



ACHIEVEMENT FIRST

AMISTAD ACADEMY ELM CITY COLLEGE PREP ACHIEVEMENT FIRST CROWN HEIGHTS CHARTER SCHOOL
ACHIEVEMENT FIRST EAST NEW YORK CHARTER SCHOOL ACHIEVEMENT FIRST ENDEAVOR CHARTER SCHOOL
JULY 30, 2007
LESLIE REDWINE FIRST BUSHWICK CHARTER SCHOOL AMISTAD ECCP HIGH SCHOOL

New York State Education Department
Public School Choice Programs
462 EBA
Albany, NY 12234

To Whom It May Concern:

We are pleased to submit an annual report for Achievement First Crown Heights Charter School for the 2006-2007 academic year. In keeping with our mission to close the achievement gap by providing a rigorous and high quality college-preparatory academic and character education 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 know that all applicable leases, certificates, and approvals necessary to operate Achievement First Crown Heights Charter School are in full force and effect.

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

- Charter School Information/Contact Sheet
- 2006-2007 School Assessment Data including Cohort Analysis
- Attrition Charts
- School Calendar
- Progress Towards Goals (Annual Report Narrative)
- Charter School Annual Report of 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. 2401 or by email, lesleyredwine@achievementfirst.org

Thank you for your attention to these materials.

Sincerely,

Lesley Esters Redwine, Esq.
Director of External Relations

CT 403 James Street New Haven CT 06513 T 203 773 3223 F 203 773 3221
NYC 790 East New York Avenue Brooklyn NY 11203 T 718 774 0906 F 718 804 0131
www.achievementfirst.org



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

Office of School Improvement (Regional)
Public School Choice Programs
462 EBA
Albany, New York 12234
518-474-1762

Charter School Annual Report
2006 - 2007

Charter School Information and Cover Page

Name of Charter School Achievement First Crown Heights Charter School

Address 790 East New York Avenue

Brooklyn, NY 11203

Telephone (718) 774-0762 Fax (718) 774-0830

BEDS # 331-700-860-879

District/CSD of Location District 17, Region 6

Charter Entity New York City Department of Education

Head of School (Contact Person) Michael Kerr, Elementary Academy
Orpheus Williams, Middle Academy
(print name)

E-mail address of contact person mikekerr@achievementfirst.org
orpheuswilliams@achievementfirst.org

President, Board of Trustees L. Priscilla Hall
(print name)

E-mail address and Phone Number of Board President: phall@courts.state.nv.us

*Student Assessment Data
New York State Assessment Results
Grades 3 – 8 ELA and Math
2006-07 Annual Report*

Name of Charter School: Achievement First Crown Heights Charter School

Grades 3 – 8 State ELA Assessments Results

<i>Year of Test</i>	Grade 3				Grade 4				Grade 5				Grade 6				Grade 7				Grade 8			
	L1	L2	L3	L4																				
2006-07									10	41	49	0	1	38	51	10								
2005-06									6	31	51	12												

Grades 3 – 8 State Math Assessments Results

<i>Year of Test</i>	Grade 3				Grade 4				Grade 5				Grade 6				Grade 7				Grade 8			
	L1	L2	L3	L4																				
2006-07									6	25	52	17	6	26	56	12								
2005-06									4	33	54	9												

**Student Assessment Data
2006-07**

Name of Charter School: **Achievement First Crown Heights Charter School**

Name of Test: **Developmental Reading Assessment (DRA)**

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 <i>(Indicate Type of Score, e.g., NCE)</i>	Qualitative Level and Percent Attaining*	Other **
Kindergarten	July/August 06	87	0	0	0	87	16% met AF proficiency req. (DRA Level 1)	0% advanced 16% proficient, 84% below prof.	NA
Kindergarten	February 07	86	0	0	0	86	98% met AF proficiency req. (DRA Level 2)	6% advanced 92% proficient, 2% below prof.	NA
Kindergarten	June 07	86	0	0	0	86	86% met AF proficiency req. (DRA Level 4)	17% advanced 69% proficient, 14% below prof.	NA
1 st Grade	February 07	84	0	0	0	84	80% met AF proficiency req. (DRA Level 10)	44% advanced 36% proficient, 20% below prof.	NA
1 st Grade	June 07	83	0	0	0	83	84% met AF proficiency req. (DRA Level 16)	47% advanced 37% proficient, 16% below prof.	NA
2 nd Grade	February 07	85	0	0	0	85	79% met AF proficiency req. (DRA Level 24)	44% advanced 35% proficient, 21% below prof.	NA
2 nd Grade	June 07	87	0	0	0	87	77% met AF proficiency req. (DRA Level 28)	42% advanced 35% proficient, 23% below prof.	NA

*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."

NOTE: The creators of the DRA refrain from telling schools how to interpret results, so Achievement First has created its own DRA proficiency standards. Our standards are extremely demanding, and the scores reported here are tied to these standards. AF proficiency standards for each beginning, mid, and end year are indicated in the chart above under "Score."

**Student Assessment Data
2006-07**

Name of Charter School: Achievement First Crown Heights Charter School

Name of Test: Degrees of Reading Power (DRP)

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 <i>(Indicate Type of Score, e.g., NCE)</i>	Qualitative Level and Percent Attaining*	Other **
Kindergarten	Not tested	Not tested	Not tested	Not tested	Not tested	Not tested	Results not yet available		
1 st Grade	Not tested	Not tested	Not tested	Not tested	Not tested	Not tested	Results not yet available		
2 nd Grade	Not tested	Not tested	Not tested	Not tested	Not tested	Not tested	Avg national percentile: 59.6		
2 nd Grade	Not tested	Not tested	Not tested	Not tested	Not tested	Not tested	Results not yet available		
5 th Grade	July/August	86	23	1	0	63	Avg national percentile: 27.2		
5 th Grade	2/9/07	85	6	1	0	79	Avg national percentile: 38.6		
5 th Grade	7/13/07	83	5	1	0	78	Results not yet available		
6 th Grade	2/8/07	84	10	0	0	74	Avg national percentile: 44.4		
6 th Grade	7/13/07	85	6	0	0	79	Results not yet available		

*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."

Student Assessment Data
2006-07

Name of Charter School: Achievement First Crown Heights Charter School

Name of Test: Terra Nova

Subtest: Mathematics

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 <i>(Indicate Type of Score, e.g., NCE)</i>	Qualitative Level and Percent Attaining*	Other **
Kindergarten	7/20/07	86	3	0	0	83	Results not yet available		
1 st Grade	7/20/07	82	6	0	0	76	Results not yet available		
2 nd Grade	7/20/07	84	2	0	0	82	Results not yet available		

*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."

Student Assessment Data
2006-07

Name of Charter School: Achievement First Crown Heights Charter School

Name of Test: Stanford Achievement Test (Stanford 10)

Subtest: Mathematics

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 <i>(Indicate Type of Score, e.g., NCE)</i>	Qualitative Level and Percent Attaining*	Other **
5 th Grade	9/26/06	86	9	1	0	75	Avg national percentile: 38.9		
5 th Grade	7/27/07	83	10	1	0	83	Results not yet available		
6 th Grade	7/27/07	84	11	0	0	84	Results not yet available		

*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."

ANNUAL REPORT 2006 - 2007

Analysis of Cohort Growth from Year 1 (2006) to Year 2 (2007)

Name of Charter School: Achievement First Crown Heights

School Number: 84K356

School Leader: Orpheus Williams

Name of Person Providing Data
and Completing this Worksheet: Emily Ente

Title: External Relations Associate

Date Completed: 25-Jul-07

Please follow the instructions provided to understand the model that has been prepared to guide you in completing the accompanying worksheets.

The appropriate worksheet should be completed for each cohort in your school.

Completed reports are due no later than July 31, 2007.

Thank you.

Analysis of Test Performance Levels of a Cohort of Students from Grade 5 in 2006 to Grade 6 in 2007

Achievement First Crown Heights Grades 5-6 – ENGLISH LANGUAGE ARTS

Pair	Class	Last Name	First Name	ID #	Year 1 Grade 5 2006	Year 2 Grade 6 2007
1		Allison	Romain		3	3
2		Asson	Aja		3	3
3		Benjamin	Kirstina		4	3
4		Bermudez	Michael		3	3
5		Best	Kairell		3	3
6		Blessitt	Nia		4	3
7		Braswell	Asean		1	2
8		Bubb	Cameron		3	2
9		Bubb	Tyler		2	2
10		Clarke	Kiyanna		4	3
11		Coley	Raquan		2	2
12		Cort	Corin		3	4
13		Cruz	Jalyssa		3	2
14		Depeza	Shaquille		1	2
15		Diop	Charles		2	2
16		Edge	Tiffany		3	3
17		Egbujor	Ugochi		3	2
18		Forrester	Keion		3	3
19		Gibson	Devante		2	2
20		Gordon	Avrill		3	3
21		Halley	Ashley		3	3
22		Harkeem	Daquan		3	2
23		Harrison	Deja		2	2
24		Hodge	Jennifer		4	3
25		Hodges	Jai		3	3
26		Hodges	Jalana		2	2
27		Ibude	Dennis		2	3
28		Jackson	David		3	4
29		James	Devante		3	3
30		Jefferson	Adrielle		4	4
31		Lambert	Tyra		3	3
32		Learpert	Lakiesha		2	3
33		Lee	Jordan		3	3
34		Lefry	Charlene		3	2
35		Lewis	Alexa		3	2
36		Lindsey	Nyazia		3	3
37		Lowe-Stuart	Tillula		3	3
38		Martin	Shantell		2	2
39		McDonald	Janece		2	2
40		Middleton	Wilhelmina		3	3
41		Midy	Keanna		2	3
42		Moore	Shanair		4	4
43		Orji	Nalyasia-Ashaki		3	3
44		Pancham	Shawn		3	3
45		Pate	Dennis		2	1
46		Pettiford	Antonio Dante		3	3
47		Portier	Zaire		4	3
48		Robinson	Kyeba		3	3
49		Roseboro	Alexis		2	2
50		Sattaur	Krestan		4	4
51		Saunders	Malik		3	2
52		Scott	Anthony		2	2
53		Scott	Samuel		3	3
54		Simon	Jamilia		4	4
55		Simpson	Jahrise		4	4
56		Smith	Nathaniel		2	4
57		Walkie	Aracellys		3	2
58		Walker	Aaliyah		3	2
59		Williams	Brittany		2	2
60		Williams	Oneque		3	2
61		Encarnacion	Klara		3	3
62		Haynes	Dante		2	2
63		Lynch	Justin		3	3
64		Wheeler	Melissa		3	3
65		Fraser	Raiesha		3	2
66		Martin	Khyri		3	3
67		Ray-Fenner	Christian		2	2
68		Reid-Gallimore	Imani		1	2
69		Black	Robrean		3	3
70						
71						
72						
73						
74						
75						
76						

CHART 1: Cohort Analysis - Proficiency Level Grid
Number of Students - How They Did in 2007 Compared to 2006

		2006 Test				
		1	2	3	4	Total
2007	1	0	1	0	0	1
	2	3	14	16	15	27
	3	0	3	25	5	33
	4	0	1	2	5	8
Total		3	19	37	10	69

CHART 2: Cohort Analysis - Proficiency Level Grid
Percent of Students - How They Did in 2007 Compared to 2006

		2006 Test				
		1	2	3	4	Total
2007	1	0.0%	1.4%	0.0%	0.0%	1.4%
	2	4.3%	20.3%	18.9%	0.7%	39.1%
	3	0.0%	4.3%	36.2%	7.2%	47.8%
	4	0.0%	1.4%	2.9%	7.2%	11.6%
Total		4.3%	27.5%	53.6%	14.5%	100.0%

