



ACHIEVEMENT FIRST

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ACHIEVEMENT FIRST EAST NEW YORK CHARTER SCHOOL · ACHIEVEMENT FIRST ENDEAVOR CHARTER SCHOOL
ACHIEVEMENT FIRST BUSHWICK CHARTER SCHOOL · AMISTAD HIGH · ACHIEVEMENT FIRST BRIDGEPORT ACADEMY

Office of Instructional Support & Development
Public School Choice Programs
462 EBA
Albany, New York 12234

To Whom It May Concern:

We are pleased to submit an annual report for Achievement First East New York Charter School for the 2007-2008 academic year. In keeping with our mission to close the achievement gap by providing a rigorous and high-quality college-preparatory academic and character development program, we had an exciting school year and worked towards delivering on our mission to parents and students in Brooklyn. Highlighted in this report is information about how our school performed this year, academically and fiscally. We continue to strive for excellence in our schools, and look forward to a prosperous upcoming academic year with even stronger results.

Please note that all applicable leases, certificates, and approvals necessary to operate Achievement First East New York Charter School are in full force and effect.

Enclosed in this report are the following documents for your review:

- Charter School Information/Contact Sheet
- 2007-2008 School Assessment Data including Cohort Analysis
- Attrition Charts
- School Calendar
- Progress Towards Goals (Annual Report Narrative)
- Parent Survey
- 2006-2007 State Report Card
- Charter School Annual Report Fiscal Performance
- Disclosure of Financial Interest Statements
- Statement of Assurances

If you have any questions about the Annual Report, please feel free to contact me by phone, 718.774.0906 ext. 12401 or by e-mail, lesleyredwine@achievementfirst.org.

Thank you for your attention to these materials.

Sincerely,

Lesley Esters Redwine, Esq.
Director of External Relations

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The State Education Department
The University of the State of New York

Office of Instructional Support and Development
Public School Choice Programs
462 EBA
Albany, New York 12234
518-474-1762

Charter School Annual Report
2007 - 2008

Charter School Information and Cover Page

Name of Charter School Achievement First East New York Charter School

Address 557 Pennsylvania Avenue

Brooklyn, NY 11207

Telephone (718) 485-4924 **Fax** (718) 342-5194

BEDS # 331-900-860-880

District/CSD of Location District 19

Charter Entity New York City Department of Education

Head of School (Contact Person) Denniston Reid
(print name)

E-mail address of contact person dennistonreid@achievementfirst.org

President, Board of Trustees Tony Davis
(print name)

E-mail address and Phone Number of Board President tdavis@anchoragecap.com

**Other Student Assessment Data
2007-08**

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

Name of Test: Developmental Reading Assessment (DRA)

Subtest: _____

Grade	Date of Test (DOT)	# Enrolled in Grade on DOT	# Absent on Grade on DOT	# Exempted in Grade by IEP	# Exempted in Grade by ELL Status	# Students Assessed in Grade*	Score (Indicate Type of Score, e.g., NCE)	Qualitative Level and Percent Attaining**	Other ***
Kindergarten	July/August 07	90	0	0	0	90	3% met AF proficiency req. (DRA Level 1)	1% Advanced 2% Proficient 97% Below prof.	N/A
Kindergarten	February 08	88	0	0	0	88	92% met AF proficiency req. (DRA Level 2)	15% Advanced 77% Proficient 8% Below prof.	N/A
Kindergarten	May/June 08	89	0	0	0	89	88% met AF proficiency req. (DRA Level 4)	18% Advanced 70% Proficient 12% Below prof.	N/A
1 st Grade	February 08	88	0	0	0	88	68% met AF proficiency req. (DRA Level 10)	16% Advanced 52% Proficient 32% Below prof.	N/A
1 st Grade	May/June 08	87	0	0	0	87	64% met AF proficiency req. (DRA Level 16)	22% Advanced 42% Proficient 36% Below prof.	N/A
2 nd Grade	February 08	81	0	0	0	81	67% met AF proficiency req. (DRA Level 24)	27% Advanced 40% Proficient 33% Below prof.	N/A
2 nd Grade	May/June 08	80	0	0	0	80	68% met AF proficiency req. (DRA Level 28)	25% Advanced 43% Proficient 32% Below prof.	N/A
3 rd Grade	February 08	73	0	0	0	73	77% met AF proficiency req. (DRA Level 30)	0% Advanced 77% Proficient 23% Below prof.	N/A
3 rd Grade	May/June 08	72	0	0	0	72	72% met AF proficiency req. (DRA Level 38)	0% Advanced 72% Proficient 28% Below prof.	N/A

* This number should equal the number of students enrolled on the day of the test, minus the number absent and the number exempted by either their IEP or their ELL status.

**If the assessment provides qualitative levels of achievement, e.g., "with honors," indicate the applicable levels and the percent of students who took the test in each grade who attained each level. If not applicable, enter "NA."

*** For any other evaluative data that describe the performance of your students on the assessments given. If not applicable, enter "NA."

**Other Student Assessment Data
2007-08**

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

Name of Test: Degrees of Reading Power (DRP)

Subtest: _____

Grade	Date of Test (DOT)	# Enrolled in Grade on DOT	# Absent on Grade on DOT	# Exempted in Grade by IEP	# Exempted in Grade by ELL Status	# Students Assessed in Grade*	Score (Indicate Type of Score, e.g., NCE)	Qualitative Level and Percent Attaining**	Other ***
Kindergarten	6/11/08	89	4	0	0	85	Avg. National Percentile: 83.5		
1 st Grade	6/11/08	87	0	0	0	87	Avg. National Percentile: 68.1		
2 nd Grade	2/12/08	82	0	0	0	82	Avg. National Percentile: 55.1		
2 nd Grade	6/11/08	81	2	0	0	79	Avg. National Percentile: 51.2		
3 rd Grade	2/12/08	74	2	0	0	72	Avg. National Percentile: 47.9		
3 rd Grade	6/11/08	73	4	0	0	69	Avg. National Percentile: 52.2		

* This number should equal the number of students enrolled on the day of the test, minus the number absent and the number exempted by either their IEP or their ELL status.

**If the assessment provides qualitative levels of achievement, e.g., “with honors,” indicate the applicable levels and the percent of students who took the test in each grade who attained each level. If not applicable, enter “NA.”

*** For any other evaluative data that describe the performance of your students on the assessments given. If not applicable, enter “NA.”

**Other Student Assessment Data
2007-08**

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

Name of Test: Terra Nova

Subject: _____

Grade	Date of Test (DOT)	# Enrolled in Grade on DOT	# Absent on Grade on DOT	# Exempted in Grade by IEP	# Exempted in Grade by ELL Status	# Students Assessed in Grade*	Score (Indicate Type of Score, e.g., NCE)	Qualitative Level and Percent Attaining**	Other ***
Kindergarten	6/13/08	89	Results not yet available	Results not yet available	Results not yet available	Results not yet available	Results not yet available	N/A	N/A
1 st Grade	6/13/08	87	Results not yet available	Results not yet available	Results not yet available	Results not yet available	Results not yet available	N/A	N/A
2 nd Grade	6/13/08	81	Results not yet available	Results not yet available	Results not yet available	Results not yet available	Results not yet available	N/A	N/A
3 rd Grade	6/13/08	73	Results not yet available	Results not yet available	Results not yet available	Results not yet available	Results not yet available	N/A	N/A

* This number should equal the number of students enrolled on the day of the test, minus the number absent and the number exempted by either their IEP or their ELL status.

**If the assessment provides qualitative levels of achievement, e.g., “with honors,” indicate the applicable levels and the percent of students who took the test in each grade who attained each level. If not applicable, enter “NA.”

*** For any other evaluative data that describe the performance of your students on the assessments given. If not applicable, enter “NA.”

**Progress Toward Goals
2007-08**

Charter School Name: Achievement First East New York

School Year: _____

Please see attached narrative for review of Progress Toward Goals.

**Charter School Student Attrition Rates
2007-08**

Student Attrition Rates			
	2007-2008	2006-2007	2005-2006
Number of students leaving for lack of transportation	0	0	4
Number of students leaving for geographic reasons (e.g., out of state/district relocation)	20	4	3
Number of students leaving for more restrictive special education setting	0	1	0
Number of students leaving due to parental choice (e.g., school transfer closer to residence, local elementary school, parent convenience)	4	12	2
Number leaving for other reasons (undetermined)	0	1	6
Total number of students leaving.	24	18	15
Highest Number Enrolled <i>(July 1 – June 30)</i>	354	262	176
Total Percent Attrition	7%	7%	9%

**Charter School Teacher Attrition Rates
2007-08**

	2007-2008	2006-2007	2005-2006
Number of Classroom Teachers	23		
Number of Special Area Teachers	4		
Total Number of Teachers	27	21	14
Total Number of Teachers Leaving	6	3	2
Total Percent Attrition	22%	14%	14%

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
OFFICE OF ELEMENTARY, MIDDLE,
SECONDARY AND CONTINUING EDUCATION
CHOICE PROGRAMS
ROOM 462, EDUCATION BUILDING ANNEX
ALBANY, NEW YORK 12234

**CHARTER SCHOOL ANNUAL
REPORT OF FISCAL PERFORMANCE
FOR THE SCHOOL YEAR ENDED 6/30/08**

Charter School Code:

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Please see attached Report of Fiscal Performance.

