



ACHIEVEMENT  
PREP

WASHINGTON, D.C. PUBLIC CHARTER SCHOOL NETWORK

*Building a Foundation to Leave a Legacy*

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**2013–2014 Annual Report**

*Board Chair: John Green*

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# **I. SCHOOL DESCRIPTION**

## **A. Mission Statement**

Achievement Prep Public Charter School’s mission is to prepare students to excel as high-achieving scholars and leaders in high school, college, and beyond. The mission is supported by the following beliefs upon which Achievement Prep is built:

Achievement Prep believes that:

- Literacy is the most essential academic skill upon which the majority of all future skill and knowledge acquisition is based.
- All students, regardless of race or socio-economic status, deserve a top quality, rigorous college-preparatory education.
- Closing the achievement gap in education is the “good fight” all schools must fight—and win.
- When provided with a highly structured, disciplined, and supportive learning environment, and with quality, targeted instruction, all students will achieve to the highest academic standards.
- Frequent and continuous assessment is needed for a quality-learning environment.
- Our most important partnership is the partnership with our parents.

## **B. School Program**

### **1. Curriculum Design and Instructional Approach**

In 2013–2014, Achievement Prep served 232 scholars in grades K–3 and 382 scholars in grades 4–8. Achievement Prep prepares students to excel as high-achieving scholars and leaders in high school, college, and beyond through a rigorous college-preparatory curriculum focused on the core academic areas of reading, writing, math, science, and social studies/history. In order to fulfill its mission and ensure that Achievement Prep scholars are fully equipped to compete academically with peers from the most rigorous college-preparatory programs in the nation, Achievement Prep has developed rigorous learning standards and chosen curricular materials that support scholars’ success in these standards.

#### **Learning Standards**

The Common Core State Standards (Common Core) provide the framework for Achievement Prep’s content standards. Achievement Prep staff work strategically and relentlessly so that scholars master all of the Common Core and D.C.’s clear and rigorous academic standards. To ensure scholars are fully prepared for demanding college-preparatory and local magnet high schools, Achievement Prep further strengthens its curricula where necessary, exceeding the Common Core in a manner that is grade-appropriate and simultaneously ensures the mastery of basic skills.

## Curriculum

Achievement Prep’s academic program rests upon a rigorous Common Core standards-based curriculum focused on English language arts, mathematics, science, and social studies/history, and is designed to dramatically accelerate the learning of its scholars. To supplement its internally-created, standards-based curriculum, Achievement Prep uses curricular resources that have proven success in other excellent schools serving a similar population of students.

### English Language Arts

Achievement Prep scholars take double periods of English language arts instruction. Achievement Prep’s overall reading program is based on the five components of excellent reading outlined by the federal government: phonemic awareness, phonics, fluency, vocabulary, and comprehension.

#### *Phonemic Awareness and Phonics*

Achievement Prep wants to ensure that each scholar is afforded the opportunity to build or rebuild the phonetic foundation on which all future learning depends—particularly as scholars move from sight recognition and familiar vocabulary to more complex words and types of words.

Achievement Prep uses flexibility grouping to differentiate instruction so that Achievement Prep meets the needs of those scholars who require phonics and phonemic awareness, and accelerates the instruction for those scholars who are higher skilled and do not require such remediation.

During the 2013–14 school year, Achievement Prep employed two full-time reading specialists across its campuses. The decision to increase expertise in the area of building phonemic awareness was a direct response to previous years’ data.

#### *Fluency*

In order to ensure that all Achievement Prep readers are fluent, Achievement Prep tested all scholars on fluency upon entry and prior to the start of the school year. For those scholars who demonstrated the need for fluency practice, Achievement Prep uses the Corrective Reading program. Written for scholars who have difficulty reading accurately and fluently, the Corrective Reading program provides a unique blend of teacher-directed instruction and high-frequency practice to accelerate fluency and decoding. This proven intervention program progresses from teaching letter sounds and blending to reading passages typical of textbook material. Detailed data on performance allows scholars to monitor their own improvement and experience success.

### *Vocabulary*

Achievement Prep pays intense attention to vocabulary development. In order to combat the 4<sup>th</sup> grade slump, English language arts classes at Achievement Prep use the systematic approach to vocabulary development that is presented through the Wordly Wise 3000 vocabulary materials.

In addition to the utilization of the Wordly Wise vocabulary materials, Achievement Prep adheres to the philosophy that vocabulary is best built through independent reading. 20 minutes of every day is dedicated to “Drop Everything and Read” (DEAR). In addition, all scholars are required to carry their independent reading book throughout the school day and keep it at their desks in all classes. Scholars are also required to read their independent reading books for at least 20 minutes per night as part of their homework, and to complete a reading log documenting his/her reading for the evening.

