



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 Crown Heights 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 Heights 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 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

Charter Entity New York City Department of Education

Head of School (Contact Person) Michael Kerr, Elementary Academy

(print name)

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.ny.us

*Student Assessment Data
New York State Assessment Results
Grades 3 – 8 ELA and Math
2007-08 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	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4
2007-08	0	9	65	11					0	34	51	2	0	33	45	3	0	18	54	3				
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	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4
2007-08	0	0	40	45					1	2	64	20	3	6	48	24	0	11	50	11				
2006-07									6	25	52	17	6	26	56	12								
2005-06									4	33	54	9												

**Other Student Assessment Data
2007-08**

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 (Indicate Type of Score, e.g., NCE)	Qualitative Level and Percent Attaining**	Other ***
Kindergarten	July/August 07	84	0	0	0	84	20% met AF proficiency req. (DRA Level 1)	2% Advanced 18% Proficient 80% Below prof.	N/A
Kindergarten	February 08	81	0	0	0	81	90% met AF proficiency req. (DRA Level 2)	7% Advanced 83% Proficient 10% Below prof.	N/A
Kindergarten	May/June 08	78	0	0	0	78	92% met AF proficiency req. (DRA Level 4)	17% Advanced 75% Proficient 8% Below prof.	N/A
1 st Grade	February 08	86	0	0	0	86	80% met AF proficiency req. (DRA Level 10)	27% Advanced 53% Proficient 20% Below prof.	N/A
1 st Grade	May/June 08	84	0	0	0	84	82% met AF proficiency req. (DRA Level 16)	37% Advanced 45% Proficient 18% Below prof.	N/A
2 nd Grade	February 08	81	0	0	0	81	65% met AF proficiency req. (DRA Level 24)	35% Advanced 30% Proficient 35% Below prof.	N/A
2 nd Grade	May/June 08	80	0	0	0	80	59% met AF proficiency req. (DRA Level 28)	31% Advanced 28% Proficient 41% Below prof.	N/A

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

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

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

**Other Student Assessment Data
2007-08**

Name of Charter School: Achievement First Crown Heights Charter School

Name of Test: Degrees of Reading Power (DRP)

Subtest: _____

Grade	Date of Test (DOT)	# Enrolled in Grade on DOT	# Absent in 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 ***
1 st Grade	6/11/08	84	22	0	0	62	Avg. National Percentile: 73.5	N/A	N/A
2 nd Grade	2/12/08	81	0	1	0	80	Avg. National Percentile: 56.4	N/A	N/A
2 nd Grade	6/11/08	82	4	1	0	77	Avg. National Percentile: 54.4	N/A	N/A
3 rd Grade	2/12/08	85	3	2	0	82	Avg. National Percentile: 58.8	N/A	N/A
3 rd Grade	6/11/08	84	6	2	0	76	Avg. National Percentile: 50.1	N/A	N/A
5 th Grade	2/12/08	87	11	0	0	76	Avg. National Percentile: 25.3	N/A	N/A
5 th Grade	6/11/08	87	0	0	0	87	Avg. National Percentile: 24.8	N/A	N/A
6 th Grade	6/11/08	81	2	1	0	78	Avg. National Percentile: 35.5	N/A	N/A
7 th Grade	6/11/08	74	9	0	0	65	Avg. National Percentile: 42.2	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 Crown Heights Charter School

Name of Test: Terra Nova

Subtest: _____

Grade	Date of Test (DOT)	# Enrolled in Grade on DOT	# Absent on Grade on DOT	# Exempted in Grade by IEP	# Exempted in Grade by ELL Status	# Students Assessed in Grade*	Score (Indicate Type of Score, e.g., NCE)	Qualitative Level and Percent Attaining**	Other ***
Kindergarten	6/12/08	79	8	0	0	71	Avg. National Percentile: 87.6	N/A	N/A
1 st Grade	6/12/08	84	9	0	0	75	Avg. National Percentile: 69.6	N/A	N/A
2 nd Grade	6/12/08	82	11	1	0	70	Avg. National Percentile: 50.0	N/A	N/A
3 rd Grade	6/12/08	84	0	2	0	82	Avg. National Percentile: 55.9	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 Crown Heights Charter School

Name of Test: Stanford Achievement Test (Stanford 10)

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	6/19/08	87	9	0	0	78	Avg. National Percentile: 44.8		
6 th Grade	6/19/08	81	5	1	0	75	Avg. National Percentile: 59.9		
7 th Grade	6/19/08	74	11	1	0	62	Avg. National Percentile: 62.3		

* 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 Crown Heights Charter School

School Year: 2007-08

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	1	2	4
Number of students leaving for geographic reasons (e.g., out of state/district relocation)	17	6	4
Number of students leaving for more restrictive special education setting	1	0	0
Number of students leaving due to parental choice (e.g., school transfer closer to residence, local elementary school, parent convenience)	4	7	0
Number leaving for other reasons (undetermined)	1	3	5
Total number of students leaving.	24	18	13
Highest Number Enrolled <i>(July 1 – June 30)</i>	595	439	254
Total Percent Attrition	4%	4%	5%

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

	2007-2008	2006-2007	2005-2006
Number of Classroom Teachers	39	25	11
Number of Special Area Teachers	11	9	7
Total Number of Teachers	50	34	18
Total Number of Teachers Leaving	13	6	4
Total Percent Attrition	26%	18%	22%

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 Crown Heights 2007-2008

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
3	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	

- PD 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

AUG 29 First Day for New Students
 30 First Day for Returning Students (ES Only)
 31 First Day for Returning Students (MS Only)

SEP 3 Labor Day - Holiday
 6 Back to School Night

OCT 8 Columbus Day - Holiday
 15-18 Interim Assessments # 1
 22 Professional Development Day
 26 Fall Trimester Mid

NOV 2 Professional Development Day
 12 Veterans Day - Holiday
 22-23 Thanksgiving holiday

DEC 3 to 6 Interim Assessments # 2
 10 Professional Development Day
 14 End of Fall Trimester
 19 Report Card Night
 24 to 31 Winter Break

JAN 1 Winter Break
 21 MLK Day - Holiday

FEB 4 to 7 Interim Assessments # 3
 11 Professional Development Day
 15 Winter Trimester Mid
 18 to 22 Midwinter Recess

MAR 3 Professional Development Day
 21 Good Friday
 28 Professional Development Day

APR 4 End of Winter Trimester
 10 Report Card Night
 14 to 17 Interim Assessments # 4
 21 to 25 Spring Break
 28 Professional Development Day

MAY 16 Spring Trimester Mid
 26 Memorial Day - Holiday
 27 PD Day

JUN 2-5 Interim Assessments # 5 (MS Only)
 16-18 Interim Assessments # 5 (ES Only)
 25-26 Professional Development Day
 25 to Jun Early Summer Break

JUL 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
3	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
31	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

May 2008

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

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 Crown Heights Charter School
Progress Towards Goals
2007 – 2008 School Year**

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 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 these 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 in its third year of operation and serving grades K-3 and 5-7 in the 2007-2008 school year.

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 single-mindedly focused on student achievement. Our exceptional third year gains keep scholars on the path to success in college and beyond, and the school leadership looks forward to continued curriculum realignment along New York State standards, additional professional development, and additional individual tutoring opportunities next year to produce even more stellar achievement results.

