

Application: AF East New York Charter School

Jeunesse Lewis - Jeunesselewis@achievementfirst.org
2020-2021 Annual Report

Entry 1 School Info and Cover Page

Completed Aug 2 2021

[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 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 2020-2021 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, 2021)** or you may not be assigned the correct tasks.

BASIC INFORMATION

a. SCHOOL NAME

(Select name from the drop down menu)

ACHIEVEMENT FIRST EAST NEW YORK CHARTER SCHOOL 331900860880

a1. Popular School Name

AF East New York

b. CHARTER AUTHORIZER (As of June 30th, 2021)

Please select the correct authorizer as of June 30, 2021 or you may not be assigned the correct tasks.

SUNY BOARD OF TRUSTEES

c. DISTRICT / CSD OF LOCATION

CSD #19 - BROOKLYN

d. DATE OF INITIAL CHARTER

3/2005

e. DATE FIRST OPENED FOR INSTRUCTION

9/2005

h. SCHOOL WEB ADDRESS (URL)

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

i. TOTAL MAX APPROVED ENROLLMENT FOR THE 2020-2021 SCHOOL YEAR (exclude Pre-K program enrollment)

1428

j. TOTAL STUDENT ENROLLMENT ON JUNE 30, 2021 (exclude Pre-K program enrollment)

1182

k. GRADES SERVED IN SCHOOL YEAR 2020-2021 (exclude Pre-K program students)

Check all that apply

Grades Served

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

l1. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?

Yes

12. NAME OF CMO/EMO AND ADDRESS

NAME OF CMO/EMO	Achievement First
PHYSICAL STREET ADDRESS	370 James Street
CITY	New Haven
STATE	(No response)
ZIP CODE	06513
EMAIL ADDRESS	melikaforbes@achievementfirst.org
CONTACT PERSON NAME	Melika Forbes

FACILITIES INFORMATION

m. FACILITIES

Will the school maintain or operate multiple sites in 2021-2022?

	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 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	557 Pennsylvania Avenue, Brooklyn, NY 11207	718-485-4924	NYC CSD 19	K-4	No

m1a. Please provide the contact information for Site 1.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Meryl Senter	718-485-4924		merylsenter@achievementfirst.org
Operational Leader	Kiera Gilbert			kieragilbert@achievementfirst.org
Compliance Contact	Scot Kerr	203-521-2461		scotkerr@achievementfirst.org
Complaint Contact	Melika Forbes	701-347-1922		melikaforbes@achievementfirst.org
DASA Coordinator	Kiera Gilbert			kieragilbert@achievementfirst.org
Phone Contact for After Hours Emergencies	Tsehaia Brown	347-219-5228		tsehaiabrown@achievementfirst.org

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		Yes		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, 2021.

Site 1 Certificate of Occupancy (COO)

Site 1 Fire Inspection Report

School Site 2

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 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	158 Richmond Street, Brooklyn, NY 11208	347-471-2570	NYC CSD 19	5-8	No

m2a. Please provide the contact information for Site 2.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Max Milliken	929-224-6137		MaxMilliken@achievementfirst.org
Operational Leader	Ernesto Soto	203-644-3045		ErnestoSoto@achievementfirst.org
Compliance Contact	Scot Kerr	203-521-2461		scotkerr@achievementfirst.org
Complaint Contact	Melika Forbes	701-347-1922		melikaforbes@achievementfirst.org
DASA Coordinator	Ernesto Soto	203-644-3045		ErnestoSoto@achievementfirst.org
Phone Contact for After Hours Emergencies	Tsehaia Brown	347-219-5228		tsehaiabrown@achievementfirst.org

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

School Site 3

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 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	35 Starr Street, Brooklyn, NY 11221	718-363-2270	NYC CSD 32	9-12	No

m3a. Please provide the contact information for Site 3.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Jason Coalter			jasoncoalter@achievementfirst.org
Operational Leader	Christine Williams			christinewilliams@achievementfirst.org
Compliance Contact	Scot Kerr	203-521-2461		scotkerr@achievementfirst.org
Complaint Contact	Melika Forbes	701-347-1922		melikaforbes@achievementfirst.org
DASA Coordinator	Christine Williams			christinewilliams@achievementfirst.org
Phone Contact for After Hours Emergencies	Tsehaia Brown	347-219-5228		tsehaiabrown@achievementfirst.org

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

Co-located Space

m3c. 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 3		No		No		Yes

CHARTER REVISIONS DURING THE 2020-2021 SCHOOL YEAR

n1. Were there any revisions to the school's charter during the 2020-2021 school year? (Please include approved or pending material and non-material charter revisions).

No

o. Has your school's Board of Trustee's approved a budget for the 2020-2021 FY?

Yes

ATTESTATIONS

p. Individual Primarily Responsible for Submitting the Annual Report.

Name	Melika Forbes
Position	VP/General Counsel
Phone/Extension	701-347-1922
Email	melikaforbes@achievementfirst.org

p. 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

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

Signature, Head of Charter School

Handwritten signature in black ink on a light gray background. The signature consists of three letters: 'M', 'M', and 'S'. The first 'M' is tall with a large loop at the top. The second 'M' is shorter and has a smaller loop. The 'S' is a simple, rounded letter.

Signature, President of the Board of Trustees

Handwritten signature in black ink on a light gray background. The signature consists of three letters: 'T', 'D', and 'S'. The 'T' is tall with a vertical stem and a horizontal top bar. The 'D' is a simple, rounded letter. The 'S' is a simple, rounded letter.

Date

Aug 2 2021

Thank you.



Entry 3 Accountability Plan Progress Reports

Incomplete

Instructions

SUNY-Authorized Charter Schools ONLY

SUNY-authorized charter schools must download an Accountability Plan Progress Report template at [Accountability Plan Progress Report template](#). After completing, schools must upload the document into the SUNY Epicenter system by **August 16, 2021**.

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

Entry 4 - Audited Financial Statements

Incomplete

Required of ALL Charter Schools

ALL SUNY-authorized charter schools must upload the financial statements in .pdf format into the SUNY Epicenter system no later than **November 1, 2021**. SUNY CSI will forward to NYSED CSO.

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, 2021**. 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 protection are turned off.

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

Entry 4a - Audited Financial Report Template (SUNY)

Incomplete

Instructions - SUNY-Authorized Charter Schools ONLY

SUNY-authorized schools must download the Excel spreadsheet entitled "Audited Financial Report Template" at <http://www.newyorkcharters.org/fiscal/>. After completing, schools must upload the document into the SUNY Epicenter system by **November 1**.

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

Entry 4c - Additional Financial Documents

Incomplete Hidden from applicant

Instructions - Regents, NYCDOE and Buffalo BOE authorized schools must upload financial documents in this section **by November 1, 2021**. The items listed below should be uploaded, with an explanation if not applicable or available. For example, a “federal Single Audit was not required because the school did not expend federal funds of more than the \$750,000 Threshold.”

1. Advisory and/or Management letter
2. Federal Single Audit
3. CSP Agreed-Upon Procedure Report
4. Evidence of Required Escrow Account for each school^[1]
5. Corrective Action Plan for Audit Findings and Management Letter Recommendations

^[1] Note: For BOR schools chartered or renewed after the 2017-2018 school year, the escrow account per school is \$100,000.

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

Entry 4d - Financial Services Contact Information

Incomplete Hidden from applicant

Instructions: Please enter the contact information for school staff, firms or other entities providing financial services to the education corporation **by November 1, 2021**.

Form for "Financial Services Contact Information"

1. School Based Fiscal Contact Information

	School Based Fiscal Contact Name	School Based Fiscal Contact Email	School Based Fiscal Contact Phone

2. Audit Firm Contact Information

	School Audit Contact Name	School Audit Contact Email	School Audit Contact Phone	Years Working With This Audit Firm

3. If applicable, please provide contact information for the school's outsourced financial services firm.

	Firm Name	Contact Person	Mailing Address	Email	Phone	Years With Firm

Entry 5 - Fiscal Year 2021-2022 Budget

Completed Nov 1 2021

Instructions - Regents, NYCDOE, and Buffalo BOE authorized charter schools should upload a copy of the school's FY21 Budget using the 2021-2022 [Projected Annual Budget template](#) in the portal or from the Annual Report website **by November 1, 2021**.

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.

Instructions - SUNY authorized charter schools should download the [2021-2022 Budget and Quarterly Report Template](#) on the SUNY website or Epicenter and upload the completed template into the portal **by November 1, 2021**.

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

[2021-22-Budget-and-Quarterly-Report-Template-East New York Q1](#)

Filename: 2021 22 Budget and Quarterly Repor SzhyrVo.xlsx **Size:** 534.2 kB

Entry 6 - Board of Trustees Disclosure of Financial Interest Form

Completed Aug 2 2021

Required of ALL Charter Schools by August 2

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 2020-2021 school year must complete a signed:

- Regents, NYCDOE, and Buffalo BOE Authorized Schools: [Disclosure of Financial Interest Form](#)
- SUNY- Authorized Charter Schools: [SUNY Trustee Financial Disclosure Form](#)

All completed forms must be collected and uploaded in .PDF format for each individual member. **If a trustee is not able or available to complete the form by the deadline, the education corporation is responsible for doing so on behalf of the trustee.** (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 Disclosure of Financial Interest Form, trustees must disclose information relevant to any of the schools served by the

governing education corporation. Note: Docusign is accepted.

[AF 2021 Disclosure of Financial Interest Forms](#)

Filename: AF 2021 Disclosure of Financial Int HExYaD8.pdf Size: 566.3 kB

Entry 7 BOT Membership Table

Completed Aug 2 2021

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.

1. 2020-2021 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 Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2020-2021
1	Dr. Deborah Shanley		Chair	None	Yes	2	7/1/2018	12/30/2021	10

2	Jonathan Atkeson	Treasurer	None	Yes	2	7/1/2019	6/30/2022	9
3	Justin Cohen	Trustee/Member	None	Yes	2	7/1/2018	12/30/2021	5 or less
4	Romy Coquillotte	Vice Chair	None	Yes	2	7/1/2019	6/30/2022	10
5	Andy Hubbard	Secretary	None	Yes	1	7/1/2019	6/30/2022	9
6	Judith Joseph-Jenkins	Trustee/Member	None	Yes	1	7/1/2018	12/30/2021	8
7	Christopher Lynch	Trustee/Member	None	Yes	2	7/1/2020	6/30/2023	9
8	Alison Richardson	Trustee/Member	None	Yes	1	7/1/2018	6/30/2024	5 or less
9	Will Robalino	Trustee/Member	None	Yes	1	7/1/2019	6/30/2022	5 or less

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

Yes

1b. Current 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 2020-2021
10	Amy Arthur Samuels		Trustee/Member	None	Yes	1	7/1/2018	12/30/2021	9
11	Warren Young		Trustee/Member	None	Yes	1	7/1/2018	6/30/2024	8
12	Theresa Hayes		Parent Rep	None	Yes	2	3/26/2020	6/30/2022	6
13	Kevin Miquelon		Trustee/Member	None	Yes	1	1/30/2020	6/30/2022	10
14					No				
15					Yes				

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

No

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, 2021	13
b.Total Number of Members Added During 2020-2021	0
c. Total Number of Members who Departed during 2020-2021	0
d.Total Number of members, as set in Bylaws, Resolution or Minutes	13

3. Number of Board meetings held during 2020-2021

10

4. Number of Board meetings scheduled for 2021-2022

6

Thank you.

Entry 8 Board Meeting Minutes

Incomplete Hidden from applicant

Instructions - Required of Regents, NYCDOE, and Buffalo BOE Authorized Schools ONLY

Schools must upload a complete set of monthly board meeting minutes (July 2020-June 2021), which should match the number of meetings held during the 2020-2021 school year, as indicated in the above table. The minutes provided must be the final version approved by the school's Board of Trustees and may be uploaded individually or as one single combined file. Board meeting minutes must be submitted by August 2, 2021.

Entry 9 Enrollment & Retention

Completed Aug 2 2021

Instructions for submitting Enrollment and Retention Efforts

ALL charter schools must complete this section. Describe the good faith efforts the charter school has made in 2020-2021 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 2021-2022.

Entry 9 Enrollment and Retention of Special Populations

Instructions for Reporting Enrollment and Retention Strategies

Describe the efforts the charter school has made in 2020-2021 toward meeting targets to attract and retain enrollment of students with disabilities, English language learners, 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 2021-2022.

Recruitment/Attraction Efforts Toward Meeting Targets

	Describe Recruitment Efforts in 2020-2021	Describe Recruitment Plans in 2021-2022
	The schools partner with the Achievement First (AF) student 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	

<p>Economically Disadvantaged</p>	<p>organizations, neighborhood canvassing at nearby high density housing and building locations, participating in the NYC Charter Center application, geo targeted mailings, and both online and outdoor advertising. These techniques have been successful in generating applications and in sharing the opportunity to apply with low-income families. In 2009, all AF schools implemented an at-risk preference for low-income families, and as a result the vast majority of all entering families have qualified for free or reduced price lunch. As a result of extensive presentations to community organizations that serve low-income families, including Head Start and NYCHA daycare centers, the applicant pool of free and reduced price applicants has been large, and the preference has been effective at substantially matching the district percentages of low-income students for the incoming classes.</p>	<p>We plan to use the same 2020-2021 plans in the 2021-2022 school year.</p>
	<p>The AF student recruitment team is bilingual and has made extensive efforts to reach out to families who speak languages other than English. All outdoor signs are in both English and Spanish, as are all brochures and other marketing materials, including the AF website page for student enrollment. In 2019-20, for instance, direct, bilingual recruiting materials reached more than 30,000 families</p>	

English Language Learners

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 parent led “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 English Language Learners (ELLs), which the schools doubled for the 2016-17 school year in an effort to both admit and enroll more ELLs.

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 January 25, 2020 which had hundreds of families, including families of ELLs 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., approximately 400

We plan to use the same 2020-2021 plans in the 2021-2022 school year.

community organizations/daycare centers across many sections of Brooklyn). In February 2019, March 2019, and April 2019, for instance, AF tabled several times at New Life Early Development Head Start in Bushwick, and the majority of families in attendance primarily spoke languages other than English.

- AF provides translators at orientation and community engagement events at AF schools.
- For our non-fluent spanish speaking recruitment team members, we also utilized google-translate when we encountered spanish-only speaking families.
- The refer-a-friend program is shared with families in English and Spanish in the hope of generating word of mouth interest.
- Schools hang recruitment banners outside their facilities in English and Spanish.
- 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.

Efforts to recruit students with disabilities have focused primarily on making clear in promotional materials and

Students with Disabilities

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 participated in an IncludeNYC 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 is just such an 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

We plan to use the same 2020-2021 plans in the 2021-2022 school year.

students with disabilities.

Retention Efforts Toward Meeting Targets

	Describe Retention Efforts in 2020-2021	Describe Retention Plans in 2021-2022
Economically Disadvantaged	<p>Retention of students at AF schools is a network-wide priority. The AF report card sets an accountability measure of 5% choice attrition for each school. 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 students in urban schools. We believe that retention of students within at-risk populations depends primarily on the academic progress these students are making. As such, the most important retention efforts for at-risk populations will be great instruction, and regular review of data that ensures that students in these populations are receiving the supports and services they need in order to be successful. Data—including academic performance, attendance, and behavior data—are disaggregated and shared with the school leadership team, so that early warning signs can be identified and appropriate interventions identified. AF school leaders and regional superintendents regularly share student retention strategies.</p> <p>An example of a best practice</p>	<p>We plan to use the same 2020-2021 plans in the 2021-2022 school year.</p>

that AF schools utilize is early identification and intervention with families considering leaving. This approach uses historical data on attrition to identify risk factors that predict future attrition. AF schools use this information to develop specific family engagement and support strategies for scholars who are at risk of leaving. Experience across the network has shown that strong relationships and thoughtful discussions with families are often what make the difference when having a difficult discussion with family members. AF regional superintendents specifically coach principals on how to have effective conversations with families regarding topics such as retention in grade. Tailored family specific strategies will be developed to ensure that we do everything possible to keep these students with us.

Retention of students at AF schools is a network-wide priority. The AF report card sets an accountability measure of 5% choice attrition for each school. 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

English Language Learners

making. As such, the most important retention efforts for at-risk populations will be great instruction, and regular review of data that ensures that students in these populations are receiving the supports and services they need in order to be successful. Data—including academic performance, attendance, and behavior data—are disaggregated and shared with the school leadership team, so that early warning signs can be identified and appropriate interventions identified. AF school leaders and regional superintendents regularly share student retention strategies.

We believe that the factors above also apply to ELLs. Because parents of ELLs often do not speak English fluently themselves, the nuanced conversations about academic performance can be more difficult. The English as a Second Language (ESL) teacher or intervention coordinator (depending on the number of ELL students enrolled) will be primarily responsible for proactively developing relationships and trust with families of ELLs as soon as the student is identified as limited English proficient, regardless of academic performance. We believe that these proactive relationship building practices will establish the trust necessary to identify families early who are at risk for leaving, and to intervene effectively to persuade

We plan to use the same 2020-2021 plans in the 2021-2022 school year.

them to stay with us. AF also translates and uses translators as necessary for school policies, student-specific information and communications with families.

Retention of students at AF schools is a network wide priority. The AF report card sets an accountability measure of 5% choice attrition for each school. 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 supports 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. AF school leaders and regional superintendents regularly share student retention strategies.

We believe that strong Tier 2 and Tier 3 interventions, complemented by strong family

Students with Disabilities

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 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 regional 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

We plan to use the same 2020-2021 plans in the 2021-2022 school year.

additional support is needed. Our experience has been that when students with disabilities make strong academic progress, their families' bond with the school strengthens and they are more likely to stay with us.

Entry 10 - Teacher and Administrator Attrition

Completed Aug 2 2021

Form for "Entry 10 - Teacher and Administrator Attrition" Revised to Employee Fingerprint Requirements Attestation

A. TEACH System - Employee Clearance

Charter schools must ensure that all prospective employees^[1] receive clearance through [the NYSED Office of School Personnel Review and Accountability](#) (OSPRA) prior to employment. **This includes paraprofessionals and other school personnel that 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] Employees that 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.p12.nysed.gov/psc/aboutcharterschools/lawsandregs/EmployeeFingerprintOct19.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

Charter schools are **strongly discouraged** from using the emergency conditional clearance provisions for prospective employees. This is because the school must simultaneously 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

<http://www.p12.nysed.gov/psc/aboutcharterschools/lawsandregs/EmployeeFingerprintOct19.pdf>.

Attestation

Responses Selected:

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

Entry 11 Percent of Uncertified Teachers

Incomplete Hidden from applicant

Instructions

Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY

The table below reflects the information collected through the online portal for compliance with New York State Education Law 2854(3)(a-1) for teaching staff qualifications. Uncertified teachers are those not certified pursuant to the State Certification Requirements established by the NYSED Commissioner of Education.

Enter the relevant full-time equivalent (FTE) count of teachers in each column. For example, a school with 20 full-time teachers and 5 half-time teachers would have an FTE count of 22.5.

Entry 11 Uncertified Teachers

School Name:

Instructions for Reporting Percent of Uncertified Teachers

Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools

The table below reflects the information collected through the online portal for compliance with New York State Education Law 2854(3)(a-1) for teaching staff qualifications. Uncertified teachers are those not certified pursuant to the State Certification Requirements established by the NYSED Commissioner of Education. Enter the relevant full-time equivalent (FTE) count of teachers in each column. For example, a school with 20 full-time teachers and 5 half-time teachers would have an FTE count of 22.5.

If more than one line applies to a teacher, please include in only one FTE uncertified category. Please do not include paraprofessionals, such as teacher aides.

CATEGORY A. 30% OR 5 UNCERTIFIED TEACHERS WHICHEVER IS LESS

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2021)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2021)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2021)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2021)	
Total Category A: 5 or 30% whichever is less	0

CATEGORY B. PLUS FIVE UNCERTIFIED TEACHERS IN MATHEMATICS, SCIENCE, COMPUTER SCIENCE, TECHNOLOGY OR CAREER AND TECHNICAL EDUCATION.

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2021)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2021)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2021)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2021)	
Total Category B: not to exceed 5	0

CATEGORY C: PLUS 5 ADDITIONAL UNCERTIFIED TEACHERS

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2021)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2021)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2021)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2021)	
Total Category C: not to exceed 5	0

CATEGORY D: TOTAL FTE COUNT OF UNCATEGORIZED, UNCERTIFIED TEACHERS

(Include teachers who do not fit in one of these categories or if did fit would exceed the numerical limits for that category)

	FTE Count
Total Category D	

CATEGORY E: TOTAL FTE COUNT OF CERTIFIED TEACHERS

	FTE Count
Total Category E	

CATEGORY F: TOTAL FTE COUNT OF ALL TEACHERS

Please do not include paraprofessionals, such as teacher aides.

	FTE Count
Total Category F	



Thank you.

Entry 12 Organization Chart

Incomplete Hidden from applicant

[Instructions](#)

Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY

Upload the 2020-2021 **Organization Chart**. The organization chart should include position titles and reporting relationships. Employee names should not appear on the chart

Entry 13 School Calendar

Completed Sep 15 2021

[Instructions for submitting School Calendar](#)

Required of ALL Charter Schools

Given these uncertain and changing times, charter schools may or may not have a school calendar ready to upload by the submission deadline this year of August 2, 2021. If the charter school has a tentative calendar based on available information and guidance at the time, please submit with the August 2nd submission. Charter schools will be able to upload an updated school calendar into the portal at any time but no later than **September 15, 2021**.

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

Board of Regents-authorized charter schools are 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.

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

[AF NY HS Calendar](#)

Filename: AF NY HS Calendar eFtwC9X.pdf **Size:** 69.9 kB

[AF NY ES-MS Calendar](#)

Filename: AF NY ES MS Calendar V3yagto.pdf Size: 71.3 kB

Entry 14 Links to Critical Documents on School Website

Completed Aug 2 2021

Instructions

Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY

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:

1. Most recently filed Annual Report (i.e., 2019-2020 Annual Report);
2. Most recent board meeting notice, documents to be discussed at the meeting (if any), and webcast of Board meetings (if held virtually per Governor's Executive Order);
3. Link to New York State School Report Card;
4. Lottery Notice announcing date of lottery;
5. Authorizer-approved DASA Policy;
6. District-wide safety plan and Authorizer-approved Discipline Policy (as per August 29, 2019 [Emergency Response Plan Memo](#));
7. Authorizer-approved FOIL Policy; and
8. Subject matter list of FOIL records.
9. Link to School Reopening Plan

Form for Entry 14 Links to Critical Documents on School Website

School Name: **AF East New York Charter School**

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

	Link to Documents
1. Most Recent Annual Report (i.e., 2019-20)	https://www.achievementfirst.org/wp-content/uploads/2020/12/AnnualReport_20-sm.pdf
2. Most recent board meeting notice, documents to be discussed at the meeting (if any)	https://www.achievementfirst.org/wp-content/uploads/2021/07/2021-08-02_Joint-Board-Meeting_Agenda.pdf
2a. Webcast of Board Meetings (per Governor's Executive Order)	https://www.achievementfirst.org/about-us/our-board-members/

3. Link to NYS School Report Card	https://data.nysed.gov/essa.php?instid=800000058357&year=2020&createreport=1&allchecked=1&OverallStatus=1&section_1003=1&EMStatus=1&HSStatus=1&HSqgradrate=1&naep=1&expend=1&staffqual=4&gradrate=1&feddata=1
4. Lottery Notice announcing date of lottery	https://www.achievementfirst.org/enroll/new-york-student-enrollment/
5. Authorizer-approved DASA Policy (For Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY);	
6. District-wide Safety Plan	https://www.achievementfirst.org/wp-content/uploads/2019/03/AF-NY_District-wide-School-Safety-Plan.pdf
6a. Authorizer-Approved Discipline Policy (as per August 29, 2019 Emergency Response Plan Memo)	https://www.achievementfirst.org/wp-content/uploads/2018/09/Code-of-Conduct-2020-21.pdf
7. Authorizer-Approved FOIL Policy	https://www.achievementfirst.org/wp-content/uploads/2018/03/FOIA-FOIL-Policy.pdf
8. Subject matter list of FOIL records	https://www.achievementfirst.org/wp-content/uploads/2018/09/D2c12_FOIL_AF-Brooklyn-1.pdf

Thank you.



Entry 15 Staff Roster

Incomplete Hidden from applicant

INSTRUCTIONS

Required of Regents-Authorized Charter Schools ONLY

Please click on [the MS Excel Staff Roster Template](#) and provide the following information for ANY and ALL instructional and non-instructional employees.

- Full name for any and all employees
- TEACH IDs for any and all employees
- Using the drop down menu, select a role/position (or the best fit) for each employee in the charter school. (Please provide additional information to the Notes Section of the Staff Roster Template as

necessary)

- Date of hire and employment start dates
- Number of years each employee has had in their respective professions
- Number of years each employee has had in their current role in the charter school
- Using the drop down menu, select the correct explanation as to why a teacher is teaching outside of their certification area.



AF Brooklyn – K-12 Charters

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

October 11, 2021

By Winston Lin

Charter	Complete Address	Phone
Brownsville	2021 Bergen Street, Brooklyn, NY 11233	347-471-2600
Crown Heights	790 East New York Avenue, Brooklyn, NY 11203	347-471-2580
East NY	557 Pennsylvania Avenue, Brooklyn, NY 11207	718-485-4924

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Winston Lin, Data & Policy Analyst prepared this 2020-21 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position	
	Office (e.g. chair, treasurer, secretary)	Committees (e.g. finance, executive)
Dr. Deborah Shanley	Board Chair	Committees
Jonathan Atkeson	Treasurer	Committees
Justin Cohen	Trustee	Committees
Romy Coquillette	Vice Chair	Committees
Andy Hubbard	Secretary	Committees
Judith Joseph-Jenkins	Trustee	
Christopher Lynch	Trustee	
Alison Richardson	Trustee	Committees
Will Robalino	Trustee	Committees
Amy Arthur Samuels	Trustee	Committees
Warren Young	Trustee	Committees
Theresa Hayes	Parent	Committees
Kevin Miquelon	Trustee	Committees
Tamika Bradley	Parent	Committees
Rhonda Barros	Trustee	Committees
Desiree Dalton	Parent	Committees

School Leaders

<u>Charter</u>	<u>Principal</u>
Brownsville	Zonya Hicks has served as the elementary school principal since 2018.
Brownsville	Allison Laird has served as the middle school principal since 2019.
Brownsville	Martin Palamore has served as the high school principal since 2020
Crown Heights	Sade Johnson has served as the elementary school principal since 2020
Crown Heights	Victoria Pierre has served as the middle school principal since 2020
Crown Heights	Dumar Paden has served as the high school principal since 2020
East NY	Meryl Senter has served as the elementary school principal since 2020
East NY	Max Milliken has served as the middle school principal since 2017.
East NY	Jason Coalter has served as the high school principal since 2020

SCHOOL OVERVIEW

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

Achievement First Crown Heights opened in Fall 2005 and served grades K-12 in 2019-20.

Effective in 2018-19, AF Crown Heights implemented the Pathways model of enrollment, accepting transfers from other AF charters to attend AF Crown Heights at its AF Brooklyn High School.

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

AF Brooklyn Charter Schools remained committed to the strong curriculum developed by AF's Teaching and Learning Team and exploring ways to deliver it across multiple modes of instruction required by the COVID-19 school closures.

We do not anticipate making any significant changes to the curriculum in response to the remote and hybrid operating models. Delivery mode and frequency of meeting will change, but overall content and expectations will not.

AF Brooklyn planned to implement a fluid program to transition seamlessly among remote, partial, and full in-person instruction as required by community and school health conditions. Although we only planned to be fully remote through 11/9/20, AF Brooklyn Schools remained fully remote for the entire year.

A note on Greenfield and Classic references: Throughout this report you will see some references to "Greenfield" or GF schools as compared to "Classic". Greenfield refers to a recently developed curriculum and instructional model, the components of which are organically incorporated as they are proven effective.

ENROLLMENT SUMMARY

School Enrollment by School Year and Grade															
Charter	End Year	KG	1	2	3	4	5	6	7	8	9	10	11	12	Total
Brownsville	2017	90	92	96	95	87	91	93	92	89	101				926
Brownsville	2018	92	96	94	93	90	97	93	89	87	87	96			1,014
Brownsville	2019	74	91	95	93	89	91	95	93	80	109	85	81		1,076
Brownsville	2020	70	69	89	96	92	101	93	97	88	110	104	62	75	1,146
Brownsville	2021	74	73	72	91	92	86	94	93	94	115	112	109	60	1,165
Crown Heights	2017	90	95	94	92	93	110	99	84	82	109	109	98	90	1,245
Crown Heights	2018	97	100	98	94	92	95	96	92	80	115	108	101	89	1,257
Crown Heights	2019	99	95	100	92	96	92	92	94	97	122	109	102	92	1,282
Crown Heights	2020	77	100	90	99	95	91	80	86	93	122	112	100	93	1,238
Crown Heights	2021	63	89	106	91	106	96	94	81	79	166	117	105	97	1,290
East New York	2017	86	89	100	90	93	64	61	60	58	98	99	84	59	1,041
East New York	2018	87	89	102	94	90	60	64	60	60	110	96	88	69	1,069
East New York	2019	96	89	98	97	92	63	61	58	57	117	103	82	79	1,092
East New York	2020	104	92	101	97	92	62	61	66	60	120	110	96	69	1,130
East New York	2021	89	102	98	105	101	65	66	64	61	136	109	105	93	1,194

HIGH SCHOOL COHORTS

ACCOUNTABILITY COHORT

The state’s Accountability Cohort consists specifically of students who are in their fourth year of high school after entering the 9th grade. For example, the 2017 state Accountability Cohort consists of students who entered the 9th grade anywhere sometime during the 2017-18 school year, were enrolled in the school on the state’s annual enrollment-determination day (i.e., BEDS day) in the 2020-21 school year, and either remained in the school for the rest of the year or left for an

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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>)

The following table indicates the number of students in the Accountability Cohorts who are in their fourth year of high school and were enrolled at the school on BEDS Day in October and remained in the school until June 30th of that year.

Brownsville Fourth-Year High School Accountability Cohorts

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort’s Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30 th
2018-19	2015-16	2015	N/A	N/A	N/A
2019-20	2016-17	2016	83	2	81
2020-21	2017-18	2017	68	1	67

Crown Heights Fourth-Year High School Accountability Cohorts

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort’s Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30 th
2018-19	2015-16	2015	89	1	88
2019-20	2016-17	2016	97	3	94
2020-21	2017-18	2017	102	1	101

East New York Fourth-Year High School Accountability Cohorts

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort’s Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30 th
2018-19	2015-16	2015	80	3	77
2019-20	2016-17	2016	71	3	68
2020-21	2017-18	2017	91	2	89

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 year they first enter the 9th grade. Students enrolled for at least one day in the school after entering the 9th grade are part of the school’s Graduation Cohort. 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 the following: if they transfer to another public or private diploma-granting

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

program with documentation, transfer to home schooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S., or are deceased.

Fourth Year Total Cohort for Graduation

Brownsville

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Enrolled on June 30 th of the Cohort's Fourth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2018-19	2015-16	2015	N/A	N/A	N/A
2019-20	2016-17	2016	82	1	83
2020-21	2017-18	2017	70	0	70

Crown Heights

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Enrolled on June 30 th of the Cohort's Fourth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2018-19	2015-16	2015	85	3	88
2019-20	2016-17	2016	92	1	93
2020-21	2017-18	2017	99	2	101

East New York

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Enrolled on June 30 th of the Cohort's Fourth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2018-19	2015-16	2015	77	1	78
2019-20	2016-17	2016	68	3	71
2020-21	2017-18	2017	89	0	89

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Fifth Year Total Cohort for Graduation

Brownsville

Fifth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Enrolled on June 30 th of the Cohort's Fifth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2018-19	2014-15	2014			
2019-20	2015-16	2015			
2020-21	2016-17	2016	80	3	83

Crown Heights

Fifth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Enrolled on June 30 th of the Cohort's Fifth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2018-19	2014-15	2014	83	1	84
2019-20	2015-16	2015	85	4	88
2020-21	2016-17	2016	93	0	93

East NY

Fifth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Enrolled on June 30 th of the Cohort's Fifth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2018-19	2014-15	2014	64	2	66
2019-20	2015-16	2015	77	1	78
2020-21	2016-17	2016	68	3	71

PROMOTION POLICY

The state has provided additional guidance regarding earning course credit and unit of study requirements [here](#).