Also attached:

- Financial Disclosure Statements by all Trustees of the Board
- Statement of Assurances, signed and notarized

Achievement First - East New York Elementary 2007-2008

August 2007

S	M	T	W	TH	F	S
			1	2	3	
	6	7	8	9	10	
	13	14	15	16	17	
	20	21	22	23	24	
	27	28	29	30	31	

September 2007

S	M	T	W	TH	F	S
	3	4	5	6	7	
	10	11	12	13	14	
	17	18	19	20	21	
	24	25	26	27	28	

October 2007

S	M	T	W	TH	F	S
	1	2	3	4	5	
	8	9	10	11	12	
	15	16	17	18	19	
	22	23	24	25	26	
	29	30	31			

November 2007

S	M	T	W	TH	F	S
				1	2	
	5	6	7	8	9	
	12	13	14	15	16	
	19	20	21	22	23	
	26	27	28	29	30	

December 2007

S	M	T	W	TH	F	S
					7	
	10	11	12	13	14	
	17	18	19	20	21	
	24	25	26	27	28	

January 2008

S	M	T	W	TH	F	S
	31	1	2	3	4	
	7	8	9	10	11	
	14	15	16	17	18	
	21	22	23	24	25	
	28	30	31			

- New Teacher Training
- Common AF PD days
- Holiday - No school for students or staff
- Early dismissal - students dismissed @ 1:45 PM
- School-based PD / School Visit days (3)
- Beginning, Middle, or End of Trimester

AUG	6	New Teacher Training Starts
	20	School Site Plan/Train (New & Return)
	29	First Day for Returning Students
SEP	3	Labor Day - Holiday
	12	Back to School Night
	24	School-based PD/No students
OCT	8	Columbus Day - Holiday
	15-17	Interim Assessments # 1
	22	PD Day, including IA Analysis
	26	Fall Trimester Mid
	30	Progress Reports due from teachers
NOV	1	Progress Reports sent home
	2	AF-wide PD Day (NY & CT in Conn.)
	12	Veterans Day - Holiday
	22-23	Thanksgiving holidays
DEC	3 to 5	Interim Assessments # 2
	10	PD Day, including IA Analysis
	14	End of Fall Trimester
	18	RC Grades Due (from teachers)
	20	Report Card Night
	24 to 31	Winter Break
JAN	1	Winter Break
	21	MLK Day - Holiday
FEB	4 to 6	Interim Assessments # 3
	11	PD Day, incl. IA Analysis
	15	Winter Trimester Mid
	18 to 22	Midwinter Recess
	26	Progress Reports due from teachers
	28	Progress Reports sent home
MAR	21	Good Friday
	28	AF-wide PD Day (NY & CT in NY)
APR	2	School-based PD
	4	End of Trimester
	8	Report Cards Due
	10	Report Card Night
	14 to 16	Interim Assessments # 4
	21 to 25	Spring Break
	28	PD Day, including IA Analysis
MAY	12	School-based PD
	16	End of mid-trimester
	20	Progress Reports due from teachers
	22	Progress Reports sent home
	26	Memorial Day - Holiday
JUN	16-18	Interim Assessments # 5
	25	PD day, including IA analysis
JUL	25	Last day of Summer Academy



February 2008

S	M	T	W	TH	F	S
					1	
	4	5	6	7	8	
	11	12	13	14	15	
	18	19	20	21	22	
	25	26	27	28	29	

March 2008

S	M	T	W	TH	F	S
					7	
	10	11	12	13	14	
	17	18	19	20	21	
	24	25	26	27	28	

April 2008

S	M	T	W	TH	F	S
	31	1	2	3	4	
	7	8	9	10	11	
	14	15	16	17	18	
	21	22	23	24	25	
	28	29	30			

May 2008

S	M	T	W	TH	F	S
					2	
	5	6	7	8	9	
	12	13	14	15	16	
	19	20	21	22	23	
	26	27	28	29	30	

June 2008

S	M	T	W	TH	F	S
	2	3	4	5	6	
	9	10	11	12	13	
	16	17	18	19	20	
	23	24	25	26	27	
	30					

July 2008

S	M	T	W	TH	F	S
					4	
	7	8	9	10	11	
	14	15	16	17	18	
	21	22	23	24	25	
	28	29	30	31		

Achievement First East New York Charter School
Progress Towards Goals
2007 – 2008

The mission of Achievement First East New York 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 she or he is making yearly progress made towards academic goals. As outlined in the charter application, Achievement First East New York Charter School determines the school's overall success by the degree to which we meet or exceed ambitious and measurable performance goals in the following areas: (1) Academic Achievement, (2) Student Retention, (3) Student Attendance, (4) Student Behavior/Discipline, and (5) Parent Satisfaction. This report tracks the school's progress towards meeting the aforementioned goals. In this report, you will find data tracked at the elementary academy, founded in 2005 and currently serving grades K-3.

Across all grade levels, our scholars have made significant progress towards meeting and/or exceeding the goals outlined in our charter application in all areas. With the back-office and instructional coaching support of Achievement First, the instructional team at AF East New York has been able to devote an abundance of time and energy into daily class instruction, professional development, and creating a school culture that is strictly focused on student achievement. Our third year gains keep scholars on the path to success in college and beyond, and the school leadership looks forward to continued curriculum realignment along New York State standards, additional professional development, and additional individual tutoring opportunities next year to produce more stellar achievement results.

Principal Denniston Reid has been charged with leading an instructional team that provides instruction to students who were not reading at grade level at the beginning of the year when they entered the school. He accepted this challenge and has worked tirelessly alongside his team members to map out a plan to meet benchmarks set at the beginning of the year. By mid-year, students were already showing significant progress towards achieving goals; at the end of the year, student success was evident, not only in our students' performance on nationally-normed assessments, but also in their enthusiasm for learning and "climbing the mountain to college." As an institution – comprised of our board, instructional staff, and Charter Management Organization Achievement First – we are committed to measuring academic performance as the paramount indicator of our students' success.

Below please find end-of-year results for Achievement First East New York Charter School:

Category 1: Academic Achievement

Achievement First East New York Charter School students will take the New York State tests according to the regular state schedule. AF East New York will meet all AYP benchmarks in all subgroups every year. AF East New York will also administer its own Interim Assessments (IAs) six times a year to provide internal benchmarks of improvement and detailed diagnostic data on individual student skill profiles. The AF East New York IA's are closely aligned with the New York State Learning Standards. Achievement First East New York Charter School will strive for every student to achieve academic breakthroughs in core academic skills.

AF East New York has set clear, measurable (and ambitious) goals for student achievement. To set these goals, AF East New York used as a benchmark the performance of Region 5 in Brooklyn and the New York City as a whole. Region's 5 demographics – high numbers of African-American and Latino students, a high percentage of students receiving free- and reduced-lunch – mirror the demographics of the community in which AF East New York will be located.

AF East New York plans to exceed the performance of similar students – and all of New York City students. Since the 4th grade scores were higher, AF East New York decided to use them as a more rigorous standard in setting our own performance goals. The school intentionally chose rigorous goals. The school does expect to meet these goals, but because they are so ambitious, charter renewal should take into consideration how the school is doing relative to the district and schools with similar student populations. (The school could be the highest-performing school in Brooklyn and not meet these goals; in such a case, for example, the school's charter should be renewed even though the school may have fallen short of the very ambitious goals.) The school's academic goals apply to all grade levels served and are listed below:

- a) For grade level cohorts that have been at the school for **one year**, at least 50 percent of students will perform at the proficient level on the state assessment in all subject areas.
- b) For grade level cohorts that have been at the school for **two years**, at least 60 percent of students will perform at the proficient level on the state assessment in all subject areas.
- c) For grade level cohorts that have been at the school for **three years**, at least 70 percent of students will perform at the proficient level on the state assessment in all subject areas.

