



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
ACHIEVEMENT FIRST BUSHWICK CHARTER SCHOOL · AMISTAD HIGH · ACHIEVEMENT FIRST BRIDGEPORT ACADEMY

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

To Whom It May Concern:

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

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

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

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

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

Thank you for your attention to these materials.

Sincerely,

Lesley Esters Redwine, Esq.
Director of External Relations

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

Office of Instructional Support and Development

Public School Choice Programs

462 EBA

Albany, New York 12234

518-474-1762

Charter School Annual Report
2007 - 2008

Charter School Information and Cover Page

Name of Charter School Achievement First Endeavor Charter School

Address 850 Kent Avenue

Brooklyn, NY 11205

Telephone (718) 622-4786 **Fax** (718) 789-1649

BEDS # 331-400-860-902

District/CSD of Location District 14

Charter Entity New York City Department of Education

Head of School (Contact Person) Eric Redwine
(print name)

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

President, Board of Trustees Shaka Rasheed
(print name)

E-mail address and Phone Number of Board President shaka.rasheed@jpmorgan.com

**Other Student Assessment Data
2007-08**

Name of Charter School: Achievement First Endeavor Charter School

Name of Test: Degrees of Reading Power (DRP)

Subtest: _____

Grade	Date of Test (DOT)	# Enrolled in Grade on DOT	# Absent on Grade on DOT	# Exempted in Grade by IEP	# Exempted in Grade by ELL Status	# Students Assessed in Grade*	Score (Indicate Type of Score, e.g., NCE)	Qualitative Level and Percent Attaining**	Other ***
5 th Grade	2/12/08	86	30	0	0	56	Avg. National Percentile: 28.1	N/A	N/A
5 th Grade	6/11/08	87	4	0	0	83	Avg. National Percentile: 30.0	N/A	N/A
6 th Grade	2/12/08	80	8	0	0	88	Avg. National Percentile: 39.5	N/A	N/A

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

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

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

**Other Student Assessment Data
2007-08**

Name of Charter School: Achievement First Endeavor Charter School

Name of Test: Stanford Achievement Test (Stanford 10)

Subject: _____

Grade	Date of Test (DOT)	# Enrolled in Grade on DOT	# Absent on Grade on DOT	# Exempted in Grade by IEP	# Exempted in Grade by ELL Status	# Students Assessed in Grade*	Score (Indicate Type of Score, e.g., NCE)	Qualitative Level and Percent Attaining**	Other ***
5 th Grade	6/13/08	87	28	0	0	59	Avg. National Percentile: 33.3	N/A	N/A
6 th Grade	6/13/08	81	Results not yet available	Results not yet available	Results not yet available	Results not yet available	Results not yet available	N/A	N/A

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

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

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

**Progress Toward Goals
2007-08**

Charter School Name: Achievement First Endeavor Charter School

School Year: 2007-2008

Please see attached narrative for review of Progress Toward Goals.

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

Student Attrition Rates			
	2007-2008	2006-2007	2005-2006
Number of students leaving for lack of transportation	0	1	N/A
Number of students leaving for geographic reasons (e.g., out of state/district relocation)	2	0	N/A
Number of students leaving for more restrictive special education setting	0	0	N/A
Number of students leaving due to parental choice (e.g., school transfer closer to residence, local elementary school, parent convenience)	2	1	N/A
Number leaving for other reasons (undetermined)	1		N/A
Total number of students leaving.	5	2	N/A
Highest Number Enrolled <i>(July 1 – June 30)</i>	173	84	N/A
Total Percent Attrition	3%	2%	N/A

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

	2007-2008	2006-2007	2005-2006
Number of Classroom Teachers	10	5	N/A
Number of Special Area Teachers	4	0	N/A
Total Number of Teachers	14	5	N/A
Total Number of Teachers Leaving	4	0	N/A
Total Percent Attrition	29%	0%	N/A

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

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

Charter School Code:

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Please see attached Report of Fiscal Performance.

Also attached:

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

Achievement First - Endeavor Middle 2007-8



August 2007

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	31

September 2007

M	T	W	TH	F
1	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

October 2007

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

November 2007

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

December 2007

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

January 2008

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

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

Month	Day	Event
AUG	6	New Teacher Training Starts
	20	School Site Plan/Train (New & Return)
	29	First Day for New Students
SEP	3	Labor Day - Holiday
	4	First Day for Returning Students
	13	Back to School Night
	21	Endeavor PD - school visit
OCT	8	Columbus Day - Holiday
	15-17	Interim Assessments # 1
	22	PD Day, including IA Analysis
	26	Fall Trimester Mid
	30	Progress Reports due from teachers
NOV	1	Progress Reports sent home
	2	AF-wide PD Day (NY & CT in Conn.)
	12	Veterans Day - Holiday
	14th - 15th	NYS SS 5th grade
	22-23	Thanksgiving holidays
DEC	1	Mid-Year Retreat/ELA conf/Staff Fun
	3 to 5	Interim Assessments # 2
	10	PD Day, including IA Analysis
	14	End of Fall Trimester
	18	RC Grades Due (from teachers)
	20	Report Card Night
	24 to 31	Winter Break
JAN	1	Winter Break
	8th - 9th	NYS ELA 5th grade
	15th - 17th	NYS ELA 6th grade
	21	MLK Day - Holiday
FEB	4 to 6	Interim Assessments # 3
	11	PD Day, incl. IA Analysis
	15	Winter Trimester Mid
	18 to 22	Midwinter Recess
	26	Progress Reports due from teachers
	28	Progress Reports sent home
		Nantucket Wnd (1-3 Ldrshp Team)
MAR	3	Year Review (ELA/Math to the future)
	4th - 5th	NYS MATH 5th grade
	10th - 11th	NYS MATH 6th grade
	21	Good Friday
	28	AF-wide PD Day (NY & CT in NY)
	31	School closed - staff retreat
APR	4	End of Trimester
	8	Report Cards Due
	10	Report Card Night
	14 to 16	Interim Assessments # 4
	21 to 25	Spring Break
	28	PD Day, including IA Analysis
MAY	16	End of mid-trimester
	20	Progress Reports due from teachers
	22	Progress Reports sent home
	26	Memorial Day - Holiday
	27	PD Day
JUN	16-18	Interim Assessments # 5
	25	PD day, including IA analysis
	26 to 6	Early Summer Break
JUL	7	First Day of Summer Academy
	25	Last Day of Summer Academy