Principals Michael Kerr (elementary) and Orpheus Williams (middle) were charged with leading an instructional team that provides focused literacy 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 grades K-2 at 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 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:

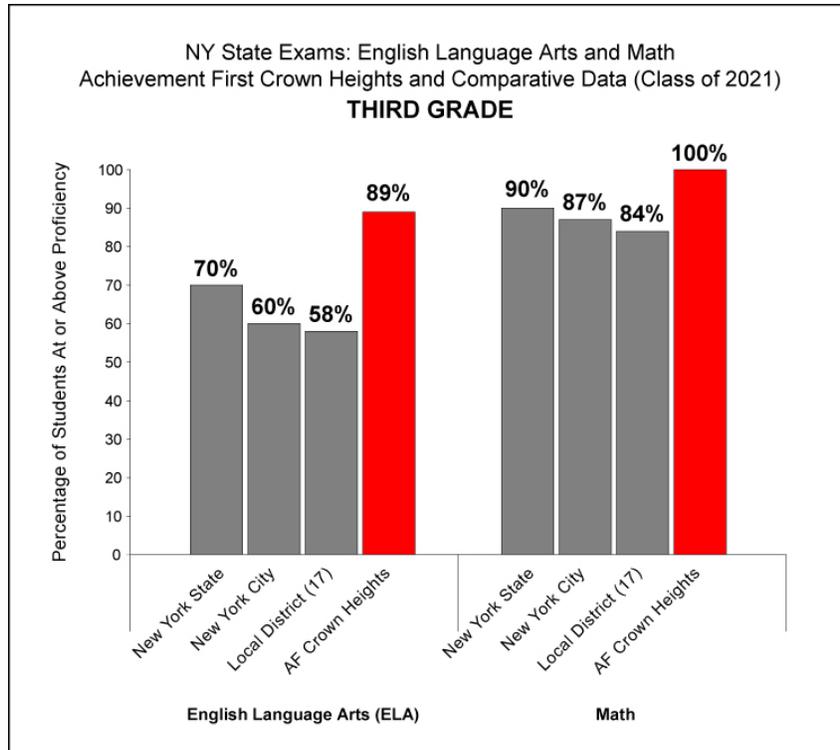
- a) For grade level cohorts that have been at the school for **one year**, at least 50 percent of students will perform at the proficient level on the state assessment in all subject areas.
- b) For grade level cohorts that have been at the school for **two years**, at least 60 percent of students will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

Crown Heights Elementary

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

This was the first year that students at AF Crown Heights elementary academy, founded in 2005, were eligible for the New York State assessments. AF Crown Heights' first class of 3rd graders performed at 89% proficient and/or advanced (level 3+4) on the ELA exam, and 100% scored at the proficient or advanced level on the Math exam. No students scored below proficient (level 1) in either ELA or Math. These students are in their third year at Achievement First Crown Heights, and their scores of 89% and 100% proficiency exceed the 70% target for that cohort. A graphical representation of these scores is depicted below.

AF Crown Heights kindergarten, 1st grade, and 2nd grade did not take the New York State tests.



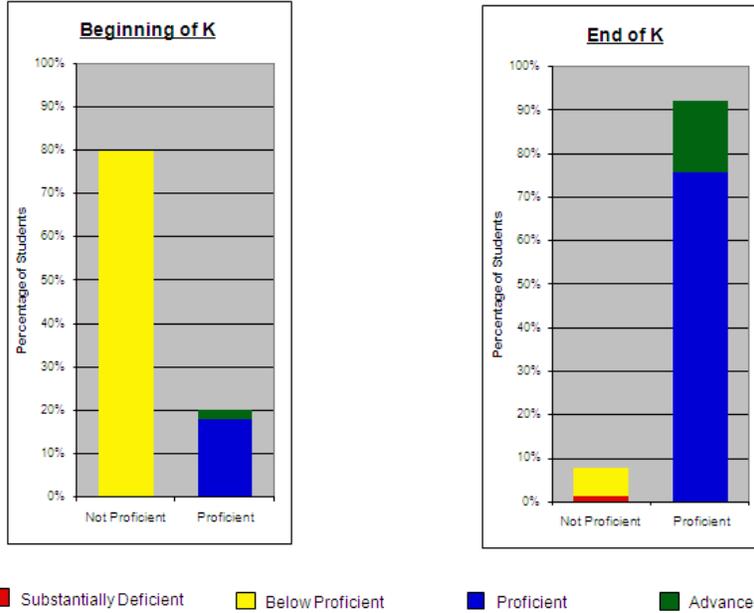
As the data show, AF Crown Heights 3rd graders vastly outperformed their peers in the local district, city, and state in both ELA and Math.

- **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 the 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 20% of the kindergarten cohort at AF Crown Heights was reading at a proficient level. By the end of the year, 93% of the students achieved proficiency on the examination. Please see a graph of kindergarten DRA results below.

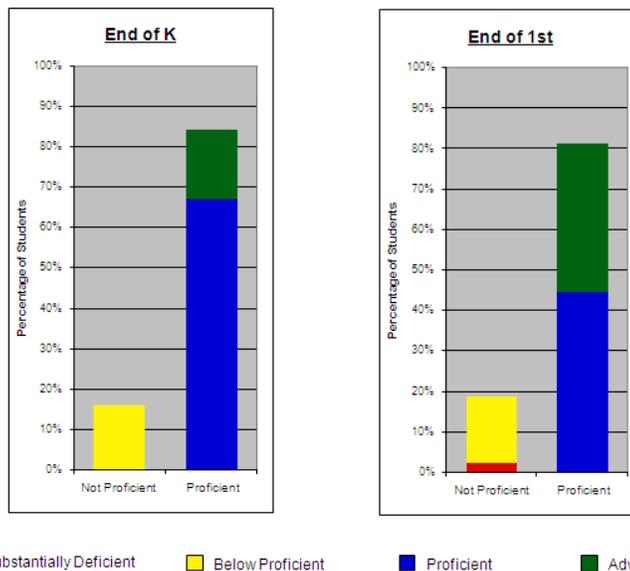
AF CROWN HEIGHTS CLASS OF 2024
DRA Results (Reading) - Kindergarten



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

According to DRA data, at the end of kindergarten, after 1 year at Achievement First Crown Heights, 84% of students in the Class of 2023 (referring to the year they will graduate from college) were proficient readers. By the end of first grade, the standard for proficiency is significantly higher and 82% of the same students achieved this level of proficiency on the examination. Please see a graph of first grade DRA results below.

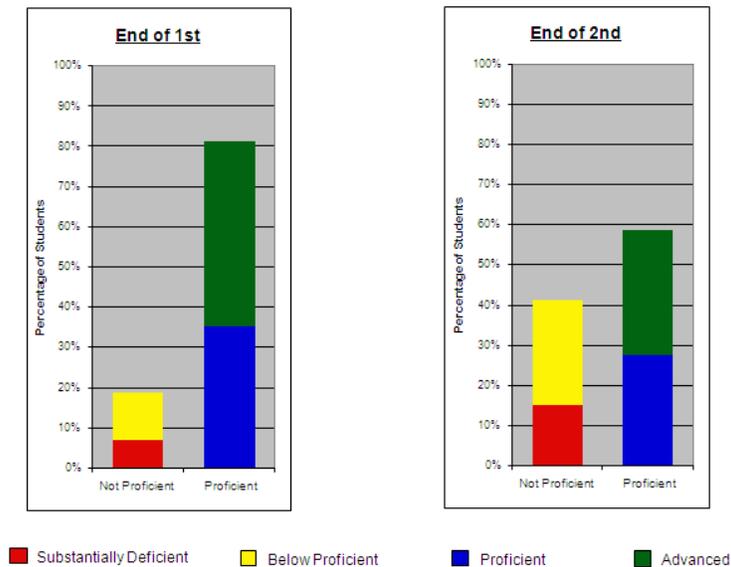
AF CROWN HEIGHTS CLASS OF 2023
DRA Results (Reading) - 1st Grade



At the end of first grade, the Class of 2022 achieved 81% grade-level proficiency on the DRA exam. At the end of second grade the standard for proficiency again increases dramatically and 59% of students were rated as proficient. A graph of these results follows.

