



ACHIEVEMENT
PREP

WASHINGTON, D.C. PUBLIC CHARTER SCHOOL NETWORK

Building a Foundation to Leave a Legacy

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2014–2015 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 the 2014–2015 school year, Achievement Prep served 267 scholars in grades K–3 and 381 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 2014–15 school year, Achievement Prep employed a full-time reading specialist at our Wahler Place Middle School Campus who worked with small groups of scholars to improve their literacy skills. At our Mississippi Avenue Elementary School Campus, Achievement Prep invested in i-Ready, a computer adaptive reading intervention built for the Common Core that provides rigorous, on-grade-level instruction and practice. The decision to ensure additional small group and targeted interventions was a direct response to previous years’ data and our focus on meeting the needs of all of our scholars.

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 4th 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 7th grade scholars take pre-algebra, and all 8th graders take Algebra.

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 three classes of 8th 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 a longer academic year, Achievement Prep scholars have a longer academic day. Scholars at both campuses attended school from 8:00am to 4:15pm. Achievement Prep scholars are provided with almost 2 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 2014–2015, the school provided high quality professional development prior to the start of school with a 3-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 videos clips of instruction during the 2014–15 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 underwent its fifth year review by the DC Public Charter School Board (PCSB) during the 2012–13 school year. The PCSB granted Achievement Prep charter continuance based on its first five years of performance. In the 2014-15 school year, Achievement Prep adopted the Performance Management Framework (PMF) as its goals.

Student Achievement

PARCC

In the 2014-15 school year, all scholars in grades 3 - 8 at Achievement Prep took the new statewide assessment, PARCC. Data from PARCC has not yet been released.

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 departmentalized 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. During the 2014-15 school year, we used the Engage NY ELA resources as the foundation of our Literacy curriculum and will continue to use those resources in the 2015-16 school year. In addition, during the 2014-15 school year, we moved to a 110-minute integrated literacy block versus the two distinct 55-minute periods of Reading and Writing. Given the delay in the PARCC assessment results, we also moved to all Kindergarten through 8th grade scholars taking the NWEA MAPP assessment in order to be able to measure and ensure scholar growth.

C. Unique Accomplishments

- ❖ In 2014, 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 78.9% on the PCSB’s Performance Management Framework.

- ❖ In winter 2015, Achievement Prep broke ground on the Wahler Place Campus Redevelopment Project. By August 2016, once Phase I and II of the project is complete, both the elementary and middle school campuses will be located at the Wahler Place Campus.
- ❖ In 2015, the PCSB approved Achievement Prep’s request to amend its charter to add additional high-quality seats. By August 2016, the new Wahler Place Campus will grow to serve 800 scholars in Kindergarten through 8th grades.

D. List of Donors

John Green	\$10,000.00
James LaTorre	\$10,500.00
Bill & Melinda Gates Foundation	\$6,000.00
New Schools Venture Fund	\$180,000.00
FOCUS	\$10,000.00
The Broad Center	\$33,000.00
Charter Fund, Inc.	\$450,000.00
Linda Berkeley	\$5,000.00
Jason Smith	\$5,000.00

