Charter Schools

## Schedule of Expenditures of Federal Awards Year Ended June 30, 2023

Federal grantor/pass-through grantor/program or cluster title	Federal Assistance Listing Number	Pass-through entity identifying number	Passed through to subrecipients	Total federal expenditures
		5890-23-4555		
		5890-23-4940		
		5890-23-4375		
		5890-23-4325		
		5890-23-4304		
		5890-23-4308		
		5890-23-4326		
		5890-23-5000		
COVID-19 Education Stabilization Fund		5890-23-5085		
Elementary and Secondary School		5890-23-5265		
Emergency Relief Fund	84.425D	5890-23-5690	-	8,702,195
Passed through Achievement First, Inc. Charter Schools	84.282	Not applicable	-	109,826
Total U.S. Department of Education			-	14,644,313
U.S. Department of Agriculture				
Passed through New York State				
Education Department				
Child Nutrition Cluster				
School Breakfast Program (SBP)	10.553	Not applicable	-	358,620
National School Lunch Program (NSLP)	10.555	Not applicable	-	1,034,769
COVID-19 - National School Lunch Program (NSLP)	10.555	Not applicable	-	81,046
Total Child Nutrition Cluster			-	1,474,435
Total Expenditures of Federal Awards			\$ -	\$ 16,118,748

See Notes to Schedule of Expenditures of Federal Awards.

## **Achievement First Brooklyn Charter Schools**

### **Notes to Schedule of Expenditures of Federal Awards June 30, 2023**

#### **Note 1 - Basis of presentation**

The accompanying schedule of expenditures of federal awards (the "Schedule") includes the federal award activity of Achievement First Brooklyn Charter Schools (the "School") under programs of the federal government for the year ended June 30, 2023. The information in this Schedule is presented in accordance with the requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* ("Uniform Guidance"). Because the Schedule presents only a selected portion of the operations of the School, it is not intended to and does not present the financial position, changes in net assets, or cash flows of the School.

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

Expenditures reported on the Schedule are reported on the accrual basis of accounting. Such expenditures are recognized following the cost principles contained in the Uniform Guidance, wherein certain types of expenditures are not allowable or are limited as to reimbursement. Pass through identifying numbers are provided when available.

#### **Note 3 - Indirect cost rate**

The School has not elected to use the 10% de minimis indirect cost rate as allowed under the Uniform Guidance.

**Achievement First Brooklyn Charter Schools**

**Schedule of Findings and Questioned Costs  
Year Ended June 30, 2023**

**I. Summary of Auditor's Results**

Financial Statements:

Type of report the auditor issued on whether the financial statements audited were prepared in accordance with GAAP:

Unmodified opinion

Internal control over financial reporting:

Material weakness(es) identified?

       yes   X   no

Significant deficiency(ies) identified?

  X   yes        none reported

Noncompliance material to financial statements noted?

  X   yes        no

Federal Awards:

Internal control over major federal programs:

Material weakness(es) identified?

       yes   X   no

Significant deficiency(ies) identified?

  X   yes        none reported

Type of auditor's report issued on compliance for major federal programs:

Unmodified opinion

Any audit findings disclosed that are required to be reported in accordance with 2 CFR Section 200.516(a)?

  X   yes        no

Identification of major programs:

CFDA Number(s)

Name of Federal Program or Cluster

84.425D

COVID-19 Education Stabilization Fund  
Elementary and Secondary School  
Emergency Relief Fund

10.555

Child Nutrition Cluster

Dollar threshold used to distinguish between type A and type B programs:

\$750,000

Auditee qualified as low-risk auditee?

       yes   X   no

## **Achievement First Brooklyn Charter Schools**

### **Schedule of Findings and Questioned Costs Year Ended June 30, 2023**

#### **II. Findings - Financial Statement Audit**

Finding No. 2023-001

##### **Criteria**

According to the Audit Guide for State University of New York ("SUNY") Authorized Charter Schools, the School is required to perform a criminal history records search which includes the fingerprinting and background checking of all prospective employees. Test results must be obtained to ensure clearance for employment.

##### **Condition**

The School did not have records of performing fingerprint and criminal history record checks for all employees hired during the year ended June 30, 2023.

##### **Context**

A sample of 40 new hires was selected from a population of 304. We identified exceptions in 5 out of the 40 new hires tested. The sample was not statistically valid.

##### **Cause**

The School did not have a clear process for following up on new hire background check clearances.

##### **Effect**

The School is not in compliance with the hiring procedures required under the laws, regulations, contracts and grant agreements requirements of the Audit Guide for SUNY Authorized Charter Schools.

##### **Identification as a Repeat Finding**

This is not a repeat finding.

##### **Recommendation**

The School should review its procedures and internal controls over its performance of fingerprint and criminal history record checks for new hires to ensure compliance with SUNY Charter School requirements. The internal controls should include assuring 100% testing and retaining documentation to support the performance of these checks.

##### **Reporting Views of Responsible Officials**

The School will review the procedures and internal controls to SUNY Charter School Requirements to ensure 100% compliance.



## **Achievement First Brooklyn Charter Schools**

### **Schedule of Findings and Questioned Costs Year Ended June 30, 2023**

#### **III. Findings and Questioned Costs - Major Federal Award Programs Audit**

Finding No. 2023-002 - COVID-19 Education Stabilization Fund - Elementary and Secondary School Emergency Relief Fund - Assistance Listing Number #84.425D

##### **Criteria**

According to 2CFR Part 200.405 of the Office of Management and Budget's Uniform Guidance, a cost is allowable to a particular Federal award or to the cost objective if the goods or services involved are chargeable or assignable to that Federal award or cost objective in accordance with the relative benefits received.

##### **Condition**

The School provided a completed claim report for reimbursement of expenses that was finalized internally but not yet submitted to the grantor. The report was not properly reviewed resulting in an overstatement of expenses incurred in the report.

##### **Questioned Costs**

The claim report was modified prior to submission to the grantor, therefore there were no questioned costs.

##### **Context**

The School submits quarterly claim reports. The final report was not properly reviewed nor prepared.

##### **Cause**

Certain costs were double counted within the claims report due to the report not being properly reviewed.

##### **Effect**

Lack of a proper review may result in an incorrect claim filing and receipt of funds in excess of allowable costs incurred.

##### **Identification as a Repeat Finding**

This is not a repeat finding.

**Achievement First Brooklyn Charter Schools**

**Schedule of Findings and Questioned Costs  
Year Ended June 30, 2023**

**Recommendation**

Claim reports and supporting schedules should be reviewed prior to finalization by the supervisor of the preparer of the report.

**Reporting Views of Responsible Officials**

We agree with the finding and will develop procedures to address the finding.



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SUNY Charter Schools Institute  
Budget Narrative

Education Corporation Name:

Fiscal Contact:

Date:

Name:

Email:



1. What steps has the education corporation taken to ensure it has enacted a conservative budget?

2. How much of the education corporation's tier two of the ESSER funds would be spent by September 30, 2023? How much of the tier three ESSER funds does the education corporation plan to spend by September 30, 2024?

3. How does the education corporation ensure the sustainability of programs enacted through the use of ESSER funding once ESSER funding period ends?

<b>Disclosure of Financial Interest by a Current or Former Trustee</b>
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**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.).

No special designations

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

**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?

**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?

**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?

**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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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**

Organizational 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]

[REDACTED]

**E-mail Address:** [REDACTED]

Home Telephone: [REDACTED]

Home Address: [REDACTED]



**Signature Date** 07/14/2023

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

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**Name of Charter School Education Corporation:**

Achievement First

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

Parent Representative

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.

I am the mother of two student enrolled for the 2022-2023 school year  
No they do not receive any benefits from my participation on the board.

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**

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

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:**

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**Business Address:**

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**E-mail Address:**

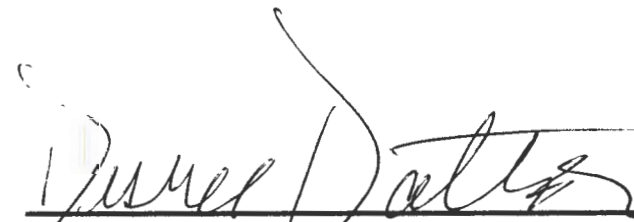
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**Home Telephone:**

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**Home Address:**

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7/13/2023

**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

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**Name of Charter School Education Corporation:**

Achievement First

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

None other than board member.

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**

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

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]



Signature

7/13/2023

Date

Acceptable signature formats include:

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

*last revised 04/2022*

<b>Disclosure of Financial Interest by a Current or Former Trustee</b>
--

**Trustee Name:**

Joshua Vidro

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**Name of Charter School Education Corporation:**

Achievement First

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

Board Member

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:**

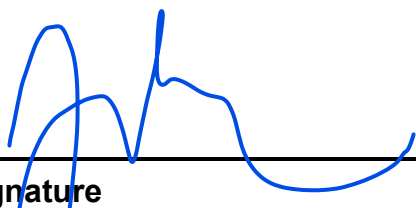
[REDACTED] \_\_\_\_\_

**Home Telephone:**

[REDACTED] \_\_\_\_\_

**Home Address:**

[REDACTED] \_\_\_\_\_

 \_\_\_\_\_ 07/14/23  
**Signature** **Date**

Acceptable signature formats include:

- Digitally certified PDF signature
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*last revised 04/2022*

<b>Disclosure of Financial Interest by a Current or Former Trustee</b>
--

**Trustee Name:**

---

**Name of Charter School Education Corporation:**

---

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**

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

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**

<b>Organization conducting business with the school(s)</b>	<b>Nature of business conducted</b>	<b>Approximate value of the business conducted</b>	<b>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</b>	<b>Steps taken to avoid conflict of interest</b>

-

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**Business Telephone:**

\_\_\_\_\_

**Business Address:**

\_\_\_\_\_

**E-mail Address:**

\_\_\_\_\_

**Home Telephone:**

\_\_\_\_\_

**Home Address:**

\_\_\_\_\_

\_\_\_\_\_

**Signature** **Date**

Acceptable signature formats include:

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

*last revised 04/2022*



<b>Disclosure of Financial Interest by a Current or Former Trustee</b>
--

**Trustee Name:**

---

**Name of Charter School Education Corporation:**

---

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**

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

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**

<b>Organization conducting business with the school(s)</b>	<b>Nature of business conducted</b>	<b>Approximate value of the business conducted</b>	<b>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</b>	<b>Steps taken to avoid conflict of interest</b>

-

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**Business Telephone:**

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**Business Address:**


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**E-mail Address:**

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**Home Telephone:**

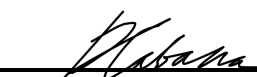
 

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**Home Address:**

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<b>Signature</b>	<b>Date</b>
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Acceptable signature formats include:

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

*last revised 04/2022*

<b>Disclosure of Financial Interest by a Current or Former Trustee</b>
--

**Trustee Name:**

---

**Name of Charter School Education Corporation:**

---

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**

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



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**

<b>Organization conducting business with the school(s)</b>	<b>Nature of business conducted</b>	<b>Approximate value of the business conducted</b>	<b>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</b>	<b>Steps taken to avoid conflict of interest</b>

-

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**Business Telephone:**

[REDACTED] \_\_\_\_\_

**Business Address:**

[REDACTED] \_\_\_\_\_

**E-mail Address:**

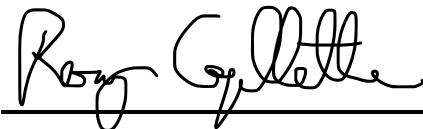
[REDACTED] \_\_\_\_\_

**Home Telephone:**

[REDACTED] \_\_\_\_\_

**Home Address:**

[REDACTED] \_\_\_\_\_



\_\_\_\_\_  
**Signature**

\_\_\_\_\_  
**Date**

Acceptable signature formats include:

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

*last revised 04/2022*

<b>Disclosure of Financial Interest by a Current or Former Trustee</b>
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**Trustee Name:**

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**Name of Charter School Education Corporation:**

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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**

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

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**

<b>Organization conducting business with the school(s)</b>	<b>Nature of business conducted</b>	<b>Approximate value of the business conducted</b>	<b>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</b>	<b>Steps taken to avoid conflict of interest</b>

-

*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]

*Sharon Wynn Cowley*

---

**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:**

Alison Richardson

**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.).

Vice-chair  
chair of Academic Committee

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]

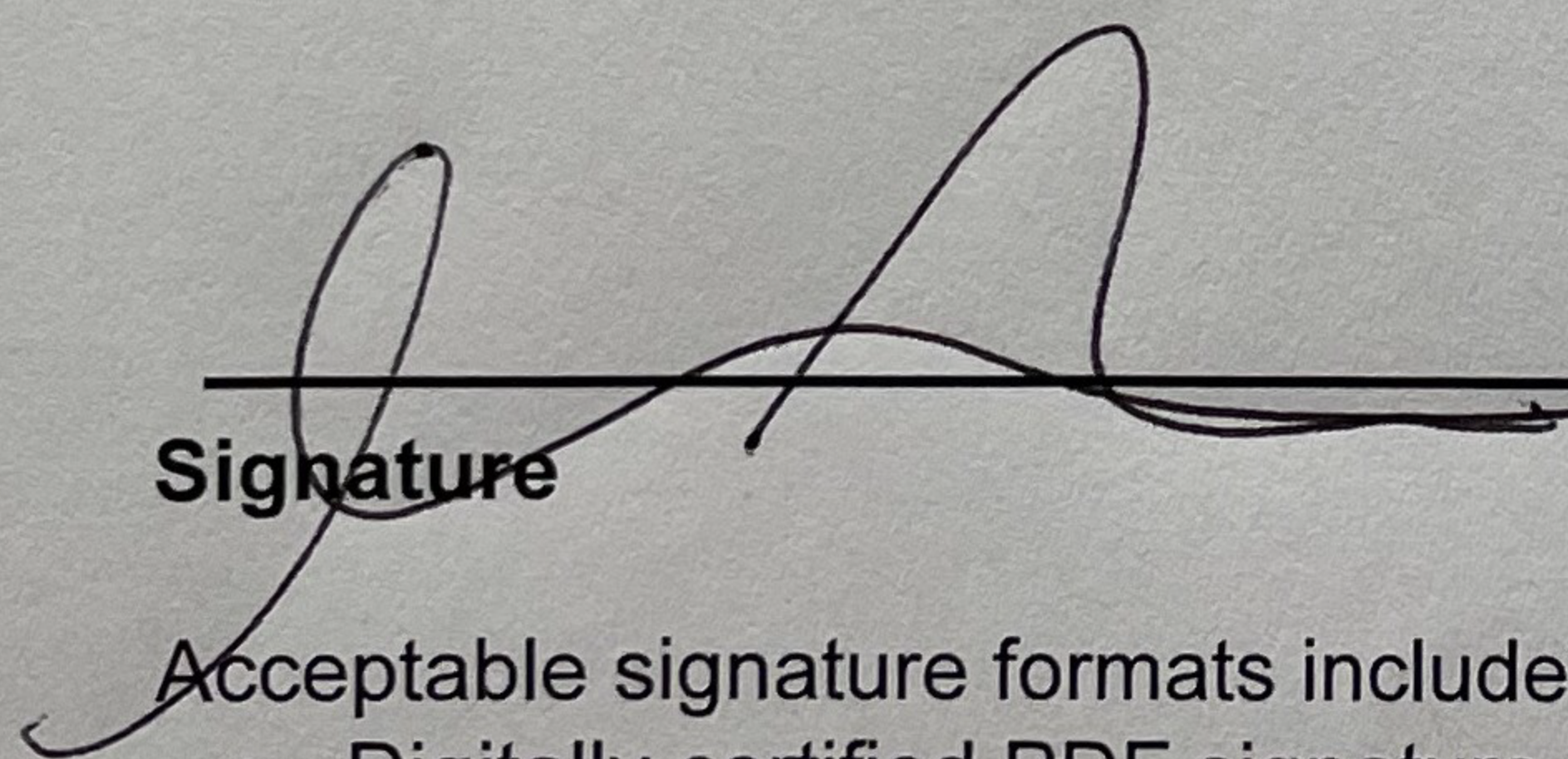
**Home Telephone:**

[REDACTED]

**Home Address:**

[REDACTED]

**Signature**



**Date**

7/31/23

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- Print form, manually sign, scan to PDF

*last revised 04/2022*



<b>Disclosure of Financial Interest by a Current or Former Trustee</b>
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**Trustee Name:**

---

**Name of Charter School Education Corporation:**

---

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**

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

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**

<b>Organization conducting business with the school(s)</b>	<b>Nature of business conducted</b>	<b>Approximate value of the business conducted</b>	<b>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</b>	<b>Steps taken to avoid conflict of interest</b>



-

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**Business Telephone:**

[REDACTED]

**Business Address:**

[REDACTED]

**E-mail Address:**

[REDACTED]

**Home Telephone:**

[REDACTED]

**Home Address:**

[REDACTED]



7/18/23

---

**Signature**

**Date**

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*last revised 04/2022*



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.).

PARENT representative

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.

I'M AM blood realtive Aunt  
GUARDIAN of my Nephew



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.

My Nephew [REDACTED]  
IS A Scholar AT Achievement First  
Since Kindergarten. Now he is  
going to the 10th AT Achievement First  
Brooklyn High School for this upcoming year

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:**

N/A

**Business Address:**

N/A

**E-mail Address:**

[Redacted]

**Home Telephone:**

[Redacted]

**Home Address:**

[Redacted]

[Redacted]

*Paul N*

7/27/2023

**Signature**

**Date**

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last revised



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

**Trustee Name:**

WARREN STUART ST CLAIR YOUNG

**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.).

• Treasurer  
• Chair of the finance committee

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**

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

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]



**Signature**

7/25/2023

**Date**

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*last revised 04/2022*

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

**Trustee Name:**

Amy Arthur Samuels

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**Name of Charter School Education Corporation:**

Achievement First

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

*Board member*

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:**

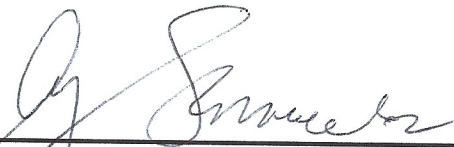
[REDACTED]

**Home Telephone:**

[REDACTED]

**Home Address:**

[REDACTED]

  
Signature

07/27/2023

Date

Acceptable signature formats include:

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

*last revised 04/2022*



<b>Disclosure of Financial Interest by a Current or Former Trustee</b>
--

**Trustee Name:**

---

**Name of Charter School Education Corporation:**

---

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**

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

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**

<b>Organization conducting business with the school(s)</b>	<b>Nature of business conducted</b>	<b>Approximate value of the business conducted</b>	<b>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</b>	<b>Steps taken to avoid conflict of interest</b>



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**Business Telephone:**

---

**Business Address:**

---

**E-mail Address:**

[REDACTED]

---

**Home Telephone:**

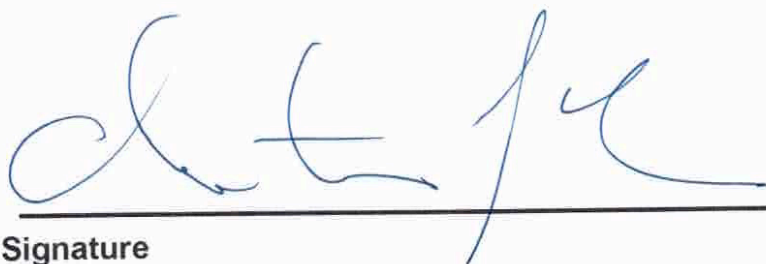
[REDACTED]

---

**Home Address:**

[REDACTED]

---



**Signature**

7/11/23

**Date**

Acceptable signature formats include:

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

*last revised 04/2022*

<b>Disclosure of Financial Interest by a Current or Former Trustee</b>
--

**Trustee Name:**

---

**Name of Charter School Education Corporation:**

---

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

Board, Executive Committee

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**

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



- 
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**

<b>Organization conducting business with the school(s)</b>	<b>Nature of business conducted</b>	<b>Approximate value of the business conducted</b>	<b>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</b>	<b>Steps taken to avoid conflict of interest</b>

-

*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]



07/24/2023

---

**Signature**

**Date**

Acceptable signature formats include:

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

*last revised 04/2022*

182 Scholar Days

2023-24 School Year Calendar

JULY\*

17-21 New Leader Training

21-31 New Team Training

24 First day for Returning Leaders

25-26 All Leader Training

AUGUST

1-7 New Team Training\*

7 Teachers Return Date\*

9-11 All Team Training

23 First day of school for Grades K,5,9 (early dismissal)

24 First day of school for all scholars (early dismissal)

28 NYSITELL Opens

SEPTEMBER

4 Labor Day (AF closed)

15 Rosh Hashanah (District closed / AF schools open)

25 Yom Kippur (District closed / AF schools open)

25 NYSITELL Closes

OCTOBER

9 Indigenous Peoples' Day (District closed / AF closed)

NOVEMBER

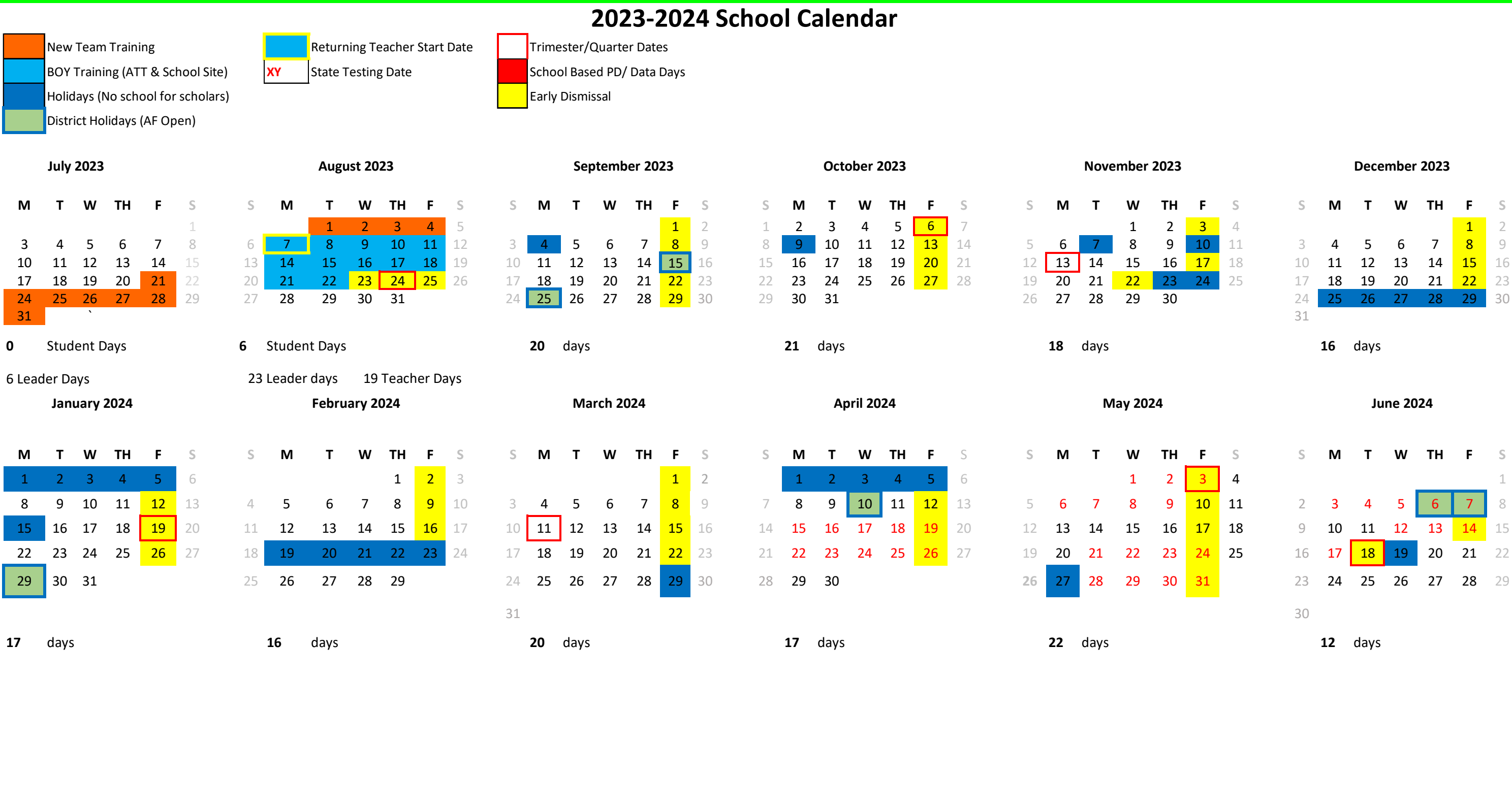
7 Election Day (District PD Day / AF closed)