Present the school's promotion requirements here; include a list of all core academic subjects and other relevant information, ensuring that the school's requirements are consistent with the State Commissioner's Part 100.5 Diploma Requirements. Indicate any adjustments made due to changes to the school's modality of instruction (e.g., remote, hybrid, in person).

Following is the grade promotion criteria as published in the most recent Family Handbook. AF Brooklyn schools recognize that the impact of remote learning, lack of state test scores, and shifting family circumstances requires a revision to the standard practices. There is currently underway an examination of current practice with an eye toward revised policy for the 2020-21 school year and beyond. Current criteria include:

The school will consider a student who fails to meet ANY of the following criteria to be at risk of retention in their current grade. The principal has final authority to make promotion decisions based on a scholar's readiness for the next grade.

State and Other Test Scores

For Kindergarten – Grade 2 students:

- Below grade level on nationally normed reading assessment as determined by Achievement First
- The student scores low on the MAP assessment, or below proficient or remedial on F&P/STEP assessments

Grades 3 – 8:

- Score of 1 on any state test (because the school does not control the timing of the release of state test scores, this promotional criteria is one of the last to be considered and can delay non-promotion decisions)
- The student scores in the bottom 10% of the AF Network on Achievement First's internal reading and math exams

Attendance

15 or more absences in a year (5 tardies and/or early dismissals count as one absence) resulting in low academic performance. There is no differentiation between excused and unexcused absences.

Course Grades (5 – 12)

- Failing (below 70%) two or more of the following classes: math, reading, writing, history, and science
- Being deficient two credits from any year of high school upon entering the grade.

The Achievement First HS policies including those for promotion can be found [here](#). The Course of Study Guide for SY 20-21 can be found [here](#). Due to the realities of remote instruction, graduation

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

requirements were modified for the class of 2021. Students who met the state credit requirements for high school graduation, but were not on track to earning the additional course credits required by Achievement First were still eligible for on time graduation.

GOAL 1: HIGH SCHOOL GRADUATION

GOAL 1: HIGH SCHOOL GRADUATION

All students are put on track to graduate within 4 years, and 6 years otherwise.

Goal 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.

METHOD

This measure serves as a leading indicator of the performance of the high school cohort and examines students' progress toward graduation based on annual credit accumulation. The measure requires that, based on the school's promotion requirements, 75 percent of the first and second year high school Total Graduation Cohorts will earn the required number of credits.

RESULTS AND EVALUATION

Brownsville (AF East Brooklyn High School) achieved this measure with 83% of students in both cohorts achieving the required number of course credits to be promoted.

BNMS

Percent of Students in First and Second Year Cohorts
Earning the Required Number of Credits in 2020-21

Cohort Designation	Number in Cohort during 2020-21	Percent promoted
2019	118	83.0%
2020	127	83.4%

CHMS

Crown Heights (AF Brooklyn High School) fell short of this measure with 72% and 64% of students in the 2019 and 2020 cohorts respectively achieving the required number of course credits to be promoted.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Cohort Designation	Number in Cohort during 2020-21	Percent promoted
2019	128	71.9%
2020	182	63.7%

ENMYS

East NY (University Prep High School) met this measure with 80% and 84% of students in the 2019 and 2020 cohorts respectively achieving the required number of course credits to be promoted.

Cohort Designation	Number in Cohort during 2020-21	Percent promoted
2019	125	80.0%
2020	132	84.1%

ADDITIONAL EVIDENCE

Each of the AF Brooklyn high schools have historically met this measure.

Goal 1: 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.

METHOD

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

As a result of the Board of Regents' guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, 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 2021, the 2019 cohort will have completed its second year.

RESULTS AND EVALUATION

Provide a brief narrative highlighting results in the data table that directly addresses the measure. Provide a narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, and notable performance. Also, use this

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

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

BNMS

Brownville (AF East Brooklyn High School) achieved this measure in two of the three cohorts.

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)
2017	2018-19	70	61.4
2018	2019-20	98	85.7
2019	2020-21	116	84.5

CHMS

Crown Heights (AF Brooklyn High School) achieved this measure in one of the three cohorts.

Cohort Designation	School Year	Number in Cohort	Percent Passing at Least Three Regents (including exemptions)
2017	2018-19	108	56.5
2018	2019-20	98	98.0
2019	2020-21	116	71.6

ENYMS

East NY (University Prep High School) achieved this measure in all three cohorts.

Cohort Designation	School Year	Number in Cohort	Percent Passing at Least Three Regents (including exemptions)
2017	2018-19	90	86.7
2018	2019-20	102	99.0
2019	2020-21	122	79.5

ADDITIONAL EVIDENCE

AF Brooklyn high schools have historically achieved this measure. We are focused on addressing the decrease in this indicator during SY 20-21. Since the mode of instruction during SY 20-21 was entirely remote, some students were less successful than we have seen historically. We have implemented a two-year COVID response plan in high school that is focused on improving student success in credit accumulation which in turn should improve Regents pass rates by improving our ability to respond to formative data and make differentiated instructional choices based on formative data.

Goal 1: Absolute Measures

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

METHOD

This measure examines students in two high school Graduation Cohorts: those who entered the 9th grade as members of the 2017 cohort and graduated four years later and those who entered as members of the 2016 cohort and graduated five years later. 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.¹

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

¹ The state's guidance for the 4+1 graduation pathway can be found here:

<http://www.p12.nysed.gov/ciai/multiple-pathways/>.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

RESULTS AND EVALUATION

As a rigorous college preparatory program, AF Brooklyn high schools have an internal goal of 100% graduation rates and high college matriculation and completion rates. Our schools have attained the 4-year graduation rate measure by a wide margin and the 5-year graduation rate measure comfortably.

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

Crown Heights

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2015	2018-19	88	95.45
2016	2019-20	93	97.85
2017	2020-21	101	92.08

East NY

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2015	2018-19	78	92.31
2016	2019-20	71	87.32
2017	2020-21	89	96.63

Brownsville

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2015	2018-19	N/A	N/A
2016	2019-20	83	91.57
2017	2020-21	70	81.43

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

Crown Heights

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2014	2018-19	84	97.62
2015	2019-20	88	96.59
2016	2020-21	93	98.92

East NY

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2014	2018-19	66	96.97
2015	2019-20	78	98.72
2016	2020-21	71	95.77

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Brownsville

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2014	2018-19	N/A	N/A
2015	2019-20	N/A	N/A
2016	2020-21	83	96.39

ADDITIONAL EVIDENCE

AF Brooklyn high schools have historically achieved the graduation 4th and 5th year graduation rate measure.

Goal 1: 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.

METHOD

The school compares the graduation rate of students completing their fourth year in the charter school's Total Graduation Cohort to that of the respective cohort of students in the school district of comparison. 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 2019-20 results as a temporary placeholder for the district's 2020-21 results.

RESULTS AND EVALUATION

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2020-21 are not suitable for comparison, the calculation of this measure is not required.

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

Cohort Designation	School Year	Charter School		School District	
		Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2015	2018-19	See above	See above	NA	NA
2016	2019-20	See above	See above	NA	NA
2017	2020-21	See above	See above	NA	NA

ADDITIONAL EVIDENCE

AF Brooklyn high schools have consistently exceeded the graduation rates of their district peers.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Goal 1: 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.

METHOD

The New York State Board of Regents approved regulations establishing alternative pathways to graduation for all students. Students may replace one of the required Social Studies Regents exams with an approved alternative assessment. For more information about requirements and approved assessments refer to the NYSED resource online: <http://www.p12.nysed.gov/ciai/multiple-pathways/>. The school will document the names of the alternative assessments administered and success rate for students in the templates bellow.

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

RESULTS AND EVALUATION

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

Percentage of the 2017 Graduation Cohort Pathway Students Demonstrating Success by Exam Type

Exam	Number of Graduation Cohort Members Tested (a)	Number Passing or Achieving Regents Equivalency (b)	Percentage Passing = $[(b)/(a)]*100$
[Write name of exam here]			
[Write name of exam here]			
[Write name of exam here]			
Overall	[Total number tested]	[Number passing]	[Percentage passing]

Pathway Exam Passing Rate
by Fourth Year Accountability Cohort

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Cohort Designation	School Year	Number in Cohort	Percent Passing a Pathway Exam
2015	2018-19		
2016	2019-20		
2017	2020-21		

ADDITIONAL EVIDENCE

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

AF Brooklyn high schools met 4/4 of the applicable measures 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.	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.	MET
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort will graduate.	MET
Absolute	Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	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.	N/A
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

ACTION PLAN

As part of COVID response, our we are focusing on improving how we differentiate instruction as a key lever to improve student success in courses which should in turn lead to stronger credit accumulation. Our strategy for differentiation is:

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Teachers adapt curriculum materials based on formative data to ensure students master prioritized standards or content.

Next year, we are not going to “do two years in one.” It would be grounded in a deficit mindset about students, result in poor pedagogy (e.g. prioritizing procedural shortcuts over conceptual understanding), and lead to burnout for kids and adults. We also know that there are unknowns around unfinished learning and, as a result of the pandemic, we have incomplete assessment data. We anticipate that the range and diversity of learners in every classroom will widen. Our classrooms have always included a wide range of learners and COVID is forcing us to think differently about how to teach all students in a classroom.

In order for teachers to adapt curriculum materials based on formative data **to ensure students master prioritized standards and content**, we will...

- Prioritize standards + content: we need to work across academies to prioritize essential standards and content (depth over breadth) and identify which units to prioritize.
- Invest in revised Unit Unpacking vision and protocol (through training, instructional coaching, and school support): This includes deeply knowing the unit outcomes and how the unit drives toward grade level knowledge and skills.
- Invest in how to use formative data (through training, instructional coaching, and school support): Teachers and co-teachers need to use formative data (pre-assessments, exit tickets, observational data, quizzes) to ensure students master prioritized standards/content (unit outcomes). This means training on how to use data during planning (e.g. unit and daily level) and means shifting more decision making to teachers (in collaboration and with support from coaches).
 - Depending on the grade and subject, this means that 75-80% of instructional design will come from curriculum materials (60-70% in HS where there already was more flex this year due to density of HS course content). We will continue to leverage and iterate on existing curriculum materials and TTL/GF will define the prioritized standards and content, so that students can learn essential content at a deeper level (depth over breadth). Previously, 95%+ of classroom instructional time came from DLRs (in grades/subjects with lesson resources).
 - This includes making time and space for teachers to plan using data. Looking at and analyzing student data - and then planning and using that data - takes time. We must ensure teachers have the time in the schedule to look at data and plan. (Many teachers are already doing this in response to conditions created by COVID and are facing real challenges, e.g. planning time.)
- Invest in the Mindset that “It is my responsibility to ensure all students in my classroom learn” (through training and coaching): At its core, differentiation is good teaching. Though it takes time to learn the skill of how to differentiate well, there are core starting mindsets that undergird all differentiation, such as, “It is my responsibility to teach all students in my classroom.” This mindset reflection is integrated within the current LRE mindset reflection AND we need to intentionally make this connection.

Training on UDL for all (teachers, leaders, program teams): Though learning to differentiate well takes time, training on the Universal Design for Learning framework is a first step to building our collective capacity to differentiate the how (e.g. varying instructional methods to meet a more diverse range of learners).

Facilitate Pilots and Probes about how to support differentiation: Facilitate a working group of experienced teachers to accelerate and problem solve around the key drivers and roadblocks to supporting all learners.

GOAL 2: COLLEGE PREPARATION

GOAL 2: COLLEGE PREPARATION

All students participate in a curriculum designed to prepare them for rigorous college level coursework.

Achievement First (AF) exists to deliver on the promise of equal educational opportunity for all of America's children. Our two most important goals over the next five years are 1) 85% of our schools being strong or exemplary on the AF Report Card and 2) AF seniors averaging 65% Expected College Completion (ECC) or higher based on their college selections. While making the next five years about GREAT TEACHING fueling an EXCEPTIONAL STUDENT EXPERIENCE is the most important way we will achieve these goals, we will also pursue a set of tactics that directly speak to achieving increasing ECC (and therefore actual college completion) outcomes.

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 in order 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

Goal 2: Absolute Measure

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;

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

- 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.

METHOD

Schools use any method listed here, 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. The school reports on the number of students who attempted to achieve each indicator, the number who succeeded, and the corresponding percentage. Additionally, the school should report on the overall number of students who graduated after four years, the number of those graduates who achieved any of the relevant indicators, and the overall percentage achieving any indicator.

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.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

RESULTS AND EVALUATION

Percentage of the 2017 Total Cohort Graduates Demonstrating College Preparation by Indicator

BNMS

Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
Passed 1 AP exam	56	20	35.7
SAT College Readiness Benchmark	56	20	35.7
Overall	56	26	46.4

CHMS

Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
Passed 1 AP exam	94	38	40.4
SAT College Readiness Benchmark	94	43	45.7
Overall	94	52	55.3

ENYMS

Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
Passed 1 AP exam	86	59	68.6
SAT College Readiness Benchmark	86	63	73.3
Overall	86	70	81.4

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

During the 2020-21 school year, all instruction was remote for our schools, however this was not true for many students across the country enrolled in AP courses. The remote instruction model generally meant we were able to cover less of the College Board scope and sequences. Also, in-person instruction is generally stronger than remote instruction. All of this had an impact on the numbers of our students who passed an AP exam.

Also, many colleges adopted an SAT optional admissions policy during the pandemic. With that change to the external admissions context, we deemphasized the SAT during the 2020-21 school year.

ADDITIONAL EVIDENCE

Goal 2: Absolute Measure

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.

The calculation of this measure is not required for 2020-21.

Goal 2: Comparative Measure

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

The calculation of this measure is not required for 2020-21.

Goal 2: Absolute Measure

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

METHOD

The ultimate measure of whether a college prep high school has lived up to its mission is whether students actually enroll and succeed in college. Schools track and report the percentage of fourth-year Total Cohort graduates who matriculate into a two or four-year college program in the school year following graduation. Schools should update and confirm data for Cohorts prior to 2020-21 and provide preliminary matriculation data for 2017 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.

RESULTS AND EVALUATION

Matriculation Rate of Graduates by Year

Initial matriculation data from National Student Clearinghouse in the Fall term immediately after HS graduation

Brooklyn

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Cohort	Graduation Year	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Following Year (b)	Matriculation Rate =[(b)/(a)]*100
2015	2018-19	91	87	96
2016	2019-20	93	86	92
2017	2020-21			

East Brooklyn

Cohort	Graduation Year	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Following Year (b)	Matriculation Rate =[(b)/(a)]*100
2015	2018-19	0	0	0
2016	2019-20	70	2	97
2017	2020-21			

University Prep

Cohort	Graduation Year	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Following Year (b)	Matriculation Rate =[(b)/(a)]*100
2015	2018-19	77	4	95
2016	2019-20	67	2	97
2017	2020-21			

ADDITIONAL EVIDENCE

AF Brooklyn high schools have historically met this measure

SUMMARY OF THE COLLEGE PREPARATION GOAL

AF Brooklyn high schools met one of the two applicable measures in 2020-21.

Type	Measure	Outcome

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Absolute	Each year, 75 percent of graduating students will demonstrate their preparation for college by one or more possible indicators of college readiness.	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.	MET
	[Write in optional measure here]	

ACTION PLAN

When thinking about college admissions, we believe GPA and SAT drive 75%+ of the decision making by colleges (i.e. how they evaluate the strength of an applicant). Course of study (APs), essays, extracurriculars, demonstrated interest, and recommendations make up the rest. As a college's selectivity increases, so too does the importance of the non-SAT/GPA factors. GPA is a significant factor indicator of college readiness. Given the challenges of the pandemic on student learning and grades, we have chosen to focus for SY 21-22 on improving student pass rates as a way of improving credit accumulation and GPA. This will in turn better prepare students for college and set up students for college admission and matriculation into a more selective college with higher graduation rates. The differentiation strategy described in the Action Plan for Goal 1 goes into more depth into how we are doing this.

GOAL 3: ENGLISH LANGUAGE ARTS

ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

All students 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

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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

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

Our students must be voracious 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.

COVID Context

AF Brooklyn schools rose to the occasion of Covid to address student safety, student learning, and student experience in what ended up being a 100% remote school year. From the middle to the end of the year school and network leaders worked to compile a comprehensive multi-year Covid Response Plan that is integrated with our five-year Strategic Plan.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Goal 1: Each year, 75% of 5th through 8th grade students enrolled in at least their second year at the school will meet or exceed the scale score proficiency equivalent according to the most recent linking study comparing STAR to New York State standards.

Middle School Specific Context												
Greenfield NY Schools	Aspire MS Linden MS	<p>Additional data points and measures of student growth and achievement at Aspire and Linden for the 20-21 school year were: Paceline Proficiencies and Growth and Interim Assessment Proficiencies and Growth. Pacelines included data on Close Reading and Writing separately.</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; border-bottom: 1px solid black;"><u>Close Reading</u></th> <th style="text-align: left; border-bottom: 1px solid black;"><u>Writing</u></th> </tr> </thead> <tbody> <tr> <td>5th: 43% Proficient</td> <td>14% Proficient</td> </tr> <tr> <td>6th: 31% Proficient</td> <td>10% Proficient</td> </tr> <tr> <td>7th: 49% Proficient</td> <td>17% Proficient</td> </tr> <tr> <td>8th: 76% Proficient</td> <td>49% Proficient</td> </tr> </tbody> </table> <p>These numbers do not account for the student agency and accountability built through our paceline strategy. Students set goals to improve their pacelines, and there were often incremental changes in growth that could not be reflected by sheer proficiency.</p> <p>Aspire and Linden also scored comparatively to the rest of the network on the End of Year assessment. Aspire's Black scholars outperforming the rest of their peers. Both schools showed growth on par or slightly above the rest of the network (per grade level). As for a year-over-year comparison, schools also fared well given their restraints and the conditions of the 20-21 school year.</p> <p>5th: single digit difference (-7.7%) 7th: only slightly higher (17.6%) 8th: setting the bar high as our first 8th grade class (56% proficient)</p> <p>Additional data points that are not rolled up into these numbers are: daily exit tickets and checks for understanding, goal setting conversations where students gained confidence and understanding of their growth, developmental writing growth seen in conferences.</p>	<u>Close Reading</u>	<u>Writing</u>	5 th : 43% Proficient	14% Proficient	6 th : 31% Proficient	10% Proficient	7 th : 49% Proficient	17% Proficient	8 th : 76% Proficient	49% Proficient
<u>Close Reading</u>	<u>Writing</u>											
5 th : 43% Proficient	14% Proficient											
6 th : 31% Proficient	10% Proficient											
7 th : 49% Proficient	17% Proficient											
8 th : 76% Proficient	49% Proficient											
Classic NY Schools	Apollo MS Brownsville MS	<p>In the 20-21 SY, the Classic Middle School program initiated a multi-year strategy to revise and align our program to our beliefs about Great Teaching and our belief that our scholars deserve a culturally responsive</p>										

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Bushwick MS Bushwick Empower MS Crown Heights MS East New York MS Endeavor MS North Brooklyn Prep MS Voyager MS	curriculum and program. To read more about how these beliefs have informed our text selection and curriculum revisions, please see here . To see our high-level scope and sequence, please see here . Our new design ensures that each unit has a reading section that focuses on a core text or anthology of texts and an aligned writing unit. Writing units cover a variety of genres and purposes, with an emphasis on literary analysis, argumentative writing, and creative/narrative writing. We also believe in the power of assessment (formative, summative, and predictive) to help make instructional decisions. Therefore, we have a robust assessment program that is aligned to the curriculum, the CCSS, the standards of the discipline, and the NYSE. This assessment model includes: -Daily formative assessments (e.g., exit tickets) -Mid-unit quizzes and end-of-unit summative assessments -a NYSE mock assessment -an EOY summative assessment (that also serves as formative assessment for the following SY)
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METHOD

During 2020-21, the school(s) primarily used the following exam to assess student growth and achievement in ELA: STAR; AF Brooklyn evaluated STAR results using the NYST aligned cut scores and also the grade level equivalent and 2017 STAR Reading benchmark.

RESULTS AND EVALUATION

Percent proficient (NYST aligned) in STAR Reading by school for students that have been at AF for at least 1 year				
School name	# Proficient	Test Takers	% Proficient	>=75%
AF Apollo MS	282	816	35%	FALSE
AF Aspire MS	244	634	38%	FALSE
AF Bushwick MS	210	690	30%	FALSE
AF Endeavor MS	260	712	37%	FALSE
AF Linden MS	130	458	28%	FALSE
AF North Brooklyn Prep MS	168	466	36%	FALSE
AF Voyager MS	114	468	24%	FALSE

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

The following tables include grade level equivalent rates as well as the percentage of students meeting the 2017 STAR Reading Benchmark. Because of inconsistency in the number of students taking assessments at BOY, MOY, and EOY, the following is an average of all scores throughout the year.

Percent proficient across all tests by school and grade for students at least at their second year at AF				
School name	# of Test Takers	Percent that met their grade level equivalent	Percent that met 2017 Star Reading Benchmark	Percent that met NYTSYP level 3 cut score cutoff
AF Apollo MS	1827	29.2%	32.0%	30.5%
AF Aspire MS	1311	33.0%	37.5%	37.1%
AF Brownsville MS	1757	26.9%	31.3%	30.3%
AF Bushwick Empower MS	136	0.0%	0.7%	0.0%
AF Bushwick MS	1392	26.9%	31.3%	29.2%
AF Crown Heights MS	1325	30.2%	34.0%	33.5%
AF East New York MS	928	35.7%	40.0%	39.0%
AF Endeavor MS	1468	29.0%	31.8%	30.4%
AF Linden MS	947	26.8%	29.8%	25.3%
AF North Brooklyn Prep MS	936	30.2%	33.1%	29.9%
AF Voyager MS	873	19.5%	23.5%	22.9%

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

In 2020-21, none of the schools or grades approached the target of 75% on the NYSTP aligned cut scores. Note that AF Empower is a restrictive setting that is comprised 100% of students with disabilities.

Percent proficient across all tests by school and grade for students at least at their second year at AF					
School name	Grade level	# of Test Takers	Percent that met their grade level equivalent	Percent that met 2017 Star Reading Benchmark	Percent that met NYSTP level 3 cut score cutoff
AF Apollo MS	5th	607	30.6%	31.8%	23.9%
AF Apollo MS	6th	399	26.3%	27.3%	30.3%
AF Apollo MS	7th	386	32.9%	37.6%	32.9%
AF Apollo MS	8th	435	26.7%	31.5%	37.7%
AF Aspire MS	5th	366	35.8%	37.4%	29.0%
AF Aspire MS	6th	334	29.6%	32.0%	37.1%
AF Aspire MS	7th	327	32.1%	40.1%	33.0%
AF Aspire MS	8th	284	34.2%	40.8%	52.5%
AF Brownsville MS	5th	382	34.6%	36.9%	25.7%
AF Brownsville MS	6th	475	19.2%	22.7%	27.4%
AF Brownsville MS	7th	380	22.1%	30.0%	22.1%

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

AF Brownsville MS	8th	520	31.7%	36.0%	42.5%
AF Bushwick Empower MS	5th	40	0.0%	2.5%	0.0%
AF Bushwick Empower MS	6th	52	0.0%	0.0%	0.0%
AF Bushwick Empower MS	7th	44	0.0%	0.0%	0.0%
AF Bushwick MS	5th	345	28.4%	29.9%	18.8%
AF Bushwick MS	6th	365	26.6%	30.1%	35.9%
AF Bushwick MS	7th	321	27.7%	35.8%	27.7%
AF Bushwick MS	8th	361	24.9%	29.6%	33.5%
AF Crown Heights MS	5th	399	23.6%	24.8%	16.3%
AF Crown Heights MS	6th	327	27.8%	30.3%	38.8%
AF Crown Heights MS	7th	292	43.2%	52.4%	43.2%
AF Crown Heights MS	8th	307	29.0%	32.6%	41.0%

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

AF East New York MS	5th	237	35.4%	36.3%	26.6%
AF East New York MS	6th	228	35.5%	36.4%	40.8%
AF East New York MS	7th	236	30.9%	39.4%	31.8%
AF East New York MS	8th	227	41.0%	48.0%	57.7%
AF Endeavor MS	5th	331	35.6%	35.3%	26.6%
AF Endeavor MS	6th	381	31.0%	34.6%	39.1%
AF Endeavor MS	7th	373	19.6%	24.7%	19.6%
AF Endeavor MS	8th	383	30.5%	32.9%	35.5%
AF Linden MS	5th	332	26.5%	28.3%	19.3%
AF Linden MS	6th	334	19.8%	20.7%	22.5%
AF Linden MS	7th	281	35.6%	42.3%	35.9%
AF North Brooklyn Prep MS	5th	257	30.0%	28.0%	18.7%
AF North Brooklyn Prep MS	6th	333	30.6%	31.2%	38.7%
AF North Brooklyn Prep MS	7th	346	30.1%	38.7%	29.8%

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

AF Voyager MS	5th	51	25.5%	17.6%	13.7%
AF Voyager MS	6th	281	19.2%	21.4%	25.3%
AF Voyager MS	7th	288	19.8%	27.1%	19.8%
AF Voyager MS	8th	253	18.2%	22.9%	25.7%

None of the grades attained the target.

Middle School Specific Context		
Greenfield NY Schools	Aspire MS Linden MS	<p>To build upon the achievement our scholars and teachers attained under incredibly harsh conditions, Greenfield ELA has completely revamped our program. Fifth and sixth grades have an entirely new suite of novels, and we have added to the 7th and 8th grades to build a more robust experience. Teachers and staff were involved in these decisions, along with our recommendations and data points of the strength of culturally responsiveness of the program. You can see the novel choices and thinking that went into the planning in the ELA Curriculum Scope and Sequence.</p> <p>We also knew that our strategy and alignment of assessments needed a reboot. As of the 21-22 school year, all Greenfield units will have a mid-unit and end of unit assessment, a seminar, a process-based writing prompt, and an on demand writing prompt. The mid to end of unit data will provide teachers and staff with standards level data based on the standards we have prioritized according the Student Achievement Partners (reference this). This way, we can narrow the scope of what we are covering while embedding the instruction of the other standards. The seminar will address the oft forgotten speaking and listening standards that are so necessary for our students to have a holistic educational experience. And the writing prompts are to develop students’ skills in writing over time while also giving them the chance to demonstrate that growth in a test-like environment.</p> <p>As designers, we have also built conferences into units so that students and teachers get individual time to discuss progress, goals,</p>

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

		<p>and growth. It is our belief that students should be aware of and in control of their learning.</p>																																								
<p>Classic NY Schools</p>	<p>Apollo MS</p> <p>Brownsville MS</p> <p>Bushwick MS</p> <p>Bushwick Empower MS</p> <p>Crown Heights MS</p> <p>East New York MS</p> <p>Endeavor MS</p> <p>North Brooklyn Prep MS</p> <p>Voyager MS</p>	<p>In our Classic middle schools, we used additional assessments beyond STAR. Scholars took unit exams and quizzes, a NYSE-aligned mock exam, and an EOY exam. All exams are CCSS-aligned. For high-level roll-ups of the data, see here for the mock exam and here for the EOY exam. Below is a summary of cut score proficiency at all NY classic schools on the mock exam (February 2021):</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th style="width: 50%;">School</th> <th style="width: 50%;">Mock: % Proficient</th> </tr> </thead> <tbody> <tr> <td>AF Apollo</td> <td>49%</td> </tr> <tr> <td>AF Brownsville</td> <td>50%</td> </tr> <tr> <td>AF Bushwick</td> <td>60%</td> </tr> <tr> <td>AF Bushwick Emp.</td> <td>59%</td> </tr> <tr> <td>AF Crown Heights</td> <td>52%</td> </tr> <tr> <td>AF ENY MS</td> <td>66%</td> </tr> <tr> <td>AF Endeavor</td> <td>57%</td> </tr> <tr> <td>AF North Brooklyn Prep</td> <td>50%</td> </tr> <tr> <td>AF Voyager</td> <td>44%</td> </tr> </tbody> </table> <p>We also analyzed writing data aligned to the CCSS anchor standard CCSS.ELA-LITERACY.CCRA.W.1 (NOTE THAT THE ANCHOR STANDARD IS BEING USED FOR SIMPLICITY REASONS; EXAMS WERE ALIGNED TO GRADE-LEVEL STANDARDS).</p> <p>That data from our Mock exam is listed below. (Please note that we reviewed a statistically significant number of scholar responses that gave us 90% confidence (w/ 10% margin of error) that the mean of the sample would be representative of the larger group)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="4" style="text-align: center;">20-21 ELA MOCK DATA (February 2021)</th> </tr> <tr> <th style="width: 25%;">School</th> <th style="width: 25%;">% Proficient Claims</th> <th style="width: 25%;">% Proficient Evidence</th> <th style="width: 25%;">% Proficient Reasoning</th> </tr> </thead> <tbody> <tr> <td>AF Apollo</td> <td>56%</td> <td>53%</td> <td>29%</td> </tr> <tr> <td>AF Brownsville</td> <td>88%</td> <td>74%</td> <td>44%</td> </tr> <tr> <td>AF Bushwick</td> <td>86%</td> <td>61%</td> <td>39%</td> </tr> </tbody> </table>	School	Mock: % Proficient	AF Apollo	49%	AF Brownsville	50%	AF Bushwick	60%	AF Bushwick Emp.	59%	AF Crown Heights	52%	AF ENY MS	66%	AF Endeavor	57%	AF North Brooklyn Prep	50%	AF Voyager	44%	20-21 ELA MOCK DATA (February 2021)				School	% Proficient Claims	% Proficient Evidence	% Proficient Reasoning	AF Apollo	56%	53%	29%	AF Brownsville	88%	74%	44%	AF Bushwick	86%	61%	39%
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2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

		AF Bushwick Emp.	50%	33%	0%
		AF Crown Heights	85%	64%	39%
		AF ENY MS	84%	72%	60%
		AF Endeavor	84%	76%	41%
		AF North Brooklyn Prep	72%	48%	24%
		AF Voyager	80%	85%	40%

ADDITIONAL CONTEXT AND EVIDENCE

Without the consistency of year over year state tests, absolute performance is difficult to put into context. Falling short of target in all schools by such significant margins is lesson enough that a year of remote learning under the harshest conditions for students and teachers has taken its toll. Reading scores in particular serve as a significant flag for Achievement First leaders that will be addressed in the Action Items section below.

Internal IA data suggests increases in the percentage of middle school students reading below grade level from 2019-20 to 2020-21 as would be expected during a year of complete remote learning. The same data suggests that the percentage of students below reading level also increases during the middle school years.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Goal 2: Each year, the school's median student growth percentile of all 5th through 8th grade students will be greater than 50.

Middle School Specific Context		
Greenfield NY Schools	Aspire MS Linden MS	<p>Aspire and Linden also scored comparatively to the rest of the network on the End of Year assessment. Aspire's Black scholars outperforming the rest of their peers. Both schools showed growth on par or slightly above the rest of the network (per grade level). As for a year-over-year comparison, schools also fared well given their restraints and the conditions of the 20-21 school year.</p> <p>5th: single digit difference (-7.7%) 7th: only slightly higher (17.6%) 8th: setting the bar high as our first 8th grade class (56% proficient)</p> <p>Additional data points that are not rolled up into these numbers are: daily exit tickets and checks for understanding, goal setting conversations where students gained confidence and understanding of their growth, developmental writing growth seen in conferences.</p>
Classic NY Schools	Apollo MS Brownsville MS Bushwick MS Bushwick Empower MS Crown Heights MS East New York MS Endeavor MS North Brooklyn Prep MS Voyager MS	N/A

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

METHOD

During 2020-21, the school(s) primarily used the following exam to assess student growth and achievement in ELA: STAR in grades 5-8. The following tables evaluate the median student growth percentile for all students and disaggregated for special education students.

The grade level benchmark measures whether a student reads at or above his or her current grade level. 2017 Star Reading Benchmark is reaching the 40th percentile of all Star Test Takers. The New York State Testing Program (NYSTP) cutoff scores are the NY state STAR cutoff scores.