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

AF CROWN HEIGHTS CLASS OF 2022
DRA Results (Reading) - 2nd Grade



On average, 78% of kindergarten, 1st, and 2nd grade Crown Heights elementary students met or exceeded grade-level 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, the small group instruction, two-teacher classroom model, and longer-school day and year are contributing factors to the school's end-of-year success on the DRA assessments. Additionally, at AF 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 problems 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 available until August, 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 Social Studies, ELA and Math tests.**

Achievement First Crown Heights Middle Academy now serves students in fifth, sixth, and seventh grades, and will grow to serve students in grades five through eight in the 2008-2009 school year. Students were administered the NYS Social Studies, NYS English Language Arts (ELA), and NYS Math tests. The Social Studies test was administered in November (fifth grade only); the ELA was administered in January, and the Math examination was administered in March.

State assessment results are presented below.

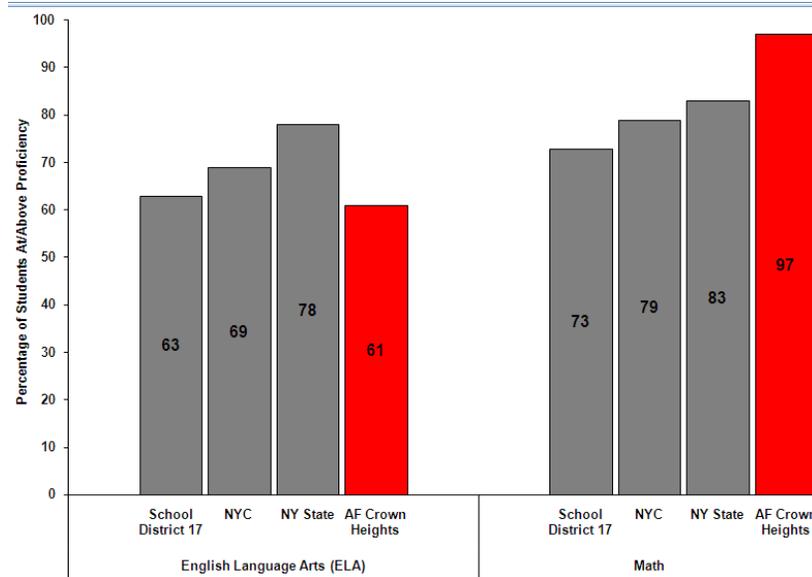
Fifth Grade

61% of AF Crown Heights fifth grade students scored at a proficient or advanced level 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.

50% of fifth graders scored at a proficient level on the NYS Social Studies exam. Again, this result does not meet the Achievement First standard of excellence; however the students had only been in attendance for two months when the test was administered and continued progress was made in the subsequent months. The score does barely meet the goal of 50% proficiency after one year.

On the NYS Math exam, 97% of AF Crown Heights fifth grade scholars achieved grade level or advanced proficiency, compared to only 73% of students in the host district. This result dramatically exceeds our goal of 50% proficiency after one year.

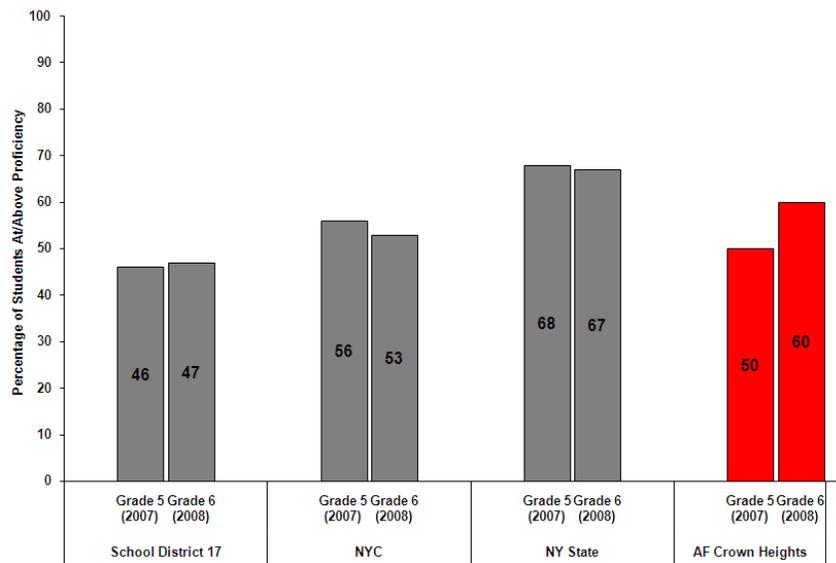
AF Crown Heights Class of 2019 New York State ELA & Math Exams – Fifth Grade



Sixth Grade

At the end of sixth grade, scholars at Achievement First Crown Heights achieved 60% proficiency on the NYS English Language Arts exam. This result achieves our internal benchmark established in the charter application of 60% proficiency after two years at Achievement First, and we anticipate continued breakthrough results in 2008-2009. It is helpful to compare this result to host district 17, in which 6th grade students district-wide achieved only 47% proficiency, 13 percentage points lower than scholars at AF Crown Heights.

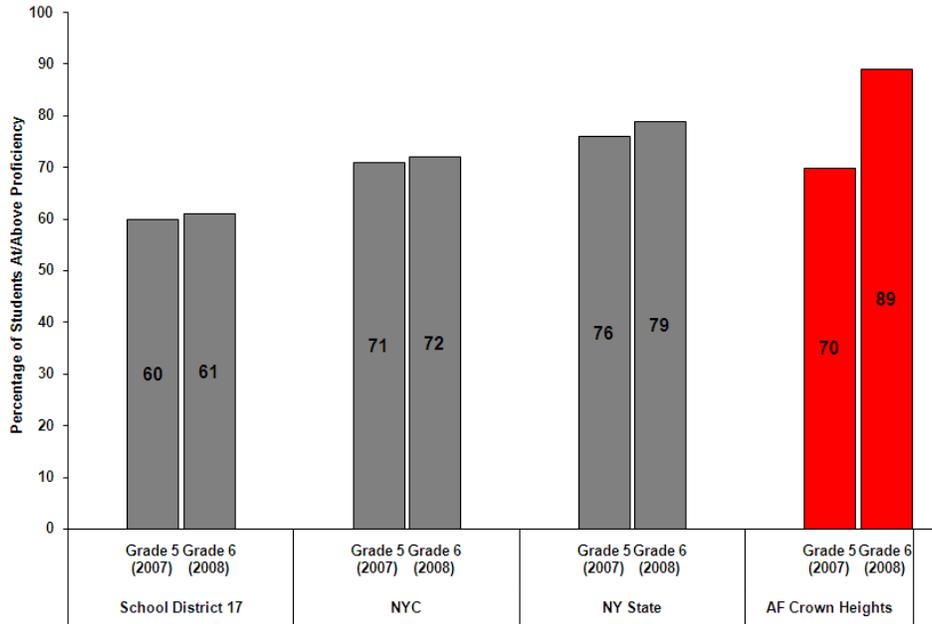
AF Crown Heights Class of 2018 New York State ELA Exam – Sixth Grade



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 2006-07, 70% of students were proficient in math. At the end of sixth grade, 89%