10 Veterans Day Observed (District closed / AF closed)

23-24 Thanksgiving Break (District closed / AF closed)

DECEMBER

25-29 Winter Break (AF closed)



JANUARY

1-5 Winter Break (includes Three Kings' Day Observed) (AF closed)

8 Proposed School Based PD Day (No school for scholars)

15 Martin Luther King Jr. Day (District closed / AF closed)

29 NYC District PD Day for Upper Grades (6-12) Only (AF schools open)

FEBRUARY

19-23 February Break (District closed / AF closed)

MARCH

11 NYSAA Opens

29 Spring Break (includes Good Friday) (AF closed)

APRIL

\* First Day of Passover (District closed / AF open)

1-5 Spring Break (includes Good Friday) (AF closed)

10 Eid al-Fitr Observed (District closed / AF open)

15 NYSESLAT Speaking Opens

17-18 ELA State Test

19-26 ELA State Test Make-ups

MAY

1-2 Math State Test

3-9 Math State Test Makeups

13 NYSESLAT Listening, Reading, Writing Opens

24 NYSESLAT Speaking, Listening, Reading, Writing Closes

21-31 Grade 8 Science Performance Test

27 Memorial Day (AF closed)

JUNE

3 Grade 8 Science Written

4-6 Grade 8 Science Written Make ups

6 Anniversary Day (District PD Day / AF open)

7 Clerical Day / District PD Day for Lower Grades Only (AF schools open)

7 NYSAA Closes

12-20 Regents Administration (8th Grade Algebra Only - TBD)

19 Juneteenth (District closed / AF closed)

21 Regents Rating Day

21 Last Day of School for scholars (early dismissal)

Days-of-School Counts		
Month	Student	Teacher
August	6	19
September	20	20
October	21	21
November	18	18
December	16	16
January	17	17
February	16	16
March	20	20
April	17	17
May	22	22
June	12	12
PD Days	-3	
TOTAL	182	198
TOTAL	182	198
District vs. AF Comparison		
First Day		Last Day
District		
AF	August 24	June 21
District Days Off	Dates	AF OFF?
Labor Day	9/4/2023	Yes
Yom Kippur	9/25/2023	Yes
Columbus Day/Indigenous People's Day	10/9/2023	Yes
Veterans Day Observed	10/11/2023	Yes
Thanksgiving	11/23/2023 - 11/24/2023	Yes
Winter Holiday	12/25/2023 - 1/5/2024	Yes
MLK Day	1/15/2024	Yes
Midwinter Recess	2/19/2024-2/23/2024	Yes
Spring Break (includes Good Friday)	3/29/2024 - 4/5/2024	Yes
Memorial Day	5/27/2024	Yes
Juneteenth	6/19/2024	Yes
Report Card Cycles		Report Card Nights
Trimester 1 Begins	8/24	
Trimester 1 Midpoint	10/7	
Trimester 2 Begins	11/13	
Trimester 2 Midpoint	1/19	
Trimester 3 Begins	3/11	
Trimester 3 Midpoint	5/3	

183 Scholar Days

2023-24 School Year Calendar

JULY

17-21 New Leader Training  
25-31 New Team Training  
24 First Day for Returning Leaders  
26-28 All Leader Training

AUGUST

1-7 New Team Training  
8 Teachers Return Date  
9-11 All Team Training (9-14- ES)  
23 First day of school for Grades K,5,9 (early dismissal)  
24 First day of school for all scholars (early dismissal)

SEPTEMBER

4 Labor Day (AF closed)  
15 Rosh Hashanah ( District Open / AF schools open)  
25 Yom Kippur (AF schools open)

OCTOBER

9 Indigenous Peoples' Day (District PD Day / AF closed)  
30- ES/MS Reflection Day 1

NOVEMBER

7 Election Day ( AF closed)  
10 Veterans Day Observed (AF closed)  
23-24 Thanksgiving Break (AF closed)

DECEMBER

25-29 Winter Break (AF closed)

New Team Training

BOY Training (ATT & School Site)

Holidays (No school for scholars)

District Holidays (AF Open)

Returning Teacher Start Date

State Testing Date

Trimester/Quarter Dates

School Based PD/ Data Days

Early Dismissal

July 2023

August 2023

September 2023

October 2023

November 2023

December 2023

0 Student Days

6 Student Days

23 Leader Days

17 Teacher

16 days

6 Student Days

18 Teacher Days

16 days

21 Teacher

21 days

18 days

22 Teacher

21 days

14 days

JANUARY

1-5 Winter Break (includes Three Kings' Day Observed) (AF closed)  
8- ES/MS Reflection Day 2  
15 Martin Luther King Jr. Day (AF closed)  
29 District PD Day (No school for 6-12 schools) / AF Open

FEBRUARY

19-23 February Break (AF closed)

MARCH

29 Good Friday (District closed / AF open)

APRIL

10 Eid al-Fitr Observed (AF open)  
19-25 Spring Break (AF Closed)

MAY

27 Memorial Day (AF closed)  
28 Network Support PD Day (No school for scholars)

JUNE

6 Anniversary Day (District PD Day) / AF open  
7 Clerical Day (No school for ES/MS schools) / AF open  
19 Juneteenth (AF closed)  
21 Last Day of School for scholars (early dismissal)

Days-of-School Counts		
Month	Student	Teacher
August	6	18
September	20	20
October	20	21
November	18	18
December	16	16
January	16	17
February	16	16
March	21	20
April	16	17
May	21	22
June	14	14
School Based PD Days	-1	1
TOTAL	183	200
District vs. AF Comparison		
District vs. AF Comparison		
District	First Day Sept 7	Last Day June 26
AF	August 24	June 21
District Days Off	Dates	AF OFF?
Labor Day	9/4/2023	Yes
Yom Kippur	9/25/2023	No
Columbus Day/Indigenous People's Day	10/9/2023	Yes
Veterans Day Observed	10/11/2023	Yes
Thanksgiving	11/23/2023 - 11/24/2023	Yes
Winter Holiday	12/25/2023 - 1/5/2024	Yes
MLK Day	1/15/2024	Yes
Midwinter Recess	2/19/2024-2/23/2024	Yes
Spring Break	4/19/2024-4/26/2024	Yes
Memorial Day	5/27/2024	Yes
Juneteenth	6/19/2024	Yes
Report Card Cycles For HS Quarter Dates, see NY HS Tab		Report Card Nights
Trimester 1 Begins		8/24
Trimester 1 Midpoint		10/7
Trimester 2 Begins		11/13
Trimester 2 Midpoint		1/19
Trimester 3 Begins		3/11
Trimester 3 Midpoint		5/3





Robert D. LiMandri  
Commissioner

John Gallagher, R.A.  
Deputy Borough  
Commissioner  
Email:  
Johnga@buildings.nyc.gov

210 Joralemon Street  
8<sup>th</sup> Floor  
Brooklyn, NY 11201  
[www.nyc.gov/buildings](http://www.nyc.gov/buildings)

+1 718 802 3676 tel  
+1 718 802 4098 fax

March 5, 2010

Mario Ford  
562 Mac Donough Street  
Brooklyn, NY 11233

Re:     **600 Central Avenue**  
          **Block 3422   Lot 35**           **BIN# 3326454**  
          **Brooklyn**

Dear Sir or Madam:

This is in response to your request dated February 11, 2010 for a Letter of No Objection for the above referenced premises. There is no Certificate of Occupancy for this address. However, Department of Building's block and lot records of application # 1557 dated July 7, 1961 shows that the premise is occupied as a school.

Therefore, the Department of Buildings has **no objection** to a Christian school at the above mentioned location.

If this building is hereafter altered, an application must be filed pursuant to section 28-105.1 of the Administrative Code of the City of New York.

If the use of this building is changed from one occupancy group to another or from one zoning use group to another, either in whole or in part, a new Certificate of Occupancy shall be obtained pursuant to section 28-188.3 of the Administrative Code of the City of New York.

Please contact me at the telephone number above if I can be of any further assistance.

Sincerely,

John Gallagher,  
Deputy Borough Commissioner  
Brooklyn

cc:     Ganiyu Abdul, Plan Examiner  
          LNO file



27 Sunset Rdg  
Carmel, NY 10512-1118  
1 (718) 713-8004

## WORK ORDER 16751

License #12000287649  
service@primealarms.com

### Billing Address

AF Brooklyn HS4 LLC  
600 Central Ave  
Brooklyn, NY 11207  
917-685-0768  
917-685-0768

### Job Site

AF Brooklyn HS4 LLC  
600 Central Ave  
Brooklyn, NY 11207  
917-685-0768

Created	Thu Aug 11, 2022		
Status	Closed: Follow Up Required	Due Date	Tue May 16, 2023
Type	Maintenance	Assign/Appointment	Emon, Saiful
Job Name	600 Central Ave, Brooklyn, NY 11207		
Description	Maintenance( 2 ) Tech has to clean and test all devices and confirm signals with central station. Tech has to count strobe and horn/strobe( add in description) Xanthe Jory 917-685-0768 CONFIRMED WITH SAMANTHA		
Fire Watch Required:	No		
Performed Fan Restart:	No		
Hours on site:	4		
Description of Work Completed:	Upon arrival contacted the manager and got access. Panel had battery trouble. checked batteries and they were in working condition. the problem is with the PM-9 Power Supply So need to replace the circuit Bord. checked and cleaned all devices and tested phone lines . they are working properly . counted 27 horn Strobe and 13 Strobe lights. central station did receive signals		
Work Remaining:	return to replace PM-9 power Supply circuit		
Follow Up Required:	Yes		
Parts Required for Next Visit:	PM-9 power Supply circuit		

Samanta

Tue May 16, 2023

Signature & Client Name

Date

100% Customer Satisfaction is our goal! If you have any concerns regarding any aspect of our services, please call our office and share them with us.

AUTHORIZATION FOR BURGLARY/FIRE ALARM INTERRUPTION: The customer has been advised by Prime Alarm's representatives that it may be necessary to interrupt the burglary or fire protection services by disconnecting the system and/or a component in the performance of their assigned work. The costumer hereby assumes the responsibility for the notification of the authorities at the time the interruption is initiated and will take all of the precautions deemed necessary during this period of interruption and hold harmless Prime Alarms Inc. and its employees regarding interruption of the protection service during their service of the equipment. In the event the customer requests a silent test to be conducted, this will require disabling the audio/visual notification appliance devices as well as any output functions. Therefore Prime Alarms Inc. cannot be held responsible or liable for the proper operation of these functions.

#### Panel Information

Manufacturer:	Honeywell	Model:	E3 Series
Addressable:	Yes	Conventional:	No
Battery Type:	Sealed lead acid	Battery Size:	12 v 18 amp
Battery Count:	2		

#### Primary & Secondary Power

Panel is powered by a dedicated breaker:	Yes	Breaker location:	Electrical Room
Breaker location is posted at FACP:	Yes	Breaker is marked red:	Yes
Breaker is labeled Fire Alarm Circuit:	Yes	Breaker is locked:	Yes

#### Monitoring Information

Monitoring Entity:	No	Central Station Information:	Papid Response Monitoring
Account Number:	M550195	Building Management:	No
Password:			

#### Monitoring Transmission Type

Type:		Manufacture:	
Model:		Battery Type:	
Battery Size:		Battery Count:	

#### Phone Lines

Primary:		Shared:	No
Secondary:		Shared:	No

#### Functional & Visual Inspection Test of Devices

Device Type:	smoke	Device Address:	1
Device Location:	2fl class room 4	Pass:	Yes
Device Type:	smoke	Device Address:	L1S056
Device Location:	NONE	Pass:	Yes
Device Type:	SMOKE	Device Address:	L1S057
Device Location:	NONE	Pass:	Yes
Device Type:	SMOKE	Device Address:	L1S058
Device Location:	NONE	Pass:	Yes
Device Type:	SMOKE	Device Address:	L1S059
Device Location:	NONE	Pass:	Yes
Device Type:	SMOKE	Device Address:	L1S060
Device Location:	NONE	Pass:	Yes
Device Type:	SMOKE	Device Address:	L1S069
Device Location:	NONE	Pass:	Yes
Device Type:	SMOKE	Device Address:	L1S070
Device Location:	NONE	Pass:	Yes
Device Type:	SMOKE	Device Address:	L1S072
Device Location:	NONE	Pass:	Yes
Device Type:	SMOKE	Device Address:	L1S073
Device Location:	3FL CLASS RM 8	Pass:	Yes
Device Type:	SMOKE	Device Address:	L1S074
Device Location:	3FL CLASS RM 8 #2	Pass:	Yes
Device Type:	SMOKE	Device Address:	L1S075
Device Location:	3FL CLASS RM 8	Pass:	Yes
Device Type:	SMOKE	Device Address:	L1S076
Device Location:	3FL GIRLS BATH	Pass:	Yes
Device Type:	SMOKE	Device Address:	L1S077

[illegible]



[illegible]











## Achievement First Brooklyn K-12 Charters

### 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

November 15, 2023

By John Sharkey

Charter	School Address	School Phone Number
Aspire	982 Hegeman Ave. Brooklyn, NY 11208	347-471-2055
Brownsville	2021 Bergen Street Brooklyn, NY 11233	347-471-2600
Crown Heights	790 East New York Avenue, Brooklyn, NY 11203	347-471-2580
East New York	557 Pennsylvania Avenue Brooklyn, NY 11207	718-485-4924



## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

John Sharkey and Meaghan Ross prepared this 2022-23 Accountability Progress Report on behalf of the charter school's board of trustees:

Trustee's Name	Board Position	
	Office (e.g., chair, treasurer, secretary)	Committees (e.g., finance, executive)
Romy Coquillette	Chair	Executive, Academic, Facilities
Desiree Dalton	Parent Representative	Academic
Tamika Bradley	Parent Representative	Academic
Jonathan Atkeson	Trustee/Member	Facilities
Warren Young	Treasurer	Executive, Finance
Amy Arthur Samuels	Trustee/Member	Academic
Kevin Miquelon	Trustee/Member	Facilities
Paul Cabana	Trustee/Member	N/A
Josh Vidro	Trustee/Member	Facilities
William Robalino	Trustee/Member	Finance
Akeem Frett	Trustee/Member	Finance
Christopher J. Lynch	Vice Chair	Executive, Finance, Facilities
Anup Menon	Trustee/Member	Executive
Shawn Warren Crowley	Trustee/Member	N/A
Alison Richardson	Vice Chair	Executive, Academic

### School Leaders

Charter	Principal
<b>Aspire</b>	Jordan Hardy has served as the elementary school principal since 2020. Shailah Phillips has served as the interim middle school principal since 2023. Nana Effah has served as the high school principal since 2021.
<b>Brownsville</b>	Ana Samper has served as the elementary school principal since 2021. Allison Laird has served as the middle school principal since 2019. Thomas Ng has served as the high school principal since 2023.
<b>Crown Heights</b>	Mallory Bodhuin has served as the elementary school principal since 2023. Victoria Pierre has served as the middle school principal since 2020. Damen Scott has served as the high school principal since 2022.
<b>East New York</b>	Meryl Senter has served as the elementary school principal since 2020 Shamel Duncan has served as the middle school principal since 2022-2023. Jason Coalter has served as the high school principal since 2020

## SCHOOL OVERVIEW

The mission of Achievement First schools is to deliver on the promise of equal educational opportunity for all of America’s children. We know that every child—regardless of race, zip code or economic status—deserves access to great schools. We prepare our students to deepen their knowledge of self and community, to excel at college, career and life, and to lead lives of purpose and leadership.

The first Achievement First Schools to open in New York were Crown Heights and East New York in 2005. Brownsville opened in 2008, followed by Aspire 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:

- Unwavering focus on breakthrough student achievement and student experience – Great Teaching Fueling an Exceptional Student Experience
- Aggressive recruitment and retention of talent and diversity
- Consistent, proven, standards-based curriculum and strong intellectual preparation for lesson delivery
- Disciplined, high-expectations achievement-oriented school culture
- Interim assessments and strategic use of data to drive instruction
- Principals with the power to lead as well as high-quality, focused training for leaders
- Parents as partners

Historically, AF Brooklyn Charter Schools implemented a strong curriculum developed by AF’s Teaching and Learning Team. The data you see in this report is still based on implementation of that internal curriculum.

Starting in 23-24, AF Brooklyn Charter Schools transitioned to implementing a mix of external and internal curriculum to ensure that we continued to provide our children with the best possible curriculum available. In 23-24, we are implementing Wit & Wisdom in K-8 ELA, StudySync in 9-10 ELA, Achievement First Math in K-4 Math, Illustrative Mathematics in 5-10 Math, and OpenSciEd in Grades 6-8, all of which have been greenlit by EdReports after a rigorous review.

A note on Greenfield and Classic references: In the past, you have seen references to “Greenfield” or GF schools as compared to “Classic”. Greenfield refers to a separately developed curriculum and instructional model, the components of which are organically incorporated as they are proven effective. As of 2023-24, we are no longer designating schools as “Greenfield” or “Classic,” so this will be the last report that includes any reference to these different models.



## ENROLLMENT SUMMARY

In the table below, provide the school's BEDS Day enrollment for each school year.

School Enrollment by Grade Level and School Year

	School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Aspire	2020-21	66	90	94	93	95	103	113	110	88					852
	2021-22	51	58	87	86	84	90	87	99	100	98				840
	2022-23	57	60	56	76	72	93	85	77	90	102				768
Brownsville	2020-21	75	69	71	91	91	86	94	93	94	114	112	108	60	1158
	2021-22	50	78	67	62	88	90	87	85	91	97	104	100	99	1098
	2022-23	41	57	71	60	65	88	84	83	91	70	93	82	84	969
Crown Heights	2020-21	63	89	106	91	106	96	93	81	79	164	117	105	97	1287
	2021-22	79	73	79	93	87	102	91	92	78	161	151	104	102	1292
	2022-23	49	77	66	77	94	89	86	91	92	161	177	130	97	1286
East New York	2020-21	89	102	98	105	101	65	66	64	61	136	108	105	93	1193
	2021-22	79	84	96	87	96	65	62	62	60	112	125	105	102	1135
	2022-23	73	88	82	95	86	66	64	66	55	107	118	113	105	1118

## HIGH SCHOOL COHORTS

### ACCOUNTABILITY COHORT

The state's Accountability Cohort consists specifically of students who are in their fourth year of high school after entering the 9<sup>th</sup> grade. For example, the 2019 state Accountability Cohort consists of students who entered the 9<sup>th</sup> grade anywhere sometime during the 2019-20 school year, were enrolled in the school on the state's annual enrollment-determination day (BEDS day) in the 2022-23 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department's SIRS Manual for more details about cohort eligibility and acceptable exit reasons: <http://www.p12.nysed.gov/irs/sirs/ht>)

Fourth-Year High School Accountability Cohorts

	Fourth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort's Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30th
Aspire	2020-21	2017-18	2017	N/A	N/A	N/A
	2021-22	2018-19	2018	N/A	N/A	N/A
	2022-23	2019-20	2019	N/A	N/A	N/A
Brownsville	2020-21	2017-18	2017	68	1	67
	2021-22	2018-19	2018	93	3	90
	2022-23	2019-20	2019	86	1	85
Crown Heights	2020-21	2017-18	2017	102	0	102
	2021-22	2018-19	2018	95	0	95
	2022-23	2019-20	2019	101	1	100
East New York	2020-21	2017-18	2017	91	2	89
	2021-22	2018-19	2018	100	0	100
	2022-23	2019-20	2019	109	0	109

### TOTAL COHORT FOR GRADUATION

Students are also included in the Total Cohort for Graduation (referred to as the Graduation Cohort, Total Graduation Cohort, or Total Cohort interchangeably throughout this report) based on the school year they first enter the 9<sup>th</sup> grade anywhere. The 2019 Total Cohort consists of all students, based on last enrollment record as of June 30, 2023, with a First Date of Entry into Grade 9 during the 2019-20 school year, regardless of their current grade level. The school may remove students from the Graduation Cohort if the school has discharged those students for an acceptable reason listed in the [SIRS manual](#), including but not limited to the following: if they transfer to another public or private diploma-granting program with documentation, transfer to homeschooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S., or are deceased.

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

### Fourth Year Total Cohort for Graduation

	Fourth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Graduated or Still Enrolled on June 30 <sup>th</sup> of the Cohort's Fourth Year (a)	Number of Students Who Left the School but Were <b><u>Not</u></b> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
Aspire	2020-21	2017-18	2017	N/A	N/A	N/A
	2021-22	2018-19	2018	N/A	N/A	N/A
	2022-23	2019-20	2019	N/A	N/A	N/A
Brownsville	2020-21	2017-18	2017	64	1	65
	2021-22	2018-19	2018	88	1	89
	2022-23	2019-20	2019	83	1	84
Crown Heights	2020-21	2017-18	2017	101	1	102
	2021-22	2018-19	2018	95	0	95
	2022-23	2019-20	2019	96	0	96
East New York	2020-21	2017-18	2017	89	0	89
	2021-22	2018-19	2018	100	0	100
	2022-23	2019-20	2019	103	0	103

### Fifth Year Total Cohort for Graduation

	Fifth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Graduated or Still Enrolled on June 30 <sup>th</sup> of the Cohort's Fifth Year (a)	Number of Students Who Left the School but Were <b><u>Not</u></b> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
Aspire	2020-21	2016-17	2016	N/A	N/A	N/A
	2021-22	2017-18	2017	N/A	N/A	N/A
	2022-23	2018-19	2018	N/A	N/A	N/A
Brownsville	2020-21	2016-17	2016	78	1	78
	2021-22	2017-18	2017	64	1	65
	2022-23	2018-19	2018	88	1	89
Crown Heights	2020-21	2016-17	2016	94	1	95
	2021-22	2017-18	2017	100	2	102
	2022-23	2018-19	2018	95	0	95
East New York	2020-21	2016-17	2016	69	2	71
	2021-22	2017-18	2017	89	0	89
	2022-23	2018-19	2018	100	0	100

## GRADUATION REQUIREMENTS

All scholars will graduate under their state's requirements for the foreseeable future. For reference, NY state credit requirements for graduation are below.

	NY: 22 credits
ELA	4
Social Studies	4 (2 in Global, 1 in US, ½ in participation in Government, ½ in Economics)
Math	3
Science	3 (1 life, 1 physical, 1 in any life or physical science)
PE	2 (½ every year)
Health	½ credit
World Language	1
Other	Arts: 1 Other electives: 3.5

## NY STATE REGENTS

NY high school scholars must pass 5 Regents exams; 1 exam (score of 65 or higher) in each content area (Literature, History, Science, and Math), plus 1 additional exam in any of the four content areas or through substituting an [Approved Alternative Exam](#) in any content area. Use this [Regents Calculator Tracker](#) to see what combinations are allowed.

For 9<sup>th</sup> – 11<sup>th</sup> grade, all Regents scores should be uploaded into IC after the January Regents and after the August Regents, (which must include June scores). For seniors, in order to have the most up-to-date transcripts, Regents scores should be uploaded 2-3 weeks after final scores are released, to meet the timeline noted [here](#). For Regents taken in middle school, the high school may choose which scores to accept and enter them into IC when enrolling the scholar. IC will pull the highest score of each exam onto a scholar's transcript. [Instructions for importing assessment scores into IC can be found here](#).