In lieu of an available scale score in grade K-4, schools used F&P/STEP to measure progress from a BOY baseline reading level to EOY.

Middle School Specific Context		
Greenfield NY Schools	Aspire MS Linden MS	<p>Growth is incredibly important to Greenfield after the 20-21 school year. You can see that in the structures that we have now embedded in our program. The ability to see growth within and across units, from process piece to on demand writing piece, from seminar to seminar will be invaluable to student clarity and understanding. We have built in conferencing days, flexibility to respond to data, choice points for teachers based on formative data. None of this existed for the 20-21 school year.</p> <p>In addition to goal coaches and goal teams, our ELA teachers are building these academic habits and mindsets directly within their content.</p> <p>By working in co-teaching pairs, our teachers will no longer be a “close reading” teacher or a “writing” teacher. They are true partners in the room, owning data collection and student growth between them.</p> <p>We do not believe that our students are mere data points, but that they are individuals with strengths and places to grow. We will support them in that in the 21-22 school year.</p>
Classic NY Schools	Apollo MS Brownsville MS Bushwick MS Bushwick Empower MS Crown Heights MS East New York MS	<p>Please see additional notes under “Results and Evaluation” above to learn more about how Classic NY schools leveraged exams to inform instruction and understand progress in scholar learning and achievement.</p>

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

	Endeavor MS North Brooklyn Prep MS Voyager MS	
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RESULTS AND EVALUATION

Median Student Growth Percentile in Star Reading by school							
School	median	Test Takers	SPED Median	SPED Test Takers	SPED >= All	>50	>55
AF Apollo MS	55.5	362	33.5	38	FALSE	TRUE	TRUE
AF Aspire MS	42	305	42	34	TRUE	FALSE	FALSE
AF Brownsville MS	62	342	50	47	FALSE	TRUE	TRUE
AF Bushwick Empower MS	35	28	35	28	TRUE	FALSE	FALSE
AF Bushwick MS	43	337	42	48	FALSE	FALSE	FALSE
AF Crown Heights MS	43	333	25	55	FALSE	FALSE	FALSE
AF East New York MS	51.5	238	36	27	FALSE	TRUE	FALSE
AF Endeavor MS	64	353	46	51	FALSE	TRUE	TRUE
AF Linden MS	43	240	52	38	TRUE	FALSE	FALSE
AF North Brooklyn Prep MS	54	267	54.5	34	TRUE	TRUE	FALSE
AF Voyager MS	61	210	58	41	FALSE	TRUE	TRUE

The median growth percentile was equal or greater than 50 in six of the ten schools, Apollo, Brownsville, East New York, Endeavor, North Brooklyn Prep and Voyager. The median SGP for special education students met or exceeded those of all students in three of the ten schools, Aspire, Linden, and North Brooklyn Prep.

Note that AF Bushwick Empower is a more restrictive environment for special education students with higher needs and as such, the entire population is SPED.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

20 of the 41 tested grades exceeded a median growth percentile of 50% and 17 of 41 grades exceeded 55%.

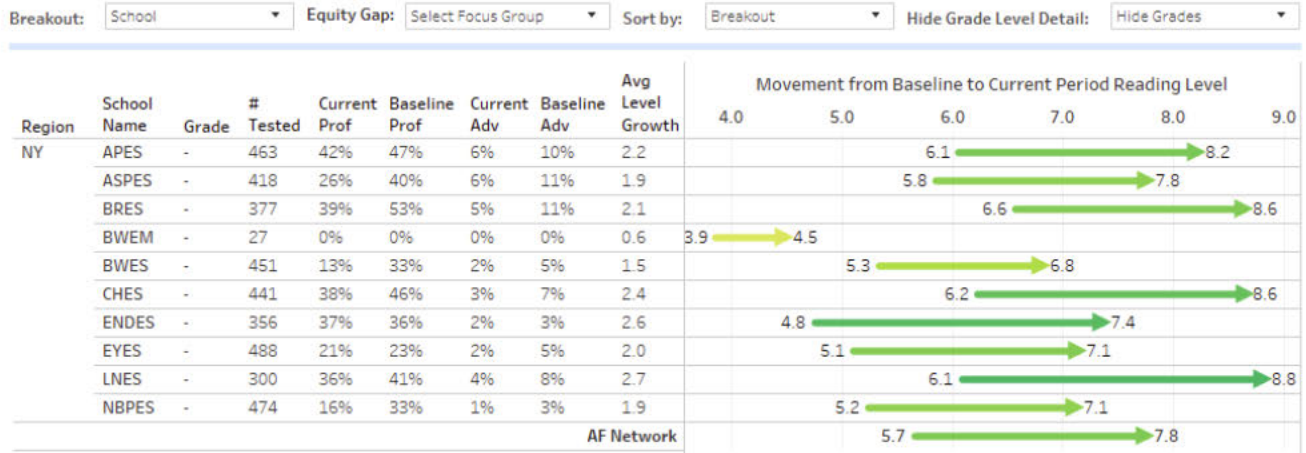
Median Student Growth Percentile in Star Reading by school and grade								
School	Gr	media n	Test Take rs	sped media n	sped Test Takers	SPED >= All	>50	>55
AF Apollo MS	5	42	98	26	11	No	No	No
AF Apollo MS	6	45	87	40	11	No	No	No
AF Apollo MS	7	65	88	34	9	No	Yes	Yes
AF Apollo MS	8	57	89	31	7	No	Yes	Yes
AF Aspire MS	5	40.5	80	15	11	No	No	No
AF Aspire MS	6	38.5	84	51	9	Yes	No	No
AF Aspire MS	7	47	71	35	12	No	No	No
AF Aspire MS	8	46	70	81.5	2	Yes	No	No
AF Brownsville MS	5	45	77	56	9	Yes	No	No
AF Brownsville MS	6	58	86	37	15	No	Yes	Yes
AF Brownsville MS	7	65	87	68.5	18	Yes	Yes	Yes
AF Brownsville MS	8	76.5	92	18	5	No	Yes	Yes
AF Bushwick Empower MS	5	14	9	14	9	Yes	No	No
AF Bushwick Empower MS	6	28	10	28	10	Yes	No	No
AF Bushwick Empower MS	7	49	9	49	9	Yes	No	No
AF Bushwick MS	5	34	78	39	15	Yes	No	No
AF Bushwick MS	6	38	83	21	6	No	No	No
AF Bushwick MS	7	48	82	53	13	Yes	No	No
AF Bushwick MS	8	52.5	94	53.5	14	Yes	Yes	No
AF Crown Heights MS	5	41.5	90	29	19	No	No	No
AF Crown Heights MS	6	44.5	90	25	12	No	No	No
AF Crown Heights MS	7	36	79	20.5	12	No	No	No
AF Crown Heights MS	8	49	74	38	12	No	No	No
AF East New York MS	5	54	61	51	9	No	Yes	No
AF East New York MS	6	36	61	13	7	No	No	No
AF East New York MS	7	51.5	62	55	6	Yes	Yes	No
AF East New York MS	8	66.5	54	15	5	No	Yes	Yes

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

AF Endeavor MS	5	59	78	18.5	8	No	Yes	Yes
AF Endeavor MS	6	61	92	50	11	No	Yes	Yes
AF Endeavor MS	7	64	88	55	19	No	Yes	Yes
AF Endeavor MS	8	72	95	16	13	No	Yes	Yes
AF Linden MS	5	42	80	74.5	6	Yes	No	No
AF Linden MS	6	29	91	27.5	24	No	No	No
AF Linden MS	7	63	69	73.5	8	Yes	Yes	Yes
AF North Brooklyn Prep MS	5	44	93	49	12	Yes	No	No
AF North Brooklyn Prep MS	6	62.5	84	60	15	No	Yes	Yes
AF North Brooklyn Prep MS	7	62	90	58	7	No	Yes	Yes
AF Voyager MS	5	73.5	26	84	6	Yes	Yes	Yes
AF Voyager MS	6	56	63	49	12	No	Yes	Yes
AF Voyager MS	7	67.5	64	73	15	Yes	Yes	Yes
AF Voyager MS	8	57	57	33.5	8	No	Yes	Yes

In grades K – 4, STEP/F&P was used to evaluate student progress using BOY and EOY assessments. The chart below illustrates the beginning and end of year reading levels by school from our Reading Achievement Tracker illustrate proficiency and average level growth by grade and overall.

STEP 1: Avg Cycle-to-Cycle Level Difference - Which students are growing the most reading levels cycle-to-cycle?



Linden experienced the greatest overall growth in reading levels, followed by Endeavor, Crown Heights, and Apollo. In terms of absolute highest average reading level at end of year we start with

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Linden (8.8) again, followed by Crown Heights (8.6), Brownsville (8.6), and Apollo (8.2). Note that Bushwick Empower (BWEM) is a program inclusive of special education students only.

Following is the F&P/STEP Growth broken out by grade for each school

STEP 1: Avg Cycle-to-Cycle Level Difference - Which students are growing the most reading levels cycle-to-cycle?

Breakout: Equity Gap: Sort by: Hide Grade Level Detail:

Region	School Name	Grade	# Tested	Current Prof	Baseline Prof	Current Adv	Baseline Adv	Avg Level Growth	Movement from Baseline to Current Period Reading Level							
									0.0	2.0	4.0	6.0	8.0	10.0	12.0	
NY	ASPES	1st	81	42%	44%	2%	7%	2.0			3.0	→	5.0			
		2nd	91	23%	45%	4%	13%	1.4				5.7	→	7.0		
		3rd	89	20%	44%	6%	10%	1.5					8.3	→	9.8	
		4th	91	22%	36%	14%	10%	2.4						10.5	→	12.9
		K	66	23%	27%	0%	12%	2.5	-0.2	→	2.3					
AF Network												5.8	→	7.8		

STEP 1: Avg Cycle-to-Cycle Level Difference - Which students are growing the most reading levels cycle-to-cycle?

Breakout: Equity Gap: Sort by: Hide Grade Level Detail:

Region	School Name	Grade	# Tested	Current Prof	Baseline Prof	Current Adv	Baseline Adv	Avg Level Growth	Movement from Baseline to Current Period Reading Level							
									0.0	2.0	4.0	6.0	8.0	10.0	12.0	14.0
NY	APES	1st	87	47%	52%	3%	2%	2.1			3.4	→	5.5			
		2nd	99	48%	58%	7%	16%	1.7				6.2	→	7.9		
		3rd	100	38%	44%	5%	12%	2.1					8.3	→	10.4	
		4th	91	27%	53%	11%	9%	1.7						11.8	→	13.6
		K	86	48%	26%	1%	7%	3.3	-0.2	→	3.0					
BWEM	BWEM	1st	3	0%	0%	0%	0%	1.3	-0.3	→	1.0					
		2nd	4	0%	0%	0%	0%	0.8			2.8	→	3.5			
		3rd	10	0%	0%	0%	0%	0.8				4.1	→	4.9		
		4th	10	0%	0%	0%	0%	0.2				5.3	→	5.5		
BWES	BWES	1st	92	10%	18%	0%	2%	1.5			2.4	→	3.9			
		2nd	90	16%	51%	1%	4%	1.3					5.7	→	7.0	
		3rd	91	14%	41%	4%	9%	1.2					8.0	→	9.1	
		4th	92	17%	37%	5%	5%	1.4						10.7	→	12.2
		K	86	9%	19%	0%	6%	2.0	-0.5	→	1.5					
AF Network												5.6	→	7.4		

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

STEP 1: Avg Cycle-to-Cycle Level Difference - Which students are growing the most reading levels cycle-to-cycle?

Breakout: Equity Gap: Sort by: Hide Grade Level Detail:

Region	School Name	Grade	# Tested	Current Prof	Baseline Prof	Current Adv	Baseline Adv	Avg Level Growth	Movement from Baseline to Current Period Reading Level									
									0.0	2.0	4.0	6.0	8.0	10.0	12.0			
NY	ENDES	1st	107	50%	53%	4%	5%	1.9			3.6	→	5.5					
		2nd	68	50%	34%	1%	0%	3.1			5.1	→	8.3					
		3rd	67	27%	45%	0%	0%	2.3				8.0	→	10.3				
		4th	48	8%	2%	0%	0%	3.3					9.1	→	12.3			
		K	66	35%	27%	2%	9%	3.1	-0.2	→	2.8							
LNES		1st	70	41%	29%	3%	0%	2.8			2.6	→	5.4					
		2nd	56	39%	39%	9%	0%	3.0				5.2	→	8.2				
		3rd	84	39%	38%	4%	18%	2.5					8.3	→	10.8			
		4th	61	11%	34%	2%	0%	2.9						10.0	→	13.0		
		K	29	59%	93%	0%	34%	2.4			1.3	→	3.7					
NBPES		1st	97	16%	21%	3%	4%	1.8			2.3	→	4.1					
		2nd	100	18%	48%	3%	3%	2.0				5.3	→	7.3				
		3rd	96	25%	44%	0%	2%	2.0					7.9	→	9.9			
		4th	96	4%	31%	0%	0%	1.9						10.4	→	12.3		
		K	85	16%	18%	0%	8%	1.8	-0.4	→	1.3							
AF Network												5.3	→	7.6				

Kindergarten exhibits the highest absolute growth in all schools except Linden and North Brooklyn Prep. Fourth grade at Apollo is a standout with an EOY reading level of 13.6

Middle School Specific Context																																																																			
Greenfield NY Schools	Aspire MS Linden MS																																																																		
Classic NY Schools	Apollo MS Brownsville MS Bushwick MS Bushwick Empower MS Crown Heights MS East New York MS Endeavor MS North Brooklyn Prep MS Voyager MS	<p>Slide 51 in this deck shows relative scatter growth data on the mock exam for NY schools.</p> <p>ELA NY Scatter Growth Summary (Tableau Report!) AF Brownsville MS, AF Endeavor MS and AF East New York MS have growth that was at or above the region average in every grade</p> <table border="1"> <thead> <tr> <th></th> <th>5th</th> <th>6th</th> <th>7th</th> <th>8th</th> </tr> </thead> <tbody> <tr> <td>APMS</td> <td>-0.09</td> <td>-0.11</td> <td>-0.14</td> <td>0.05</td> </tr> <tr> <td>ARMS</td> <td>-0.33</td> <td>-0.44</td> <td>-0.02</td> <td>-0.24</td> </tr> <tr> <td>BRMS</td> <td>0.00</td> <td>0.17</td> <td>0.21</td> <td>0.31</td> </tr> <tr> <td>BWMS</td> <td>0.33</td> <td></td> <td>-0.07</td> <td>0.06</td> </tr> <tr> <td>CHMS</td> <td>0.11</td> <td>-0.02</td> <td>-0.11</td> <td>-0.22</td> </tr> <tr> <td>NY</td> <td>-0.17</td> <td>0.13</td> <td></td> <td></td> </tr> <tr> <td>ENDMS</td> <td>0.06</td> <td>0.25</td> <td>0.03</td> <td>0.05</td> </tr> <tr> <td>EYMS</td> <td>0.02</td> <td>0.22</td> <td>0.05</td> <td>0.15</td> </tr> <tr> <td>LNMS</td> <td>-0.07</td> <td>-0.15</td> <td>-0.07</td> <td></td> </tr> <tr> <td>NBMS</td> <td>-0.03</td> <td>0.11</td> <td>0.15</td> <td></td> </tr> <tr> <td>VOMS</td> <td>0.17</td> <td>-0.01</td> <td>-0.05</td> <td>-0.29</td> </tr> <tr> <td>Region</td> <td>0.00</td> <td>0.00</td> <td>0.00</td> <td>0.00</td> </tr> </tbody> </table> <p>Slide 33 in this deck shows relative scatter growth data on the EOY exam. Pasted below</p>		5th	6th	7th	8th	APMS	-0.09	-0.11	-0.14	0.05	ARMS	-0.33	-0.44	-0.02	-0.24	BRMS	0.00	0.17	0.21	0.31	BWMS	0.33		-0.07	0.06	CHMS	0.11	-0.02	-0.11	-0.22	NY	-0.17	0.13			ENDMS	0.06	0.25	0.03	0.05	EYMS	0.02	0.22	0.05	0.15	LNMS	-0.07	-0.15	-0.07		NBMS	-0.03	0.11	0.15		VOMS	0.17	-0.01	-0.05	-0.29	Region	0.00	0.00	0.00	0.00
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APMS	-0.09	-0.11	-0.14	0.05																																																															
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CHMS	0.11	-0.02	-0.11	-0.22																																																															
NY	-0.17	0.13																																																																	
ENDMS	0.06	0.25	0.03	0.05																																																															
EYMS	0.02	0.22	0.05	0.15																																																															
LNMS	-0.07	-0.15	-0.07																																																																
NBMS	-0.03	0.11	0.15																																																																
VOMS	0.17	-0.01	-0.05	-0.29																																																															
Region	0.00	0.00	0.00	0.00																																																															

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

ELA Scatter Growth Summary ([Tableau Report!](#))

Note: Since ELA EOY IAs were not region-specific, growth can be measured across regions.

Endeavor, East New York, and North Brooklyn had growth above the network average in every grade.

	5th	6th	7th	8th
AAMS		-0.25	-0.43	
CT				
BPMS	-0.39	-0.45	-0.08	-0.09
HSMS	-0.23	-0.45	-0.58	-0.50
APMS	0.08	-0.20	0.00	0.01
BRMS	-0.11	0.03	-0.10	0.23
BWMS	0.09	-0.11	0.14	-0.16
CHMS	0.00	0.31	-0.06	-0.12
NY				
EMMS	-0.15	-0.06	0.38	
ENDMS	0.13	0.31	0.24	0.32
EYMS	0.15	0.25	0.62	0.26
LNMS		0.01		
NBMS	0.19	0.46	0.06	
VOMS	0.42	0.18	0.13	-0.07
Network	0.00	0.00	0.00	0.00

Note:

Students must have both the BOY STAR Reading test and the EOY IA on record to be included in this analysis.

School and grade completion must meet 75%.

The network averages are 0 (by design!)

ADDITIONAL CONTEXT AND EVIDENCE

In middle school grades test completion rates were sufficient but inconsistent across schools, ranging from 60% - 99%. There were some grades that fell below our minimum 75% completion threshold and schools acknowledge that these rates are far below our standard 95% threshold.

Test completion rates among K-4 scholars were higher with a low of 83% and high of 100%. That said, scheduling of interim assessments, unit assessments, and normed assessments was challenging so data is less available than desired. As mentioned above, STEP/F&P assessments were used to measure achievement level and growth; STEP completion was strong across the network and averaged 99% completion during the EOY 20-21 cycle.

Middle School Specific Context		
Greenfield NY Schools	Aspire MS Linden MS	
Classic NY Schools	Apollo MS Brownsville MS Bushwick MS Bushwick Empower MS	You can find completion data for the mock exam here (slide # 39).

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Crown Heights MS East New York MS Endeavor MS North Brooklyn Prep MS Voyager MS	ELA										
	NY										
	APMS	ARMS	BRMS	BWMS	CHMS	EMMS	ENDMS	EYMS	LNMS	NBMS	VOMS
	90%	97%	94%	95%	95%	92%	99%	98%	88%	97%	92%
	86%	79%	89%	86%	94%	100%	95%	98%	97%	98%	100%
	97%	78%	86%	88%	98%	85%	94%	90%	96%	94%	99%
	81%	85%	98%	98%	94%		99%	98%			98%
	You can find completion data for the EOY exam here (slide # 26).										
	ELA										
	NY										
APMS	ARMS	BRMS	BWMS	CHMS	EMMS	ENDMS	EYMS	LNMS	NBMS	VOMS	
87%	38%	87%	89%	90%	85%	97%	90%	69%	94%	100%	
87%	49%	92%	83%	89%	92%	97%	98%	93%	88%	88%	
96%	78%	89%	82%	98%	85%	97%	97%	32%	63%	95%	
96%	40%	97%	93%	98%		99%	98%			98%	

At the high school level, IA completion rates were also inconsistent. Part of the reason was because IA data is only collected for courses that have a central network curriculum. Courses that are unique to a school and/or do not have a central network curriculum do not centrally report their assessment data. A 75% completion rate for IAs in ELA at a school might mean that much of the other 25% was simply enrolled in a different course without a network IA. A lower completion rate might also reflect the fact that a course was not offered or required. For example, most 12th graders have already met NY state graduation requirements in ELA before entering 12th grade by taking multiple ELA classes in prior years and therefore might not take an ELA class in 12th grade. For the end of year assessment, AP courses do not use a network end of course assessment since they culminate in the actual AP exam. In SY 20-21 only AP students who opted into taking the AP exams took the mock AP assessment in the spring.

SUMMARY OF THE ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS GOAL

One of the academic areas that was most exposed by the Covid circumstances of the past year was Reading. Beyond anticipated shortfalls, AF schools have identified that our scholars are not reading

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

at the levels that we expect, and they need. Elementary students overall are 1 grade level behind where we would expect them to be in a normal year. The shortfalls are more pronounced at the middle and high school levels. As a result, increased reading interventions will be a core strategy across all grade levels from kindergarten through high school, and grades 5-12 will be prioritized.

Middle School Specific Context		
Greenfield NY Schools	Aspire MS Linden MS	
Classic NY Schools	Apollo MS Brownsville MS Bushwick MS Bushwick Empower MS Crown Heights MS East New York MS Endeavor MS North Brooklyn Prep MS Voyager MS	At the middle school, we are prioritizing guided reading and independent reading. You can find our Guided Reading Site here and our Independent Reading Site here.

ACTION PLAN

As mentioned in the ELA Background section above, AF Brooklyn schools have undertaken a comprehensive review of the 2020-21 data and identified reading proficiency as a significant area requiring attention. Leaders are concerned about learning loss over the course of time in middle schools, as students move up grades, through high school.

As a result, strong reading intervention is an integral part (strategy #4) of the schools' COVID Response Strategy. This will include dedicated reading intervention blocks incorporated into the school schedule for all scholars. Strategies will be supported by strong goals:

- 90% of K-4 students meet individual growth goals
- 65% of 5-12 students grow at or above the 50th percentile

At the elementary level, a key priority this year is strengthening our phonics and phonemic awareness block. This is a priority for all elementary schools, and at a network level, we are coordinating teacher professional development with outside experts and shifting to a new phonics curriculum that better aligns with the science of reading. In this work, we are partnering with Wilson Language (specifically using their Foundations program) and using their expertise to build our teachers' skillsets.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Middle School Specific Context		
Greenfield NY Schools	Aspire MS Linden MS	
Classic NY Schools	Apollo MS Brownsville MS Bushwick MS Bushwick Empower MS Crown Heights MS East New York MS Endeavor MS North Brooklyn Prep MS Voyager MS	At the middle school, we are prioritizing guided reading and independent reading. You can find our Guided Reading Site here and our Independent Reading Site here.

ADDITIONAL SUPPORTS THROUGH HISTORY INSTRUCTION

The history program has developed additional history standards aligned to the literacy standards from Common Core to support growth in reading comprehension. These standards are also aligned to the Advanced Placement exam in high school.

As part of the creation of these standards, we have aligned the curriculum and assessments to the aforementioned standards that will target reading comprehension. Our assessment framework targets both mid and end-of-unit assessments on the priority literacy-based standards to support teacher ability to monitor growth over time.

We have emphasized the utilization of formative data through the above assessment philosophy. This, coupled with robust professional development and school support, will allow teachers to differentiate to meet the needs of their students.

HIGH SCHOOL ENGLISH LANGUAGE ARTS

Goal 3: Absolute Measure

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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

METHOD

The 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 and 2020-21, some students in the 2017 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 4 among the students who sat for the exam.

RESULTS AND EVALUATION

AF Brownville fell short of the goal in the two cohorts reported. Crown Heights approached the goal in two cohorts and surpassed in in one. East NY met, nearly met, and exceeded the measure across the three cohorts reported.

Percent Scoring at Least Level 4 on Regents English Common Core Exam
by Fourth Year Accountability Cohort²

Brownsville

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)
2015	2018-19	0	0	0	0
2016	2019-20	83	1	43	52
2017	2020-21	68	20	23	48

CHMS

² Based on the highest score for each student on the English Regents exam

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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)
2015	2018-19	89	0	55	62
2016	2019-20	97	2	59	62
2017	2020-21	102	6	45	47

ENYMS

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)
2015	2018-19	80	0	52	65
2016	2019-20	71	0	57	80
2017	2020-21	91	2	57	64

ADDITIONAL EVIDENCE

NOTE: BELOW DOESN'T INCLUDE EXEMPTIONS!!!!!!

Percent Achieving at Least Level 4 by Cohort and Year

Brownsville

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2017	82	30	71	31	68	34
2018	102		96		102	
2019			116		116	
2020					126	

CHMS

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2017	117	40	108	44	102	44
2018	116		104		99	
2019			124		127	

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

2020					180	
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ENYMS

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2017	103	59	92	63	91	63
2018	117		114		104	
2019			120		125	
2020					132	

Goal 3: Absolute Measure

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

METHOD

The 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 and 2020-21, some students in the 2017 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

AF Brownville, Crown Heights, and East NY all exceed this measure.

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

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

BNMS

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)
2015	2018-19	0	0	0	0
2016	2019-20	83	1	68	83
2017	2020-21	68	19	41	88

CHMS

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)
2015	2018-19	89	0	86	98
2016	2019-20	97	2	89	97
2017	2020-21	102	6	74	77

ENYMS

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)
2015	2018-19	80	0	78	98
2016	2019-20	71	0	65	92
2017	2020-21	91	2	77	87

ADDITIONAL EVIDENCE

Percent Achieving at Least Level 3 by Cohort and Year

BNMS

	2018-19	2019-20	2020-21

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Cohort Designation	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	82	57	71	61	68	63
2018	102		96		102	3
2019			116		166	
2020					126	

CHMS

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	117	68	108	68	102	72
2018	116		104		99	2
2019			124		127	2
2020					180	

ENYMS

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	103	82	92	87	91	85
2018	117		114		104	1
2019			120		125	
2020					132	1

Goal 3: Absolute Measure

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 calculation of this measure is not required for 2020-21.

Goal 3: Comparative Measure

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.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

The calculation of this measure is not required for 2020-21.

Goal 3: Comparative Measure

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 calculation of this measure is not required for 2020-21.

Goal 3: Comparative Measure

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 calculation of this measure is not required for 2020-21.

Goal 3: Growth Measure

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

METHOD

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

RESULTS AND EVALUATION

Only East NY had a cohort that achieved this measure as well as a second cohort that approached it. Crown Heights also had one cohort that approached the measure (45%). Brownville fell short of the measure in all cohorts.

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

BNMS

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2015	2018-19	0	0	0	0
2016	2019-20	31	1	8	27

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

2017	2020-21	29	12	5	29
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CHMS

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2015	2018-19	59	0	25	45
2016	2019-20	51	0	23	41
2017	2020-21	41	3	10	26

ENYMS

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2015	2018-19	40	0	17	43
2016	2019-20	11	1	7	70
2017	2020-21	27	1	4	15

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

ADDITIONAL EVIDENCE

Goal 3: Growth Measure

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

METHOD

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

RESULTS AND EVALUATION

Crown Heights and East NY met the measure in two out of three cohorts reported. AF Brownville nearly met the measure in both of the cohorts reported.

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2015	2018-19	0	0	0	0
2016	2019-20	31	1	21	70
2017	2020-21	29	12	12	71

CHMS

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2015	2018-19	51	0	48	94
2016	2019-20	43	2	36	88
2017	2020-21	41	3	27	71

ENYMS

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
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2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

2015	2018-19	40	0	39	98
2016	2019-20	11	1	10	100
2017	2020-21	27	1	17	65

ADDITIONAL EVIDENCE

ELA Goal: Additional Measure
[Include additional measures that are part of the Accountability Plan.]
<p>METHOD:</p> <p>RESULTS AND EVALUATION:</p> <p>ADDITIONAL EVIDENCE:</p>

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

Present a narrative providing an overview of which measures the school achieved, as well as an overall discussion of its attainment of this Accountability Plan goal.

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

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

	Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	
Comparative	Each year, the Performance Index (PI) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	MET, 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 th grade English language arts exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	MET, Nearly Met

ACTION PLAN

We have focused the curriculum in 9th -11th grade Literature and Writing 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 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. We have set a goal of 70% of all students rostered into guided reading intervention growth at the 50th percentile or above on the STAR reading assessment. Finally, we have a subset of teachers from three of our high schools participating in a Reading Apprenticeship disciplinary literacy pilot from WestEd to better improve the alignment and integration of literacy across all courses.

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.

There are three parts to this strategy.

- First, this means leveraging and building off existing resources (screeners, triggers, secondary assessments, defined reading interventions, training materials, and coaching materials) to ensure reading intervention **execution** is strong in ES, MS, and HS (with a focus on grades 5-12 leveraging existing bright spots). Reading intervention capacity and quality varies greatly, and the variation increases in MS and HS. (In HS for example, reading intervention scheduling is extremely difficult to operationalize.) Prioritizing this means

using reading interventions that are research-based and scientifically proven to teach students to build skills to become proficient readers. This also means ensuring scheduling, staffing, training, coaching, principal and regional superintendent time, and TSS support decisions will focus on improving reading intervention quality.

- Second, this means starting the work to develop a collective understanding of how students learn to read. It starts with aligning on the scope of the challenge (a comprehensive review of historical reading data) and defining how our core program does and does not support students to develop into strong, thriving readers. It will involve a K-12 ELA working group (K-12) and hiring a Director of Reading to oversee and coordinate this work.
- Third, in K-8, this also means defining best practices for strong accountable reading (real time “real reading” in text) that supports a culture of “love of reading.” We know that the #1 way that students become better readers is by reading a lot, AND we know that setting up strong independent reading takes strategic planning, staffing, and support. (It’s *deceptively* simple.) Therefore, we will prioritize studying and capturing existing bright spots.

GOAL 4: MATHEMATICS

ELEMENTARY AND MIDDLE MATHEMATICS

Goal 2: Mathematics

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 longstanding 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

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

- 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.

METHOD

During 2020-21, schools anticipated having NY State Test data, but because schools remained remote the entire year, state tests were not administered. In the absence of that data, we have identified several assessment systems that yield robust data about students' math mastery.

At the beginning of year, we administered the STAR Math assessment. This provided baseline data to inform instruction. In addition, we leveraged multiple internally created assessments. At the conclusion of each unit of study, we administered a Unit Test. Each Unit Test assessed mastery of multiple grade level Common Core standards at varying levels of rigor. In addition, we administered two cumulative assessments: an interim assessment ("IA3," because it was given during our third yearly data cycle) in March 2021 and an End of Year assessment ("EOY") in June 2021. Each of these was a cumulative exam that tested grade-level Common Core standards at various levels of rigor, including challenging problem-solving tasks.

Given the challenges of scheduling and administering valid remote assessments to our youngest students, elementary IAs and quizzes were primarily optional during 2020-2021. This shift allowed schools to administer assessments when they hit critical "building block" points in the curriculum, and to use data more formatively than we have in years past. The math curriculum team was able to unpack individual schools' data with leaders and determine coaching points for student's mathematical development.

RESULTS AND EVALUATION

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

We leveraged the STAR test to provide baseline data to inform math instruction. After the beginning of year STAR administration, we switched to internal measures of mathematics mastery. As such, we will present data from both the STAR tests as well as our internal cumulative exams (IA3 and EOY).

Below are the BOY proficiency levels by charter using the NYST aligned cut scores from STAR Math.

Percent proficient in STAR Math by school for students that have been at AF for at least 1 year				
School	# Proficient	# Test Takers	% Proficient	Met Goal
AF Apollo MS	100	344	29%	FALSE
AF Aspire MS	68	344	20%	FALSE
AF Brownsville MS	68	319	21%	FALSE
AF Bushwick MS	76	296	26%	FALSE
AF Crown Heights MS	88	303	29%	FALSE
AF East New York MS	82	300	27%	FALSE
AF Endeavor MS	72	374	19%	FALSE
AF Linden MS	35	236	15%	FALSE
AF North Brooklyn Prep MS	62	236	26%	FALSE
AF Voyager MS	26	164	16%	FALSE

The grade level benchmark measures whether a student performs at or above his or her current grade level. 2017 STAR Math Benchmark is reaching the 40th percentile of STAR test takers. The NYTSP cutoff scores are the NY state STAR cutoff scores.