APPENDICES

Staff Roster

Board Roster

Unaudited Year End Financial Statements

Approved 2015 Budget

I. Staff Roster

Last Name	First Name	Position	Date of Hire	Date of Exit
Scott	Tomesha	Special Assistant to CEO	9/24/14	N/A
Zaragoza	Catherine	Special Projects Fellow	7/28/14	7/31/2015
Jones	Aliesha	Special Assistant to CEO	7/28/14	11/24/2014
Johnson	Alisa	Registrar-MS	1/2/15	N/A
Hall	Ramon	Registrar-ES	10/5/13	4/3/2015
Lappi	Jacob	Principal	6/8/15	N/A
Romeo	Norman	Operations Support	7/22/13	N/A
Roaché	Marcel	Operations Associate (MS)	11/3/14	N/A
Crocker	Jennifer	MS SPED Coordinator	8/6/14	6/30/2015
Laws	Katie	MS Social Worker	7/7/14	6/30/2015
Freeman	Misty	MS School Psychologist	8/17/12	2/12/2015
Couch	Robin	MS Reading Specialist	7/22/13	N/A
Adebisi	Adam	MS Principal in Residence	7/14/14	7/31/2015
King	Brian	MS Principal in Residence	7/10/14	6/30/2015
Richards	Rich	MS Principal in Residence	7/7/14	3/9/2015
Griffith-Tilghman	Tanya	MS Operations Manager	11/1/10	N/A
Ruiz	Cinthia	MS Operations Manager	10/14/14	6/30/2015
Smith	Jamala	MS Office Manager	6/2/14	N/A
Roberts	Greg	MS Mental Health Clinician	7/7/14	N/A
Veney	Tiara	MS Lobby Receptionist	8/18/14	N/A
Reid	Michael	MS Instructional Support	11/25/13	7/15/2015
Morris	Korey	MS Director of HS Placement & Alum Sup	7/6/11	N/A
Lewis	Janice	MS Director of Academic Achievement	7/28/08	8/7/2015
Hopewell	Cameron	MS Dean of Solutions	7/22/13	1/29/2015
Prather	Ashley	MS Dean of Solutions	7/22/13	6/30/2015
Carter	Aniyah	MS Copy Associate	8/18/14	N/A
Moore-Kirkland	Kimmie	MS Cafe Manager	8/19/13	N/A
Williams	Karen	MS Cafe Coordinator	8/26/13	N/A
Giles	Nate	MS Behavior Sup Spec	7/8/13	N/A
Smith	Ken	MS Behavior Sup Spec	7/31/11	N/A
Barnes	Crystal	Kindergarten Teachers Aide	9/2/14	N/A
Duvall	Danyelle	Kindergarten Teachers Aide	8/25/14	7/15/2015
Smith	Thomas	Kindergarten Teachers Aide	1/5/15	7/15/2015
Parker	Tynisha	Kindergarten Teachers Aide	9/16/14	11/25/2014

Deal	Courtney	K/3 Special Education Teacher (DCTF)	7/28/14	7/15/2015
Kocum	Marisa	K/1 Special Education Teacher	7/22/13	7/31/2015
Humphries	Jessica	K Math	7/22/13	3/18/2015
Thigpen	LaShonda	K Math	1/1/13	N/A
Lewis	Jennifer	K Literacy	7/22/13	N/A
Oderisi	Silvana	K Literacy	7/16/14	7/31/2015
Carter	Jasmine	K Lead (DCTF)	7/28/14	6/19/2015
Craig	Cloi	K Lead	7/28/14	N/A
Peoples	Preston	Instructional Support (MS)	8/27/14	7/15/2015
Gaines	Kristen	HR & Compliance Manager	6/3/13	1/7/2015
<i>Wright</i>	<i>Shantelle</i>	<i>Founder and CEO</i>	7/1/08	N/A
Wheeler	Troy	ES-Instructional Support	7/28/14	N/A
Branch	Janika	ES SPED Coordinator	8/1/12	6/30/2015
Bostic	Tiffany	ES Social Worker	7/7/14	2/12/2015
Ingram	Vashti	ES Social Worker	7/22/13	3/26/2015
Thomas	James	ES PE Teacher	7/28/14	7/15/2015
Jefferys	Abba	ES Operations Associate	11/13/13	5/1/2015
Johnson	Kim	ES Office Manager	8/6/12	N/A
Lewis	Shenell	ES Instructional Support	8/14/14	N/A
Boucher-Gunthorpe	Tamekia	ES Dedicated Aide	10/8/14	2/12/2015
Anderson	Shemia	ES Dean of Solutions	7/22/13	N/A
Shepard	James	ES Dean of Solutions	1/6/14	6/30/2015
Franklin	Erica	ES Co-Director of Academic Achievement	7/23/12	N/A
Rabin	Michael	ES Co-Director of Academic Achievement	7/25/11	6/30/2015
Selby	Laverne	ES Cafe Manager	8/26/13	N/A
Jackson	Shanice	ES Cafe Coordinator	7/25/11	N/A
Bowens	Leala	ES Behavior Support Specialist	7/29/13	N/A
Jackson	CeYvonne	ES Art/Music	7/28/14	5/1/2015
Meyer	Annie	Enrollment and Outreach Coordinator	9/8/14	N/A
Nealy	Shayla	Director of Human Resources	3/23/15	N/A
Hamlin	Steaven	Director of Scholar Support	7/7/14	N/A
Cheng	Katie	Director of Growth & Strategy	7/7/14	8/14/2015