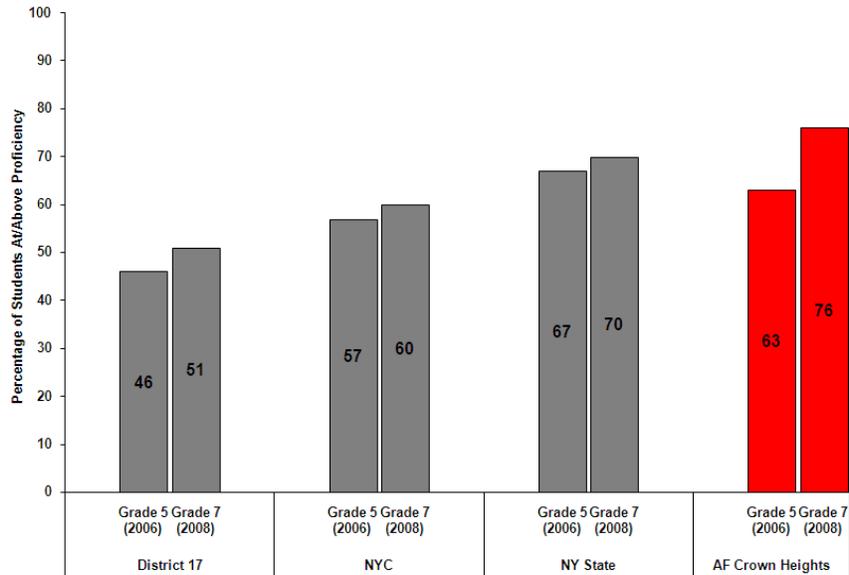
of students were tested at levels 3 and 4 (proficient and advanced), giving them a jump of 19 percentage points in one year. This exceeds the benchmark of 60% proficiency established in our charter application and shows on-track progress from fifth grade.

**AF Crown Heights Class of 2018
New York State Math Exam – Sixth Grade**



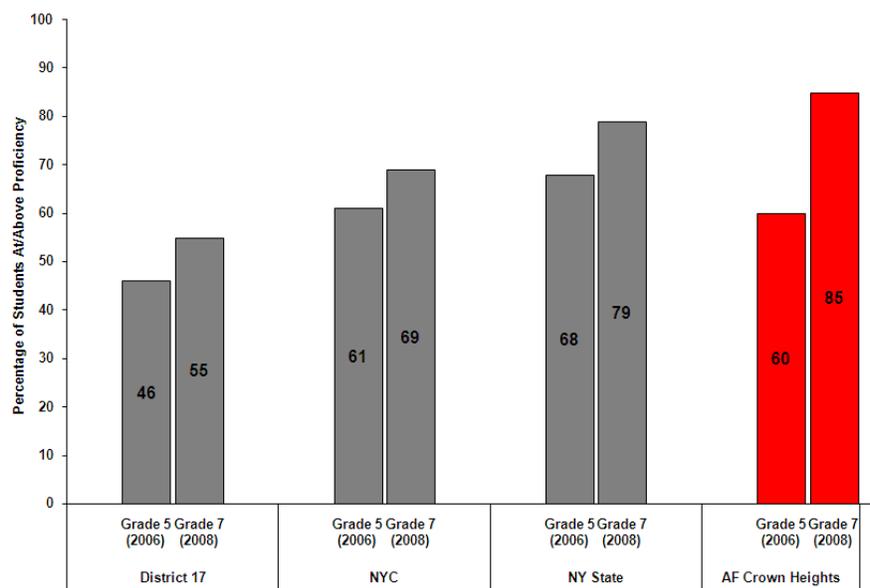
It is in the seventh grade that one can truly see the benefits students receive after three years at an Achievement First school. While their peers in the district, city, and state went up by no more than 5 percentage points from 5th to 7th grade on the ELA exam, AF Crown Heights 7th graders increased by 13 percentage points, with 76% of students scoring proficient/advanced proficient at the end of 7th grade. This exceeds the goal set in the school’s charter that cohorts attending the school for 3 years will achieve at least 70% proficiency on the state test.

**AF Crown Heights Class of 2017
New York State ELA Exam – Seventh Grade**



In math, the results are even more pronounced. Crown Heights 7th graders jumped an amazing 25 percentage points, going from 60% proficient in 5th grade to 85% proficient by the end of 7th grade, greatly outperforming their peers in the host district, city, and state.

**AF Crown Heights Class of 2017
New York State Math Exam – Seventh 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 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.

By the middle of the year, 5th grade students achieved an average national percentile of 24.8%. In the middle of sixth grade, students rated an average national percentile rank of 35.5%. In the middle of seventh grade, students scored an average national percentile rank of 42.2%. 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 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.

At the beginning of 5th grade, AF Crown Heights class of 2019 cohort (current 5th graders), scored an average national percentile of 45%. By the end of 5th grade, they scored an average national percentile of 58%.

At the beginning of 5th grade, AF Crown Heights class of 2018 cohort (current 6th graders), scored an average national percentile of 39%. By the end of 6th grade, they scored an average national percentile of 60%.

At the beginning of 5th grade, AF Crown Heights class of 2017 cohort (current 7th graders), scored an average national percentile of only 12%. By the end of 7th grade, they scored an average national percentile of 62%.

- **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 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 2007-2008 academic year, the trend in student retention centers mostly around transportation.

- **Elementary Academy**

During the 2007-2008 academic year, 11 of 329 students left the elementary academy. This rate of attrition is equal to 3.3% 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 2007-2008 academic year, 9 of 242 students left the middle school academy. This rate of attrition is equal to 3.7% 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.

- **Attrition Totals**

Overall, the total rate of attrition at AF Crown Heights Charter School for the 2007-2008 academic year was 3.5%, 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 attendance 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 2007-2008 academic year, student attendance in elementary academy was 97%.

- **Middle Academy**

During the 2007-2008 academic year, student attendance in the middle academy was 96%.

- **Attendance Totals**

The combined student attendance was 96.5%. 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 96.5%.

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 AF Crown 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 number of short-term suspensions at AF Crown Heights was minimal; however year-end totals are not yet available at this time. We are happy to provide this information pending its final calculation.

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**

98.9% of parents agreed or strongly agreed that “my child goes to a great school” and 88.2% of parents rated the elementary academy as an A/A+ school.

- **Middle Academy**

97% of parents indicated that “my child goes to a great school” and 83.8% of parents rated the middle school academy as an A/A+ school.

- **Overall Parent Satisfaction**

Overall, 86% 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
1C	Student Achievement - 70% of students in year 3 will perform at the proficient level on state tests	Met	Met
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	Pending	Pending
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
2007-2008**

I. STUDENT PERFORMANCE

Student performance at Achievement First Crown Heights Charter School (AF Crown Heights) elementary academy is carefully measured in grades K-2 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 20% of kindergarten students were proficient in reading, but by the end of the year that figure jumped to 93%. Similarly, at the end of the year 82% of our first graders were reading at or above grade level.

This year marked the first occasion for third grade students in the elementary academy to take the New York State English Language Arts and Math exams, with great success. Scores of 89% proficiency on the ELA exam and particularly 100% proficiency on the Math exam speak to the successful Achievement First academic model to which these scholars have been exposed for the past three years.

Mike Kerr, Principal, AF Crown Heights elementary academy, is please with the academic progression students have made in their third year. He expects continued growth in the fourth 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.

Orpheus Williams, Principal, AF Crown Heights middle academy, is similarly pleased with his students' academic gains, which greatly improved upon last year's scores, and outperformed the district, city, and state in almost all cases (except for 5th and 6th grade ELA). The principals and instructional team at AF Crown Heights is working collaboratively to devise a plan to ensure that 100% of students will succeed in meeting grade level standards during their fourth year. The school staff continues to strive for stronger results as students progress to year four. The principals expect a dramatic increase in the students' levels of proficiency and advanced learning and are confident AF Crown Heights 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.

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 the 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, 97.3% of parent respondents agreed that AF Crown Heights elementary academy is delivering on its promises to parents and students. Results for AF Crown Heights middle are also impressive, as 92.5% of parent respondents feel that the school delivered on all promises to parents and students.

Within three 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 assessments and anticipated future successes, all scholars at AF Crown Heights students will easily make it to the top of the mountain.