Percent proficient by school and grade for students at least at their second year at AF				
School Name	# of Test Takers	Percent that met their grade level equivalent	Percent that met 2017 Star Math Benchmark	Percent that met NYTSYP level 3 cut score cutoff
AF Apollo MS	344	56.1%	73.0%	29.1%

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

AF Aspire MS	344	47.4%	70.1%	19.8%
AF Brownsville MS	319	53.0%	67.4%	21.3%
AF Bushwick Empower MS	31	0.0%	22.6%	0.0%
AF Bushwick MS	296	58.4%	72.0%	25.7%
AF Crown Heights MS	303	59.7%	81.2%	29.0%
AF East New York MS	300	56.0%	68.7%	27.3%
AF Endeavor MS	374	48.1%	65.8%	19.3%
AF Linden MS	236	39.4%	77.1%	14.8%
AF North Brooklyn Prep MS	236	55.9%	86.9%	26.3%
AF Voyager MS	164	45.1%	50.6%	15.9%

Percent proficient by school and grade for students at least at their second year at AF

School name	Grade level	# of Test Takers	Percent that met their grade level equivalent	Percent that met 2017 Star Math Benchmark	Percent that met NYTSYP level 3 cut score cutoff
AF Apollo MS	5th	92	48.9%	88.0%	15.2%

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

AF Apollo MS	6th	82	46.3%	79.3%	29.3%
AF Apollo MS	7th	80	56.3%	72.5%	21.3%
AF Apollo MS	8th	90	72.2%	52.2%	50.0%
AF Aspire MS	5th	89	38.2%	93.3%	9.0%
AF Aspire MS	6th	87	36.8%	77.0%	16.1%
AF Aspire MS	7th	91	51.6%	70.3%	20.9%
AF Aspire MS	8th	77	64.9%	35.1%	35.1%
AF Brownsville MS	5th	68	55.9%	92.6%	14.7%
AF Brownsville MS	6th	79	41.8%	78.5%	24.1%
AF Brownsville MS	7th	80	48.8%	73.8%	13.8%
AF Brownsville MS	8th	92	64.1%	33.7%	30.4%
AF Bushwick Empower MS	5th	12	0.0%	50.0%	0.0%
AF Bushwick Empower MS	6th	9	0.0%	11.1%	0.0%
AF Bushwick Empower MS	7th	10	0.0%	0.0%	0.0%

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

AF Bushwick MS	5th	74	48.6%	90.5%	12.2%
AF Bushwick MS	6th	72	52.8%	80.6%	23.6%
AF Bushwick MS	7th	77	62.3%	74.0%	26.0%
AF Bushwick MS	8th	73	69.9%	42.5%	41.1%
AF Crown Heights MS	5th	82	47.6%	93.9%	17.1%
AF Crown Heights MS	6th	80	50.0%	86.3%	20.0%
AF Crown Heights MS	7th	72	75.0%	93.1%	36.1%
AF Crown Heights MS	8th	69	69.6%	47.8%	46.4%
AF East New York MS	5th	73	35.6%	82.2%	15.1%
AF East New York MS	6th	73	46.6%	79.5%	27.4%
AF East New York MS	7th	74	64.9%	70.3%	18.9%
AF East New York MS	8th	80	75.0%	45.0%	46.3%
AF Endeavor MS	5th	94	42.6%	89.4%	14.9%

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

AF Endeavor MS	6th	92	40.2%	75.0%	15.2%
AF Endeavor MS	7th	93	46.2%	63.4%	11.8%
AF Endeavor MS	8th	95	63.2%	35.8%	34.7%
AF Linden MS	5th	86	31.4%	86.0%	3.5%
AF Linden MS	6th	74	28.4%	67.6%	12.2%
AF Linden MS	7th	76	59.2%	76.3%	30.3%
AF North Brooklyn Prep MS	5th	65	43.1%	92.3%	9.2%
AF North Brooklyn Prep MS	6th	85	48.2%	81.2%	25.9%
AF North Brooklyn Prep MS	7th	86	73.3%	88.4%	39.5%
AF Voyager MS	5th	8	25.0%	75.0%	0.0%
AF Voyager MS	6th	46	34.8%	73.9%	15.2%
AF Voyager MS	7th	58	41.4%	53.4%	13.8%
AF Voyager MS	8th	52	61.5%	23.1%	21.2%

Mathematics performance for Special Education Students vs General Education

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Percent proficient by school broken out by SPED					
schoolname	sped	# of Test Takers	Percent that met their gradelevel equivalent	Percent that met 2017 Star Math Benchmark	Percent that met NYTSYP level 3 cutscore cutoff
AF Apollo MS	No	323	58.8%	70.0%	31.3%
AF Apollo MS	Yes	40	27.5%	30.0%	5.0%
AF Aspire MS	No	323	47.7%	59.8%	21.1%
AF Aspire MS	Yes	36	30.6%	36.1%	2.8%
AF Brownsville MS	No	292	55.5%	71.2%	23.3%
AF Brownsville MS	Yes	46	21.7%	30.4%	4.3%
AF Bushwick Empower MS	Yes	31	0.0%	9.7%	0.0%
AF Bushwick MS	No	262	63.4%	72.5%	26.7%
AF Bushwick MS	Yes	50	24.0%	34.0%	16.0%
AF Crown Heights MS	No	266	62.0%	74.4%	31.6%
AF Crown Heights MS	Yes	52	42.3%	53.8%	13.5%
AF East New York MS	No	237	62.4%	73.0%	31.6%
AF East New York MS	Yes	88	33.0%	34.1%	11.4%

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

AF Endeavor MS	No	328	53.4%	65.9%	20.7%
AF Endeavor MS	Yes	61	21.3%	27.9%	6.6%
AF Linden MS	No	216	40.7%	51.4%	16.2%
AF Linden MS	Yes	38	23.7%	28.9%	2.6%
AF North Brooklyn Prep MS	No	245	56.3%	69.8%	24.1%
AF North Brooklyn Prep MS	Yes	38	31.6%	39.5%	13.2%
AF Voyager MS	No	179	45.8%	50.8%	15.6%
AF Voyager MS	Yes	43	18.6%	20.9%	7.0%

ADDITIONAL CONTEXT AND EVIDENCE

As noted above, comparable data over the course of the 2020-21 school year is not available. A comparison between the March (IA3) and June (EOY) interim assessments provide insight into the progress scholars made.

For both internal cumulative exams, we set cut scores that we believe to be similar to those used on the New York State exam. These are shown in the table below.

PL	Test Score Band
L1	0-29
L2	30-54
L3	55-74
L4	75-100

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Using those cut scores, we calculated the percent of scholars proficient (Level 3 or 4) at each school for each exam. The percentage point difference shows the aggregate growth from March to June.

Percent Proficient 2021 for IA Math				
School name	Grade level	Percent Proficient IA3	Percent Proficient EOY	Percentage Point Difference
AF Apollo MS	5	27.0%	58.9%	31.9%
AF Apollo MS	6	12.9%	75.3%	62.4%
AF Apollo MS	7	18.6%	55.8%	37.2%
AF Aspire MS	5	26.9%	57.0%	30.1%
AF Aspire MS	6	12.9%	61.4%	48.5%
AF Aspire MS	7	9.8%	60.2%	50.4%
AF Aspire MS	8	6.5%	31.1%	24.6%
AF Brownsville MS	5	37.5%	47.5%	10.0%
AF Brownsville MS	6	9.4%	39.5%	30.1%
AF Brownsville MS	7	9.0%	64.7%	55.7%
AF Brownsville MS	8	0.0%	13.3%	13.3%
AF Bushwick Empower MS	5	0.0%	8.3%	8.3%
AF Bushwick Empower MS	6	0.0%	10.0%	10.0%
AF Bushwick Empower MS	7	0.0%	0.0%	0.0%
AF Bushwick MS	5	34.4%	50.6%	16.2%
AF Bushwick MS	6	27.5%	63.5%	36.1%
AF Bushwick MS	7	14.0%	76.2%	62.2%
AF Bushwick MS	8	1.5%	48.3%	46.8%
AF Crown Heights MS	5	20.2%	42.4%	22.1%
AF Crown Heights MS	6	26.7%	66.7%	40.0%
AF Crown Heights MS	7	11.3%	68.4%	57.1%

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

AF East New York MS	5	31.3%	61.9%	30.7%
AF East New York MS	6	42.4%	81.3%	38.8%
AF East New York MS	7	30.0%	73.7%	43.7%
AF Endeavor MS	5	33.3%	38.7%	5.4%
AF Endeavor MS	6	25.0%	57.0%	32.0%
AF Endeavor MS	7	7.4%	52.1%	44.6%
AF Endeavor MS	8	11.1%	30.3%	19.2%
AF Linden MS	5	20.0%	37.3%	17.3%
AF Linden MS	6	16.0%	59.1%	43.1%
AF Linden MS	7	23.3%	62.0%	38.7%
AF North Brooklyn Prep MS	5	36.4%	52.8%	16.4%
AF North Brooklyn Prep MS	6	27.2%	74.1%	47.0%
AF North Brooklyn Prep MS	7	40.9%	76.1%	35.2%
AF Voyager MS	5	47.8%	88.5%	40.6%
AF Voyager MS	6	9.7%	43.3%	33.7%
AF Voyager MS	7	30.0%	65.6%	35.6%

Middle School Specific Context								
Greenfield NY Schools	Aspire MS Linden MS	<p>Additional data points and measures of student growth and achievement at Aspire and Linden for the 20-21 school year were: Paceline Proficiencies. Historically, our math paceline is a proxy for student achievement on end of year state exams. It is not perfectly predictive, but year after year we see a high correlation between Paceline and state tests. A correlation above .5 is strong and .7 is exceedingly high. See below our correlation in paceline and state tests before the pandemic. Note: We do not have correlation data for 7th and 8th grade as state tests were not given during the years that Greenfield expanded to these grades.</p> <table style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: left;"><u>Grade</u></th> <th style="text-align: left;"><u>Paceline Correlation</u></th> </tr> </thead> <tbody> <tr> <td>5th</td> <td>0.82</td> </tr> <tr> <td>6th</td> <td>0.84</td> </tr> </tbody> </table>	<u>Grade</u>	<u>Paceline Correlation</u>	5 th	0.82	6 th	0.84
<u>Grade</u>	<u>Paceline Correlation</u>							
5 th	0.82							
6 th	0.84							

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

		<p>See Below for the 20-21 Paceline Scores for Aspire and Linden.</p> <table style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: center;"><u>Aspire</u></th> <th style="text-align: center;"><u>Linden</u></th> </tr> </thead> <tbody> <tr> <td>5th: 66% Proficient</td> <td>19% Proficient</td> </tr> <tr> <td>6th: 31% Proficient</td> <td>13% Proficient</td> </tr> <tr> <td>7th: 38% Proficient</td> <td>39% Proficient</td> </tr> <tr> <td>8th: 45% Proficient</td> <td></td> </tr> </tbody> </table> <p>These numbers do not account for the student agency and accountability built through our paceline strategy. Students set goals to improve their pacelines, and there were often incremental changes in growth that could not be reflected by sheer proficiency.</p> <p>Additional data points that are not rolled up into these numbers are: daily exit tickets and checks for understanding, goal setting conversations where students gained confidence and understanding of their growth.</p>	<u>Aspire</u>	<u>Linden</u>	5 th : 66% Proficient	19% Proficient	6 th : 31% Proficient	13% Proficient	7 th : 38% Proficient	39% Proficient	8 th : 45% Proficient	
<u>Aspire</u>	<u>Linden</u>											
5 th : 66% Proficient	19% Proficient											
6 th : 31% Proficient	13% Proficient											
7 th : 38% Proficient	39% Proficient											
8 th : 45% Proficient												
Classic NY Schools	Apollo MS Brownsville MS Bushwick MS Bushwick Empower MS Crown Heights MS East New York MS Endeavor MS North Brooklyn Prep MS Voyager MS											

<p>Mathematics Goal: Additional Measure</p> <p>[Include additional measures that are part of the Accountability Plan.]</p> <p>METHOD:</p> <p>RESULTS AND EVALUATION:</p> <p>ADDITIONAL EVIDENCE:</p>
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SUMMARY OF THE ELEMENTARY AND MIDDLE MATHEMATICS GOAL

Absolute proficiency suffered significantly in a year that nothing was the same for students, teachers, and families. The learning loss students experienced during a year that they never stepped foot in a school building was profound, yet AF Brooklyn schools kept the vast majority of students engaged and productive over the school year. Internal analysis of gaps among various demographic groups continues to suggest that there is work to do in these areas. Data analysis and planning to address equity gaps will continue to be a major focus of our school leadership teams.

ACTION PLAN

Despite the steep hill before our teachers and students, AF Brooklyn is maintaining an aggressive set of goals for the coming year, supported by a strategy that uses formative assessments as part of an ongoing process that is integrated with curriculum and instruction. One of the major pieces of learning from what has served as a transition year is that our schools were overly using assessment data for evaluative purposes and not leveraging their formative value.

We are fully implementing STAR Math in the coming year across all schools and will avoid data gaps that were inevitable in 2020-21 due to the flexibility we had to give schools to weather the Covid storm.

Goals will remain aggressive and central to our work:

- Grades 3-4: Average scaled score on NYST is higher than the state non-poor average
- Grades 5-8: 65% of students grow at or above the 50th percentile on STAR; Average scaled score is higher than the state non-poor average

At the elementary level, we have seen that absolute achievement on internal shared assessments (like normed quizzes across the network) dipped more significantly in upper elementary. To that end, we are revising our K-2 math program to build stronger foundational understanding of key concepts, such as base 10, mathematical practices, and flexible thinking. We piloted the Cognitively Guided Instruction program at four Brooklyn elementary schools last year, and saw strong data coming out of the pilot. This year we have expanded the CGI program to all elementary schools K-2. As a network, we are partnering with outside experts in the field to provide teachers and leaders

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

with monthly professional development in CGI, and in facilitating lower elementary students' development of their own mathematical understandings. We're also piloting CGI in 3rd and 4th grade at 4 of our Brooklyn schools this year.

Middle School Specific Context		
Greenfield NY Schools	Aspire MS Linden MS	<p>Growth is incredibly important to Greenfield after the 20-21 school year. You can see that in the structures that we have now embedded in our program. We have built in conferencing days, flexibility to respond to data, choice points for teachers based on formative data.</p> <p>We have implemented mandatory pre-tests this school year to assess whether scholars have mastered pre-requisite skills from the current and previous school years. As a part of our unit unpacking process, teachers use the data from the pre-test to make necessary adjustments to the unit including pre-teaching skills and planning for re-teach/extra practice.</p> <p>While some of these structures may have existed during the 20-21 school year, they were not mandatory and there was little accountability. Additional accountability structures have been put into place for the 21-22 school years in which there will be targeted data analysis and progress monitoring after each Unit and Interim Assessment led by the Network.</p> <p>This school year we have also prioritized standards as suggested by the Achieve the Core to allow for scholars to dive deep into the essential standards of their grade while allowing for flexibility to close gaps developed because of learning loss during the pandemic.</p>
Classic NY Schools	Apollo MS Brownsville MS Bushwick MS Bushwick Empower MS Crown Heights MS East New York MS Endeavor MS	Please see additional notes under “Results and Evaluation” above to learn more about how Classic NY schools leveraged exams to inform instruction and understand progress in scholar learning and achievement.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

	North Brooklyn Prep MS Voyager MS	
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2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

HIGH SCHOOL MATHEMATICS

Goal 4: Absolute Measure

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

METHOD

The school administered the Regents mathematics exam(s) 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 any Regents Common Core mathematics exams. 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 and 2020-21, some students in the 2017 Cohort 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 4 among the students who sat for any exam.

RESULTS AND EVALUATION

Brownsville and Crown Heights nearly met this measure in the 2016 cohort, but performance dipped significantly during the 2020-21 school year affecting the 2017 cohort.

East NY performed strongest in 2020-21, solidly attaining the goal.

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

BNMS

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)
2015	2018-19	0	0	0	0
2016	2019-20	83	1	51	62
2017	2020-21	68	11	18	32

CHMS

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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)
2015	2018-19	0	0	0	0
2016	2019-20	83	1	51	62
2017	2020-21	68	11	18	32

ENYMS

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)
2015	2018-19	80	0	46	40
2016	2019-20	71	3	53	58
2017	2020-21	91	10	60	74

ADDITIONAL EVIDENCE

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2017	82	24	71	25	68	26
2018	102	43	96	42	102	39
2019			116	20	116	20
2020					126	

CHMS

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2017	82	24	71	25	68	26
2018	102	43	96	42	102	39
2019			116	20	116	20
2020					126	

ENYMS

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2017	103	65	92	68	91	65
2018	117	64	114	61	104	63
2019			120	1	125	1
2020					115	

Goal 4: Absolute Measure

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

METHOD

The school administered the Regents mathematics exam(s) that students must pass to graduate. 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 mathematics exams. 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 and 2020-21, some students in the 2017 Cohort 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.

RESULTS AND EVALUATION

All three of the AF Brooklyn high schools achieved this measure by significant margins across all cohorts.

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

2015	2018-19	0	0	0	0
2016	2019-20	83	0	80	96
2017	2020-21	68	6	58	94

CHMS

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)
2015	2018-19	89	0	84	94
2016	2019-20	97	2	90	95
2017	2020-21	102	2	83	83

ENYMS

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)
2015	2018-19	80	0	79	99
2016	2019-20	71	0	70	99
2017	2020-21	91	3	84	96

ADDITIONAL EVIDENCE

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	82	88	71	85	68	85
2018	102	87	96	85	102	82
2019			116	28	116	30
2020					126	

CHMS

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	117	80	108	81	102	81
2018	116	85	104	88	99	86
2019			124		127	7
2020					180	1

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

ENYMS

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	103	95	92	95	91	92
2018	117	91	114	83	104	86
2019			120	8	125	10
2020					126	4

Goal 4: Absolute Measure

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 calculation of this measure is not required for 2020-21.

Goal 4: Comparative Measure

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

The calculation of this measure is not required for 2020-21.

Goal 4: Comparative Measure

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

The calculation of this measure is not required for 2020-21.

Goal 4: Comparative Measure

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 calculation of this measure is not required for 2020-21.

Goal 4: Growth Measure

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will meet the college and career readiness standard (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.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

METHOD

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

RESULTS AND EVALUATION

None of the cohorts of any of the AF Brooklyn high schools attained this goal.

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2015	2018-19	0	0	0	0
2016	2019-20	27	1	3	12
2017	2020-21	29	8	2	10

CHMS

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2015	2018-19	32	0	2	6
2016	2019-20	29	4	4	16
2017	2020-21	39	0	0	0

ENYMS

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2015	2018-19	22	0	3	5
2016	2019-20	11	1	2	20
2017	2020-21	22	3	5	26

ADDITIONAL EVIDENCE

Goal 4: Growth Measure

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

METHOD

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

RESULTS AND EVALUATION

Nearly all of the cohorts across all three high schools achieved this measure by significant margins. Only the 2017 cohort at Crown Heights fell short.

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2015	2018-19	0	0	0	0
2016	2019-20	27	0	25	93
2017	2020-21	29	4	22	88

CHMS

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2015	2018-19	32	0	28	88
2016	2019-20	29	2	23	85
2017	2020-21	39	1	24	63

³ Based on the highest score for each student on the mathematics Regents exam

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

ENYMS

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2015	2018-19	22	0	21	95
2016	2019-20	11	0	11	100
2017	2020-21	22	1	18	86

ADDITIONAL EVIDENCE

Mathematics Goal: Additional Measure
[Include additional measures that are part of the Accountability Plan.]
<p>METHOD:</p> <p>RESULTS AND EVALUATION:</p> <p>ADDITIONAL EVIDENCE:</p>

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

AF Brooklyn high school programs met or nearly met three of the four applicable 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 a Regents mathematics exam) by the completion of their fourth year in the cohort.	Nearly 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.	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	N/A

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

	exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	
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 th grade mathematics exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	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 th grade mathematics exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Met

ACTION PLAN

We have focused the curriculum in Algebra, Algebra 2, Geometry, and Pre-Calculus 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 conceptual understanding and success in these courses. To monitor learning of the prioritized content we are focused on the effective use of data to inform instruction. All units of instruction in these courses have pre-assessments design to assess the pre-requisite content for a unit 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 student learn the prioritized content.

GOAL 5: SCIENCE

ELEMENTARY AND MIDDLE SCIENCE

Goal 3: Science

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

BACKGROUND

Our program is designed to ensure that students develop the skills and understandings necessary to be prepared for introductory college level science courses and ultimately the careers of their choice, including (but not limited to) careers in science, engineering, and technology. Our program goes beyond the floor set by current external assessments to ensure that all performance

expectations set forth in the Next Generation Science Standards are met. The rigor of content, concepts, and practices gradually increases in complexity from grade band to grade band, to ensure that our scholars have the knowledge and skills to choose careers in STEM.

The 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 foundational 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.

COVID Context

Children are natural scientists; their curiosity and wonder for how the world works drive their formative years. Therefore, it is our responsibility to ensure that students continue to cultivate a love and appreciation for the beauty and wonder of science, engineering, and the natural world.

During a 100% remote school year across our Brooklyn schools, our program continued to employ curiosity through inquiry to drive individual investigations and units of study, building on the inherent curiosity and joy students experience in learning to bring purpose to the study of science and thus is prerequisite to a rigorous educational experience.

From the middle to the end of the year school and network leaders worked to compile a comprehensive multi-year Covid Response Plan that is integrated with our five-year Strategic Plan.

The rigor of content, concepts, and practices gradually increased in complexity from grade band to grade band, ensured to focus on students developing the skills and understandings necessary to meet college readiness expectations as outlined by the College Board Standards for College Success and New York State Science Learning Standards within our 100% remote science response plan.

The realities of COVID meant that, at the elementary level, our ability to assess students in science was impacted. Many classrooms shifted to fully remote science, making it hard to assess understanding through hands-on experimentation as we normally would have. Additionally, safety measures meant that we shifted to fully self-contained classrooms, and many elementary teachers taught new subjects for the first time in 20-21, including science. Despite the challenges of remote instruction and assessment, science instruction continued through demonstrations, remote modules and experiments, and at-home projects that capitalized on our students' curiosity about the world around them. Using remote platforms (such as Nearpod in K-1 and piloting Amplify in 3) helped foster student engagement and made lessons accessible for emerging readers and writers in early elementary.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

METHOD

As named above, the challenges of remote instruction and assessment impacted our ability to assess at the elementary level. Science unit assessments were optional for schools in 2020-2021 and therefore had low completion. However, we are able to use end-of-unit assessment data from 2019-2020 to analyze student achievement and name development steps for the science program.

MS Classic NY Context: During 2020-21, the school(s) primarily used the following exam to assess student growth and achievement in MS science: Bi-weekly Quizzes, aligned to the NGSS performance expectations and New York State Science Learning Standards. All students took a network assessment every two weeks to measure progress toward grade level goals in understanding scientific content, concepts, and practices.

No standardized assessments were given in science during the 2020-21 academic year, NWEA MAP and ACT Aspire, due to the lack of external platform capability. This limited students to test remotely outside of the school.

Presented below is a summary of our Bi-weekly Quiz proficiency and our EOY proficiency estimates on our interim assessments.

Goal: Each year, 75% of 5th through 8th grade students enrolled at the school will meet or exceed the scale score proficiency equivalent according to New York State standards.

Middle School Specific Context		
Classic NY Schools	Apollo MS Brownsville MS Bushwick MS Bushwick Empower MS Crown Heights MS East New York MS Endeavor MS North Brooklyn Prep MS Voyager MS	<p>In the 20-21 SY, the Classic Middle School program initiated a multi-year strategy to revise and align our program to our beliefs about Great Teaching and our belief that our scholars deserve a culturally responsive curriculum and program. To read more about Great Teaching in Science, please see here. To see our high-level scope and sequence, please see here.</p> <p>We also believe in the power of assessment (formative, summative, and predictive) to help make instructional decisions. Therefore, we have a robust assessment program that is aligned to the curriculum, the NGSS, the standards of the discipline, and the New York State Science Learning Standards. This assessment model includes:</p> <ul style="list-style-type: none"> -Daily formative assessments (e.g., exit tickets, priority investigations) -Bi-weekly quizzes

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

		<p style="text-align: center;">-an EOY summative assessment (that also serves as formative assessment for the following SY)</p> <p>Multi-component assessment tasks (seen in both our Bi-weekly assessments and EOY assessments) require students to progressively make sense of a phenomenon or address a problem; this includes that prompts within multi-component tasks build logically and support students’ sense-making such that by the end of the task, students have figured something out.</p> <p>Supports included in the tasks (e.g., scaffolds, task templates) support sense-making and do not diminish students’ ability to demonstrate the targeted knowledge and practice.</p>
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GREENFIELD CAMPUSES

At Greenfield campuses, students took consistent quizzes to monitor their progress on the NGSS leading up to the EOY IA. The assessments featured multiple choice questions that were aligned to discrete skills and components of the NGSS. They directly measured the skills and knowledge advanced during each unit’s instruction and accompanying investigation.

The EOY IA differed in that it required students to respond to a variety of item types that were multi-part in nature. They continued to measure proficiency on science core ideas, practices, and crosscutting concepts but elevated the level of rigor by requiring data analysis and extended written responses. This assessment shift will be discussed further in the action plan with respect to how we are shifting unit assessment framework to both increase rigor, standards alignment, and provide ongoing formative data on prioritized content as students return to in-person school.

RESULTS AND EVALUATION

Middle School Specific Context		
Classic NY Schools	Apollo MS Brownsville MS Bushwick MS Bushwick Empower MS Crown Heights MS East New York MS Endeavor MS	During 2020-21, the school(s) primarily used the following exam to assess student growth and achievement in science: Bi-weekly Quizzes, aligned to the NGSS performance expectations and New York State Science Learning Standards. Because of inconsistency in the number of students taking assessments at BOY, MOY, and EOY, the following is an average of all scores throughout the year.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

	<p>North Brooklyn Prep MS Voyager MS</p>	<p>Bi-Weekly Quizzes are intentionally designed to assess phenomena, scope, and cognitive complexity.</p> <ul style="list-style-type: none"> Assessment scenarios focus on relevant, engaging, and rich phenomena and problems that elicit meaningful student performances. Assessment tasks are driven by meaningful and engaging scenarios. Assessments are balanced across domains, and assess a range of knowledge and application within each dimension. Assessments require a range of analytical thinking. Application of SEPs (science and engineering practices)
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20-21 Science Classic MS Bi-Weekly Quiz Proficiency Average

Percent proficient by school and grade

School name	Test Takers	% Proficient
AF Apollo MS	359	25%
AF Brownsville MS	352	25%
AF Bushwick MS	259	30%
AF Crown Heights MS	321	33%
AF East New York	245	36%
AF Endeavor MS	385	40%
AF North Brooklyn Prep MS	272	30%
AF Voyager MS	215	24%

Middle School Specific Context

<p>Classic NY Schools</p>	<p>Apollo MS Brownsville MS Bushwick MS Bushwick Empower MS Crown Heights MS East New York MS</p>	<p>We also analyzed data aligned to the New York State Science Learning Standards on science practices. The NGSS has relevant practices of science or engineering for each performance expectation, SEPs (Science and Engineering Practices).</p>
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2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

	Endeavor MS North Brooklyn Prep MS Voyager MS	These practices are transferable, and this type of thinking is aligned to how scientists think. (The actual doing of science and not just “memorizing”). During SY20-21, bi-weekly quizzes assessed the application of SEPs in both phenomenon- and problem-based scenarios. Middle school scholars focused on the following practices: <ul style="list-style-type: none"> - Developing and Using Models - Engaging in Argument from Evidence - Constructing Explanations - Analyzing and Interpreting Data Remote Learning Context: A majority of labs for science have become virtual simulations or video. That data from our biweekly quizzes is listed below.
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20-21 Science Data:

Developing and Using Models Modeling in 6–8 builds on K–5 and progresses to developing, using and revising models to describe, test, and predict more abstract phenomena and design systems.

School	% Proficient Developing and Using Models - components	% Proficient Evidence Developing and Using Models - relationships	% Proficient Reasoning Developing and Using Models - connections/reasoning
AF Apollo MS Grade 5	83%	64%	52%
AF Apollo MS Grade 6	43%	54%	35%
AF Apollo MS Grade 7	42%	49%	25%
AF Apollo MS Grade 8	null	15%	20%
AF Brownsville MS Grade 5	61%	32%	37%
AF Brownsville MS Grade 6	35%	21%	26%
AF Brownsville MS Grade 7	57%	67%	42%
AF Brownsville MS Grade 8	null	25%	41%
AF Bushwick MS Grade 5	60%	44%	42%
AF Bushwick MS Grade 6	null	null	null
AF Bushwick MS Grade 7	null	33%	29%
AF Bushwick MS Grade 8	null	60%	64%
AF Endeavor MS Grade 5	62%	53%	62%
AF Endeavor MS Grade 6	51%	56%	49%
AF Endeavor MS Grade 7	41%	60%	42%

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

AF Endeavor MS Grade 8	null	60%	58%
AF East New York MS Grade 5	43%	35%	35%
AF East New York MS Grade 6	42%	55%	47%
AF East New York MS Grade 7	null	77%	53%
AF East New York MS Grade 8	null	76%	83%
AF North Brooklyn Prep MS Grade 5	52%	38%	27%
AF North Brooklyn Prep MS Grade 6	44%	43%	44%
AF North Brooklyn Prep MS Grade 7	49%	60%	44%
AF Voyager MS Grade 5	72%	45%	40%
AF Voyager MS Grade 6	15%	null	null
AF Voyager MS Grade 7	66%	62%	53%
AF Voyager MS Grade 8	null	46%	49%
AF Crown Heights MS Grade 5	63%	41%	27%
AF Crown Heights MS Grade 6	40%	35%	32%
AF Crown Heights MS Grade 7	41%	39%	48%
AF Crown Heights MS Grade 8	null	30%	45%

20-21 Science Classic MS SEP (science and engineering) Data:

Constructing explanations and designing solutions in 6–8 builds on K–5 experiences and progresses to include constructing explanations and designing solutions supported by multiple sources of evidence consistent with scientific ideas, principles, and theories.

School	% Proficient Claims	% Proficient Evidence	% Proficient Reasoning
AF Apollo MS Grade 5	83%	58%	53%
AF Apollo MS Grade 6	78%	48%	35%
AF Apollo MS Grade 7	47%	42%	31%
AF Apollo MS Grade 8	62%	32%	28%
AF Brownsville MS Grade 5	69%	44%	39%
AF Brownsville MS Grade 6	60%	33%	31%
AF Brownsville MS Grade 7	70%	44%	28%
AF Brownsville MS Grade 8	74%	49%	27%
AF Bushwick MS Grade 5	null	null	41%
AF Bushwick MS Grade 6	null	null	null

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

AF Bushwick MS Grade 7	50%	50%	25%
AF Bushwick MS Grade 8	76%	69%	59%
AF Endeavor MS Grade 5	72%	63%	45%
AF Endeavor MS Grade 6	55%	36%	20%
AF Endeavor MS Grade 7	67%	61%	53%
AF Endeavor MS Grade 8	75%	52%	45%
AF East New York MS Grade 5	72%	56%	40%
AF East New York MS Grade 6	60%	52%	34%
AF East New York MS Grade 7	67%	57%	51%
AF East New York MS Grade 8	88%	53%	56%
AF North Brooklyn Prep MS Grade 5	50%	38%	22%
AF North Brooklyn Prep MS Grade 6	81%	57%	45%
AF North Brooklyn Prep MS Grade 7	75%	64%	54%
AF Voyager MS Grade 5	95%	80%	44%
AF Voyager MS Grade 6	58%	33%	24%
AF Voyager MS Grade 7	74%	56%	50%
AF Voyager MS Grade 8	79%	64%	49%
AF Crown Heights MS Grade 5	65%	52%	30%
AF Crown Heights MS Grade 6	58%	47%	34%
AF Crown Heights MS Grade 7	61%	49%	30%
AF Crown Heights MS Grade 8	79%	61%	53%

There is significant variation in gaps across schools.