### *Comprehension*

As scholars become more fluent readers, the focus of reading classes increasingly shifts to comprehension and textual analysis. Achievement Prep uses the Making Connections and Wilson Reading programs to increase reading comprehension and analytical skills. In addition, scholars who are struggling with comprehension receive additional small group instruction geared at helping them to decipher text and increase comprehension.

### *Writing*

In addition to the five key components of strong reading instruction, Achievement Prep offers a rigorous writing curriculum that teaches scholars to write with excellent organization, elaboration, and flow in multiple genres. Achievement Prep has created its own internal writing standards that are rigorous and meant to ensure mastery and clarity of written expression. Because the best way to improve one’s writing is by writing, scholars write every day in class and at home. Scholars learn step-by-step how to create strong sentences, paragraphs, and papers using templates and teacher modeling until they are confident enough to tackle the task without scaffolding.

## **Mathematics**

Achievement Prep scholars have double periods of math to ensure a solid foundation of skills and concepts and prepare for an accelerated high school mathematics curriculum. The mathematics courses have a dual focus: procedures (computation) and problem solving (application). The procedures class instills and reinforces basic math skills, rules, and operations that many scholars lack, and infuses new concepts and skills. Problem solving teaches scholars how to apply this procedural knowledge to complex, multi-step problems—often with “real world” significance. The distinction between procedures and problem solving is clear—one provides the concepts and skills while the other provides problem-solving applications. Achievement Prep 7<sup>th</sup> grade scholars take pre-algebra, and all 8<sup>th</sup> graders take Algebra I.

## **Science**

The goal of Achievement Prep's science curriculum is to develop scientific literacy and the skills necessary to design and carry out scientific investigations. The science course tackles science-related text, while also exposing the scholars to hands-on experiments to increase their engagement and understanding of the subject. A large emphasis is placed on teaching scholars to ask questions. Scholars are encouraged to complete research and build models to gain a deeper understanding of the concepts addressed in the course.

## **Social Studies/History**

Achievement Prep's goal is to instill in scholars the historical skills and knowledge necessary for them to become lifelong students of history. The social studies/history curriculum is presented in a way that is engaging and challenging. Teachers expect scholars to master the key concepts and vocabulary, and also teach scholars to analyze primary sources, debate different points of view, and make cause-and-effect connections. Achievement Prep's social studies curriculum makes explicit connections to reading instruction skills taught in other subjects. Social studies class is a fast-paced, multi-modal class in which scholars hone their non-fiction reading skills, learn important content, and apply it in written essays and oral presentations. The TimeLinks curriculum provides readable, accessible content that aligns with state standards and includes easy-to-use multiple resources such as leveled readers to meet the needs of all learners in the classroom.

## **Inclusive and Suitable Curriculum for All Scholars**

Achievement Prep's curriculum was developed to ensure that every scholar, regardless of learning style, level of proficiency, English language learner status, or special education status, can participate fully and thrive academically. Achievement Prep selected curricular resources that can be extended and adapted for use with scholars who need intense remediation, English language learners, scholars with disabilities, and more advanced scholars. Achievement Prep's frequent assessment schedule helps to identify those scholars who have achieved mastery and require more challenging work, as well as those scholars who are struggling with a skill/content area and need additional support or an alternate way to master a skill/content area. Achievement Prep's use of flexible ability grouping allows teachers to make appropriate curricular adjustment to meet scholars' needs. Achievement Prep is working to ensure that all of its scholars, regardless of their learning needs, are prepared to achieve academic success.

In addition, Achievement Prep has built a structured intervention or enrichment tutoring period into the daily schedule. Teachers review data on a weekly basis in a collaborative setting in order to form class rosters and instructional plans that meet 100% of scholars where they are. This period, called Results, allows an opportunity for scholars to receive remediation or extension based on current data points. Results also provides teachers with the regular time and space to implement data-driven action plans.

## **2. Parental Involvement at Achievement Prep – Parents as Partners**

Achievement Prep believes that it has a responsibility to empower parents to have a voice in their child's education. Achievement Prep believes that when families become involved, students, schools, and communities all benefit because strong home-school partnerships help all stakeholders focus on the real issue of high student achievement. Achievement Prep views parents as partners, believing that students attain more educational success when schools and families work together to motivate, socialize, and educate students. Staff regularly communicates with families about their scholar's progress. In return, parents are expected to attend parent-teacher conferences and ensure that their scholar attends school regularly and promptly.