Chart 3: Breakdown of Data into Proficiency Quadrants

		2006 Test		
		1 & 2	3 & 4	Total
2007	1 & 2	26.1%	34.5%	40.6%
	3 & 4	5.8%	53.6%	59.4%
	Total	31.9%	75.1%	100.0%

CHART 4: Changes in Proficiency Levels from 2006 to 2007

Movement	1	2	3	0	Totals
Positive	11.6%	1.4%	0.0%		13.0%
Negative	23.2%	0.0%	0.0%		23.2%
No Difference →				63.8%	63.8%
100.0%					
Becoming Proficient ↑	2 to 3 4.3%	1 to 3 0.0%	2 to 4 1.4%	1 to 4 0.0%	5.8%
Falling Below Threshold ↓	3 to 1 11.6%	3 to 2 0.0%	3 to 0 0.0%	4 to 0 0.0%	11.6%
No Difference ↔	1 to 1 0.0%	2 to 2 20.3%	3 to 3 36.2%	4 to 4 7.2%	63.8%
Other Changes:	Positive		Negative		
Above Threshold	3 to 4 2.9%	1 to 2 0.0%	2 to 1 0.0%	4 to 3 7.2%	10.1%
Below Threshold		4 to 2 4.3%	3 to 1 1.4%		5.8%
Cohort Total					100.0%

CHART 5: SUMMARY of RESULTS

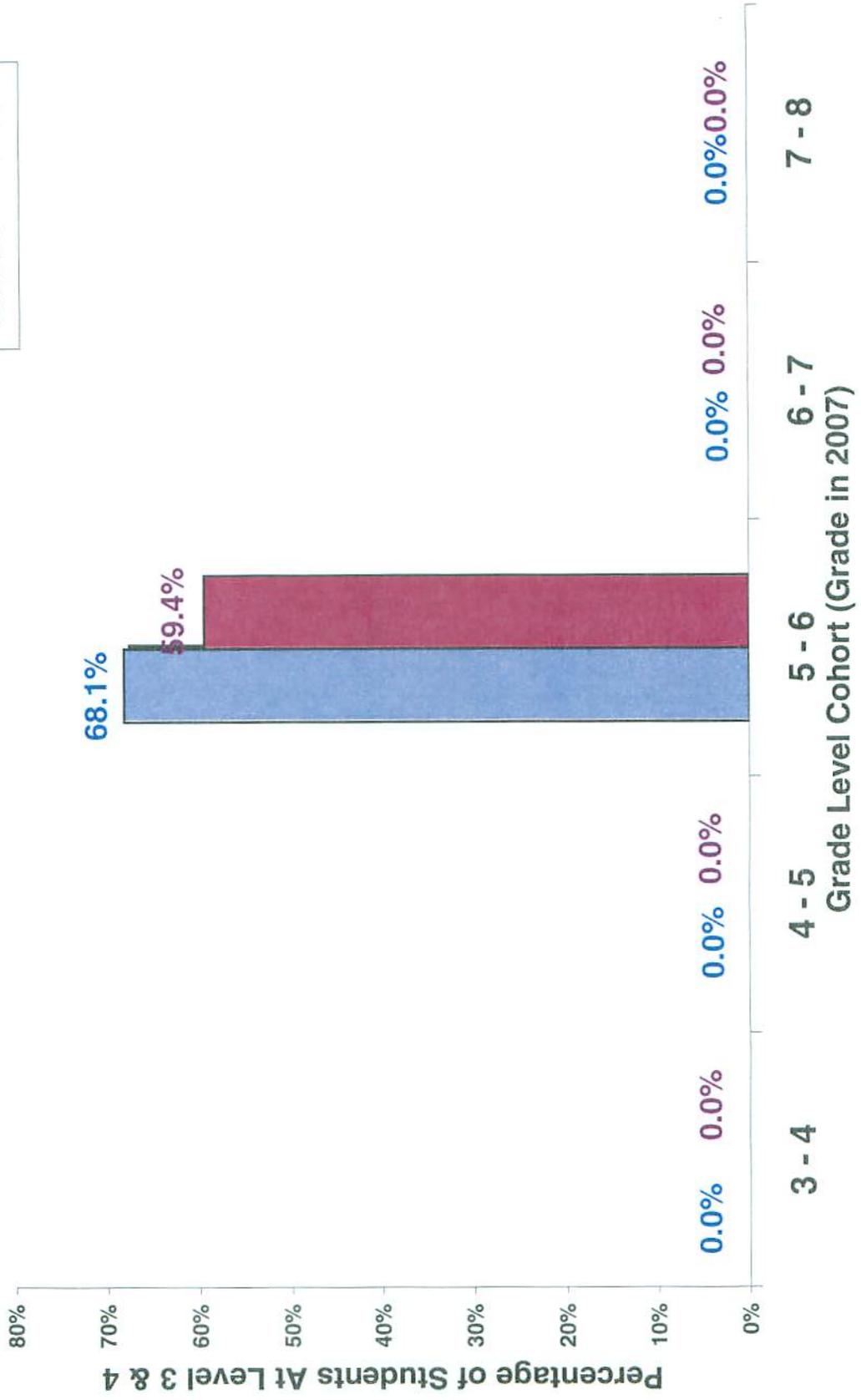
Did the Cohort Make Sufficient Progress?
Grade 5-6 Cohort Size= 69

Percent at Levels 3 & 4 in 2005-06	68.1%
Proficiency Target Point in 2006-07	71.6%
Percent at Levels 3 & 4 in 2006-07	59.4%
Gain or Loss from Last Year	-8.7%
Did This Cohort Meet Its Target?	NO

Progress is measured in terms of the percentage of students who were proficient (Level 3 & 4) in 2007 compared to 2006. While it is expected that, at least 75% of each cohort will reach Level 3 & 4 in 2007, a meaningful amount of progress will be deemed to have occurred, if the cohort achieves at least half of the range between its 2006 starting point and 75% proficiency. If the cohort makes gains in proficiency beyond the halfway point, the answer to the question about sufficient progress is YES. In addition, the number or percentage by which the cohort's achievement level exceeds the target point may be interpreted as the value added in 2007 due to the efforts of the students and the schools.

SPECIAL NOTE:
If a cohort's level of proficiency in 2006 was 75% or higher, its progress is judged by determining whether there was a gain in the percentage of students at Levels 3 & 4 in 2007. If so, the group is deemed to have met expectations. The answer to the question about progress is YES.
If any cohort that has reached the 75% threshold in 2006 fails to improve, the answer to the question is NO.

Percentage of Proficient Students in 2007 Compared to 2006



Analysis of Test Performance Levels for the Entire Cohort of Students, 2006 to 2007

CHART 1: Cohort Analysis - Proficiency Level Grid
Number of Students - How They Did in 2007 Compared to 2006

		2006 Test				
		1	2	3	4	Total
2 0 0 7	1	0	1	6	0	1
	2	3	14	10	0	27
	3	0	3	25	5	33
	4	0	1	2	5	8
	Total	3	19	37	10	69

CHART 2: Cohort Analysis - Proficiency Level Grid
Percent of Students - How They Did in 2007 Compared to 2006

		2006 Test				
		1	2	3	4	Total
2 0 0 7	1	0.0%	1.4%	8.5%	0.0%	1.4%
	2	4.3%	20.3%	14.5%	0.0%	39.1%
	3	0.0%	4.3%	36.2%	7.2%	47.8%
	4	0.0%	1.4%	2.9%	7.2%	11.6%
	Total	4.3%	27.5%	53.6%	14.5%	100.0%

Chart 3: Breakdown of Data into Proficiency Quadrants

		2006 Test			
		Level	1 & 2	3 & 4	Total
2 0 0 7	1 & 2		26.1%	14.5%	40.6%
	3 & 4		5.8%	53.6%	59.4%
	Total		31.9%	68.1%	100.0%

Chart 4: Changes in Proficiency Levels from 2006 to 2007

	Movement	1	2	3	4	Totals
		Positive	11.6%	1.4%	0.0%	
	Negative	23.2%	0.0%	0.0%		23.2%
	No Difference ---->				63.8%	63.8%
						100.0%
↑	Becoming Proficient	2 to 3	1 to 3	2 to 4	1 to 4	5.8%
		4.3%	0.0%	1.4%	0.0%	
↓	Falling Below Threshold	3 to 2	3 to 1	4 to 3	4 to 1	14.5%
		14.5%	0.0%	0.0%	0.0%	
◇	No Difference	1 to 1	2 to 2	3 to 3	4 to 4	63.8%
		0.0%	20.3%	36.2%	7.2%	
	Other Changes:	Positive		Negative		10.1%
		3 to 4	1 to 2	2 to 1	4 to 3	
	Above Threshold	2.9%			7.2%	
	Below Threshold		4.3%	1.4%		
	Cohort Total					100.0%

Analysis of Test Performance Levels for the Entire Cohort of Students, 2006 to 2007

CHART 5: SUMMARY of RESULTS	
Did the Cohort Make Sufficient Progress?	
Cohort Size = 69	
Percent at Levels 3 & 4 in 2005-06	68.1%
Proficiency Target Point in 2006-07	71.6%
Percent at Levels 3 & 4 in 2006-07	59.4%
Gain or Loss from Last Year	-8.7%
Did This Cohort Meet Its Target?	NO

2007 Cohort Results					
		Percent at Levels 3 & 4			
Cohort	Num. in Cohort	2005-06 Results	2006-07 Results	2006-07 Target	Met the Target?
3 - 4	0	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
4 - 5	0	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
5 - 6	69	68.1%	59.4%	71.6%	NO
6 - 7	0	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
7 - 8	0	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Total	69	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
In 2007, in how many grades did each cohort in this school reach its target?					0 of 1

Taking into consideration the performance of each cohort, did the school make sufficient progress?	NO
--	----

According to the guidelines, if a single grade cohort within a school does not reach its target, then the school cannot be deemed to have made sufficient progress.

SPECIAL NOTE:

If a cohort's level of proficiency in 2006 was 75% or higher, its progress is judged by determining whether there was a gain in the percentage of students at Levels 3 & 4 in 2007. If so, the group is deemed to have met expectations. The answer to the question about progress is YES.

If any cohort that has reached the 75% threshold in 2006 fails to improve, the answer to the question is NO. According to the guidelines, if that should happen, the school cannot be deemed to have made sufficient progress as a whole.