Striebel	Liz	Director of Academics	7/7/14	6/30/2015
Crosby	Delonte	Dedicated Aide (MS)	8/25/14	6/1/2015
Brewington	Michael	Dedicated Aide (MS)	8/25/14	2/12/2015
Clemons	Latoya	Dedicated Aide (ES)	8/25/14	N/A
Haythe	Preston	Dedicated Aide (ES)	4/6/15	N/A
Jamora	Mathias	Data Analyst	9/8/14	7/2/2015
Barnes	Laquetta	Copy & Print Associate-ES	9/2/14	N/A
Evans	Valerie	Chief Talent Officer	5/19/14	N/A
Martin	Maya	Chief of Staff	7/1/14	N/A
Chisholm	Melanie	Chief Legal & Policy Officer	6/15/15	N/A
Cannon	Susie	Chief Academic Officer	6/1/08	N/A
Jordan	Kimbry	Alumni Support Coordinator	8/4/14	N/A
Archer	Drew	8th SPED	11/18/13	7/15/2015
Altemose	Melissa	8th Science	7/22/13	7/15/2015
Long	Jillian	8th History	7/28/14	3/13/2015
Ashworth-Trull	Casey	8th ELA	7/22/13	N/A
Johnson	A'Keisha	7th SPED	8/31/12	N/A
Jones	Paula	7th Spanish	7/28/14	7/15/2015
Robey	Rachel	7th Science	7/29/13	N/A
McKee	Justin	7th History	7/22/13	7/15/2015
Christy	Jacqueline	7th ELA	7/23/12	7/15/2015
Wynott	Patrick	7th ELA	7/28/14	7/15/2015
Taylor	Celia	6th SPED	7/22/13	7/15/2015
Alexander	Anissa	6th Science (DCTF)	7/28/14	7/15/2015
Harris	Milan	6th Math (DCTF)	7/28/14	7/15/2015
Richart	Anthony	6th Math	7/28/14	7/15/2015
Kagehiro	Elizabeth	6th History	7/28/14	N/A
Shaw	Tim	6th ELA	7/28/14	12/4/2014
Bowman	DeMark	5th SPED (UTC)	7/2/14	7/15/2015
Peteet	Tierra	5th SPED	7/22/13	7/15/2015
Simms	Sabrina	5th Science	7/22/13	7/15/2015
Rosenberg	Abigail	5th Math	7/21/14	7/15/2015
Taylor	Sheleena	5th Math	7/29/13	7/15/2015
Williams	Megan	5th History	7/22/13	7/15/2015
Stephens	Paul	5th ELA	7/28/14	2/6/2015
Gilliam	Lee	4th SPED	7/29/13	7/15/2015
McKnight	Jhatia	4th Science	7/31/11	N/A
Cooke	Greg	4th Math	7/23/12	N/A