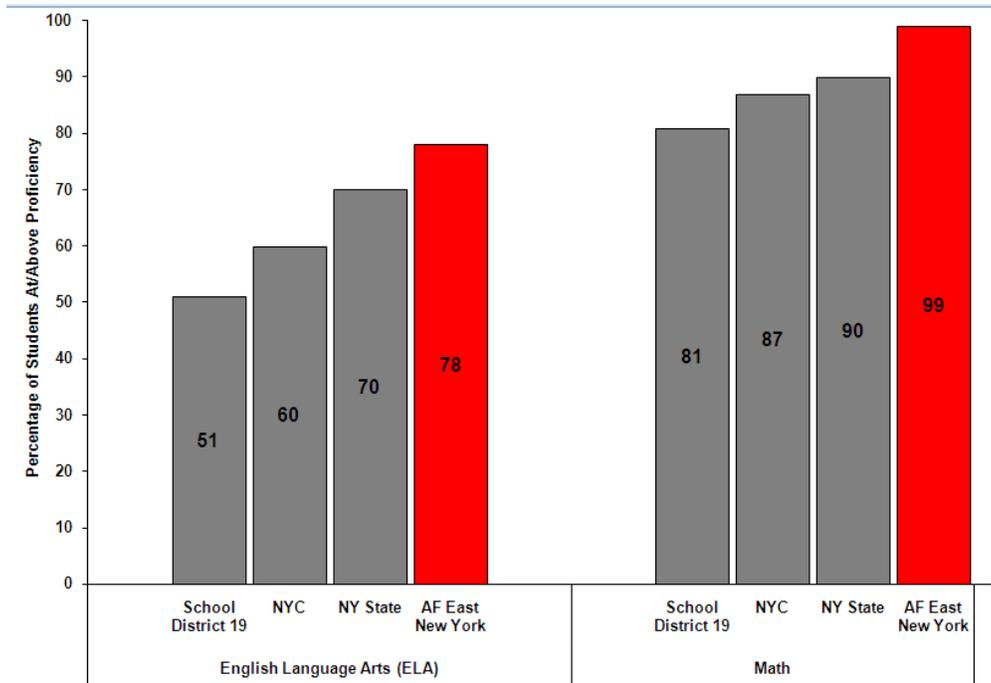
East New York Elementary

- **New York State ELA and Math Tests**

This was the first year that the first AF East New York elementary academy, founded in 2005, had students in third grade eligible for the state assessments. AF East New York's first class of 3rd graders performed at 78% proficient and/or advanced levels (3+4) on the ELA exam, and 99% scored proficient/advanced on the Math exam. This exceeds the 70% proficiency benchmark established for grade level cohorts in their third year.

AF East New York kindergarten, 1st grade, and 2nd grade did not take the New York State tests. As the data show, AF East New York 3rd graders outperformed their peers in the local district, city, and state in both ELA and Math.

**NY State Exams: ELA and Math
AF East New York – Third Grade (Class of 2021)**

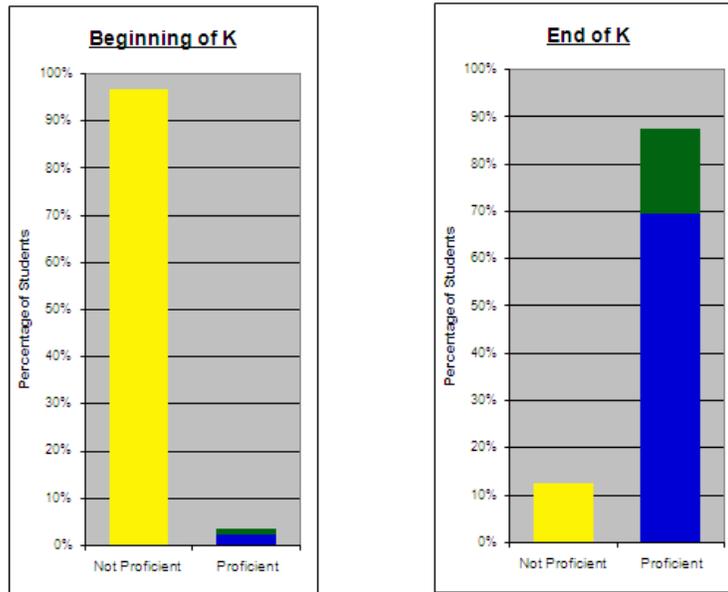


- **Developmental Reading Assessment (DRA)**

Students in the elementary academy at Achievement First East New York took the Developmental Reading Assessment (DRA), a nationally-normed examination that tests reading fluency (the rate and accuracy at which students read) and reading comprehension. This test is administered to students by a teacher two-three times per year to get baseline, mid-year, and end-of-year data tracking students' individual progress. Every new teacher to AF East New York received DRA training which enables them to test students one-on-one and Charter Management Organization Achievement First provided cross-network auditing to ensure consistency of results. The test takes between 15 minutes and one hour to administer, depending on a given student's skill level. Achievement First has developed its own extremely rigorous standards for basic, below-proficient, proficient and advanced for beginning, middle and end-of-year. No student is exempt from examination -- every student in the elementary school is assessed and all results are reported here, as elsewhere.

According to DRA data, at the beginning of the year, only 3% of the kindergarten cohort at AF East New York was reading at a proficient level. By the end of the year, 88% of the students achieved proficiency on the examination. Please see a graph of kindergarten DRA results below.

AF EAST NEW YORK CLASS OF 2024
DRA Results (Reading) - Kindergarten

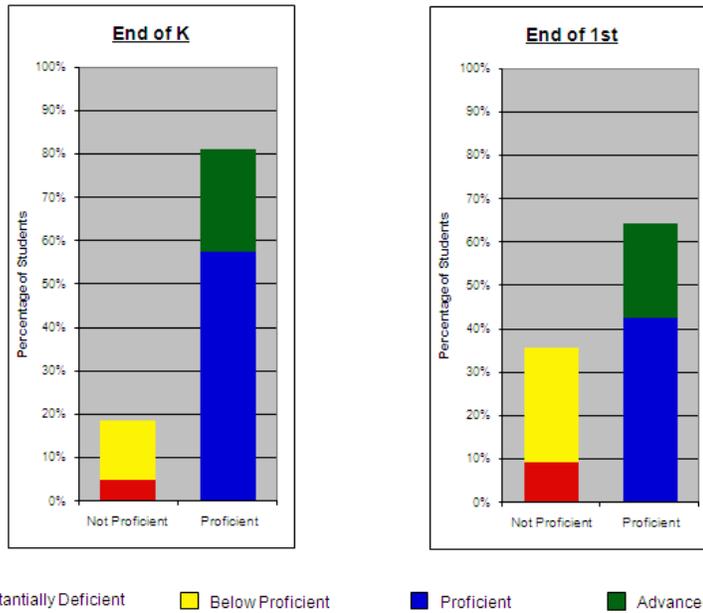


■ Substantially Deficient
 ■ Below Proficient
 ■ Proficient
 ■ Advanced

Note: There is no "substantially deficient" category for the beginning or middle of kindergarten.

According to DRA data, at the end of their kindergarten year, 82% of the current first grade students were proficient readers. At the end of the first grade year, the standard for proficiency is significantly higher and this number declined slightly to 65% proficient. We are concerned about this small depreciation (though understanding that some variation may also be due to subjective testing measures) and have implemented strategies including additional individual tutoring time to ensure ongoing student success. Please see a graph of first grade DRA results below.

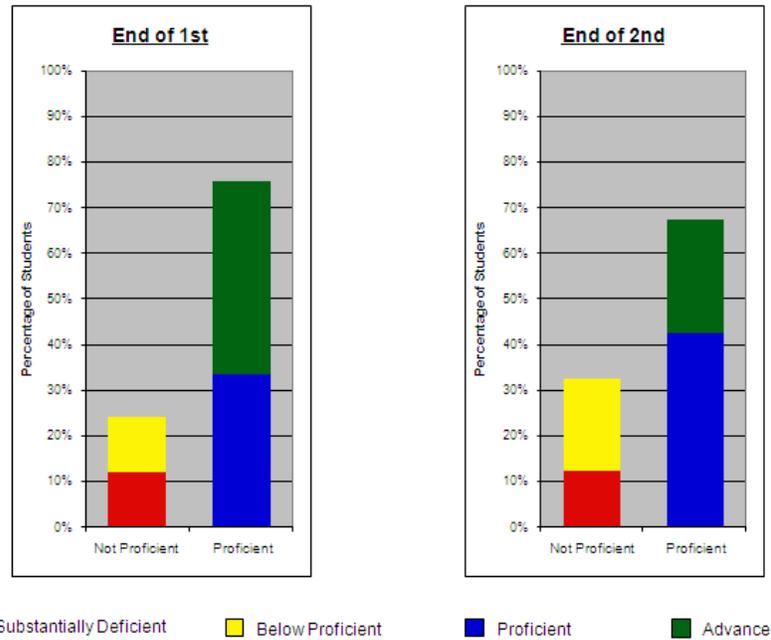
AF EAST NEW YORK CLASS OF 2023
DRA Results (Reading) - 1st Grade



At the end of their first grade year in 2006-2007, 76% of current second grade students achieved proficiency in reading according to the DRA. At the end of the second grade year, the standard for proficiency is again significantly higher and 68% of these students were rated as proficient.