Analysis of Test Performance Levels of a Cohort of Students from Grade 5 in 2006 to Grade 6 in 2007

Achievement First Crown Heights Grades 5-6 -- MATH

Pair	Class	Last Name	First Name	ID #	Year 1 Grade 5 2006	Year 2 Grade 6 2007
1		Allison	Romain		3	3
2		Atson	Aja		3	3
3		Benjamin	Kirstina		3	3
4		Bermudez	Michael		3	3
5		Best	Kairell		2	3
6		Blessitt	Nia		3	3
7		Braswell	Asean		2	2
8		Bubb	Cameron		3	3
9		Bubb	Tyler		2	2
10		Clarke	Kiyanna		3	3
11		Coiley	Raquan		2	2
12		Cort	Corin		3	4
13		Cruz	Jalyssa		3	3
14		Depeza	Shaquille		2	2
15		Diop	Charles		2	2
16		Edge	Tiffany		3	3
17		Egbojor	Ugochi		3	3
18		Forrester	Keion		2	3
19		Gibson	Devante		2	2
20		Gordon	Avril		3	3
21		Halley	Ashley		3	3
22		Harkaem	Daquan		2	2
23		Harrison	Deja		3	3
24		Hodge	Jennifer		3	3
25		Hodges	Jai		2	1
26		Hodges	Jaiana		1	2
27		Ibude	Dennis		3	3
28		Jackson	David		3	3
29		James	Devante		3	4
30		Jefferson	Adrielle		3	3
31		Lambert	Tyra		3	3
32		Learpert	Lakiesha		3	3
33		Lee	Jordan		4	3
34		Lefry	Charlene		2	2
35		Lewis	Alexa		3	3
36		Lindsey	Nyazia		3	3
37		Lowe-Stuart	Tillula		4	4
38		Martin	Shantell		2	2
39		McDonald	Janece		2	2
40		Middleton	Wilhelmina		3	3
41		Midy	Keanna		2	3
42		Moore	Shanair		4	4
43		Orji	Nalyisa-Ashaki		3	3
44		Pancham	Shawn		3	3
45		Pate	Dennis		2	2
46		Pettiford	Antonio Dante		3	3
47		Portier	Zaire		2	2
48		Robinson	Kyeba		3	3
49		Roseboro	Alexis		2	1
50		Sattaur	Krestan		3	4
51		Saunders	Malik		3	3
52		Scott	Anthony		3	2
53		Scott	Samuel		2	3
54		Simon	Jamilia		4	3
55		Simpson	Jahnise		3	4
56		Smith	Nathanial		2	1
57		Waithe	Aracelys		1	1
58		Walker	Aaliyah		2	2
59		Williams	Brittany		3	4
60		Williams	Onique		3	3
61		Encarnacion	Klara		4	3
62		Haynes	Dante		2	1
63		Lynch	Justin		3	3
64		Wheeler	Meissa		3	3
65		Fraser	Raiesha		2	3
66		Martin	Khyri		3	4
67		Ray-Fenner	Christian		1	2
68		Reid-Gallimore	Imani		2	2
69		Black	Robrean		2	3
70						
71						
72						
73						
74						
75						
76						

CHART 1: Cohort Analysis - Proficiency Level Grid
Number of Students - How They Did in 2007 Compared to 2006

		2006 Test				Total
		1	2	3	4	
2007	1	1	4	6	8	5
	2	2	14	5	9	17
	3	0	6	30	3	39
	4	0	0	6	2	8
	Total	3	24	37	5	69

CHART 2: Cohort Analysis - Proficiency Level Grid
Percent of Students - How They Did in 2007 Compared to 2006

		2006 Test				Total
		1	2	3	4	
2007	1	1.4%	5.8%	16.5%	16.0%	7.2%
	2	2.9%	20.3%	11.3%	18.2%	24.6%
	3	0.0%	8.7%	43.5%	4.3%	56.5%
	4	0.0%	0.0%	8.7%	2.9%	11.6%
	Total	4.3%	34.8%	53.6%	7.2%	100.0%

Chart 3: Breakdown of Data into Proficiency Quadrants

		2006 Test		
		1 & 2	3 & 4	Total
2007	1 & 2	30.4%	11.6%	31.9%
	3 & 4	8.7%	59.4%	68.1%
	Total	39.1%	60.9%	100.0%

CHART 4: Changes in Proficiency Levels from 2006 to 2007

Movement	1	2	3	4	Totals
Positive	20.3%	0.0%	0.0%		20.3%
Negative	11.6%	0.0%	0.0%		11.6%
No Difference	68.1%				68.1%
Total	100.0%				100.0%
Becoming Proficient	2 to 3: 8.7%	1 to 3: 0.0%	2 to 4: 0.0%	1 to 4: 0.0%	8.7%
Falling Below Threshold	3 to 2: 0.0%	3 to 1: 0.0%	4 to 3: 0.0%	4 to 2: 0.0%	0.0%
No Difference	1 to 1: 1.4%	2 to 2: 20.3%	3 to 3: 43.5%	4 to 4: 2.9%	68.1%
Other Changes:	Positive		Negative		
Above Threshold	3 to 4: 8.7%	1 to 2: 0.0%	2 to 1: 0.0%	4 to 3: 4.3%	13.0%
Below Threshold		2 to 2: 2.9%	5 to 6: 5.8%		8.7%
Cohort Total					100.0%

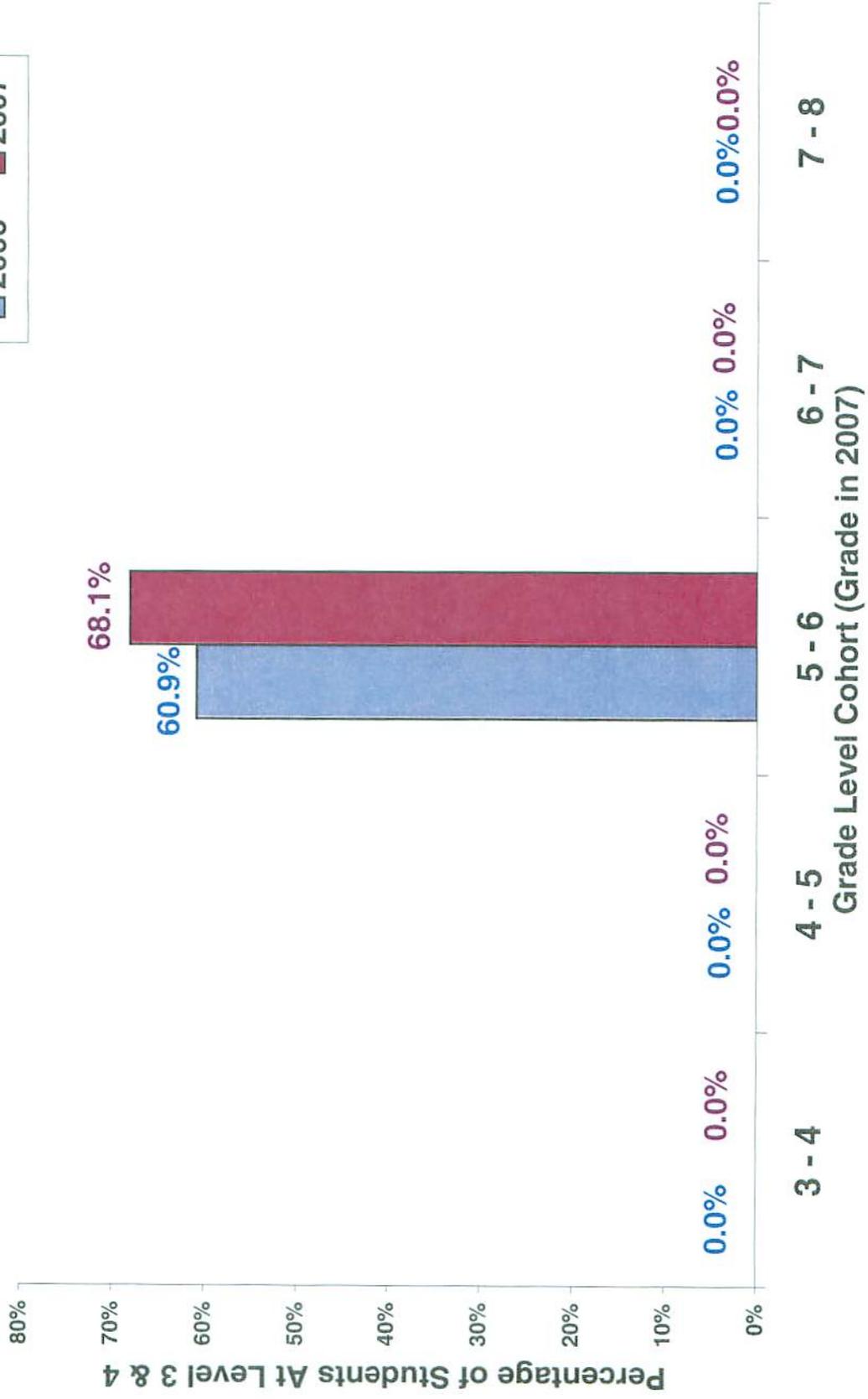
CHART 5: SUMMARY of RESULTS

Did the Cohort Make Sufficient Progress?	
Grade 5-6 Cohort Size= 69	
Percent at Levels 3 & 4 in 2005-06	60.9%
Proficiency Target Point in 2006-07	67.9%
Percent at Levels 3 & 4 in 2006-07	68.1%
Gain or Loss from Last Year	7.2%
Did This Cohort Meet Its Target?	YES

* Progress is measured in terms of the percentage of students who were proficient (Level 3 & 4) in 2007 compared to 2006. While it is expected that, at least 75% of each cohort will reach Level 3 & 4 in 2007, a meaningful amount of progress will be deemed to have occurred, if the cohort achieves at least half of the range between its 2006 starting point and 75% proficiency. If the cohort makes gains in proficiency beyond the halfway point, the answer to the question about sufficient progress is YES. In addition, the number or percentage by which the cohort's achievement level exceeds the target point may be interpreted as the value added in 2007 due to the efforts of the students and the schools.

SPECIAL NOTE:
If a cohort's level of proficiency in 2006 was 75% or higher, its progress is judged by determining whether there was a gain in the percentage of students at Levels 3 & 4 in 2007. If so, the group is deemed to have met expectations. The answer to the question about progress is YES.
If any cohort that has reached the 75% threshold in 2006 fails to improve, the answer to the question is NO.

Percentage of Proficient Students in 2007 Compared to 2006



Analysis of Test Performance Levels for the Entire Cohort of Students, 2006 to 2007

CHART 1: Cohort Analysis - Proficiency Level Grid
Number of Students - How They Did in 2007 Compared to 2006

		2006 Test				
		1	2	3	4	Total
2007	1	1	4	0	0	5
	2	2	14	1	0	17
	3	0	6	30	3	39
	4	0	0	6	2	8
	Total	3	24	37	5	69

CHART 2: Cohort Analysis - Proficiency Level Grid
Percent of Students - How They Did in 2007 Compared to 2006

		2006 Test				
		1	2	3	4	Total
2007	1	1.4%	5.6%	0.0%	0.0%	7.2%
	2	2.9%	20.3%	1.4%	0.0%	24.6%
	3	0.0%	8.7%	43.5%	4.3%	56.5%
	4	0.0%	0.0%	8.7%	2.9%	11.6%
	Total	4.3%	34.8%	53.6%	7.2%	100.0%

Chart 3: Breakdown of Data into Proficiency Quadrants

		2006 Test			
		Level	1 & 2	3 & 4	Total
2007	1 & 2		30.4%	1.4%	31.9%
	3 & 4		8.7%	59.4%	68.1%
	Total		39.1%	60.9%	100.0%

Chart 4: Changes in Proficiency Levels from 2006 to 2007

	Movement	1	2	3	4	Totals
		Positive	20.3%	0.0%	0.0%	
	Negative	11.6%	0.0%	0.0%		11.6%
	No Difference ---->				68.1%	68.1%
						100.0%
↑	Becoming Proficient	2 to 3	1 to 3	2 to 4	1 to 4	8.7%
		8.7%	0.0%	0.0%	0.0%	
↓	Falling Below Threshold	3 to 2	3 to 1	4 to 2	4 to 1	1.4%
		1.4%	0.0%	0.0%	0.0%	
◇	No Difference	1 to 1	2 to 2	3 to 3	4 to 4	68.1%
		1.4%	20.3%	43.5%	2.9%	
	Other Changes:	Positive		Negative		13.0%
		3 to 4	1 to 2	2 to 1	4 to 3	
	Above Threshold	8.7%			4.3%	
	Below Threshold		2.9%	5.8%		
Cohort Total						100.0%

Analysis of Test Performance Levels for the Entire Cohort of Students, 2006 to 2007

CHART 5: SUMMARY of RESULTS	
Did the Cohort Make Sufficient Progress?	
Cohort Size = 69	
Percent at Levels 3 & 4 in 2005-06	60.9%
Proficiency Target Point in 2006-07	67.9%
Percent at Levels 3 & 4 in 2006-07	68.1%
Gain or Loss from Last Year	7.2%
Did This Cohort Meet Its Target?	YES

2007 Cohort Results					
		Percent at Levels 3 & 4			
Cohort	Num. in Cohort	2005-06 Results	2006-07 Results	2006-07 Target	Met the Target?
3 - 4	0	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
4 - 5	0	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
5 - 6	69	60.9%	68.1%	67.9%	YES
6 - 7	0	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
7 - 8	0	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Total	69	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
In 2007, in how many grades did each cohort in this school reach its target?					1 of 1

Taking into consideration the performance of each cohort, did the school make sufficient progress?	YES
--	-----

According to the guidelines, if a single grade cohort within a school does not reach its target, then the school cannot be deemed to have made sufficient progress.