February 2008

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

March 2008

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

April 2008

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

May 2008

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

June 2008

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

July 2008

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

Achievement First Endeavor Charter School
Progress Towards Goals
2007 – 2008

The mission of Achievement First Endeavor 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 Endeavor 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 middle school academy, currently serving grades 5 and 6.

In its second year of operation, the school has 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 Endeavor 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 gains keep scholars on the path to success in college and beyond, and the school leadership looks forward to continued curriculum realignment along New York State standards, additional professional development, and additional individual tutoring opportunities next year to produce more stellar achievement results.

Principal Eric Redwine was charged with leading an instructional team that provides instruction to students who were not reading at grade level at the beginning of the year when they entered the school. He accepted this challenge and worked tirelessly alongside his team members to map out a plan to meet benchmarks set at the beginning of the year. By mid-year, students were already showing 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 Endeavor gauges the success of our students primarily on the New York State examinations (ELA, Math, and Social Studies) and also uses 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 target 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 Endeavor Charter School:

Category 1: Academic Achievement

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

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

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

- **New York State ELA and Math tests.**

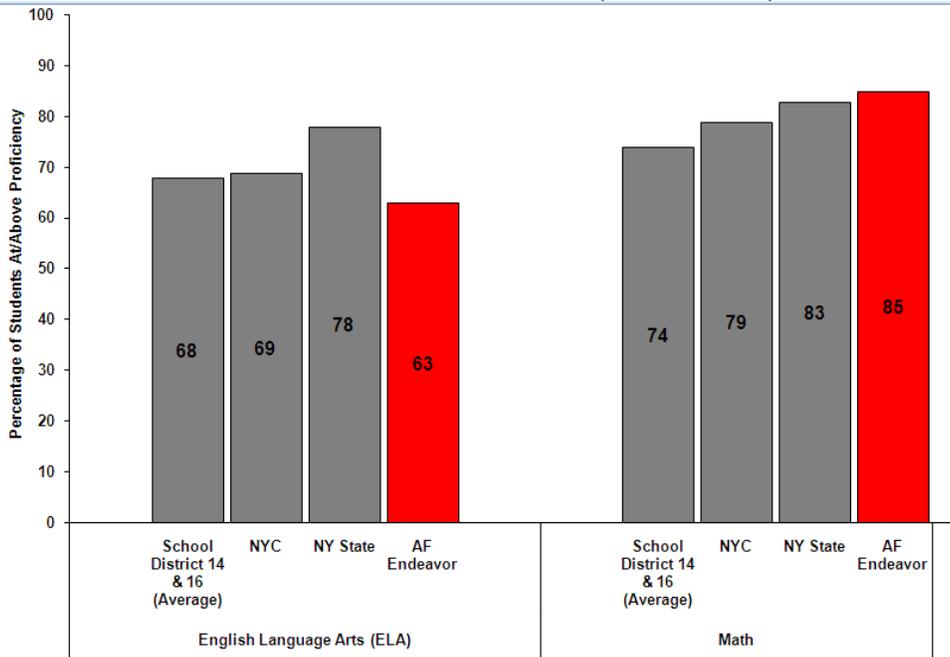
5th grade

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

On the New York State English Language Arts exam, 63% of AF Endeavor fifth grade students achieved a level of grade level or advanced proficiency. This result meets our goal of 50% proficiency after one year at Achievement First. As this test was administered only four months into the initial school year and significant early time was devoted to the development of a strong school culture, this assessment will essentially serve as a baseline report on which to build. As evidenced in the graph below, our students did not perform better than peers in their home districts (a composite number compiled by weighing the averages of all districts in which our students reside).

As seen below, on the NYS Math exam, 85% of AF Endeavor fifth grade scholars achieved grade level or advanced proficiency. This result exceeds our goal of 50% proficiency after one year, and the fifth grade scholars outperformed their peers in the districts, city, and state – a first-year outcome of which we are very proud.

**NY State Exams: ELA and Math
AF East New York – Fifth Grade (Class of 2019)**

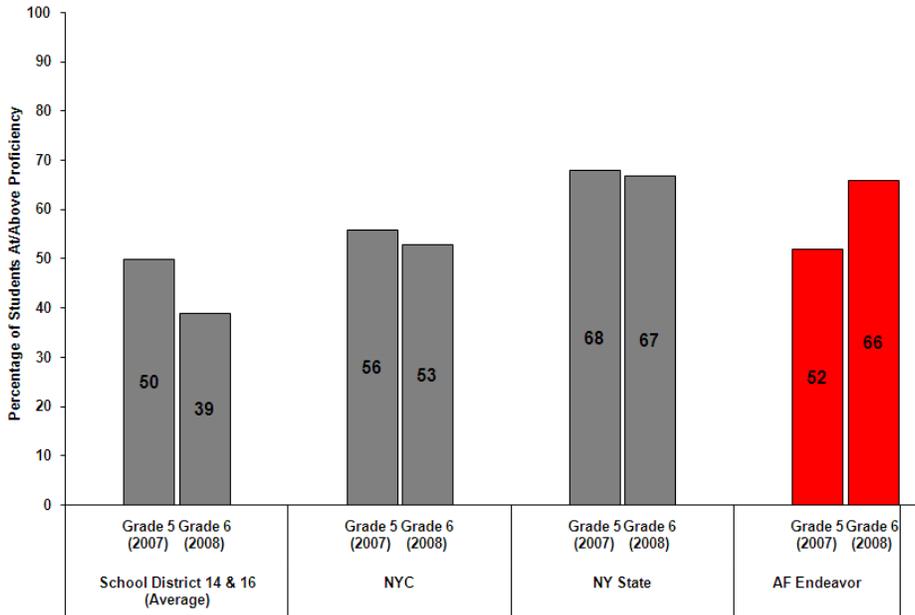


On the New York State Social Studies exam, 53% of AF Endeavor fifth grade students achieved a level of grade level or advanced proficiency. This result meets our goal of 50% proficiency after one year at Achievement First