We look forward to working hard with these scholars to prepare 100% of them for mastery on the New York State English Language Arts assessment in 2008-2009. In order to facilitate this advancement, Achievement First is currently revisiting all curricular materials to ensure they are closely aligned to New York State learning standards, incorporating time for individual and small group tutoring into the school day, expanding time for daily math instruction, and providing expanded after school and Saturday tutoring and support programs to address individual deficiencies. Please see second grade DRA results below.

AF EAST NEW YORK CLASS OF 2022
DRA Results (Reading) - 2nd Grade



In total, 74% of kindergarten through 2nd grade students met and/or achieved proficiency on the DRA assessment. This data is suggestive that the rate of students' reading fluency and comprehension improved over the course of the academic year.

According to Denniston Reid, principal of the elementary academy at AF East New York, this success correlates with the strong curriculum used, which includes SRA Reading Mastery and the Waterford computer program. The balanced approach to teaching reading (whole language and phonics), and the positive, achievement-oriented school culture where the instructional team is truly committed to seeing that every child succeeds are also equally instrumental in the students' high performance rates. In addition, the small group instruction, two-teacher classroom model, and longer-school day and year are contributing factors to the school's end-of-year success on the DRA assessments. Additionally, at AF East New York parents are true partners in the educational process: from school orientation to family chats and family workshops held throughout the year on reading, parent involvement is something we take seriously. The school model requires that all students read at home nightly with their parents. This alone creates a strengthened relationship between parent and child and an early love for reading.

- **Terra Nova**

All elementary academy students were administered the mathematics section of the TerraNova, a nationally-normed test created by CTB McGraw Hill. TerraNova is comprised of a combination of basic procedures questions and higher-order word problem testing the mathematic skills of early math students. This examination is administered to students at the end of each grade. Unfortunately year-end results for the TerraNova examination are not yet available, but based on last year's striking performance we anticipate strong results across grade levels on this test.

During the academic year students receive seventy-five minutes of daily math instruction that is directly aligned to the New York State learning standards. While kindergarten - second grade students are exempted from state assessments, the TerraNova allows the principal and instructional team to gauge students' knowledge of entry level mathematics concepts and preparation for advancement to new material in subsequent grades.

- **Achievement First Interim Assessments (IA's)**

In addition to the nationally-normed examinations, starting in second grade, AF East New York students take internal Interim Assessments (IAs) developed by the Curriculum Development team at Achievement First. These interim assessments are administered every six weeks and allow teachers and administrators to see which students have mastered NYS standards. These assessments test reading, mathematics, grammar, history, science and writing skills. The results are analyzed by teachers to track student performance and to create "instructional battle plans," which teachers use to make sure each student is meeting individual academic goals making progress toward meeting grade-level standards.

Category 2: Student Retention

From a student population selected by blind lottery, Achievement First East New York student attrition will be less than 5% a year (other than students moving out of the neighborhood/city).

Every other month, a detailed report is prepared at AF East New York. This "Dashboard of Indicators" tracks student demographics, student/staff ratios, student/teacher absenteeism and suspension, and attrition levels. This report is provided to the principal and board of trustees to help guide their knowledge of the school's climate and performance. Student retention is a concern of the school leader, instructional team and board of trustees. AF East New York tracks students leaving the school in the following categories: family moved away from the area, student switched to private school, transportation issues were prohibitively complex, unhappy with AF academics, unhappy with AF discipline, and "other" as a catch-all category. Based on the collective reports over the 2007-2008 academic year, the trend in student retention centers mostly around transportation.

During the 2007-2008 academic year, 24 of 330 students left the elementary academy. However, 20 of the 24 departures were due to family moves out of the neighborhood. Only 4 of the withdrawals were at the parents' discretion. The rate of attrition excluding students who moved from the community is 4 of 330, or 1.2%. This figure meets the target of less than 5% yearly attrition.

The significant majority of students remained at AF East New York because of the Achievement First academic model, disciplined and safe environment, caring and experienced teaching staff, parent satisfaction, and college-focused mission.

Category 3: Student Attendance

Achievement First East New York students will demonstrate their enthusiasm and commitment to the school by maintaining an average rate of 95% or higher.
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The Achievement First model prescribes discipline around school culture. At AF East New York there is a specific focus and mandate on student attendance. Clear expectations around attendance are established and maintained throughout the academic year. As a daily reminder, principals, deans of students, and teachers preach the importance of being in school every day. To further build on the college-preparatory culture, parents are constantly reminded about punctuality and the time-on-task required to prepare students for college. As an incentive around attendance, students receive “Scholar Dollars.” Over time these can be redeemed for field trips and class activities. Because attendance and Scholar Dollars are constantly monitored, principals and the dean of students work directly with students who are failing to meet the school’s attendance requirements.

The combined student attendance for 2007-2008 was 96%, which meets our goal as stated in the charter application. As a model for student attendance rate, teacher attendance is also tracked at AF East New York and the results were also high, with an average of 96% attendance.

Category 4: Student Behavior/Discipline

Achievement First East New York will be marked by a tight, positive school culture. From the outset of school, we will have an average of two or fewer suspensions a month per grade. As the total student population will grow as the school grows, the school culture will need to get tighter and more disciplined as time evolves to continue meeting this goal.

The Achievement First culture is disciplined and designed to sweat the small stuff. In order to maintain a strong culture, high student expectations are key. At AF East New York, there is a shared message around student behavior. Much of this is achieved through the school’s character education program that centers on the REACH values (Respect, Enthusiasm, Achievement, Citizenship, and Hard work). The dean of students works directly with students to monitor and track behavior. The daily infractions focus on small, insignificant issues that do not escalate into complex issues. Principal Reid and the dean of students worked collaboratively on student behavioral issues, ensuring that those resulting in suspensions from school would be minimal.

The total number of short-term suspensions at AF East New York elementary academy was minimal; however year-end totals are not yet available at this time. We are happy to provide this information pending its final calculation.

Category 5: Parent Satisfaction

Parents will demonstrate their satisfaction primarily by choosing to keep their children at Achievement First East New York. Eighty-five percent or more of parents will give the school an overall rank as good or better (given the choices of excellent, very good, good, fair, poor, very poor) on parent satisfaction surveys.

Student success is directly attributable to parent involvement. At AF East New York, parent partnerships are created early on and at every level. Prior to the start of the academic year, the principal or deans hold one-on-one family meetings with parents and students to explain the program model and the school’s expectations. During these sessions, parents overwhelmingly expressed buy-in to the Achievement First program, which requires parent involvement in ensuring students attend regularly, arrive on time every day, turn in daily homework assignments, and engage in independent reading at home nightly. In addition, parents have been invited to and volunteer to participate in various events at the school a scholastic book fair, a Black History

Month celebration, talent show and monthly Parent Leadership Council (PLC) meetings and board meetings. Because Achievement First believes in tracking data on multiple measures of school success, parents were given surveys towards the end of the school year to rate the school's performance.

According to the survey, 90.4% of parents rated Achievement First East New York as an A/A+ school and 99.6% agreed or strongly agreed that "my child goes to a great school." This data is overwhelming suggestive of positive parental impact, the instructional team is very proud of the support and feedback parents have given over the course of the academic year. Attached to this report please find data from the parent satisfaction survey.

SUMMARY OF GOALS

Measure	Description	Outcome
1A	Student Achievement - 50% of students in year 1 will perform at the proficient level (3 or 4) on state tests	N/A
1B	Student Achievement - 60% of students in year 2 will perform at the proficient level on state tests	N/A
1C	Student Achievement - 70% of students in year 3 will perform at the proficient level on state tests	Met
2	Retention - There will be less than 5% student attrition	Met
3	Attendance - 95% or higher	Met
4	Discipline - 2 or fewer suspensions for the academic year	Pending
5	Parent Satisfaction - 85% or more parents will rate the school good or better.	Met

**Achievement First East New York Charter School
DOE Authorized Schools Performance & Compliance Standards
2007-2008**

I. STUDENT PERFORMANCE

Student performance at Achievement First East New York Charter School (AF East New York) is carefully measured in grades K-2 by the New York State tests, the Developmental Reading Assessment and the Terra Nova examinations, all nationally-recognized and normed examinations. This year, students at AF East New York have excelled beyond the high Achievement First standards on the Developmental Reading Assessment. For example, kindergarten scholars at AF East New York began the school year at only 3% proficiency and increased to 88% proficiency by the end of the year. These early gains set students on course for continued success through college and beyond.

This year marked the first occasion for third grade students to take the New York State English Language Arts and Math exams, with great success. Scores of 78% proficiency on the ELA exam and particularly 99% proficiency on the Math exam speak to the successful Achievement First academic model to which these scholars have been exposed for the past three years.