SPECIAL NOTE:

If a cohort's level of proficiency in 2006 was 75% or higher, its progress is judged by determining whether there was a gain in the percentage of students at Levels 3 & 4 in 2007. If so, the group is deemed to have met expectations. The answer to the question about progress is YES.

If any cohort that has reached the 75% threshold in 2006 fails to improve, the answer to the question is NO. According to the guidelines, if that should happen, the school cannot be deemed to have made sufficient progress as a whole.

**Charter School Student Attrition Rates
2006-07**

Grade	Enrollment	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	Total
Kdg.	# Enrolled		86	86	84	84	84	84	84	85	85	85	85	86
	#Leaving		0	3	0	0	0	0	0	0	0	0	0	3
	% Attrition		0%	3%	0%	0%	0%	0%	0%	0%	0%	0%	0%	3%
1st	# Enrolled		86	86	86	85	84	83	83	82	82	82	82	86
	#Leaving		0	0	1	1	1	1	1	0	0	0	0	5
	% Attrition		0%	0%	1%	1%	1%	1%	1%	0%	0%	0%	0%	6%
2nd	# Enrolled		85	86	86	86	86	86	86	86	86	86	86	86
	#Leaving		0	0	0	0	0	0	0	0	0	0	1	1
	% Attrition		0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	1%	1%
3rd	# Enrolled													
	#Leaving													
	% Attrition													
4th	# Enrolled													
	#Leaving													
	% Attrition													
5th	# Enrolled		80	80	83	82	82	82	82	82	81	81	81	83
	#Leaving		0	3	1	0	0	0	0	1	0	0	1	6
	% Attrition		0%	4%	1%	0%	0%	0%	0%	1%	0%	0%	1%	7%
6th	# Enrolled		77	77	86	85	85	85	84	84	84	84	84	86
	#Leaving		0	0	1	0	0	1	0	0	0	0	0	2
	% Attrition		0%	0%	1%	0%	0%	1%	0%	0%	0%	0%	0%	2%

AF Crown Heights Elementary: 2006-2007 School Calendar

August 2006

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

September 2006

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

October 2006

S	M	T	W	TH	F
	3	4	5	6	
	10	11	12	13	
	16	17	18	19	20
	23	24	25	26	27
	30	31			

November 2006

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

December 2006

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

January 2007

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

- New Teacher Training
- PD / Work Day - No school for students
- Holiday - No school for students or staff
- Early dismissal - students dismissed @ 1:45 PM
- Beginning, Middle, or End of Trimester
- Last interim assessment for that cycle

- 
- AUG**
 - 7 New Teacher Training Starts
 - 21 School Site Planning/Training (New & Return)
 - 30 First Day for Students
 - SEP**
 - 4 Labor Day - Holiday
 - 14 Back to School Night
 - OCT**
 - 2 PD Day - School Visit
 - 9 Columbus Day - Holiday
 - 20 Fall Trimester Mid
 - 27 PD / Teacher Prep (IAs)
 - NOV**
 - 7 AF-wide PD Day (NY & CT in Connecticut)
 - 10 Veterans Day - Holiday
 - 23-24 Thanksgiving holidays
 - DEC**
 - 8 End of Fall Trimester / Staff Party (NYC)
 - 14 Report Card Night
 - 15 Staff Celebration Party (CT)
 - 25-29 Winter Break
 - JAN**
 - 1 Winter Break
 - 2 School Resumes
 - 15 MLK Day - Holiday
 - FEB**
 - 2 Winter Trimester Mid
 - 5 PD / Teacher Prep (Progress Reports)
 - 19-23 Midwinter Recess
 - 26 PD Day: IA Grading (12-on), Retreat (8-12)
 - MAR**
 - 23 AF-wide PD Day (NY & CT in New York)
 - 30 End of the Winter Trimester
 - APR**
 - 2-10 Spring Break (inc. Passover and Easter)
 - 26 Report Card Night
 - MAY**
 - 14 PD / Teacher Prep (IAs)
 - 25 Spring Trimester Mid
 - 28 Memorial Day - Holiday
 - 29 PD / Teacher Prep (Progress Reports)
 - JUN**
 - 28-29 Early Summer Break
 - JUL**
 - 2-6 Early Summer Break
 - 27 End of Spring Trimester - Staff Celebr. Party
 - 30 PD / Teacher Prep (End-of-year checklist)
 - 31 Summer Break

February 2007

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

March 2007

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

April 2007

S	M	T	W	TH	F
			11	12	13
	16	17	18	19	20
	23	24	25	26	27
	30				

May 2007

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

June 2007

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

July 2007

S	M	T	W	TH	F
	9	10	11	12	13
	16	17	18	19	20
	23	24	25	26	27

Key Testing Dates		Month	Student Days	Teacher Days	Total Days
<u>IA #1</u>		August	2	6	8
23-Oct	Reading	September	20	0	20
24-Oct	Math	October	19	2	21
25-Oct	Grammar & History	November	18	1	19
26-Oct	Writing & Science	December	16	0	16
		January	21	0	21
		February	13	2	15
<u>IA #2</u>		March	21	1	22
19-Dec	Reading	April	14	0	14
20-Dec	Writing & Science	May	20	2	22
21-Dec	Math	June	19	2	21
22-Dec	Grammar & History	July	15	1	16
		TOTAL	198	17	215

State Tests

January NY State Tests (ELA)
NY Regents (all subjects)

Mid-Year Testing

12-Feb Mid-year DRP
Jan-Feb Mid-year DRA
Feb CAPT Science (CT-10th grade)

IA #3

13-Feb Math
14-Feb Math (if needed)
15-Feb Grammar & History
15-Feb Reading
16-Feb Writing & Science

State Tests

March CMT & CAPT (CT)
March NY State Tests (Math)

IA #4

8-May Reading
9-May Writing & Science
10-May Math
10-May Math (if needed)
11-May Grammar & History
MAY DRA Testing

IA #5

19-Jul End-of-year DRP
19-Jul End-of-year Terra Nova
23-Jul Math
24-Jul Reading & Math (if needed)
25-Jul Grammar & History
26-Jul Writing & Science

NHPS & NYCDOE

Columbus Day	NHPS	NYCDOE
Rosh Hash-1	NHPS	NYCDOE
Rosh Hash-2	NHPS	NYCDOE
Yom Kippur	NHPS	NYCDOE
Election Day	NHPS	NYCDOE
Veterans Day	NHPS	NYCDOE
Thanksgiving	NHPS	NYCDOE
Winter Holidays	NHPS	NYCDOE
MLK Day	NHPS	NYCDOE
3 Kings Day	NHPS	NYCDOE
Feb. Break	NHPS	NYCDOE
Staff PD Day	Wed. March 22	NHPS
Staff PD Day	Thurs., June 8	NYCDOE
Passover	NHPS (half day)	NYCDOE
Good Friday	NHPS	NYCDOE
Spring Break	NHPS	NYCDOE
Memorial Day	NHPS	NYCDOE
Bklyn/Queens Day		NYCDOE

AF School Visit Days

Half of AF's schools have off Oct. 2; the other half are off Jan. 26

HOURS OF OPERATION:	
<u>Academic Year</u>	
Mon-Thurs	7:30 am - 4:00 pm
Fri	7:30 am - 1:45 pm
After School	4:00 pm - 5:30 pm
<u>Summer Academy</u>	
Mon - Fri	7:30 am - 1:45 pm

AF Crown Heights Middle: 2006-2007 School Calendar

August 2006

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

September 2006

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

October 2006

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	31				

November 2006

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		

December 2006

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	

January 2007

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

- New Teacher Training
- PD / Work Day - No school for students
- Holiday - No school for students or staff
- Early dismissal - students dismissed @ 1:45 PM
- Beginning, Middle, or End of Trimester
- Last interim assessment for that cycle

February 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			

March 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	

April 2007

S	M	T	W	TH	F	S
				11	12	13
	16	17	18	19	20	
	23	24	25	26	27	
	30					

May 2007

S	M	T	W	TH	F	S
			1	2	3	4
	7	8	9	10	11	12
	14	15	16	17	18	19
	21	22	23	24	25	26
	28	29	30	31		

June 2007

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	30

July 2007

S	M	T	W	TH	F	S
	9	10	11	12	13	
	16	17	18	19	20	
	23	24	25	26	27	

AUG	7	New Teacher Training Starts
	21	School Site Planning/Training (New & Return)
	30	First Day for Students
SEP	4	Labor Day - Holiday
	14	Back to School Night
OCT	2	PD Day - School Visit
	9	Columbus Day - Holiday
	20	Fall Trimester Mid
	27	PD / Teacher Prep (IAs)
NOV	7	AF-wide PD Day (NY & CT in Connecticut)
	10	Veterans Day - Holiday
	23-24	Thanksgiving holidays
DEC	8	End of Fall Trimester / Staff Party (NYC)
	13	Report Card Night
	15	Staff Celebration Party (CT)
	25-29	Winter Break
JAN	1	Winter Break
	2	School Resumes
	15	MLK Day - Holiday
FEB	2	Winter Trimester Mid
	5	PD / Teacher Prep (Progress Reports)
	19-23	Midwinter Recess
	26	PD Day: IA Grading (12-on), Retreat (8-12)
MAR	23	AF-wide PD Day (NY & CT in New York)
	30	End of the Winter Trimester
APR	2-10	Spring Break (inc. Passover and Easter)
	26	Report Card Night
MAY	14	PD / Teacher Prep (IAs)
	25	Spring Trimester Mid
	28	Memorial Day - Holiday
	29	PD / Teacher Prep (Progress Reports)
JUN	28-29	Early Summer Break
JUL	2-6	Early Summer Break
	27	End of Spring Trimester - Staff Celebr. Party
	30	PD / Teacher Prep (End-of-year checklist)
	31	Summer Break



Key Testing Dates		Month	Student Days	Teacher Days	Total Days
<u>IA #1</u>		August	2	6	8
23-Oct	Reading	September	20	0	20
24-Oct	Math	October	19	2	21
25-Oct	Grammar & History	November	18	1	19
26-Oct	Writing & Science	December	16	0	16
		January	21	0	21
		February	13	2	15
		March	21	1	22
<u>IA #2</u>		April	14	0	14
19-Dec	Reading	May	20	2	22
20-Dec	Writing & Science	June	19	2	21
21-Dec	Math	July	15	1	16
22-Dec	Grammar & History	TOTAL	198	17	215

State Tests

January NY State Tests (ELA)
NY Regents (all subjects)