Middle School Specific Context		
Classic NY Schools	Apollo MS Brownsville MS Bushwick MS Bushwick Empower MS Crown Heights MS East New York MS Endeavor MS	End of Year assessments are built aligned to the NGSS framework and New York State Science standards for three-dimensional science. The assessments were built with this framework to ensure that all students, including those from non-dominant groups, have access to a high-quality and rigorous science education that prepares them for college, career, and citizenship. The criteria used in their design focuses on three-dimensional performance . EOY Assessments require students to

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

	<p>North Brooklyn Prep MS Voyager MS</p>	<p>make sense of phenomena and solve problems by integrating the three dimensions. The assessment tasks elicit sense-making and problem solving by focusing strongly on reasoning using scientific and engineering evidence, models, and principles.</p> <p>The summative assessment samples across conceptual understanding of core science ideas and crosscutting concepts, elements of scientific practices, and purposeful application of science as described by Framework-based standards.</p> <p>The assessments allow for robust information to be gathered for students with varied levels of achievement by providing opportunities that require all students to demonstrate varying levels of reasoning across life, physical, and Earth and space sciences as well as engineering, via SEPs and CCCs that range in grade-appropriate sophistication.</p> <p>That data from our EOY assessments is listed below.</p>
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EOY Science IA Proficiency by school

School name	# of Test Takers	Number Proficient	Percent Proficient
AF Apollo MS	359	58	16.2%
AF Aspire MS	303	88	29.0%
AF Brooklyn HS	335	66	19.7%
AF Brownsville MS	352	54	15.3%
AF Bushwick Empower MS	8	0	0.0%
AF Bushwick MS	259	23	8.9%
AF Crown Heights MS	321	101	31.5%
AF East Brooklyn HS	105	4	3.8%
AF East New York MS	245	51	20.8%
AF Endeavor MS	385	91	23.6%
AF Linden MS	237	52	21.9%
AF North Brooklyn Prep MS	272	56	20.6%
AF University Prep HS	298	13	4.4%

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

AF Voyager MS	215	38	17.7%
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In 2020-21, none of the schools or grades approached the target of 75% on the New York State science aligned cut scores. Note that AF Empower is a restrictive setting that is comprised 100% of students with disabilities.

EOY Science IA Proficiency by school and grade				
School name	Grade level	# of Test Takers	Number Proficient	Percent Proficient
AF Apollo MS	5	87	19	21.8%
AF Apollo MS	6	90	16	17.8%
AF Apollo MS	7	89	12	13.5%
AF Apollo MS	8	93	11	11.8%
AF Aspire MS	5	100	12	12.0%
AF Aspire MS	6	58	12	20.7%
AF Aspire MS	7	57	42	73.7%
AF Aspire MS	8	88	22	25.0%
AF Brooklyn HS	10	114	52	45.6%
AF Brooklyn HS	11	85	0	0.0%
AF Brooklyn HS	9	136	14	10.3%
AF Brownsville MS	5	80	10	12.5%
AF Brownsville MS	6	91	6	6.6%
AF Brownsville MS	7	89	24	27.0%
AF Brownsville MS	8	92	14	15.2%
AF Bushwick Empower MS	5	4	0	0.0%
AF Bushwick Empower MS	6	4	0	0.0%
AF Bushwick MS	5	87	12	13.8%
AF Bushwick MS	6	88	0	0.0%
AF Bushwick MS	7	43	0	0.0%
AF Bushwick MS	8	41	11	26.8%
AF Crown Heights MS	5	85	22	25.9%
AF Crown Heights MS	6	85	32	37.6%
AF Crown Heights MS	7	75	26	34.7%

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

AF Crown Heights MS	8	76	21	27.6%
AF East Brooklyn HS	11	105	4	3.8%
AF East New York MS	5	63	3	4.8%
AF East New York MS	6	61	6	9.8%
AF East New York MS	7	63	24	38.1%
AF East New York MS	8	58	18	31.0%
AF Endeavor MS	5	96	29	30.2%
AF Endeavor MS	6	95	10	10.5%
AF Endeavor MS	7	99	28	28.3%
AF Endeavor MS	8	95	24	25.3%
AF Linden MS	5	82	10	12.2%
AF Linden MS	6	82	19	23.2%
AF Linden MS	7	73	23	31.5%
AF North Brooklyn Prep MS	5	98	8	8.2%
AF North Brooklyn Prep MS	6	83	17	20.5%
AF North Brooklyn Prep MS	7	91	31	34.1%
AF University Prep HS	10	109	1	0.9%
AF University Prep HS	11	71	10	14.1%
AF University Prep HS	9	118	2	1.7%
AF Voyager MS	5	26	5	19.2%
AF Voyager MS	6	62	3	4.8%
AF Voyager MS	7	67	16	23.9%
AF Voyager MS	8	60	14	23.3%

None of the grades attained the target. Note that AF Empower is a restrictive setting that is comprised 100% of students with disabilities. In middle school grades test completion rates were sufficient but inconsistent across schools, ranging from 60% - 99%. There were some grades that fell below our minimum 75% completion threshold and schools acknowledge that these rates are far below our standard 95% threshold.

ADDITIONAL CONTEXT AND EVIDENCE

Classic Science Context: Without the consistency of year over year state tests, absolute performance is difficult to put into context. Falling short of target in all schools by such significant margins is a lesson enough that a year of remote learning under the harshest conditions for students and teachers has taken its toll.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Assessing SEPs (Science and Engineering Practices) was also made difficult during the 20-21 school year. SEPs are meaningful tools to deepen student exploration or sense-making of the phenomena. Given the constraints of 100% remote instruction, students could not adequately employ sense-making to the phenomenon or problem being addressed in specific grade bands.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

SUMMARY OF THE ELEMENTARY AND MIDDLE SCIENCE GOAL

Elementary	
Classic MS	Our science program was modified during SY20-21 to ensure student safety, student engagement and student thinking aligned to the NGSS and New York Science standards were met. The intentional removal of hands-on inquiry which allows our students sustained opportunities to work with and develop underlying ideas and appreciate their interconnectedness, a core aspect of our program, led to low absolute proficiency. Absolute proficiency suffered significantly in science in a year that nothing was the same for students, teachers, and families. The learning loss students experienced during a year where students who lost the opportunity to build content, skills, and practices through hands-on inquiry was seen across all our schools.
Greenfield MS	S&D needs to pull the paceline data report percentages – can include YOY as well as for 20-21 (do not pull SDL because of low completion and deprioritization and misaligned to standards)

ACTION PLAN

Elementary	In elementary, a strength of the program has been the amount of time students spend in hands-on experiments, and their ability to debrief. Moving forward, a main focus is stronger alignment between elementary and middle school programs. This year, the team is focused on revising 4 th grade materials so that they better fit the rigor of NGSS standards and prepare students for the cognitive and academic demands of middle school. Additionally, this year we are researching best-in-class science materials to determine what and where we can pilot in 22-23, for further expansion in 23-24. For all grades, we will be engaging in lesson revision to ensure that all Daily Lesson Resources are aligned to AF COVID Response Plan and are hybrid/remote ready. Lessons will continue to be revised and refined to ensure scholar and teacher safety. For remote materials, simulations will be added to help replace hands on experiences and foster student engagement. In addition, we will ensure that all resources support culturally competent instruction; this work began in 20-21 with the addition biography lessons to increase representation of BIPOC in science instruction.
Classic MS	Our science program was modified during SY20-21 to ensure student safety, student engagement and student thinking aligned to the NGSS and New York Science standards were met. The intentional removal of hands-on inquiry which allows our students sustained opportunities to work with and develop underlying ideas and appreciate their interconnectedness, a core

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

	<p>aspect of our program, led to low absolute proficiency. Absolute proficiency suffered significantly in science in a year that nothing was the same for students, teachers, and families. The learning loss students experienced during a year where students who lost the opportunity to build content, skills, and practices through hands-on inquiry was seen across all our schools.</p> <p>The introduction of Bi-Weekly Quizzes has illustrated student progress on the continuum toward the goals established by the standards at each grade band. School year 21-22, will continue to focus on providing the kinds of student learning experiences that would prepare students to use the three dimensions (science and engineering practices, disciplinary core ideas, crosscutting concepts) to identify and interpret evidence and engage in scientific reasoning as they make sense of phenomena and address problems.</p> <p>Curricular modifications for AF science are prioritizing the NGSS set expectations that students demonstrate what they know and can do via purposeful application. The expectation for our curricular modifications and reviving of inquiry, then, is for tasks that require students to use the three-dimensions to make sense of phenomena or to define and solve authentic problems.</p> <p>In addition to bi-weekly internal assessments, AF Brooklyn schools have set aggressive goals to administer standardized assessments in science during the 2020-21 academic year, NWEA MAP.</p>
Greenfield MS	<p>The unit assessments include the 3 dimensions</p> <p>Elevation of rigor</p> <p>Alignment of the curriculum to phenomenon driven inquiry</p> <p>Increased opportunity for formative data collection aligned to unit learning targets and teacher response via paceline</p> <p>We've also shifted paceline to include CW grades as part of the OM</p> <p>Integration of UDL into curricular and PD strategy</p> <p>Co-teaching has been integrated into the GF campuses for science in partnership with TSE</p>

HIGH SCHOOL SCIENCE

Goal 5: Absolute Measure

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.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

METHOD

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

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 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 passing among the students who sat for the exam.

RESULTS AND EVALUATION

The all-remote learning environment during the 2020-21 school year had the most drastic impact on our ability to assess Science learning in a consistent and comprehensive way. As a result, there is insufficient data to report

All instruction in SY 2020-21 was remote and no students sat for a Regents exam. Exemptions were processed for fourth year students who were eligible for an exemption and who still needed to complete requirements for a Regents diploma. In science, most fourth year students had already fulfilled their science Regents requirement in a prior school year and had already met science credit requirements for graduation.

Science Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort⁴

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2015	2018-19	0	0	0	0
2016	2019-20	83	3	65	81
2017	2020-21	68	15	0	0

CHMS

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2015	2018-19	89	0	77	87

⁴ Based on the highest score for each student on any science Regents exam

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

2016	2019-20	97	4	69	74
2017	2020-21	102	6	2	2

ENMYS

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2015	2018-19	80	0	76	95
2016	2019-20	71	2	60	87
2017	2020-21	91	41	0	0

ADDITIONAL EVIDENCE

Data not available

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

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017						
2018						
2019						
2020						

Goal 5: Comparative Measure

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 calculation of this measure is not required for 2020-21.

ADDITIONAL EVIDENCE

GOAL 6: SOCIAL STUDIES

Goal 6: Social Studies

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

Goal 6: Absolute Measure

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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

METHOD

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

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 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 passing among the students who sat for the exam.

RESULTS

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2015	2018-19	0	0	0	0
2016	2019-20	83	3	54	68
2017	2020-21	68	22	0	0

CHMS

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2015	2018-19	89	0	42	47
2016	2019-20	97	7	21	23
2017	2020-21	102	7	0	0

ENYMS

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2015	2018-19	80	0	14	20

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

2016	2019-20	71	5	4	6
2017	2020-21	91	39	0	0

EVALUATION

All instruction in SY 2020-21 was remote and no students sat for a Regents exam. Exemptions were processed for fourth year students who were eligible for an exemption and who still needed to complete requirements for a Regents diploma.

ADDITIONAL EVIDENCE

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

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017						
2018						
2019						
2020						

Goal 6: Comparative Measure

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

The calculation of this measure is not required for 2020-21.

Goal 6: Absolute Measure

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

METHOD

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

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 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 passing among the students who sat for the exam.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

RESULTS

East NY achieved this measure among all three reported cohorts. Crown Heights nearly achieved the measure in the 2015 cohort, and Brownville fell short in both of the reported cohorts.

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2015	2018-19	0	0	0	0
2016	2019-20	83	0	57	69
2017	2020-21	68	6	43	69

CHMS

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2015	2018-19	89	0	66	74
2016	2019-20	97	10	59	68
2017	2020-21	102	5	56	58

ENYMS

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2015	2018-19	80	0	67	84
2016	2019-20	71	0	69	97
2017	2020-21	91	2	67	75

EVALUATION

ADDITIONAL EVIDENCE

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

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

2017	82	58	71	61	68	63
2018	102		96		102	
2019			116		116	
2020					126	

CHMS

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	117	50	108	53	102	55
2018	116		104		99	
2019			124		127	
2020					180	

ENYMS

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	103	66	92	75	91	74
2018	117		114		104	
2019			120		125	
2020					132	

Goal 6: Comparative Measure

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

The calculation of this measure is not required for 2020-21

ADDITIONAL EVIDENCE

GOAL 7: ESSA

Due to COVID-19 and the subsequent changes to the state’s testing, accountability, and federal reporting requirements, the 2020-21 school accountability statuses are the same as those assigned for the 2019-20 school year. The 2019-20 accountability statuses were based on 2018-19 exam results. Assigned accountability designations and further context can be found [here](#).

Goal 7: Absolute Measure

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.

METHOD

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.

RESULTS AND EVALUATION

State the school’s ESSA status this year. Provide a narrative explicitly stating whether or not the school met the measure and any changes over time.

ADDITIONAL EVIDENCE

Provide a narrative reviewing the school’s ESSA status during each year of the current Accountability Period.

Accountability Status by Year

Year	Status
2018-19	Good Standing
2019-20	Good Standing
2020-21	Good Standing

APPENDIX A: DATA REPORTING TABLES

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

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

Guidance for calculating the results in each of the tables below is available [here](#).

NWEA

2020-21 NWEA MAP [ELA/Mathematics] Assessment End of Year Results					
Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median growth percentile of all 3 rd through 8 th grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.	All students	50	[#]	[X]	[Yes/No]
Measure 2: Each year, the school's median growth percentile of all 3 rd through 8 th grade students whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration.	Low initial achievers	55	[#]	[X]	[Yes/No]
Measure 3: Each year, the median growth percentile of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ⁵	[X] ⁶	[#]	[X]	[Yes/No]

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

⁶ Target should reflect the median growth percentile for all general education students. In the case that the school elects to measure the achievement of a different subpopulation, the target should reflect the median growth percentile of all students at the school not included in that subpopulation.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will meet or exceed the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards. ⁷	2+ students	75%	[#]	[%]	[Yes/No]
--	-------------	-----	-----	-----	----------

End of Year Performance on 2020-21 NWEA MAP [ELA/Mathematics] Assessment By All Students and Students Enrolled in At Least Their Second Year

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

End of Year Growth on 2020-21 NWEA MAP [ELA/Mathematics] Assessment By All Students

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

I-READY

2020-21 i-Ready [ELA/Mathematics] Assessment End of Year Results

⁷ <https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf>.

⁸ Proficient is defined as scoring at or above the grade-level RIT score cut score according to the most recently available linking study found [here](#). Refer to pages 15-16, tables 3.5 and 3.6.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median percent progress to Annual Typical Growth of 3 rd through 8 th grade students will be equal to or greater than 100%.	All students	100%	[#]	[%]	[Yes/No]
Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3 rd through 8 th grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.	Low initial achievers	110%	[#]	[%]	[Yes/No]
Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ⁹	[%] ¹⁰	[#]	[%]	[Yes/No]
Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will score at the <i>mid on-grade level</i> or above scale score for the year-end assessment.	2+ students	75%	[#]	[%]	[Yes/No]

End of Year Performance on 2020-21 i-Ready [ELA/Mathematics] Assessment By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Mid-On Grade Level or Above	Number Tested	Percent Mid-On Grade Level or Above	Number Tested
3				
4				
5				
6				
7				

⁹ Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school's mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g. English language learners, homeless students, etc.), please explain the rationale in the narrative section

¹⁰ Target should reflect the median percent of progress to Annual Typical Growth for all general education students. In the case that the school elects to measure the achievement of a different subpopulation, the target should reflect the median percent of progress to Annual Typical Growth of all students at the school not included in that subpopulation.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

8				
All				

End of Year Growth on 2020-21 i-Ready [ELA/Mathematics] Assessment By All Students

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



**GENERAL INSTRUCTIONS FOR
ANNUAL BUDGET/QUARTERLY REPORT**

TEMPLATE TABS




1- GRAY tab contains the Instructions

Instructions	Provides description of tabs and input requirements.
Funding by District	Charter School Tuition Rates

2- BLUE tabs require input of information

1.) Name of School	>Select school name from list. >Enter contact information.
2.) Enrollment	Enter enrollment information for Annual Budget (& Revisions) and Quarterly Actuals. Includes: >Enrollment by Grade >Enrollment by District
3.) Staffing Plan	Enter staffing plan information for Annual Budget (& Revisions) and Quarterly Actuals. Includes: >Full Time Equivalent (FTE), by Position Category, By Quarter >"Prior Year" column may <i>initially</i> be completed based upon preliminary data, and <i>subsequently</i> adjusted with Annual Audited data when the Quarter 2 Actuals are being submitted.
4.) Yearly Budget	Enter Yearly Budget information. Includes: >"Prior Year" column may <i>initially</i> be completed based upon preliminary data, and <i>subsequently</i> adjusted with Annual Audited data when the Quarter 2 Actuals are being submitted. (Note: Quarterly Revenue allocation may be set) >Budgeted Enrollment data and Per Pupil Revenue for the current year are populated based upon input on tab "2.) Enrollment." >Budgeted FTE for current year is populated based upon input on tab "3.) Staffing Plan." >All other sources of revenue >All expenses >Budget Revisions, as necessary and <i>approved</i> by the school's Board of Directors, should be submitted when submitting Quarterly Actuals.
5.) Balance Sheet	Enter Balance Sheet information for EdCorps. Separate schools merged into a primary EdCorp should NOT use this tab. >"Prior Year" column may be <i>initially</i> completed based upon preliminary data, and <i>subsequently</i> adjusted with Annual Audited data when the Quarter 2 Actuals are being submitted
6.) Quarterly Report	Enter Actual Quarterly Report information. Includes: >Actual Enrollment data and Per Pupil Revenue for the current year are populated based upon input on tab "2.) Enrollment." >Actual FTE for current year is populated based upon input on tab "3.) Staffing Plan." >All other sources of revenue >All expenses
7.) Annual Report Requirement	Complete when submitting Actual Quarter 4.

CELL COLORS & GUIDANCE COMMENTS

-  = Enter information into the light BLUE shaded cells.
-  = Cells labeled in ORANGE containe guidance regarding the input of information.
-  = Cells containing RED triangles in the upper right corner contain "guidance comments" on that particular line item. Please "mouse-over" the triangle to reveal each comment.

**Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)**



ANNUAL BUDGET & QUARTERLY REPORT TEMPLATE

Achievement First East New York Charter School

SCHOOL

Name:	Achievement First East New York Charter School
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CONTACT INFORMATION

Contact Name:	Jennifer Rhoads
Contact Title:	Associate Director of Finance
Contact Email:	[REDACTED]
Contact Phone:	[REDACTED]

REPORT PERIOD

Current Academic Year:	2021-22
Prior Academic Year:	2020-21

**ACHIEVEMENT FIRST EAST NEW YORK CHARTER SCHOOL
2021-22**

ENROLLMENT BY GRADES

GRADES	K	1	2	3	4	5	6	7	8	9	10	11	12
INITIAL BUDGETED ENROLLMENT	84	94	99	99	99	64	64	64	61	125	130	105	95
TOTAL ENROLLMENT = 1183													

ENROLLMENT BY DISTRICT

		PRIOR YEAR	ANNUAL BUDGET TOTAL DISTRICTS/ENROLLMENT BY QUARTER								ACTUAL QUARTERLY TOTAL DISTRICTS/ENROLLMENT			
		ACTUAL	QUARTER 1		QUARTER 2		QUARTER 3		QUARTER 4		QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
			Original	Revised	Original	Revised	Original	Revised	Original	Revised	Actual	Actual	Actual	Actual
NUMBER OF SCHOOL DISTRICTS ENROLLED:		1	1	1	1	1	1	1	1	1	1	0	0	0
NUMBER OF STUDENTS ENROLLED:		1180	1183	1168	1183	1168	1183	1168	1183	1168	1066	0	0	0
*NOTE: If there are NO budget revisions at the time of quarterly submittal leave the 'REVISED' Column(s) COMPLETELY BLANK. If budget revisions ARE made, the entire "REVISED" budget columns for the affected quarter(s) must be completed on tabs 2, 3 and 4.														
		PRIOR YEAR	ANNUAL BUDGET ENROLLMENT BY QUARTER								ACTUAL ENROLLMENT BY QUARTER			
		2020-21	QUARTER 1		QUARTER 2		QUARTER 3		QUARTER 4		QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
		Actual Enrollment	Original Budgeted Enrollment	Revised Budgeted Enrollment	Original Budgeted Enrollment	Revised Budgeted Enrollment	Original Budgeted Enrollment	Revised Budgeted Enrollment	Original Budgeted Enrollment	Revised Budgeted Enrollment	Actual Enrollment	Actual Enrollment	Actual Enrollment	Actual Enrollment
1 PRIMARY/OTHER	DISTRICT NAME(S)	1180	1183	1168	1183	1168	1183	1168	1183	1168	1066			
2	SECONDARY District (Select from drop-down list) →													

		PRIOR YEAR	ANNUAL BUDGET ENROLLMENT BY QUARTER								ACTUAL ENROLLMENT BY QUARTER			
		2020-21	QUARTER 1		QUARTER 2		QUARTER 3		QUARTER 4		QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
PRIMARY/OTHER	DISTRICT NAME(S)	Actual Enrollment	Original Budgeted Enrollment	<i>Revised</i> Budgeted Enrollment	Original Budgeted Enrollment	<i>Revised</i> Budgeted Enrollment	Original Budgeted Enrollment	<i>Revised</i> Budgeted Enrollment	Original Budgeted Enrollment	<i>Revised</i> Budgeted Enrollment	Actual Enrollment	Actual Enrollment	Actual Enrollment	Actual Enrollment

**ACHIEVEMENT FIRST EAST NEW YORK CHARTER SCHOOL
2021-22**

STAFFING PLAN - FULL TIME EQUIVALENT ("FTE")

***NOTE:** Enter the number of FTE positions in the "blue" cells.

***NOTE:** If there are NO budget revisions at the time of quarterly submittal leave the 'REVISED' Column(s) COMPLETELY BLANK. If budget revisions ARE made, the entire "REVISED" budget columns for the affected quarter(s) must be completed on tabs 2, 3 and 4.

***NOTE:** Each quarter, the actual FTE should be input.

***NOTE:** State the assumptions that are being made for personnel FTE levels.

ADMINISTRATIVE PERSONNEL FTE	PRIOR YEAR 2020-21 ACTUAL	ANNUAL BUDGETED FTE								ACTUAL QUARTERLY FTE				Description of Assumptions	
		Q1		Q2		Q3		Q4		Q1	Q2	Q3	Q4		
		Original	Revised	Original	Revised	Original	Revised	Original	Revised	Actual	Actual	Actual	Actual		
Executive Management	3.0	3.0	4.0	3.0	4.0	3.0	4.0	3.0	4.0	3.0					
Instructional Management															
Deans, Directors & Coordinators	18.0	19.0	18.0	19.0	18.0	19.0	18.0	19.0	18.0	19.0					
CFO / Director of Finance															
Operation / Business Manager	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0					
Administrative Staff	13.0	12.0	11.0	12.0	11.0	12.0	11.0	12.0	11.0	11.0					
TOTAL ADMINISTRATIVE STAFF	38.0	38.0	37.0	38.0	37.0	38.0	37.0	38.0	37.0	36.0	0.0	0.0	0.0		
INSTRUCTIONAL PERSONNEL FTE	PRIOR YEAR 2020-21 ACTUAL	ANNUAL BUDGETED FTE								ACTUAL QUARTERLY FTE				Description of Assumptions	
		Q1		Q2		Q3		Q4		Q1	Q2	Q3	Q4		
		Original	Revised	Original	Revised	Original	Revised	Original	Revised	Actual	Actual	Actual	Actual		
Teachers - Regular	96.0	98.0	106.0	98.0	106.0	98.0	106.0	98.0	106.0	100.0					
Teachers - SPED															
Substitute Teachers															
Teaching Assistants	5.0	8.0	9.0	8.0	9.0	8.0	9.0	8.0	9.0	6.0					
Specialty Teachers															
Aides															
Therapists & Counselors	6.0	10.0	10.0	10.0	10.0	10.0	10.0	10.0	10.0	6.0					
Other	4.0	3.0	4.0	3.0	4.0	3.0	4.0	3.0	4.0	4.0					
TOTAL INSTRUCTIONAL	111.0	119.0	129.0	119.0	129.0	119.0	129.0	119.0	129.0	116.0	0.0	0.0	0.0		
NON-INSTRUCTIONAL PERSONNEL FTE	PRIOR YEAR 2020-21 ACTUAL	ANNUAL BUDGETED FTE								ACTUAL QUARTERLY FTE				Description of Assumptions	
		Q1		Q2		Q3		Q4		Q1	Q2	Q3	Q4		
		Original	Revised	Original	Revised	Original	Revised	Original	Revised	Actual	Actual	Actual	Actual		
Nurse															
Librarian															
Custodian															
Security															
Other															
TOTAL NON-INSTRUCTIONAL	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0		
TOTAL PERSONNEL SERVICE FTE	149.0	157.0	166.0	157.0	166.0	157.0	166.0	157.0	166.0	152.0	0.0	0.0	0.0		

ACHIEVEMENT FIRST EAST NEW YORK CHARTER SCHOOL
Budget / Operating Plan
2021-22

		21,734,768	5,571,766	4,918,448	(653,318)	5,571,766	4,918,448	(653,318)	5,571,766	4,918,448	(653,318)	5,571,766	4,918,448	(653,318)
		19,496,675	5,571,766	-	5,571,766	5,571,766	-	5,571,766	5,571,766	-	5,571,766	5,571,766	-	5,571,766
		2,238,093	-	4,918,448	4,918,448	-	4,918,448	4,918,448	-	4,918,448	4,918,448	-	4,918,448	4,918,448
		1,180	1,183	1,168	(15)	1,183	1,168	(15)	1,183	1,168	(15)	1,183	1,168	(15)
		Prior Year Actual 2020-21 Revenue Per Pupil	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
			Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance
EXPENSES														
ADMINISTRATIVE STAFF PERSONNEL COSTS														
	Avg. No. of Positions													
Executive Management	4.00	530,408	114,724		114,724	114,724		114,724	114,724		114,724	114,724		114,724
Instructional Management	-	-			-			-			-			-
Deans, Directors & Coordinators	18.00	1,753,609	450,234		450,234	450,234		450,234	450,234		450,234	450,234		450,234
CFO / Director of Finance	-	-			-			-			-			-
Operation / Business Manager	4.00	325,553	74,956		74,956	74,956		74,956	74,956		74,956	74,956		74,956
Administrative Staff	11.00	593,241	223,332		223,332	223,332		223,332	223,332		223,332	223,332		223,332
TOTAL ADMINISTRATIVE STAFF	37.00	3,202,811	863,246	-	863,246	863,246	-	863,246	863,246	-	863,246	863,246	-	863,246
INSTRUCTIONAL PERSONNEL COSTS														
Teachers - Regular	106.00	8,088,312	2,059,356		2,059,356	2,059,356		2,059,356	2,059,356		2,059,356	2,059,356		2,059,356
Teachers - SPED	-	-			-			-			-			-
Substitute Teachers	-	-			-			-			-			-
Teaching Assistants	9.00	570,058	105,877		105,877	105,877		105,877	105,877		105,877	105,877		105,877
Specialty Teachers	-	-			-			-			-			-
Aides	-	119,112			-			-			-			-
Therapists & Counselors	10.00	736,631	183,560		183,560	183,560		183,560	183,560		183,560	183,560		183,560
Other	4.00	450,362	46,615		46,615	46,615		46,615	46,615		46,615	46,615		46,615
TOTAL INSTRUCTIONAL	129.00	9,964,475	2,395,408	-	2,395,408	2,395,408	-	2,395,408	2,395,408	-	2,395,408	2,395,408	-	2,395,408
NON-INSTRUCTIONAL PERSONNEL COSTS														
Nurse	-	-			-			-			-			-
Librarian	-	-			-			-			-			-
Custodian	-	-			-			-			-			-
Security	-	-			-			-			-			-
Other	-	(206)	14,250		14,250	14,250		14,250	14,250		14,250	14,250		14,250
TOTAL NON-INSTRUCTIONAL	-	(206)	14,250	-	14,250	14,250	-	14,250	14,250	-	14,250	14,250	-	14,250
SUBTOTAL PERSONNEL SERVICE COSTS	166.00	13,167,080	3,272,904	-	3,272,904	3,272,904	-	3,272,904	3,272,904	-	3,272,904	3,272,904	-	3,272,904
PAYROLL TAXES AND BENEFITS														
Payroll Taxes		1,023,730	256,739		256,739	256,739		256,739	256,739		256,739	256,739		256,739
Fringe / Employee Benefits		1,150,705	393,850		393,850	393,850		393,850	393,850		393,850	393,850		393,850
Retirement / Pension		-			-			-			-			-
TOTAL PAYROLL TAXES AND BENEFITS		2,174,435	650,589	-	650,589	650,589	-	650,589	650,589	-	650,589	650,589	-	650,589
TOTAL PERSONNEL SERVICE COSTS	166.00	15,341,515	3,923,493	-	3,923,493	3,923,493	-	3,923,493	3,923,493	-	3,923,493	3,923,493	-	3,923,493
CONTRACTED SERVICES														
Accounting / Audit		21,927	7,500		7,500	7,500		7,500	7,500		7,500	7,500		7,500
Legal		-	21,276		21,276	21,276		21,276	21,276		21,276	21,276		21,276
Management Company Fee		-			-			-			-			-
Nurse Services		-			-			-			-			-
Food Service / School Lunch		-			-			-			-			-
Payroll Services		26,633	10,350		10,350	10,350		10,350	10,350		10,350	10,350		10,350
Special Ed Services		-			-			-			-			-
Titlement Services (i.e. Title I)		-			-			-			-			-
Other Purchased / Professional / Consulting		205,498	42,956		42,956	42,956		42,956	42,956		42,956	42,956		42,956
TOTAL CONTRACTED SERVICES		254,058	82,082	-	82,082	82,082	-	82,082	82,082	-	82,082	82,082	-	82,082

ACHIEVEMENT FIRST EAST NEW YORK CHARTER SCHOOL													
Budget / Operating Plan													
2021-22													
Total Revenue	21,734,768	5,571,766	4,918,448	(653,318)	5,571,766	4,918,448	(653,318)	5,571,766	4,918,448	(653,318)	5,571,766	4,918,448	(653,318)
Total Expenses	19,496,675	5,571,766	-	5,571,766	5,571,766	-	5,571,766	5,571,766	-	5,571,766	5,571,766	-	5,571,766
Net Income	2,238,093	-	4,918,448	4,918,448	-	4,918,448	4,918,448	-	4,918,448	4,918,448	-	4,918,448	4,918,448
Actual Student Enrollment	1,180	1,183	1,168	(15)	1,183	1,168	(15)	1,183	1,168	(15)	1,183	1,168	(15)
	Prior Year Actual 2020-21 Revenue Per Pupil	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
		Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance
SCHOOL OPERATIONS													
Board Expenses	-			-			-			-			-
Classroom / Teaching Supplies & Materials	44,018	16,187		16,187	16,187		16,187	16,187		16,187	16,187		16,187
Special Ed Supplies & Materials	-			-			-			-			-
Textbooks / Workbooks	151,542	176,147		176,147	176,147		176,147	176,147		176,147	176,147		176,147
Supplies & Materials other	21,454	21,645		21,645	21,645		21,645	21,645		21,645	21,645		21,645
Equipment / Furniture	115,165	2,785		2,785	2,785		2,785	2,785		2,785	2,785		2,785
Telephone	19,196	4,905		4,905	4,905		4,905	4,905		4,905	4,905		4,905
Technology	924,501	274,819		274,819	274,819		274,819	274,819		274,819	274,819		274,819
Student Testing & Assessment	-	3,750		3,750	3,750		3,750	3,750		3,750	3,750		3,750
Field Trips	-	15,221		15,221	15,221		15,221	15,221		15,221	15,221		15,221
Transportation (student)	-			-			-			-			-
Student Services - other	2,233,999	585,287		585,287	585,287		585,287	585,287		585,287	585,287		585,287
Office Expense	35,769			-			-			-			-
Staff Development	41,398	23,914		23,914	23,914		23,914	23,914		23,914	23,914		23,914
Staff Recruitment	-	5,750		5,750	5,750		5,750	5,750		5,750	5,750		5,750
Student Recruitment / Marketing	2,434			-			-			-			-
School Meals / Lunch	-			-			-			-			-
Travel (Staff)	-			-			-			-			-
Fundraising	-			-			-			-			-
Other	72,127	384,254		384,254	384,254		384,254	384,254		384,254	384,254		384,254
TOTAL SCHOOL OPERATIONS	3,661,603	1,514,664	-	1,514,664	1,514,664	-	1,514,664	1,514,664	-	1,514,664	1,514,664	-	1,514,664
FACILITY OPERATION & MAINTENANCE													
Insurance	51,526	5,375		5,375	5,375		5,375	5,375		5,375	5,375		5,375
Janitorial	-			-			-			-			-
Building and Land Rent / Lease / Facility Finance Interest	48,632	11,834.00		11,834	11,834.00		11,834	11,834.00		11,834	11,834.00		11,834
Repairs & Maintenance	-			-			-			-			-
Equipment / Furniture	139,541	34,318		34,318	34,318		34,318	34,318		34,318	34,318		34,318
Security	-			-			-			-			-
Utilities	-			-			-			-			-
TOTAL FACILITY OPERATION & MAINTENANCE	239,699	51,527	-	51,527	51,527	-	51,527	51,527	-	51,527	51,527	-	51,527
DEPRECIATION & AMORTIZATION													
COVID-19 / CONTINGENCY	(200)			-			-			-			-
DEFERRED RENT				-			-			-			-
TOTAL EXPENSES	19,496,675	5,571,766	-	5,571,766	5,571,766	-	5,571,766	5,571,766	-	5,571,766	5,571,766	-	5,571,766
NET INCOME	2,238,093	-	4,918,448	4,918,448	-	4,918,448	4,918,448	-	4,918,448	4,918,448	-	4,918,448	4,918,448