The NY state education department allows appeals for borderline passing Regents scores to be changed to passing scores if a scholar scores from 60-64 on an exam, as well as 55-59 for scholars meeting



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specific English Language Learner criteria. More information on this process and when it should be applied can be found in [section II.C on Regents recovery](#).

The grid below lists all Regents exams offered. Since AF courses are aligned to the Common Core and AP exams, and not Regents, scholars are only required to sit for the Regents exams highlighted below that are most aligned to AF courses. Scholars should take Regents exams in History, Science, and Math in June of the year in which they take the aligned course. The ELA Regents may be taken in June of a scholar's 10<sup>th</sup> grade year or January of a scholar's 11<sup>th</sup> grade year.

Should the state decide not to offer January Regents in future years, it will be taken in June of the 10<sup>th</sup> grade year.

Content Area	All Regents Exams (highlighted are aligned)	Aligned Courses	Rec. Grade Level
Literature	<b>English Language Arts</b>	ELA 2 or AP English Language	10 <sup>th</sup> /11 <sup>th</sup> (Jan)
History	<b>Global History and Geography</b>	World History: Modern or AP World History: Modern	10 <sup>th</sup>
	<b>US History and Government</b>	US History or AP US History	11 <sup>th</sup>
Science	Physical Setting		
	Chemistry		
	<b>Living Environment</b>	Biology or AP Biology	11 <sup>th</sup>
	Earth Science		
Math	<b>Algebra I</b>	Algebra I	9 <sup>th</sup>
	<b>Geometry</b>	Geometry and Precalculus	10 <sup>th</sup>
	<b>Algebra II</b>	Algebra 2	

Scholars must sit for and earn a passing grade ( $\geq 65\%$ ) in all required classes listed in the graduation requirement section. When scholars fail required courses, they have not earned enough required credits during that school year and therefore are not on track to graduate in 4 years. To get back on track, scholars need to enroll in Summer Academy and/or other AF approved programs to make up for the failed credits.

### CREDIT ACCUMULATION AND GRADE ADVANCEMENT

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

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Grade progression and graduation will depend on credits accumulated.

	Requirements need to advance to the next grade standing	Rationale (Following a sample student who just meets the threshold)
<b>Sophomore</b>	3 core credits (Lit, Sem/Writing, Math, History, Science)	Students could fail up to 4 courses at the end of June and still make up 2 credits in Summer Academy to ensure they are deficient no more than 2 courses into the school year.
<b>Junior</b>	8 Core Courses	Student still has two dragging credits. Must make up 2 courses by the end of the school year <b>AND</b> Can fail no more than 4 courses in 10th grade year.
<b>Senior</b>	13 Core Courses	Student still has two dragging credits. Must make up 2 courses by the end of the school year <b>AND</b> Can fail no more than 4 courses in 11th grade year.

- Scholars will repeat the grade if they fail 5 core academic classes, or possibly fail a Summer Academy class depending on their credit profile.
  - Scholars can make up at least 2 credits in Summer Academy
  - Scholar can move on in the course progression for courses passed.
- Before the start of the scholar's repeat year, SSMS should adjust the transcript so that any courses the scholar is repeating are noted on the transcript with the letter grade, but not factored into the GPA nor bearing any credits. This will allow scholars a chance to recover their GPA, while still being transparent to colleges about the failed courses. SSMS should take special care to not accidentally remove the GPA weight or credits from courses that were passed. Once the scholar repeats the year, new courses will be noted on the transcript with a grade, factored into GPA, and given a credit weight.

	Courses the scholar is repeating	Courses the scholar is not repeating
Failed Year	Manually set GPA weight on the transcript tab equal to 0 and set credit earned equal to 0	Passing grade is noted on transcript, with GPA weight and credit earned
Repeat Year	The highest grade of the 2 attempts will be factored into the GPA.	Enroll scholar into the next course in the sequence. Consider if they'll require additional support.

- Student schedules should be built with close collaboration across teams within the school (Academic Deans, Deans of College & Career, Deans of Culture, Deans of Special Services, grade teams, content teams) and also in partnership with students and families.

In order to be promoted, a scholar cannot exceed more than three total failed courses (including previously failed courses not made up) at the end of the school year and must recover 1-2 failed courses

during summer academy following that school year. E.g. **Scholars may only drag 1 credit going into the new school year.**

Failing a required elective or Foundations of Leadership will not be counted towards the two or more failing classes for non-promotion, **however the credits will still need to be made up before a scholar graduates**, as these credits are still needed to fulfill AF and State Graduation Requirements. Schools with lower PID numbers and a robust Summer Academy program should consider adding FOL to the promotional criteria and treating it like a core course. This is preferred to ensure scholars have enough time to make up the credits and to simplify the rostering and credit recovery process. However, this must be balanced with the priority of keeping PID and retention numbers low.

Seniors who start senior year with 1 course left to recover can do so during senior credit recovery in May/June. However, seniors (along with their families) in this situation must meet with a Leadership Team member and sign a contract explaining that if s/he fails a class during senior year (and now has two courses to recover), the earliest s/he can graduate is after summer school in June/July following senior year. At the school's discretion, seniors in this situation may be barred from attending some or all senior events, including class trips or graduation.

If a scholar ends 11<sup>th</sup> grade with 2 deficient credits, s/he should repeat the grade (as with all other grades). The rationale to families is that it is better for scholars to repeat the grade and improve their GPA, than be promoted to 12<sup>th</sup> grade and submit college applications with missing credits on an incomplete transcript and a lower GPA. Additionally, it is better to set expectations earlier, at the end of 11<sup>th</sup> grade, than have the difficult conversation with a scholar in 12<sup>th</sup> grade, if he or she is still missing credits and must then repeat 12<sup>th</sup> grade.

Schools can make an exception to allow Red Flag rising seniors to start the year with 3 courses left to recover. These seniors can recover 1 class during senior credit recovery in May/June and 2 classes during summer school in June/July. Seniors (along with their families) in this situation must meet with a Leadership Team member and sign a contract explaining that if s/he fails a class during senior year (and now has three courses to recover), s/he must repeat senior year. Seniors in this situation should not be allowed to attend any senior events, including graduation.

## GOAL 1: HIGH SCHOOL GRADUATION

Our students will graduate high school prepared to succeed personally and academically at their college of choice.

### Graduation Goal Measure 1 - Leading Indicator

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

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### Percent of Students in First- and Second-Year Cohorts Earning the Required Number of Credits in 2022-23

	Cohort Designation	Number in Cohort during 2022-23	Percent promoted
Aspire	2021	N/A	N/A
	2022	96	100%
Brownsville	2021	72	91.6%
	2022	64	93.8%
Crown Heights	2021	154	83.8%
	2022	153	85.0%
East New York	2021	108	88.0%
	2022	99	90.0%

## RESULTS AND EVALUATION

All Achievement First NY Charters met this measure for the 2022-2023 school year. Over 75% of students in first- and second-year cohorts earned the number of credits required to be promoted.

### Graduation Goal Measure 2 - Leading Indicator

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

As a result of the Board of Regents' guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 for the most recent second year cohort schools should report the percentage of students who either passed or were exempted from at least three exams. In August of 2023, the 2021 Cohort will have completed its second year.

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

	Cohort Designation	School Year	Number in Cohort	Percent Passing at Least Three Regents (including exemptions)
Aspire	2019	2020-21	N/A	N/A
	2020	2021-22	N/A	N/A
	2021	2022-23	N/A	N/A
Brownsville	2019	2020-21	92	94.6%
	2020	2021-22	83	66.3%
	2021	2022-23	72	56.9%
Crown Heights	2019	2020-21	100	96.0%
	2020	2021-22	129	90.7%
	2021	2022-23	153	49.7%
East New York	2019	2020-21	109	93.6%
	2020	2021-22	110	70.9%



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	2021	2022-23	108	43.5%
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### RESULTS AND EVALUATION

All the Achievement First NY Charters had 75% students in their second year of high school scored in the proficient or above range on at least three different New York State Regents Exams for the 2019 Cohort.

The 2020 Cohort for each Achievement First NY Charter did not meet the goal, but Brownsville and Crown Heights were within 10 points of the goal.

The 2021 Cohort for each Achievement First NY Charter did not meet the goal.

### ADDITIONAL EVIDENCE

AF Brooklyn high schools have historically achieved this measure. We are focused on addressing the decrease in this indicator during the past three years largely due to the impact of COVID-19 and remote instruction. We have begun the adoption of external High Quality Instructional Materials in ELA and Math along and have prioritized the redesign of our internal assessment strategy which in turn should improve Regents pass rates by improving our core curriculum and our ability to respond to formative data and make differentiated instructional choices based on formative data.

#### Graduation Goal Measures 3 & 4 - Absolute

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

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

#### Percent of Students in the Total Graduation Cohort who have Graduated After Four Years<sup>1</sup>

	Cohort Designation	School Year	Number in Cohort	Number who Graduated	Percent Graduating
Aspire	2017	2020-21	N/A	N/A	N/A
	2018	2021-22	N/A	N/A	N/A
	2019	2022-23	N/A	N/A	N/A
Brownsville	2017	2020-21	65	56	86.2%
	2018	2021-22	89	87	97.8%
	2019	2022-23	84	82	97.6%
Crown Heights	2017	2020-21	102	94	92.2%
	2018	2021-22	95	95	100%
	2019	2022-23	96	96	100%

<sup>1</sup> These data reflect August graduation rates. At a minimum, these students have passed or been exempted from five Regents exams required for high school graduation in ELA, mathematics, science, U.S. History, and Global History or met the requirements for the 4+1 pathway to graduation.

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

East New York	2017	2020-21	89	86	96.6%
	2018	2021-22	100	99	99.0%
	2019	2022-23	103	103	100%

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

	Cohort Designation	School Year	Number in Cohort	Number who Graduated	Percent Graduating
Aspire	2016	2020-21	N/A	N/A	N/A
	2017	2021-22	N/A	N/A	N/A
	2018	2022-23	N/A	N/A	N/A
Brownsville	2016	2020-21	78	78	100%
	2017	2021-22	65	64	98.5%
	2018	2022-23	89	88	98.9%
Crown Heights	2016	2020-21	95	94	98.9%
	2017	2021-22	102	100	98.0%
	2018	2022-23	95	95	100%
East New York	2016	2020-21	71	69	97.2%
	2017	2021-22	89	89	100%
	2018	2022-23	100	100	100%

## RESULTS AND EVALUATION

As a rigorous college preparatory program, Achievement First NY high schools have an internal goal of 100% graduation rates. Our schools have attained the 4-year graduation rate of 75% by a wide margin and have comfortably passed the 5-year graduation rate of 95% across all charters.

### Graduation Goal Measure 5 - Comparative Measure

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

### Percent of Students in the Total Graduation Cohort who Graduate in Four Years Compared to the District<sup>2</sup>

	Cohort Designation	School Year	Charter School			School District	
			Number in Cohort	Number who Graduated	Percent Graduating	Number in Cohort	Percent Graduating
Aspire	2017	2020-21	N/A	N/A	N/A	N/A	N/A
	2018	2021-22	N/A	N/A	N/A	N/A	N/A
	2019	2022-23	N/A	N/A	N/A	N/A	N/A
Brownsville	2017	2020-21	65	56	86.2%	445	53%

<sup>2</sup> Given that district results for the current year are generally not available at this time, for purposes of this report schools should include the district's 2021-22 results as a temporary placeholder for the district's 2022-23 results.

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

(District 23)	2018	2021-22	89	87	97.8%	402	63%
	2019	2022-23	84	82	97.6%	N/A	N/A
Crown Heights (District 17)	2017	2020-21	102	94	92.2%	1,940	78%
	2018	2021-22	95	95	100%	1,767	82%
	2019	2022-23	96	96	100%	N/A	N/A
East New York (District 19)	2017	2020-21	89	86	96.6%	1,311	82%
	2018	2021-22	100	99	99.0%	1,294	84%
	2019	2022-23	103	103	100%	N/A	N/A

### RESULTS AND EVALUATION

Achievement First NY Schools have consistently had higher four year graduation rates than the geographic districts of comparison for each respective school.

#### Graduation Goal Measure 6 - Absolute Measure

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

#### Percentage of the 2019 Graduation Cohort Pathway Students Demonstrating Success by Exam Type<sup>3</sup>

Exam	Number of Graduation Cohort Members Tested (a)	Number Passing or Achieving Regents Equivalency (b)	Percentage Passing $=[(b)/(a)]*100$
N/A			
Overall	N/A		

AF Brooklyn high schools do not have an alternative pathway for graduation, so the following tables are not applicable.

#### Pathway Exam Passing Rate by Fourth Year Accountability Cohort

Cohort Designation	School Year	Number in Cohort Tested	Percent Passing a Pathway Exam
2017	2020-21	N/A	

<sup>3</sup> As a result of the Board of Regents' guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 students planning to take a pathway examination during those canceled dates would be exempted from the requirement. For purposes of this measure, only report results for students with valid scores for any pathway exam.

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

2018	2021-22	
2019	2022-23	

### SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

Type	Measure	Outcome
Leading Indicator	Each year, 75 percent of students in first- and second-year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.	ASP: MET BR: MET CH: MET ENY: MET
Leading Indicator	Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.	ASP: N/A BR: NOT MET CH: NOT MET ENY: NOT MET
Absolute	Each year, 75 percent of students in the fourth-year high school Total Graduation Cohort will graduate.	ASP: N/A BR: MET CH: MET ENY: MET
Absolute	Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	ASP: N/A BR: MET CH: MET ENY: MET
Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.	ASP: N/A BR: MET CH: MET ENY: MET
Absolute	Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year.	N/A

### EVALUATION OF THE GRADUATION GOAL

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

For **Graduation Goal Measure 1** all Achievement First NY Charters met this measure for the 2022-2023 school year. Over 75% of students in first- and second-year cohorts earned the number of credits required to be promoted. Six out of seven cohorts exceeded the 75% goal by at least 10 percent and three out of seven cohorts exceeded the 75% goal by 15%.

**Graduation Goal 2** is the only measure we did not meet. Not all cohorts had at least 75% of students in their second-year score at least proficient on three different Regents exams.

All the Achievement First NY Charters had 75% students in their second year of high school scored in the proficient or above range on at least three different New York State Regents Exams for the 2019 Cohort.

The 2020 Cohort for each Achievement First NY Charter did not meet the goal but Brownsville and Crown Heights were within 10 points of the goal.



The 2021 Cohort for each Achievement First NY Charter did not meet the goal.

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

For **Graduation Goal 5**, Achievement First NY Schools have consistently had higher four-year graduation rates than the geographic districts of comparison for each respective school. Seven out of nine Achievement First Cohorts have a graduation rate above 95% with the remaining two at 86% and 92%. The comparison graduation rates at the local school districts range from 53% to 84%.

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

### ADDITIONAL CONTEXT AND EVIDENCE

For **Graduation Goal 1**, each of the AF Brooklyn high schools have historically met this measure by a wide margin and we have continued to do so.

For **Graduation Goal 2**, AF Brooklyn high schools have historically achieved this measure. We are focused on addressing the decrease in this indicator during the past three years largely due to the impact of COVID-19 and remote instruction. We have begun the adoption of external High Quality Instructional Materials in ELA and Math along and have prioritized the redesign of our internal assessment strategy which in turn should improve Regents pass rates by improving our core curriculum and our ability to respond to formative data and make differentiated instructional choices based on formative data. On the June 2023 Regents we saw Algebra 1 Regents pass rates improve by 15 percentage points with one of our high schools returning its pass rates back to pre-pandemic levels. This is an encouraging sign, and we attribute our improvement there to our assessment strategy.

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

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

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

### ACTION PLAN

We believe that the High-Quality Instructional Materials curriculum adoption of Illustrative Math for Algebra 1, Geometry, and Algebra 2 this year and StudySync for ELA will bring continued long-term improvement. We have also attributed a strategy anchored in continuous improvement cycles for this school year where each quarter school leadership teams in partnership with the network leadership team is able to review data from assessments, data from instructional walkthroughs, and data from surveys and other measures of school health to develop coordinated responses to the data. We believe

the attention to data paired with the coordination of school teams with network teams will also lead to improved academic outcomes. We have also revised our interim assessments and the strategy for its implementation to ensure we are regularly getting data that tells us how well students are progressing relative to grade level standards. In math we have partnered with the Achievement Network for the development of our interim assessments to ensure they are high quality and aligned to the standards. In ELA, we are using the assessments from the curriculum we have adopted, StudySync. EdReports has highly rated StudySync in all areas, including assessment.

### GOAL 2: COLLEGE PREPARATION

Our students will receive an education that prepares them to graduate high school and to succeed personally and academically at their college of choice.

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

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

Team College & Career seeks to create a scalable model for our country that defies the current 8% college graduation rate for low-income students. Using a six-levered college access and completion approach, Team College & Career guides schools in setting and reaching audacious goals for each lever to achieve 100% matriculation to a post-secondary pathway. Team College & Career leads the charge in refining and codifying best practices for each key lever: (1) support through the college process and/or career/CTE process (2) Foundations of Leadership, a core class in grades 11-12 (3) college entrance exam preparation, (4) a K-12 college-going culture, (5) a summer programs requirement, and (6) alumni support and programming. We employ a data-driven approach toward ensuring that all scholars are accepted to and graduate from our country's top colleges. Our approach encompasses:

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

**For schools that offer a college level course offered at a college or university or through a school partnership with a college or university, provide details about the course offerings and partnership.**

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We have begun developing partnerships for dual enrollment at two of our NY High Schools. At the high school within our Brownsville charter, we are offering one course each semester this year through the [National Education Equity Lab](#). This organization partners with a number of colleges and universities across the country to deliver and support online college credit-bearing courses into teacher-led high school classrooms across the country. Our high school within our Crown Heights charter has offered dual enrollment opportunities through CUNY College Now, a FREE college transition/dual enrollment program for New York City Department of Education high school students.

### College Preparation Goal Measure 1 - Absolute

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

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

### Percentage of the 2019 Total Cohort Graduates Demonstrating College Preparation by Indicator<sup>4</sup>

	Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
Aspire	Passing an AP exam with a score of 3 or higher	N/A	N/A	N/A
	College & Career Readiness Benchmark on SAT	N/A	N/A	N/A

<sup>4</sup> Schools use any method listed above, or any combination thereof, to demonstrate that at least 75 percent of graduates are prepared to engage in rigorous college level coursework. The school should select only those methods listed here that it uses to demonstrate the college readiness of its students and eliminate those that it will not. For instance, high schools that do not deliver an IB Program as part of their high school design do not report on the IB option.

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

	Overall	N/A	N/A	N/A
Brownsville	Passing an AP exam with a score of 3 or higher	82	18	22.0%
	College & Career Readiness Benchmark on SAT	82	25	30.5%
	<b>Overall</b>	<b>82</b>	<b>30</b>	<b>36.6%</b>
Crown Heights	Passing an AP exam with a score of 3 or higher	96	50	52.1%
	College & Career Readiness Benchmark on SAT	96	20	20.8%
	<b>Overall</b>	<b>96</b>	<b>53</b>	<b>55.2%</b>
East New York	Passing an AP exam with a score of 3 or higher	103	54	52.4%
	College & Career Readiness Benchmark on SAT	103	56	54.4%
	<b>Overall</b>	<b>103</b>	<b>69</b>	<b>67.0%</b>

### College Preparation Goal Measure 2 - Absolute

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

Schools are not required to report attainment of this measure for 2022-23. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information from the NYSED.

### College Preparation Goal Measure 3 - Comparative

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

Schools are not required to report attainment of this measure for 2022-23. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information from the NYSED.

### College Preparation Goal Measure 4 - Absolute

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



## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Matriculation Rate of Graduates by Year<sup>5</sup>

	Cohort	Graduation Year	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Following Year (b)	Matriculation Rate = [(b)/(a)]*100
Aspire	2017	2020-21	N/A	N/A	N/A
	2018	2021-22	N/A	N/A	N/A
	2019	2022-23	N/A	N/A	N/A
Brownsville	2017	2020-21	56	53	94.6%
	2018	2021-22	87	83	95.4%
	2019	2022-23	82	71	86.6%
Crown Heights	2017	2020-21	94	90	95.7%
	2018	2021-22	95	88	92.6%
	2019	2022-23	96	89	92.7%
East New York	2017	2020-21	86	78	90.7%
	2018	2021-22	99	99	100%
	2019	2022-23	103	98	95.1%

### SUMMARY OF THE COLLEGE PREPARATION GOAL

Type	Measure	Outcome
Absolute	Each year, 75 percent of graduating students will demonstrate their preparation for college by one or more possible indicators of college readiness.	ASP: N/A BR: NOT MET CH: NOT MET ENY: NOT MET
Absolute	Each year, the CCCRI for the school's Total Cohort will exceed that year's state MIP set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the school's CCCRI for the Total Cohort will exceed that of the district's Total Cohort.	N/A
Absolute	Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.	ASP: N/A BR: MET CH: MET ENY: MET

<sup>5</sup> Schools should update and confirm data for Cohorts prior to 2022-23 and provide preliminary matriculation data for 2019 Cohort. It may be necessary for schools to provide updated data to the Institute when National Student Clearinghouse or other data sources become available later in the school year

## EVALUATION OF THE COLLEGE PREPARATION GOAL

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

None of our NY Achievement First high schools met **College Preparation Goal 1**. Our high school within our East New York charter came within 8% of the goal measure, our high school within our Crown Heights charter was almost 20% short of the goal measure, and our high school within our Brownsville charter was approximately 40% short of the goal measure. Our high school within the East New York charter has maintained the greatest offering of AP courses. Access to AP courses makes it more likely for more students to earn a qualifying score and can also support SAT performance. Our high school within the Crown Heights charter has also maintained a wide offering of AP courses and has resulted in over 50% of students earning at least one qualifying score of three or above.

All of our NY Achievement First HS Cohorts met **College Preparation Goal 2** by wide margins. Every cohort exceeded the goal by at least 10%. Our high schools are college preparatory high schools with robust College and Career teams to support students in college preparation, selection, admissions, and matriculation.

## ADDITIONAL CONTEXT AND EVIDENCE

For **College Preparation Goal 1**, we have seen declines in all cohorts that graduated after June of 2020. Our pre-pandemic cohorts had high rates of AP participation with strong performance relative to peer charter high schools. AP participation declined during the pandemic and students were less academically prepared for success in AP courses. AP participation is starting to rebound, but performance on the AP exam is still lagging. Our current focus within our HS program is on ensuring students are demonstrating proficiency in the grade level standards across all content areas. This foundation is necessary for students to find success in AP level courses. While we were able to see gains in AP achievement prior to the pandemic by focusing heavily there, those gains were constrained by missing academic foundations. We will continue to both provide access to AP Classes, but also ensure students have the necessary foundations for success in those classes. As we continue to respond to the learning effects from the pandemic, we will prioritize developing proficiency with grade level standards. Over time, this will eventually translate to gains in AP achievement.

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

For **College Preparation Goal 2**, our NY Achievement First high schools have historically met this measure by wide margins and we are continuing to do so.