Mid-Year Testing

		NHPS & NYCDOE		
12-Feb	Mid-year DRP	Columbus Day	NHPS	NYCDOE
Jan-Feb	Mid-year DRA	Rosh Hash-1 (not 06-07)	NHPS	NYCDOE
Feb	CAPT Science (CT-10th grade)	Rosh Hash-2 (not 06-07)	NHPS	NYCDOE
		Yom Kippur	NHPS	NYCDOE
		Election Day	NHPS	NYCDOE
13-Feb	Math	Veterans Day	NHPS	NYCDOE
14-Feb	Math (if needed)	Thanksgiving	NHPS	NYCDOE
15-Feb	Grammar & History	Winter Holidays	NHPS	NYCDOE
15-Feb	Reading	MLK Day	NHPS	NYCDOE
16-Feb	Writing & Science	3 Kings Day	NHPS	NYCDOE
		Feb. Break	NHPS	NYCDOE
		Staff PD Day	Wed. March 22	NHPS
		Staff PD Day	Thursday, June 7	NYCDOE

State Tests

March	CMT & CAPT (CT)	Passover	NHPS (half day)	NYCDOE
March	NY State Tests (Math)	Good Friday	NHPS	NYCDOE
		Spring Break	NHPS	NYCDOE
		Memorial Day	NHPS	NYCDOE
				NYCDOE

IA #4

8-May	Reading			
9-May	Writing & Science	AF School Visit Days		
10-May	Math	Half of AF's schools have off Oct. 2; the other half are off Jan. 26		
10-May	Math (if needed)			
11-May	Grammar & History			
MAY	DRA Testing			

IA #5

19-Jul	End-of-year DRP
19-Jul	End-of-year Terra Nova
23-Jul	Math
24-Jul	Reading & Math (if needed)
25-Jul	Grammar & History
26-Jul	Writing & Science

HOURS OF OPERATION:	
<u>Academic Year</u>	
Mon-Thurs	7:30 am - 4:00 pm
Fri	7:30 am - 1:45 pm
After School	4:00 pm - 5:30 pm
<u>Summer Academy</u>	
Mon - Fri	7:30 am - 1:45 pm

**Achievement First Crown Heights Charter School
Progress Towards Goals
2006 – 2007**

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 she or he is making yearly progress made towards academic goals. As outlined in the charter application, Achievement First Crown Heights 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 and middle school academy and, where appropriate, combined percentages reflecting the overall school, currently serving grades K-2 and 5-6.

In both the elementary and middle academies and 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 Crown Heights 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 modest second 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.

Principals Michael Kerr (elementary) and Orpheus Williams (middle) were 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. Both leaders accepted this challenge and worked tirelessly alongside their 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 standardized, nationally-normed assessments, but also in their enthusiasm for learning and "climbing the mountain to college."

At the middle school level, Achievement First Crown Heights gauges the success of our students primarily on the New York State examinations (i.e. ELA, Math, and Social Studies examinations). In the elementary academy, we use nationally-normed, assessments and our own interim assessment tools to track academic progress towards meeting goals. Results from these measurements allow the instructional staff to track student performance on a regular basis to ensure that all students are on track to meet yearly academic goals. 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 Crown Heights Charter School:

Category 1: Academic Achievement

Achievement First Crown Heights Charter School students will take the New York State tests according to the regular state schedule. AF Crown Heights will meet all AYP benchmarks in all subgroups every year. AF Crown Heights 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 Crown Heights IA's are closely aligned with the New York State Learning Standards. Achievement First Crown Heights Charter School will strive for every student to achieve academic breakthroughs in core academic skills.

AF Crown Heights has set clear, measurable (and ambitious) goals for student achievement. To set these goals, AF Crown Heights 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 Crown Heights will be located.

AF Crown Heights plans to exceed the performance of similar students – and all of New York City students. Since the 4th grade scores were higher, AF Crown Heights 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.

Crown Heights Elementary

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

Kindergarten (K), first grade (1), and second grade (2) students in the elementary academy at AF Crown Heights did not take the ELA or Math examinations. Students will begin taking these assessments in grade three.

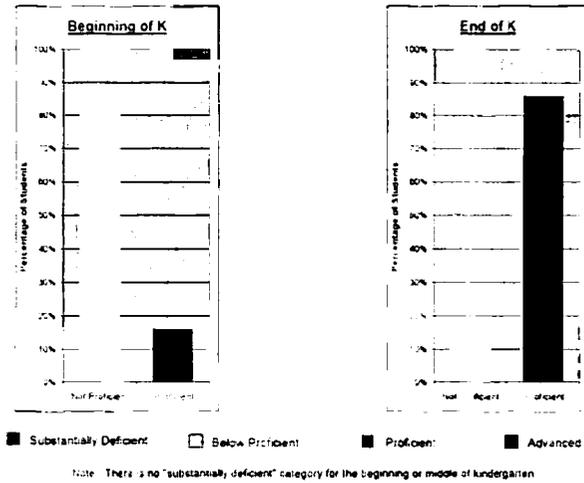
- **Developmental Reading Assessment (DRA)**

Students in the elementary academy at Achievement First Crown Heights 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 Crown Heights 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.

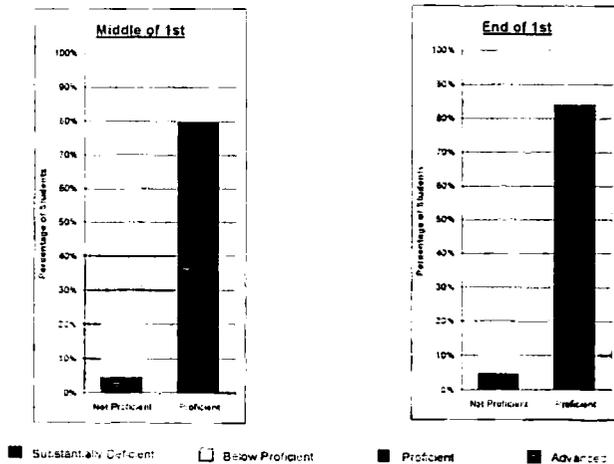
According to DRA data, at the beginning of the year, only 16% of the kindergarten cohort at AF Crown Heights was reading at a proficient level. By the end of the year, 86% of the students achieved proficiency on the examination. Please see a graph of kindergarten DRA results below.

AF CROWN HEIGHTS CLASS OF 2023
DRA Results (Reading) - Kindergarten



According to DRA data, at the middle of the year, after 1.5 years at Achievement First Crown Heights, 80% of the first grade students were proficient readers. By the end of the year, 84% of the students achieved proficiency on the examination. Please see a graph of first grade DRA results below.

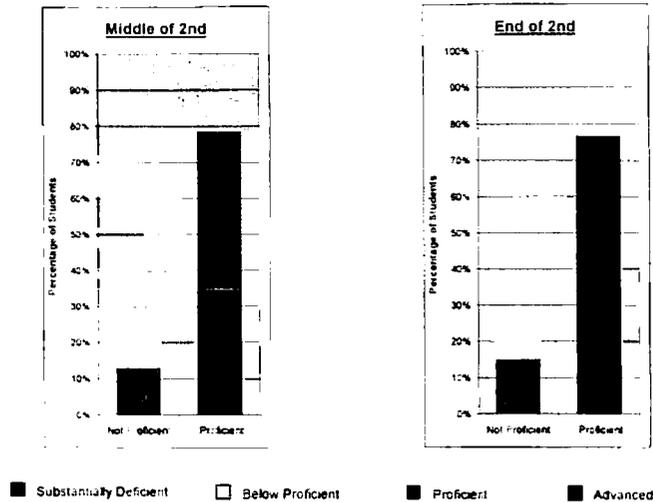
AF CROWN HEIGHTS CLASS OF 2022
DRA Results (Reading) - 1st Grade



In the second grade, at the middle of the year 79% of students achieved proficiency in reading according to the DRA. At the end of the year, 77% of students were rated as proficient. While these students have made great advances since their arrival at Achievement First, 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

2007-2008. 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.

AF CROWN HEIGHTS CLASS OF 2021
DRA Results (Reading) - 2nd Grade



In total, 82% of the elementary students met and/or achieved proficiency on the DRA assessment. This data is suggestive that the rate of students' reading fluency and comprehension dramatically improved over the course of the academic year.

According to Michael Kerr, principal of the elementary academy at AF Crown Heights, 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, 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 Crown Heights 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.

Crown Heights Middle

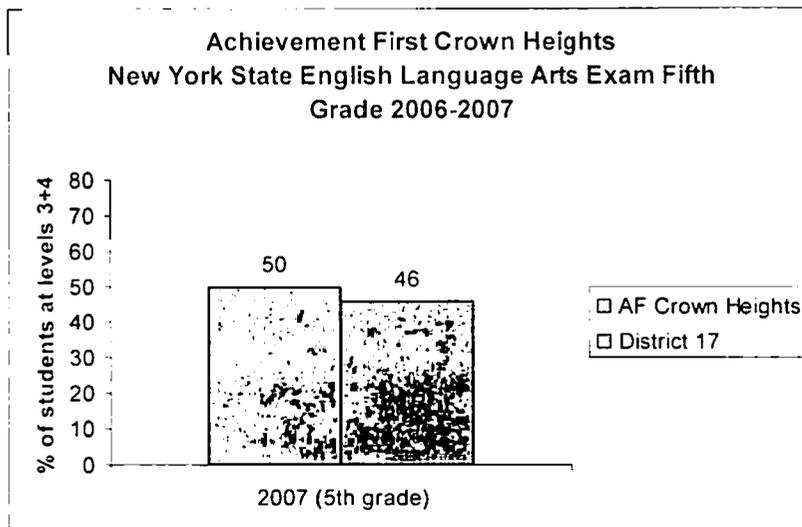
- New York State ELA and Math tests.

Achievement First Crown Heights Middle Academy now serves students in fifth and sixth grade, and will grow to serve students in grades five through eight. Students were administered the NYS Social Studies, NYS English Language Arts (ELA) and NYS Math tests. The Social Studies test was administered in November; the ELA was administered in January, and the Math examination was administered in March.

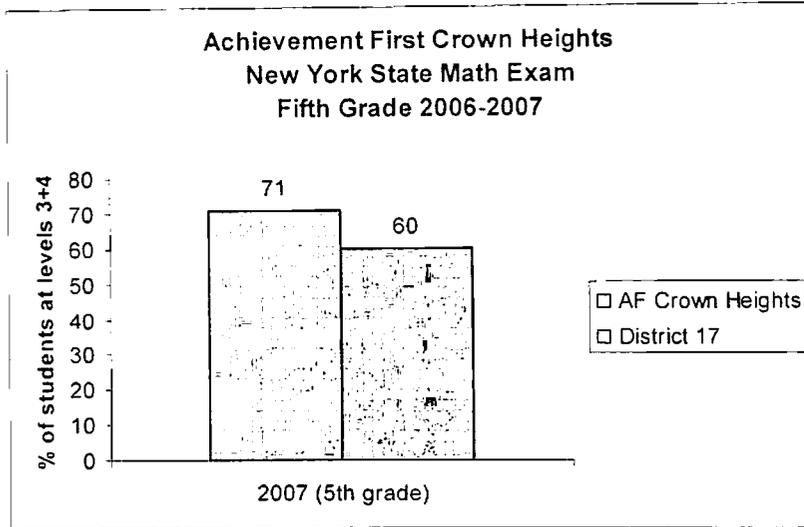
State assessment results are presented below.

Fifth Grade

Fifty percent of AF Crown Heights fifth grade students achieved a level of grade level or advance proficiency on the NYS English Language Arts exam. While this result does not yet satisfy our aspirations for our students and we look forward to their continued advancement next year, this meets our goal of 50% proficiency after one year at Achievement First and improves upon host district results. Results are presented below.