6th Grade

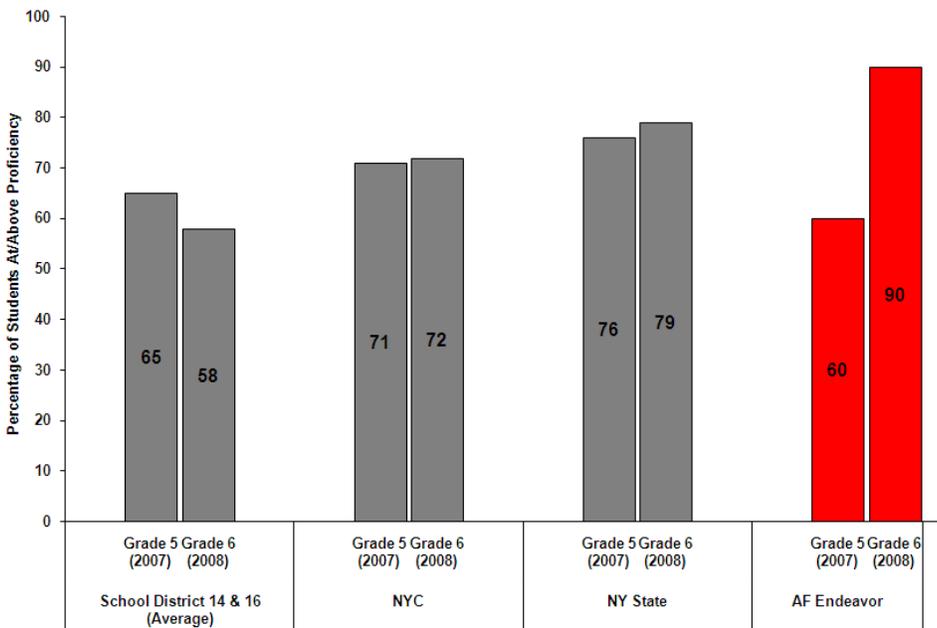
On the New York State English Language Arts exam, 66% of AF Endeavor sixth grade students achieved a level of grade level or advanced proficiency. This result meets our goal of 60% proficiency after two years at Achievement First.

**NY State Exams: ELA
AF East New York – Sixth Grade (Class of 2018)**



On the New York State Math exam, we are pleased to report that 90% of AF Endeavor sixth grade students achieved a level of grade level or advanced proficiency, greatly outperforming their peers in the districts, city, and state. This result meets our goal of 60% proficiency after two years at Achievement First and marks a significant improvement from the cohort's performance in its first year.

**NY State Exams: Math
AF East New York – Sixth Grade (Class of 2018)**



The instructional staff and leadership team at AF Endeavor 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 were also 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, current fifth grade students achieved an average national percentile rank of 28.1%. By the middle of the year, students achieved an increased average national percentile of 30%.

At the end of their fifth grade year, current sixth grade students achieved an average national percentile rank of 39.4%. By the middle of the year, students achieved an increased average national percentile of 39.5%.

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 at Achievement First Endeavor took the Stanford 10, or Stanford Achievement Test, a nationally-normed math 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, all AF Endeavor students take internal Interim Assessments (IAs) developed by the Curriculum Development team at Achievement First. These interim assessments are administered every six weeks and allow teachers and administrators to see which students have mastered NYS standards. These assessments test reading, mathematics, grammar, history, science and writing skills. The results are analyzed by teachers to track student performance and to create "instructional battle plans," which teachers use to make sure each student is meeting individual academic goals making progress toward meeting grade-level standards.

Category 2: Student Retention

From a student population selected by blind lottery, Achievement First Endeavor student attrition will be less than 5% a year (other than students moving out of the neighborhood/city).
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Every other month, a detailed report is prepared at AF Endeavor. 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 Endeavor tracks students leaving the school in the following categories: family moved away from the area, student switched to private school, transportation issues were prohibitively complex, unhappy with AF academics, unhappy with AF discipline, and “other” as a catch-all category. Based on the collective reports over the 2007-2008 academic year, the trend in student retention centers mostly around transportation.

During the 2007-2008 academic year, 5 of 168 students left the school. This rate of attrition is equal to 3% and includes two students who moved out of state. Principal Redwine attributes the low rate of attrition to the strong 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 Endeavor 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 Endeavor there is a specific focus and mandate on student attendance. Clear expectations around attendance are established and maintained throughout the academic year. As a daily reminder, principals, deans of students, and teachers preach the importance of being in school every day. To further build on the college-preparatory culture, parents are constantly reminded about punctuality and the time-on-task required to prepare students for college. As an incentive around attendance, students receive “Scholar Dollars.” Over time these can be redeemed for field trips and class activities. Because attendance and Scholar Dollars are constantly monitored, principals and the dean of students work directly with students who are failing to meet the school’s attendance requirements.

The combined student attendance was 96%. This exceeds our goal of 95% attendance. As a model for student attendance rate, teacher attendance is also tracked at AF Endeavor and the results were also high with a yearly average of 95%.