## ACTION PLAN

Our strategy here is quite similar to our overall strategy to improve academic outcomes. The biggest obstacle to stronger results on AP exams and the SAT for our students is an academic foundation with gaps. Students will achieve more success in AP courses and the SAT when they have mastered the foundational grade level standards, particularly those from the core courses in 9th and 10th grade such as Algebra 1, 9th grade ELA, Geometry, 10th grade ELA, and Algebra 2. These are all Regents courses and we are doubling down on our strategy to improve achievement in these courses as described in the Action Plan for Goal 1. We believe that the High Quality Instructional Materials curriculum adoption of Illustrative Math for Algebra 1, Geometry, and Algebra 2 this year and StudySync for ELA will bring continued long-term improvement. We have also attributed a strategy anchored in continuous improvement cycles for this school year where each quarter school leadership teams in partnership with the network leadership team is able to review data from assessments, data from instructional walkthroughs, and data from surveys and other measures of school health to develop coordinated responses to the data. We believe the attention to data paired with the coordination of school teams with network teams will also lead to improved academic outcomes. We have also revised our interim assessments and the strategy for its implementation to ensure we are regularly getting data that tells us how well students are progressing relative to grade level standards. In math we have partnered with the Achievement Network for the development of our interim assessments to ensure they are high quality and aligned to the standards. In ELA, we are using the assessments from the curriculum we have adopted, StudySync. EdReports has highly rated StudySync in all areas, including assessment. We will also continue to provide access to a wide variety of AP courses and we are improving our network talent recruitment and retention strategies so that we have the qualified teachers needed to maintain access to these courses. We are also exploring other methods to provide access to AP or other college level classes even when we do not have the teacher or enough students to justify offering the class. These other methods include providing access to live synchronous instruction from a virtual instructor or other dual enrollment options.

## GOAL 3: ENGLISH LANGUAGE ARTS

All students at Achievement First Charter Schools will be proficient readers and writers of the English language.

### BACKGROUND

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

The opportunity gap is both fueled and reinforced by a knowledge and vocabulary gap. We believe that building deep knowledge across a range of essential topics will ensure that students are stronger

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readers and can access complex, content-rich text. We select texts and writing assignments are selected intentionally to reinforce both world and word knowledge and to align with our history, science, music and art programs when appropriate.

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

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

### 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.

2022-23 State English Language Arts Exam  
Number of Students Tested and Not Tested

	Grade	Total Tested	Not Tested						Total Enrolled
			Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	
Aspire	3	74	1	2					77
	4	67		2					69
	5	93							93
	6	73							73
	7	74							74
	8	89							89
	All	470	1	4					475
Brownsville	3	35		5				20	60
	4	60	1	6					67



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	5	88		5				85
	6	81		7				88
	7	80		3				83
	8	87		3				90
	All	431	1	29			20	481
Crown Heights	3	74		1		1		76
	4	89		2				91
	5	85						85
	6	82						82
	7	83						83
	8	86				1		86
	All	499		3		2		504
East New York	3	87		6				93
	4	77		5				82
	5	65						65
	6	62						62
	7	59	1	2				62
	8	57						57
	All	407		13				420

### Performance on 2022-23 State English Language Arts Exam

By All Students and Students Enrolled in At Least Their Second Year<sup>6</sup>

	Grade	All Students			Enrolled in at least their Second Year		
		Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
Aspire	3	74	31	41.9%	69	30	43.5%
	4	67	33	49.3%	60	32	53.3%
	5	93	42	45.2%	68	33	48.5%
	6	73	19	26.0%	62	17	27.4%
	7	74	45	60.8%	72	43	59.7%
	8	89	65	73.0%	86	64	74.4%
	All	470	235	50.0%	417	219	52.5%
Brownsville	3	35	12	34.3%	31	10	32.3%
	4	60	30	50.0%	55	29	52.7%
	5	88	45	51.1%	74	43	58.1%
	6	81	39	48.1%	70	37	52.9%
	7	80	41	50.6%	72	37	51.4%
	8	87	59	67.8%	81	53	65.4%

<sup>6</sup> Students are considered “enrolled in at least their second year” if they were enrolled on BEDS day of the school year prior to the most recent exam administration.

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	All	432	226	52.3%	383	209	54.6%
Crown Heights	3	74	46	62.2%	63	40	63.5%
	4	89	55	61.8%	84	51	60.7%
	5	85	36	42.4%	71	29	40.8%
	6	82	49	59.8%	77	43	55.8%
	7	83	57	68.7%	72	54	75%
	8	86	62	72.1%	76	56	73.7%
	All	499	305	61.1%	443	273	61.6%
East New York	3	87	50	57.5%	81	45	55.6%
	4	77	39	50.6%	71	38	53.5%
	5	65	24	36.9%	84	31	36.9%
	6	62	29	46.8%	48	23	47.9%
	7	59	41	70.7%	46	34	73.9%
	8	57	42	73.7%	50	38	76.0%
	All	407	225	55.4%	380	209	55.0%

### 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.

Schools are not required to report attainment of this measure for 2022-23. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information from the NYSED.

### 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.<sup>7</sup>

## 2022-23 State English Language Arts Exam

<sup>7</sup> Schools can access these data when the NYSED releases its database containing grade level ELA and mathematics results for all schools and districts statewide. The NYSED announces the releases of these data [here](#).

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### Charter School and District Performance by Grade Level

	Grade	Percent of Students at or Above Proficiency			
		Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
		Percent Proficient	Number Tested	Percent Proficient	Number Tested
Aspire (District 19)	3	43.5%	69	36.1%	1150
	4	53.3%	60	46.0%	1182
	5	48.5%	68	38.1%	1300
	6	27.4%	62	30.2%	1254
	7	59.7%	72	35.4%	1404
	8	74.4%	86	45.5%	1392
	All	52.5%	417	38.6%	7682
Brownsville (District 23)	3	32.3%	31	42.1%	475
	4	52.7%	55	35.5%	479
	5	58.1%	74	32.9%	517
	6	52.9%	70	30.1%	505
	7	51.4%	72	35.4%	539
	8	65.4%	81	48.8%	561
	All	54.6%	383	37.6%	3076
Crown Heights (District 17)	3	63.5%	63	44.8%	844
	4	60.7%	84	53.0%	858
	5	40.8%	71	46.8%	1009
	6	55.8%	77	43.1%	1054
	7	75%	72	45.1%	1073
	8	73.7%	76	54.1%	1080
	All	61.6%	443	47.8%	5918
East New York (District 19)	3	55.6%	81	36.1%	1150
	4	53.5%	71	46.0%	1182
	5	36.9%	84	38.1%	1300
	6	47.9%	48	30.2%	1254
	7	73.9%	46	35.4%	1404
	8	76.0%	50	45.5%	1392
	All	55.0%	380	38.6%	7682

#### 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 the percentage of economically disadvantaged students among all public schools in New York

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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 2022-23 analysis is not yet available. This report contains 2021-22 results.<sup>8</sup>

2021-22 English Language Arts Comparative Performance by Grade Level

	Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4 <sup>9</sup>		Effect Size
			Actual	Predicted	
Aspire	3	83.2%	30.7	35.4	-0.24
	4	76.7%	44.2	33.0	0.64
	5	79.8%	19.8	28.3	-0.52
	6	79.8%	57.3	48.7	0.51
	7	81.3%	51.6	39.4	0.66
	8	73.7%	59.3	44.7	0.77
	All	<b>78.9%</b>	<b>44.5</b>	<b>38.4</b>	<b>0.33</b>
Brownsville	3	84.9%	48.3	34.6	0.70
	4	85.1%	39.3	29.5	0.56
	5	88.0%	34.1	25.0	0.59
	6	77.3%	65.9	49.6	0.96
	7	79.1%	56.5	40.2	0.88
	8	81.9%	69.7	42.3	1.52
	All	<b>82.6%</b>	<b>52.6</b>	<b>37.0</b>	<b>0.88</b>
Crown Heights	3	84.7%	38.5	34.7	0.19
	4	83.3%	49.4	30.2	1.09
	5	79.1%	51.6	28.6	1.39
	6	78.4%	59.3	49.2	0.60
	7	82.3%	47.1	39.1	0.43
	8	74.7%	77.6	44.5	1.77
	All	<b>80.5%</b>	<b>53.3</b>	<b>37.5</b>	<b>0.89</b>
East New York	3	80.2%	39.0	36.6	0.12
	4	82.7%	33.0	30.5	0.14
	5	78.8%	31.1	28.8	0.15
	6	79.0%	65.5	49.0	0.98

<sup>8</sup> These data can be found in the school's Accountability Summary provided by the Institute in spring 2023.

<sup>9</sup> Typically, the Institute uses schools' mean scale scores (when available) to calculate the comparative performance analysis. Due to the late availability of the 2021-22 mean scale scores, the Institute formally reported out the analysis using proficiency rates. The Institute will retroactively send schools the 2021-22 comparative performance analysis using mean scale scores in fall 2023.



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	Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4 <sup>9</sup>		Effect Size
			Actual	Predicted	
	7	90.3%	63.9	36.4	1.65
	8	80.3%	70.9	42.8	1.50
	<b>All</b>	<b>81.9%</b>	<b>48.1</b>	<b>36.5</b>	<b>0.66</b>

### 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.

Given the timing of the state's release of Growth Model data, the 2022-23 analysis is not yet available. As such, schools are not required to report on this measure for 2022-23. The Institute will calculate and report results to schools pending availability of the data.

### ELA INTERNAL EXAM RESULTS

During 2022-23, in addition to the New York State 3<sup>rd</sup> – 8<sup>th</sup> grade exams, the school primarily used the following assessment to measure student growth and achievement in ELA: STAR Reading in grades 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.

In 22-23, there were mixed results among the AF Brooklyn schools at meeting the metric of a median SGP of 50 overall. There is a wide range of schools and individual grades exceeding and not meeting this benchmark. In total, one school met this metric (East New York) while three schools did not (Brownsville, Crown Heights, and Aspire). All schools had at least one grade meeting the 50th student growth percentile goal.

### End of Year Growth on 2022-23 STAR Reading Assessment By All Students

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	Grades	Median Growth Percentile	Number Tested
Aspire	5	61	88
	6	45	73
	7	42	69
	8	51	78
	All	49	308
Brownsville	5	35.5	86
	6	33	77
	7	53	77
	8	59	87
	All	48	327

	Grades	Median Growth Percentile	Number Tested
Crown Heights	5	32	80
	6	37	78
	7	54	73
	8	47	75
	All	41	306
East New York	5	40.5	64
	6	62	59
	7	72	56
	8	37	54
	All	53	233

### SUMMARY OF THE ELA GOAL

AF Brooklyn K-12 schools met 1 of the applicable measures: Comparative. No schools met the absolute measure.

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.	ASP: NOT MET BR: NOT MET CH: NOT MET ENY: NOT MET
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.	N/A
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.	ASP: MET BR: MET CH: MET ENY: MET
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.	ASP: MET BR: MET CH: MET ENY: MET
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.	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.	ASP: NOT MET BR: NOT MET CH: NOT MET ENY: MET

### EVALUATION OF ELA GOAL

AF Brooklyn K-12 schools met 1 of the applicable measures: Comparative. No schools met the absolute measure.

### ADDITIONAL CONTEXT AND EVIDENCE

N/A

### ELA ACTION PLAN

While we are glad to see strong growth for students during the year, our ELA program is still not yet ensuring students get where they need to be from an absolute perspective. Reading has been named a network focus area for the 23-24 school year and next several years. Our Senior Director of K-12 Reading will continue to further analyze our reading and ELA programs in partnership with our ELA directors and determine where we need to make adjustments and are currently working on a robust proposal for this multi-year effort.

This year we have implemented a science of reading aligned curriculum - Wit and 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 be using the mCLASS/Dibels + Cubed reading assessments 3x per year. We have also implemented FUNdations and Heggerty across our K-2 (and in some cases 3) classrooms and have implemented Geodes, a Great Minds program that focuses on decodable texts. We are also investing in sending our network leaders and school teams to science of reading training to help us inform future program decisions and shifts.

In all grades, we are training teachers on how to better use the data from mCLASS, CUBED, and STAR as well as internal assessments (daily exit tickets, quizzes, unit exams, and IAs) to more effectively drive instruction and support students who are struggling and challenge students who are meeting the grade-level expectation. We have also bolstered our teacher training, supports and focus on reading intervention and ensuring we have a strong Tier 2 program for students who are reading below grade level. We are providing Tier 1 support via more robust on-the-ground support that involves frequent classroom observation and coaching leaders to support their teachers in executing our curriculum and responding to student data. Finally, we have a more robust professional development strategy, with dean cohort once per month and teacher-facing Friday PD approximately once per month.

### HIGH SCHOOL ELA

#### High School ELA Measure 1 - Absolute

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

The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on the Regents Exam in English Achievement First K-12 Charter School 2022-23 Accountability Plan Progress Report

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Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.<sup>10</sup>

Percent Scoring at Least Level 4 on Regents English Common Core Exam  
by Fourth Year Accountability Cohort<sup>11</sup>

	Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
Aspire	2017	2020-21	N/A	N/A	N/A	N/A
	2018	2021-22	N/A	N/A	N/A	N/A
	2019	2022-23	N/A	N/A	N/A	N/A
Brownsville	2017	2020-21	68	7	23	37.7%
	2018	2021-22	93	89	1	25.0%
	2019	2022-23	86	83	1	33.3%
Crown Heights	2017	2020-21	102	6	45	46.9%
	2018	2021-22	95	93	1	50.0%
	2019	2022-23	101	87	3	21.4%
East New York	2017	2020-21	91	2	57	64.0%
	2018	2021-22	100	97	1	33.3%
	2019	2022-23	109	102	0	0%

### METHOD

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

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 some students in the 2019 Cohort who had not previously sat for the exam but were

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

<sup>11</sup> Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 some students in the 2017, 2018, and 2019 Cohorts who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 4 among the students who sat for the exam.



scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 4 among the students who sat for the exam.

## RESULTS AND EVALUATION

None of our AF Brooklyn High Schools met this measure overall; however, 2 of the 9 cohorts were within 15% of the target.

However, for our 2019 cohorts almost all students were exempted (based on COVID waivers for passing their classes) so there are very few students actually analyzed in the chart below and the students being analyzed we would expect to not perform as well because they did not qualify for a waiver.

### High School ELA Measure 2 - Absolute

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

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

## METHOD

The school administered the Regents English exam that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 some students in the 2019 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 3 among the students who sat for the exam.

## RESULTS AND EVALUATION

None of our AF Brooklyn High Schools met this measure overall however 2 of the 9 cohorts did meet this metric and an additional 3 were within 10 points of this measure.

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Again, for our 2019 cohorts almost all students were exempted (based on COVID waivers for passing their classes) so there are very few students actually analyzed in the chart below and the students being analyzed we would expect to not perform as well because they did not qualify for a waiver.

Additionally, prior to COVID our 2016 cohorts all met this measure, indicating strength of our program without the impact of the COVID challenges layered on.

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

	Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
Aspire	2017	2020-21	N/A	N/A	N/A	N/A
	2018	2021-22	N/A	N/A	N/A	N/A
	2019	2022-23	N/A	N/A	N/A	N/A
Brownsville	2017	2020-21	68	7	43	70.5%
	2018	2021-22	93	89	3	75%
	2019	2022-23	86	83	2	66.7%
Crown Heights	2017	2020-21	102	6	74	77.1%
	2018	2021-22	95	93	1	50.0%
	2019	2022-23	101	87	8	57.1%
East New York	2017	2020-21	91	2	77	86.5%
	2018	2021-22	100	97	1	33.3%
	2019	2022-23	109	102	6	85.7%

#### High School ELA Measure 3 - Absolute

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

The Institute does not require charters to report on this measure for 2022-23

#### High School ELA Measure 4 - Comparative

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

The Institute does not require charters to report on this measure for 2022-23

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

### High School ELA Measure 5 - Comparative

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

The Institute does not require charters to report on this measure for 2022-23

### High School ELA Measure 6 - Comparative

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

The Institute does not require charters to report on this measure for 2022-23

### High School ELA Measure 7 - Growth

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8<sup>th</sup> grade English language arts exam will meet the college and career readiness standard (currently scoring at Performance Level 4 and fully meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

## METHOD

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

## RESULTS AND EVALUATION

None of our AF Brooklyn High Schools met this measure. Again, for our 2019 cohorts almost all students were exempted, so there are very few students actually analyzed in the chart below.

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

	Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 <sup>th</sup> Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
Aspire	2017	2020-21	N/A	N/A	N/A	N/A
	2018	2021-22	N/A	N/A	N/A	N/A
	2019	2022-23	N/A	N/A	N/A	N/A

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Brownsville	2017	2020-21	29	2	5	18.5%
	2018	2021-22	16	14	0	0%
	2019	2022-23	23	23	N/A	N/A
Crown Heights	2017	2020-21	41	3	10	26.3%
	2018	2021-22	27	27	N/A	N/A
	2019	2022-23	32	26	0	0%
East New York	2017	2020-21	25	1	2	8.3%
	2018	2021-22	12	12	N/A	N/A
	2019	2022-23	14	13	0	0%

### High School ELA Measure 8 - Growth

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8<sup>th</sup> grade English language arts exam will at least partially meet Common Core expectations (currently scoring at Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

### METHOD

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

### RESULTS AND EVALUATION

None of our AF Brooklyn HS met this measure overall; however, 2 of our 9 cohorts met this measure and another 3 cohorts were within 15 percentage points, leaving only 1 cohort further than 15 percentage points from this measure. This particular data set of students is also very small (2- 38 students per cohort) and many of these students were exempted. Where the data sets are larger, and therefore more representative, the %s are higher. For example, the 2016 Cohorts had percentages between 70% and 91%.

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

	Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 <sup>th</sup> Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
Aspire	2017	2020-21	N/A	N/A	N/A	N/A
	2018	2021-22	N/A	N/A	N/A	N/A
	2019	2022-23	N/A	N/A	N/A	N/A
Brownsville	2017	2020-21	29	2	12	44.4%
	2018	2021-22	16	14	2	100%
	2019	2022-23	23	23	N/A	N/A

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Crown Heights	2017	2020-21	41	3	27	71.1%
	2018	2021-22	27	27	N/A	N/A
	2019	2022-23	32	26	3	50.0%
East New York	2017	2020-21	25	1	15	62.5%
	2018	2021-22	12	12	N/A	N/A
	2019	2022-23	14	13	1	100%

### SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

AF Brooklyn High Schools partially met these measures.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	ASP: N/A BR: NOT MET CH: NOT MET ENY: NOT MET
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	ASP: N/A BR: NOT MET CH: NOT MET ENY: NOT MET
Absolute	Each year, the Performance Index (PI) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 <sup>th</sup> grade English language arts exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	ASP: N/A BR: NOT MET CH: NOT MET ENY: NOT MET
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 <sup>th</sup> grade English language arts exam will at least partially meet Common Core expectations	ASP: N/A BR: NOT MET CH: NOT MET



	(currently scoring at least Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	ENY: NOT MET
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## EVALUATION OF HIGH SCHOOL ELA GOAL

The HS ELA goals were largely not met except for one school, AF Brooklyn High School that partially met the goal. Please see evaluation narratives for each goal listed above in the report.

## ADDITIONAL CONTEXT AND EVIDENCE

N/A

## ACTION PLAN

We have focused the curriculum in 9<sup>th</sup> -11<sup>th</sup> grade ELA on prioritized content aligned to the Common Core Regents expectations so that students are spending more time on the prioritized content that is most important for success in these courses. To this end, we've transitioned from an internally created curriculum to an external curriculum, StudySync, that is highly rated on EdReports, meeting all criteria for High-Quality Instructional Materials. To monitor learning of the prioritized content we are focused on the effective use of data to inform instruction. Our unit preparation process for teachers has teachers analyze data from previous units (or the previous school year) so that teachers can provide just-in-time instruction on any foundational content within the unit to support students to be able to access the prioritized grade level content. We then use formative assessments during the unit to make instructional adjustments as students learn the prioritized content. We are also leveraging the STAR reading assessment to measure student reading growth with a particular focus on those students in our guided reading intervention course. Finally, our network high school teaching and learning team engages in continuous improvement cycles that include learning walkthroughs each trimester to support our schools in effective implementation of our new ELA curriculum and effective use of valuable instructional practices. The implementation goals are not an evaluation. They are a formative data point that will be used to guide network professional development and that schools can use to drive department/grade level development. Our walkthroughs capture our theory of change. We've chosen the strongest materials to provide the best foundation for teachers and created the conditions for strong implementation. We have clear, measurable goals for year 1, a plan to norm, measure, and respond through professional learning. We use walkthroughs and network PD to drive our implementation strategy, and we have a clear plan to measure student learning outcomes, analyze data, and respond meaningfully to measure growth, with a specific focus on the STAR assessment and our interim assessments. As we improve teacher practice, aligned to strong curricular tools, we will see student achievement increase.

We are also focused on providing strong reading intervention to students who are below triggers in all academies (with a prioritized effort in grades 5-12) and begin the work to develop a K-12 approach to developing strong, thriving readers.

Our reading intervention strategy has several components.

- Reading has been named a network focus area for the 23-24 school year and next several years. Our Senior Director of K-12 Reading will continue to further analyze our reading and ELA programs in partnership with our ELA directors and determine where we need to make adjustments and are currently working on a robust proposal for this multi-year effort.
- We've aligned our reading assessments and approach to the science of reading. We will continue to assess 9-12 scholars using the STAR assessment 3x per year. We are also investing in sending our network leaders and school teams to science of reading training to help us inform future program decisions and shifts. We use the STAR assessment. In all grades, we are training teachers on how to better use the data from STAR as well as internal assessments (daily exit tickets, quizzes, unit exams, and IAs) to more effectively drive instruction and support students who are struggling and challenge students who are meeting the grade-level expectation. We are providing Tier 1 support via more robust on-the-ground support that involves frequent classroom observation and coaching leaders to support their teachers in executing our curriculum and responding to student data. Finally, we have a more robust professional development strategy, with dean cohort once per month and teacher-facing Friday PD approximately once per month.
- Finally, we are going after research-based reading intervention in high school this year by piloting Lexia at one of our New York high schools to determine if it best meets our needs and if it should be expanded to our other high schools in the future.

### GOAL 4: MATHEMATICS

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

#### BACKGROUND

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

In the mathematics program at Achievement First, mathematical practices come to life through the shifts (focus, coherence, rigor) called for by the Common Core State Standards. We will continue to

refine the components of and resources for the program, on our path to seeing these practices and shifts embodied by our students and driving instruction.

## Tenets of Achievement First's Mathematics Program:

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

In the 22-23 school year we continued to invest in strengthening our Cognitively Guided Instruction in grades 3-4, with monthly leader support, aligned to our vision. CGI is a framework that helps teachers to understand how children's mathematical ideas develop, and provides an opportunity to build on the child's own thinking and understanding. This past year, we continued Professional Development on CGI for our School Leaders to support teachers to make the sustained and generative changes in their practice that have been shown to have a positive effect on student outcomes.

## 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.

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

### 2022-23 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	
Aspire	3	76		1					77
	4	66		2					68
	5	92							92
	6	75							75
	7	74							74
	8	89	1						90
	All	472	1	3					476
Brownsville	3	58		5					63
	4	59	1	7					67
	5	88		5					93
	6	79		9					88
	7	79		3					82
	8	86		3					89
	All	449	1	32					482
Crown Heights	3	75		1			1		77
	4	88		2					90
	5	88	2						90
	6	83	1	2					86
	7	83	3	3					89
	8	86	2	3			1		91
	All	503	8	11			2		524
East New York	3	86	1	6					93
	4	78		3					81
	5	66							66
	6	65							65
	7	59		1					60
	8	0						60	60
	All	354	1	9				60	424

### Performance on 2022-23 State Mathematics Exam By All Students and Students Enrolled in At Least Their Second Year

	Grade	All Students			Enrolled in at least their Second Year		
		Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
Aspire	3	76	39	51.3%	72	36	50.0%
	4	66	30	45.5%	60	30	50.0%

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

	5	92	52	56.5%	68	39	57.4%
	6	75	28	37.3%	64	26	40.6%
	7	74	43	58.1%	72	42	58.3%
	8	89	55	31.8%	86	54	62.8%
	All	472	247	52.3%	422	227	53.8%
Brownsville	3	58	37	63.8%	49	35	71.4%
	4	59	34	57.6%	54	33	61.1%
	5	88	49	55.7%	74	44	59.5%
	6	79	45	57.0%	68	41	60.3%
	7	79	51	64.6%	72	46	63.9%
	8	86	77	89.5%	78	70	89.7%
	All	449	293	65.3%	395	269	68.1%
Crown Heights	3	75	58	77.3%	64	50	78.1%
	4	88	60	68.2%	83	56	67.5%
	5	88	30	34.1%	73	24	32.9%
	6	83	44	53.0%	78	43	55.1%
	7	83	44	53.0%	72	40	55.6%
	8	86	60	69.8%	76	57	75.0%
	All	503	296	58.8%	446	270	60.5%
East New York	3	86	54	54	80	50	62.5%
	4	78	52	52	70	50	71.4%
	5	66	38	38	83	43	51.8%
	6	65	41	41	48	32	66.7%
	7	59	33	33	47	32	68.1%
	8						
	All	354	218	61.6%	328	207	63.1%

### 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.

Schools are not required to report attainment of this measure for 2022-23. Subsequent to the completion of this document, the Institute may calculate and report results to schools pending further information from the NYSED.