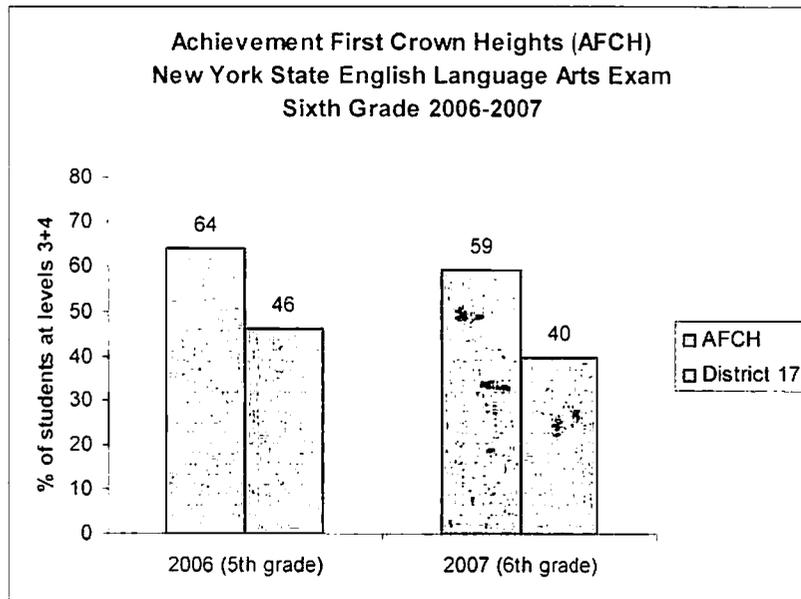


On the NYS Math exam, 71% of AF Crown Heights fifth grade scholars achieved grade level or advanced proficiency, compared to only 60% of students in the host district. This result dramatically exceeds our goal of 50% proficiency after one year.

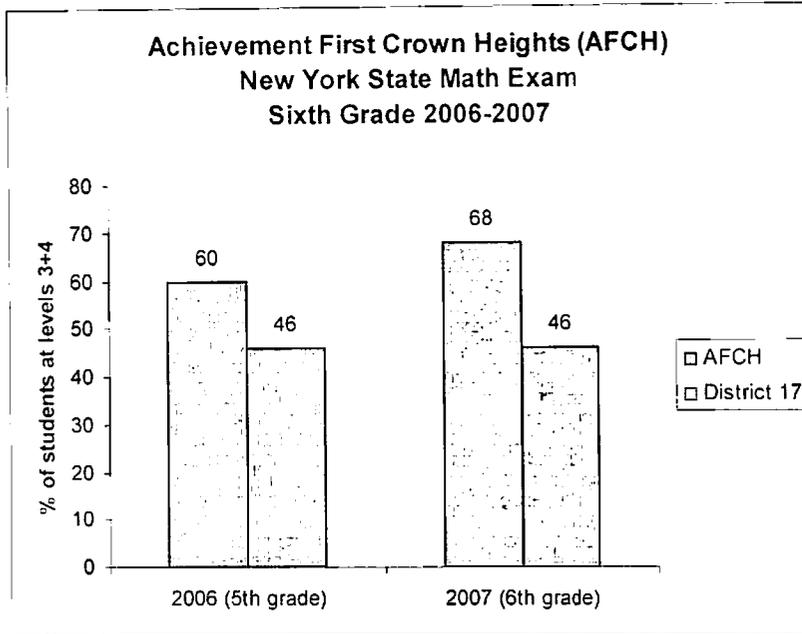


Sixth Grade

At the end of sixth grade, scholars at Achievement First Crown Heights achieved 59% proficiency on the NYS English Language Arts exam. This result narrowly misses the internal benchmark established in the charter application of 60% proficiency after two years at Achievement First and we anticipate continued breakthrough results in 2007-2008. It is helpful to compare this result to host district 17, in which students district-wide achieved only 40% proficiency, 19 percentage points lower than scholars at AF Crown Heights.



Additionally, on the New York State math exam, while District 17 students have stayed stagnant in average proficiency levels, the students at AF Crown Heights have made gains. At the end of fifth grade in 2005-06, 60% of students were proficient in math. At the end of sixth grade, 68% of students were tested at levels 3 and 4 (proficient and advanced). This exceeds the benchmark of 60% proficiency established in our charter application and shows on-track progress from fifth grade.



As in the elementary academy, the instructional staff and leadership team at AF Crown Heights middle academy has already begun to implement a series of initiatives designed to enhance student performance further next year. 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.

- **Degrees of Reading Power (DRP)**

Students in the middle school academy were administered the Degrees of Reading Power (DRP), a nationally-normed reading test. This test assesses the reading growth of students over the course of an academic year. The DRP measures both vocabulary and inferential reading abilities of students. This multiple choice examination is administered to students at the beginning, middle and end of the year.

At the beginning of the year, fifth grade students achieved an average national percentile rank of 27.2%. By the middle of the year, students achieved an increased average national percentile of 38.6%. In the middle of sixth grade, students rated an average national percentile rank of 44.4%. End of year results are not yet available on the Degrees of Reading Power assessment, but we expect continued upward progress in line with our beginning and mid year results.

- **Stanford 10**

Students in the middle academy at Achievement First Crown Heights took the Stanford 10, or Stanford Achievement Test, a nationally-normed assessment created by Harcourt Assessment. The test encompasses two types of multiple choice questions: procedures and problem solving. This test is administered at the beginning of the first year and end of every subsequent year.

The end-of-year test was administered in mid-July. At the time of this report, the test booklets have been submitted to Harcourt Assessments for evaluation and the school is still awaiting results and thus cannot report data at this time.

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

In addition to taking the state and nationally-normed examinations, beginning in second grade, all AF Crown Heights students take internal Interim Assessments (IAs) developed by School Performance New York (SPNY) in partnership with 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 Crown Heights 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 Crown Heights. 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 Crown Heights 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 2006-2007 academic year, the trend in student retention centers mostly around transportation.

- **Elementary Academy**

During the 2006-2007 academic year, 9 of 258 students left the elementary academy. This rate of attrition is equal to 3.5% and includes students who left the school because they moved from the community. As noted in the dashboard report provided to the principal, board of trustees and Achievement First, this is a direct result of transportation issues and families moving from the community.

- **Middle Academy**

During the 2006-2007 academic year, 8 of 169 students left the middle school academy. This rate of attrition is equal to 4.7% and includes students who left the school because they moved from the community. As noted in the dashboard report provided to the principal, board of trustees and Achievement First, this is a direct result of transportation issues and families moving from the community.

- **AFCHCS Attrition Totals**

Overall, the total rate of attrition at AFCHCS for the 2006-2007 academic year was 3.98%, well within the 5% goal. Principals Kerr and Williams attribute the low rate of attrition to several factors, but wholly agree that the majority of the students remained at AF Crown Heights 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 Crown Heights students will demonstrate their enthusiasm and commitment to the school by maintaining an average rate of 95% or higher.

The Achievement First model prescribes discipline around school culture. At AF Crown Heights 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.

- **Elementary Academy**

During the 2006-2007 academic year, student attendance in elementary academy was 96%.

- **Middle Academy**

During the 2005-2006 academic year, student attendance in the middle academy was 96%.

- **Attendance Totals**

The combined student attendance was 96%. This exceeds our goal of 95% attendance. As a model for student attendance rate, teacher attendance is also tracked at AF Crown Heights and the results were extraordinarily high. Teacher attendance in the both academies averaged 97%.

Category 4: Student Behavior/Discipline

Achievement First Crown Heights 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 AFCrown Heights, 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). In the elementary and middle academies, the deans of students work directly with students to monitor and track behavior. The daily infractions focus on small, insignificant issues that do not escalate into complex issues, and the net result is very few student suspensions. Both Principals Kerr and Williams and their deans of students worked collaboratively on student behavioral issues, ensuring that those resulting in suspensions from school would be minimal.

The total year-end number of short-term suspensions at AF Crown Heights elementary academy was two (2 first grade suspensions in June) and the total number of short-term suspensions at AF Crown Heights middle academy was four (1 sixth grade suspension in December; 1 sixth grade suspension in May; 1 sixth grade and 1 fifth grade suspension in June). There were no repeat offenders. None of these suspensions resulted in expulsion and we are proud to report ongoing work with individual students through our dean of students and school counselor to address issues that have resulted in these short suspensions. We anticipate even fewer suspensions or overall behavioral infractions next year as students continue to settle into the rigorous school culture of high expectations and receive constant support from the leadership team.

Category 5: Parent Satisfaction

Parents will demonstrate their satisfaction primarily by choosing to keep their children at Achievement First Crown Heights. 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 Crown Heights, parent partnerships are created early on and at every level. Prior to the start of the academic year, principals at the elementary and middle academies conducted 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. Overall, parents were enthusiastically supportive of the school, rating the school as "great". Attached to this report please find data from the parent satisfaction survey.

- **Elementary Academy**

99.2% of parents indicated that "my child goes to a great school" and 91.7% of parents(100) rated the elementary academy as an A/A+ school.

- **Middle Academy**

100% of parents indicated that "my child goes to a great school" and 90.9% of parents (70) rated the middle school academy as an A/A+ school.

- **Overall Parent Satisfaction**

Overall, 91.4% of parents rated Achievement First Crown Heights as an A/A+ 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.

SUMMARY OF GOALS

Measure	Description	Outcome – Elementary	Outcome - Middle
1A	Student Achievement - 50% of students in year 1 will perform at the proficient level (3 or 4) on state tests	N/A	Met
1B	Student Achievement - 60% of students in year 2 will perform at the proficient level on state tests	N/A	Met – Math Not Met - ELA
2	Retention - There will be less than 5% student attrition	Met	Met
3	Attendance - 95% or higher	Met	Met
4	Discipline - 2 or fewer suspensions for the academic year	Met	Met
5	Parent Satisfaction - 85% or more parents will rate the school good or better.	Met	Met

**Achievement First Crown Heights Charter School
DOE Authorized Schools Performance & Compliance Standards
2006-2007**

I. STUDENT PERFORMANCE

Student performance at Achievement First Crown Heights Charter School (AF Crown Heights) elementary academy is carefully measured by the Developmental Reading Assessment (DRA) and Terra Nova math test, both nationally-recognized and normed examinations. In the elementary academy, students have achieved proficiency on the Developmental Reading Assessment (DRA) beyond the high proficiency standards calculated by Achievement First. For example, in the AF Crown Heights elementary academy, at the beginning of the year only 16% of kindergarten students were proficient in reading, but by the end of the year that figure jumped to 86%. Similarly, at the end of the year 84% of our first graders were reading at or above grade level.

In the 2007-2008 academic year, third grade students will be introduced to the New York State English Language Arts and Mathematics tests, and are expected to meet and/or exceed New York State learning standards. Mike Kerr, Principal, AF Crown Heights elementary academy, is pleased with the academic progression students have made in their second year. He expects continued growth in the third year of operation and is confident that AF Crown Heights elementary academy students will continue to see dramatic gains, on par or greater than those made by their peers at Achievement First schools, other high-performing charter schools, and schools across New York State.

AF Crown Heights middle school academy continues to work with students to achieve proficiency on New York State examinations. While students met the proficiency standards on the New York State English Language Arts and Mathematics tests this year, including a modest gain in math performance, our results were not as dramatic as we have seen at other Achievement First schools. The principal and instructional team at AF Crown Heights are working collaboratively to devise a plan to ensure that all students will succeed in meeting grade level standards during their third year. Orpheus Williams, Principal at AF Crown Heights middle academy, continues to strive for stronger results as students progress to year three. He expects a dramatic increase in the students levels of proficiency and advanced learning and is confident AF Crown Heights middle school students will see dramatic gains, on par or greater than those made by their peers at Amistad Academy.