Achievement Prep sponsors a monthly Family Night, where we welcome families into the school for food, activities, and community building. We do not send or mail report cards home; families are required to come into the school and meet with teachers at least four times per year to discuss their child's academic progress. We use these conferences as opportunities to build support and to strengthen the partnership between family and school.

## II. SCHOOL PERFORMANCE

### A. Performance and Progress

#### 1. Meeting the Mission

Achievement Prep is meeting its mission to prepare students to excel as high-achieving scholars and leaders in high school, college, and beyond. Our first two classes of 8<sup>th</sup> graders have been promoted and accepted into selective and highly competitive high schools in Washington, D.C., as well as prestigious private and boarding schools across the country. Our alumni support staff maintain constant and targeted contact with Achievement Prep alumni, offering support, counsel and encouragement, to ensure that they will continue to excel, in high school, college and beyond.

#### Key Mission-Related Programs

Achievement Prep is able to meet its mission through the following network-wide mission-related programs:

##### ❖ **Making College a Reality**

The primary goal of Achievement Prep is to provide a rigorous academic environment in which all students can achieve excellence. Our program puts all students on a college preparatory track. Beginning in kindergarten, Achievement Prep scholars are exposed to the idea of college, the hard work it takes to be successful in college, and the fact that all they do each day is preparing them to attend and graduate from college. All of our scholar advisories are named after a Platinum Teacher's college/university alma mater. We refer to each grade of scholars by the year they will graduate from college. Our goal is 100% college acceptance and graduation.

##### ❖ **Be the Dream – Character and Leadership**

This program is integral to Achievement Prep's mission and is based on the notion set forth by Dr. Martin Luther King, Jr.: "strong mind and tender heart"—the idea that a complete education includes the development of intellectual competence, as well as the nurturing of fine character. An emphasis on Achievement Prep's DREAM (Determination, Respect, Enthusiasm, Accountability and Mastery) values is integrated into the academic courses and throughout the school culture. The goal is for Achievement Prep scholars to not merely do "well," but also to do "good."

##### ❖ **Laser Focus on Language Arts**

Achievement Prep scholars have three times the amount of ELA instruction in comparison to their peers. Scholars receive three hours of literacy instruction each day. At our elementary school, scholars receive literacy instruction in small groups, whole class, and via independent technology learning. By middle school, scholars are reading and analyzing multi-page papers, and providing written analysis of complex topics.



### ❖ **Extended School Day and School Year**

All Achievement Prep scholars participate in an extended year and school day program. Scholars at both campuses attended school for over 190 days in the academic year. This is longer than the traditional school year of 180 days in DC Public Schools. An extended school year allows additional time for teachers to maximize instruction and student learning, provide targeted support, and accelerate learning. In addition to the 190+ days of instruction, Achievement Prep also requires certain students to attend Saturday Academy an additional 20 Saturdays out of the year from 9am–12pm. The focus of Saturday Academy is targeted math and reading instruction and support.

In addition to a longer academic year, Achievement Prep scholars have a longer academic day. Scholars at both campuses attended school from 7:30am to 4pm. Achievement Prep scholars are provided with 2.5 hours more of instructional time each day than the traditional public schools. The extended academic day allows more in depth and rigorous instruction time in core academic subjects. Opportunities for targeted student support and enrichment activities are built into the academic day schedule.

### ❖ **Exemplary Teaching Staff**

Teachers are the greatest levers of change. We commit to having a high-quality teacher in front of our scholars at all times. Our teachers are a determined team of educators who push one another to create and to sustain an outstanding environment for teaching and learning. We are driven by a belief that the quality of our instruction has the most immediate impact on our ability to achieve our mission.

### ❖ **Professional Development**

At Achievement Prep, we believe that teaching matters—greatly. Since primarily two factors drive student achievement—what is taught and how it is taught—Achievement Prep believes that it is vital to invest in all its teaching professionals so that they can become great, master teachers.

In 2013–2014, the school provided high quality professional development prior to the start of school with a 4-week Summer Institute, and during the school year through 2.5 hours weekly professional development sessions, 8 full-day professional development days, weekly observations, and 30-minute individual weekly meetings to build instructional skills, knowledge, and strategies.

In addition, a large emphasis was placed on analyzing video clips of instruction during the 2013–14 school year. These video analysis sessions took place with the teachers and co-directors during weekly meetings and in larger, whole-staff professional development sessions.