### 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.



## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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.

### 2022-23 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 <sup>nd</sup> Year		All District Students	
		Percent Proficient	Number Tested	Percent Proficient	Number Tested
Aspire (District 19)	3	50.0%	72	43.6%	1206
	4	50.0%	60	42.5%	1246
	5	57.4%	68	39.4%	1334
	6	40.6%	64	25.6%	1292
	7	58.3%	72	31.1%	1404
	8	62.8%	86	31.8%	1261
	All	53.8%	422	35.5%	7743
Brownsville (District 23)	3	71.4%	49	46.1%	479
	4	61.1%	54	35.9%	479
	5	59.5%	74	32.0%	513
	6	60.3%	68	32.1%	535
	7	63.9%	72	33.4%	563
	8	89.7%	78	28.8%	372
	All	68.1%	395	34.8%	2941
Crown Heights (District 17)	3	78.1%	64	52.1%	861
	4	67.5%	83	50.9%	869
	5	32.9%	73	40.5%	1021
	6	55.1%	78	38.3%	1071
	7	55.6%	72	40.6%	938
	8	75.0%	76	42.2%	1004
	All	60.5%	446	43.7%	5764
East New York (District 19)	3	62.5%	80	43.6%	1206
	4	71.4%	70	42.5%	1246
	5	51.8%	83	39.4%	1334
	6	66.7%	48	25.6%	1292
	7	68.1%	47	31.1%	1404
	8				
	All	63.1%	328	36.2%	6482

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

### 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.

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 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 2022-23 analysis is not yet available. This report contains 2021-22 results.

### 2021-22 Mathematics Comparative Performance by Grade Level

	Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4		Effect Size
			Actual	Predicted	
Aspire	3	83.2%	32.4	35.6	-0.15
	4	76.7%	33.7	32.1	0.08
	5	79.8%	22.0	25.5	-0.19
	6	79.8%	50.6	27.3	1.22
	7	81.3%	33.7	22.8	0.57
	8	73.7%	25.8	19.2	0.34
	<b>All</b>	<b>79.0%</b>	<b>32.9</b>	<b>26.8</b>	<b>0.32</b>
Brownsville	3	84.9%	71.2	34.8	1.67
	4	85.1%	48.8	27.7	1.04
	5	88.0%	26.7	21.6	0.30
	6	77.3%	38.1	28.6	0.50
	7	79.1	40.0	23.9	0.84
	8	81.9%	70.0	17.4	2.75
	<b>All</b>	<b>82.6%</b>	<b>48.1</b>	<b>25.0</b>	<b>1.17</b>
Crown Heights	3	84.7%	63.0	34.9	1.29
	4	83.3%	39.3	28.6	0.53
	5	79.1%	30.0	25.9	0.22
	6	78.4%	34.5	28.0	0.34
	7	82.3%	27.9	22.3	0.29
	8	74.7%	18.4	19.0	-0.03
	<b>All</b>	<b>80.9%</b>	<b>37.1</b>	<b>27.1</b>	<b>0.49</b>
East New York	3	80.2%	46.3	37.0	0.43
	4	82.7%	35.4	29.0	0.32

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

	Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4		Effect Size
			Actual	Predicted	
	5	78.8%	27.9	26.0	0.10
	6	79.0%	60.3	27.7	1.70
	7	90.3%	50.8	18.5	2.08
	8				
	<b>All</b>	<b>82.2%</b>	<b>43.3</b>	<b>28.3</b>	<b>0.83</b>

### 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.

Given the timing of the state's release of Growth Model data, the 2022-23 analysis is not yet available. As such, schools are not required to report on this measure for 2022-23. The Institute will calculate and report out results to schools pending availability of the data.

### MATHEMATICS INTERNAL EXAM RESULTS

During 2022-23, in addition to the New York State 3<sup>rd</sup> – 8<sup>th</sup> 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 2022 (IA1) and March 2023 (IA3) interim assessments provide insight into the progress scholars made.

For both internal cumulative exams, the cut scores were set in a manner like those used on the New York State exam. These are shown in the table below.

	Grades	Percent Proficient <b>IA1</b>	Percent Proficient <b>IA3</b>	Percentage Point Difference
Aspire	3	46%	64%	18%
	4	35%	39%	4%
	5	83%	36%	-47%
	6	42%	29%	-13%
	7	37%	42%	5%
	8	49%	46%	-3%
Brownsville	3	58%	68%	10%
	4	63%	43%	-20%
	5	78%	62%	-16%
	6	51%	38%	-13%
	7	54%	60%	6%
	8	83%	70%	-13%

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Crown Heights	3	73%	71%	-2%
	4	66%	58%	-8%
	5	40%	17%	-23%
	6	44%	31%	-13%
	7	40%	43%	3%
	8	48%	47%	-1%
East New York	3	43%	48%	5%
	4	49%	55%	6%
	5	76%	52%	-24%
	6	52%	57%	5%
	7	50%	47%	-3%
	8th Algebra	55%	71%	16%

### 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.	ASP: NOT MET BR: NOT MET CH: NOT MET ENY: NOT MET
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.	N/A
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.	ASP: MET BR: MET CH: MET ENY: MET
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.	ASP: MET BR: MET CH: MET ENY: MET
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.	N/A

### EVALUATION OF THE MATHEMATICS GOAL

As noted above, the absolute performance of 75% was not met overall. On average, we fell about 14% short of this goal. However, there are some specific school/grade exceptions where the 75% goal was met or exceeded, namely Brownsville (District 23) grade 8, Crown Heights (District 17) grades 3 and 8.

Despite absolute performance falling below goal, all schools met the overall comparative metric.

One challenge that arose when responding to interim assessments was that the rigor varied from one to the next; for example, the third fifth grade interim assessment (IA3) was more rigorous than the first

(IA1), leading to the perception of declining achievement. This perception was counter to the inferences from other sources of data (e.g. unit assessments, classroom observations with detailed study of student work). To remedy this issue, Achievement First has contracted with Achievement Network (ANet) to write interim assessments for the 2023-24 school year that will allow us to more meaningfully gauge progress from one assessment cycle to the next.

## MATHEMATICS ACTION PLAN

While we are seeing growth in students during the year and are performing well compared to our comparison districts, absolute performance in Math is not where it needs to be.

In Elementary we are focused on expanding our Cognitively Guided Instruction pilot based on positive feedback and data from schools as well continuing the Context for Learning Mathematics (CFLM) pilot in K-4 that is grounded in a constructivist approach to determine our long-term plan for our math program. We have partnered with external experts for both curriculums to continue to build internal expertise around implementation. Additionally, we have more formalized and improved our assessment strategy to better monitor student skill acquisition and growth throughout the year- we are most focused on our CGI test data and Counting Proficiency Assessment data. We have formalized windows, improved data entry systems and added completion monitoring for the Counting Proficiency Assessment.

In Middle School we are continuing to focus on essential standards as identified by Achieve the Core to allow scholars to deep dive into the most important standards. We are also focused on the prerequisite skills from prior grade levels that were not mastered largely due to pandemic learning loss so that students can access the current grade level material. We created a year-long scope and sequence to spiral in these skills so that the likely gaps students have are closed before the new material begins. We are also providing curricular materials aligned to this scope and sequence to ensure students are getting high quality practice even with our newer cohort teachers.

## HIGH SCHOOL MATHEMATICS

### High School Math Measure 1 - Absolute

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

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



## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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

	Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
Aspire	2017	2020-21	N/A	N/A	N/A	N/A
	2018	2021-22	N/A	N/A	N/A	N/A
	2019	2022-23	N/A	N/A	N/A	N/A
Brownsville	2017	2020-21	68	0	18	26.5%
	2018	2021-22	93	8	40	47.1%
	2019	2022-23	86	47	18	46.2%
Crown Heights	2017	2020-21	102	0	31	30.4%
	2018	2021-22	95	2	39	41.9%
	2019	2022-23	101	95	2	33.3%
East New York	2017	2020-21	91	0	60	65.9%
	2018	2021-22	100	12	64	72.7%
	2019	2022-23	109	88	9	42.9%

### High School Math Measure 2 - Absolute

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

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

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

	Cohort	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
Aspire	2017	2020-21	N/A	N/A	N/A	N/A
	2018	2021-22	N/A	N/A	N/A	N/A
	2019	2022-23	N/A	N/A	N/A	N/A
Brownsville	2017	2020-21	68	0	58	85.3%

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

	2018	2021-22	93	8	79	92.9%
	2019	2022-23	86	47	25	64.1%
Crown Heights	2017	2020-21	102	0	83	81.4%
	2018	2021-22	95	2	82	88.2%
	2019	2022-23	101	95	3	50.0%
East New York	2017	2020-21	91	0	84	97.7%
	2018	2021-22	100	12	87	98.9%
	2019	2022-23	109	88	17	81.0%

### High School Math Measure 3 - Absolute

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

The Institute does not require charters to report on this measure for 2022-23

### High School Math Measure 4 - Comparative

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

The Institute does not require charters to report on this measure for 2022-23

### High School Math Measure 5 - Comparative

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

The Institute does not require charters to report on this measure for 2022-23

### High School Math Measure 6 - Comparative

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

The Institute does not require charters to report on this measure for 2022-23

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

### High School Math Measure 7 - Growth

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8<sup>th</sup> grade mathematics exam will meet the college and career readiness standard (currently scoring at Performance Level 4 and fully meeting Common Core expectations on a Regents mathematics exam) by the completion of their fourth year in the cohort.

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

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

	Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 <sup>th</sup> Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
Aspire	2017	2020-21	N/A	N/A	N/A	N/A
	2018	2021-22	N/A	N/A	N/A	N/A
	2019	2022-23	N/A	N/A	N/A	N/A
Brownsville	2017	2020-21	27	0	2	7.4%
	2018	2021-22	14	0	1	7.1%
	2019	2022-23	18	12	0	0%
Crown Heights	2017	2020-21	35	0	0	0%
	2018	2021-22	24	0	3	12.5%
	2019	2022-23	13	12	0	0%
East New York	2017	2020-21	17	0	5	29.4%
	2018	2021-22	7	6	0	0%
	2019	2022-23	0	N/A	N/A	N/A

### High School Math Measure 8 - Growth

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8<sup>th</sup> grade mathematics exam will at least partially meet Common Core expectations (currently scoring at Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

This metric demonstrates the effectiveness of its mathematics program by enabling students who were not meeting proficiency standards in the eighth grade to move to meeting the mathematics requirement for graduation. For the 2019 cohort, most schools either were fully exempt from meeting this metric (marked as "N/A" or had 0% of students scoring at least a level 3 with a valid score.

Percent Achieving at Least Performance Level 3 on a Mathematics Regents Exam among Students

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Who Were Not Proficient in the 8<sup>th</sup> Grade by Fourth Year Accountability Cohort

	Cohort	Fourth Year	Number in Cohort not Proficient in 8 <sup>th</sup> Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
Aspire	2017	2020-21	N/A	N/A	N/A	N/A
	2018	2021-22	N/A	N/A	N/A	N/A
	2019	2022-23	N/A	N/A	N/A	N/A
Brownsville	2017	2020-21	27	0	20	74.1%
	2018	2021-22	14	0	8	57.1%
	2019	2022-23	18	12	0	0%
Crown Heights	2017	2020-21	35	0	21	60.0%
	2018	2021-22	24	0	17	70.8%
	2019	2022-23	13	12	0	0%
East New York	2017	2020-21	17	0	16	94.1%
	2018	2021-22	7	6	1	100%
	2019	2022-23	0	N/A	N/A	N/A

### SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

At the end of last year, most charters did not meet the goals for this Accountability Plan due to COVID restrictions and the large number of waivers that were granted to students for graduation purposes. Because we had many exceptions due to COVID and it's difficult to generate headlines with such limited data.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	ASP: N/A BR: NOT MET CH: NOT MET ENY: NOT MET
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	ASP: N/A BR: NOT MET CH: NOT MET ENY: MET
Absolute	Each year, the Performance Index (PI) in mathematics of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 <sup>th</sup> grade mathematics exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	ASP: N/A BR: NOT MET CH: NOT MET ENY: NOT MET
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 <sup>th</sup> grade mathematics exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	ASP: N/A BR: NOT MET CH: NOT MET ENY: MET

### EVALUATION OF THE HIGH SCHOOL MATHEMATICS GOAL

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22, some students in the 2018 and 2029 Cohorts who had not previously sat for any mathematics exam but were scheduled to sit for one during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam requirement as well as the percentage of students achieving at least Level 3 among the students who sat for any exam. Therefore, you will see either a significant number of students either exempt from the exam (as the Algebra 1 assessment is a requirement for graduation) or not passing it with a 4, as either they only were able to take the Algebra 1 Regents exam once or unable to take the other Regents.

### ADDITIONAL CONTEXT AND EVIDENCE

During SY 21-22, instruction was frequently interrupted by the need for a class or a grade level to go remote due to the effects of COVID on staffing. The remote instruction model generally meant we were able to cover less of the scope and sequences. Also, in-person instruction is generally stronger than remote instruction. In addition, during SY 22-23, high school math classrooms across the network suffered a significant staffing shortage, leading to classes being taught asynchronously, with building subs, or other teachers unfamiliar with the content. All of this had an impact on achievement.

However, a promising piece of data that is not reported in this report is the current performance of the 2022 Cohort. Across the network, 71% of students were proficient in the Algebra 1 Regents assessment, leading a significant increase across the network.



## ACTION PLAN

For the SY 23-24, significant changes to the curriculum and instructional models have been made to ensure the performance of students in these exams increase. First, all high schools are adopting high quality instructional materials for the Algebra 1, Geometry, and Algebra 2 courses. We believe that at the foundation of academic achievement students learning from a curriculum that is research-based, vetted by multiple professionals, and implemented across multiple districts. We used a taskforce of stakeholders to choose between a set of curricula that is aligned to our teaching philosophy and through a rigorous vetting process, we landed on using Illustrative Math as the curriculum of choice. In addition to adopting these materials, a significant amount of training was provided for teachers during the summer to ensure proper implementation of the assessments, as well as ongoing monthly PDs, biweekly coaching of Academic Deans, and monthly school leader PDs to support proper implementation and increased student achievement.

Finally, all interim assessments have been rewritten to accurately reflect the rigor and the content of the Regents assessments, through a partnership with the Achievement Network. We have focused on improving the quality of assessments and training schools on their response to data because we believe this is one of the key levers for student achievement. In SY 22-23, we spent a significant amount of time focusing on the rebuilding and responding to Algebra 1 data, and as a result, we saw Algebra 1 Regents passing scores go up by 16 percentage points from the previous year, with one school at 85%. We will continue to support our school leaders and teachers to reflect and respond to the priority standards of these assessments to ensure that student achievement is increasing for these tests.

## GOAL 5: SCIENCE

Students will demonstrate proficiency in the understanding and application of scientific principles.

### BACKGROUND

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

The tenets of the AF science program are derived from and connected to the conceptual shifts in the Next Generation Science Standards (NGSS), the principles of A Framework for K-12 Science Education (the document from the National Research Council that is the foundation of the NGSS), and our internal core beliefs at Achievement First.

The program is driven by the National Research Council's Framework for K-12 Science Education, which states, "To develop a thorough understanding of scientific explanations of the world, students need

sustained opportunities to work with and develop the underlying ideas and to appreciate those ideas' interconnections over a period of years rather than weeks or months." To accomplish this goal, students build background knowledge and an understanding of science by deeply engaging with a focused set of core ideas and practices throughout their educational experience. Through this intensive approach, they will build expertise and use their expertise to make sense of new information or tackle problems.

As a continued testament to how our program goes beyond the floor set by external assessment, during 22-23 we piloted one unit from the OpenSciEd curriculum, which has been designated as High Quality by Achieve and EdReports, in the spring at many of our schools to learn from, build with, and maintain the integrity of our program. We continue to strive to demand and support a focus on scientific thinking in our schools by supporting the pedagogical development of our teachers and leaders. We are excited about what is to come next.

## ELEMENTARY AND MIDDLE SCIENCE

### Science Measure 1 - Absolute

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

The school administered the New York State Testing Program science assessment to students in 8<sup>th</sup> grade in spring 2023. The table below summarizes the performance of students enrolled for at least two years.

Charter School Performance on 2022-23 State Science Exam  
By Students Enrolled in At Least Their Second Year

	Grade	Students in At Least Their 2 <sup>nd</sup> Year		
		Number Tested	Number Proficient	Percent Proficient
Aspire	4			
	8	88	41	46.6%
	All	88	41	46.6%
Brownsville	4			
	8	1	0	0%
	All	1	0	0%
Crown Heights	4			
	8	79	43	54.4%
	All	79	43	54.4%
East New York	4			
	8	49	26	53.1%
	All	49	26	53.1%

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

### 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 school had tested students in at least their second year and the results for the respective grades in the school district of comparison.

2022-23 State Science Exam Charter School and District Performance by Grade Level							
		Charter School Students in at Least 2 <sup>nd</sup> Year			All District Students		
	Grade	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
Aspire	4						
	8	88	41	46.6%			
	All	88	41	46.6%			
Brownsville	4						
	8	1	0	0%			
	All	1	0	0%			
Crown Heights	4						
	8	79	43	54.4%			
	All	79	43	54.4%			
East New York	4						
	8	49	26	53.1%			
	All	49	26	53.1%			

### 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.	ASP: NOT MET BR: NOT MET CH: NOT MET ENY: NOT MET
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.	N/A - no data available at time of submission

## EVALUATION OF THE SCIENCE GOAL

As noted above, the absolute performance of 75% was not met overall or at any individual school. The performance ranged from -75% and -20.6% below the goal.

While our science program is aligned to the current New York State P-12 Science Learning Standards which were adopted in 2016, the Grade 8 NY State Science Exam administered in 2023 was still assessing the Learning Standards for Math, Science, and Technology from 1996. The 1996 standards include content that is not part of the 2016 standards and are also much more focused on memorization and recall of science facts. This difference in the standards taught and those assessed on the State exam likely contributed to student performance on this State Science Exam.

In addition, the learning loss from the pandemic is likely continuing to impact student performance. In science, students missed the opportunities to engage fully in the science practices of planning and carrying out investigations as well as in the full scope & sequence during remote and hybrid instruction.

## ADDITIONAL CONTEXT AND EVIDENCE

The low number (i.e., 1) of tested students at Brownsville is due to an error answer sheet completion and/or scanning which resulted in no other results being reported even though a higher number of students were tested.

Performance on a Regents Science Exam  
Of 8<sup>th</sup> Grade All Students by Year

Grade	Year	Regents Exam	Number Tested	Number Passing	Percent Passing
8	2018-19	N/A	N/A	N/A	N/A
8	2021-22	N/A	N/A	N/A	N/A
8	2022-23	N/A	N/A	N/A	N/A

## ACTION PLAN

Starting in the 23-24 school year, Achievement First is implementing OpenSciEd in Grades 6-8. This change is shifting the science instruction students receive to be more rigorous, and to help our students excel in and outside the classroom to help them prepare to thrive in the world of tomorrow.

OpenSciEd's world-class, Next Generation Science Standards-aligned (NGSS) instructional materials are designed for how students learn science best. Their high-quality, adaptable, full-course curriculum supports equitable science learning through phenomenon-based, three-dimensional units that prioritize student sensemaking and understanding.

OpenSciEd follows strict design specifications to ensure a quality product that engages diverse students, prompts engrossing discourse, and supports the teacher in making science come alive. Through student-led discovery, OpenSciEd fosters a classroom culture of equitable participation where students from all backgrounds contribute at high levels and report that others take their ideas seriously.

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

We are monitoring the implementation of OpenSciEd using an Implementation Progression rubric during classroom observations and student learning data from unit assessments and MAP Growth Science (an external, NGSS-aligned assessment). In a series of four improvement cycles across the school year, we are analyzing and responding to the data. Response will include monthly professional learning sessions for both leaders and teachers, as well as targeted support at schools who need additional support.

### HIGH SCHOOL SCIENCE

#### High School Science Measure 1 - Absolute

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

New York State schools administer multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry, and Physics. Living Environment is the Regents exam taken by most enrolled students. While a small number of students additionally took the Physics and Chemistry Regents exams. This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort.

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22, some students in the 2017 - 2019 Cohorts who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam are reported.

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

	Cohort	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
Aspire	2017	2020-21	N/A	N/A	N/A	N/A
	2018	2021-22	N/A	N/A	N/A	N/A
	2019	2022-23	N/A	N/A	N/A	N/A
Brownsville	2017	2020-21	68	64	0	0%
	2018	2021-22	93	87	3	50.0%
	2019	2022-23	86	0	62	72.1%
Crown Heights	2017	2020-21	102	91	2	18.2%
	2018	2021-22	95	93	0	0%
	2019	2022-23	101	0	70	69.3%
East New York	2017	2020-21	91	89	0	0%
	2018	2021-22	100	99	1	100%
	2019	2022-23	109	22	68	78.2%



## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

### High School Science Measure 2 - Comparative

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

The Institute does not require charters to report on this measure for 2022-23

### SUMMARY OF THE HIGH SCHOOL SCIENCE GOAL

There is one applicable measure for High School Science, *Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents science exam by the completion of their fourth year in the cohort.* None of our AF Brooklyn High Schools met this measure overall. However, 2 of our 9 cohorts met this metric and 2 additional cohorts are within 6 percentage points of this metric.

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents science exam by the completion of their fourth year in the cohort.	ASP: N/A BR: NOT MET CH: NOT MET ENY: NOT MET
Comparative	Each year, the percent of students in the high school Total Cohort passing a Regents science exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.	N/A

### EVALUATION OF THE HIGH SCHOOL SCIENCE GOAL

The absolute performance of 75% was not met overall by our AF Brooklyn High Schools, without any consideration given towards exemptions. On average, our AF Brooklyn High Schools fell approximately 31.9% short of this goal. However, 2 of our 9 cohorts, the 2018 and 2019 East New York Cohorts, met this metric. An additional 2 cohorts, the 2019 Crown Heights and 2019 Brownsville Cohorts, are within 6 percentage points of this metric. The performance of the remaining 5 cohorts is below 50%, with 3 at 0%, driven almost entirely by exemptions.

Almost all students in our 2017 and 2018 cohorts were exempted (earning COVID waivers by passing their enrolled Regents bearing Science course). Thus, there are fewer students in these cohorts being analyzed in the above chart. The students that are analyzed did not meet the qualifications to earn a waiver (passing grade in their enrolled Regents bearing Science course).

Considering exemptions, our AF Brooklyn High Schools would meet the 75% goal. On average, our AF Brooklyn High Schools would exceed this measure by 14.1 percentage points. Therefore, the actual performance of our cohorts is likely closer to the 75% measure.

### ACTION PLAN

We have aligned our key performance Science indicators to our goal for the Living Environment Regents Exam. Driving our approach to improve instruction and student outcomes, we have made critical shifts in our curriculum and assessment strategy, as well as implemented continuous improvement cycles.