Denniston Reid, Principal at AF East New York, feels confident in student performance over the last three years and looks forward to students' ongoing success and continued dramatic gains in achievement.

II. QUALITY EDUCATIONAL PROGRAM

The Achievement First educational model is two-fold with a focus on academic and character development. The program is rigorously focused on college preparation (as early as kindergarten), as well as development of essential social and emotional skills among all our students. As such, the instructional team, including the principal, deans, and teachers, devotes three structured hours to reading every morning to improve reading fluency and comprehension, in addition to two hours of daily math instruction. At AF East New York, we prioritize instruction and are extremely intentional by ensuring that "more time on task" is the driving force behind how each school day is structured. At the same time, our students share great experiences outside the classroom – on field study trips, special events, and at lunchtime – which also provide essential learning opportunities.

The REACH curriculum at AF East New York integrates values education into everyday instruction by promoting the values of Respect, Enthusiasm, Achievement, Citizenship and Hard work when students interact with their teachers and peers as members of their school community. Fostering teamwork and a strong sense of personal responsibility for one's own success and the success of one's teammates is paramount. At AF East New York being smart, working hard, and being kind and helpful to others is the norm. This message provides a critical foundation for maintaining a school climate in which all students, dealing with whatever kind of challenge, remain extremely positive about learning, working hard, and accomplishing their goals.

III. SCHOOL LEADERSHIP

School leadership is the key to school success, and the seminal driver in overall student achievement. School leadership centers on three key ingredients: the ability to lead people, the ability to create a sound culture, and the ability to drive instruction. Principal Denniston Reid possesses a “whatever-it-takes” philosophy for ensuring that all students at AF East New York are provided with a solid college-preparatory education. Mr. Reid was attracted to the Achievement First model because it allows greater focus of time and energy on ensuring student performance and quality instruction. He was selected by Achievement First and subsequently hired by the board of trustees with the support of teachers and parents because of his team approach to leadership, his commitment to education and his ability to implement the AF model. Mr. Reid believes that every child can achieve, and he is working to hire and retain a quality teaching staff, to develop professional development tools aligned to state grade-level standards, and to impact student lives by providing thoughtful and enriching learning and field lessons to support the classroom experience.

IV. ORGANIZATIONAL VIABILITY

Governance is an important factor in school success. Hence, the school’s board of trustees is directly involved to ensure that the school functions as a viable organization. Meeting six times per year, the board confirms that the school is on target to meet academic goals, that the school implements sound fiscal practices and procedures, accurately tracking budgets and spending, and that the overall organization is set up for success. The board of trustees is provided with regular reports to ensure that all of the functions of the school are being met. In addition, trustees are encouraged to visit the school and witness student progress for themselves. School operations are also supported by Achievement First (AF), the charter management organization that provides the academic model, principal leadership coaching, and an array of back-office support systems and personnel for operations, teacher recruitment, student recruitment, curriculum and professional development, IT and fundraising. The strong partnership and regular communication between school personnel and AF staff guarantees that AF East New York is on track for long-term success.

V. SCHOOL CULTURE & COMMUNITY

Many factors contribute to creating social trust within AF East New York’s school community. Prior to the opening of the school, much of the groundwork was laid through interactions with local politicians and East New York community groups. The various positive relationships with community stakeholders that resulted are lasting ones that we will continue to nurture. The stakeholders most crucial to building social trust are parents. At AF East New York parents are indeed true partners in their students’ education. Classroom doors are open and parents are welcome into the school at all times. This transparency creates reciprocal opportunities for feedback among parents, teachers, and school leaders. Parent attendance at school events including report card night, Parent Leadership Council meetings, and special school performances demonstrates that parents overwhelmingly support and trust the culture established at AF East New York. Our latest AF Parent survey results attest to our foundation of parent support. 98.6% of respondents on the parent survey agreed that the school has delivered on its promise to parents and students, and that our academic program, school staff, communications, discipline, character development and overall quality of education continue to exceed their expectations. The

expectation is that over time, these relationships with parents and in the community will flourish and will subsequently attract additional stakeholders to the school.

In just three years of operation, Achievement First East New York Charter School has successfully adopted and built upon the proven model established at Amistad Academy, Elm City College Preparatory, and sister Achievement First schools located in Brooklyn. Through the devoted leadership of Principal Denniston Reid and the hard work of the teaching staff, AF East New York has produced a record of high academic achievement, low levels of disciplinary infractions, and high parental and student satisfaction. Responding to the rigorous instruction and high expectations, the students of AF East New York rose to the challenge and demonstrated their ability to achieve in a community riddled with a history of low academic outcomes. At Achievement First, every student is taught to dream of college. Given their dramatic improvements nationally-normed and New York State assessments, scholars at AF East New York will certainly all make it to the top of the mountain.

END OF REPORT

School Name:	Achievement First East New York - Elementary
Date Survey was administered:	6/7/08
Total Number of Students Enrolled at School Site:	330
Total Number of Respondents to Survey:	238

		Num. of	%
		Resp.	Resp'd
Reasons Child was Enrolled	28 Why did you enroll your child at the school?		
	1 My child was doing poorly in his/her prior school.	0	0.0%
	2 The location of the school is more convenient than the location of my child's prior school.	24	10.1%
	3 The academic program is more rigorous at the school.	147	61.8%
	4 The school culture and behavior standards are higher at the school.	148	61.3%
	5 There are better teachers at the school.	108	44.5%
	6 My child wanted to come to the school.	28	11.8%
	7 I wanted a college preparatory education for my child.	163	68.5%
	8 I was unhappy with the curriculum or teaching at the prior school.	44	18.5%
	9 I was unhappy with the discipline standards and procedures at the prior school.	36	15.1%
	10 I have another child attending the school.	26	10.9%
11 Other.	15	6.3%	

		Str	Agree	Disagree	Str	NA
		Agree	Disagree	Disagree	Disagree	NA
Overall	1 My child goes to a great school.	150	78	1	0	0
	2 The school has delivered on its promises to parents and students.	133	85	2	0	1
	3 I would recommend the school to parents of other students in the city.	158	67	1	0	2
	4 I am pleased with my child's overall progress at the school.	140	78	5	0	3
	5 I feel confident that the school is doing all it can to prepare my child for success in college.	150	75	3	0	0
27	The overall grade I would give the school is:	A	A	B	C	F
		128	78	20	2	0

Str	Agree	Disagree	Str	NA
Agree	Disagree	Disagree	Disagree	NA
65.5%	34.1%	0.4%	0.0%	0.0%
60.2%	38.5%	0.9%	0.0%	0.5%
69.3%	29.4%	0.4%	0.0%	0.9%
61.9%	34.5%	2.2%	0.0%	1.3%
65.8%	32.9%	1.3%	0.0%	0.0%
A	A	B	C	F
56.1%	34.2%	8.8%	0.9%	0.0%

		Str	Agree	Disagree	Str	NA
		Agree	Disagree	Disagree	Disagree	NA
The School is a Safe Place for Children	6 The school is a safe place for children.	129	99	3	0	2
	7 The school holds students to very high behavioral standards.	164	61	2	1	0
	8 I am happy with the system of rules, rewards, and consequences at the school.	135	86	5	2	2
	9 I believe that the school has had a positive impact on my child's character development.	141	78	6	0	2
	10 The school is a joyful place.	128	91	7	2	0
Communication	11 I am satisfied by how well the school communicates with parents throughout the year about	132	84	9	0	0
	12 I receive regular and timely progress about my child's academic progress.	134	78	8	0	1
	13 The school contacts me immediately when my child is struggling.	105	88	14	0	17
	14 I feel welcome when I visit the school.	133	88	2	3	2
	15 The school's administration and teachers are open and accessible.	133	89	2	2	2
School Staff	16 I am pleased with the principal of the school. The principal does a great job.	150	73	2	2	0
	17 I am pleased with the dean of students of the school. The dean does a great job.	108	104	4	1	8
	18 I am pleased with my child's teachers. The teachers do a great job.	155	69	1	0	1
	19 I can tell that the teachers and staff at the school love my child.	128	94	4	1	4
	20 My child has a close relationship with at least one adult in the school.	120	77	12	2	7
The School has High Academic Standards and a Rigorous Curriculum	21 The school has very high academic standards and a rigorous curriculum.	148	70	1	0	1
	22 I am pleased with the quality of teaching at the school.	162	78	1	0	0
	23 My child has the right amount of homework each night.	118	91	12	3	0
	24 My child's school work and homework assignments are meaningful.	131	88	3	1	0
	25 The school day is the right length.	107	97	19	2	0
	26 My child is more motivated to learn than before coming to the school.	118	82	9	3	18