### ❖ **Strong School Culture**

A strong school culture is conducive to high student achievement. Achievement Prep works strategically and relentlessly to create a culture of high achievement and celebration. Achievement Prep has established a positive, caring, tough-love atmosphere where scholars

feel safe and successful socially, emotionally and academically. Through programs such as the DREAM Dollars (weekly scholar paychecks of symbolic funds), Preppie and Proud (Achievement Prep’s weekly community celebration), daily Community Close Outs, and Morning Meetings, Achievement Prep has created an environment where scholars and staff alike embrace the concept of team and family and celebrating and rewarding appropriate behaviors.

❖ **J-Factor**

Joy (J-Factor) is a cornerstone of each of our schools. Achievement Prep scholars love learning and knowing that each day they are “getting their brains stronger.” We infuse joy and excitement into our learning via chants, songs, and advisory calls. We also know that it is important to recognize scholars for their hard work, so we are always celebrating scholars with weekly recognitions and awards. Scholars enjoy “Preppie and Proud” Wednesdays, where the afternoon is about celebrating them! Scholars participate in the weekly Preppie and Proud event, visit the DREAM store, earn Century Club, Scholars Ballers are recognized, and they receive “you just never know” trips and awards.

**2. Meeting the Goals and Academic Achievement Expectations in the Charter**

Achievement Prep is working to amend its charter in 2014 with guidance from the PCSB to replace its accountability plan goals with other academic and non-academic achievement measures.

Achievement Prep underwent its fifth year review by the DC Public Charter School Board (PCSB) during the 2012–13 school year. In its review, the PCSB noted that Achievement Prep PCS identified eighteen goals in its original charter application. Of those eighteen goals, the PCSB included fifteen goals in its analysis, and noted that Achievement Prep had pursued and collected data for ten goals. Of the ten goals pursued, Achievement Prep PCS has met nine of these goals. The chart below summarizes these determinations, which are detailed further in the body of the Fifth Year Review report.

	<b>Goal or Expectation</b>	<b>Met?</b>
1	Students master content in reading and demonstrate proficiency as readers of the English language.	Yes
2	Students master content in writing and demonstrate grade level proficiency or higher and progress one year or more every year in writing.	Yes
3	Students master content in math and demonstrate increased academic achievement in mathematics annually in tested areas.	Yes
4	Students demonstrate grade level proficiency or higher, and progress one year or more every year in science	Yes
5	Students will demonstrate an increase in	Goal Not

	achievement scores in reading on the Woodcock Johnson III assessment for special education students.	Pursued <sup>1</sup>
6	Students will demonstrate an increase in achievement scores in mathematics on the Woodcock Johnson III assessment for special education students.	Goal Not Pursued
7	Students demonstrate high levels of attendance and homework completion.	Yes <i>Pending verification on the homework component</i>
8	Students consistently demonstrate the DREAM values (Determination, Respect, Enthusiasm, Accountability, and Mastery) in their actions and interactions within the school community.	Yes
9	Maintain annual out of school suspensions less than 5%.	No
10	Parents/families actively engage in their child's learning and support the mission of the school.	Yes
11	Parents/families demonstrate high satisfaction with the academic program and the clear and open communication of Achievement Prep.	Insufficient Evidence <sup>2</sup>
12	The community will demonstrate overall satisfaction with Achievement Prep.	Insufficient Evidence
13	The faculty and staff will demonstrate overall satisfaction with Achievement Prep.	Insufficient Evidence
14	Achievement Prep PCS will demonstrate effective systems of home/school communication.	Yes <i>Pending verification</i>
15	Achievement Prep PCS will demonstrate full enrollment and strong student retention.	Yes

For each goal that is identified as either not pursued or for which there is insufficient evidence, PCSB staff recommended that Achievement Prep PCS either a) amend its charter to remove the goals or b) begin collecting and annually reporting data on the progress towards meeting these goals.

The PCSB granted Achievement Prep charter continuance based on its first five years of performance.

<sup>1</sup> Achievement Prep PCS did not administer the Woodstock Johnson III assessment.

<sup>2</sup> PCSB did not have sufficient documentation on record to make a determination whether the school met this goal.

## Student Achievement

### DC CAS

In its sixth year of operation, Achievement Prep scholars at the flagship Wahler Place Middle Campus continued to be among the highest performing students in the District of Columbia. On the 2014 DC CAS, 60% of Achievement Prep scholars at the Wahler Place Campus were proficient or advanced in reading, and 81% were proficient or advanced in math. The percentage of scholars who were advanced or proficient in reading was 10.5% higher than the District average (49.5%), and the percentage of scholars who were advanced or proficient in math was 28% higher than the District average (53%).