		ACHIEVEMENT FIRST EAST NEW YORK CHARTER SCHOOL					DESCRIPTION OF ASSUMPTIONS
		Budget / Operating Plan			2021-22		
		2021	2022	Variance	Original Budget	Revised Budget	
		2021	2022	Variance	Budget vs. PY Budget	Budget vs. PY Budget	
Total Revenue		22,287,064	19,673,792	(2,613,272)	552,296	(2,060,976)	
Total Expenses		22,287,064	-	22,287,064	(2,790,389)	19,496,675	
Net Income		-	19,673,792	19,673,792	(2,238,093)	17,435,699	
Actual Student Enrollment							
		Total Year			VARIANCE		
		Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget	
EXPENSES							
ADMINISTRATIVE STAFF PERSONNEL COSTS		Avg. No. of Positions					
Executive Management	4.00	458,896	-	458,896	71,512	530,408	
Instructional Management	-	-	-	-	-	-	
Deans, Directors & Coordinators	18.00	1,800,936	-	1,800,936	(47,327)	1,753,609	
CFO / Director of Finance	-	-	-	-	-	-	
Operation / Business Manager	4.00	299,824	-	299,824	25,729	325,553	
Administrative Staff	11.00	893,328	-	893,328	(300,087)	593,241	
TOTAL ADMINISTRATIVE STAFF	37.00	3,452,984	-	3,452,984	(250,173)	3,202,811	
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	106.00	8,237,424	-	8,237,424	(149,112)	8,088,312	
Teachers - SPED	-	-	-	-	-	-	
Substitute Teachers	-	-	-	-	-	-	
Teaching Assistants	9.00	423,508	-	423,508	146,550	570,058	
Specialty Teachers	-	-	-	-	-	-	
Aides	-	-	-	-	119,112	119,112	
Therapists & Counselors	10.00	734,240	-	734,240	2,391	736,631	
Other	4.00	186,460	-	186,460	263,902	450,362	
TOTAL INSTRUCTIONAL	129.00	9,581,632	-	9,581,632	382,843	9,964,475	
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	-	-	-	-	-	-	
Librarian	-	-	-	-	-	-	
Custodian	-	-	-	-	-	-	
Security	-	-	-	-	-	-	
Other	-	57,000	-	57,000	(57,206)	(206)	
TOTAL NON-INSTRUCTIONAL	-	57,000	-	57,000	(57,206)	(206)	
SUBTOTAL PERSONNEL SERVICE COSTS	166.00	13,091,616	-	13,091,616	75,464	13,167,080	
PAYROLL TAXES AND BENEFITS							
Payroll Taxes		1,026,956	-	1,026,956	(3,226)	1,023,730	
Fringe / Employee Benefits		1,575,400	-	1,575,400	(424,695)	1,150,705	
Retirement / Pension		-	-	-	-	-	
TOTAL PAYROLL TAXES AND BENEFITS		2,602,356	-	2,602,356	(427,921)	2,174,435	
TOTAL PERSONNEL SERVICE COSTS	166.00	15,693,972	-	15,693,972	(352,457)	15,341,515	
CONTRACTED SERVICES							
Accounting / Audit		30,000	-	30,000	(8,073)	21,927	
Legal		85,104	-	85,104	(85,104)	-	
Management Company Fee		-	-	-	-	-	
Nurse Services		-	-	-	-	-	
Food Service / School Lunch		-	-	-	-	-	
Payroll Services		41,400	-	41,400	(14,767)	26,633	
Special Ed Services		-	-	-	-	-	
Titlement Services (i.e. Title I)		-	-	-	-	-	
Other Purchased / Professional / Consulting		171,824	-	171,824	33,674	205,498	
TOTAL CONTRACTED SERVICES		328,328	-	328,328	(74,270)	254,058	

ACHIEVEMENT FIRST EAST NEW YORK CHARTER SCHOOL						DESCRIPTION OF ASSUMPTIONS
Budget / Operating Plan						
2021-22						
	2021	2022	2021	2022		
Total Revenue	22,287,064	19,673,792	(2,613,272)	552,296	(2,060,976)	
Total Expenses	22,287,064	-	22,287,064	(2,790,389)	19,496,675	
Net Income	-	19,673,792	19,673,792	(2,238,093)	17,435,699	
Actual Student Enrollment						
	Total Year			VARIANCE		
	Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget	
SCHOOL OPERATIONS						
Board Expenses	-	-	-	-	-	
Classroom / Teaching Supplies & Materials	64,748	-	64,748	(20,730)	44,018	
Special Ed Supplies & Materials	-	-	-	-	-	
Textbooks / Workbooks	704,588	-	704,588	(553,046)	151,542	
Supplies & Materials other	86,580	-	86,580	(65,126)	21,454	
Equipment / Furniture	11,140	-	11,140	104,025	115,165	
Telephone	19,620	-	19,620	(424)	19,196	
Technology	1,099,276	-	1,099,276	(174,775)	924,501	
Student Testing & Assessment	15,000	-	15,000	(15,000)	-	
Field Trips	60,884	-	60,884	(60,884)	-	
Transportation (student)	-	-	-	-	-	
Student Services - other	2,341,148	-	2,341,148	(107,149)	2,233,999	
Office Expense	-	-	-	35,769	35,769	
Staff Development	95,656	-	95,656	(54,258)	41,398	
Staff Recruitment	23,000	-	23,000	(23,000)	-	
Student Recruitment / Marketing	-	-	-	2,434	2,434	
School Meals / Lunch	-	-	-	-	-	
Travel (Staff)	-	-	-	-	-	
Fundraising	-	-	-	-	-	
Other	1,537,016	-	1,537,016	(1,464,889)	72,127	
TOTAL SCHOOL OPERATIONS	6,058,656	-	6,058,656	(2,397,053)	3,661,603	
FACILITY OPERATION & MAINTENANCE						
Insurance	21,500	-	21,500	30,026	51,526	
Janitorial	-	-	-	-	-	
Building and Land Rent / Lease / Facility Finance Interest	47,336	-	47,336	1,296	48,632	
Repairs & Maintenance	-	-	-	-	-	
Equipment / Furniture	137,272	-	137,272	2,269	139,541	
Security	-	-	-	-	-	
Utilities	-	-	-	-	-	
TOTAL FACILITY OPERATION & MAINTENANCE	206,108	-	206,108	33,591	239,699	
DEPRECIATION & AMORTIZATION						
COVID-19 / CONTINGENCY	-	-	-	(200)	(200)	
DEFERRED RENT	-	-	-	-	-	
TOTAL EXPENSES	22,287,064	-	22,287,064	(2,790,389)	19,496,675	
NET INCOME	-	19,673,792	19,673,792	(2,238,093)	17,435,699	

ACHIEVEMENT FIRST EAST NEW YORK CHARTER SCHOOL														
Budget / Operating Plan														
2021-22														
Total Revenue	21,734,768	5,571,766	4,918,448	(653,318)	5,571,766	4,918,448	(653,318)	5,571,766	4,918,448	(653,318)	5,571,766	4,918,448	(653,318)	22,287,064
Total Expenses	19,496,675	5,571,766	-	5,571,766	5,571,766	-	5,571,766	5,571,766	-	5,571,766	5,571,766	-	5,571,766	22,287,064
Net Income	2,238,093	-	4,918,448	4,918,448	-	4,918,448	4,918,448	-	4,918,448	4,918,448	-	4,918,448	4,918,448	-
Actual Student Enrollment	1,180	1,183	1,168	(15)	1,183	1,168	(15)	1,183	1,168	(15)	1,183	1,168	(15)	
	Prior Year Actual 2020-21 Revenue Per Pupil	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30			Original Budget
		Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	
CASH FLOW ADJUSTMENTS														
OPERATING ACTIVITIES <i>{enter descriptions below}</i>														
Example - Add Back Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Operating Activities	-	-	-	-	-	-	-	-	-	-	-	-	-	-
INVESTMENT ACTIVITIES <i>{enter descriptions below}</i>														
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Investment Activities	-	-	-	-	-	-	-	-	-	-	-	-	-	-
FINANCING ACTIVITIES <i>{enter descriptions below}</i>														
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Financing Activities	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-	-
NET INCOME	2,238,093	-	4,918,448	4,918,448	-	4,918,448	4,918,448	-	4,918,448	4,918,448	-	4,918,448	4,918,448	-
Beginning Cash Balance	-	2,238,093	2,238,093	-	2,238,093	2,238,093	-	2,238,093	2,238,093	-	2,238,093	2,238,093	-	2,238,093
ENDING CASH BALANCE	2,238,093	2,238,093	7,156,541	4,918,448	2,238,093	7,156,541	4,918,448	2,238,093	7,156,541	4,918,448	2,238,093	7,156,541	4,918,448	2,238,093

		ACHIEVEMENT FIRST EAST NEW YORK CHARTER SCHOOL				DESCRIPTION OF ASSUMPTIONS
		Budget / Operating Plan		2021-22		
Total Revenue		19,673,792	(2,613,272)	552,296	(2,060,976)	
Total Expenses		-	22,287,064	(2,790,389)	19,496,675	
Net Income		19,673,792	19,673,792	(2,238,093)	17,435,699	
Actual Student Enrollment						
		Total Year		VARIANCE		
		Revised		Original	Revised	
		Budget	Variance	Budget vs. PY	Budget vs. PY	
				Budget	Budget	
CASH FLOW ADJUSTMENTS						
OPERATING ACTIVITIES <i>{enter descriptions below}</i>						
Example - Add Back Depreciation		-	-	-	-	
Other		-	-	-	-	
Total Operating Activities		-	-	-	-	
INVESTMENT ACTIVITIES <i>{enter descriptions below}</i>						
Example - Subtract Property and Equipment Expenditures		-	-	-	-	
Other		-	-	-	-	
Total Investment Activities		-	-	-	-	
FINANCING ACTIVITIES <i>{enter descriptions below}</i>						
Example - Add Expected Proceeds from a Loan or Line of Credit		-	-	-	-	
Other		-	-	-	-	
Total Financing Activities		-	-	-	-	
Total Cash Flow Adjustments		-	-	-	-	
NET INCOME		19,673,792	19,673,792	(2,238,093)	17,435,699	
Beginning Cash Balance		2,238,093	-	2,238,093	2,238,093	
ENDING CASH BALANCE		7,156,541	19,673,792	-	19,673,792	

**ACHIEVEMENT FIRST EAST NEW YORK CHARTER SCHOOL
BALANCE SHEET
2021-22**

DO NOT ENTER BALANCE SHEET DATA ON THIS TEMPLATE
Balance sheet data should for the Ed Corp:
Achievement First Brooklyn Charter Schools (Combined)
should be entered on the template for
Achievement First Bushwick Charter School.

	Prior Year	Q1	Q2	Q3	Q4
	2020-21	As of 9/30	As of 12/31	As of 3/31	As of 6/30
<u>ASSETS</u>					
<u>CURRENT ASSETS</u>					
Cash and cash equivalents	-	-	-	-	-
Grants and contracts receivable	-	-	-	-	-
Accounts receivables	-	-	-	-	-
Prepaid Expenses	-	-	-	-	-
Contributions and other receivables	-	-	-	-	-
TOTAL CURRENT ASSETS	-	-	-	-	-
<u>PROPERTY, BUILDING AND EQUIPMENT, net</u>	-	-	-	-	-
<u>OTHER ASSETS</u>	-	-	-	-	-
TOTAL ASSETS	-	-	-	-	-
<u>LIABILITIES AND NET ASSETS</u>					
<u>CURRENT LIABILITIES</u>					
Accounts payable and accrued expenses	-	-	-	-	-
Accrued payroll and benefits	-	-	-	-	-
Deferred Revenue	-	-	-	-	-
Current maturities of long-term debt	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	-	-	-	-	-
TOTAL CURRENT LIABILITIES	-	-	-	-	-
<u>LONG-TERM DEBT and NOTES PAYABLE, net current maturities</u>	-	-	-	-	-
TOTAL LIABILITIES	-	-	-	-	-
<u>NET ASSETS</u>					
Unrestricted	-	-	-	-	-
Temporarily restricted	-	-	-	-	-
TOTAL NET ASSETS	-	-	-	-	-
TOTAL LIABILITIES AND NET ASSETS	-	-	-	-	-

QUARTER 1

ACHIEVEMENT FIRST EAST NEW YORK CHARTER SCHOOL

Budget / Operating Plan

2021-22

Total Revenue	5,728,271	4,918,448	809,823	-	4,918,448	-	-	4,918,448	-	-	4,918,448	-
Total Expenses	5,007,234	-	(5,007,234)	-	-	-	-	-	-	-	-	-
Net Income	721,037	4,918,448	(4,197,411)	-	4,918,448	-	-	4,918,448	-	-	4,918,448	-
Actual Student Enrollment	1,066	1,168	(102)	-	1,168	-	-	1,168	-	-	1,168	-

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance

EXPENSES		Quarter 1											
		No. of Positions											
ADMINISTRATIVE STAFF PERSONNEL COSTS													
Executive Management	3.00	131,491	-	(131,491)									
Instructional Management	-												
Deans, Directors & Coordinators	19.00	434,729	-	(434,729)									
CFO / Director of Finance	-												
Operation / Business Manager	3.00	80,707	-	(80,707)									
Administrative Staff	11.00	147,068	-	(147,068)									
TOTAL ADMINISTRATIVE STAFF	36.00	793,995	-	(793,995)									
INSTRUCTIONAL PERSONNEL COSTS													
Teachers - Regular	100.00	1,963,153	-	(1,963,153)									
Teachers - SPED	-												
Substitute Teachers	-												
Teaching Assistants	6.00	124,909	-	(124,909)									
Specialty Teachers	-												
Aides	-	57,699	-	(57,699)									
Therapists & Counselors	6.00	182,615	-	(182,615)									
Other	4.00	45,046	-	(45,046)									
TOTAL INSTRUCTIONAL	116.00	2,373,422	-	(2,373,422)									
NON-INSTRUCTIONAL PERSONNEL COSTS													
Nurse	-												
Librarian	-												
Custodian	-												
Security	-												
Other	-	56	-	(56)									
TOTAL NON-INSTRUCTIONAL	-	56	-	(56)									
SUBTOTAL PERSONNEL SERVICE COSTS	152.00	3,167,473	-	(3,167,473)									
PAYROLL TAXES AND BENEFITS													
Payroll Taxes		250,301	-	(250,301)									
Fringe / Employee Benefits		284,886	-	(284,886)									
Retirement / Pension													
TOTAL PAYROLL TAXES AND BENEFITS		535,187	-	(535,187)									
TOTAL PERSONNEL SERVICE COSTS	152.00	3,702,660	-	(3,702,660)									
CONTRACTED SERVICES													
Accounting / Audit													
Legal													
Management Company Fee													
Nurse Services													
Food Service / School Lunch													
Payroll Services		4,018	-	(4,018)									
Special Ed Services													
Titlement Services (i.e. Title I)													
Other Purchased / Professional / Consulting		24,345	-	(24,345)									
TOTAL CONTRACTED SERVICES		28,363	-	(28,363)									

QUARTER 1

ACHIEVEMENT FIRST EAST NEW YORK CHARTER SCHOOL

Budget / Operating Plan

2021-22

Total Revenue	5,728,271	4,918,448	809,823	-	4,918,448	-	-	4,918,448	-	-	4,918,448	-
Total Expenses	5,007,234	-	(5,007,234)	-	-	-	-	-	-	-	-	-
Net Income	721,037	4,918,448	(4,197,411)	-	4,918,448	-	-	4,918,448	-	-	4,918,448	-
Actual Student Enrollment	1,066	1,168	(102)	-	1,168	-	-	1,168	-	-	1,168	-

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed

	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance
SCHOOL OPERATIONS												
Board Expenses		-	-		-	-		-	-		-	-
Classroom / Teaching Supplies & Materials	1,805	-	(1,805)		-	-		-	-		-	-
Special Ed Supplies & Materials		-	-		-	-		-	-		-	-
Textbooks / Workbooks	68,094	-	(68,094)		-	-		-	-		-	-
Supplies & Materials other	20,536	-	(20,536)		-	-		-	-		-	-
Equipment / Furniture	7,156	-	(7,156)		-	-		-	-		-	-
Telephone	5,297	-	(5,297)		-	-		-	-		-	-
Technology	354,759	-	(354,759)		-	-		-	-		-	-
Student Testing & Assessment	701	-	(701)		-	-		-	-		-	-
Field Trips		-	-		-	-		-	-		-	-
Transportation (student)		-	-		-	-		-	-		-	-
Student Services - other	625,899	-	(625,899)		-	-		-	-		-	-
Office Expense	37,028	-	(37,028)		-	-		-	-		-	-
Staff Development	10,315	-	(10,315)		-	-		-	-		-	-
Staff Recruitment	160	-	(160)		-	-		-	-		-	-
Student Recruitment / Marketing		-	-		-	-		-	-		-	-
School Meals / Lunch		-	-		-	-		-	-		-	-
Travel (Staff)	72	-	(72)		-	-		-	-		-	-
Fundraising		-	-		-	-		-	-		-	-
Other	47,658	-	(47,658)		-	-		-	-		-	-
TOTAL SCHOOL OPERATIONS	1,179,480	-	(1,179,480)	-	-	-	-	-	-	-	-	-
FACILITY OPERATION & MAINTENANCE												
Insurance	15,054	-	(15,054)		-	-		-	-		-	-
Janitorial		-	-		-	-		-	-		-	-
Building and Land Rent / Lease / Facility Finance Interest	12,192	-	(12,192)		-	-		-	-		-	-
Repairs & Maintenance	17,747	-	(17,747)		-	-		-	-		-	-
Equipment / Furniture	42,451	-	(42,451)		-	-		-	-		-	-
Security		-	-		-	-		-	-		-	-
Utilities		-	-		-	-		-	-		-	-
TOTAL FACILITY OPERATION & MAINTENANCE	87,444	-	(87,444)	-	-	-	-	-	-	-	-	-
DEPRECIATION & AMORTIZATION												
COVID-19 / CONTINGENCY	9,287	-	(9,287)		-	-		-	-		-	-
DEFERRED RENT		-	-		-	-		-	-		-	-
TOTAL EXPENSES	5,007,234	-	(5,007,234)	-	-	-	-	-	-	-	-	-
NET INCOME	721,037	4,918,448	(4,197,411)	-	4,918,448	-	-	4,918,448	-	-	4,918,448	-

QUARTER 1

ACHIEVEMENT FIRST EAST NEW YORK CHARTER SCHOOL

Budget / Operating Plan

2021-22

Total Revenue	5,728,271	4,918,448	809,823	19,673,792	(13,945,521)	5,571,766	156,505	22,287,064	(16,558,793)	5,433,692	294,579
Total Expenses	5,007,234	-	(5,007,234)	-	(5,007,234)	5,571,766	564,532	22,287,064	17,279,830	4,874,169	(133,065)
Net Income	721,037	4,918,448	(4,197,411)	19,673,792	(18,952,755)	-	721,037	-	721,037	559,523	161,514
Actual Student Enrollment	1,066	1,168	(102)			1,183	(117)			1,180	

TOTALS AND VARIANCE ANALYSIS

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed

Actual	Current Budget (Current Quarter)	Actual vs. Current Budget	Current Budget - TY	Actual vs. Current Budget TY	Original Budget (Current Quarter)	Actual vs. Original Budget	Original Budget - TY	Actual vs. Original Budget TY	PY Actual (PY TY / No. of COMPLETED Actual CY Quarters)	Actual CY vs. Actual PY
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EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS

Quarter 1
No. of Positions

Executive Management	3.00	131,491	-	(131,491)	-	(131,491)	114,724	(16,767)	458,896	327,405	132,602	1,111
Instructional Management	-	-	-	-	-	-	-	-	-	-	-	-
Deans, Directors & Coordinators	19.00	434,729	-	(434,729)	-	(434,729)	450,234	15,505	1,800,936	1,366,207	438,402	3,673
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	3.00	80,707	-	(80,707)	-	(80,707)	74,956	(5,751)	299,824	219,117	81,388	681
Administrative Staff	11.00	147,068	-	(147,068)	-	(147,068)	223,332	76,264	893,328	746,260	148,310	1,242
TOTAL ADMINISTRATIVE STAFF	36.00	793,995	-	(793,995)	-	(793,995)	863,246	69,251	3,452,984	2,658,989	800,703	6,708

INSTRUCTIONAL PERSONNEL COSTS

Teachers - Regular	100.00	1,963,153	-	(1,963,153)	-	(1,963,153)	2,059,356	96,203	8,237,424	6,274,271	2,022,078	58,925
Teachers - SPED	-	-	-	-	-	-	-	-	-	-	-	-
Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	6.00	124,909	-	(124,909)	-	(124,909)	105,877	(19,032)	423,508	298,599	142,515	17,606
Specialty Teachers	-	-	-	-	-	-	-	-	-	-	-	-
Aides	-	57,699	-	(57,699)	-	(57,699)	-	(57,699)	-	(57,699)	29,778	(27,921)
Therapists & Counselors	6.00	182,615	-	(182,615)	-	(182,615)	183,560	945	734,240	551,625	184,158	1,543
Other	4.00	45,046	-	(45,046)	-	(45,046)	46,615	1,569	186,460	141,414	112,591	67,545
TOTAL INSTRUCTIONAL	116.00	2,373,422	-	(2,373,422)	-	(2,373,422)	2,395,408	21,986	9,581,632	7,208,210	2,491,119	117,697

NON-INSTRUCTIONAL PERSONNEL COSTS

Nurse	-	-	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	56	-	(56)	-	(56)	14,250	14,194	57,000	56,944	(52)	(108)
TOTAL NON-INSTRUCTIONAL	-	56	-	(56)	-	(56)	14,250	14,194	57,000	56,944	(52)	(108)

SUBTOTAL PERSONNEL SERVICE COSTS

PAYROLL TAXES AND BENEFITS

Payroll Taxes		250,301	-	(250,301)	-	(250,301)	256,739	6,438	1,026,956	776,655	255,933	5,632
Fringe / Employee Benefits		284,886	-	(284,886)	-	(284,886)	393,850	108,964	1,575,400	1,290,514	287,676	2,790
Retirement / Pension		-	-	-	-	-	-	-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS		535,187	-	(535,187)	-	(535,187)	650,589	115,402	2,602,356	2,067,169	543,609	8,422

TOTAL PERSONNEL SERVICE COSTS

CONTRACTED SERVICES

Accounting / Audit		-	-	-	-	-	7,500	7,500	30,000	30,000	5,482	5,482
Legal		-	-	-	-	-	21,276	21,276	85,104	85,104	-	-
Management Company Fee		-	-	-	-	-	-	-	-	-	-	-
Nurse Services		-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch		-	-	-	-	-	-	-	-	-	-	-
Payroll Services		4,018	-	(4,018)	-	(4,018)	10,350	6,332	41,400	37,382	6,658	2,640
Special Ed Services		-	-	-	-	-	-	-	-	-	-	-
Titlement Services (i.e. Title I)		-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting		24,345	-	(24,345)	-	(24,345)	42,956	18,611	171,824	147,479	51,375	27,030
TOTAL CONTRACTED SERVICES		28,363	-	(28,363)	-	(28,363)	82,082	53,719	328,328	299,965	63,515	35,152

QUARTER 1

ACHIEVEMENT FIRST EAST NEW YORK CHARTER SCHOOL

Budget / Operating Plan

2021-22

Total Revenue	5,728,271	4,918,448	809,823	19,673,792	(13,945,521)	5,571,766	156,505	22,287,064	(16,558,793)	5,433,692	294,579
Total Expenses	5,007,234	-	(5,007,234)	-	(5,007,234)	5,571,766	564,532	22,287,064	17,279,830	4,874,169	(133,065)
Net Income	721,037	4,918,448	(4,197,411)	19,673,792	(18,952,755)	-	721,037	-	721,037	559,523	161,514
Actual Student Enrollment	1,066	1,168	(102)			1,183	(117)			1,180	

TOTALS AND VARIANCE ANALYSIS

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed

	Actual	Current Budget (Current Quarter)	Actual vs. Current Budget	Current Budget - TY	Actual vs. Current Budget TY	Original Budget (Current Quarter)	Original Budget - TY	Actual vs. Original Budget TY	PY Actual (PY TY / No. of COMPLETED Actual CY Quarters)	Actual CY vs. Actual PY	
SCHOOL OPERATIONS											
Board Expenses	-	-	-	-	-	-	-	-	-	-	
Classroom / Teaching Supplies & Materials	1,805	-	(1,805)	-	(1,805)	16,187	14,382	64,748	62,943	11,005	9,200
Special Ed Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-
Textbooks / Workbooks	68,094	-	(68,094)	-	(68,094)	176,147	108,053	704,588	636,494	37,886	(30,209)
Supplies & Materials other	20,536	-	(20,536)	-	(20,536)	21,645	1,109	86,580	66,044	5,364	(15,173)
Equipment / Furniture	7,156	-	(7,156)	-	(7,156)	2,785	(4,371)	11,140	3,984	28,791	21,635
Telephone	5,297	-	(5,297)	-	(5,297)	4,905	(392)	19,620	14,323	4,799	(498)
Technology	354,759	-	(354,759)	-	(354,759)	274,819	(79,940)	1,099,276	744,517	231,125	(123,634)
Student Testing & Assessment	701	-	(701)	-	(701)	3,750	3,049	15,000	14,299	-	(701)
Field Trips	-	-	-	-	-	15,221	15,221	60,884	60,884	-	-
Transportation (student)	-	-	-	-	-	-	-	-	-	-	-
Student Services - other	625,899	-	(625,899)	-	(625,899)	585,287	(40,612)	2,341,148	1,715,249	558,500	(67,399)
Office Expense	37,028	-	(37,028)	-	(37,028)	-	(37,028)	-	(37,028)	8,942	(28,086)
Staff Development	10,315	-	(10,315)	-	(10,315)	23,914	13,599	95,656	85,341	10,350	35
Staff Recruitment	160	-	(160)	-	(160)	5,750	5,590	23,000	22,840	-	(160)
Student Recruitment / Marketing	-	-	-	-	-	-	-	-	-	609	609
School Meals / Lunch	-	-	-	-	-	-	-	-	-	-	-
Travel (Staff)	72	-	(72)	-	(72)	-	(72)	-	(72)	-	(72)
Fundraising	-	-	-	-	-	-	-	-	-	-	-
Other	47,658	-	(47,658)	-	(47,658)	384,254	336,596	1,537,016	1,489,358	18,032	(29,626)
TOTAL SCHOOL OPERATIONS	1,179,480	-	(1,179,480)	-	(1,179,480)	1,514,664	335,184	6,058,656	4,879,176	915,401	(264,079)
FACILITY OPERATION & MAINTENANCE											
Insurance	15,054	-	(15,054)	-	(15,054)	5,375	(9,679)	21,500	6,446	12,882	(2,173)
Janitorial	-	-	-	-	-	-	-	-	-	-	-
Building and Land Rent / Lease / Facility Finance Interest	12,192	-	(12,192)	-	(12,192)	11,834	(358)	47,336	35,144	12,158	(34)
Repairs & Maintenance	17,747	-	(17,747)	-	(17,747)	-	(17,747)	-	(17,747)	-	(17,747)
Equipment / Furniture	42,451	-	(42,451)	-	(42,451)	34,318	(8,133)	137,272	94,821	34,885	(7,566)
Security	-	-	-	-	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	87,444	-	(87,444)	-	(87,444)	51,527	(35,917)	206,108	118,664	59,925	(27,519)
DEPRECIATION & AMORTIZATION											
COVID-19 / CONTINGENCY	9,287	-	(9,287)	-	(9,287)	-	(9,287)	-	(9,287)	(50)	(9,337)
DEFERRED RENT	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	5,007,234	-	(5,007,234)	-	(5,007,234)	5,571,766	564,532	22,287,064	17,279,830	4,874,169	(133,065)
NET INCOME	721,037	4,918,448	(4,197,411)	19,673,792	(18,952,755)	-	721,037	-	721,037	559,523	161,514



Annual Report Requirement
for SUNY Authorized Charter Schools

ACHIEVEMENT FIRST EAST NEW YORK CHARTER SCHOOL
2021-22

Administrative
expenditures per pupil:

\$0.00

Per NYS Statute

Administrative expenditures per pupil: the sum of all general administration salaries and other general administration expenditures divided by the total number of enrolled students. Employee benefit costs or expenditures should not be reported here.

***NOTE: THIS TAB ONLY NEEDS TO BE COMPLETED FOR Q4**

Achievement First Brooklyn Charter Schools

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

June 30, 2021

Achievement First Brooklyn Charter Schools

Index

	<u>Page</u>
Independent Auditor's Report	2
Financial Statements	
Statement of Financial Position	4
Statement of Activities and Changes in Net Assets	6
Statement of Functional Expenses	7
Statement of Cash Flows	8
Notes to Financial Statements	9
Supplementary Information	
Supplemental Combining Schedule of Activities by Charter	20
Supplemental Schedules of Functional Expenses	21
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 <i>Government Auditing Standards</i>	31

Independent Auditor's Report

To the Board of Trustees
Achievement First Brooklyn Charter Schools

Report on the Financial Statements

We have audited the accompanying financial statements of Achievement First Brooklyn Charter Schools, which comprise the statement of financial position as of June 30, 2021, and the related statements of activities and changes in net assets, functional expenses and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

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

Auditor's Responsibility

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

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

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

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Achievement First Brooklyn Charter Schools as of June 30, 2021, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Report on Summarized Comparative Information

We have previously audited Achievement First Brooklyn Charter Schools' 2020 financial statements, and we expressed an unmodified audit opinion on those audited financial statements in our report dated November 2, 2020. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2020, is consistent, in all material respects, with the audited financial statements from which it has been derived.