Quigley	Meghan	4th Math	7/1/13	N/A
Isaac	Erica	4th History	7/23/12	7/31/2015
Pickett	Tramaine	4th Grade SPED	7/28/14	N/A
Olver	Adam	4th Grade ELA	8/8/14	1/30/2015
Ames	Angela	4th ELA	7/22/13	7/31/2015
Brown	Christina	3rd Math	7/22/13	N/A
Thorn	Emilie	3rd Literacy	7/29/13	7/15/2015
Garrow	Raeanne	3rd Lead (DCTF)	7/28/14	7/15/2015
Robinson	Brian	2nd/3rd Math	7/28/13	12/17/2014
Schnakenberg	Nicole	2nd/3rd Literacy Teacher	8/4/14	12/17/2014
Candell	Will	2nd/3rd Lead	7/29/13	7/15/2015
Paen	Megan	2nd Literacy	8/14/14	N/A
Daniel	Ida	1st/2nd Math	7/29/13	7/15/2015
Tassew	Meaza	1st/2nd Literacy	7/28/14	7/15/2015
Griffith	Melissa	1st/2nd Lead	7/23/13	N/A
Digel	Ben	1st Math	7/29/13	N/A
McNally	Emily	1st Literacy	7/29/13	7/15/2015
Coore	Yoné	1st Lead	8/18/14	7/15/2015
Cummings	Maren	1st Lead	7/22/13	N/A

In the 2014–15 school year, 100% of teachers in the Network had a Bachelor’s Degree. 10% of teachers at the Mississippi Avenue Elementary School Campus had a Master’s Degree and 20% of the teachers at the Wahler Place Middle School Campus had a Master’s Degree.

II. Board Roster

Achievement Prep Public Charter School BOARD ROSTER 2014-2015

John Green, Board Chair, DC Resident (joined April 2011; term ends May 2017)
Jim LaTorre, Vice Chair, Governance Committee Chair (joined October 2011; term ends October 2017)
Bill Tucker, Treasurer, Finance Committee Chair (joined June 2009; term ends June 2018)
Maia Blakenship, Scholar Achievement Committee Chair (joined July 2014; term ends July 2017)
Venus Brevard, Parent, DC Resident (joined July 2014; term ends July 2017)
Erick James, Parent, DC Resident (joined July 2014; term ends July 2017)
Melissa Kim, DC resident (joined September 2014; term ends September 2017)
James Rianhard, DC Resident (joined August 2013; term ends August 2016)
Timothy Tillman, DC Resident (joined December 2011; term ends December 2017)
Shantelle Wright, Ex-officio, Founder and CEO

Linda Berkeley, DC Resident, Resigned April 2015

Linda Fine, DC Resident, Development Committee Chair, Resigned December 2014

Lynette Johnson Williams, Secretary, Resigned March 2015

Note: All executive members (Chair, Vice Chair, Treasurer, and Secretary) serve one-year terms, renewable for three consecutive years.

III. Unaudited Year End Financial Statement

Achievement Preparatory Academy Profit and Loss July 2014 - June 2015

	<u>Total</u>
Income	
*41000 Per Pupil Charter Payments	8,429,607.62
*42000 Per Pupil Facilities Allowance	1,990,656.00
*43000 Federal Entitlements	654,453.04
*44000 Other Government Funding/Grants	615,701.74
*45000 Private Grants & Donations	714,705.00
*46000 Activity Fees.	47,535.28
*47000 Other income	14,031.65
Total Income	<u>\$12,466,690.33</u>
Gross Profit	<u>\$12,466,690.33</u>
Expenses	
*61000 Personnel Salaries and Benefits	7,306,013.05
*62000 Direct Student Expenses	533,722.30
*63000 Occupancy Expenses	1,285,438.55
*64000 Office Expenses	451,157.96
*65000 General Expenses	674,374.88
*66000 Depreciation Expense	300,389.38
*68000 Loss on Disposal of Fixed Assets	775.82
Total Expenses	<u>\$10,551,871.94</u>
Net Operating Income	<u>\$1,914,818.39</u>
Net Income	<u>\$1,914,818.39</u>