END OF REPORT

School Name:	Achievement First Crown Heights - Elementary
Date Survey was administered:	6/7/08
Total Number of Students Enrolled at School Site:	332
Total Number of Respondents to Survey:	190

Reasons Child was Enrolled	Item	Why did you enroll your child at the school?	
		Num. of Respo.	% Resp'd
	1	0	0.0%
	2	24	12.6%
	3	127	66.8%
	4	122	64.2%
	5	84	44.2%
	6	30	15.8%
	7	144	75.8%
	8	46	24.2%
	9	44	23.2%
	10	29	15.3%
	11	16	8.4%

Overall	Item	Response Distribution				
		Str Agree	Agree	Disagree	Str Disagree	NA
	1	117	61	2	0	0
	2	109	68	4	0	1
	3	128	46	4	0	0
	4	112	61	7	0	0
	5	122	49	9	0	1
	27	The overall grade I would give the school is:				
		A	A	B	C	F
		102	55	17	4	0

Str Agree	Agree	Disagree	Str Disagree	NA
65.0%	33.9%	1.1%	0.0%	0.0%
59.9%	37.4%	2.2%	0.0%	0.5%
71.8%	25.8%	2.2%	0.0%	0.0%
62.2%	33.9%	3.9%	0.0%	0.0%
67.4%	27.1%	5.0%	0.0%	0.6%
A	A	B	C	F
57.3%	30.9%	9.6%	2.2%	0.0%

Discipline and Classroom Management	Item	Response Distribution				
		Str Agree	Agree	Disagree	Str Disagree	NA
	6	111	65	4	1	0
	7	122	46	3	0	0
	8	104	60	12	1	0
	9	103	68	5	0	1
	10	89	72	4	2	1
Communication	11	103	69	4	3	1
	12	107	62	7	3	0
	13	83	58	9	5	15
	14	115	59	5	2	0
	15	101	66	3	5	1
School Staff	16	111	58	1	2	2
	17	92	73	6	1	5
	18	116	54	4	2	0
	19	92	66	9	0	4
	20	87	65	8	0	8
Academic Program	21	111	52	4	0	0
	22	117	52	2	0	1
	23	90	72	4	0	0
	24	97	62	4	0	0
	25	85	70	12	0	1
	26	88	67	6	1	1

Str Agree	Agree	Disagree	Str Disagree	NA
61.3%	35.9%	2.2%	0.6%	0.0%
71.3%	26.9%	1.8%	0.0%	0.0%
58.8%	33.9%	6.8%	0.6%	0.0%
58.2%	38.4%	2.8%	0.0%	0.6%
53.0%	42.9%	2.4%	1.2%	0.6%
57.2%	38.3%	2.2%	1.7%	0.6%
59.8%	34.6%	3.9%	1.7%	0.0%
48.8%	34.1%	5.3%	2.9%	8.8%
63.5%	32.6%	2.8%	1.1%	0.0%
57.4%	37.5%	1.7%	2.8%	0.6%
63.8%	33.3%	0.6%	1.1%	1.1%
52.0%	41.2%	3.4%	0.6%	2.8%
65.9%	30.7%	2.3%	1.1%	0.0%
53.8%	38.6%	5.3%	0.0%	2.3%
51.8%	38.7%	4.8%	0.0%	4.8%
66.5%	31.1%	2.4%	0.0%	0.0%
68.0%	30.2%	1.2%	0.0%	0.6%
54.2%	43.4%	2.4%	0.0%	0.0%
59.5%	38.0%	2.5%	0.0%	0.0%
50.6%	41.7%	7.1%	0.0%	0.6%
53.4%	41.6%	3.7%	0.6%	0.6%

School Name:	Achievement First Crown Heights - Middle
Date Survey was administered:	8/7/08
Total Number of Students Enrolled at School Site:	242
Total Number of Respondents to Survey:	141

Reasons Child was Enrolled	Item. of Respo.	%
28 Why did you enroll your child at the school?	0	0.0%
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.	90	63.8%
3 The academic program is more rigorous at the school.	88	61.0%
4 The school culture and behavior standards are higher at the school.	65	46.1%
5 There are better teachers at the school.	22	15.6%
6 My child wanted to come to the school.	104	73.8%
7 I wanted a college preparatory education for my child.	54	38.3%
8 I was unhappy with the curriculum or teaching at the prior school.	47	33.3%
9 I was unhappy with the discipline standards and procedures at the prior school.	29	20.6%
10 I have another child attending the school.	10	7.1%
11 Other.		

Overall	Strongly Agree	Agree	Disagree	Strongly Disagree	NA
1 My child goes to a great school.	79	51	3	0	1
2 The school has delivered on its promises to parents and students.	61	62	7	0	3
3 I would recommend the school to parents of other students in the city.	84	48	6	0	2
4 I am pleased with my child's overall progress at the school.	75	51	8	0	2
5 I feel confident that the school is doing all it can to prepare my child for success in college.	79	44	9	0	1
27 The overall grade I would give the school is:	69	45	15	7	0

Discipline and Character Development	Strongly Agree	Agree	Disagree	Strongly Disagree	NA
6 The school is a safe place for children.	72	59	2	1	0
7 The school holds students to very high behavioral standards.	84	45	4	0	0
8 I am happy with the system of rules, rewards, and consequences at the school.	74	45	12	1	0
9 I believe that the school has had a positive impact on my child's character development.	75	50	8	0	2
10 The school is a joyful place.	57	65	7	0	1
11 I am satisfied by how well the school communicates with parents throughout the year about	78	50	8	1	0
12 I receive regular and timely progress about my child's academic progress.	82	48	2	2	0
13 The school contacts me immediately when my child is struggling.	57	53	7	1	13
14 I feel welcome when I visit the school.	65	54	6	0	3
15 The school's administration and teachers are open and accessible.	72	51	6	0	0
16 I am pleased with the principal of the school. The principal does a great job.	86	48	3	0	0
17 I am pleased with the dean of students of the school. The dean does a great job.	70	53	3	0	5
18 I am pleased with my child's teachers. The teachers do a great job.	73	54	4	0	1
19 I can tell that the teachers and staff at the school love my child.	65	50	4	0	9
20 My child has a close relationship with at least one adult in the school.	59	56	8	1	5
21 The school has very high academic standards and a rigorous curriculum.	77	49	3	0	0
22 I am pleased with the quality of teaching at the school.	71	51	4	0	0
23 My child has the right amount of homework each night.	52	38	15	2	2
24 My child's school work and homework assignments are meaningful.	71	60	4	0	0
25 The school day is the right length.	65	60	7	1	0
26 My child is more motivated to learn than before coming to the school.	68	45	12	3	6

Strongly Agree	Agree	Disagree	Strongly Disagree	NA
59.0%	38.1%	2.2%	0.0%	0.7%
45.9%	48.8%	5.3%	0.0%	2.3%
60.9%	33.3%	4.3%	0.0%	1.4%
54.7%	37.2%	6.6%	0.0%	1.5%
59.4%	33.1%	6.8%	0.0%	0.8%
50.7%	33.1%	11.0%	5.1%	0.0%

Strongly Agree	Agree	Disagree	Strongly Disagree	NA
53.7%	44.0%	1.5%	0.7%	0.0%
63.2%	33.8%	3.0%	0.0%	0.0%
56.1%	34.1%	8.1%	0.8%	0.0%
55.6%	37.0%	5.9%	0.0%	1.5%
43.8%	50.0%	5.4%	0.0%	0.8%
56.9%	37.0%	5.9%	0.7%	0.0%
82.1%	34.8%	1.5%	1.5%	0.0%
43.5%	40.5%	5.3%	0.8%	9.9%
50.8%	42.2%	4.7%	0.0%	2.3%
55.8%	39.5%	4.7%	0.0%	0.0%
63.7%	34.1%	2.2%	0.0%	0.0%
53.4%	40.5%	2.3%	0.0%	3.8%
55.3%	40.9%	3.0%	0.0%	0.8%
49.8%	38.2%	5.3%	0.0%	6.9%
45.4%	43.1%	8.9%	0.0%	3.8%
59.7%	38.0%	2.3%	0.0%	0.0%
66.3%	40.5%	3.2%	0.0%	0.0%
40.3%	45.0%	11.6%	0.0%	1.6%
52.8%	44.4%	3.0%	0.0%	0.0%
48.9%	45.1%	5.3%	0.8%	0.0%
50.7%	33.6%	8.0%	2.2%	4.5%



The New York State School Report Card

Accountability
and Overview Report
2006 - 07

School: **ACHIEVEMENT FIRST CROWN
HEIGHTS CHARTER SCHOOL**
School ID: **39-17-00-86-0879**
Principal: **ORPHEUS WILLIAMS**
Telephone: **(718) 774-0762**
Grades: **K-2, 5-6**

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.