In the 2013-14 school year, Achievement Prep took over Septima Clark Elementary School, which was a low-performing charter school located in Ward 8. We established our Mississippi Avenue Elementary Campus, and served 232 scholars. The Achievement Prep community is committed to ensuring our elementary campus test scores meet the high bar set by our Wahler Place Middle Campus.

<b>Wahler Place Middle Campus</b>	Achievement Prep 2012 % prof or advcd	Achievement Prep 2013 % prof or advcd	Achievement Prep 2014 % prof or advcd	District average 2014	% comparison to District average
<b>Reading</b>	69%	64%	60%	49.5%	+10.5%
<b>Math</b>	86%	85%	81%	53%	+28%

## B. Lessons Learned and Actions Taken

Developing literacy skills at the rate required for our scholars to compete at high-performing, college preparatory schools has continued to be a challenge for us. In response, we are departmentalizing our Elementary School campus so teachers can become experts in one content area instead of focusing on multiple subjects each day. The major shift in response to our lessons learned at our Middle School campus is to create a structure that allows teachers to focus on the instructional shifts required by Common Core, as opposed to focusing on instructional shifts and curriculum development. We plan on using the Engage NY ELA resources as the foundation of our Literacy curriculum for the 2014–15 school year. In addition, we are planning on moving to a 110-minute integrated literacy block versus the two distinct 55-minute periods of Reading and Writing.

## C. Unique Accomplishments

- ❖ In 2013, the PCSB ranked Achievement Prep’s flagship Wahler Place Middle Campus as a Tier 1 top-performing public charter school, giving the campus a score of 86% on the PCSB’s Performance Management Framework.
- ❖ In 2013, Founder and CEO, Shantelle Wright, was honored by the Accelerate Institute with the prestigious Ryan Award for her leadership in driving Achievement Prep scholars’ exceptional academic gains.

- ❖ The PCSB granted Achievement Prep approval to continue operating an additional five years, after the board acknowledged the school’s outstanding quality, performance and service to families in SE, Washington, D.C.
- ❖ In 2013, the PCSB approved Achievement Prep’s request to amend its charter to add a new elementary campus, the Mississippi Avenue Elementary Campus, which served 232 scholars in grades K-3 in the 2013–14 school year.

**D. List of Donors**

George Tucker	\$1,250.00
James LaTorre	\$5,000.00
Bill & Melinda Gates Foundation	\$3,750.00
John Green	\$10,131.02
Zeta Pharmaceuticals	\$500.00
Jason Smith	\$2,500.00
Schwab Charitable Fund (on behalf of Linda and Jeff Fine)	\$5,000.00

## DATA COMPONENT

### Data Report for Wahler Place Middle Campus

Source	Data Point	School Answers
PCSB	LEA Name	Achievement Preparatory Academy PCS
PCSB	Campus Name	Achievement Preparatory Academy PCS – Middle
School	<i>Ages served – adult schools only</i>	
PCSB	All Grades	382
PCSB	PK3	0
PCSB	PK4	0
PCSB	KG	0
PCSB	1	0
PCSB	2	0
PCSB	3	0
PCSB	4	121
PCSB	5	97
PCSB	6	69
PCSB	7	63
PCSB	8	32
PCSB	9	0
PCSB	10	0
PCSB	11	0
PCSB	12	0
PCSB	PG	0
PCSB	Ungraded	0
School	Total number of instructional days	192
PCSB	Suspension Rate	21.20%
PCSB	Expulsion Rate	0.52%
PCSB	Instructional Time Lost to Discipline	0.46%
PCSB	Promotion rate	87.7%
PCSB	AVERAGE DAILY MEMBERSHIP	
PCSB	Mid-Year Withdrawals Rate	5.2%
PCSB	Mid-Year Entries	0.3%
School	Teacher Attrition Rate (Network)	36%
School	Number of Teachers (Network)	64
School	Teacher Salary (Network)	Avg: \$53,450 \$45K – \$78.5K