Other Information

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The supplemental combining schedule of activities by charter and supplemental 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 information is 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 29, 2021 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 29, 2021

Achievement First Brooklyn Charter Schools

**Statement of Financial Position
June 30, 2021
(With Comparative Totals for 2020)**

	<u>Assets</u>	
	<u>2021</u>	<u>2020</u>
Current assets		
Cash	\$ 31,047,619	\$ 20,262,532
Restricted cash	350,000	350,000
Grants and other receivables	3,965,494	3,260,597
Receivable from related party - revolving lines of credit	3,020,020	-
Prepaid expenses and other assets	585,132	84,515
Due from related party	1,601,374	-
Due from other school	18,607	-
Due from NYC Department of Education	-	57,786
Total current assets	<u>40,588,246</u>	<u>24,015,430</u>
Non-current assets		
Construction in process	2,121,676	2,299,000
Property and equipment, net	7,226,014	7,654,704
Lease acquisition costs, net	<u>4,318,513</u>	<u>4,544,925</u>
Total non-current assets	<u>13,666,203</u>	<u>14,498,629</u>
Total assets	<u>\$ 54,254,449</u>	<u>\$ 38,514,059</u>

Achievement First Brooklyn Charter Schools

**Statement of Financial Position
June 30, 2021
(With Comparative Totals for 2020)**

Liabilities and Net Assets

	2021	2020
Current liabilities		
Accounts payable and accrued expenses	\$ 1,983,947	\$ 1,593,157
Accrued salaries and other payroll related expenses	1,393,725	3,030,353
Due to related party	-	588,700
Due to other schools	4,885	10,336
Due to NYC Department of Education	42,272	166,229
Due to NYS Education Department - current portion	157,768	157,768
Deferred revenue	500	31,015
Loans payable - current portion	253,334	753,334
Total current liabilities	3,836,431	6,330,892
Long-term liabilities		
Due to NYS Education Department - net of current portion	157,768	315,536
Loans payable - net of current portion	458,995	749,125
Total long-term liabilities	616,763	1,064,661
Total liabilities	4,453,194	7,395,553
Net assets		
Without donor restrictions		
Undesignated	46,300,755	27,738,006
Board-designated reserve	3,500,000	3,380,000
With donor restrictions	500	500
Total net assets	49,801,255	31,118,506
Total liabilities and net assets	\$ 54,254,449	\$ 38,514,059

See Notes to Financial Statements.

Achievement First Brooklyn Charter Schools

**Statement of Activities and Changes in Net Assets
Year Ended June 30, 2021
(With Comparative Totals for 2020)**

	Without donor restrictions	With donor restrictions	2021	2020
Change in unrestricted net assets				
Operating revenue				
State and local per pupil operating revenue	\$ 142,247,589	\$ -	\$ 142,247,589	\$ 137,211,220
Federal, state and local grants	7,031,428	-	7,031,428	6,511,362
Special education revenue	16,935,865	-	16,935,865	16,276,752
Total operating revenue	<u>166,214,882</u>	<u>-</u>	<u>166,214,882</u>	<u>159,999,334</u>
Expenses				
Program services	131,578,710	-	131,578,710	132,443,931
General and administrative	16,799,559	-	16,799,559	17,440,268
Fundraising	15,000	-	15,000	5,000
Total expenses	<u>148,393,269</u>	<u>-</u>	<u>148,393,269</u>	<u>149,889,199</u>
Surplus on school operations from government funding	<u>17,821,613</u>	<u>-</u>	<u>17,821,613</u>	<u>10,110,135</u>
Support and other revenue				
Contributions	344,866	-	344,866	209,608
In-kind contributions	407,405	-	407,405	432,842
Interest income	963	-	963	20,218
Other revenue	107,902	-	107,902	57,013
Total support and other revenue	<u>861,136</u>	<u>-</u>	<u>861,136</u>	<u>719,681</u>
Change in net assets	18,682,749	-	18,682,749	10,829,816
Net assets, beginning	<u>31,118,006</u>	<u>500</u>	<u>31,118,506</u>	<u>20,288,690</u>
Net assets, end	<u>\$ 49,800,755</u>	<u>\$ 500</u>	<u>\$ 49,801,255</u>	<u>\$ 31,118,506</u>

See Notes to Financial Statements.

Achievement First Brooklyn Charter Schools

**Statement of Functional Expenses
Year Ended June 30, 2021
(With Comparative Totals for 2020)**

	Program services			General and administrative	Fundraising	2021 Total	2020 Total
	Regular education	Special education	Total program services				
Personnel services costs							
Administrative staff personnel	\$ -	\$ -	\$ -	\$ 11,839,382	\$ -	\$ 11,839,382	\$ 11,960,620
Instructional personnel	74,304,718	9,851,994	84,156,712	-	-	84,156,712	79,551,593
Total personnel services costs	74,304,718	9,851,994	84,156,712	11,839,382	-	95,996,094	91,512,213
Fringe benefits and payroll taxes	12,164,845	1,610,259	13,775,104	1,936,881	-	15,711,985	15,606,305
Retirement	1,053,225	138,316	1,191,541	167,470	-	1,359,011	1,204,758
Management company fees	15,989,526	1,747,217	17,736,743	934,303	15,000	18,686,046	18,393,253
Accounting/audit services	-	-	-	160,800	-	160,800	156,000
Other purchased/professional/consulting services	51,146	422,473	473,619	116,014	-	589,633	655,413
Repairs and maintenance	497,365	67,774	565,139	83,881	-	649,020	1,176,630
Insurance	422,701	56,514	479,215	68,163	-	547,378	512,596
Utilities	941,265	128,725	1,069,990	152,908	-	1,222,898	1,363,725
Supplies/materials	1,540,269	205,493	1,745,762	-	-	1,745,762	2,954,492
Equipment/furnishings	374,463	49,502	423,965	59,480	-	483,445	861,003
Staff development	345,394	46,634	392,028	16,801	-	408,829	1,406,233
Marketing/recruitment	16,128	2,229	18,357	-	-	18,357	53,148
Technology	3,756,992	498,323	4,255,315	127,153	-	4,382,468	4,196,808
Food service	525,309	71,517	596,826	-	-	596,826	1,751,205
Student services	456,638	62,746	519,384	-	-	519,384	1,838,751
Office expense	1,766,113	233,168	1,999,281	605,015	-	2,604,296	3,186,306
Depreciation and amortization	1,404,255	188,732	1,592,987	398,246	-	1,991,233	2,138,730
Other	431,622	57,037	488,659	116,733	-	605,392	650,249
Parental activities	86,378	11,705	98,083	-	-	98,083	203,718
Interest expense	-	-	-	16,329	-	16,329	67,661
Total expenses	<u>\$ 116,128,352</u>	<u>\$ 15,450,358</u>	<u>\$ 131,578,710</u>	<u>\$ 16,799,559</u>	<u>\$ 15,000</u>	<u>\$ 148,393,269</u>	<u>\$ 149,889,197</u>

See Notes to Financial Statements.

Achievement First Brooklyn Charter Schools

**Statement of Cash Flows
Year Ended June 30, 2021
(With Comparative Totals for 2020)**

	2021	2020
Cash flows from operating activities		
Change in net assets	\$ 18,682,749	\$ 10,829,816
Adjustments to reconcile change in net assets to net cash provided by operating activities		
Depreciation and amortization	1,991,233	2,138,730
Accrued interest	19,130	(28,538)
Changes in operating assets and liabilities		
Grants and other receivables	(704,897)	(1,020,681)
Prepaid expenses and other assets	(500,617)	928,566
Due from related party	(1,601,374)	1,411,160
Due from other school	(18,607)	18,456
Due from NYC Department of Education	57,786	(5,887)
Accounts payable and accrued expenses	632,816	(2,087,782)
Accrued salaries and other payroll related expenses	(1,636,628)	1,360,965
Due to related party	(588,700)	588,700
Due to other schools	(5,451)	10,336
Due to NYC Department of Education	(123,957)	(188,454)
Due to NYS Education Department	(157,768)	(157,768)
Deferred revenue	(30,515)	24,917
	<u>16,015,200</u>	<u>13,822,536</u>
Net cash provided by operating activities		
Cash flows from investing activities		
Purchase of property and equipment	(1,400,833)	(2,542,134)
Cash paid out on revolving lines of credit	(3,020,020)	-
	<u>(4,420,853)</u>	<u>(2,542,134)</u>
Net cash used in investing activities		
Cash flows from financing activities		
Payments of long-term debt	(809,260)	(948,332)
	<u>(809,260)</u>	<u>(948,332)</u>
Net increase in cash and restricted cash	10,785,087	10,332,070
Cash and restricted cash, beginning	<u>20,612,532</u>	<u>10,280,462</u>
Cash and restricted cash, end	<u>\$ 31,397,619</u>	<u>\$ 20,612,532</u>
Cash paid during the year for interest	<u>\$ 38,111</u>	<u>\$ 50,041</u>
Supplemental disclosure of noncash investing and financing transactions		
Transfer of construction in process to fixed assets	<u>\$ 1,371,124</u>	<u>\$ 2,051,325</u>
Purchase of construction in process with accounts payable	<u>\$ 110,160</u>	<u>\$ 352,186</u>

See Notes to Financial Statements.

Achievement First Brooklyn Charter Schools

Notes to Financial Statements June 30, 2021

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 and Achievement First Voyager Charter School. The supplemental schedules to the financial statements provide additional operating activity by charter. As of April 1, 2016, the schools were merged under one legal entity. The financial statements reflect the activities of the ten charter schools for the fiscal year ended June 30, 2021.

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, New York.

During the year ended June 30, 2021, 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. The School aspires to have a reserve of 2.5% of its annual budget at any time. 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 non-operating grants.

Achievement First Brooklyn Charter Schools

Notes to Financial Statements June 30, 2021

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, 2021.

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:

	2021	2020
Cash	\$ 31,047,619	\$ 20,262,532
Restricted cash	350,000	350,000
Total	<u>\$ 31,397,619</u>	<u>\$ 20,612,532</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 \$3,965,494 at June 30, 2021. The School has determined that no allowance for uncollectible accounts for receivables is necessary as of June 30, 2021. 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, 2021

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 non-financial assets or those that require specialized skills, (ii) are provided by individuals possessing those skills, and (iii) would typically need to be purchased, if not provided by donation, and are recorded at their fair value in the period received.

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

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

Property and equipment

Property and equipment are stated at cost. The School has established a 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
Musical instruments	4 - 5 years
Equipment	3 - 7 years
Software	3 - 5 years

Long-lived assets

The School recognizes an impairment loss when the carrying amount of a long-lived asset exceeds its fair value. In the event that facts and circumstance indicate that the carrying amounts of long-lived assets may be impaired, an evaluation of recoverability would be performed. The evaluation process consists of comparing the estimated future undiscounted cash flows associated with the asset to the asset's carrying amount to determine if a write down is required. If the review indicates that the asset will not be recoverable, the carrying value of the asset would be reduced to its estimated realizable value. There was no impairment loss recognized for the year ended June 30, 2021.

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 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, 2021

Income taxes

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

The School has no unrecognized tax benefits at June 30, 2021. The School's federal tax returns prior to fiscal year 2018 are closed and management continually evaluates expiring statutes of limitations, audits, proposed settlements, changes in tax law and new authoritative rulings.

If applicable, the School would recognize interest and penalties associated with tax matters as part of general and administrative expenses in the statement of activities and changes in net assets and include accrued interest and penalties in accrued expenses in the statement of financial position. The School did not recognize any interest or penalties associated with tax matters for the year ended June 30, 2021.

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, 2020, 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 one financial institution. 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, 2021, the School had uninsured bank balances of \$32,268,047. The School limits its credit risk by selecting financial institutions considered to be highly creditworthy.

Subsequent events

Management has reviewed subsequent events through October 29, 2021, which is the date the financial statements were approved and available for issuance.

Achievement First Brooklyn Charter Schools

**Notes to Financial Statements
June 30, 2021**

Note 3 - Liquidity

The School regularly monitors liquidity required to meet its annual operating needs and other contractual commitments. As of June 30, 2021, the School has financial assets available to meet annual operating needs for the 2022 fiscal year as follows:

Cash	\$	31,047,619
Grants and other receivables		3,965,494
Receivable from related party - revolving lines of credit		3,020,020
Due from related party		1,601,374
Due from other school		18,607
Total financial assets		<u>39,653,114</u>
Less		
Receivable from related party - revolving lines of credit		(3,020,020)
Board-designated reserve		<u>(3,500,000)</u>
Financial assets available to meet cash needs for general expenditures within one year	\$	<u>33,133,094</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 4 - Receivable from related party - unsecured revolving line of credit

The School has entered into unsecured revolving lines of credit established with entities that are wholly owned by Achievement First, Inc. ("AF"). See Note 9 for the relationship between the School and AF. AF lines bear interest at a fixed rate of 2.6%. Funds are available upon written request. The School may demand repayment of principal and/or accrued interest in part or in full at any time and such repayments shall be due forty-five business days thereafter. Balances on the lines are as follows as of June 30, 2021:

	<u>Credit limit</u>	<u>Amount drawn</u>
AF Brooklyn HS4, LLC	\$ 5,000,000	\$ 1,939,327
AF Queens ES1, LLC	4,000,000	1,080,693
AF Glenmore Avenue, LLC	<u>2,000,000</u>	<u>-</u>
	<u>\$ 11,000,000</u>	<u>\$ 3,020,020</u>

Note 5 - Concentrations

The School received approximately 86% of its operating revenue, which is subject to specific requirements, from per pupil funding from the NYCDOE during the year ended June 30, 2021.

Achievement First Brooklyn Charter Schools

Notes to Financial Statements June 30, 2021

The School's grants and other receivables consist of approximately 84% of per pupil funding from the State of New York and 15% from the Federal and State Departments of Education at June 30, 2021.

Note 6 - 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, 2021, 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 non-binding, the premises are temporary in nature, is excess shared space whereby a fair value cannot be determined and is industry practice.

Note 7 - Property and equipment

The following is a summary of property and equipment at June 30, 2021:

Leasehold improvements	\$ 13,985,288
Furniture and fixtures	1,671,126
Computers and other hardware	354,660
Equipment	2,374,510
Software	32,498
Student computers and software	3,897
Musical instruments	<u>23,320</u>
	18,445,299
Less accumulated depreciation	<u>(11,219,285)</u>
	<u>\$ 7,226,014</u>

Depreciation expense was \$1,764,821 for the year ended June 30, 2021.

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, 2021 was \$226,412

Achievement First Brooklyn Charter Schools

Notes to Financial Statements June 30, 2021

and accumulated amortization at June 30, 2021 was \$2,473,866. Amortization expense for each of the next five years is \$226,413.

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, 2021, the School incurred management and ancillary services fees of \$18,686,046, which is 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 from AF at June 30, 2021 was \$1,601,374.

The School received a \$52,254 grant from AF for Charter School funding.

Note 10 - Due from/to other schools

The following amounts were due from/to related schools and consist of the following at June 30, 2021:

Achievement First Providence Charter School	\$	12,208
Achievement First Bridgeport Academy		6,399
Achievement First Elm City Charter School		<u>(4,885)</u>
	\$	<u>13,722</u>

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, 2024. The outstanding balance due to Charter School Growth Fund at June 30, 2021 was \$646,464 including accrued interest of \$19,130. Interest expense of \$19,130 is included in interest expense on the statement of functional expenses.

Loan payable to Peak Demand Energy is a non-interest 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 until the loan is paid in full in July 2024. The outstanding balance due to Peak Demand Energy at June 30, 2021 was \$65,865.

Achievement First Brooklyn Charter Schools

**Notes to Financial Statements
June 30, 2021**

The scheduled principal payments for the next five years are as follows:

2022	\$	253,334
2023		426,000
2024		<u>13,865</u>
Subtotal		693,199
Plus accrued interest		<u>19,130</u>
	\$	<u>712,329</u>

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, 2021, an underpayment totaling \$42,272 had been made; an adjustment for this amount will be reflected in the third payment from NYCDOE in FY 2022. 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, 2021, \$157,768 was repaid and the balance of \$315,536 will be repaid through an annual reduction in the grant allocation of \$157,768 for each of the next two years.

Note 13 - Operating leases

The School leases office equipment under non-cancelable operating lease agreements expiring through May. The future minimum payments are as follows:

2022	\$	921,431
2023		559,494
2024		355,130
2025		106,260
2026		38,965
Thereafter		<u>1,585</u>
	\$	<u>1,982,865</u>

The lease expense for the year ended June 30, 2021, was \$1,243,800.

Achievement First Brooklyn Charter Schools

Notes to Financial Statements June 30, 2021

The School entered into leases for properties with two limited liability companies wholly owned by AF. The leases expire through July 30, 2024. One lease has an option for a one year renewal and the second lease has an option for a three year renewal. Additional rent is due in accordance with the lease agreements. No lease expense was incurred during the year ended June 30, 2021. The future minimum payments are as follows:

2022	\$	1,918,942
2023		2,680,386
2024		<u>135,500</u>
	\$	<u>4,734,828</u>

The School has guaranteed the lease between AF Queens ES1, LLC (wholly owned by AF) and a third party. The lease expires on July 31, 2027 and has a three year extension option.

Note 14 - Pension plan

Effective September 1, 2006, the School adopted a 403(b) profit sharing plan (the "Plan") which covers most of the employees. The Plan is a defined contribution plan. Employees are eligible to enroll in the Plan upon employment. Those employees who have completed at least one full year of service are also eligible for employer contributions. The Plan provides for the School to contribute up to 4% of an employee's salary, 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 become fully vested. For the year ended June 30, 2021, pension expense for the School was approximately \$1,359,000, which is included in retirement in the accompanying statement of functional expenses.

Note 15 - Risk management

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

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

Note 16 - Contingencies

In early 2020, an outbreak of a novel strain of coronavirus (COVID-19) emerged globally. As a result, events have occurred including mandates from federal, state and local authorities leading to an overall decline in economic activity. The spread of this virus has caused business disruption domestically in the United States, the area in which the School primarily operates. While the disruption is currently expected to be temporary, there is considerable uncertainty around the duration of this disruption. Therefore, while the School understands this matter may negatively impact the School's financial condition, results of operations, or cash flows, the extent of the financial impact and duration cannot be reasonably estimated at this time.

Achievement First Brooklyn Charter Schools

**Notes to Financial Statements
June 30, 2021**

Note 17 - 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. Contribution revenue of \$52 was recorded during the year ended June 30, 2021 related to this grant.

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. Contribution revenue of \$2,013,952 was recorded at June 30, 2021 related to this grant.

Supplementary Information

Achievement First Brooklyn Charter Schools
Supplemental Combining Schedule of Activities by Charter
Year Ended June 30, 2021

	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	Total
Operating revenue											
State and local per pupil operating revenue	\$ 13,896,817	\$ 13,598,541	\$ 18,594,658	\$ 14,990,762	\$ 20,767,231	\$ 19,188,789	\$ 13,711,805	\$ 11,645,643	\$ 12,389,719	\$ 3,463,624	\$ 142,247,589
Federal, state and local grants	644,776	648,848	1,080,640	951,632	793,472	833,634	769,919	552,175	522,590	233,742	7,031,428
Special education revenue	1,340,810	1,219,239	1,807,493	3,285,781	2,793,273	1,679,469	1,831,325	1,209,431	1,490,483	278,561	16,936,865
Total operating revenue	15,882,403	15,466,628	21,482,791	19,228,175	24,353,976	21,701,892	16,313,049	13,407,249	14,402,792	3,975,927	166,214,882
Expenses											
Program services	11,681,805	11,323,641	17,257,112	15,349,367	19,643,570	17,703,488	13,253,125	10,563,484	10,570,673	4,232,445	131,578,710
General and administrative	1,432,259	1,562,576	2,215,376	1,904,242	2,518,852	2,220,911	1,772,138	1,300,926	1,299,487	572,792	16,799,559
Fundraising	-	-	5,185	-	6,207	3,608	-	-	-	-	15,000
Total expenses	13,114,064	12,886,217	19,477,673	17,253,609	22,168,629	19,928,007	15,025,263	11,864,410	11,870,160	4,805,237	148,393,269
Surplus (deficit) on school operations from government funding	2,768,339	2,580,411	2,005,118	1,974,566	2,185,347	1,773,885	1,287,786	1,542,839	2,532,632	(829,310)	17,821,613
Support and other revenue											
Contributions	4,926	54,904	65,954	5,729	81,860	116,087	750	1,500	7,956	5,200	344,866
In-kind contributions	30,205	36,834	85,759	40,142	80,347	20,521	9,473	42,966	44,560	16,598	407,405
Interest income	-	963	-	-	-	-	-	-	-	-	963
Other revenue	30,046	7,763	31,220	13,841	7,787	3,340	3,963	2,645	2,583	4,714	107,902
Total support and other revenue	65,177	100,464	182,933	59,712	169,994	139,948	14,186	47,111	55,099	26,512	861,136
Change in net assets	2,833,516	2,680,876	2,188,051	2,034,278	2,355,341	1,913,833	1,301,972	1,589,950	2,587,731	(802,798)	18,682,749
Net assets, beginning	7,719,494	4,931,257	2,695,396	3,594,396	2,095,131	1,401,205	4,272,226	3,572,518	3,630,084	(2,793,203)	31,118,506
Net assets, end	\$ 10,553,010	\$ 7,612,132	\$ 4,883,447	\$ 5,628,676	\$ 4,450,472	\$ 3,315,038	\$ 5,574,198	\$ 5,162,468	\$ 6,217,815	(\$ 3,596,001)	\$ 49,801,255

See Independent Auditor's Report.

Achievement First Brooklyn Charter Schools

**Supplemental Schedule of Functional Expenses - Apollo
Year Ended June 30, 2021**

	Program services			General and administrative	Fundraising	2021 Total	2020 Total
	Regular education	Special education	Total program services				
Personnel services costs							
Administrative staff personnel	\$ -	\$ -	\$ -	\$ 1,013,893	\$ -	\$ 1,013,893	\$ 1,036,638
Instructional personnel	7,001,090	576,667	7,577,757	-	-	7,577,757	7,155,824
Total personnel services costs	7,001,090	576,667	7,577,757	1,013,893	-	8,591,650	8,192,462
Fringe benefits and payroll taxes	1,185,213	97,624	1,282,837	171,642	-	1,454,479	1,428,255
Retirement	122,502	10,090	132,592	17,741	-	150,333	115,182
Management company fees	1,580,691	108,233	1,688,924	88,891	-	1,777,815	1,733,021
Accounting/audit services	-	-	-	14,618	-	14,618	13,565
Other purchased/professional/consulting services	-	14,487	14,487	9,060	-	23,547	15,652
Repairs and maintenance	9,690	798	10,488	1,403	-	11,891	33,007
Insurance	30,227	2,490	32,717	4,377	-	37,094	39,077
Utilities	6,562	541	7,103	950	-	8,053	18,217
Supplies/materials	119,295	9,826	129,121	-	-	129,121	228,462
Equipment/furnishings	38,038	3,133	41,171	5,509	-	46,680	36,628
Staff development	18,823	1,551	20,374	1,574	-	21,948	154,123
Marketing/recruitment	121	10	131	-	-	131	1,239
Technology	357,930	29,482	387,412	10,734	-	398,146	339,011
Food service	9,010	742	9,752	-	-	9,752	43,938
Student services	4,521	372	4,893	-	-	4,893	226,154
Office expense	186,107	15,329	201,436	58,842	-	260,278	334,491
Depreciation and amortization	83,798	6,902	90,700	22,675	-	113,375	160,353
Other	43,500	3,583	47,083	10,049	-	57,132	64,925
Parental activities	2,612	215	2,827	-	-	2,827	10,760
Interest expense	-	-	-	301	-	301	2,300
Total expenses	\$ 10,799,730	\$ 882,075	\$ 11,681,805	\$ 1,432,259	\$ -	\$ 13,114,064	\$ 13,190,822

See Independent Auditor's Report.

Achievement First Brooklyn Charter Schools

**Supplemental Schedule of Functional Expenses - Aspire
Year Ended June 30, 2021**

	Program services			General and administrative	Fundraising	2021 Total	2020 Total
	Regular education	Special education	Total program services				
Personnel services costs							
Administrative staff personnel	\$ -	\$ -	\$ -	\$ 1,126,767	\$ -	\$ 1,126,767	\$ 1,085,125
Instructional personnel	6,379,337	928,036	7,307,373	-	-	7,307,373	6,158,996
Total personnel services costs	6,379,337	928,036	7,307,373	1,126,767	-	8,434,140	7,244,121
Fringe benefits and payroll taxes	982,670	142,954	1,125,624	173,567	-	1,299,191	1,203,968
Retirement	83,614	12,164	95,778	14,768	-	110,546	93,288
Management company fees	1,473,268	176,431	1,649,699	86,826	-	1,736,525	1,594,570
Accounting/audit services	-	-	-	14,618	-	14,618	13,565
Other purchased/professional/consulting services	-	18,186	18,186	6,500	-	24,686	21,031
Repairs and maintenance	18,958	2,758	21,716	3,348	-	25,064	8,520
Insurance	29,686	4,319	34,005	5,244	-	39,249	37,086
Utilities	14,362	2,089	16,451	2,537	-	18,988	23,823
Supplies/materials	115,800	16,846	132,646	-	-	132,646	172,888
Equipment/furnishings	32,440	4,719	37,159	5,730	-	42,889	92,660
Staff development	40,045	5,826	45,871	1,594	-	47,465	127,701
Marketing/recruitment	3,054	445	3,499	-	-	3,499	6,021
Technology	370,947	53,962	424,909	15,460	-	440,369	461,054
Food service	4,281	623	4,904	-	-	4,904	50,846
Student services	50,974	7,415	58,389	-	-	58,389	128,143
Office expense	160,815	23,395	184,210	55,778	-	239,988	244,901
Depreciation and amortization	108,029	15,716	123,745	30,936	-	154,681	168,550
Other	32,788	4,769	37,557	13,139	-	50,696	50,490
Parental activities	1,676	244	1,920	-	-	1,920	16,451
Interest expense	-	-	-	5,764	-	5,764	10,311
Total expenses	\$ 9,902,744	\$ 1,420,897	\$ 11,323,641	\$ 1,562,576	\$ -	\$ 12,886,217	\$ 11,769,988

See Independent Auditor's Report.

Achievement First Brooklyn Charter Schools

**Supplemental Schedule of Functional Expenses - Brownsville
Year Ended June 30, 2021**

	Program services			General and administrative	Fundraising	2021 Total	2020 Total
	Regular education	Special education	Total program services				
Personnel services costs							
Administrative staff personnel	\$ -	\$ -	\$ -	\$ 1,565,901	\$ -	\$ 1,565,901	\$ 1,657,272
Instructional personnel	9,797,339	1,342,403	11,139,742	-	-	11,139,742	11,006,262
Total personnel services costs	9,797,339	1,342,403	11,139,742	1,565,901	-	12,705,643	12,663,534
Fringe benefits and payroll taxes	1,583,119	216,903	1,800,022	252,965	-	2,052,987	2,148,622
Retirement	129,914	17,800	147,714	20,756	-	168,470	150,100
Management company fees	2,052,639	232,398	2,285,037	120,538	5,185	2,410,760	2,431,349
Accounting/audit services	-	-	-	21,928	-	21,928	20,348
Other purchased/professional/consulting services	-	20,832	20,832	21,294	-	42,126	39,257
Repairs and maintenance	9,855	1,351	11,206	1,565	-	12,771	153,188
Insurance	41,123	5,635	46,758	6,580	-	53,338	56,713
Utilities	20,014	2,742	22,756	3,184	-	25,940	28,136
Supplies/materials	210,233	28,804	239,037	-	-	239,037	422,324
Equipment/furnishings	73,883	10,123	84,006	11,770	-	95,776	128,501
Staff development	47,551	6,516	54,067	2,665	-	56,732	245,266
Marketing/recruitment	174	24	198	-	-	198	7,660
Technology	442,108	60,572	502,680	12,737	-	515,417	532,861
Food service	136,444	18,694	155,138	-	-	155,138	493,705
Student services	91,418	12,525	103,943	-	-	103,943	266,169
Office expense	234,831	32,174	267,005	83,546	-	350,551	545,251
Depreciation and amortization	265,489	36,375	301,864	75,466	-	377,330	275,435
Other	61,811	8,467	70,278	14,824	-	85,102	83,925
Parental activities	4,247	582	4,829	-	-	4,829	16,609
Interest expense	-	-	-	(343)	-	(343)	50
Total expenses	\$ 15,202,192	\$ 2,054,920	\$ 17,257,112	\$ 2,215,376	\$ 5,185	\$ 19,477,673	\$ 20,709,003

See Independent Auditor's Report.

Achievement First Brooklyn Charter Schools

**Supplemental Schedule of Functional Expenses - Bushwick
Year Ended June 30, 2021**

	Program services			General and administrative	Fundraising	2021 Total	2020 Total
	Regular education	Special education	Total program services				
Personnel services costs							
Administrative staff personnel	\$ -	\$ -	\$ -	\$ 1,401,802	\$ -	\$ 1,401,802	\$ 1,274,160
Instructional personnel	9,082,238	1,244,353	10,326,591	-	-	10,326,591	9,588,974
Total personnel services costs	9,082,238	1,244,353	10,326,591	1,401,802	-	11,728,393	10,863,134
Fringe benefits and payroll taxes	1,448,481	198,455	1,646,936	223,503	-	1,870,439	1,866,238
Retirement	141,003	19,318	160,321	21,792	-	182,113	183,071
Management company fees	1,784,507	201,530	1,986,037	104,529	-	2,090,566	2,279,159
Accounting/audit services	-	-	-	14,619	-	14,619	13,566
Other purchased/professional/consulting services	-	17,461	17,461	30,029	-	47,490	37,707
Repairs and maintenance	(43,181)	(5,917)	(49,098)	(6,789)	-	(55,887)	122,071
Insurance	30,606	4,193	34,799	4,720	-	39,519	41,731
Utilities	11,346	1,554	12,900	1,751	-	14,651	22,205
Supplies/materials	190,788	26,139	216,927	-	-	216,927	364,980
Equipment/furnishings	15,565	2,133	17,698	2,360	-	20,058	84,050
Staff development	25,885	3,546	29,431	1,180	-	30,611	160,899
Marketing/recruitment	53	7	60	-	-	60	1,330
Technology	412,959	56,579	469,538	13,730	-	483,268	467,544
Food service	101,664	13,929	115,593	-	-	115,593	235,033
Student services	(8,592)	(1,178)	(9,770)	-	-	(9,770)	340,283
Office expense	193,027	26,447	219,474	67,142	-	286,616	368,133
Depreciation and amortization	35,337	4,841	40,178	10,044	-	50,222	85,257
Other	49,320	6,760	56,080	13,830	-	69,910	70,614
Parental activities	51,197	7,014	58,211	-	-	58,211	62,026
Total expenses	\$ 13,522,203	\$ 1,827,164	\$ 15,349,367	\$ 1,904,242	\$ -	\$ 17,253,609	\$ 17,669,031

See Independent Auditor's Report.

Achievement First Brooklyn Charter Schools

**Supplemental Schedule of Functional Expenses - Crown Heights
Year Ended June 30, 2021**

	Program services			General and administrative	Fundraising	2021 Total	2020 Total
	Regular education	Special education	Total program services				
Personnel services costs							
Administrative staff personnel	\$ -	\$ -	\$ -	\$ 1,752,852	\$ -	\$ 1,752,852	\$ 1,935,709
Instructional personnel	10,871,495	1,489,499	12,360,994	-	-	12,360,994	12,148,789
Total personnel services costs	10,871,495	1,489,499	12,360,994	1,752,852	-	14,113,846	14,084,498
Fringe benefits and payroll taxes	1,847,188	253,083	2,100,271	297,829	-	2,398,100	2,415,371
Retirement	146,840	20,118	166,958	23,675	-	190,633	165,132
Management company fees	2,325,401	263,317	2,588,718	136,575	6,207	2,731,500	2,663,636
Accounting/audit services	-	-	-	21,927	-	21,927	20,348
Other purchased/professional/consulting services	-	16,615	16,615	10,173	-	26,788	40,401
Repairs and maintenance	1,160	159	1,319	187	-	1,506	69,053
Insurance	92,869	12,724	105,593	14,974	-	120,567	112,833
Utilities	706,501	96,797	803,298	113,912	-	917,210	1,018,441
Supplies/materials	225,621	30,912	256,533	-	-	256,533	374,005
Equipment/furnishings	36,981	5,067	42,048	5,963	-	48,011	73,990
Staff development	52,791	7,233	60,024	1,995	-	62,019	167,708
Marketing/recruitment	1,886	258	2,144	-	-	2,144	14,500
Technology	490,385	67,187	557,572	15,646	-	573,218	532,880
Food service	3,371	462	3,833	-	-	3,833	32,301
Student services	156,064	21,382	177,446	-	-	177,446	400,662
Office expense	257,435	35,271	292,706	99,605	-	392,311	403,154
Depreciation and amortization	30,897	4,233	35,130	8,783	-	43,913	109,586
Other	63,647	8,721	72,368	14,756	-	87,124	102,342
Parental activities	-	-	-	-	-	-	12,627
Total expenses	\$ 17,310,532	\$ 2,333,038	\$ 19,643,570	\$ 2,518,852	\$ 6,207	\$ 22,168,629	\$ 22,813,468

See Independent Auditor's Report.