55.4%	42.5%	1.3%	0.0%	0.9%
71.9%	26.8%	0.9%	0.4%	0.0%
58.7%	37.4%	2.2%	0.9%	0.9%
62.1%	34.4%	2.6%	0.0%	0.9%
55.8%	40.3%	3.1%	0.9%	0.0%
58.7%	37.3%	4.0%	0.0%	0.0%
61.2%	34.7%	3.7%	0.0%	0.5%
46.9%	39.3%	6.3%	0.0%	7.6%
58.3%	38.6%	0.9%	1.3%	0.9%
58.3%	39.0%	0.9%	0.9%	0.9%
66.1%	32.2%	0.9%	0.9%	0.0%
48.0%	46.2%	1.8%	0.4%	3.6%
68.6%	30.5%	0.4%	0.0%	0.4%
55.0%	41.0%	1.7%	0.4%	1.7%
55.0%	35.3%	5.5%	0.9%	3.2%
67.3%	31.8%	0.5%	0.0%	0.5%
65.8%	33.8%	0.4%	0.0%	0.0%
52.7%	40.6%	5.4%	1.3%	0.0%
59.3%	38.9%	1.4%	0.5%	0.0%
47.6%	43.1%	8.4%	0.9%	0.0%
51.3%	36.3%	4.0%	1.3%	7.1%



The New York State School Report Card

Accountability
and Overview Report
2006 - 07

School: **ACHIEVEMENT FIRST EAST NEW
YORK CHARTER SCHOOL**
School ID: **33-19-00-86-0880**
Principal: **DENNISTON REID**
Telephone: **(718) 485-4924**
Grades: **K-2**

This School's Report Card

The New York State School Report Card is an important part of the Board of Regents effort to raise learning standards for all students. It provides information to the public on the school's status under the State and federal accountability systems, on student performance, and on other measures of school and district performance. Knowledge gained from the school report card on a school's strengths and weaknesses can be used to improve instruction and services to students.

State assessments are designed to help ensure that all students reach high learning standards. They show whether students are getting the knowledge and skills they need to succeed at the elementary, middle, and commencement levels and beyond. The State requires that students who are not making appropriate progress toward the standards receive academic intervention services.

For more information:

Office of Information and Reporting Services
New York State Education Department
Room 863 EBA
Albany, NY 12234
Email: RPTCARD@mail.nysed.gov

Use this report to:

1

Get School Profile information.

This section shows comprehensive data relevant to this school's learning environment.

2

Review School Accountability Status.

This section indicates whether a school made adequate yearly progress (AYP) and identifies schools in need of improvement and subject to interventions under the federal No Child Left Behind Act as well as schools requiring academic progress and subject to interventions under Commissioner's Regulations.

3

Review an Overview of School Performance.

This section has information about the school's performance on state assessments in English, mathematics, and science, and on high school graduation rate.

School **ACHIEVEMENT FIRST EAST NEW YORK CHARTER SCHOOL**
School ID **33-19-00-86-0880**

School Profile

This section shows comprehensive data relevant to this school's learning environment, including information about enrollment, average class size, and teacher qualifications.

Enrollment

	2004-05	2005-06	2006-07
Pre-K		0	0
Kindergarten		81	85
Grade 1		81	84
Grade 2		0	81
Grade 3		0	0
Grade 4		0	0
Grade 5		0	0
Grade 6		0	0
Ungraded Elementary		0	0
Grade 7		0	0
Grade 8		0	0
Grade 9		0	0
Grade 10		0	0
Grade 11		0	0
Grade 12		0	0
Ungraded Secondary		0	0
Total K-12		162	250

Average Class Size

	2004-05	2005-06	2006-07
Common Branch			28
Grade 8			
English			
Mathematics			
Science			
Social Studies			
Grade 10			
English			
Mathematics			
Science			
Social Studies			

Enrollment Information

Enrollment counts are as of Basic Educational Data System (BEDS) day, which is typically the first Wednesday of October of the school year. Students who attend BOCES programs on a part-time basis are included in a school's enrollment. Students who attend BOCES on a full-time basis or who are placed full time by the district in an out-of-district placement are not included in a school's enrollment. Students classified by schools as "pre-first" are included in first grade counts.

Average Class Size Information

Average Class Size is the total registration in specified classes divided by the number of those classes with registration. *Common Branch* refers to self-contained classes in Grades 1-6.

School **ACHIEVEMENT FIRST EAST NEW YORK CHARTER SCHOOL**
School ID **33-19-00-86-0880**

Demographic Factors

	2004-05		2005-06		2006-07	
	#	%	#	%	#	%
Eligible for Free Lunch			104	64%	155	62%
Reduced-Price Lunch			20	12%	35	14%
Student Stability*				0%		97%
Limited English Proficient			0	0%	0	0%
Racial/Ethnic Origin						
American Indian or Alaska Native			0	0%	0	0%
Black or African American			141	87%	229	92%
Hispanic or Latino			21	13%	20	8%
Asian or Native			0	0%	0	0%
Hawaiian/Other Pacific Islander						
White			0	0%	0	0%
Multiracial**			N/A	N/A	1	0%

* Not available at the district level.

** Multiracial enrollment data were not collected statewide in the 2004-05 and 2005-06 school years.

Attendance and Suspensions

	2003-04		2004-05		2005-06	
	#	%	#	%	#	%
Annual Attendance Rate				0%		
Student Suspensions			0	N/A	6	4%

Demographic Factors Information

Eligible for Free Lunch and Reduced-Price Lunch percentages are determined by dividing the number of approved lunch applicants by the Basic Educational Data System (BEDS) enrollment in full-day Kindergarten through Grade 12. *Eligible for Free Lunch and Limited English Proficient* counts are used to determine *Similar Schools* groupings within a *Need/Resource Capacity* category. *Student Stability* is the percentage of students in the highest grade in a school who were also enrolled in that school at any time during the previous school year. (For example, if School A, which serves Grades 6-8, has 100 students enrolled in Grade 8 this year, and 92 of those 100 students were also enrolled in School A last year, the stability rate for the school is 92 percent.)

Attendance and Suspensions Information

Annual Attendance Rate is determined by dividing the school's total actual attendance by the total possible attendance for a school year. A school's actual attendance is the sum of the number of students in attendance on each day the school was open during the school year. Possible attendance is the sum of the number of enrolled students who should have been in attendance on each day the school was open during the school year. *Student Suspension* rate is determined by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer anytime during the school year by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year.

School **ACHIEVEMENT FIRST EAST NEW YORK CHARTER SCHOOL**
School ID **33-19-00-86-0880**

Teacher Qualifications

	2004-05	2005-06	2006-07
Total Number of Teachers		12	21
Percent with No Valid Teaching Certificate		8%	33%
Percent Teaching Out of Certification		17%	33%
Percent with Fewer Than Three Years of Experience		42%	57%
Percentage with Master's Degree Plus 30 Hours or Doctorate		25%	5%
Total Number of Core Classes*			39
Percent Not Taught by Highly Qualified Teachers			31%
Total Number of Classes		12	43
Percent Taught by Teachers Without Appropriate Certification		17%	30%

* Data for 2004-05 were not weighted, so are not shown.

Teacher Turnover Rate

	2003-04	2004-05	2005-06
Turnover Rate of Teachers with Fewer than Five Years of Experience			25%
Turnover Rate of All Teachers			25%

Staff Counts

	2004-05	2005-06	2006-07
Total Other Professional Staff		3	5
Total Paraprofessionals*	N/A	N/A	N/A
Assistant Principals		0	0
Principals		1	1

* Not available at the school level.

Teacher Qualifications Information

The *Percent Teaching Out of Certification* is the percent doing so more than on an incidental basis; that is, the percent teaching for more than five periods per week outside certification.

Core Classes are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages. The number of K-6 common branch core classes is multiplied by five so that these core class counts are weighted the same as counts for middle- and secondary-level teachers who report five classes per day. To be *Highly Qualified*, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area, and show subject matter competency.

Teacher Turnover Rate Information

Teacher Turnover Rate for a specified school year is the number of teachers in that school year that were not teaching in the following school year divided by the number of teachers in the specified school year, expressed as a percentage.

Staff Counts Information

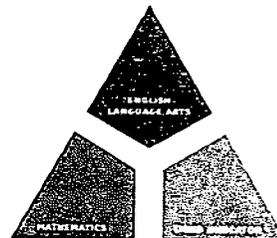
Other Professionals includes administrators, guidance counselors, school nurses, psychologists, and other professionals who devote more than half of their time to non-teaching duties. Teachers who are shared between buildings within a district are reported on the district report only.

School **ACHIEVEMENT FIRST EAST NEW YORK CHARTER SCHOOL**
School ID **33-19-00-86-0880**

Understanding How Accountability Works in New York State

The federal No Child Left Behind (NCLB) Act requires that states develop and report on measures of student proficiency in 1) English language arts (ELA), in 2) mathematics, and on 3) a third indicator. In New York State in 2006–07, the third indicator is science at the elementary/middle level and graduation rate at the secondary level. Schools or districts that meet predefined goals on these measures are making Adequate Yearly Progress (AYP).