We have focused the curriculum in all of our core science courses on prioritized content aligned to the NY Science Learning Standards Regents expectations. This alignment ensures that students are spending the majority of their instructional time on the prioritized content and skills that are most important for conceptual understanding and success in these courses.

As part of our assessment strategy, we administer assessments (formative and interim assessments) at regular intervals to strategically and purposefully use data to inform instruction and support student outcomes and monitor progress towards our 75% goal.

We have additionally implemented a series of continuous improvement cycles that allow for comprehensive data collection and analysis of instruction, classroom environment, student and teacher experiences, and academic outcomes aligned to our High School Science Indicators. Using this data we can design meaningful action plans to respond to data across the year, given each school's context.

### GOAL 6: SOCIAL STUDIES

Students will demonstrate proficiency in the understanding and application of principles related to the social sciences.

#### BACKGROUND

All instruction in SY 2022-23 was in person and suffered minimal loss of instructional time due to the COVID-19 virus, however this cohort did not have the opportunity to take the first administration of the redesigned U.S. History Regents Exam on account of the Buffalo mass shooting which occurred in May of 2022 (a passage was discovered to be triggering and the test was canceled shortly before the planned administration). In addition, due to the state's cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22, many exemptions were granted and a vast majority of students did not sit for a Regents exam. As a result, the numbers of students who took the Global and U.S. Regents exams across our Network was predictably very low. Exemptions were processed for fourth year students who were eligible for an exemption and who still needed to complete requirements for a Regents diploma. An important piece of context to note is that any student completing the U.S. Regents exam would have done so a full year after they completed the course. At the beginning of SY 22-23 we undertook a process to better align our curriculum and instruction to meet the expectations of the Regents exams. Steps are being taken to ensure that curriculum, Network based assessment, and professional development moving forward will be fully aligned with what the State is asking students to be able to do as a result of social studies education.

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

### Social Studies Measure 1 - Absolute

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

New York State administers two high school social studies assessments: U.S. History and Global History. To graduate, students must pass one of these Regents exams with a score of 65 or higher, and the other exam can count toward either the “plus one exam” (as students need to pass a Social Studies Exam, a Mathematics Exam, a Science Exam, an ELA Exam, and an additional exam, one of which can be a Social Studies Exam). These measures require students in each Accountability Cohort to pass one the two exams by the completion of their fourth year in the cohort.

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

	Cohort	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
Aspire	2017	2020-21	N/A	N/A	N/A	N/A
	2018	2021-22	N/A	N/A	N/A	N/A
	2019	2022-23	N/A	N/A	N/A	N/A
Brownsville	2017	2020-21	68	67	0	0%
	2018	2021-22	93	91	0	0%
	2019	2022-23	86	84	0	0%
Crown Heights	2017	2020-21	102	56	0	0%
	2018	2021-22	95	94	1	100%
	2019	2022-23	101	99	0	0%
East New York	2017	2020-21	91	88	0	0%
	2018	2021-22	100	100	N/A	N/A
	2019	2022-23	109	101	0	0%

### Social Studies Measure 2 - Comparative

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

The Institute does not require charters to report on this measure for 2022-23

### Social Studies Measure 3 - Absolute

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

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

New York State administers two high school social studies assessments: U.S. History and Global History. To graduate, students must pass one of these Regents exams with a score of 65 or higher, and the other exam can count toward either the “plus one exam” (as students need to pass a Social Studies Exam, a Mathematics Exam, a Science Exam, an ELA Exam, and an additional exam, one of which can be a Social Studies Exam). These measures require students in each Accountability Cohort to pass one the two exams by the completion of their fourth year in the cohort.

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

	Cohort	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
Aspire	2017	2020-21	N/A	N/A	N/A	N/A
	2018	2021-22	N/A	N/A	N/A	N/A
	2019	2022-23	N/A	N/A	N/A	N/A
Brownville	2017	2020-21	68	5	43	68.3%
	2018	2021-22	93	90	2	66.7%
	2019	2022-23	86	84	1	50.0%
Crown Heights	2017	2020-21	102	9	56	60.2%
	2018	2021-22	95	95	N/A	N/A
	2019	2022-23	101	97	2	50.0%
East New York	2017	2020-21	91	5	67	77.9%
	2018	2021-22	100	100	N/A	N/A
	2019	2022-23	109	100	7	77.8%

### Social Studies Measure 4 - Comparative

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

The Institute does not require charters to report on this measure for 2022-23.

### SUMMARY OF THE SOCIAL STUDIES GOAL

There are two applicable measures for High School social studies- *Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents Global History exam by the completion of their fourth year in the cohort and Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents U.S. History exam by the completion of their fourth year in the cohort.*

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State U.S. History Regents exam by the completion of their fourth year in the cohort.	ASP: N/A BR: NOT MET CH: NOT MET ENY: NOT MET
Comparative	Each year, the percentage of students in the high school Total Cohort passing the U.S. History Regents exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.	N/A
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Global History Regents exam by the completion of their fourth year in the cohort.	ASP: N/A BR: NOT MET CH: NOT MET ENY: MET
Comparative	Each year, the percentage of students in the high school Total Cohort passing the Global History Regents exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.	N/A

### EVALUATION OF THE SOCIAL STUDIES GOAL

The absolute performance of 75% in US history was not met overall by our AF Brooklyn High Schools, however, almost all students in all cohorts (2017, 2018, and 2019) were exempted due to the exemptions passed down by the State to deal with the COVID-19 Pandemic, and the 2022 cancellation of the U.S. History Exam in the wake of the Buffalo mass shooting. Thus, there is only a single student, in the chart, who was analyzed and that single student passed the US History Regents with a 65 or higher.

The absolute performance of 75% in Global History was not met by Brownsville, or Crown Heights cohorts (and marked n/a for Aspire cohorts). In 2017 the Crown Heights cohort was 15 percentage points short of the metric, without any consideration given to exemptions, however, in 2019 when the Crown Heights cohort was below 50%, this was driven almost entirely by exemptions. In 2017, the Brownsville cohort was approaching the goal, trailing by only 7 percentage points behind the metric, and similarly to the 2019 Crown Heights cohort, the drop in the 2018 and 2019 Brownsville cohorts were driven nearly entirely by exemptions. However, two of our East New York Cohorts (2017 and 2019) exceeded the metric by nearly 3 percentage points (2.9 and 2.8 points respectively).

### ADDITIONAL CONTEXT AND EVIDENCE

As part of our assessment strategy, we test at regular intervals where we as much as possible try to replicate Regents conditions. Not merely with how students are testing, but in how scorers score, so we undertake an extensive norming process, where all scorers come to a common understanding of the



scoring rubric and exemplar responses. Where this was difficult was not having a conversion chart for the U.S. History exam, because while we had raw numbers, we had no guidance on how to convert that raw score to regents score. Moving forward now that an exam has been released we can use its conversion chart to create a completely aligned conversion chart for the purpose of making our data as reliable as possible.

### ACTION PLAN

We have focused the curriculum in all of our history courses on prioritized content and skills aligned to the NY State K-12 Social Studies Framework, the C3 Framework, and the NY State Common Core standards for Literacy in History. This alignment ensures that students are spending the majority of their instructional time on the prioritized content and skills that are most important for conceptual understanding and success in these courses.

We have additionally implemented a series of continuous improvement cycles that allow for comprehensive data collection and analysis of instruction, classroom environment, student and teacher experiences, and academic outcomes aligned to our NY State Social Studies content standards and practices as outlined by the K-12 Framework. Using this data we can design meaningful action plans to respond to data across the year, given each school's context.

As part of our assessment strategy, we administer assessments (formative and interim assessments) at regular intervals to strategically and purposefully use data to inform instruction and support student outcomes and monitor progress towards our 75% goal.

The content-based standards are from the 9-12 New York State Framework, and these standards will allow us to gauge student understanding of the curriculum and allow us to set up targeted interventions. The skills-based standards will tell us which skills students are mastering, and those they need more practice and instruction. Our Humanities team has committed to an approach where strategies and techniques for targeting literacy instruction will be done in both ELA and History classrooms, and these approaches will be aligned across the departments.

## GOAL 7: ESSA

### ESSA Measure 1

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

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

Accountability Status by Year

	Year	Status
Aspire	2020-21	Good Standing
	2021-22	Good Standing
	2022-23	Targeted Improvement
Brownsville	2020-21	Good Standing
	2021-22	Good Standing
	2022-23	Targeted Improvement
Crown Heights	2020-21	Good Standing
	2021-22	Good Standing
	2022-23	Targeted Improvement
East New York	2020-21	Good Standing
	2021-22	Good Standing
	2022-23	Targeted Improvement

## ADDITIONAL CONTEXT AND EVIDENCE

N/A

**Achievement First Brooklyn Charter Schools**

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

**June 30, 2023**

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# 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, 2023, 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, 2023, 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.

#### *Reported on Summarized Comparative Information*

We have previously audited Achievement First Brooklyn Charter Schools' 2022 financial statements, and we expressed an unmodified audit opinion on those audited financial statements in our report dated October 31, 2022. In our opinion, the summarized comparative information presented herein as of and for the year ended December 31, 2022 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 schedule of expenditures of federal awards, as required by Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*, and the 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 schedule of expenditures of federal awards, 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 31, 2023, 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 31, 2023

**Achievement First Brooklyn Charter Schools**

**Statement of Financial Position  
June 30, 2023  
(With Comparative Totals for 2022)**

	<u>Assets</u>	
	<u>2023</u>	<u>2022</u>
Current assets		
Cash	\$ 46,790,717	\$ 38,856,358
Restricted cash	350,000	350,000
Grants and other receivables	10,443,859	8,876,577
Receivable from related party - revolving lines of credit	7,142,270	6,642,270
Prepaid expenses and other assets	186,356	193,019
Due from related party	-	79,680
Due from other school	6,039	2,247
	<u>64,919,241</u>	<u>55,000,151</u>
Total current assets		
Non-current assets		
Construction in process	1,425,984	1,123,367
Property and equipment, net	6,136,877	7,232,818
Lease acquisition costs, net	3,865,687	4,092,099
Operating lease right-of-use assets	5,955,315	-
	<u>17,383,863</u>	<u>12,448,284</u>
Total noncurrent assets		
Total assets	<u>\$ 82,303,104</u>	<u>\$ 67,448,435</u>

**Achievement First Brooklyn Charter Schools**

**Statement of Financial Position  
June 30, 2023  
(With Comparative Totals for 2022)**

Liabilities and Net Assets

	<u>2023</u>	<u>2022</u>
Current liabilities		
Accounts payable and accrued expenses	\$ 2,543,646	\$ 3,312,324
Accrued salaries and other payroll related expenses	1,207,043	1,340,925
Due to related party	931,604	-
Due to other schools	560	24,407
Due to NYC Department of Education	83,560	339,109
Due to NYS Education Department - current portion	464,034	157,768
Deferred rent	-	724,034
Refundable advance	87,253	2,661,755
Loans payable - current portion	-	426,000
Current maturities of operating lease liabilities	<u>4,466,041</u>	<u>-</u>
Total current liabilities	<u>9,783,741</u>	<u>8,986,322</u>
Long-term liabilities		
Loans payable - net of current portion	-	33,118
Operating lease liabilities - net of current portion	<u>2,304,911</u>	<u>-</u>
Total long-term liabilities	<u>2,304,911</u>	<u>33,118</u>
Total liabilities	<u>12,088,652</u>	<u>9,019,440</u>
Net assets		
Without donor restrictions		
Undesignated	63,214,452	51,418,495
Board-designated reserve	7,000,000	7,000,000
With donor restrictions	<u>-</u>	<u>10,500</u>
Total net assets	<u>70,214,452</u>	<u>58,428,995</u>
Total liabilities and net assets	<u>\$ 82,303,104</u>	<u>\$ 67,448,435</u>

See Notes to Financial Statements.

# Achievement First Brooklyn Charter Schools

## Statement of Activities and Changes in Net Assets Year Ended June 30, 2023 (With Comparative Totals for 2022)

	Without donor restrictions	With donor restrictions	2023	2022
Change in unrestricted net assets				
Operating revenue				
State and local per pupil operating revenue	\$ 146,761,477	\$ -	\$ 146,761,477	\$ 145,549,004
Federal, state and local grants	14,828,382	-	14,828,382	16,712,846
Special education revenue	16,015,798	-	16,015,798	16,796,617
Net assets released from restrictions	10,500	(10,500)	-	-
Total operating revenue	177,616,157	(10,500)	177,605,657	179,058,467
Expenses				
Program services	149,450,073	-	149,450,073	152,205,423
General and administrative	20,559,854	-	20,559,854	20,428,725
Fundraising	19,000	-	19,000	15,000
Total expenses	170,028,927	-	170,028,927	172,649,148
Surplus (deficit) on school operations from government funding	7,587,230	(10,500)	7,576,730	6,409,319
Support and other revenue				
Contributions	348,372	-	348,372	330,855
In-kind contributions	497,630	-	497,630	524,680
Interest income	860,090	-	860,090	86,077
Realized and unrealized gains on investments	295,983	-	295,983	-
Other revenue	2,254,706	-	2,254,706	1,276,809
Loss on disposal of assets	(48,054)	-	(48,054)	-
Total support and other revenue	4,208,727	-	4,208,727	2,218,421
Change in net assets	11,795,957	(10,500)	11,785,457	8,627,740
Net assets, beginning	58,418,495	10,500	58,428,995	49,801,255
Net assets, end	\$ 70,214,452	\$ -	\$ 70,214,452	\$ 58,428,995

See Notes to Financial Statements.



## Achievement First Brooklyn Charter Schools

### Statement of Functional Expenses Year Ended June 30, 2023 (With Comparative Totals for 2022)

	Program services			General and administrative	Fundraising	2023 Total	2022 Total
	Regular education	Special education	Total program services				
Personnel services costs							
Administrative staff personnel	\$ -	\$ -	\$ -	\$ 13,984,689	\$ -	\$ 13,984,689	\$ 13,591,466
Instructional personnel	77,873,929	10,439,340	88,313,269	-	-	88,313,269	88,610,787
Total personnel services costs	77,873,929	10,439,340	88,313,269	13,984,689	-	102,297,958	102,202,253
Fringe benefits and payroll taxes	12,241,728	1,622,138	13,863,866	2,192,740	-	16,056,606	16,296,193
Retirement	915,827	120,163	1,035,990	162,143	-	1,198,133	1,341,881
Management company fees	16,491,875	1,805,916	18,297,791	964,041	19,000	19,280,832	19,224,575
Accounting/audit services	-	-	-	163,654	-	163,654	171,168
Other purchased/professional/consulting services	134,117	385,773	519,890	160,786	-	680,676	619,778
Repairs and maintenance	3,306,088	462,067	3,768,155	737,397	-	4,505,552	3,708,901
Insurance	581,426	77,524	658,950	104,829	-	763,779	651,183
Utilities	1,258,697	172,486	1,431,183	220,536	-	1,651,719	1,614,864
Supplies/materials	2,928,035	387,389	3,315,424	-	-	3,315,424	3,515,674
Equipment/furnishings	768,604	102,417	871,021	140,119	-	1,011,140	1,669,125
Staff development	1,094,011	144,447	1,238,458	114,309	-	1,352,767	1,028,692
Marketing/recruitment	175,386	23,615	199,001	-	-	199,001	453,097
Technology	4,666,809	620,643	5,287,452	140,838	-	5,428,290	6,188,915
Food service	2,143,006	290,617	2,433,623	-	-	2,433,623	2,829,611
Student services	2,324,382	309,393	2,633,775	-	-	2,633,775	2,438,546
Office expense	2,784,202	370,150	3,154,352	922,027	-	4,076,379	5,628,730
Depreciation and amortization	1,487,833	201,686	1,689,519	422,378	-	2,111,897	2,309,126
Other	504,128	66,980	571,108	124,696	-	695,804	648,361
Parental activities	147,420	19,826	167,246	-	-	167,246	103,944
Interest expense	-	-	-	4,672	-	4,672	4,531
Total expenses	\$ 131,827,503	\$ 17,622,570	\$ 149,450,073	\$ 20,559,854	\$ 19,000	\$ 170,028,927	\$ 172,649,148

See Notes to Financial Statements.

# Achievement First Brooklyn Charter Schools

## Statement of Cash Flows Year Ended June 30, 2023 (With Comparative Totals for 2022)

	2023	2022
Cash flows from operating activities		
Change in net assets	\$ 11,785,457	\$ 8,627,740
Adjustments to reconcile change in net assets to net cash provided by operating activities		
Depreciation and amortization	2,111,897	2,309,126
Net changes in operating lease right-of-use assets and liabilities	815,637	-
Loss on disposal of assets	7,354	-
Write-off of construction in process	40,700	52,549
Accrued interest	(16,878)	(2,254)
Changes in operating assets and liabilities		
Grants and other receivables	(1,567,282)	(4,911,083)
Prepaid expenses and other assets	6,663	392,113
Due from related party	79,680	1,521,694
Due from other school	(3,792)	16,360
Accounts payable and accrued expenses	(821,595)	1,301,137
Accrued salaries and other payroll related expenses	(133,882)	(52,800)
Due to related party	931,604	-
Due to other schools	(23,847)	19,522
Due to NYC Department of Education	(255,549)	296,837
Due to NYS Education Department	306,266	(157,768)
Deferred rent	(724,034)	724,034
Refundable advance	(2,574,502)	2,661,755
Deferred revenue	-	(500)
Net cash provided by operating activities	9,963,897	12,798,462
Cash flows from investing activities		
Purchase of property and equipment	(1,087,298)	(1,116,516)
Cash paid out on revolving lines of credit	(500,000)	(3,622,250)
Net cash used in investing activities	(1,587,298)	(4,738,766)
Cash flows from financing activities		
Payments of long-term debt	(442,240)	(250,957)
Net increase in cash and restricted cash	7,934,359	7,808,739
Cash and restricted cash, beginning	39,206,358	31,397,619
Cash and restricted cash, end	\$ 47,140,717	\$ 39,206,358
Cash paid during the year for interest	\$ 6,783	\$ 38,111
Supplemental disclosure of noncash investing and financing transactions		
Transfer of construction in process to fixed assets	\$ 43,850	\$ 1,219,430
Purchase of fixed assets with accounts payable	\$ 6,022	\$ -
Purchase of construction in process with accounts payable	\$ 184,295	\$ 137,400

See Notes to Financial Statements.

## Achievement First Brooklyn Charter Schools

### Notes to Financial Statements June 30, 2023

#### 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, 2023.

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, 2023, 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 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 schools' budgeted per-pupil operating revenue, excluding state and federal nonoperating grants.

## Achievement First Brooklyn Charter Schools

### Notes to Financial Statements June 30, 2023

*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 no cash equivalents at June 30, 2023.

#### 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:

	2023	2022
Cash	\$ 46,790,717	\$ 38,856,358
Restricted cash	350,000	350,000
Total	<u>\$ 47,140,717</u>	<u>\$ 39,206,358</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 \$10,443,859 at June 30, 2023. The School has determined that no allowance for uncollectible accounts for receivables is necessary as of June 30, 2023. 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 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.

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, 2023

#### 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, is excess shared space whereby a fair value cannot be determined and is industry practice.

#### Property and equipment

Property and equipment are stated at cost. The School has established a 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 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, 2023.

#### 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, 2023**

#### **Tax-exempt status**

The School is exempt under Section 501(c)(3) of the Internal Revenue Code ("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, 2023, 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 2020 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 statements 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, 2022, 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 Corporation. From time to time, the School's balances may exceed these limits. As of June 30, 2023, the School had uninsured bank balances of \$45,359,125. The School limits its credit risk by selecting financial institutions considered to be highly creditworthy.

#### **Subsequent events**

Management has reviewed subsequent events through October 31, 2023, which is the date the financial statements were approved and available for issuance.

### **Note 3 - New accounting pronouncement**

The School adopted Accounting Standards Update 2016-02 (as amended), *Leases* ("Topic 842") on July 1, 2022 ("Adoption Date"). Topic 842 requires lessees to recognize a right-of-use asset and a corresponding lease liability for most leases. The School elected and applied the following practical expedients on the Adoption Date:

- The package of practical expedients permitting the School to not reassess (i) the lease classification of existing leases; (ii) whether existing and expired contracts are or contain leases; and (iii) initial direct costs for existing leases.

## Achievement First Brooklyn Charter Schools

### Notes to Financial Statements June 30, 2023

The School recognized the following as of the Adoption Date in connection with transitioning to Topic 842:

	<u>As of July 1, 2022</u>
Operating lease right-of-use assets	\$ 8,001,712
Operating lease liabilities	8,725,746

The adoption of Topic 842 did not have a material impact on the School's change in net assets for the year ended June 30, 2023.

The School presents its right-of-use assets and lease liabilities for operating leases separately on its statement of financial position. See Note 14 regarding the School's right-of-use assets for operating leases and lease liabilities.

#### Note 4 - Liquidity

The School regularly monitors liquidity required to meet its annual operating needs and other contractual commitments. As of June 30, 2023, the School has financial assets available to meet annual operating needs for the 2024 fiscal year as follows:

Cash	\$ 46,790,717
Grants and other receivables	10,443,859
Receivable from related party - revolving lines of credit	7,142,270
Due from other school	<u>6,039</u>
Total financial assets	64,382,885
Less	
Receivable from related party - revolving lines of credit	(7,142,270)
Board-designated reserve	<u>(7,000,000)</u>
Financial assets available to meet cash needs for general expenditures within one year	<u><u>\$ 50,240,615</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.

#### Note 5 - 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

# Achievement First Brooklyn Charter Schools

## Notes to Financial Statements June 30, 2023

such repayments shall be due 45 business days thereafter. Balances on the lines are as follows as of June 30, 2023:

	<u>Credit limit</u>	<u>Amount drawn</u>
AF Brooklyn HS4, LLC	\$ 5,000,000	\$ 3,549,327
AF Queens ES1, LLC	4,000,000	1,605,693
AF Glenmore Avenue, LLC	4,000,000	1,987,250
	<u>\$ 13,000,000</u>	<u>\$ 7,142,270</u>

### Note 6 - Concentrations

The School received approximately 83% of its operating revenue, which is subject to specific requirements, from per pupil funding from the NYCDOE during the year ended June 30, 2023.

The School's grants and other receivables consist of 97% from the State of New York as of June 30, 2023.

### Note 7 - Property and equipment

The following is a summary of property and equipment at June 30, 2023:

Leasehold improvements	\$ 16,195,658
Furniture and fixtures	313,475
Computers and other hardware	48,554
Equipment	<u>1,556,755</u>
	18,114,442
Less accumulated depreciation	<u>(11,977,565)</u>
	<u>\$ 6,136,877</u>

Depreciation expense was \$1,885,485 for the year ended June 30, 2023.

### Note 8 - 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 their 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, 2023 was \$226,412 and accumulated amortization at June 30, 2023 was \$2,926,692. Amortization expense for each of the next five years is \$226,412.

## Achievement First Brooklyn Charter Schools

### Notes to Financial Statements June 30, 2023

#### Note 9 - 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, 2023, the School incurred management and ancillary services fees of \$19,289,138, 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, 2023 was \$931,604.

The School received \$348,221 of contributions from AF for the year ended June 30, 2023. See Note 14 for related party leases.

#### Note 10 - Due from/to other schools

The following amounts were due from/to related schools and consist of the following at June 30, 2023:

Achievement First Providence Charter School	\$	5,159
Achievement First Bridgeport Academy		(560)
Achievement First Elm City Charter School		880
		<hr/>
	\$	5,479
		<hr/>

#### Note 11 - Loans payable

Loans payable to Charter School Growth Fund bear interest at 1% and 3%. The 1% loans are start-up loans and no payments of principal or interest are required until maturity. The 3% loans are improvement loans and require annual payments of principal and interest. Loans mature through June 30, 2023. This loan balance was repaid in full as of June 30, 2023. Interest expense of \$4,672 is included in interest expense on the statement of functional expenses.