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 the development of essential social and emotional skills among our scholars. As such, the instructional team in the elementary school, including principal, deans, and teachers, devotes three structured hours each morning to a variety of literacy activities to improve reading fluency and comprehension, and two hours on mathematics instruction. Likewise, students in the middle school spend up to 3.5 hours on reading comprehension, textual analysis, and writing skills each day in addition to two hours of math instruction. At AF Crown Heights, we prioritize instruction 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 lessons, special events, and at lunchtime – which also provide essential learning opportunities. This year, our elementary scholars visited Brooklyn College, the Fire Zone Fire Safety Museum, the Brooklyn Botanical Gardens and the Brooklyn Museum. Our middle school toured Temple University, University of Pennsylvania, Columbia University, Brooklyn College, Long Island University, and Howard University, a historically black college.

The REACH curriculum at AF Crown Heights 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. Our school motto, "Many minds, one mission!" is incorporated into the chants we sing and the banners that adorn our school. At AF Crown Heights, being smart, working hard, being kind, and being helpful to others is the rule rather than the exception. This message provides a critical foundation for maintaining a school climate in which all students, in dealing with any 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 largely on three key ingredients: the ability to lead people, the ability to create a sound culture, and the ability to drive instruction. At AF Crown Heights, Mike Kerr, Principal of the elementary academy, and Orpheus Williams, Principal of the middle academy, serve as strong instructional school leaders. Both were attracted to the Achievement First model because it allows greater focus of time and energy on ensuring student performance and quality instruction. Both were selected by Achievement First and subsequently hired by the board of trustees with the support of teachers and parents because of their team approach to leadership, their commitment to education and their willingness and ability to implement the AF model. Both Mike Kerr and Orpheus Williams have achieved strong results based on instilling the "whatever-it-takes" philosophy into their teams. Moreover, both believe that every child can achieve, and they are working to hire and retain a high 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 a 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 supported by Achievement First (AF), the charter management organization that provides the academic model, principal leadership coaching, and an array of back-office systems and personnel to support 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 Crown Heights is on track for long-term success.

V. SCHOOL CULTURE & COMMUNITY

Many factors contribute to creating social trust within our school community. Prior to the opening of the school, much of the groundwork was laid through interactions with local politicians and local community groups. The various positive relationships with community stakeholders that resulted are lasting ones that we have been able to nurture throughout the past two years. The set of stakeholders most crucial to building social trust is parents. At AF Crown Heights 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 Crown Heights. This is further supported by the latest parent survey taken by AF Crown Heights parents. According to the survey, 97.2% of parent respondents agreed that AF Crown Heights elementary academy is doing an exceptional job of delivering on its promises to parents and students. Results for AF Crown Heights middle are also impressive, as 100% of parent respondents feel that the school delivered on all promises to parents and students.

Within two years of operation, Achievement First Crown Heights Charter School has successfully adopted and built upon the proven model established at Amistad Academy. Through the devoted leadership of principals Mike Kerr and Orpheus Williams and the hard work of its teaching staff, AF Crown Heights 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 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 plan for college like climbing a mountain, and given their performance on nationally-normed assessment tests and anticipated future successes, all scholars at AF Crown Heights students will easily make it to the top of the mountain.

Achievement First Crown Heights - Elementary	
Date Survey/Assessment Conducted	3/31/07
Total Number of Students Enrolled at School	254
Total Number of Respondents to Survey	141

	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.	15	10.6%
2 The location of the school is more convenient than the location of my child's prior school.	17	12.1%
3 The academic program is more rigorous at the school.	98	69.5%
4 The school culture and behavior standards are higher at the school.	93	66.0%
5 There are better teachers at the school.	64	45.4%
6 My child wanted to come to the school.	12	8.5%
7 I wanted a college preparatory education for my child.	116	82.3%
8 I was unhappy with the curriculum or teaching at the prior school.	28	19.9%
9 I was unhappy with the discipline standards and procedures at the prior school.	30	21.3%
10 I have another child attending the school.	6	4.3%
11 Other.	13	9.2%

	Str Agree	Agree	Disagree	Str Disagree	NA
Overall					
1 My child goes to a great school.	84	42	1	0	0
2 The school has delivered on its promises to parents and students.	58	46	2	1	0
3 I would recommend the school to parents of other students in the city.	92	31	1	0	1
4 I am pleased with my child's overall progress at the school.	68	38	1	0	0
5 I feel confident that the school is doing all it can to prepare my child for success in college.	83	42	2	0	1
27 The overall grade I would give the school is:	A+	A	B	C	F
	53	47	6	3	0

	Str Agree	Agree	Disagree	Str Disagree	NA
Discipline and Character Development					
6 The school is a safe place for children.	69	63	2	0	0
7 The school holds students to very high behavioral standards.	80	33	3	0	1
8 I am happy with the system of rules, rewards, and consequences at the school.	70	60	3	0	2
9 I believe that the school has had a positive impact on my child's character development.	57	51	2	0	4
10 The school is a joyful place.	51	79	3	0	2
Communication					
11 I am satisfied by how well the school communicates with parents throughout the year about the	66	53	2	0	0
12 I receive regular and timely progress about my child's academic progress.	52	39	6	0	0
13 The school contacts me immediately when my child is struggling.	49	48	2	1	18
14 I feel welcome when I visit the school.	55	44	0	0	0
15 The school's administration and teaches are open and accessible.	65	53	0	0	0
School Staff					
16 I am pleased with the principal of the school. The principal does a great job.	86	37	0	0	3
17 I am pleased with the dean of students of the school. The dean does a great job.	68	17	0	0	3
18 I am pleased with my child's teachers. The teachers do a great job.	84	43	0	0	1
19 I can tell that the teachers and staff at the school love my child.	53	35	0	0	4
20 My child has a close relationship with at least one adult in the school.	62	54	5	0	10
Academic Program					
21 The school has very high academic standards and a rigorous curriculum.	55	22	0	0	0
22 I am pleased with the quality of teaching at the school.	42	13	0	0	0
23 My child has the right amount of homework each night.	80	36	2	0	0
24 My child's school work and homework assignments are meaningful.	40	15	1	0	0
25 The school day is the right length.	67	52	10	0	1
26 My child is more motivated to learn than before coming to the school.	28	23	1	0	1

Str Agree	Agree	Disagree	Str Disagree	NA
66.1%	33.1%	0.8%	0.0%	0.0%
54.2%	43.0%	1.9%	0.9%	0.0%
74.2%	25.0%	0.8%	0.0%	0.8%
63.6%	35.5%	0.9%	0.0%	0.0%
65.4%	33.1%	1.6%	0.0%	0.8%
A+	A	B	C	F
0	3	6	47	53
51.5%	47.0%	1.5%	0.0%	0.0%
69.0%	28.4%	2.6%	0.0%	0.9%
52.6%	45.1%	2.3%	0.0%	1.5%
51.8%	46.4%	1.8%	0.0%	3.6%
38.3%	59.4%	2.3%	0.0%	1.5%
54.5%	43.8%	1.7%	0.0%	0.0%
53.6%	40.2%	6.2%	0.0%	0.0%
49.0%	48.0%	2.0%	1.0%	18.0%
55.6%	44.4%	0.0%	0.0%	0.0%
55.1%	44.9%	0.0%	0.0%	0.0%
69.9%	30.1%	0.0%	0.0%	2.4%
80.0%	20.0%	0.0%	0.0%	3.5%
66.1%	33.9%	0.0%	0.0%	0.8%
60.2%	39.8%	0.0%	0.0%	4.5%
51.2%	44.6%	4.1%	0.0%	8.3%
71.4%	28.6%	0.0%	0.0%	0.0%
76.4%	23.6%	0.0%	0.0%	0.0%
67.8%	30.5%	1.7%	0.0%	0.0%
71.4%	26.8%	1.8%	0.0%	0.0%
51.9%	40.3%	7.8%	0.0%	0.8%
53.8%	44.2%	1.9%	0.0%	1.9%

Achievement First Crown Heights - Middle
2/25/07
169
82

	Num. of Resp.	% Resp'd
28 Why did you enroll your child at the school?		
1 My child was doing poorly in his/her prior school.	22	26.8%
2 The location of the school is more convenient than the location of my child's prior school.	6	7.3%
3 The academic program is more rigorous at the school.	61	74.4%
4 The school culture and behavior standards are higher at the school.	62	75.6%
5 There are better teachers at the school.	41	50.0%
6 My child wanted to come to the school.	14	17.1%
7 I wanted a college preparatory education for my child.	69	84.1%
8 I was unhappy with the curriculum or teaching at the prior school.	35	42.7%
9 I was unhappy with the discipline standards and procedures at the prior school.	42	51.2%
10 I have another child attending the school.	7	8.5%
11 Other.	4	4.9%

	Str Agree	Agree	Disagree	Str Disagree	NA
Overall					
1 My child goes to a great school.	50	28	0	0	0
2 The school has delivered on its promises to parents and students.	39	34	0	0	0
3 I would recommend the school to parents of other students in the city.	58	21	0	0	0
4 I am pleased with my child's overall progress at the school.	39	31	2	0	2
5 I feel confident that the school is doing all it can to prepare my child for success in college.	52	25	0	0	1
27 The overall grade I would give the school is:	A+	A	B	C	F
	35	35	6	1	0

Str Agree	Agree	Disagree	Str Disagree	NA
64.1%	35.9%	0.0%	0.0%	0.0%
53.4%	46.6%	0.0%	0.0%	0.0%
73.4%	26.6%	0.0%	0.0%	0.0%
54.2%	43.1%	2.8%	0.0%	2.8%
67.5%	32.5%	0.0%	0.0%	1.3%
A+	A	B	C	F
0	1	6	35	35

	Str Agree	Agree	Disagree	Str Disagree	NA
Discipline and Character Development					
6 The school is a safe place for children.	47	32	1	0	0
7 The school holds students to very high behavioral standards.	59	16	0	0	0
8 I am happy with the system of rules, rewards, and consequences at the school.	50	29	2	0	0
9 I believe that the school has had a positive impact on my child's character development.	51	23	3	0	0
10 The school is a joyful place.	37	39	3	0	2
Communication					
11 I am satisfied by how well the school communicates with parents throughout the year about the	46	30	3	1	0
12 I receive regular and timely progress about my child's academic progress.	36	29	4	1	0
13 The school contacts me immediately when my child is struggling.	30	30	5	3	7
14 I feel welcome when I visit the school.	30	28	1	0	1
15 The school's administration and teaches are open and accessible.	39	36	1	0	3
School Staff					
16 I am pleased with the principal of the school. The principal does a great job.	58	19	1	0	0
17 I am pleased with the dean of students of the school. The dean does a great job.	40	16	2	0	0
18 I am pleased with my child's teachers. The teachers do a great job.	47	29	1	0	0
19 I can tell that the teachers and staff at the school love my child.	27	19	3	0	2
20 My child has a close relationship with at least one adult in the school.	32	31	8	0	5
Academic Program					
21 The school has very high academic standards and a rigorous curriculum.	56	19	0	0	0
22 I am pleased with the quality of teaching at the school.	37	23	1	0	0
23 My child has the right amount of homework each night.	32	33	11	0	0
24 My child's school work and homework assignments are meaningful.	29	34	1	0	2
25 The school day is the right length.	31	38	8	0	0
26 My child is more motivated to learn than before coming to the school.	29	29	4	0	0