School	Square footage for entire building (list separate facilities separately)	55,319
School	Square footage for entire classroom space	13,600
School	Cafeteria	Yes
School	Theater/Performing Arts Space	Yes
School	Art Room	No
School	Library	No
School	Music Room	No
School	Playground	No
School	Gym	No
School	Playing field large enough to hold outdoor sports competitions	No
School	Integrated/Infused Arts Program	No
School	Classical Education School	No
School	College Prep Program	Yes
School	Expeditionary Learning Program	No
School	Evening Program	No
School	Extended Academic Time	Yes
School	GED Program	No
School	Language Immersion Program	No
School	Math, Science, Technology Focus	No
School	Montessori Program	No
School	Online/Blended Learning Program	No
School	Public Policy/Law Program	No
School	Reggio Emilia Program	No
School	Residential Program	No
School	Special Education Focus	No
School	Stand-Alone Preschool	No
School	World Culture Focus	No
School	Dual Enrollment (Yes/ No)	No
School	Career/Technical Program	No
School	Credit Recovery Courses Offered	No
School	Advanced Placement	No
School	International Baccalaureate Program	No

### Data Report for Mississippi Avenue Elementary Campus

Source	Data Point	School Answers
PCSB	LEA Name	Achievement Preparatory Academy PCS
PCSB	Campus Name	Achievement Preparatory Academy PCS – Elementary
School	Ages served – <i>adult schools only</i>	
PCSB	All Grades	232
PCSB	PK3	0
PCSB	PK4	0
PCSB	KG	57
PCSB	1	49
PCSB	2	67
PCSB	3	59
PCSB	4	0
PCSB	5	0
PCSB	6	0
PCSB	7	0
PCSB	8	0
PCSB	9	0
PCSB	10	0
PCSB	11	0
PCSB	12	0
PCSB	PG	0
PCSB	Ungraded	0
School	Total number of instructional days	192
PCSB	Suspension Rate	10.34%
PCSB	Expulsion Rate	0.00%
PCSB	Instructional Time Lost to Discipline	0.18%
PCSB	Promotion rate	87.7%
PCSB	AVERAGE DAILY MEMBERSHIP	
PCSB	Mid-Year Withdrawals Rate	9.1%
PCSB	Mid-Year Entries	0.9%
School	Teacher Attrition Rate (Network)	36%
School	Number of Teachers (Network)	64
School	Teacher Salary (Network)	Avg: \$53,450 \$45K – \$78.5K
School	Square footage for entire building (list separate facilities separately)	77,000
School	Square footage for entire classroom space	9,100



School	Cafeteria	Yes
School	Theater/Performing Arts Space	Yes
School	Art Room	Yes
School	Library	No
School	Music Room	No
School	Playground	Yes
School	Gym	No
School	Playing field large enough to hold outdoor sports competitions	Yes
School	Integrated/Infused Arts Program	No
School	Classical Education School	No
School	College Prep Program	Yes
School	Expeditionary Learning Program	No
School	Evening Program	No
School	Extended Academic Time	Yes
School	GED Program	No
School	Language Immersion Program	No
School	Math, Science, Technology Focus	No
School	Montessori Program	No
School	Online/Blended Learning Program	No
School	Public Policy/Law Program	No
School	Reggio Emilia Program	No
School	Residential Program	No
School	Special Education Focus	No
School	Stand-Alone Preschool	No
School	World Culture Focus	No
School	Dual Enrollment (Yes/ No)	No
School	Career/Technical Program	No
School	Credit Recovery Courses Offered	No
School	Advanced Placement	No
School	International Baccalaureate Program	No

## **APPENDICES**

Staff Roster

Board Roster

Unaudited Year End Financial Statements

Approved 2014 Budget

## I. Staff Roster

### Wahler Place Middle Campus

Name	Role
Emily Adams	4 <sup>th</sup> / 5 <sup>th</sup> Grade History Teacher
Melissa Altemose	7 <sup>th</sup> Grade Science Teacher
Angela Ames	4 <sup>th</sup> Grade ELA Teacher
Danielle Apugo	Reading Specialist
Drew Archer	7 <sup>th</sup> Grade ELA Teacher
Casey Ashworth	7 <sup>th</sup> Grade ELA Teacher
John Autin	Operations Manager
Janika Branch	Special Education Teacher
Susan Cannon	Chief Academic Officer
Jacqueline Christy	6 <sup>th</sup> Grade ELA Teacher
Darren Cole	6 <sup>th</sup> Grade Science Teacher
Gregory Cooke	6 <sup>th</sup> Grade Math Teacher
Robin Couch	Reading Specialist
Brad DeFauw	6 <sup>th</sup> Grade Math Teacher
Holly Dimmack	Social Worker
Misty Freeman	School Psychologist
Nathaniel Giles	Dean of Students
Lee Gilliam	Special Education Teacher
Hannah Grantz	7 <sup>th</sup> Grade Math Teacher
Arielle Habet	7 <sup>th</sup> Grade Math Teacher
Ramon Hall	Dedicated Aide
Alexis Harris	5 <sup>th</sup> Grade ELA Teacher
Lily Kate Harris	6 <sup>th</sup> Grade ELA Teacher
Cameron Hopewell	8 <sup>th</sup> Grade ELA Teacher
Danalyn Hypolite	Co-Director of Academic Achievement
Erica Isaac	4 <sup>th</sup> Grade History Teacher
A'Keisha Johnson	Special Education Teacher
Brigham Kiplinger	Co-Director of Academic Achievement
Janice Lewis	5 <sup>th</sup> Grade Math Teacher
Laura McCann	4 <sup>th</sup> Grade ELA Teacher
Justin McKee	7 <sup>th</sup> Grade History Teacher
Jhatia McKnight	4 <sup>th</sup> Grade Science Teacher
Heather Nelson	Spanish Teacher
Tiera Peteet	Special Education Teacher
Carmen Player	Director of School Culture
Meghan Quigley	4 <sup>th</sup> Grade Math Teacher
Morgan Ray	4 <sup>th</sup> Grade ELA Teacher
Michael Reid	Instructional Support Teacher
Amanda Rivera	7 <sup>th</sup> Grade Spanish Teacher