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.

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

School **ACHIEVEMENT FIRST CROWN HEIGHTS CHARTER SCHOOL**
School ID **33-17-00-86-0879**

School Profile

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

Enrollment

	2004-05	2005-06	2006-07
Pre-K		0	0
Kindergarten		84	86
Grade 1		81	87
Grade 2		0	84
Grade 3		0	0
Grade 4		0	0
Grade 5		77	86
Grade 6		0	85
Ungraded Elementary		0	0
Grade 7		0	0
Grade 8		0	0
Grade 9		0	0
Grade 10		0	0
Grade 11		0	0
Grade 12		0	0
Ungraded Secondary		0	0
Total K-12		242	428

Average Class Size

	2004-05	2005-06	2006-07
Common Branch			29
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 CROWN HEIGHTS CHARTER SCHOOL**
School ID **33-17-00-86-0879**

Demographic Factors

	2004-05		2005-06		2006-07	
	#	%	#	%	#	%
Eligible for Free Lunch			116	48%	239	56%
Reduced-Price Lunch			46	19%	85	20%
Student Stability*				0%		100%
Limited English Proficient			0	0%	0	0%
Racial/Ethnic Origin						
American Indian or Alaska Native			0	0%	0	0%
Black or African American			233	96%	416	97%
Hispanic or Latino			9	4%	12	3%
Asian or Native			0	0%	0	0%
Hawaiian/Other Pacific Islander						
White			0	0%	0	0%
Multiracial**			N/A	N/A	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				0%		
Student Suspensions			0	N/A	0	0%

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 CROWN HEIGHTS CHARTER SCHOOL**
School ID **33-17-00-86-0879**

Teacher Qualifications

	2004-05	2005-06	2006-07
Total Number of Teachers		12	34
Percent with No Valid Teaching Certificate		42%	29%
Percent Teaching Out of Certification		50%	47%
Percent with Fewer Than Three Years of Experience		17%	29%
Percentage with Master's Degree Plus 30 Hours or Doctorate		0%	3%
Total Number of Core Classes*			73
Percent Not Taught by Highly Qualified Teachers			48%
Total Number of Classes		13	84
Percent Taught by Teachers Without Appropriate Certification		54%	54%

* 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			44%
Turnover Rate of All Teachers			33%

Staff Counts

	2004-05	2005-06	2006-07
Total Other Professional Staff		5	6
Total Paraprofessionals*	N/A	N/A	N/A
Assistant Principals		0	4
Principals		2	2

* 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

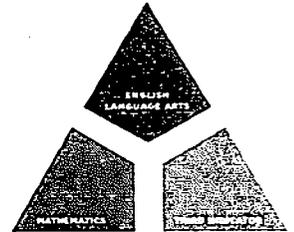
Other Professionals includes administrators, guidance counselors, school nurses, psychologists, and other professionals who devote more than half of their time to non-teaching duties. Teachers who are shared between buildings within a district are reported on the district report only.

School **ACHIEVEMENT FIRST CROWN HEIGHTS CHARTER SCHOOL**
School ID **33-17-00-86-0879**

Understanding How Accountability Works in New York State

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

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



1 English Language Arts (ELA)

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

A Participation Criterion

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

B Performance Criterion

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

2 Mathematics

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

3 Third Indicator

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

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

A Participation Criterion

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

B Performance Criterion

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

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

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

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

School ACHIEVEMENT FIRST CROWN HEIGHTS CHARTER SCHOOL
School ID 33-17-00-86-0879

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/lrts.

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/lrts.

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 CROWN HEIGHTS CHARTER SCHOOL**
School ID **33-17-00-86-0879**

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 **ACHIEVEMENT FIRST CROWN HEIGHTS CHARTER SCHOOL**
 School ID **33-17-00-86-0879**

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

NO

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 CROWN HEIGHTS CHARTER SCHOOL**
School ID **33-17-00-86-0879**

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 (167:151)	✓	✓	100%	✓	148	114	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (159:143)	✓	✓	100%	✓	148	113	
Hispanic or Latino (7:7)	-	-	-	-	-	-	-
Asian or Native Hawaiian/Other Pacific Islander (0:0)							
White (1:1)	-	-	-	-	-	-	-
Multiracial (0:0)							
Other Groups							
Students with Disabilities ⁴ (14:13)	-	-	-	-	-	-	-
Limited English Proficient ⁵ (0:0)							
Economically Disadvantaged (137:124)	✓	✓	100%	✓	146	113	
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
- ✓[‡] Made AYP Using Safe Harbor Target
- ✗ Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

School ACHIEVEMENT FIRST CROWN HEIGHTS CHARTER SCHOOL
School ID 33-17-00-86-0879

Elementary/Middle-Level Mathematics

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



Good Standing

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 (167:150)	✓	✓	99%	✓	164	78	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (159:142)	✓	✓	99%	✓	164	77	
Hispanic or Latino (7:7)	-	-	-	-	-	-	-
Asian or Native Hawaiian/Other Pacific Islander (0:0)							
White (1:1)	-	-	-	-	-	-	-
Multiracial (0:0)							
Other Groups							
Students with Disabilities ⁴ (14:13)	-	-	-	-	-	-	-
Limited English Proficient ⁵ (0:0)							
Economically Disadvantaged (137:123)	✓	✓	99%	✓	161	77	
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
- ✓/‡ Made AYP Using Safe Harbor Target
- ✗ Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

School **ACHIEVEMENT FIRST CROWN HEIGHTS CHARTER SCHOOL**
School ID **33-17-00-86-0879**

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	50%			84
Grade 6	59%			83
Mathematics				
Grade 5	70%			83
Grade 6	69%			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.

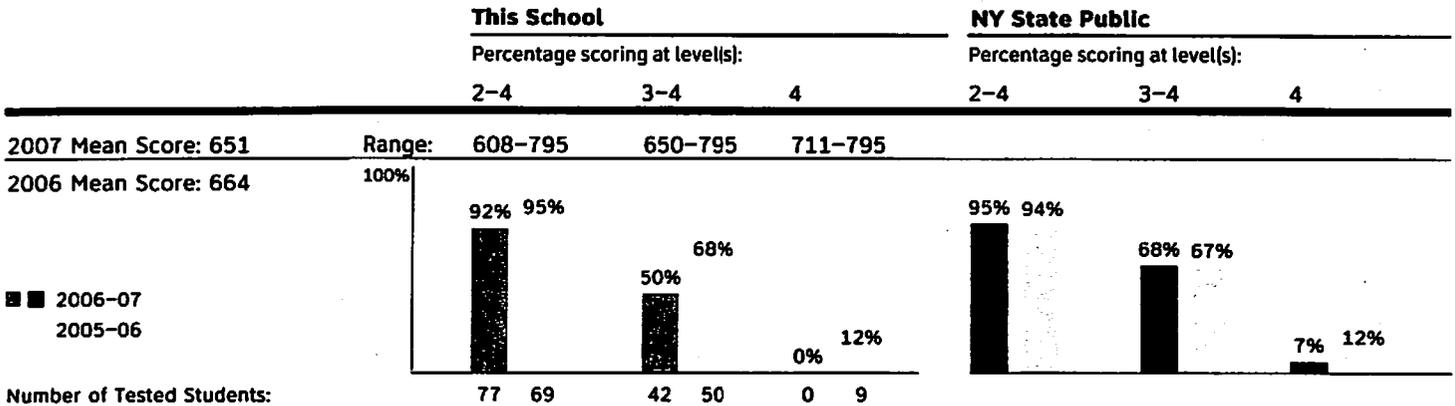
This District's N/RC Category:

Charter Schools

Overview of School Performance

School **ACHIEVEMENT FIRST CROWN HEIGHTS CHARTER SCHOOL**
 School ID **33-17-00-86-0879**

This School's Results in Grade 5 English Language Arts



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	92%	50%	0%	73	95%	68%	12%
Female	36	97%	56%	0%	42	98%	79%	21%
Male	48	88%	46%	0%	31	90%	55%	0%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	82	-	-	-	67	94%	67%	12%
Hispanic or Latino	1	-	-	-	6	100%	83%	17%
Asian or Native Hawaiian/Other Pacific Islander	-	-	-	-	-	-	-	-
White	1	-	-	-	-	-	-	-
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals	84	92%	50%	0%	73	95%	68%	12%
General-Education Students	73	93%	55%	0%	73	95%	68%	12%
Students with Disabilities	11	82%	18%	0%	-	-	-	-
English Proficient	84	92%	50%	0%	73	95%	68%	12%
Limited English Proficient	-	-	-	-	-	-	-	-
Economically Disadvantaged	66	92%	47%	0%	47	96%	64%	11%
Not Disadvantaged	18	89%	61%	0%	26	92%	77%	15%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	84	92%	50%	0%	73	95%	68%	12%

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

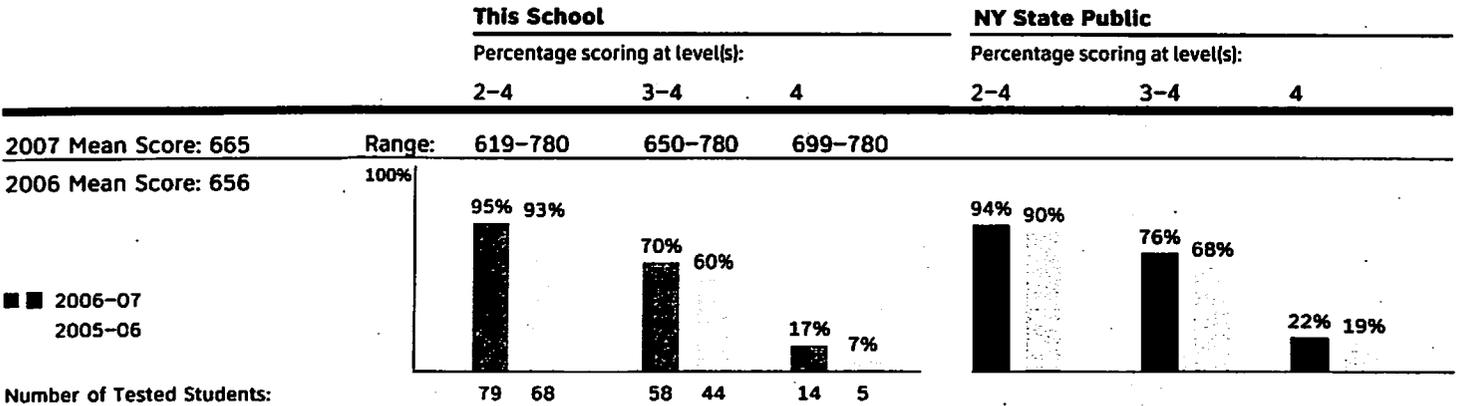
	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	0				New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
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

* 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 CROWN HEIGHTS CHARTER SCHOOL**
 School ID **33-17-00-86-0879**

This School's Results in Grade 5 Mathematics



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	95%	70%	17%	73	93%	60%	7%
Female	35	97%	71%	17%	42	93%	71%	10%
Male	48	94%	69%	17%	31	94%	45%	3%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	81	-	-	-	67	94%	60%	6%
Hispanic or Latino	1	-	-	-	6	83%	67%	17%
Asian or Native Hawaiian/Other Pacific Islander	-	-	-	-	-	-	-	-
White	1	-	-	-	-	-	-	-
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals	83	95%	70%	17%	73	93%	60%	7%
General-Education Students	72	97%	71%	18%	73	93%	60%	7%
Students with Disabilities	11	82%	64%	9%	-	-	-	-
English Proficient	83	95%	70%	17%	73	93%	60%	7%
Limited English Proficient	-	-	-	-	-	-	-	-
Economically Disadvantaged	65	94%	71%	15%	47	94%	55%	6%
Not Disadvantaged	18	100%	67%	22%	26	92%	69%	8%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	83	95%	70%	17%	73	93%	60%	7%

NOTES
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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

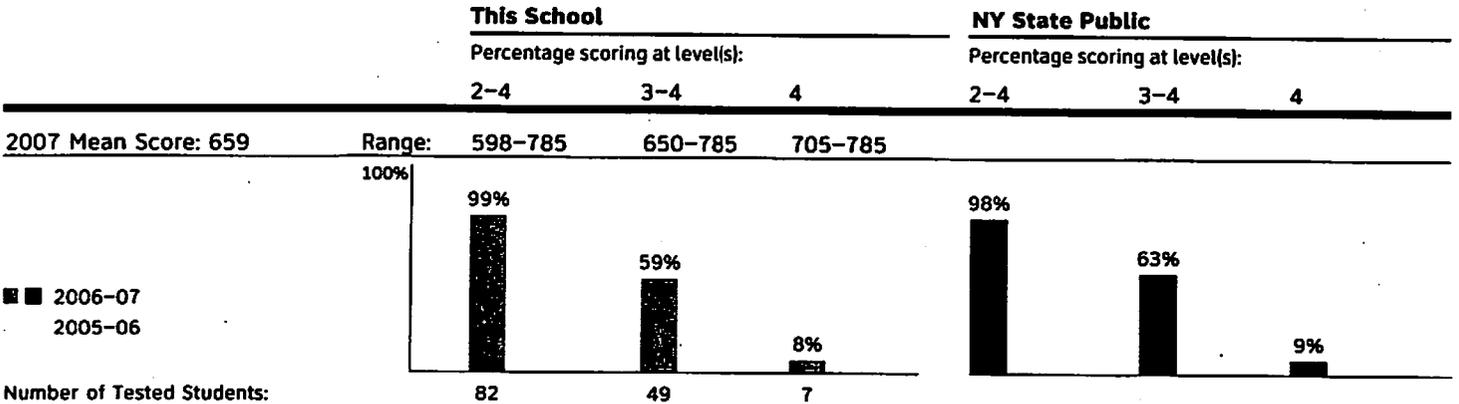
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent 0

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

Overview of School Performance

School **ACHIEVEMENT FIRST CROWN HEIGHTS CHARTER SCHOOL**
School ID **33-17-00-86-0879**

This School's Results in Grade 6 English Language Arts



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	99%	59%	8%				
Female	46	100%	63%	13%				
Male	37	97%	54%	3%				
American Indian or Alaska Native								
Black or African American	77	99%	58%	8%				
Hispanic or Latino	6	100%	67%	17%				
Asian or Native Hawaiian/Other Pacific Islander								
White								
Multiracial								
Small Group Totals								
General-Education Students	80	-	-	-				
Students with Disabilities	3	-	-	-				
English Proficient	83	99%	59%	8%				
Limited English Proficient								
Economically Disadvantaged	71	99%	55%	7%				
Not Disadvantaged	12	100%	83%	17%				
Migrant								
Not Migrant	83	99%	59%	8%				