Str Agree	Agree	Disagree	Str Disagree	NA
58.8%	40.0%	1.3%	0.0%	0.0%
78.7%	21.3%	0.0%	0.0%	0.0%
61.7%	35.8%	2.5%	0.0%	0.0%
66.2%	29.9%	3.9%	0.0%	0.0%
46.8%	49.4%	3.8%	0.0%	2.5%
57.5%	37.5%	3.8%	1.3%	0.0%
51.4%	41.4%	5.7%	1.4%	0.0%
44.1%	44.1%	7.4%	4.4%	10.3%
50.8%	47.5%	1.7%	0.0%	1.7%
51.3%	47.4%	1.3%	0.0%	3.9%
74.4%	24.4%	1.3%	0.0%	0.0%
69.0%	27.6%	3.4%	0.0%	0.0%
61.0%	37.7%	1.3%	0.0%	0.0%
55.1%	38.8%	6.1%	0.0%	4.1%
45.1%	43.7%	11.3%	0.0%	7.0%
74.7%	25.3%	0.0%	0.0%	0.0%
60.7%	37.7%	1.6%	0.0%	0.0%
42.1%	43.4%	14.5%	0.0%	0.0%
45.3%	53.1%	1.6%	0.0%	3.1%
40.3%	49.4%	10.4%	0.0%	0.0%
46.8%	46.8%	6.5%	0.0%	0.0%

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2006-07

Name
(print) Nandi Bosia

Name of Charter School Achievement First Crown Heights

Home
Address 1166 E. 105th ST BROOKLYN, NY 11236

Business
Address JFK CARGO BLDG 67 - DELTA AIRLINES RM 2141

Daytime
Phone 718 632 4528 ; HOME 718 251 3560

E-Mail
Address NANDISBRILLIANT@GMAIL.COM

1. List all positions held on board (e.g., chair, treasurer, parent representative): parent rep.

2. Is the trustee an employee of the School? ___ Yes No

3. If you checked Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

n/a

Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to such service. If there has been no such financial interest or transaction, write none. Please note that if you answered yes to Question 2, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
NONE			

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 School and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write none.

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
NONE			

Hand M35
Signature

JULY 25th, 2007
Date

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2006-07

Name (print) Suzie Hahn Pascutti

Name of Charter School Achievement First Crown Heights

Home Address 459 West Broadway, Apt. 6N, New York NY 10012

Business Address N/A

Daytime Phone 212-475-5415

E-Mail Address Suziepascutti@gmail.com

1. List all positions held on board (e.g., chair, treasurer, parent representative):

Treasurer

2. Is the trustee an employee of the School? Yes No

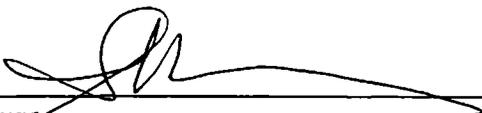
3. If you checked Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to such service. If there has been no such financial interest or transaction, write **none**. Please note that if you answered **yes** to Question 2, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
	<u>NONE</u>		

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 School and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write none.

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
	<p style="text-align: center;">NONE</p> <hr style="width: 20%; margin: auto;"/>		



 Signature

7/24/07

 Date

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2006-07

Name (print) Kirk D. Wade

Name of Charter School At Crown Heights

Home Address 300 E 40th St NY NY 10016 apt 15N

Business Address _____

Daytime Phone 917-680-4422

E-Mail Address KDW322@aol.com

1. List all positions held on board (e.g., chair, treasurer, parent representative): Chair

2. Is the trustee an employee of the School? ___ Yes No

3. If you checked Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to such service. If there has been no such financial interest or transaction, write none. Please note that if you answered yes to Question 2, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
	<i>NONE</i>		

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 School and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write none.

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
N/A			

Michelle Spade

 Signature

7/14/07

 Date

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2006-07

Name (print) Dacia M. Toll

Name of Charter School AF Crown Heights

Home Address 129 Boerum Place, Apt 4E
Brooklyn, NY 11201

Business Address 790 East New York Ave.
Brooklyn, NY 11203

Daytime Phone (347) 668-7235

E-Mail Address dacia.toll@achievementfirst.org

1. List all positions held on board (e.g., chair, treasurer, parent representative): Trustee

2. Is the trustee an employee of the School? Yes No

3. If you checked Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

Please note: While I am not an
employee of the school, I am an
employee of the school's charter
management organization

Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to such service. If there has been no such financial interest or transaction, write none. Please note that if you answered yes to Question 2, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
<p>November August 2005 July 2005</p>	<p>Charter Management Agreement Achievement First</p>	<p>Did not participate in the discussion or vote</p>	<p>Dacia Toll (self)</p>

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 School and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write none.

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
Achievement First	Charter Management (CMO)		Dacia M. Toll (self) (Co-CEO & President)

Dacia M. Toll

 Signature

7/14/07

 Date

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2006-07

Name (print) Kelly Wachowicz

Name of Charter School _____

Home Address 28 Old Fulton St. #41C, Brooklyn 11201

Business Address 1114 Ave. of the Americas, NY, NY 10036

Daytime Phone 718 212 930 9489

E-Mail Address kwachowicz@mba1998.hbs.edu

1. List all positions held on board (e.g., chair, treasurer, parent representative): Trustee,
Chair of Education Committee

2. Is the trustee an employee of the School? ___ Yes No

3. If you checked Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to such service. If there has been no such financial interest or transaction, write **none**. Please note that if you answered yes to Question 2, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
None			

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 School **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **none**.

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
None			

Kelly Wadsworth
Signature

7-13-2007
Date

NEW YORK STATE EDUCATION DEPARTMENT

**Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2006-07**

Name (print) **L. Priscilla Hall**
Name of Charter School **Achievement First Crown Heights**
Home Address **195 Garfield Place, Apt 3C, Brooklyn, NY 11215**
Business Address **320 Jay Street, Room 24.46, Brooklyn, NY 11201**
Daytime Phone **347-296-1061**
E-Mail Address **phall@courts.state.ny.us**

1. List all positions held on board (e.g., chair, treasurer, parent representative): Chair of the Board of Trustees

2. Is the trustee an employee of the School? Yes XXXNo

3. If you checked Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to such service. If there has been no such financial interest or transaction, write none. Please note that if you answered yes to Question 2, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
NONE			

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 School and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write none.

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
NONE			

J. Pruvalla Hall
Signature

7.13.07
Date

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

CHARTER SCHOOL ANNUAL
 REPORT OF FISCAL PERFORMANCE
 FOR THE SCHOOL YEAR ENDED 06/30/2007
 (UNAUDITED)

Charter School Name: ACHIEVEMENT FIRST CROWN HEIGHTS CHARTER SCHOOL	BEDS Code: 331700860879
Contact Person: Orpheus Williams, Principal	Phone: (718) 774-0762

REVENUES

A	State Sources	\$	23,493
B	Federal Sources		388,427
C	Public School Districts		
	1 Basic Operating Revenues		4,291,803
	2 State Aid-Pupils with Disabilities		-
	3 Federal Aid-Pupils with Disabilities		14,497
	4 Other Revenue from Public School Districts		67,554
D	All Other Revenues		57,899
E	TOTAL REVENUES FROM ALL SOURCES:	\$	4,843,673

EXPENDITURES

	Salaries	Other	Total
F General & Administrative	231,429	325,965	557,394
G Instructional Supervision	548,132	-	548,132
H All Other Instruction	2,031,420	1,006,035	3,037,455
I Pupil Services	-	-	-
J Pupils with Disabilities	-	92,746	92,746
K Transportation	-	54,658	54,658
L Community Services	-	-	-
M Operation and Maintenance	-	2,992	2,992
N Employee Benefits			512,155
O Debt Service			-
P School Lunch			16,086
Q Capital Expense			-
R Grand Total Expenditures	2,810,981	1,482,396	4,821,618

S Enrollment (Annual FTE) 420.93
 T Expenditures Per Pupil (R/S) \$11,455

Signature: _____

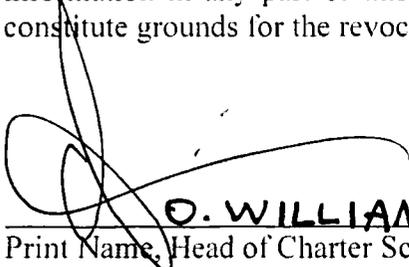
Principal

Date: _____

7/27/07

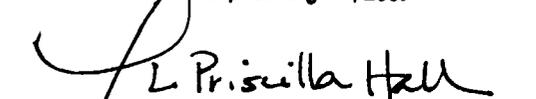
Statement of Assurances

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.

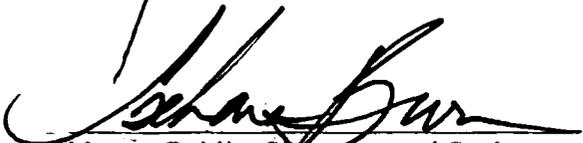

O. WILLIAMS
Print Name, Head of Charter School

 7/27/07
Signature and Date


Notary Public Signature and Seal
TSEHAIA BROWN
NOTARY PUBLIC, State of New York
No. 01BR6096980
Qualified in Kings County
Commission Expires Aug. 11, 2007


L. Priscilla Hall
Print Name, President, Board of Trustees

 7.27.07
Signature and Date


Notary Public, Signature and Seal
TSEHAIA BROWN
NOTARY PUBLIC, State of New York
No. 01BR6096980
Qualified in Kings County
Commission Expires Aug. 11, 2007

10/11/07

THE PEOPLE OF THE STATE OF NEW YORK
COUNTY OF ALBANY
JAMES BROWN
Commission Expires Aug 11, 2007

10/11/07

THE PEOPLE OF THE STATE OF NEW YORK
COUNTY OF ALBANY
JAMES BROWN
Commission Expires Aug 11, 2007

Statement of Assurances

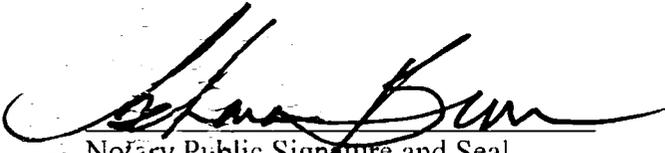
Our signatures below attest that all of the information contained herein is truthful and accurate, and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws, regulations, and rules. We understand that if any information in any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

Michael Kerr

Print Name, Head of Charter School

Michael Kerr 7/27/07

Signature and Date



Notary Public, Signature and Seal

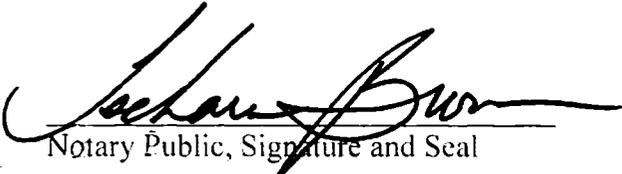
TSEHAIA BROWN
NOTARY PUBLIC, State of New York
No. 01BR6196980
Qualified in Kings County
Commission Expires Aug. 11, 2007

L Priscilla Hall

Print Name, President, Board of Trustees

L Priscilla Hall 7.27.07

Signature and Date



Notary Public, Signature and Seal

TSEHAIA BROWN
NOTARY PUBLIC, State of New York
No. 01BR6096980
Qualified in Kings County
Commission Expires Aug. 11, 2007

NOTARY PUBLIC
STATE OF NEW YORK
COMM. EXPIRES 12/31/2003
BENJAMIN B. BROWN
10000

NOTARY PUBLIC
STATE OF NEW YORK
COMM. EXPIRES 12/31/2003
BENJAMIN B. BROWN
10000