Rachel Robey	4 <sup>th</sup> and 6 <sup>th</sup> Grade Science Teacher
Stephan Scott	4 <sup>th</sup> Grade Math Teacher
Sabrina Simms	5 <sup>th</sup> Grade Science Teacher
TaiQuay Smith	5 <sup>th</sup> Grade ELA Teacher
Kenneth Smith	Behavior Specialist
Celia Taylor	Special Education Teacher
Sheleena Taylor	5 <sup>th</sup> Grade Math Teacher
Maria Vazquez	Special Education Teacher
Megan Williams	6 <sup>th</sup> Grade ELA Teacher
Kayla Winters	8 <sup>th</sup> Grade Math Teacher
Shantelle Wright	Founder and CEO

*In the 2013–14 school year, 100% of teachers at the Wahler Place Middle Campus had a Bachelor’s Degree, 40% had a Master’s Degree.*

**Mississippi Avenue Elementary Campus**

<b>Name</b>	<b>Role</b>
Shemia Anderson	Physical Education Teacher
Jocelyn Blier	2 <sup>nd</sup> Grade Special Education
Leala Bowens	Behavior Specialist
Maggie Bromley	2 <sup>nd</sup> Grade Teacher
Christina Brown	3 <sup>rd</sup> Grade Teacher
William Candell	2 <sup>nd</sup> Grade Teacher
Susie Cannon	Chief Academic Officer
Maren Cummings	3 <sup>rd</sup> Grade Teacher
Ida Daniel	1 <sup>st</sup> Grade Teacher
Ben Digel	2 <sup>nd</sup> Grade Teacher
Erica Franklin	Co-Director of Academic Achievement
Melissa Griffith	Kindergarten Teacher
Tanya Griffith	Operations Manager
Jessica Humphries	Kindergarten Teacher
Katie Hyder	Special Education Teacher
Vashti Ingram	Social Worker
Marisa Kocum	Special Education Teacher
Jennifer Lewis	Kindergarten Teacher
Emily McNally	2 <sup>nd</sup> Grade Teacher
Silvana Oderisi	Kindergarten Teacher
Annette Pelliccio	Reading Specialist
Angela Perkins	3 <sup>rd</sup> Grade Teacher
Ashley Prather	Dean of Students
Michael Rabin	Co-Director of Academic Achievement
Chrishonna Shelton	Lead Social Worker
James Shepard	Instructional Support Teacher
LaShonda Thigpen	Kindergarten Teacher
Emilie Thorn	1 <sup>st</sup> Grade Teacher
Grace Tynan	2 <sup>nd</sup> Grade Teacher
Shantelle Wright	Founder and CEO

*In the 2013–14 school year, 100% of teachers at the Mississippi Avenue Elementary Campus had a Bachelor's Degree, 39% had a Master's Degree.*