The loan payable to Peak Demand Energy is a noninterest-bearing loan. The loan was established to pay for lighting costs related to school renovations. The loan is paid through monthly payments equal to the cost savings, quantified by the reduction in energy usage each month, which is approximately \$2,000 per month. The loan was paid off during fiscal year 2023.

#### Note 12 - 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, 2023, an overpayment totaling \$83,561 had been made; an adjustment for

## Achievement First Brooklyn Charter Schools

### Notes to Financial Statements June 30, 2023

this amount will be reflected in the third payment from NYCDOE in FY 2024. Additionally, the New York State Education Department informed the School during the year ended June 30, 2018, that an error had been made in the allocation of Title II funds available to districts throughout the State. As a result, \$788,840 was received by the School in excess of the State's recalculated grant allocation. During the year ended June 30, 2023, the final installment of \$157,768 was repaid.

The School discontinued their involvement in the National School Lunch Program as of June 30, 2023. As a result, the School owes the New York State Education Department \$457,456 for unexpended funds. As of June 30, 2023, the School also owes the New York State Education Department \$6,577 for an overpayment of Title I funding.

#### Note 13 - Contributed nonfinancial assets

For the year ended June 30, 2023, contributed nonfinancial assets recognized within the statement of activities included:

2023				
	Revenue recognized	Utilization in programs/activities	Donor restrictions	Valuation techniques and inputs
Digital learning	\$ 268,144	Regular education	None	Donor's purchase cost
Textbooks	173,894	Regular education	None	Donor's purchase cost
Library books	55,592	Regular education	None	Donor's purchase cost

#### Note 14 - 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 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



## **Achievement First Brooklyn Charter Schools**

### **Notes to Financial Statements**

**June 30, 2023**

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, which terms have been incorporated into our 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 will commence upon substantial completion of the school. Upon commencement, 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 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.

# Achievement First Brooklyn Charter Schools

## Notes to Financial Statements June 30, 2023

### 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, 2023:

	Statement of Financial Position Classification	June 30, 2023
Right-of-use assets		
Operating leases	Noncurrent assets	<u>\$ 5,955,315</u>
Lease liabilities		
Current		
Operating leases	Current liabilities	\$ 4,466,041
Noncurrent		
Operating leases	Noncurrent liabilities	<u>2,304,911</u>
Total lease liabilities		<u>\$ 6,770,952</u>

The components of the School's lease cost for the year ended June 30, 2023 are as follows:

	Statement of Functional Expense Classification	June 30, 2023
Operating lease cost, net		
Rent expense	Repairs and maintenance, Office expense	<u>\$ 3,803,525</u>
Short-term lease expense	Office expense	<u>\$ 141,822</u>

The School had elected to apply the short-term practical expedient to its leases. The rental costs of short-term leases are included in office expenses in the statement of activities.

Supplemental cash flow information related to the School's leases for the year ended June 30, 2023 is as follows:

Year ended June 30, 2023	Operating leases
Cash paid for amounts included in the measurement of lease liabilities	
Operating	\$ 3,711,926
Right-of-use assets obtained in exchange for lease liabilities	
Operating	\$ 9,527,943

## Achievement First Brooklyn Charter Schools

### Notes to Financial Statements June 30, 2023

The weighted average remaining term and weighted average discount rate for the School's leases are as follows as of June 30, 2023:

Weighted average remaining term (in years)	2.21
Weighted average discount rate	3.01%

(1) The Organization has elected to use a risk-free rate as the discount rate for its leases. The Organization uses rates on U.S. government securities for periods comparable with lease terms as risk-free rates.

The annual maturity analysis of the School's lease liabilities as of June 30, 2023 is as follows:

Calendar year	Operating leases
2024	\$ 4,599,601
2025	1,032,315
2026	718,093
2027	544,270
2028	110,026
Total lease payments	7,004,305
Less: Interest	233,353
Present value of lease liability	6,770,952
Less: current portion of lease liabilities	4,466,041
Noncurrent portion of lease liabilities	\$ 2,304,911

#### Note 15 - 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, 2023, 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, is excess shared space whereby a fair value cannot be determined and is industry practice.

#### Note 16 - 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, up to a maximum match of \$2,500 per year, per employee. The School contribution is not vested until the employee's third year, when he or she becomes fully

## **Achievement First Brooklyn Charter Schools**

### **Notes to Financial Statements June 30, 2023**

vested. For the year ended June 30, 2023, pension expense for the School was approximately \$1,200,000, which is included in retirement in the accompanying statement of functional expenses.

#### **Note 17 - 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 18 - Conditional contribution**

AF received a conditional grant commencing April 2020 for expansion and minor repairs, of which they have allocated \$4,629,142 to the School. This grant is expected to cover periods through March 2025. Donor conditions specify that amounts must be spent on expenditures relevant to 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. For the year ended June 30, 2023, \$109,826 was recorded as revenue related to this grant. The remaining conditional promise to give at June 30, 2023 was \$3,500,607.

During the year ended June 30, 2021, the School received conditional ESSER grants of \$46,311,444. These grants are expected to cover periods through September 2023. Donor conditions specify that amounts must be spent on expenditures relevant to the approved grant purpose. Since these grants represent a conditional promise to give, amounts will not be recognized as contribution revenue until donor conditions are met. Prior to 2023, \$10,093,571 of the conditions were met. During 2023, contribution revenue of \$8,702,195 and \$43 of contributions expired were recorded related to this grant. The remaining conditional promise to give at June 30, 2023 was approximately \$27,500,000.

## **Supplementary Information**



**Achievement First Brooklyn Charter Schools**

**Supplemental Combining Schedule of Activities by Charter**

**Year Ended June 30, 2023**

	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	\$ 13,656,624	\$ 13,338,916	\$ 17,217,429	\$ 15,620,161	\$ 22,576,262	\$ 19,439,274	\$ 12,737,429	\$ 12,180,448	\$ 14,653,375	\$ 2,787,552	\$ 2,554,007	\$ 146,761,477
Federal, state and local grants	1,390,215	1,500,839	1,737,939	1,804,104	1,761,408	1,482,206	1,736,345	1,085,994	1,401,902	448,524	478,906	14,828,382
Special education revenue	1,247,847	1,134,000	1,813,105	3,156,637	2,321,370	1,566,526	1,441,043	1,283,991	1,501,679	387,462	162,138	16,015,798
Total operating revenue	16,294,686	15,973,755	20,768,473	20,580,902	26,659,040	22,488,006	15,914,817	14,550,433	17,556,956	3,623,538	3,195,051	177,605,657
Expenses												
Program services	12,731,470	15,174,551	17,658,845	17,326,965	22,096,855	18,860,552	13,788,510	11,476,671	12,896,722	3,637,385	3,801,547	149,450,073
General and administrative	1,635,489	2,665,297	2,623,393	1,871,801	2,954,838	2,296,168	1,815,198	1,691,003	1,606,199	647,061	753,407	20,559,854
Fundraising	-	-	6,334	-	6,333	6,333	-	-	-	-	-	19,000
Total expenses	14,366,959	17,839,848	20,288,572	19,198,766	25,058,026	21,163,053	15,603,708	13,167,674	14,502,921	4,284,446	4,554,954	170,028,927
Surplus (deficit) on school operations from government funding	1,927,727	(1,866,093)	479,901	1,382,136	1,601,014	1,324,953	311,109	1,382,759	3,054,035	(660,908)	(1,359,903)	7,576,730
Support and other revenue												
Contributions	-	-	65,193	77	98,516	184,511	-	50	-	25	-	348,372
In-kind contributions	29,776	60,230	71,105	63,351	68,826	71,919	32,503	23,433	58,540	13,007	4,940	497,630
Interest income	56,559	176,938	84,838	56,741	84,838	84,838	56,559	108,227	56,559	28,279	65,714	860,090
Realized and unrealized gains on investments	24,665	36,998	36,998	24,665	36,998	36,998	24,665	24,665	24,665	12,333	12,333	295,983
Other revenue	33,340	568,935	92,577	72,554	339,779	113,627	119,691	44,934	61,188	37,529	770,552	2,254,706
Loss on sale of assets	-	(41,593)	-	(923)	-	-	-	(1,967)	(3,571)	-	-	(48054)
Total support and other revenue	144,340	801,508	350,711	216,465	628,957	491,893	233,418	199,342	197,381	91,173	853,539	4,208,727
Change in net assets	2,072,067	(1,064,585)	830,612	1,598,601	2,229,971	1,816,846	544,527	1,582,101	3,251,416	(569,735)	(506,364)	11,785,457
Net assets, beginning	12,559,375	6,903,973	6,174,873	6,405,441	5,508,134	4,393,918	6,247,893	6,891,542	8,946,303	(4,188,800)	(1,413,657)	58,428,995
Net assets, end	\$ 14,631,442	\$ 5,839,388	\$ 7,005,485	\$ 8,004,042	\$ 7,738,105	\$ 6,210,764	\$ 6,792,420	\$ 8,473,643	\$ 12,197,719	\$ (4,758,535)	\$ (1,920,021)	\$ 70,214,452

See Independent Auditor's Report.

# Achievement First Brooklyn Charter Schools

## Supplemental Schedule of Functional Expenses - Apollo Year Ended June 30, 2023 (With Comparative Totals for 2022)

	Program services			General and administrative	Fundraising	2023 Total	2022 Total
	Regular education	Special education	Total program services				
Personnel services costs							
Administrative staff personnel	\$ -	\$ -	\$ -	\$ 1,159,099	\$ -	\$ 1,159,099	\$ 1,159,530
Instructional personnel	7,277,260	599,417	7,876,677	-	-	7,876,677	7,635,985
Total personnel services costs	7,277,260	599,417	7,876,677	1,159,099	-	9,035,776	8,795,515
Fringe benefits and payroll taxes	1,181,233	97,296	1,278,529	188,143	-	1,466,672	1,390,513
Retirement	109,131	8,989	118,120	17,382	-	135,502	133,441
Management company fees	1,555,865	106,534	1,662,399	87,495	-	1,749,894	1,742,849
Accounting/audit services	-	-	-	13,638	-	13,638	14,264
Other purchased/professional/ consulting services	-	2,642	2,642	9,575	-	12,217	16,637
Repairs and maintenance	38,516	3,172	41,688	6,135	-	47,823	73,999
Insurance	46,701	3,847	50,548	7,438	-	57,986	46,167
Utilities	1,616	133	1,749	257	-	2,006	2,783
Supplies/materials	309,757	25,514	335,271	-	-	335,271	321,487
Equipment/furnishings	68,064	5,606	73,670	10,841	-	84,511	75,324
Staff development	124,258	10,235	134,493	9,680	-	144,173	85,262
Marketing/recruitment	11,276	929	12,205	-	-	12,205	38,954
Technology	430,682	35,475	466,157	11,685	-	477,842	536,544
Food service	60,553	4,988	65,541	-	-	65,541	49,539
Student services	189,046	15,571	204,617	-	-	204,617	218,450
Office expense	252,935	20,834	273,769	84,645	-	358,414	453,778
Depreciation and amortization	69,498	5,724	75,222	18,805	-	94,027	91,129
Other	46,050	3,793	49,843	10,671	-	60,514	66,167
Parental activities	7,696	634	8,330	-	-	8,330	3,930
	<u>\$ 11,780,137</u>	<u>\$ 951,333</u>	<u>\$ 12,731,470</u>	<u>\$ 1,635,489</u>	<u>\$ -</u>	<u>\$ 14,366,959</u>	<u>\$ 14,156,732</u>

See Independent Auditor's Report.

## Achievement First Brooklyn Charter Schools

### Supplemental Schedule of Functional Expenses - Aspire Year Ended June 30, 2023 (With Comparative Totals for 2022)

	Program services			General and administrative	Fundraising	2023 Total	2022 Total
	Regular education	Special education	Total program services				
Personnel services costs							
Administrative staff personnel	\$ -	\$ -	\$ -	\$ 1,707,944	\$ -	\$ 1,707,944	\$ 1,604,303
Instructional personnel	7,202,837	1,047,835	8,250,672	-	-	8,250,672	8,357,115
Total personnel services costs	7,202,837	1,047,835	8,250,672	1,707,944	-	9,958,616	9,961,418
Fringe benefits and payroll taxes	1,116,128	162,369	1,278,497	264,657	-	1,543,154	1,524,882
Retirement	76,725	11,162	87,887	18,193	-	106,080	125,693
Management company fees	1,533,551	183,650	1,717,201	90,379	-	1,807,580	1,884,975
Accounting/audit services	-	-	-	20,457	-	20,457	21,396
Other purchased/professional/ consulting services	-	19,767	19,767	15,150	-	34,917	33,173
Repairs and maintenance	1,323,651	192,559	1,516,210	313,866	-	1,830,076	1,500,149
Insurance	49,002	7,128	56,130	11,619	-	67,749	57,331
Utilities	14,417	2,097	16,514	3,419	-	19,933	15,108
Supplies/materials	371,454	54,037	425,491	-	-	425,491	422,935
Equipment/furnishings	97,970	14,252	112,222	23,231	-	135,453	406,873
Staff development	158,882	23,114	181,996	14,436	-	196,432	144,336
Marketing/recruitment	23,459	3,413	26,872	-	-	26,872	45,173
Technology	564,294	82,092	646,386	20,530	-	666,916	721,156
Food service	37,078	5,394	42,472	-	-	42,472	37,544
Student services	148,802	21,647	170,449	-	-	170,449	124,474
Office expense	296,313	43,106	339,419	91,136	-	430,555	573,099
Depreciation and amortization	193,446	28,142	221,588	55,397	-	276,985	305,954
Other	50,762	7,385	58,147	13,883	-	72,030	66,140
Parental activities	5,789	842	6,631	-	-	6,631	2,468
Interest expense	-	-	-	1,000	-	1,000	1,345
Total expenses	\$ 13,264,560	\$ 1,909,991	\$ 15,174,551	\$ 2,665,297	\$ -	\$ 17,839,848	\$ 17,975,622

See Independent Auditor's Report.

# Achievement First Brooklyn Charter Schools

## Supplemental Schedule of Functional Expenses - Brownsville Year Ended June 30, 2023 (With Comparative Totals for 2022)

	Program services			General and administrative	Fundraising	2023 Total	2022 Total
	Regular education	Special education	Total program services				
Personnel services costs							
Administrative staff personnel	\$ -	\$ -	\$ -	\$ 1,870,644	\$ -	\$ 1,870,644	\$ 1,596,699
Instructional personnel	9,793,811	1,346,549	11,140,360	-	-	11,140,360	11,376,379
Total personnel services costs	9,793,811	1,346,549	11,140,360	1,870,644	-	13,011,004	12,973,078
Fringe benefits and payroll taxes	1,490,333	204,190	1,694,523	285,020	-	1,979,543	2,054,722
Retirement	102,184	14,000	116,184	19,425	-	135,609	150,754
Management company fees	1,934,870	219,227	2,154,097	113,707	6,334	2,274,138	2,373,377
Accounting/audit services	-	-	-	20,457	-	20,457	21,396
Other purchased/professional/ consulting services	-	64,486	64,486	16,343	-	80,829	52,156
Repairs and maintenance	27,566	3,777	31,343	6,989	-	38,332	37,219
Insurance	59,332	8,129	67,461	11,359	-	78,820	62,343
Utilities	20,250	2,774	23,024	3,785	-	26,809	22,313
Supplies/materials	332,167	45,510	377,677	-	-	377,677	334,440
Equipment/furnishings	97,789	13,399	111,188	18,754	-	129,942	174,436
Staff development	105,968	14,518	120,486	12,412	-	132,898	104,079
Marketing/recruitment	16,614	2,277	18,891	-	-	18,891	38,673
Technology	532,241	72,921	605,162	14,461	-	619,623	755,757
Food service	21,322	2,921	24,243	-	-	24,243	653,236
Student services	216,600	29,677	246,277	-	-	246,277	313,550
Office expense	385,057	52,757	437,814	125,761	-	563,575	707,645
Depreciation and amortization	314,327	43,066	357,393	89,348	-	446,741	512,387
Other	59,625	8,167	67,792	14,928	-	82,720	85,061
Parental activities	390	54	444	-	-	444	2,919
Total expenses	\$ 15,510,446	\$ 2,148,399	\$ 17,658,845	\$ 2,623,393	\$ 6,334	\$ 20,288,572	\$ 21,429,541

See Independent Auditor's Report.

## Achievement First Brooklyn Charter Schools

### Supplemental Schedule of Functional Expenses - Bushwick Year Ended June 30, 2023 (With Comparative Totals for 2022)

	Program services			General and administrative	Fundraising	2023 Total	2022 Total
	Regular education	Special education	Total program services				
Personnel services costs							
Administrative staff personnel	\$ -	\$ -	\$ -	\$ 1,324,375	\$ -	\$ 1,324,375	\$ 1,427,745
Instructional personnel	9,535,971	1,306,520	10,842,491	-	-	10,842,491	10,971,196
Total personnel services costs	9,535,971	1,306,520	10,842,491	1,324,375	-	12,166,866	12,398,941
Fringe benefits and payroll taxes	1,496,686	205,060	1,701,746	208,163	-	1,909,909	1,978,179
Retirement	124,397	17,043	141,440	18,018	-	159,458	179,865
Management company fees	1,836,045	207,351	2,043,396	107,547	-	2,150,943	2,080,846
Accounting/audit services	-	-	-	13,638	-	13,638	14,264
Other purchased/professional/ consulting services	54	19,878	19,932	21,178	-	41,110	32,903
Repairs and maintenance	38,074	5,217	43,291	3,341	-	46,632	37,375
Insurance	45,380	6,217	51,597	6,072	-	57,669	49,027
Utilities	5,258	721	5,979	610	-	6,589	12,107
Supplies/materials	270,819	37,105	307,924	-	-	307,924	509,106
Equipment/furnishings	68,958	9,448	78,406	5,865	-	84,271	151,815
Staff development	139,651	19,132	158,783	14,719	-	173,502	90,178
Marketing/recruitment	14,862	2,037	16,899	-	-	16,899	38,673
Technology	513,271	70,321	583,592	10,363	-	593,955	651,800
Food service	449,039	61,522	510,561	-	-	510,561	360,613
Student services	211,778	29,016	240,794	-	-	240,794	221,441
Office expense	325,241	44,561	369,802	104,685	-	474,487	772,502
Depreciation and amortization	81,426	11,156	92,582	23,145	-	115,727	80,156
Other	46,286	6,341	52,627	10,082	-	62,709	68,717
Parental activities	57,276	7,847	65,123	-	-	65,123	47,175
Total expenses	\$ 15,260,472	\$ 2,066,493	\$ 17,326,965	\$ 1,871,801	\$ -	\$ 19,198,766	\$ 19,775,683

See Independent Auditor's Report.



## Achievement First Brooklyn Charter Schools

### Supplemental Schedule of Functional Expenses - Crown Heights Year Ended June 30, 2023 (With Comparative Totals for 2022)

	Program services			General and administrative	Fundraising	2023 Total	2022 Total
	Regular education	Special education	Total program services				
Personnel services costs							
Administrative staff personnel	\$ -	\$ -	\$ -	\$ 2,036,375	\$ -	\$ 2,036,375	\$ 2,040,848
Instructional personnel	11,729,999	1,607,123	13,337,122	-	-	13,337,122	12,909,817
Total personnel services costs	11,729,999	1,607,123	13,337,122	2,036,375	-	15,373,497	14,950,665
Fringe benefits and payroll taxes	1,795,751	246,035	2,041,786	311,750	-	2,353,536	2,417,156
Retirement	142,669	19,547	162,216	24,768	-	186,984	185,331
Management company fees	2,442,168	276,518	2,718,686	143,422	6,333	2,868,441	2,764,122
Accounting/audit services	-	-	-	20,457	-	20,457	21,396
Other purchased/professional/ consulting services	-	6,269	6,269	15,150	-	21,419	36,768
Repairs and maintenance	67,108	9,194	76,302	11,650	-	87,952	65,052
Insurance	113,266	15,519	128,785	19,664	-	148,449	126,144
Utilities	1,028,729	140,946	1,169,675	178,591	-	1,348,266	1,196,839
Supplies/materials	361,037	49,466	410,503	-	-	410,503	349,917
Equipment/furnishings	65,694	9,001	74,695	11,405	-	86,100	176,880
Staff development	145,436	19,926	165,362	14,570	-	179,932	154,490
Marketing/recruitment	16,619	2,277	18,896	-	-	18,896	38,673
Technology	648,648	88,872	737,520	16,396	-	753,916	809,031
Food service	52,438	7,184	59,622	-	-	59,622	29,226
Student services	408,773	56,006	464,779	-	-	464,779	356,107
Office expense	363,226	49,765	412,991	127,905	-	540,896	727,144
Depreciation and amortization	24,825	3,401	28,226	7,056	-	35,282	31,208
Other	66,662	9,133	75,795	15,679	-	91,474	99,761
Parental activities	6,706	919	7,625	-	-	7,625	5,943
Total expenses	<u>\$ 19,479,754</u>	<u>\$ 2,617,101</u>	<u>\$ 22,096,855</u>	<u>\$ 2,954,838</u>	<u>\$ 6,333</u>	<u>\$ 25,058,026</u>	<u>\$ 24,541,853</u>

See Independent Auditor's Report.

## Achievement First Brooklyn Charter Schools

### Supplemental Schedule of Functional Expenses - East New York Year Ended June 30, 2023 (With Comparative Totals for 2022)

	Program services			General and administrative	Fundraising	2023 Total	2022 Total
	Regular education	Special education	Total program services				
Personnel services costs							
Administrative staff personnel	\$ -	\$ -	\$ -	\$ 1,653,063	\$ -	\$ 1,653,063	\$ 1,760,370
Instructional personnel	10,351,836	1,423,857	11,775,693	-	-	11,775,693	11,860,594
Total personnel services costs	10,351,836	1,423,857	11,775,693	1,653,063	-	13,428,756	13,620,964
Fringe benefits and payroll taxes	1,670,323	228,850	1,899,173	266,604	-	2,165,777	2,188,938
Retirement	147,059	20,148	167,207	23,472	-	190,679	196,509
Management company fees	2,105,886	238,540	2,344,426	123,724	6,333	2,474,483	2,445,994
Accounting/audit services	-	-	-	20,457	-	20,457	21,396
Other purchased/professional/ consulting services	-	222,117	222,117	15,150	-	237,267	160,606
Repairs and maintenance	71,862	9,846	81,708	11,470	-	93,178	62,409
Insurance	58,131	7,964	66,095	9,278	-	75,373	63,443
Utilities	10,272	1,407	11,679	1,639	-	13,318	19,877
Supplies/materials	357,090	48,925	406,015	-	-	406,015	414,288
Equipment/furnishings	67,798	9,289	77,087	10,821	-	87,908	115,205
Staff development	85,521	11,717	97,238	9,700	-	106,938	91,427
Marketing/recruitment	16,652	2,282	18,934	-	-	18,934	39,673
Technology	573,235	78,539	651,774	21,081	-	672,855	801,674
Food service	20,125	2,757	22,882	-	-	22,882	251,697
Student services	451,225	61,822	513,047	-	-	513,047	449,458
Office expense	294,578	40,360	334,938	90,048	-	424,986	632,463
Depreciation and amortization	92,820	12,717	105,537	26,384	-	131,921	142,250
Other	54,488	7,465	61,953	13,277	-	75,230	77,945
Parental activities	2,682	367	3,049	-	-	3,049	-
Total expenses	<u>\$ 16,431,583</u>	<u>\$ 2,428,969</u>	<u>\$ 18,860,552</u>	<u>\$ 2,296,168</u>	<u>\$ 6,333</u>	<u>\$ 21,163,053</u>	<u>\$ 21,796,216</u>

See Independent Auditor's Report.