Category 4: Student Behavior/Discipline

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

The Achievement First culture is disciplined and designed to sweat the small stuff. In order to maintain a strong culture, high student expectations are key. At AF Endeavor, 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. Principal Redwine and the dean of students worked collaboratively on student behavioral issues, ensuring that those resulting in suspensions from school would be minimal.

The total number of short-term suspensions at AF Endeavor was minimal this academic year, totaling approximately 10 for the entire academic year, including three pending expulsions discussed below. These suspensions were the result of disciplinary infractions for student behavior. T

Three fifth-grade students at Achievement First Endeavor were expelled in May 2008 following a weapon-related incident. This was a unique event at Achievement First Endeavor and the strong consequences were determined necessary by the principal and backed by the Board of Trustees to reinforce the safe culture and environment of the school. These matters were promptly reported to the authorizer and the New York State Education Department. Due to the gravity of the situation, NYPD presented to the entire student body on gun prevention. In addition, parents were immediately notified of the incident and met to discuss school safety. Fortunately, the school culture was resilient and no other incidents occurred stemming from this incident.

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 and expulsions. 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 Endeavor. 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 Endeavor, parent partnerships are created early on and at every level. Prior to the start of the academic year, the principal and deans 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".

94.5% of parents indicated that "my child goes to a great school" and 79.6% of parents rated the academy 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. Attached to this report please find data from the parent satisfaction survey.

SUMMARY OF GOALS

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

Achievement First Endeavor Charter School
DOE Authorized Schools Performance & Compliance Standards
2007-2008

I. STUDENT PERFORMANCE

Student performance at Achievement First Endeavor Charter School is measured by the New York State English Language Arts (ELA) and Math examinations as well as the Degrees of Reading Power (DRP) and the Stanford 10, all nationally-recognized and normed tests. In their second year, AF Endeavor students met all state learning standards. However, the school's leadership and instructional team is already working together to prepare scholars for breakthrough gains which they expect to achieve in their third year. In particular, Eric Redwine, Principal at AF Endeavor, continues to strive for stronger results for his students. He is confident that AF Endeavor middle academy students will see dramatic gains, on par or greater than those made by their peers at Amistad Academy and students across New York State.

II. QUALITY EDUCATIONAL PROGRAM

The Achievement First educational model is focused on rigorous college preparation as well as development of essential social and emotional skills among scholars. The instructional staff, including principal, deans and teachers, devotes three and half hours each morning to a variety of literacy activities to improve reading fluency and comprehension. Students also spend up to two hours on mathematics every day. At Achievement First, we prioritize instruction to ensure that "more time on task" is the driving force behind how the day is structured. To promote balance, we make sure that our students are enriched by field study trips and special events. This year, scholars in the middle academy visited Barnes and Noble, Jazz at the Lincoln Center, Moody's Investor Services corporate offices, and toured local college campuses. At the end of the year, scholars traveled to Virginia for a camping trip or Washington D.C. where they stayed on the campus of Howard University, a historically Black university, visited George Washington University, and visited Congress as well as some of the city's historic monuments.

The REACH curriculum at AF Endeavor 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 Endeavor, being smart, working hard, being kind, and being helpful to others is the rule rather than the exception. This model provides the cultural foundation from which we build our successful framework.

III. SCHOOL LEADERSHIP

School leadership is the key to overall school success, and the instrumental driver in student achievement. At AF Endeavor Eric Redwine, Principal of the middle academy, serves as a strong instructional school leader. He was attracted to the Achievement First model because it allows him to focus his time and energy on ensuring student performance and quality instruction for every single student. He was selected by Achievement First and subsequently hired by the board of trustees because of his commitment to education, his belief in children and his ability to implement the AF model. School leadership centers on three key ingredients: the ability to lead people, the ability to create a sound culture, and the ability to drive instruction. Eric Redwine has achieved strong results based on his instilling the "whatever-it-takes" philosophy into his team;

there is no room for excuses. He also strongly believes that the retention of high quality teaching staff to develop professional development tools aligned to state grade-level standards directly impacts student achievement by translating into an enriched and supportive learning environment.

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 all of the functions of the school are met. In addition, trustees are encouraged to visit the school and witness student progress for themselves. School operations are also supported by Achievement First, the charter management organization that provides the academic model, principal leadership coaching, and an array of back-office support systems and personnel for operations, teacher recruitment, student recruitment, curriculum and professional development, IT and fundraising. The strong partnership and regular communication between school personnel and AF staff guarantees that AF Endeavor is on track for long-term success.

V. SCHOOL COMMUNITY & CULTURE

Many factors contribute to creating social trust within our school community. Prior to the opening of school, much of the groundwork was laid through interactions with local politicians and community groups to support the opening of our school in Bedford-Stuyvesant/Fort Greene. The various positive relationships with community stakeholders that resulted are lasting ones that we continue to nurture. Other supportive community institutions that have played an integral role at the schools have been the college campuses of Brooklyn College and Medgar Evers College. In keeping with the school's mission to prepare every student for college, our visits to these local college campuses have provided our students at the middle school level with real learning opportunities and exposure to the college environments. In turn, this has also created tutoring and teaching opportunities for students at the colleges. The expectation is that over time these relationships in the community will flourish and will subsequently attract additional stakeholders to the school.

Within our schools, we continue to build a strong net through parent support. At AF Endeavor 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 at AF Endeavor overwhelmingly support and trust the culture established at the Endeavor school. According to our parent survey, 94% of our polled AF parents believe that the school has delivered on its promise to parents and students. This is a major accomplishment for a school in its second year, and we are very proud of this considering all that we demand of our scholars and their families.