## II. Board Roster

### **Achievement Prep Public Charter School BOARD ROSTER 2013-2014**

John Green, Board Chair

Jim LaTorre, Vice Chair

Bill Tucker, Treasurer

Linda Berkeley

Linda Fine

Kamili Kiros

Iesha Lee

James Rianhard

Jason Smith

Timothy Tillman

Lynette Johnson Williams

Shantelle Wright, Ex-officio, Founder and CEO

### III. Unaudited Year End Financial Statements

#### Achievement Preparatory Academy

##### Profit and Loss

July 2013 - June 2014

	Total
Income	
Per Pupil Charter Payments	7,147,573.72
Per Pupil Facilities Allowance	1,845,000.00
Federal Entitlements	593,150.49
Other Government Funding/Grants	269,132.03
Private Grants & Donations	202,763.78
Activity Fees	45,783.69
Other income	9,675.59
Total Income	\$10,113,079.30
Gross Profit	\$10,113,079.30
Expenses	
Personnel Salaries and Benefits	6,824,356.75
Direct Student Expense	674,077.30
Occupancy Expenses	1,211,863.06
Office Expenses	423,902.77
General Expenses	512,411.51
Depreciation Expense	252,839.69
Loss on Disposal of Fixed Assets	745.88
Total Expenses	\$9,900,196.96
Net Operating Income	\$212,882.34

## Achievement Preparatory Academy Balance Sheet

As of 6/30/14

### ASSETS

#### Current Assets

Checking/Savings	1,628,931
Accounts Receivable	188,158
Other Current Assets	98,005
Total Current Assets	1,915,094

#### Fixed Assets

Furniture & Equipment	876,289
(Accumulated depreciation - FE)	(429,586)
Vehicles	-
(Accumulated depreciation - Veh)	-
Facilities	190,799
(Accumulated depreciation - Fac)	(86,722)
Total Fixed Assets	550,780

<b>Other Assets</b>	5,000
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<b>TOTAL ASSETS</b>	<b>2,470,874</b>
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### LIABILITIES

#### Current Liabilities

Short-Term Debt	127,018
Deferred Revenue	184,150
Other Current Liabilities	255,046
<b>Total Current Liabilities</b>	<b>566,214</b>

<b>Long-term liabilities</b>	-
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<b>TOTAL LIABILITIES</b>	<b>566,214</b>
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### NET ASSETS

Temporarily restricted	-
Permanently restricted	-
Retained Earnings	1,691,777
Net Income	212,882
<b>TOTAL NET ASSETS</b>	<b>1,904,659</b>

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<b>TOTAL LIABILITIES AND NET ASSETS</b>	<b>2,470,874</b>
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**Achievement Preparatory Academy  
2013-14 Budget**

<b>REVENUE</b>	<b>2013-14</b>
Per Pupil Charter Payments	\$7,355,296
Per Pupil Summer School	\$0
Per Pupil Facilities Allowance	\$1,899,000
Federal Entitlements	\$540,175
Other Government Funding/Grants	\$339,541
<b>Total Public Funding</b>	<b>\$10,134,012</b>
Private Grants and Donations	\$800,000
Activity Fees	\$903
Other Income	\$536
<b>Total Non-Public Funding</b>	<b>\$801,439</b>
<b>TOTAL REVENUES</b>	<b>\$10,935,450</b>
<b>ORDINARY EXPENSE</b>	<b>2013-14</b>
Personnel Salaries and Benefits	\$7,662,895
Direct Student Expense	\$555,075
Occupancy Expenses	\$1,055,700
Office Expenses	\$396,395
General Expenses	\$621,375
<b>TOTAL ORDINARY EXPENSES</b>	<b>\$10,291,439</b>
<b>NET ORDINARY INCOME</b>	<b>\$644,011</b>
Depreciation Expense	\$162,583
Interest Expense	\$0
<b>NET INCOME</b>	<b>\$481,429</b>

#### IV. Approved 2014-15 Budget

### Achievement Preparatory Academy 2014-15 Budget

REVENUE	2014-15
Per Pupil Charter Payments	\$8,406,563
Per Pupil Summer School	\$195,224
Per Pupil Facilities Allowance	\$2,130,000
Federal Entitlements	\$694,908
Other Government Funding/Grants	\$598,779
<b>Total Public Funding</b>	<b>\$12,025,474</b>
Private Grants and Donations	\$1,050,000
Activity Fees	\$1,699
Other Income	\$1,861
<b>Total Non-Public Funding</b>	<b>\$1,053,560</b>
<b>TOTAL REVENUES</b>	<b>\$13,079,034</b>
ORDINARY EXPENSE	2014-15
Personnel Salaries and Benefits	\$9,087,716
Direct Student Expenses	\$904,730
Occupancy Expenses	\$1,446,300
Office Expenses	\$446,245
General Expenses	\$683,434
<b>TOTAL ORDINARY EXPENSES</b>	<b>\$12,568,425</b>
NET ORDINARY INCOME	\$510,609
Depreciation Expense	\$191,412
Interest Expense	\$0
NET INCOME	\$319,196