# Achievement First Brooklyn Charter Schools

## Supplemental Schedule of Functional Expenses - Endeavor Year Ended June 30, 2023 (With Comparative Totals for 2022)

	Program services			General and administrative	Fundraising	2023 Total	2022 Total
	Regular education	Special education	Total program services				
Personnel services costs							
Administrative staff personnel	\$ -	\$ -	\$ -	\$ 1,113,547	\$ -	\$ 1,113,547	\$ 1,094,124
Instructional personnel	6,173,708	845,858	7,019,566	-	-	7,019,566	7,740,650
Total personnel services costs	6,173,708	845,858	7,019,566	1,113,547	-	8,133,113	8,834,774
Fringe benefits and payroll taxes	1,004,048	137,564	1,141,612	181,099	-	1,322,711	1,407,955
Retirement	68,953	9,447	78,400	12,437	-	90,837	127,503
Management company fees	1,426,436	161,092	1,587,528	83,554	-	1,671,082	1,720,134
Accounting/audit services	-	-	-	13,638	-	13,638	14,264
Other purchased/professional/ consulting services	133,163	27,750	160,913	35,358	-	196,271	223,072
Repairs and maintenance	608,274	83,339	691,613	109,714	-	801,327	592,013
Insurance	110,572	15,150	125,722	19,944	-	145,666	135,048
Utilities	160,211	21,950	182,161	28,897	-	211,058	321,391
Supplies/materials	203,970	27,946	231,916	-	-	231,916	209,052
Equipment/furnishings	37,860	5,187	43,047	6,829	-	49,876	46,100
Staff development	94,761	12,984	107,745	10,282	-	118,027	91,359
Marketing/recruitment	11,977	1,642	13,619	-	-	13,619	38,673
Technology	367,891	50,404	418,295	9,399	-	427,694	463,045
Food service	851,667	116,687	968,354	-	-	968,354	622,452
Student services	283,810	38,885	322,695	-	-	322,695	200,530
Office expense	236,010	32,336	268,346	86,047	-	354,393	559,382
Depreciation and amortization	308,814	42,310	351,124	87,781	-	438,905	434,127
Other	64,781	8,875	73,656	16,672	-	90,328	53,911
Parental activities	1,933	265	2,198	-	-	2,198	-
Total expenses	\$ 12,148,839	\$ 1,639,671	\$ 13,788,510	\$ 1,815,198	\$ -	\$ 15,603,708	\$ 16,094,785

See Independent Auditor's Report.

## Achievement First Brooklyn Charter Schools

### Supplemental Schedule of Functional Expenses - Linden Year Ended June 30, 2023 (With Comparative Totals for 2022)

	Program services			General and administrative	Fundraising	2023 Total	2022 Total
	Regular education	Special education	Total program services				
Personnel services costs							
Administrative staff personnel	\$ -	\$ -	\$ -	\$ 1,182,943	\$ -	\$ 1,182,943	\$ 1,152,761
Instructional personnel	5,980,872	900,247	6,881,119	-	-	6,881,119	6,784,729
 Total personnel services costs	 5,980,872	 900,247	 6,881,119	 1,182,943	 -	 8,064,062	 7,937,490
Fringe benefits and payroll taxes	951,007	130,297	1,081,304	185,889	-	1,267,193	1,285,454
Retirement	49,901	6,837	56,738	9,754	-	66,492	83,611
Management company fees	1,364,281	154,073	1,518,354	79,913	-	1,598,267	1,661,788
Accounting/audit services	-	-	-	13,638	-	13,638	14,264
Other purchased/professional/ consulting services	-	11,904	11,904	11,201	-	23,105	22,344
Repairs and maintenance	84,667	11,600	96,267	16,549	-	112,816	72,850
Insurance	36,088	4,944	41,032	7,054	-	48,086	44,951
Utilities	10,040	1,375	11,415	1,962	-	13,377	7,948
Supplies/materials	259,297	35,526	294,823	-	-	294,823	311,470
Equipment/furnishings	147,257	20,176	167,433	28,784	-	196,217	201,881
Staff development	96,433	13,213	109,646	9,646	-	119,292	68,792
Marketing/recruitment	38,255	5,241	43,496	-	-	43,496	50,859
Technology	388,203	53,188	441,391	16,727	-	458,118	559,525
Food service	12,309	1,687	13,996	-	-	13,996	15,137
Student services	207,128	28,379	235,507	-	-	235,507	140,786
Office expense	256,109	35,089	291,198	85,293	-	376,491	425,006
Depreciation and amortization	103,414	14,169	117,583	29,396	-	146,979	240,248
Other	43,848	6,007	49,855	11,254	-	61,109	54,837
Parental activities	11,970	1,640	13,610	-	-	13,610	392
Interest expense	-	-	-	1,000	-	1,000	1,186
 Total expenses	 \$ 10,041,079	 \$ 1,435,592	 \$ 11,476,671	 \$ 1,691,003	 \$ -	 \$ 13,167,674	 \$ 13,200,819

See Independent Auditor's Report.

## Achievement First Brooklyn Charter Schools

### Supplemental Schedule of Functional Expenses - North Brooklyn Year Ended June 30, 2023 (With Comparative Totals for 2022)

	Program services			General and administrative	Fundraising	2023 Total	2022 Total
	Regular education	Special education	Total program services				
Personnel services costs							
Administrative staff personnel	\$ -	\$ -	\$ -	\$ 1,111,427	\$ -	\$ 1,111,427	\$ 1,130,648
Instructional personnel	6,581,541	901,734	7,483,275	-	-	7,483,275	7,737,802
Total personnel services costs	6,581,541	901,734	7,483,275	1,111,427	-	8,594,702	8,868,450
Fringe benefits and payroll taxes	1,037,697	142,174	1,179,871	175,236	-	1,355,107	1,427,529
Retirement	62,264	8,531	70,795	10,515	-	81,310	109,332
Management company fees	1,598,134	180,483	1,778,617	93,611	-	1,872,228	1,826,159
Accounting/audit services	-	-	-	13,638	-	13,638	14,264
Other purchased/professional/ consulting services	-	6,271	6,271	10,607	-	16,878	17,016
Repairs and maintenance	149,339	20,461	169,800	25,219	-	195,019	30,182
Insurance	42,267	5,791	48,058	7,138	-	55,196	44,927
Utilities	7,398	1,014	8,412	1,249	-	9,661	11,520
Supplies/materials	282,465	38,701	321,166	-	-	321,166	391,507
Equipment/furnishings	71,991	9,863	81,854	12,157	-	94,011	161,683
Staff development	108,383	14,850	123,233	11,917	-	135,150	127,327
Marketing/recruitment	11,943	1,636	13,579	-	-	13,579	38,811
Technology	411,427	56,371	467,798	9,074	-	476,872	527,234
Food service	448,199	61,408	509,607	-	-	509,607	660,465
Student services	118,651	16,256	134,907	-	-	134,907	104,470
Office expense	224,278	30,728	255,006	75,636	-	330,642	444,009
Depreciation and amortization	139,802	19,154	158,956	39,739	-	198,695	190,410
Other	34,555	4,735	39,290	8,036	-	47,326	49,709
Parental activities	40,657	5,570	46,227	-	-	46,227	35,141
Interest expense	-	-	-	1,000	-	1,000	1,000
Total expenses	\$ 11,370,991	\$ 1,525,731	\$ 12,896,722	\$ 1,606,199	\$ -	\$ 14,502,921	\$ 15,081,145

See Independent Auditor's Report.



# Achievement First Brooklyn Charter Schools

## Supplemental Schedule of Functional Expenses - Voyager Year Ended June 30, 2023 (With Comparative Totals for 2022)

	Program services			General and administrative	Fundraising	2023 Total	2022 Total
	Regular education	Special education	Total program services				
Personnel services costs							
Administrative staff personnel	\$ -	\$ -	\$ -	\$ 458,337	\$ -	\$ 458,337	\$ 351,911
Instructional personnel	1,844,382	252,939	2,097,321	-	-	2,097,321	2,342,145
Total personnel services costs	1,844,382	252,939	2,097,321	458,337	-	2,555,658	2,694,056
Fringe benefits and payroll taxes	285,300	39,089	324,389	70,890	-	395,279	434,362
Retirement	23,989	3,287	27,276	5,961	-	33,237	43,146
Management company fees	369,874	41,771	411,645	21,666	-	433,311	457,115
Accounting/audit services	-	-	-	6,819	-	6,819	7,132
Other purchased/professional/consulting services	900	4,094	4,994	5,649	-	10,643	11,776
Repairs and maintenance	12,655	1,734	14,389	3,144	-	17,533	5,539
Insurance	9,361	1,283	10,644	2,326	-	12,970	11,703
Utilities	380	52	432	95	-	527	4,357
Supplies/materials	69,399	9,508	78,907	-	-	78,907	84,983
Equipment/furnishings	27,242	3,732	30,974	6,769	-	37,743	13,824
Staff development	9,792	1,342	11,134	1,895	-	13,029	41,271
Marketing/recruitment	8,652	1,185	9,837	-	-	9,837	45,450
Technology	130,601	17,894	148,495	10,238	-	158,733	169,267
Food service	181,501	24,867	206,368	-	-	206,368	136,533
Student services	62,356	8,543	70,899	-	-	70,899	39,340
Office expense	75,115	10,292	85,407	27,394	-	112,801	171,180
Depreciation and amortization	66,675	9,135	75,810	18,953	-	94,763	171,363
Other	19,201	2,631	21,832	5,253	-	27,085	16,059
Parental activities	5,833	799	6,632	-	-	6,632	-
Interest expense	-	-	-	1,672	-	1,672	1,000
Total expenses	\$ 3,203,208	\$ 434,177	\$ 3,637,385	\$ 647,061	\$ -	\$ 4,284,446	\$ 4,559,456

See Independent Auditor's Report.

# Achievement First Brooklyn Charter Schools

## Supplemental Schedule of Functional Expenses - Legacy Year Ended June 30, 2023 (With Comparative Totals for 2022)

	Program services			General and administrative	Fundraising	2023 Total	2022 Total
	Regular education	Special education	Total program services				
Personnel services costs							
Administrative staff personnel	\$ -	\$ -	\$ -	\$ 366,935	\$ -	\$ 366,935	\$ 272,527
Instructional personnel	1,401,712	207,261	1,608,973	-	-	1,608,973	894,375
Total personnel services costs	1,401,712	207,261	1,608,973	366,935	-	1,975,908	1,166,902
Fringe benefits and payroll taxes	213,222	29,214	242,436	55,289	-	297,725	186,503
Retirement	8,555	1,172	9,727	2,218	-	11,945	6,696
Management company fees	324,765	36,677	361,442	19,023	-	380,465	267,216
Accounting/audit services	-	-	-	6,817	-	6,817	7,132
Other purchased/professional/ consulting services	-	595	595	5,425	-	6,020	13,327
Repairs and maintenance	884,376	121,168	1,005,544	229,320	-	1,234,864	1,232,114
Insurance	11,326	1,552	12,878	2,937	-	15,815	10,099
Utilities	126	17	143	32	-	175	621
Supplies/materials	110,580	15,151	125,731	-	-	125,731	166,489
Equipment/furnishings	17,981	2,464	20,445	4,663	-	25,108	145,104
Staff development	24,926	3,416	28,342	5,052	-	33,394	30,171
Marketing/recruitment	5,077	696	5,773	-	-	5,773	39,485
Technology	106,316	14,566	120,882	884	-	121,766	193,882
Food service	8,775	1,202	9,977	-	-	9,977	13,169
Student services	26,213	3,591	29,804	-	-	29,804	269,940
Office expense	75,340	10,322	85,662	23,477	-	109,139	162,522
Depreciation and amortization	92,786	12,712	105,498	26,374	-	131,872	109,894
Other	17,870	2,448	20,318	4,961	-	25,279	10,054
Parental activities	6,488	889	7,377	-	-	7,377	5,976
Total expenses	\$ 3,336,434	\$ 465,113	\$ 3,801,547	\$ 753,407	\$ -	\$ 4,554,954	\$ 4,037,296

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, 2023, 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 31, 2023.

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. We did identify a deficiency in internal control, described in the accompanying schedule of findings and questioned costs as item 2023-001 that we consider to be a significant deficiency.

## 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 an instance of noncompliance or other matters that are required to be reported under *Government Auditing Standards* and which are described in the accompanying schedule of findings and questioned costs as item 2023-001.

### Achievement First Brooklyn Charter Schools' Response to Findings

Achievement First Brooklyn Charter Schools' response to the findings identified in our audit is described in the accompanying schedule of findings and questioned costs. Achievement First Brooklyn Charter Schools' response was not subjected to the auditing procedures applied in the audit of the financial statements and, accordingly, we express no opinion on it.

### 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.



Hartford, Connecticut  
October 31, 2023

Independent Auditor's Report on Compliance for Each Major Federal Program  
and Report on Internal Control over Compliance Required by the Uniform Guidance

To the Board of Trustees  
Achievement First Brooklyn Charter Schools

Report on Compliance for Each Major Federal Program

*Opinion on Each Major Federal Program*

We have audited Achievement First Brooklyn Charter Schools' compliance with the types of compliance requirements identified as subject to audit in the OMB *Compliance Supplement* that could have a direct and material effect on each of Achievement First Brooklyn Charter Schools' major federal programs for the year ended June 30, 2023. Achievement First Brooklyn Charter Schools' major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

In our opinion, Achievement First Brooklyn Charter Schools complied, in all material respects, with the compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2023.

*Basis for Opinion on Each Major Federal Program*

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America ("GAAS"); the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States ("*Government Auditing Standards*"); and the audit requirements of Title 2 U.S. *Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* ("Uniform Guidance"). Our responsibilities under those standards and the Uniform Guidance are further described in the Auditor's Responsibilities for the Audit of Compliance 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 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 opinion on compliance for each major federal program. Our audit does not provide a legal determination of Achievement First Brooklyn Charter Schools' compliance with the compliance requirements referred to above.

*Responsibilities of Management for Compliance*

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules and provisions of contracts or grant agreements applicable to Achievement First Brooklyn Charter Schools' federal programs.



### *Auditor's Responsibilities for the Audit of Compliance*

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on Achievement First Brooklyn Charter Schools' compliance based on our audit. 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, *Government Auditing Standards*, and the Uniform Guidance will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about Achievement First Brooklyn Charter Schools' compliance with the requirements of each major federal program as a whole.

In performing an audit in accordance with GAAS, *Government Auditing Standards*, and the Uniform Guidance, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, 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 Achievement First Brooklyn Charter Schools' compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.
- Obtain an understanding of Achievement First Brooklyn Charter Schools' internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of Achievement First Brooklyn Charter Schools' internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

### *Other Matters*

The results of our auditing procedures disclosed an instance of noncompliance which is required to be reported in accordance with the Uniform Guidance and which is described in the accompanying schedule of findings and questioned costs as item 2023-002. Our opinion on each major federal program is not modified with respect to this matter. *Government Auditing Standards* requires the auditor to perform limited procedures on Achievement First Brooklyn Charter Schools' response to the noncompliance findings identified in our audit described in the accompanying schedule of findings and questioned costs. Achievement First Brooklyn Charter Schools' response was not subjected to the other auditing procedures applied in the audit of compliance and, accordingly, we express no opinion on the response.

### *Report on Internal Control over Compliance*

Our consideration of internal control over compliance was for the limited purpose described in the Auditor's Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance and therefore, material weaknesses or significant

deficiencies may exist that were not identified. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, as discussed below, we did identify certain deficiencies in internal control over compliance that we consider to be a significant deficiency.

*A deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance. We consider the deficiency in internal control over compliance described in the accompanying schedule of findings and questioned costs as item 2023-002, to be a significant deficiency.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed. *Government Auditing Standards* requires the auditor to perform limited procedures on Achievement First Brooklyn Charter Schools' response to the internal control over compliance findings identified in our audit described in the accompanying schedule of findings and questioned costs. Achievement First Brooklyn Charter Schools' response was not subjected to the other auditing procedures applied in the audit of compliance and, accordingly, we express no opinion on the response.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.



Hartford, Connecticut  
October 31, 2023

# Achievement First Brooklyn Charter Schools

## Schedule of Expenditures of Federal Awards Year Ended June 30, 2023

Federal grantor/pass-through grantor/program or cluster title	Federal Assistance Listing	Pass-through entity identifying number	Passed through to subrecipients	Total federal expenditures
U.S. Department of Education Passed through New York State Education Department		0021-23-4304 0021-23-4308 0021-23-4324 0021-23-4326 0021-23-4375 0021-23-4555 0021-23-4940 0021-23-5000 0021-23-5085 0021-23-5265		
Title I Grants to Local Educational Agencies (LEAs)	84.010	0021-23-5690	\$ -	\$ 3,490,869
		0147-23-4304 0147-23-4308 0147-23-4324 0147-23-4326 0147-23-4375 0147-23-4555 0147-23-4940 0147-23-5000 0147-23-5085 0147-23-5265		
Supporting Effective Instruction State Grants	84.367	0147-23-5690	-	587,364
English Language Acquisition State Grants	84.365	0293-23-4324	-	80,282
		0204-23-4555 0204-23-4940 0204-23-4375 0204-23-4325 0204-23-4304 0204-23-4308 0204-23-4326 0204-23-5000 0204-23-5085 0204-23-5265		
Student Support and Academic Enrichment Program	84.424	0204-23-5265	-	265,121
Special Education Cluster (IDEA) Special Education Grants to States (IDEA, Part B) - Total Special Education Cluster (IDEA)	84.027	Not applicable	-	1,408,656

# Achievement First Brooklyn Charter Schools

## Schedule of Expenditures of Federal Awards Year Ended June 30, 2023

Federal grantor/pass-through grantor/program or cluster title	Federal Assistance Listing Number	Pass-through entity identifying number	Passed through to subrecipients	Total federal expenditures
		5890-23-4555		
		5890-23-4940		
		5890-23-4375		
		5890-23-4325		
		5890-23-4304		
		5890-23-4308		
		5890-23-4326		
		5890-23-5000		
COVID-19 Education Stabilization Fund		5890-23-5085		
Elementary and Secondary School		5890-23-5265		
Emergency Relief Fund	84.425D	5890-23-5690	-	8,702,195
Passed through Achievement First, Inc. Charter Schools	84.282	Not applicable	-	109,826
Total U.S. Department of Education			-	14,644,313
U.S. Department of Agriculture				
Passed through New York State				
Education Department				
Child Nutrition Cluster				
School Breakfast Program (SBP)	10.553	Not applicable	-	358,620
National School Lunch Program (NSLP)	10.555	Not applicable	-	1,034,769
COVID-19 - National School Lunch Program (NSLP)	10.555	Not applicable	-	81,046
Total Child Nutrition Cluster			-	1,474,435
Total Expenditures of Federal Awards			\$ -	\$ 16,118,748

See Notes to Schedule of Expenditures of Federal Awards.

## **Achievement First Brooklyn Charter Schools**

### **Notes to Schedule of Expenditures of Federal Awards June 30, 2023**

#### **Note 1 - Basis of presentation**

The accompanying schedule of expenditures of federal awards (the "Schedule") includes the federal award activity of Achievement First Brooklyn Charter Schools (the "School") under programs of the federal government for the year ended June 30, 2023. The information in this Schedule is presented in accordance with the requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* ("Uniform Guidance"). Because the Schedule presents only a selected portion of the operations of the School, it is not intended to and does not present the financial position, changes in net assets, or cash flows of the School.

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

Expenditures reported on the Schedule are reported on the accrual basis of accounting. Such expenditures are recognized following the cost principles contained in the Uniform Guidance, wherein certain types of expenditures are not allowable or are limited as to reimbursement. Pass through identifying numbers are provided when available.

#### **Note 3 - Indirect cost rate**

The School has not elected to use the 10% de minimis indirect cost rate as allowed under the Uniform Guidance.



**Achievement First Brooklyn Charter Schools**

**Schedule of Findings and Questioned Costs  
Year Ended June 30, 2023**

**I. Summary of Auditor's Results**

Financial Statements:

Type of report the auditor issued on whether the financial statements audited were prepared in accordance with GAAP:

Unmodified opinion

Internal control over financial reporting:

Material weakness(es) identified?

       yes   X   no

Significant deficiency(ies) identified?

  X   yes        none reported

Noncompliance material to financial statements noted?

  X   yes        no

Federal Awards:

Internal control over major federal programs:

Material weakness(es) identified?

       yes   X   no

Significant deficiency(ies) identified?

  X   yes        none reported

Type of auditor's report issued on compliance for major federal programs:

Unmodified opinion

Any audit findings disclosed that are required to be reported in accordance with 2 CFR Section 200.516(a)?

  X   yes        no

Identification of major programs:

CFDA Number(s)

Name of Federal Program or Cluster

84.425D

COVID-19 Education Stabilization Fund  
Elementary and Secondary School  
Emergency Relief Fund

10.555

Child Nutrition Cluster

Dollar threshold used to distinguish between type A and type B programs:

\$750,000

Auditee qualified as low-risk auditee?

       yes   X   no

## **Achievement First Brooklyn Charter Schools**

### **Schedule of Findings and Questioned Costs Year Ended June 30, 2023**

#### **II. Findings - Financial Statement Audit**

Finding No. 2023-001

##### **Criteria**

According to the Audit Guide for State University of New York ("SUNY") Authorized Charter Schools, the School is required to perform a criminal history records search which includes the fingerprinting and background checking of all prospective employees. Test results must be obtained to ensure clearance for employment.

##### **Condition**

The School did not have records of performing fingerprint and criminal history record checks for all employees hired during the year ended June 30, 2023.

##### **Context**

A sample of 40 new hires was selected from a population of 304. We identified exceptions in 5 out of the 40 new hires tested. The sample was not statistically valid.

##### **Cause**

The School did not have a clear process for following up on new hire background check clearances.

##### **Effect**

The School is not in compliance with the hiring procedures required under the laws, regulations, contracts and grant agreements requirements of the Audit Guide for SUNY Authorized Charter Schools.

##### **Identification as a Repeat Finding**

This is not a repeat finding.

##### **Recommendation**

The School should review its procedures and internal controls over its performance of fingerprint and criminal history record checks for new hires to ensure compliance with SUNY Charter School requirements. The internal controls should include assuring 100% testing and retaining documentation to support the performance of these checks.

##### **Reporting Views of Responsible Officials**

The School will review the procedures and internal controls to SUNY Charter School Requirements to ensure 100% compliance.

## **Achievement First Brooklyn Charter Schools**

### **Schedule of Findings and Questioned Costs Year Ended June 30, 2023**

#### **III. Findings and Questioned Costs - Major Federal Award Programs Audit**

Finding No. 2023-002 - COVID-19 Education Stabilization Fund - Elementary and Secondary School Emergency Relief Fund - Assistance Listing Number #84.425D

##### **Criteria**

According to 2CFR Part 200.405 of the Office of Management and Budget's Uniform Guidance, a cost is allowable to a particular Federal award or to the cost objective if the goods or services involved are chargeable or assignable to that Federal award or cost objective in accordance with the relative benefits received.

##### **Condition**

The School provided a completed claim report for reimbursement of expenses that was finalized internally but not yet submitted to the grantor. The report was not properly reviewed resulting in an overstatement of expenses incurred in the report.

##### **Questioned Costs**

The claim report was modified prior to submission to the grantor, therefore there were no questioned costs.

##### **Context**

The School submits quarterly claim reports. The final report was not properly reviewed nor prepared.

##### **Cause**

Certain costs were double counted within the claims report due to the report not being properly reviewed.

##### **Effect**

Lack of a proper review may result in an incorrect claim filing and receipt of funds in excess of allowable costs incurred.

##### **Identification as a Repeat Finding**

This is not a repeat finding.

**Achievement First Brooklyn Charter Schools**

**Schedule of Findings and Questioned Costs  
Year Ended June 30, 2023**

**Recommendation**

Claim reports and supporting schedules should be reviewed prior to finalization by the supervisor of the preparer of the report.

**Reporting Views of Responsible Officials**

We agree with the finding and will develop procedures to address the finding.



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