Within two years of operation, Achievement First Endeavor Charter School has successfully adopted and built upon the proven model established by Amistad Academy, and other Achievement First sister schools. Through the devoted leadership of Eric Redwine and the hard work of its instructional staff, AF Endeavor Charter School has produced a record of academic achievement, low levels of disciplinary infractions, and high parental and student satisfaction. The REACH curriculum transformed this group of underserved students into models of academic

achievement, who comport themselves with dignity and treat others with respect. Indeed, responding to the rigorous instruction and high expectations, the students of AF Endeavor rose to the challenge and demonstrated their ability to achieve. At Achievement First, every student is taught to dream of college by climbing the proverbial mountain, and given their progress this year and anticipated future successes; all scholars at AF Endeavor will make it all the way to the top of the mountain.

END OF REPORT

School Name: Achievement First Endeavor - Middle
 Date Survey was administered: 6/7/08
 Total Number of Students Enrolled at School Site: 169
 Total Number of Respondents to Survey: 55

	Num. of Resp.	% Resp.
2b) Why did you enroll your child at the school?	0	0.0%
1) My child was doing poorly in his/her prior school.	3	5.5%
2) The location of the school is more convenient than the location of my child's prior school.	33	60.0%
3) The academic program is more rigorous at the school.	34	61.8%
4) The school culture and behavior standards are higher at the school.	22	40.0%
5) There are better teachers at the school.	9	16.4%
6) My child wanted to come to the school.	33	60.0%
7) I wanted a college preparatory education for my child.	21	38.2%
8) I was unhappy with the curriculum or teaching at the prior school.	20	36.4%
9) I was unhappy with the discipline standards and procedures at the prior school.	3	5.5%
10) I have another child attending the school.	2	3.6%
11) Other:		

	Sr. Agree	Agree	Disagree	Sr. Disagree	HA
1) My child goes to a great school.	30	22	3	0	0
2) The school has delivered on its promises to parents and students.	20	27	3	0	0
3) I would recommend the school to parents of other students in the city.	38	12	0	0	1
4) I am pleased with my child's overall progress at the school.	24	23	3	0	1
5) I feel confident that the school is doing all it can to prepare my child for success in college.	28	19	4	0	2
Overall:	20	23	9	2	0

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

	Sr. Agree	Agree	Disagree	Sr. Disagree	HA
Overall:	37.0%	42.6%	16.7%	3.7%	0.0%

	Sr. Agree	Agree	Disagree	Sr. Disagree	HA
54.7%	43.4%	0.0%	0.0%	1.9%	0.0%
66.7%	28.4%	2.0%	0.0%	2.0%	0.0%
47.2%	39.6%	11.3%	1.9%	0.0%	0.0%
49.0%	45.1%	3.9%	0.0%	0.0%	2.0%
35.2%	50.0%	11.1%	0.0%	3.7%	0.0%
53.8%	42.3%	1.9%	1.9%	2.0%	0.0%
50.0%	42.0%	4.0%	2.0%	1.9%	2.0%
50.0%	40.4%	7.7%	0.0%	0.0%	0.0%
58.3%	39.6%	2.1%	0.0%	0.0%	0.0%
38.6%	54.2%	4.2%	2.1%	0.0%	0.0%
72.5%	23.5%	0.0%	0.0%	3.9%	0.0%
55.1%	36.7%	4.1%	0.0%	4.1%	0.0%
53.1%	44.9%	2.0%	0.0%	8.0%	0.0%
40.0%	48.9%	10.0%	0.0%	6.4%	0.0%
38.3%	48.9%	6.4%	0.0%	3.9%	0.0%
53.8%	38.5%	3.8%	0.0%	0.0%	0.0%
54.9%	43.1%	2.0%	0.0%	0.0%	0.0%
33.3%	60.8%	3.9%	0.0%	0.0%	0.0%
48.0%	52.0%	0.0%	0.0%	0.0%	0.0%
35.3%	47.1%	15.7%	2.0%	2.0%	0.0%
30.0%	58.0%	8.0%	2.0%	2.0%	0.0%



The New York State School Report Card

Accountability
and Overview Report
2006 – 07

School: **ACHIEVEMENT FIRST ENDEAVOR
CHARTER SCHOOL**
School ID: **33-14-00-86-0802**
Principal: **ERIC REDWINE**
Telephone: **(718) 622-4786**
Grades: **5**

This School's Report Card

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

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

For more information:

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

Use this report to:

- 1 Get School Profile information.**
This section shows comprehensive data relevant to this school's learning environment.
- 2 Review School Accountability Status.**
This section indicates whether a school made adequate yearly progress (AYP) and identifies schools in need of improvement and subject to interventions under the federal No Child Left Behind Act as well as schools requiring academic progress and subject to interventions under Commissioner's Regulations.
- 3 Review an Overview of School Performance.**
This section has information about the school's performance on state assessments in English, mathematics, and science, and on high school graduation rate.

School **ACHIEVEMENT FIRST ENDEAVOR CHARTER SCHOOL**
School ID **33-14-00-86-0902**

School Profile

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

Enrollment

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

Average Class Size

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

Enrollment Information

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

Average Class Size Information

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

School **ACHIEVEMENT FIRST ENDEAVOR CHARTER SCHOOL**
School ID **33-14-00-86-0902**

Demographic Factors

	2004-05		2005-06		2006-07	
	#	%	#	%	#	%
Eligible for Free Lunch					44	52%
Reduced-Price Lunch					20	24%
Student Stability*						0%
Limited English Proficient					0	0%
Racial/Ethnic Origin						
American Indian or Alaska Native					0	0%
Black or African American					81	96%
Hispanic or Latino					3	4%
Asian or Native					0	0%
Hawaiian/Other Pacific Islander						
White					0	0%
Multiracial**					0	0%

* Not available at the district level.