NOTES

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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 6 Equivalent	0							
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 6	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A

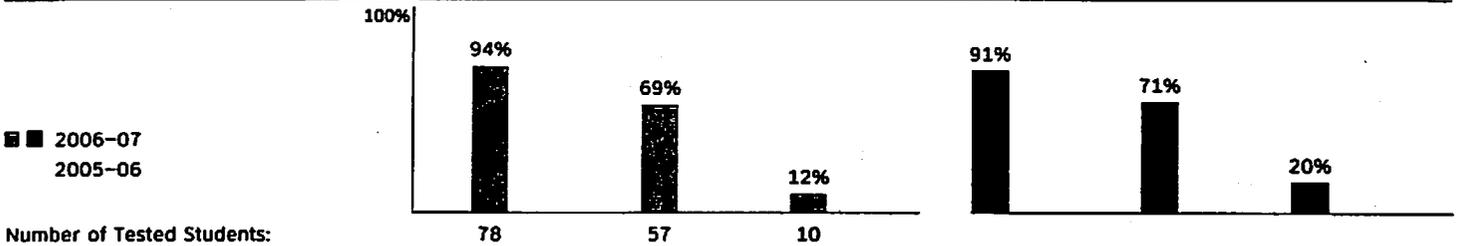
¹ These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

Overview of School Performance

School **ACHIEVEMENT FIRST CROWN HEIGHTS CHARTER SCHOOL**
School ID **33-17-00-86-0879**

This School's Results in Grade 6 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: 666	616-780	650-780	696-780			



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	94%	69%	12%				
Female	46	96%	80%	15%				
Male	37	92%	54%	8%				
American Indian or Alaska Native								
Black or African American	77	95%	69%	12%				
Hispanic or Latino	6	83%	67%	17%				
Asian or Native Hawaiian/Other Pacific Islander								
White								
Multiracial								
Small Group Totals								
General-Education Students	80	-	-	-				
Students with Disabilities	3	-	-	-				
English Proficient	83	94%	69%	12%				
Limited English Proficient								
Economically Disadvantaged	71	93%	65%	10%				
Not Disadvantaged	12	100%	92%	25%				
Migrant								
Not Migrant	83	94%	69%	12%				

NOTES

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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 6 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 CROWN
HEIGHTS CHARTER SCHOOL**
 School ID: **33-17-00-86-0879**
 Principal: **ORPHEUS WILLIAMS**
 Telephone: **(718) 774-0762**
 Grades: **K-2, 5-6**

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		

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Other Assessments

School **ACHIEVEMENT FIRST CROWN HEIGHTS CHARTER SCHOOL**
 School ID **33-17-00-86-0879**

Elementary/Middle-Level Social Studies 2006-07

	All Students					General-Education Students					Students with Disabilities				
	Total Tested	Percentage of students scoring at level:				Total Tested	Percentage of students scoring at level:				Total Tested	Percentage of students scoring at level:			
		1	2	3	4		1	2	3	4		1	2	3	4
Elementary Level	30	33%	13%	50%	3%	29	-	-	-	-	1	-	-	-	-
Middle Level	0					0					0				

2003 Total Cohort Performance on Regents Exams After Four Years

	All Students				General-Education Students				Students with Disabilities			
	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

	All Students				
	Total Tested	Number of students scoring 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 NYSA 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

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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 CROWN HEIGHTS CHARTER SCHOOL	BEDS Code: 331700860879
Contact Person: Tsehaia Brown, Director of School Operations	Phone: (718) 774-0762

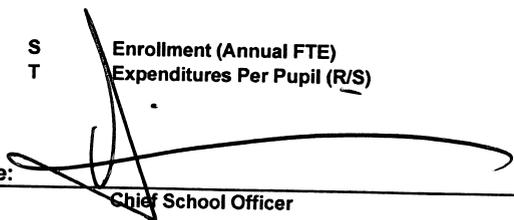
REVENUES

A State Sources	\$ 32,490
B Federal Sources	531,103
C Public School Districts	
1 Basic Operating Revenues	6,377,915
2 State Aid-Pupils with Disabilities	80,000
3 Federal Aid-Pupils with Disabilities	41,180
4 Other Revenue from Public School Districts	61,951
D All Other Revenues	80,768
E TOTAL REVENUES FROM ALL SOURCES:	\$ 7,205,407

S Enrollment (Annual FTE)	578.44
T Expenditures Per Pupil (R/S)	\$11,679

EXPENDITURES

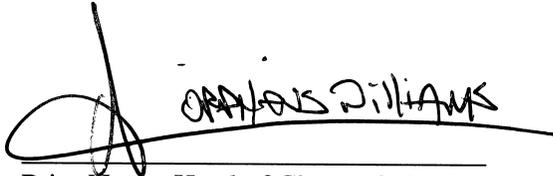
	Salaries	Other	Total
F General & Administrative	206,955	256,917	463,872
G Instructional Supervision	742,910	46,346	789,256
H All Other Instruction	2,990,688	1,185,293	4,175,981
I Pupil Services	85,403	100,713	186,116
J Pupils with Disabilities	4,123	-	4,123
K Transportation	-	58,257	58,257
L Community Services	-	-	-
M Operation and Maintenance	-	-	-
N Employee Benefits			833,718
O Debt Service			62
P School Lunch			61,096
Q Capital Expense			183,018
R Grand Total Expenditures	4,030,078	1,647,526	6,755,498

Signature:  Chief School Officer

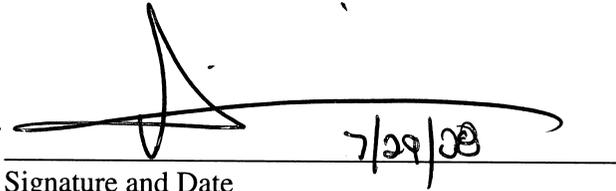
Date: 7/29/08

Statement of Assurances

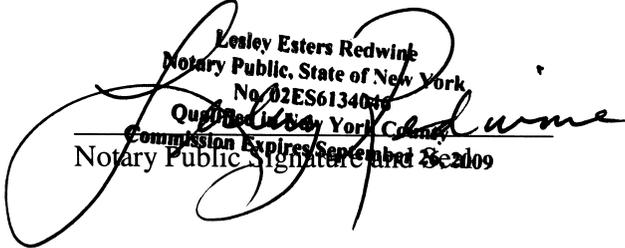
Our signatures below attest that all of the information contained herein is truthful and accurate, and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws, regulations, and rules. We understand that if any information in any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


Jonathan Williams

Print Name, Head of Charter School


7/29/08

Signature and Date

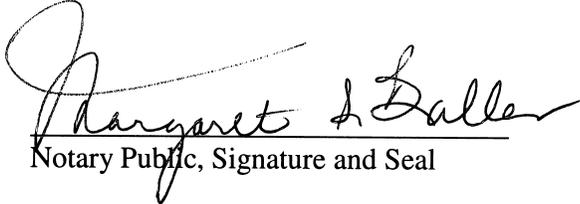

Lesley Esters Redwine
Notary Public, State of New York
No. 02ES6134046
Qualified in New York County
Commission Expires September 28, 2009
Notary Public Signature and Seal

L. Priscilla Hall

Print Name, President, Board of Trustees



Signature and Date


Margaret S. Balles
Notary Public, Signature and Seal

MARGARET S. BALLEs
Notary Public, State of New York
No. 01BA5000924
Qualified in Queens County
Commission Expires Aug. 24, 2010