For more information about accountability in New York State, visit: www.emsc.nysed.gov/irts/accountability/home.shtml



1 English Language Arts (ELA)

To make AYP in ELA, every accountability group must make AYP. For a group to make AYP, it must meet the participation and the performance criteria.

A Participation Criterion

At the elementary/middle level, 95 percent of Grades 3–8 students enrolled during the test administration period in each group with 40 or more students must be tested on the New York State Testing Program (NYSTP) in ELA or, if appropriate, the New York State English as a Second Language Achievement Test (NYSESLAT), or the New York State Alternate Assessment (NYSAA) in ELA. At the secondary level, 95 percent of seniors in 2006–07 in each accountability group with 40 or more students must have taken an English examination that meets the students' graduation requirement.

B Performance Criterion

At the elementary/middle level, the Performance Index (PI) of each group with 30 or more continuously enrolled tested students must equal or exceed its Effective Annual Measurable Objective (AMO) or the group must make Safe Harbor. (NYSESLAT is used only for participation.) At the secondary level, the PI of each group in the 2003 cohort with 30 or more members must equal or exceed its Effective AMO or the group must make Safe Harbor. To make Safe Harbor, the PI of the group must equal or exceed its Safe Harbor Target and the group must qualify for Safe Harbor using the third indicator, science or graduation rate.

2 Mathematics

The same criteria for making AYP in ELA apply to mathematics. At the elementary/middle level, the measures used to determine AYP are the NYSTP and the NYSAA in mathematics. At the secondary level, the measures are mathematics examinations that meet the students' graduation requirement.

3 Third Indicator

In addition to English language arts and mathematics, the school must also make AYP in a third area of achievement. This means meeting the criteria in science at the elementary/middle level and the criteria in graduation rate at the secondary level.

Elementary/Middle-Level Science: To make AYP, the All Students group must meet the participation criterion and the performance criterion.

A Participation Criterion

Eighty percent of students in Grades 4 and/or 8 enrolled during the test administration period in the All Students group, if it has 40 or more students, must be tested on an accountability measure. In Grade 4, the measures are the Grade 4 elementary-level science test and the Grade 4 NYSAA in science. In Grade 8 science, the measures are the Grade 8 middle-level science test, Regents science examinations, and the Grade 8 NYSAA in science.

B Performance Criterion

The PI of the All Students group must equal or exceed the State Science Standard (100) or the Science Progress Target.

Qualifying for Safe Harbor in Elementary/Middle-Level ELA and Math: To qualify, the PI must equal or exceed the State Science Standard or the Science Progress Target in elementary/middle-level science for that group.

Secondary-Level Graduation Rate: For a school to make AYP in graduation rate, the percent of students in the 2002 graduation-rate cohort in the All Students group earning a high school diploma by August 31, 2006 must equal or exceed the Graduation-Rate Standard (55%) or the Graduation-Rate Progress Target.

Qualifying for Safe Harbor in Secondary-Level ELA and Math: To qualify, the percent of the 2002 graduation-rate cohort earning a local diploma by August 31, 2006 must equal or exceed the Graduation-Rate Standard (55%) or the Graduation-Rate Progress Target for that group.

School ACHIEVEMENT FIRST EAST NEW YORK CHARTER SCHOOL
School ID 33-19-00-86-0880

Useful Terms for Understanding Accountability

Accountability Cohort for English and Mathematics

The 2003 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2003–04 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2003–04 school year, who were enrolled on October 4, 2006 and did not transfer to a diploma granting program. Students who earned a high school equivalency diploma or were enrolled in an approved high school equivalency preparation program on June 30, 2007, are not included in the 2003 school accountability cohort. The 2003 district accountability cohort consists of all students in each school accountability cohort plus students who transferred within the district after BEDS day plus students who were placed outside the district by the Committee on Special Education or district administrators and who met the other requirements for cohort membership. Cohort is defined in Section 100.2 (p) (16) of the Commissioner's Regulations.

Adequate Yearly Progress (AYP)

Adequate Yearly Progress (AYP) indicates satisfactory progress by a district or a school toward the goal of proficiency for all students.

Annual Measurable Objective (AMO)

The Annual Measurable Objective (AMO) is the Performance Index (PI) value that signifies that an accountability group is making satisfactory progress toward the goal that 100 percent of students will be proficient in the State's learning standards for English language arts and mathematics by 2013–14. The AMOs for each grade level will be increased as specified in CR100.2(p)(14) and will reach 200 in 2013–14. (See Effective AMO for further information.)

Continuously Enrolled Students

At the elementary/middle level, continuously enrolled students are those enrolled in the school or district on BEDS day (usually the first Wednesday in October) of the school year until the test administration period. At the secondary level, all students who meet the criteria for inclusion in the accountability cohort are considered to be continuously enrolled.

Effective Annual Measurable Objective (Effective AMO)

The Effective Annual Measurable Objective (Effective AMO) is the Performance Index (PI) value that each accountability group within a school or district is expected to achieve to make Adequate Yearly Progress (AYP). The Effective AMO is the lowest PI that an accountability group of a given size can achieve in a subject for the group's PI not to be considered significantly different from the AMO for that subject. If an accountability group's PI equals or exceeds the Effective AMO, it is considered to have made AYP. A more complete definition of Effective AMO and a table showing the PI values that each group size must equal or exceed to make AYP are available at www.emsc.nysed.gov/irts.

Graduation-Rate Cohort

This term is defined on the graduation-rate accountability page.

Performance Index (PI)

A Performance Index is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative) in English language arts, mathematics, or science. Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. (See performance level definitions on the Overview Summary page.) At the elementary/middle level, the PI is calculated using the following equation:

$$100 \times \left[\frac{\text{Count of Continuously Enrolled Tested Students Performing at Levels 2, 3, and 4} + \text{the Count at Levels 3 and 4}}{\text{Count of All Continuously Enrolled Tested Students}} \right]$$

At the secondary level, the PI is calculated using the following equation:

$$100 \times \left[\frac{\text{Count of Cohort Members Performing at Levels 2, 3, and 4} + \text{the Count at Levels 3 and 4}}{\text{Count of All Cohort Members}} \right]$$

A list of tests used to measure student performance for accountability is available at www.emsc.nysed.gov/irts.

Progress Target

For accountability groups below the State Standard in science or graduation rate, the Progress Target is an alternate method for making Adequate Yearly Progress (AYP) or qualifying for Safe Harbor in English language arts and mathematics based on improvement over the previous year's performance.

Safe Harbor

Safe Harbor provides an alternate means to demonstrate Adequate Yearly Progress (AYP) for accountability groups that do not achieve their Effective Annual Measurable Objectives (AMOs) in English or mathematics.

Safe Harbor Targets

The 2006–07 safe harbor targets were calculated using the following equation:

$$2005-06 \text{ PI} + (200 - \text{the } 2005-06 \text{ PI}) \times 0.10$$

Science Progress Target

The elementary/middle-level 2006–07 Science Progress Target is calculated by adding one point to the 2005–06 PI. The 2007–08 Science Progress Target is calculated by adding one point to the 2006–07 PI. The 2006–07 target is provided for groups whose PI was below the State Science Standard in 2006–07.

Science Standard

The criterion value that represents a minimally satisfactory performance in science. In 2006–07, the State Science Standard at the elementary/middle level is a Performance Index (PI) of 100. The Commissioner may raise the State Science Standard at his discretion in future years.

School **ACHIEVEMENT FIRST EAST NEW YORK CHARTER SCHOOL**
School ID **33-19-00-86-0880**

Understanding Your School Accountability Status

The list below defines the school status categories applied to each accountability measure under New York State's accountability system, which is divided into a Federal Title I component and a State component. Accountability measures for schools at the elementary/middle level are English language arts (ELA), mathematics, and science; at the secondary level, they are ELA, mathematics, and graduation rate. A school may be assigned a different status for different accountability measures. The overall status of a school is the status assigned to the school for the accountability measure with the most advanced designation in the hierarchy. If the school receives Title I funds, it is the most advanced designation in the Title I hierarchy, unless the school is in good standing under Title I but identified as SRAP under the State hierarchy. A school that does not receive Title I funding in a school year does not have a federal status in that year; however, all schools (except charter schools) receive a state status even if they do not receive Title I funding. Schools in improvement status under Title I must provide school choice for their students; those in need of improvement in year 2 and beyond must also provide Supplemental Education Services to eligible students. Other consequences for schools not in good standing can be found at: www.emsc.nysed.gov/irts/school-accountability/about.shtml.

Federal Title I Status

(Applies to all New York State schools receiving Title I funds)

New York State Status

(Applies to all New York State public schools except charter schools)

▲ School In Good Standing

■ A school is considered to be in good standing if it has not been identified as a School in Need of Improvement, in Corrective Action, Planning for Restructuring, Restructuring, Requiring Academic Progress, or as a School Under Registration Review.