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

Attendance and Suspensions

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

Demographic Factors Information

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

Attendance and Suspensions Information

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

School **ACHIEVEMENT FIRST ENDEAVOR CHARTER SCHOOL**
School ID **33-14-00-86-0902**

Teacher Qualifications

	2004-05	2005-06	2006-07
Total Number of Teachers			8
Percent with No Valid Teaching Certificate			25%
Percent Teaching Out of Certification			75%
Percent with Fewer Than Three Years of Experience			38%
Percentage with Master's Degree Plus 30 Hours or Doctorate			25%
Total Number of Core Classes*			26
Percent Not Taught by Highly Qualified Teachers			58%
Total Number of Classes			29
Percent Taught by Teachers Without Appropriate Certification			62%

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

Teacher Turnover Rate

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

Staff Counts

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

* Not available at the school level.

Teacher Qualifications Information

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

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

Teacher Turnover Rate Information

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

Staff Counts Information

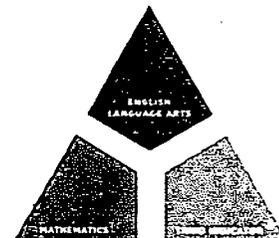
Other Professionals includes administrators, guidance counselors, school nurses, psychologists, and other professionals who devote more than half of their time to non-teaching duties. Teachers who are shared between buildings within a district are reported on the district report only.

School **ACHIEVEMENT FIRST ENDEAVOR CHARTER SCHOOL**
School ID **33-14-00-86-0902**

Understanding How Accountability Works in New York State

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

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



1 English Language Arts (ELA)

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

A Participation Criterion

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

B Performance Criterion

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

2 Mathematics

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

3 Third Indicator

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

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

A Participation Criterion

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

B Performance Criterion

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

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

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

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

School **ACHIEVEMENT FIRST ENDEAVOR CHARTER SCHOOL**
School ID **33-14-00-86-0902**

Useful Terms for Understanding Accountability

Accountability Cohort for English and Mathematics

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

Adequate Yearly Progress (AYP)

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

Annual Measurable Objective (AMO)

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

Continuously Enrolled Students

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

Effective Annual Measurable Objective (Effective AMO)

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

Graduation-Rate Cohort

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

Performance Index (PI)

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

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

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

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

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

Progress Target

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

Safe Harbor

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

Safe Harbor Targets

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

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

Science Progress Target

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

Science Standard

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

School **ACHIEVEMENT FIRST ENDEAVOR CHARTER SCHOOL**
School ID **33-14-00-86-0902**

Understanding Your School Accountability Status

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

Federal Title I Status

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

▲ School in Good Standing

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

▲ School in Need of Improvement (Year 1)

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

▲ School in Need of Improvement (Year 2)

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

▲ School in Corrective Action

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

▲ School Planning for Restructuring

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

▲ School Restructuring (Year 1)

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

▲ School Restructuring (Year 2 and above)

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

New York State Status

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

■ School Requiring Academic Progress (Year 1)

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

■ School Requiring Academic Progress (Year 2)

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

■ School Requiring Academic Progress (Year 3)

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

■ School Requiring Academic Progress (Year 4)

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

■ School Requiring Academic Progress (Year 5 and above)

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

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

School Accountability

School **ACHIEVEMENT FIRST ENDEAVOR CHARTER SCHOOL**
 School ID **33-14-00-86-0902**

Summary

Overall Accountability Status (2007-08)

▲ Good Standing

Elementary/Middle Level

ELA ▲ Good Standing

Math ▲ Good Standing

Science

Secondary Level

ELA

Math

Graduation Rate

Title I Part A Funding

Years the School Received Title I Part A Funding

2005-06

2006-07

2007-08

YES

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

Student Groups	Elementary/Middle Level			Secondary Level		
	English Language Arts	Mathematics	Science	English Language Arts	Mathematics	Graduation Rate
All Students	✓	✓				
Ethnicity						
American Indian or Alaska Native						
Black or African American	✓	✓				
Hispanic or Latino	-	-				
Asian or Native Hawaiian/Other Pacific Islander						
White						
Multiracial						
Other Groups						
Students with Disabilities	-	-				
Limited English Proficient	-	-				
Economically Disadvantaged	✓	✓				
Student groups making AYP in each subject	✓ 3 of 3	✓ 3 of 3				

Accountability Status Levels

Federal

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

State

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

Pending - Requires Special Evaluation

AYP Status

- ✓ Made AYP
- ✓^{SH} Made AYP Using Safe Harbor Target
- ✗ Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

School ACHIEVEMENT FIRST ENDEAVOR CHARTER SCHOOL
School ID 33-14-00-86-0902

Elementary/Middle-Level English Language Arts

Accountability Status  **Good Standing**
for This Subject
(2007-08)

Accountability Measures 3 of 3 **Student groups making AYP in English Language Arts**
 **Made AYP**

Prospective Status This school will be in good standing in 2008-09. [101]

How did students in each accountability group perform on elementary/middle-level English Language Arts accountability measures?

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2006-07 2007-08
All Students (84:84)	✓	✓	100%	✓	143	111	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (81:81)	✓	✓	100%	✓	143	111	
Hispanic or Latino ^{3:3}	-	-	-	-	-	-	-
Asian or Native Hawaiian/Other Pacific Islander (0:0)							
White (0:0)							
Multiracial (0:0)							
Other Groups							
Students with Disabilities ⁴ (6:6)	-	-	-	-	-	-	-
Limited English Proficient ⁵ (1:1)	-	-	-	-	-	-	-
Economically Disadvantaged (68:68)	✓	✓	100%	✓	141	110	
Final AYP Determination	✓ 3 of 3						

NOTES

- ¹ These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.
 - ² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2006-07, the enrollment shown is the sum of 2005-06 and 2006-07 enrollments and the percent tested is the weighted average of the participation rates over those two years.
 - ³ For schools with fewer than 30 continuously enrolled tested students in the All Students group in 2006-07, data for 2005-06 and 2006-07 were combined to determine counts and PIs. For schools with 30 or more continuously enrolled students in the All Students group in 2006-07, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.
 - ⁴ If the school failed to make AYP solely because of the performance of students with disabilities, met the 95% participation requirement for this group, and would meet or exceed the AMO for this subject if 34 points were added to the PI, then the school is considered to have made AYP for students with disabilities.
 - ⁵ If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.
- ‡ This student group did not make AYP in science; therefore, it did not qualify for Safe Harbor.