Achievement Preparatory Academy
Balance Sheet
As of June 30, 2015

	Total
ASSETS	
Current Assets	
Bank Accounts	
100 Cash	3,878,780.98
Anybill	20,000.00
ER Clearing	0.00
Total Bank Accounts	\$3,898,780.98
Accounts Receivable	
110 Accounts Receivable	135,685.61
Total Accounts Receivable	\$135,685.61
Other current assets	
140 Other Current Assets	23,340.01
Undeposited Funds	53,098.42
Total Other current assets	\$76,438.43
Total Current Assets	\$4,110,905.02
Fixed Assets	
160 Operating fixed assets	1,001,788.85
170 Accum Depr of Op Fixed Assets	-624,526.12
180 Facilities	5,852,740.39
190 Accum Depr of Facilities	-190,799.00
Total Fixed Assets	\$6,039,204.12
Other Assets	
1410 Deposits	5,000.00
Total Other Assets	\$5,000.00
TOTAL ASSETS	\$10,155,109.14
LIABILITIES AND EQUITY	
Liabilities	
Current Liabilities	
Accounts Payable	
200 Accounts Payable	1,957,762.10
Total Accounts Payable	\$1,957,762.10
Credit Cards	
210 Credit Accounts	452.82
Total Credit Cards	\$452.82
Other Current Liabilities	
220 Accrued Expenses	6,820.92
230 Payroll Liabilities	126,267.86
240 Unearned Income	38,759.00
Total Other Current Liabilities	\$171,847.78
Total Current Liabilities	\$2,130,062.70

Long-Term Liabilities	
260 Long-Term Debt	4,200,000.00
	<hr/>
Total Long-Term Liabilities	\$4,200,000.00
	<hr/>
Total Liabilities	\$6,330,062.70
Equity	
30000 Opening Bal Equity	0.00
3900 Retained Earnings	1,910,228.05
Net Income	1,914,818.39
	<hr/>
Total Equity	\$3,825,046.44
	<hr/>
TOTAL LIABILITIES AND EQUITY	\$10,155,109.14

IV. Approved 2015-16 Budget
2015-16 Approved Budget
Achievement Preparatory Academy

Income Statement		SY14-15
Account		Current
Revenue		
04 · State and Local Revenue		
	400 · Per-Pupil Operating Revenue	8,508,495
	410 · Per-Pupil Facility Revenue	1,993,728
	420 · Other Local Revenue	15,369
	Total 04 · State and Local Revenue	10,517,592
05 · Federal Revenue		
	500 · Federal Grants	968,830
	510 · Federal Programs	234,734
	Total 05 · Federal Revenue	1,203,564
06 · Private Revenue		
	600 · Private Grants	650,000
	620 · Private Contributions	50,000
	630 · Activity Fees	5,000
	640 · School Sales	1,523
	650 · Additional Revenue	5,286
	670 · Donated Revenue	-
	Total 06 · Private Revenue	711,809
Total Revenue		12,432,965
Operating Expense		
07 · Staff-Related Expense		
	700 · Curricular Salaries	5,720,543
	710 · Supplemental Service Salaries	1,189,746
	720 · Supplemental Program Salaries	-
	730 · Management/Development Salaries	-
	740 · Employee Benefits	493,054
	750 · Payroll Taxes	613,443
	760 · Professional Development	150,000
	770 · Contracted Staff	130,000
	780 · Other Staff Expense	126,625
	Total 07 · Staff-Related Expense	8,423,411
08 · Occupancy Expense		
	800 · Occupancy Rent Expense	1,215,760
	810 · Occupancy Service Expense	77,300
	Total 08 · Occupancy Expense	1,293,060
09 · Additional Expense		
	900 · Direct Student Expense	1,201,887
	910 · Office Expense	231,315
	920 · Business Expense	410,646
	930 · Dues, Fees, & Losses	-
	940 · Donated Expense	-
	990 · Operating Contingency	-
	Total 09 · Additional Expense	1,843,848
Total Operating Expense		11,560,320

Net Operating Income		872,645
Interest, Depreciation		
	11 · Depreciation	302,805
	12 · Interest	-
Total Interest, Depreciation		302,805
Total Expenses		11,863,125
Net Income		569,840
Adjustments To Cash Flow		
Operating Activities		
	Net Income	569,840
	Operating Activities	(333,838)
	Investing Activities	(8,416,746)
	Financing Activities	7,586,451
	Net cash increase for year	(594,292)