Achievement First Brooklyn Charter Schools

**Supplemental Schedule of Functional Expenses - East New York
Year Ended June 30, 2021**

	Program services			General and administrative	Fundraising	2021 Total	2020 Total
	Regular education	Special education	Total program services				
Personnel services costs							
Administrative staff personnel	\$ -	\$ -	\$ -	\$ 1,618,341	\$ -	\$ 1,618,341	\$ 1,562,280
Instructional personnel	10,199,703	1,397,460	11,597,163	-	-	11,597,163	11,415,404
Total personnel services costs	10,199,703	1,397,460	11,597,163	1,618,341	-	13,215,504	12,977,684
Fringe benefits and payroll taxes	1,677,209	229,794	1,907,003	266,115	-	2,173,118	2,213,994
Retirement	157,219	21,540	178,759	24,945	-	203,704	198,234
Management company fees	2,095,697	237,082	2,332,779	122,968	3,608	2,459,355	2,364,720
Accounting/audit services	-	-	-	21,927	-	21,927	20,348
Other purchased/professional/consulting services	-	151,388	151,388	9,750	-	161,138	110,099
Repairs and maintenance	1,901	260	2,161	301	-	2,462	70,699
Insurance	39,721	5,442	45,163	6,302	-	51,465	52,411
Utilities	10,204	1,398	11,602	1,619	-	13,221	24,689
Supplies/materials	133,213	18,252	151,465	-	-	151,465	466,556
Equipment/furnishings	35,423	4,853	40,276	5,620	-	45,896	68,434
Staff development	40,621	5,566	46,187	2,796	-	48,983	138,514
Marketing/recruitment	4,701	644	5,345	-	-	5,345	7,102
Technology	497,990	68,229	566,219	21,032	-	587,251	526,038
Food service	53,593	7,343	60,936	-	-	60,936	247,678
Student services	139,219	19,074	158,293	-	-	158,293	270,397
Office expense	200,793	27,511	228,304	63,191	-	291,495	407,125
Depreciation and amortization	136,908	18,758	155,666	38,916	-	194,582	417,193
Other	56,744	7,775	64,519	13,539	-	78,058	104,441
Parental activities	229	31	260	-	-	260	6,867
Interest expense	-	-	-	3,549	-	3,549	3,550
Total expenses	\$ 15,481,088	\$ 2,222,400	\$ 17,703,488	\$ 2,220,911	\$ 3,608	\$ 19,928,007	\$ 20,696,773

See Independent Auditor's Report.

Achievement First Brooklyn Charter Schools

**Supplemental Schedule of Functional Expenses - Endeavor
Year Ended June 30, 2021**

	Program services			General and administrative	Fundraising	2021 Total	2020 Total
	Regular education	Special education	Total program services				
Personnel services costs							
Administrative staff personnel	\$ -	\$ -	\$ -	\$ 1,162,656	\$ -	\$ 1,162,656	\$ 1,041,317
Instructional personnel	6,867,957	940,977	7,808,934	-	-	7,808,934	7,442,922
Total personnel services costs	6,867,957	940,977	7,808,934	1,162,656	-	8,971,590	8,484,239
Fringe benefits and payroll taxes	1,128,947	154,677	1,283,624	191,116	-	1,474,740	1,433,692
Retirement	103,962	14,244	118,206	17,600	-	135,806	127,099
Management company fees	1,545,354	174,522	1,719,876	90,520	-	1,810,396	1,771,492
Accounting/audit services	-	-	-	14,618	-	14,618	13,565
Other purchased/professional/consulting services	51,146	136,900	188,046	15,158	-	203,204	222,273
Repairs and maintenance	449,876	61,637	511,513	76,158	-	587,671	561,360
Insurance	95,038	13,021	108,059	16,089	-	124,148	92,281
Utilities	156,754	21,477	178,231	26,536	-	204,767	190,544
Supplies/materials	90,344	12,378	102,722	-	-	102,722	218,837
Equipment/furnishings	29,441	4,034	33,475	4,984	-	38,459	25,295
Staff development	35,703	4,891	40,594	1,299	-	41,893	100,051
Marketing/recruitment	133	18	151	-	-	151	989
Technology	355,114	48,654	403,768	8,864	-	412,632	386,547
Food service	151,720	20,787	172,507	-	-	172,507	471,076
Student services	10,672	1,462	12,134	-	-	12,134	84,272
Office expense	156,913	21,499	178,412	50,261	-	228,673	220,873
Depreciation and amortization	304,715	41,749	346,464	86,616	-	433,080	406,977
Other	40,817	5,592	46,409	9,663	-	56,072	43,548
Parental activities	-	-	-	-	-	-	5,364
Interest expense	-	-	-	-	-	-	38,336
Total expenses	\$ 11,574,606	\$ 1,678,519	\$ 13,253,125	\$ 1,772,138	\$ -	\$ 15,025,263	\$ 14,898,710

See Independent Auditor's Report.

Achievement First Brooklyn Charter Schools

**Supplemental Schedule of Functional Expenses - Linden
Year Ended June 30, 2021**

	Program services			General and administrative	Fundraising	2021 Total	2020 Total
	Regular education	Special education	Total program services				
Personnel services costs							
Administrative staff personnel	\$ -	\$ -	\$ -	\$ 919,210	\$ -	\$ 919,210	\$ 862,947
Instructional personnel	5,925,148	811,803	6,736,951	-	-	6,736,951	5,425,251
Total personnel services costs	5,925,148	811,803	6,736,951	919,210	-	7,656,161	6,288,198
Fringe benefits and payroll taxes	996,145	136,482	1,132,627	154,539	-	1,287,166	1,102,622
Retirement	68,117	9,333	77,450	10,567	-	88,017	63,262
Management company fees	1,311,560	148,119	1,459,679	76,825	-	1,536,504	1,397,983
Accounting/audit services	-	-	-	14,618	-	14,618	13,565
Other purchased/professional/consulting services	-	25,301	25,301	4,925	-	30,226	118,599
Repairs and maintenance	10,457	1,433	11,890	1,622	-	13,512	57,012
Insurance	27,181	3,724	30,905	4,217	-	35,122	32,141
Utilities	6,184	847	7,031	959	-	7,990	13,882
Supplies/materials	218,886	29,990	248,876	-	-	248,876	300,194
Equipment/furnishings	64,861	8,886	73,747	10,062	-	83,809	127,697
Staff development	38,477	5,272	43,749	1,666	-	45,415	111,648
Marketing/recruitment	5,664	776	6,440	-	-	6,440	12,648
Technology	385,892	52,871	438,763	13,813	-	452,576	386,490
Food service	1,319	181	1,500	-	-	1,500	20,186
Student services	2,006	275	2,281	-	-	2,281	63,396
Office expense	139,135	19,063	158,198	54,147	-	212,345	228,546
Depreciation and amortization	62,998	8,631	71,629	17,907	-	89,536	113,290
Other	32,074	4,393	36,467	12,284	-	48,751	46,731
Parental activities	-	-	-	-	-	-	10,777
Interest expense	-	-	-	3,565	-	3,565	8,014
Total expenses	\$ 9,296,104	\$ 1,267,380	\$ 10,563,484	\$ 1,300,926	\$ -	\$ 11,864,410	\$ 10,516,881

See Independent Auditor's Report.

Achievement First Brooklyn Charter Schools

**Supplemental Schedule of Functional Expenses - North Brooklyn
Year Ended June 30, 2021**

	Program services			General and administrative	Fundraising	2021 Total	2020 Total
	Regular education	Special education	Total program services				
Personnel services costs							
Administrative staff personnel	\$ -	\$ -	\$ -	\$ 920,547	\$ -	\$ 920,547	\$ 800,064
Instructional personnel	5,911,898	809,987	6,721,885	-	-	6,721,885	5,767,976
Total personnel services costs	5,911,898	809,987	6,721,885	920,547	-	7,642,432	6,568,040
Fringe benefits and payroll taxes	931,156	127,577	1,058,733	144,991	-	1,203,724	1,105,669
Retirement	75,177	10,300	85,477	11,706	-	97,183	76,962
Management company fees	1,399,413	158,040	1,557,453	81,971	-	1,639,424	1,396,323
Accounting/audit services	-	-	-	14,618	-	14,618	13,565
Other purchased/professional/consulting services	-	16,977	16,977	6,500	-	23,477	25,970
Repairs and maintenance	1,564	214	1,778	243	-	2,021	103,683
Insurance	27,535	3,772	31,307	4,287	-	35,594	31,130
Utilities	6,260	858	7,118	975	-	8,093	13,521
Supplies/materials	197,939	27,119	225,058	-	-	225,058	247,036
Equipment/furnishings	29,223	4,004	33,227	4,550	-	37,777	100,792
Staff development	33,647	4,609	38,256	1,744	-	40,000	121,076
Marketing/recruitment	228	31	259	-	-	259	1,457
Technology	329,082	45,088	374,170	8,080	-	382,250	292,087
Food service	5,533	758	6,291	-	-	6,291	33,338
Student services	9,241	1,266	10,507	-	-	10,507	29,582
Office expense	161,908	22,183	184,091	49,929	-	234,020	227,279
Depreciation and amortization	130,308	17,853	148,161	37,040	-	185,201	174,162
Other	35,081	4,808	39,889	10,913	-	50,802	45,118
Parental activities	26,417	3,619	30,036	-	-	30,036	59,930
Interest expense	-	-	-	1,393	-	1,393	3,000
Total expenses	\$ 9,311,610	\$ 1,259,063	\$ 10,570,673	\$ 1,299,487	\$ -	\$ 11,870,160	\$ 10,669,720

See Independent Auditor's Report.

Achievement First Brooklyn Charter Schools

**Supplemental Schedule of Functional Expenses - Voyager
Year Ended June 30, 2021**

	Program services			General and administrative	Fundraising	2021 Total	2020 Total
	Regular education	Special education	Total program services				
Personnel services costs							
Administrative staff personnel	\$ -	\$ -	\$ -	\$ 357,413	\$ -	\$ 357,413	\$ 705,108
Instructional personnel	2,268,513	310,809	2,579,322	-	-	2,579,322	3,441,195
Total personnel services costs	2,268,513	310,809	2,579,322	357,413	-	2,936,735	4,146,303
Fringe benefits and payroll taxes	384,717	52,710	437,427	60,614	-	498,041	687,874
Retirement	24,877	3,409	28,286	3,920	-	32,206	32,428
Management company fees	420,996	47,545	468,541	24,660	-	493,201	761,001
Accounting/audit services	-	-	-	7,309	-	7,309	13,565
Other purchased/professional/ consulting services	-	4,326	4,326	2,625	-	6,951	24,424
Repairs and maintenance	37,085	5,081	42,166	5,843	-	48,009	(1,963)
Insurance	8,715	1,194	9,909	1,373	-	11,282	17,193
Utilities	3,078	422	3,500	485	-	3,985	10,267
Supplies/materials	38,150	5,227	43,377	-	-	43,377	159,210
Equipment/furnishings	18,608	2,550	21,158	2,932	-	24,090	122,956
Staff development	11,851	1,624	13,475	288	-	13,763	79,247
Marketing/recruitment	114	16	130	-	-	130	202
Technology	114,585	15,699	130,284	7,057	-	137,341	272,296
Food service	58,374	7,998	66,372	-	-	66,372	123,104
Student services	1,115	153	1,268	-	-	1,268	29,693
Office expense	75,149	10,296	85,445	22,574	-	108,019	206,553
Depreciation and amortization	245,776	33,674	279,450	69,863	-	349,313	227,927
Other	15,840	2,169	18,009	3,736	-	21,745	38,115
Parental activities	-	-	-	-	-	-	2,307
Interest expense	-	-	-	2,100	-	2,100	2,100
Total expenses	\$ 3,727,543	\$ 504,902	\$ 4,232,445	\$ 572,792	\$ -	\$ 4,805,237	\$ 6,954,802

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 the 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 (a nonprofit organization), which comprise the statement of financial position as of June 30, 2021, 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 29, 2021.

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 audit 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. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether Achievement First Brooklyn Charter Schools' financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

CohnReznick LLP

Hartford, Connecticut
October 29, 2021



Independent Member of Nexia International

cohnreznick.com



Transmittal Form
Annual Financial Statement Audit Report
for SUNY Authorized Charter Schools

Charter School Name:	Achievement First East New York Charter School
Audit Period:	2020-21
Prior Period:	2019-20
Report Due Date:	Monday, November 1, 2021
School Fiscal Contact Name:	Jennifer Rhoads
School Fiscal Contact Email:	[REDACTED]
School Fiscal Contact Phone:	[REDACTED]
School Audit Firm Name:	CohnReznick LLP
School Audit Contact Name:	Kimberly Nardone
School Audit Contact Email:	[REDACTED]
School Audit Contact Phone:	[REDACTED]

SUNY CHARTER SCHOOLS INSTITUTE - Reporting Requirements:

Online Portal: <https://my.epicenternow.org/>

Required 8 Items:

- 1) The independent auditor's report on financial statements and notes;
- 2) Excel template file with appropriate sheets completed: Financial Position, Statement of Activities, Cash Flow and Functional Expenses worksheets; and
- 3) Reports on internal controls over financial reporting and on compliance.

And, if applicable:

The additional items listed below should be included if applicable. Please explain the reason(s) if the items are not included. Examples might include: a written management letter was not issued; the school did not expend federal funds in excess of the Single Audit Threshold of \$750,000; the management letter response will be submitted by the following date (should be no later than 30 days from the submission of the report); etc. If not applicable enter "N/A."

	<i>If not included, state the reason(s) below. Or, if not applicable fill in "N/A":</i>
4) Management Letter	
5) Management Letter Response	
6) Form 990; or Extension Form 8868	
7) Federal Single Audit/ Uniform Guidance in 2 CFR Part 200, Subpart F	
8) Corrective Action Plan	

ACHIEVEMENT FIRST EAST NEW YORK CHARTER SCHOOL
Statement of Financial Position
as of June 30, 2021

<u>ASSETS</u>	<u>2020-21</u>	<u>2019-20</u>
<u>CURRENT ASSETS</u>		
Cash and cash equivalents	\$ -	\$ -
Grants and contracts receivable	-	-
Accounts receivables	-	-
Prepaid expenses	-	-
Contributions and other receivables	-	-
TOTAL CURRENT ASSETS	-	-
<u>PROPERTY, BUILDING AND EQUIPMENT, net</u>	-	-
<u>OTHER ASSETS</u>	-	-
TOTAL ASSETS	-	-
<u>LIABILITIES AND NET ASSETS</u>		
<u>CURRENT LIABILITIES</u>		
Accounts payable and accrued expenses	\$ -	\$ -
Accrued payroll and benefits	-	-
Deferred Revenue	-	-
Current maturities of long-term debt	-	-
Short Term Debt - Bonds, Notes Payable	-	-
Other	-	-
TOTAL CURRENT LIABILITIES	-	-
<u>LONG-TERM LIABILITIES</u>		
Deferred Rent	-	-
All other long-term debt and notes payable, net current maturities	-	-
TOTAL LONG-TERM LIABILITIES	-	-
TOTAL LIABILITIES	-	-
<u>NET ASSETS</u>		
Without Donor Restrictions	-	-
With Donor Ristrictions	-	-
TOTAL NET ASSETS	-	-
TOTAL LIABILITIES AND NET ASSETS	-	-

CK - Should be zero

-

-

ACHIEVEMENT FIRST EAST NEW YORK CHARTER SCHOOL

Statement of Activities

as of June 30, 2021

	2020-21			2019-20
	Without Donor Restrictions	With Donor Restrictions	Total	Total
REVENUE, GAINS AND OTHER SUPPORT				
Public School District				
Resident Student Enrollment	\$ 19,188,789	\$ -	\$ 19,188,789	\$ 18,272,900
Students with disabilities	1,679,469	-	1,679,469	1,679,840
Grants and Contracts				
State and local	-	-	-	-
Federal - Title and IDEA	537,633	-	537,633	504,179
Federal - Other	228,714	-	228,714	-
Other	7,660	-	7,660	10,279
NYC DoE Rental Assistance	-	-	-	-
Food Service/Child Nutrition Program	59,628	-	59,628	222,909
TOTAL REVENUE, GAINS AND OTHER SUPPORT	21,701,893	-	21,701,893	20,690,107
EXPENSES				
Program Services				
Regular Education	\$ 15,481,088	\$ -	\$ 15,481,088	\$ 16,177,354
Special Education	2,222,400	-	2,222,400	2,265,326
Other Programs	-	-	-	-
Total Program Services	17,703,488	-	17,703,488	18,442,680
Management and general	2,220,911	-	2,220,911	2,253,018
Fundraising	3,608	-	3,608	1,075
TOTAL OPERATING EXPENSES	19,928,007	-	19,928,007	20,696,773
SURPLUS / (DEFICIT) FROM SCHOOL OPERATIONS	1,773,886	-	1,773,886	(6,666)
SUPPORT AND OTHER REVENUE				
Contributions				
Foundations	\$ -	\$ -	\$ -	\$ -
Individuals	-	-	-	-
Corporations	-	-	-	-
Fundraising	-	-	-	-
Interest income	-	-	-	-
Miscellaneous income	139,947	-	139,947	117,081
Net assets released from restriction	-	-	-	-
TOTAL SUPPORT AND OTHER REVENUE	139,947	-	139,947	117,081
CHANGE IN NET ASSETS	1,913,833	-	1,913,833	110,415
NET ASSETS BEGINNING OF YEAR	1,401,205	-	1,401,205	1,290,790
PRIOR YEAR/PERIOD ADJUSTMENTS	-	-	-	-
NET ASSETS END OF YEAR	\$ 3,315,038	\$ -	\$ 3,315,038	\$ 1,401,205

ACHIEVEMENT FIRST EAST NEW YORK CHARTER SCHOOL
Statement of Cash Flows
as of June 30, 2021

	2020-21	2019-20
CASH FLOWS - OPERATING ACTIVITIES		
Increase (decrease) in net assets	\$ -	\$ -
Revenues from School Districts	-	-
Accounts Receivable	-	-
Due from School Districts	-	-
Depreciation	-	-
Grants Receivable	-	-
Due from NYS	-	-
Grant revenues	-	-
Prepaid Expenses	-	-
Accounts Payable	-	-
Accrued Expenses	-	-
Accrued Liabilities	-	-
Contributions and fund-raising activities	-	-
Miscellaneous sources	-	-
Deferred Revenue	-	-
Interest payments	-	-
Other	-	-
Other	-	-
NET CASH PROVIDED FROM OPERATING ACTIVITIES	\$ -	\$ -
CASH FLOWS - INVESTING ACTIVITIES		
Purchase of equipment	-	-
Other	-	-
NET CASH PROVIDED FROM INVESTING ACTIVITIES	\$ -	\$ -
CASH FLOWS - FINANCING ACTIVITIES		
Principal payments on long-term debt	-	-
Other	-	-
NET CASH PROVIDED FROM FINANCING ACTIVITIES	\$ -	\$ -
NET (DECREASE) INCREASE IN CASH AND CASH EQUIVALENTS	\$ -	\$ -
Cash at beginning of year	-	-
CASH AND CASH EQUIVALENTS AT END OF YEAR	\$ -	\$ -

ACHIEVEMENT FIRST EAST NEW YORK CHARTER SCHOOL
Statement of Functional Expenses
as of June 30, 2021

	No. of Positions	2020-21							2019-20	
		Program Services				Supporting Services			Total	
		Regular Education	Special Education	Other Education	Total	Fund-raising	Management and General	Total		
Personnel Services Costs		\$	\$	\$	\$	\$	\$	\$	\$	\$
Administrative Staff Personnel	24.00	-	-	-	-	-	1,618,341	1,618,341	1,618,341	1,562,280
Instructional Personnel	63.00	10,199,703	1,397,460	-	11,597,163	-	-	-	11,597,163	11,415,404
Non-Instructional Personnel	-	-	-	-	-	-	-	-	-	-
Total Salaries and Staff	87.00	10,199,703	1,397,460	-	11,597,163	-	1,618,341	1,618,341	13,215,504	12,977,684
Fringe Benefits & Payroll Taxes		1,677,209	229,794	-	1,907,003	-	266,115	266,115	2,173,118	2,213,994
Retirement		157,219	21,540	-	178,759	-	24,945	24,945	203,704	198,234
Management Company Fees		2,095,697	237,082	-	2,332,779	3,608	122,968	126,576	2,459,355	2,364,720
Legal Service		-	-	-	-	-	-	-	-	-
Accounting / Audit Services		-	-	-	-	-	21,927	21,927	21,927	20,348
Other Purchased / Professional / Consulting Services		-	151,388	-	151,388	-	9,750	9,750	161,138	110,099
Building and Land Rent / Lease / Facility Finance Interest		-	-	-	-	-	-	-	-	-
Repairs & Maintenance		1,901	260	-	2,161	-	301	301	2,462	70,699
Insurance		39,721	5,442	-	45,163	-	6,302	6,302	51,465	52,411
Utilities		10,204	1,398	-	11,602	-	1,619	1,619	13,221	24,689
Supplies / Materials		133,213	18,252	-	151,465	-	-	-	151,465	466,556
Equipment / Furnishings		35,423	4,853	-	40,276	-	5,620	5,620	45,896	68,434
Staff Development		40,621	5,566	-	46,187	-	2,796	2,796	48,983	138,514
Marketing / Recruitment		4,701	644	-	5,345	-	-	-	5,345	7,102
Technology		497,990	68,229	-	566,219	-	21,032	21,032	587,251	526,038
Food Service		53,593	7,343	-	60,936	-	-	-	60,936	247,678
Student Services		139,219	19,074	-	158,293	-	-	-	158,293	270,397
Office Expense		200,793	27,511	-	228,304	-	63,191	63,191	291,495	407,125
Depreciation		136,908	18,758	-	155,666	-	38,916	38,916	194,582	417,193
OTHER		56,973	7,806	-	64,779	-	17,088	17,088	81,867	114,858
Total Expenses		\$ 15,481,088	\$ 2,222,400	\$ -	\$ 17,703,488	\$ 3,608	\$ 2,220,911	\$ 2,224,519	\$ 19,928,007	\$ 20,696,773

2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Achievement First Brooklyn
Name of trustee (print):	Dr. Deborah Shanley
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Board Chair
Email Address:	[REDACTED]

Home Address	
Please complete with <i>changes</i> only:	
Street:	[REDACTED]
City, State Zip	[REDACTED]
Phone:	[REDACTED]

Business Address	
Please complete with <i>changes</i> only:	
Business Name:	
Street:	
City, State Zip:	
Phone:	

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	

2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.

None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, 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 education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

✘ None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

Trustee Signature

Signature:

Deborah Shanley

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.

2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Achievement First Brooklyn
Name of trustee (print):	Jonathan Atkeson
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Treasurer
Email Address:	[REDACTED]

Home Address	
Please complete with <i>changes</i> only:	
Street:	
City, State Zip:	
Phone:	

Business Address	
Please complete with <i>changes</i> only:	
Business Name:	
Street:	
City, State Zip:	
Phone:	

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	

2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.

None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, 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 education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

✘ None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

Trustee Signature

Signature:

Jonathan Atkeson

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.

2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Achievement First Brooklyn
Name of trustee (print):	Justin Cohen
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Trustee
Email Address:	[REDACTED]

Home Address	
Please complete with <i>changes</i> only:	
Street:	[REDACTED]
City, State Zip:	[REDACTED]
Phone:	[REDACTED]

Business Address	
Please complete with <i>changes</i> only:	
Business Name:	
Street:	
City, State Zip:	
Phone:	

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	

2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.

None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, 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 education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

✘ None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

Trustee Signature

Signature: *Justin Cohen*

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.

2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Achievement First Brooklyn
Name of trustee (print):	Romy Coquillette
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Vice Chair
Email Address:	[REDACTED]

Home Address	
Please complete with <i>changes</i> only:	
Street:	
City, State Zip:	
Phone:	

Business Address	
Please complete with <i>changes</i> only:	
Business Name:	
Street:	
City, State Zip:	
Phone:	

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	

2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.

None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, 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 education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

✘ None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

Trustee Signature

Signature:

Romy Coquillet

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.

2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Achievement First Brooklyn
Name of trustee (print):	Andy Hubbard
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Secretary
Email Address:	[REDACTED]

Home Address	
Please complete with <i>changes</i> only:	
Street:	
City, State Zip:	
Phone:	

Business Address	
Please complete with <i>changes</i> only:	
Business Name:	
Street:	
City, State Zip:	
Phone:	

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	

2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabit with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.

None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, 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 education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

☒ None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

Trustee Signature

Signature:

Andy Hubbard

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.

2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Achievement First Brooklyn
Name of trustee (print):	Judith Joseph-Jenkins
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Trustee
Email Address:	[REDACTED]

Home Address	
Please complete with <i>changes</i> only:	
Street:	
City, State Zip:	
Phone:	

Business Address	
Please complete with <i>changes</i> only:	
Business Name:	
Street:	
City, State Zip:	
Phone:	

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	

2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.

None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, 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 education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

☒ None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

Trustee Signature

Signature:

Judith Joseph Jenkins

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.

2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Achievement First Brooklyn
Name of trustee (print):	Christopher Lynch
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Trustee
Email Address:	[REDACTED]

Home Address	
Please complete with <i>changes</i> only:	
Street:	
City, State Zip:	
Phone:	

Business Address	
Please complete with <i>changes</i> only:	
Business Name:	
Street:	
City, State Zip:	
Phone:	

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	

2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.

None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, 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 education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

☒ None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

Trustee Signature

Signature:

Christopher Lynch

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.

2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Achievement First Brooklyn
Name of trustee (print):	Alison Richardson
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Trustee
Email Address:	[REDACTED]

Home Address	
Please complete with <i>changes</i> only:	
Street:	
City, State Zip:	
Phone:	

Business Address	
Please complete with <i>changes</i> only:	
Business Name:	
Street:	
City, State Zip:	
Phone:	

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	

2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.

None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, 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 education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

✘ None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

Trustee Signature

Signature:

Alison Richardson

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.

2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Achievement First Brooklyn
Name of trustee (print):	Will Robalino
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Trustee
Email Address:	[REDACTED]

Home Address	
Please complete with <i>changes</i> only:	
Street:	
City, State Zip:	
Phone:	

Business Address	
Please complete with <i>changes</i> only:	
Business Name:	
Street:	
City, State Zip:	
Phone:	

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	

2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.

None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, 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 education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

☒ None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

Trustee Signature

Signature:

Will Robalino

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.

2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Achievement First Brooklyn
Name of trustee (print):	Amy Arthur Samuels
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Trustee
Email Address:	[REDACTED]

Home Address	
Please complete with <i>changes</i> only:	
Street:	
City, State Zip:	
Phone:	

Business Address	
Please complete with <i>changes</i> only:	
Business Name:	
Street:	
City, State Zip:	
Phone:	

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	

2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.

None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, 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 education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

☒ None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

Trustee Signature

Signature: *Amy Arthur Samuels*

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.

2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Achievement First Brooklyn
Name of trustee (print):	Warren Young
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Trustee
Email Address:	[REDACTED]

Home Address	
Please complete with <i>changes</i> only:	
Street:	
City, State Zip:	
Phone:	

Business Address	
Please complete with <i>changes</i> only:	
Business Name:	
Street:	
City, State Zip:	
Phone:	

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	

2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.

None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, 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 education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

☒ None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

Trustee Signature

Signature:

Warren Young

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.

2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Achievement First Brooklyn
Name of trustee (print):	Theresa Hayes
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Parent
Email Address:	[REDACTED]

Home Address		Business Address	
Please complete with <i>changes</i> only:		Please complete with <i>changes</i> only:	
Street:	[REDACTED]	Business Name:	
City, State Zip:	[REDACTED]	Street:	
Phone:	[REDACTED]	City, State Zip:	
		Phone:	

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	

2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.

None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, 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 education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

☒ None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

Trustee Signature

Signature:

Theresa Hayes

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.

2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Achievement First Brooklyn
Name of trustee (print):	Kevin Miquelon
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Trustee
Email Address:	[REDACTED]

Home Address	
Please complete with <i>changes</i> only:	
Street:	[REDACTED]
City, State Zip	[REDACTED]
Phone:	[REDACTED]

Business Address	
Please complete with <i>changes</i> only:	
Business Name:	
Street:	
City, State Zip:	
Phone:	

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	

2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.

None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, 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 education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

☒ None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

Trustee Signature

Signature:

Kevin Miquelon

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.

AUGUST 2021						
S	M	T	W	Th	F	S
	23	24	25	26	27	28
29	30	31				

26 **First Day of School** – Grades K,5
 30 **First Day of School** – All scholars

SEPTEMBER 2021						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

6 **School Closed**-Labor Day
 7-8 **School Open** - Rosh Hashanah
 16 **School Open** - Yom Kippur

OCTOBER 2021						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

11 **School Closed**- Indigenous People's Day

NOVEMBER 2021						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

2 **School Closed** – Election Day
 11 **School Closed** – Veteran's Day
 25-26 **School Closed**– Thanksgiving Break

DECEMBER 2021						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

20-31 **School Closed** - Winter Break

JANUARY 2022						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

6 **School Open** – Three King's Day
 17 **School Closed** - Martin Luther King Jr. Day

FEBRUARY 2022						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

1 **School Open** – Lunar New Year
 21-25 **School Closed** – President's Day / February Break

MARCH 2022						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

29-30 **State Exam** – English/
 Language Arts (3-8)

APRIL 2022						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

15-22 **School Closed** – Good Friday / Spring Break
 26-27 **State Exam** – Math (3-8)

MAY 2022						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

3 **School Open** – Eid al-Fitr
 24-31 **State Exam** – Science Performance (4th & 8th Only)
 30 **School Closed** - Memorial Day

- 1-3 **State Exam** – Science Performance (4th & 8th Only)
- 6 **State Exam** – Science Written (4th & 8th Only)
- 15-23 **State Exam** – Regents Testing (Algebra - 8th Only)
- 20 **School Closed** – Observed for Juneteenth
- 24 **Last Day of School for scholars**
- 27 Summer Vacation Begins

JUNE 2022						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

New York ES/MS 2021-2022 Academic Calendar

AUGUST 2021						
S	M	T	W	Th	F	S
	23	24	25	26	27	28
29	30	31				

26 **First Day of School** – Grades 9
 30 **First Day of School** – All scholars

SEPTEMBER 2021						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

6 **School Closed**-Labor Day
 7-8 **School Open** - Rosh Hashanah
 16 **School Open** - Yom Kippur

OCTOBER 2021						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

11 **School Closed**- Indigenous People's Day

NOVEMBER 2021						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

2 **School Closed** – Election Day
 11 **School Closed** – Veteran's Day
 25-26 **School Closed**– Thanksgiving Break

DECEMBER 2021						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

20-31 **School Closed** - Winter Break

JANUARY 2022						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

6 **School Open** – Three King's Day
 17 **School Closed** - Martin Luther King Jr. Day
 25-28 **State Exam** – Regents

FEBRUARY 2022						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

1 **School Open** – Lunar New Year
 21-25 **School Closed** – President's Day / February Break

MARCH 2022						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

2-13 **State Exam** – AP Testing
 3 **School Open** – Eid al-Fitr
 30 **School Closed** - Memorial Day

APRIL 2022						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

15-22 **School Closed** – Good Friday / Spring Break
 26 **State Exam** – SAT School Day (Tentative)

MAY 2022						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

JUNE 2022						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

- 15-23 **State Exam** – Regents Testing
- 20 **School Closed** – Observed for Juneteenth
- 24 **Last Day of School for scholars**
- 27 Summer Vacation Begins



New York HS 2021-2022 Academic Calendar