AYP Status

- ✓ Made AYP
- ✓^{SAH} Made AYP Using Safe Harbor Target
- ✗ Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

School **ACHIEVEMENT FIRST ENDEAVOR CHARTER SCHOOL**
School ID **33-14-00-86-0902**

Elementary/Middle-Level Mathematics

Accountability Status  **Good Standing**
for This Subject
(2007-08)

Accountability Measures 3 of 3 **Student groups making AYP in Mathematics**
 **Made AYP**

Prospective Status This school will be in good standing in 2008-09. [101]

How did students in each accountability group perform on elementary/middle-level Mathematics accountability measures?

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2006-07 2007-08
All Students (84:83)	✓	✓	99%	✓	158	75	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (81:80)	✓	✓	99%	✓	158	75	
Hispanic or Latino (3:3)	-	-	-	-	-	-	-
Asian or Native Hawaiian/Other Pacific Islander (0:0)							
White (0:0)							
Multiracial (0:0)							
Other Groups							
Students with Disabilities ⁴ (6:5)	-	-	-	-	-	-	-
Limited English Proficient ⁵ (1:1)	-	-	-	-	-	-	-
Economically Disadvantaged (68:68)	✓	✓	100%	✓	157	74	
Final AYP Determination	✓ 3 of 3						

NOTES

- These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.
 - Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2006-07, the enrollment shown is the sum of 2005-06 and 2006-07 enrollments and the percent tested is the weighted average of the participation rates over those two years.
 - For schools with fewer than 30 continuously enrolled tested students in the All Students group in 2006-07, data for 2005-06 and 2006-07 were combined to determine counts and PIs. For schools with 30 or more continuously enrolled students in the All Students group in 2006-07, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.
 - If the school failed to make AYP solely because of the performance of students with disabilities, met the 95% participation requirement for this group, and would meet or exceed the AMO for this subject if 34 points were added to the PI, then the school is considered to have made AYP for students with disabilities.
 - If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.
- ‡ This student group did not make AYP in science; therefore, it did not qualify for Safe Harbor.

AYP Status

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

School **ACHIEVEMENT FIRST ENDEAVOR CHARTER SCHOOL**
 School ID **33-14-00-86-0902**

Summary of 2006–07 School Performance

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

	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
English Language Arts				
Grade 5	52%			84
Mathematics				
Grade 5	60%			83

About the Performance Level Descriptors

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

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

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

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

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

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

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

This District's N/RC Category:

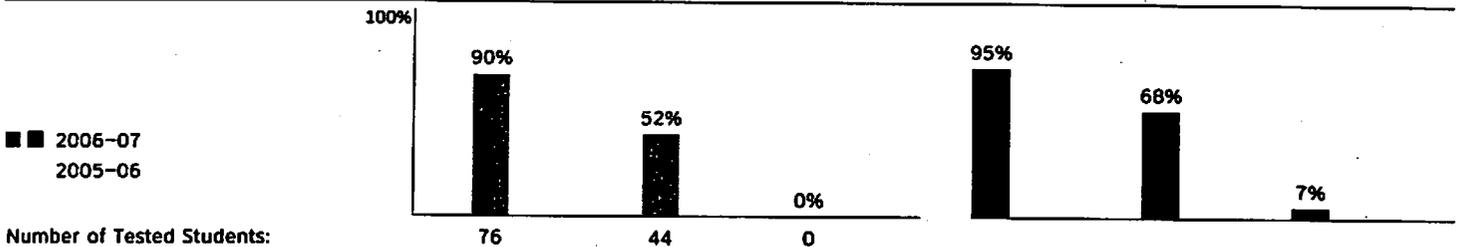
Charter Schools

Overview of School Performance

School **ACHIEVEMENT FIRST ENDEAVOR CHARTER SCHOOL**
School ID **33-14-00-86-0902**

This School's Results in Grade 5 English Language Arts

	This School			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2007 Mean Score: 650	Range: 608-795	650-795	711-795			



Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	84	90%	52%	0%				
Female	36	89%	56%	0%				
Male	48	92%	50%	0%				
American Indian or Alaska Native								
Black or African American	81	-	-	-				
Hispanic or Latino	3	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander								
White								
Multiracial								
Small Group Totals	84	90%	52%	0%				
General-Education Students	78	92%	55%	0%				
Students with Disabilities	6	67%	17%	0%				
English Proficient	83	-	-	-				
Limited English Proficient	1	-	-	-				
Economically Disadvantaged	68	90%	51%	0%				
Not Disadvantaged	16	94%	56%	0%				
Migrant								
Not Migrant	84	90%	52%	0%				

NOTES

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

Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	0							
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 5	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A

New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.

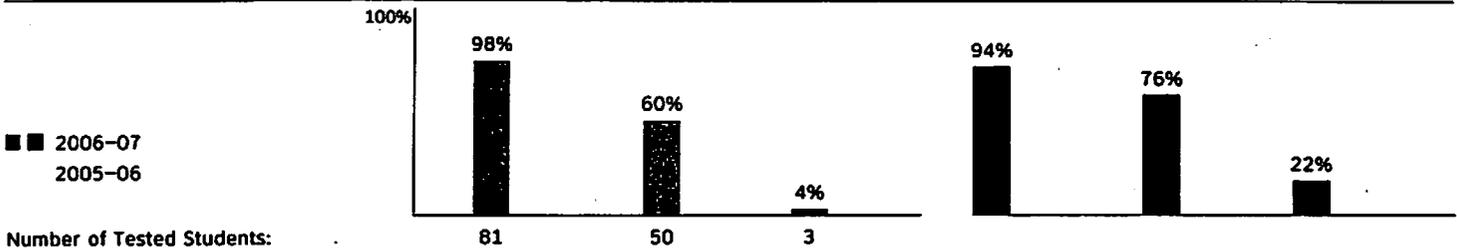
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