▲ School In Need of Improvement (Year 1)

A school that has not made AYP on the same accountability measure for two consecutive years while receiving Title I funds is considered a School in Need of Improvement (Year 1) for the following year.

■ School Requiring Academic Progress (Year 1)

A school that has not made AYP on the same accountability measure for two consecutive years is considered a School Requiring Academic Progress (Year 1) for the following year.

▲ School In Need of Improvement (Year 2)

A School in Need of Improvement (Year 1) that does not make AYP on the accountability measure for which it was identified is considered a School in Need of Improvement (Year 2) for the following year, if it continues to receive Title I funds.

■ School Requiring Academic Progress (Year 2)

A School Requiring Academic Progress (Year 1) that does not make AYP on the accountability measure for which it was identified is considered a School Requiring Academic Progress (Year 2) for the following year.

▲ School In Corrective Action

A School in Need of Improvement (Year 2) that does not make AYP on the accountability measure for which it was identified is considered a School in Corrective Action for the following year, if it continues to receive Title I funds.

■ School Requiring Academic Progress (Year 3)

A School Requiring Academic Progress (Year 2) that does not make AYP on the accountability measure for which it was identified is considered a School Requiring Academic Progress (Year 3) for the following year.

▲ School Planning for Restructuring

A School in Corrective Action that does not make AYP on the accountability measure for which it was identified is considered a School Planning for Restructuring for the following year, if it continues to receive Title I funds.

■ School Requiring Academic Progress (Year 4)

A School Requiring Academic Progress (Year 3) that does not make AYP on the accountability measure for which it was identified is considered a School Requiring Academic Progress (Year 4) for the following year.

▲ School Restructuring (Year 1)

A School Planning for Restructuring that does not make AYP on the accountability measure for which it was identified is considered a School Restructuring (Year 1) for the following year, if it continues to receive Title I funds.

■ School Requiring Academic Progress (Year 5 and above)

A School Requiring Academic Progress (Year 4 and above) that does not make AYP on the accountability measure for which it was identified is considered a School Requiring Academic Progress (Year 5 and above) for the following year.

▲ School Restructuring (Year 2 and above)

A School Restructuring (Year 1 and above) that does not make AYP on the accountability measure for which it was identified is considered a School Restructuring (Year 2 and above) for the following year, if it continues to receive Title I funds.

Pending – A school's status is "Pending" if the school requires special evaluation procedures and they have not yet been completed.

School **ACHIEVEMENT FIRST EAST NEW YORK CHARTER SCHOOL**
 School ID **33-19-00-86-0880**

Summary

Overall Accountability Status (2007-08)

Has No Status - Regulations Do Not Apply

Elementary/Middle Level

Secondary Level

ELA

Has No Status - Regulations Do Not Apply

ELA

Math

Has No Status - Regulations Do Not Apply

Math

Science

Graduation Rate

Title I Part A Funding

Years the School Received Title I Part A Funding

2005-06

2006-07

2007-08

NO

NO

On which accountability measures did this school make Adequate Yearly Progress (AYP) and which groups made AYP on each measure?

Elementary/Middle Level

Secondary Level

English

English

Student Groups

Language Arts

Mathematics

Science

Language Arts

Mathematics

Graduation Rate

All Students

Ethnicity

American Indian or Alaska Native

Black or African American

Hispanic or Latino

Asian or Native Hawaiian/Other Pacific Islander

White

Multiracial

Other Groups

Students with Disabilities

Limited English Proficient

Economically Disadvantaged

Student groups making AYP in each subject

AYP Status

- ✓ Made AYP
- ✓⁺ Made AYP Using Safe Harbor Target
- ✗ Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

Accountability Status Levels

Federal

- Good Standing ▲
- Improvement (Year 1) ▲
- Improvement (Year 2) ▲
- Corrective Action ▲
- Planning for Restructuring ▲
- Restructuring (Year 1) ▲
- Restructuring (Year 2 & Above) ▲

State

- ☑ Good Standing
- ☑ Requiring Academic Progress (Year 1)
- ☑ Requiring Academic Progress (Year 2)
- ☑ Requiring Academic Progress (Year 3)
- ☑ Requiring Academic Progress (Year 4)
- ☑ Requiring Academic Progress (Year 5 & Above)

Pending - Requires Special Evaluation

School ACHIEVEMENT FIRST EAST NEW YORK CHARTER SCHOOL
School ID 33-19-00-86-0880

Summary of 2006–07 School Performance

Performance on the State assessments in English language arts, mathematics, and science at the elementary and middle levels is reported in terms of mean scores and the percentage of tested students scoring at or above Level 2, Level 3, and Level 4. Performance on the State assessments in ELA and mathematics at the secondary level is reported in terms of the percentage of students in a cohort scoring at these levels.

About the Performance

Level Descriptors

Level 1: Not Meeting Learning Standards. Student performance does not demonstrate an understanding of the content expected in the subject and grade level.

Level 2: Partially Meeting Learning Standards. Student performance demonstrates a partial understanding of the content expected in the subject and grade level.

Level 3: Meeting Learning Standards. Student performance demonstrates an understanding of the content expected in the subject and grade level.

Level 4: Meeting Learning Standards with Distinction. Student performance demonstrates a thorough understanding of the content expected in the subject and grade level.

How are Need/Resource Capacity (N/RC) categories determined?

Districts are divided into high, average, and low need categories based on their ability to meet the special needs of their students with local resources. Districts in the high need category are subdivided into four categories based on enrollment size and, in some cases, number of students per square mile. More information about the categories can be found in the *Report to the Governor and the Legislature on the Educational Status of the State's Schools* at www.emsc.nysed.gov/lrts.

In this section, this district's performance is compared with that of public schools statewide.

This District's N/RC Category:

Charter Schools



The New York State School Report Card

**Comprehensive
Information Report
2006-07**

School: **ACHIEVEMENT FIRST EAST NEW
YORK CHARTER SCHOOL**
 School ID: **33-19-00-86-0880**
 Principal: **DENNISTON REID**
 Telephone: **(718) 485-4924**
 Grades: **K-2**

Regents Exams

		All Students			General-Education Students			Students with Disabilities		
		Total	Percentage of students		Total	Percentage of students		Total	Percentage of students	
		Tested	scoring at or above:		Tested	scoring at or above:		Tested	scoring at or above:	
		55	65	85	55	65	85	55	65	85
Comprehensive English	2006-07	0			0			0		
	2005-06	0			0			0		
	2004-05	0			0			0		
Mathematics A	2006-07	0			0			0		
	2005-06	0			0			0		
	2004-05	0			0			0		
Mathematics B	2006-07	0			0			0		
	2005-06	0			0			0		
	2004-05	0			0			0		
Global History and Geography	2006-07	0			0			0		
	2005-06	0			0			0		
	2004-05	0			0			0		
U.S. History and Government	2006-07	0			0			0		
	2005-06	0			0			0		
	2004-05	0			0			0		
Living Environment	2006-07	0			0			0		
	2005-06	0			0			0		
	2004-05	0			0			0		
Physical Setting/ Earth Science	2006-07	0			0			0		
	2005-06	0			0			0		
	2004-05	0			0			0		
Physical Setting/Chemistry	2006-07	0			0			0		
	2005-06	0			0			0		
	2004-05	0			0			0		
Physical Setting/Physics	2006-07	0			0			0		
	2005-06	0			0			0		
	2004-05	0			0			0		

NOTE

The — symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

More Information about the School

School **ACHIEVEMENT FIRST EAST NEW YORK CHARTER SCHOOL**
School ID **33-19-00-86-0880**

Financial Information

**2005-06 School District-wide Total
Expenditures per Pupil**

**2005-06 NYS Public School Total
Expenditures per Pupil** **\$16,212**

**2006-07 Estimated Percentage of Students
from Families Receiving Public Assistance** **81-90%**

NOTE

Expenditure data are available only at the district level.

Public Assistance information is available only at the school level.

Statement of Assurances

Our signatures below attest that all of the information contained herein is truthful and accurate, and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws, regulations, and rules. We understand that if any information in any part of this report is found to have been deliberately misrepresented, that will constitute grounds for the revocation of our charter.

Kwame Millar

Print Name, Head of Charter School

Notary Public, State of New York

No. 02ES6134046

Qualified in New York County

Commission Expires September 26, 2009

Lesley Esters Redwine
Notary Public Signature and Seal

[Signature]
Signature and Date

Tony Davis

Print Name, President, Board of Trustees

[Signature]
Signature and Date

7/23/08

Lesley Esters Redwine
Notary Public, State of New York
Notary Public 02ES6134046 and Seal
Qualified in New York County
Commission Expires September 26, 2009