Overview of School Performance

School **ACHIEVEMENT FIRST ENDEAVOR CHARTER SCHOOL**
School ID **33-14-00-86-0902**

This School's Results in Grade 5 Mathematics

	This School			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2007 Mean Score: 656	619-780	650-780	699-780			



Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	83	98%	60%	4%				
Female	36	94%	56%	6%				
Male	47	100%	64%	2%				
American Indian or Alaska Native								
Black or African American	80	-	-	-				
Hispanic or Latino	3	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander								
White								
Multiracial								
Small Group Totals	83	98%	60%	4%				
General-Education Students	78	97%	60%	4%				
Students with Disabilities	5	100%	60%	0%				
English Proficient	82	-	-	-				
Limited English Proficient	1	-	-	-				
Economically Disadvantaged	68	97%	60%	4%				
Not Disadvantaged	15	100%	60%	0%				
Migrant								
Not Migrant	83	98%	60%	4%				

NOTES

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

Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	0							

New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.



The New York State School Report Card

**Comprehensive
Information Report
2006-07**

School **ACHIEVEMENT FIRST ENDEAVOR
CHARTER SCHOOL**
 School ID **39-14-00-86-0902**
 Principal **ERIC REDWINE**
 Telephone **(718) 622-4786**
 Grades **5**

Regents Exams

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

NOTE

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

Other Assessments

School **ACHIEVEMENT FIRST ENDEAVOR CHARTER SCHOOL**
 School ID **33-14-00-86-0902**

Elementary/Middle-Level Social Studies 2006-07

	<u>All Students</u>					<u>General-Education Students</u>					<u>Students with Disabilities</u>				
	Total	Percentage of students				Total	Percentage of students				Total	Percentage of students			
	Tested	scoring at level:				Tested	scoring at level:				Tested	scoring at level:			
		1	2	3	4		1	2	3	4		1	2	3	4
Elementary Level	37	32%	22%	43%	3%	36	-	-	-	-	1	-	-	-	-
Middle Level	0					0					0				

2003 Total Cohort Performance on Regents Exams After Four Years

	<u>All Students</u>				<u>General-Education Students</u>				<u>Students with Disabilities</u>			
	Cohort Enrollment	Percentage of students scoring:			Cohort Enrollment	Percentage of students scoring:			Cohort Enrollment	Percentage of students scoring:		
		55-64	65-84	85-100		55-64	65-84	85-100		55-64	65-84	85-100
Global History and Geography	0				0				0			
U.S. History and Government	0				0				0			
Science	0				0				0			

New York State Alternate Assessments (NYSAA) 2006-07

	<u>All Students</u>				
	Total	Number of students scoring			
	Tested	at Level:			
		1	2	3	4
Elementary Level					
Social Studies	0				
Middle Level					
Social Studies	0				
Secondary Level					
English Language Arts	0				
Mathematics	0				
Social Studies	0				
Science	0				

The New York State Alternate Assessment (NYSAA) is for students with severe cognitive disabilities. Results for students taking the NYSAA in English language arts, mathematics, and science at the elementary and middle levels are available in the *Accountability and Overview Report* part of *The New York State Report Card*.

NOTE

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

More Information about the School

School **ACHIEVEMENT FIRST ENDEAVOR CHARTER SCHOOL**
School ID **33-14-00-86-0902**

Financial Information

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

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

**2006-07 Estimated Percentage of Students
from Families Receiving Public Assistance** 71-80%

NOTE

Expenditure data are available only at the district level.

Public Assistance information is available only at the school level.

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 06/30/2008
 (UNAUDITED)

Charter School Name: ACHIEVEMENT FIRST ENDEAVOR CHARTER SCHOOL	BEDS Code: 331 400 860 902
Contact Person: Briana Sadler, Director of School Operations	Phone: (718) 622-4786

REVENUES

A	State Sources	\$	12,593
B	Federal Sources		299,423
C	Public School Districts		
1	Basic Operating Revenues		1,830,533
2	State Aid-Pupils with Disabilities		-
3	Federal Aid-Pupils with Disabilities		9,008
4	Other Revenue from Public School Districts		33,225
D	All Other Revenues		2,654,405
E	TOTAL REVENUES FROM ALL SOURCES:	\$	4,839,187

EXPENDITURES

	<u>Salaries</u>	<u>Other</u>	<u>Total</u>
F General & Administrative	132,640	124,024	256,664
G Instructional Supervision	279,029	6,148	285,177
H All Other Instruction	825,862	530,220	1,356,082
I Pupil Services	42,494	51,899	94,393
J Pupils with Disabilities	6,640	-	6,640
K Transportation	-	12,000	12,000
L Community Services	-	-	-
M Operation and Maintenance	-	-	-
N Employee Benefits			271,894
O Debt Service			-
P School Lunch			24,192
Q Capital Expense			370,283
R Grand Total Expenditures	1,286,665	724,291	2,677,325

S Enrollment (Annual FTE) 165.7
 T Expenditures Per Pupil (R/S) \$16,158

Signature: _____

Chief School Officer

Date: _____

7/25/08

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.

BRIANA L. SADLER
Print Name, Head of Charter School
Lesley Esters Redwine

[Signature] 7/29/2008
Signature and Date

Notary Public, State of New York
No. 02ES6134046
Qualified in New York County
Commission Expires September 26, 2009
[Signature]
Notary Public Signature and Seal

SHAKA RASHEED
Print Name, President, Board of Trustees
Lesley Esters Redwine

[Signature] 7/25/08
Signature and Date

Notary Public, State of New York
No. 02ES6134046
Qualified in New York County
Commission Expires September 26, 2009
[Signature]
Notary Public Signature and Seal