



ACHIEVEMENT
PREP

A WASHINGTON, D.C. PUBLIC CHARTER SCHOOL

Building a Foundation to Leave a Legacy

Annual Report

School Year 2016- 2017

Achievement Prep prepares students to excel as high-achieving scholars and leaders in high school, college and beyond.

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Board of Trustees Chair – Jason Andrean

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I. School Description

A. Mission Statement

Achievement Prep’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:

- 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 2016–17 School Year, Achievement Prep served 176 scholars in PK3 & PK4, 298 scholars in grades K–3 and 471 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 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 to ensure that scholars master all of the Common Core clear and rigorous academic standards. The Next Generation Science Standards (NGSS) provide the framework for our science classes and the DC History Content and Learning Standards guide our history courses.

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 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 ensures 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 we meet the needs of those scholars who require phonics and phonemic awareness, and accelerate the instruction for those scholars who are higher skilled and do not require such remediation.

During the 2016–17 School Year, Achievement Prep’s Middle School employed a full-time reading specialist to address phonemic awareness and decoding gaps. This individual worked with small groups of scholars for hour-long sessions each day of the week in order to provide intense remediation.

At our Elementary School, Achievement Prep continued the use of the i-Ready program, a computer adaptive reading intervention curriculum built to address the Common Core that provides rigorous, on-grade-level instruction and practice. The Elementary School also used Reading Mastery, a program delivered to small groups that reinforces strong phonics and decoding skills.

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.

In addition, Achievement Prep’s Elementary Campus engaged in a partnership with Reading Partners to provide additional one-on-one and small group support to a cohort of struggling readers.

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. Scholars who demonstrated the need for intense fluency remediation were enrolled in a class with the reading specialists at the Middle School, or a remedial small-group for i-Ready, Reading Mastery and Guided Reading at the Elementary School.

The teacher exposed scholars with smaller gaps to a balanced approach of modeled fluency and individual fluency practice in the classroom setting. An emphasis was also placed on incorporating text throughout all courses so scholars had more opportunities to improve their reading fluency.

Vocabulary

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.

In addition to independent vocabulary acquisition, Achievement Prep utilizes the Frayer Model to introduce new vocabulary to scholars. These new words are reinforced through the incorporation of word walls in every classroom and in community spaces.

Achievement Prep's Middle School Campus also utilized the Vocabulary.com program to reinforce new vocabulary words introduced during English Language Arts modules.

Comprehension

As the Common Core requires more and more complex analysis of text as the grades advance, development of strong comprehension skills is built into our daily targeted-intervention tutoring block called Results. Scholars work in small groups with a teacher to improve comprehension and fluency. Basic comprehension practice is also built into all courses through the analysis of text, and on all homework assignments.

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 follows the Common Core writing standards for all grades. 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 8th grade scholars focus on a combination of the 8th grade Common Core mathematics standards, as well as, foundational algebraic content and skills.

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.

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.

AppleTree @ Achievement Prep

Achievement Prep partnered with AppleTree Institute in 2016-2017 to operate seven PreK3 and PreK4 classrooms. AppleTree Institute has a documented history of effectively implementing early learning programs with substantiated progress of student achievement.

AppleTree implements a comprehensive preschool instructional model, Every Child Ready (ECR), developed by AppleTree Institute through a prestigious i3 grant from the United States Department of Education. ECR includes three tightly integrated elements of curriculum, professional development, and assessment to help children build the cognitive and non-cognitive skills they need to enter the primary grades ready to thrive.

2. Parental Involvement – 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, scholars, schools, and communities all benefit because strong home-school partnerships help all stakeholders focus on the real issue of high scholar achievement. Achievement Prep views parents as partners, believing that scholars attach more educational success when schools and families work together to motivate, socialize, and educate scholars. 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 monthly family events, 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 strengthen the partnership between family and school.

II. School Performance

A. Performance and Progress

1. Meeting the Mission

Achievement Prep is meeting part of its mission to prepare students to excel as high-achieving scholars and leaders in high school, college, and beyond. All of our graduating 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 second graduating class graduated from high school in 2017, and 100% are attending a 2 or 4 year university or college in the Fall of 2017. 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.

We are working diligently to improve the PARCC and MAP test scores of 100% of our scholars to specifically address the part of our mission that focuses on high-achievement. While our scores have been lower than what the school deems acceptable, we believe that both instructional and programming decisions will help regain our status as a high-achieving school in the near future.

Key Mission-Related Programs

Achievement Prep is working 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 school year and school day program. Scholars at both campuses attended school for 183 days in the academic year with extended hours each day with scholars in school from 8:00am – 4:15 pm. This extended time throughout the school year and almost 2 hours more of instructional time each day than the traditional public schools, allows additional time for teachers to maximize instruction and student learning, provide targeted support, and accelerate learning.

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 2016-2017, 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 2016–17 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.

Achievement Prep also invested in the Whetstone Professional Learning Platform to ensure that teacher goals, feedback, and development opportunities were captured and documented in an organized and efficient manner.

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) and continued implementation of these goals during the 2016-17 School Year.

Student Achievement

PARCC

In the 2016-2017 School Year, all scholars in grades 3 - 8 at Achievement Prep took the statewide assessment, PARCC. Data from PARCC revealed that 21% of our scholars met or exceeded expectations for grade-level learning standards in English language arts/literacy. Additionally, 11% of our scholars met or exceeded expectations for grade-level learning standards in mathematics.

AppleTree @ Achievement Prep

The Every Child Ready Math curriculum-based measure (ECR:M) was created to align

closely with DC Early Learning Standards and the Common Core and, most importantly, provide clear and actionable information to teachers and families on areas of strength and challenge in children’s mathematical development. The ECR:M assessment measures skills in the areas of: number concepts (such as identifying numbers and counting objects), identifying patterns, measurement, identifying shapes, and reading graphs. At Achievement Prep, 87.4% of preschool and pre-K students met the goals for growth and/or achievement in May 2017.

The ECR Language and Literacy (ECRL) assessment measures students’ progress on the Every Child Ready Standards for language and literacy. Teachers administer this assessment one-on-one five times per year in order to measure the language and literacy skills children acquire and that are important for learning to read. Some of these skills include: phonological awareness, understanding the parts of a book, using descriptive language, and narrative comprehension. At Achievement Prep, 76.6% of students met the goals for growth and/or achievement in ECRL.

The Classroom Assessment Scoring System (CLASS) is an observational instrument to assess classroom quality. The CLASS tool was designed at the University of Virginia and is used to measure classroom quality of early childhood programs across the country. OSSE adopted CLASS as a classroom quality measure for all pre-K programs in 2015. OSSE conducts the CLASS observation once per year, and observed at Achievement Prep on December 5 and 6. Classrooms are scored on three domains; emotional support, classroom organization, and instructional support. OSSE sets different floor and target scores based on the domain. Scores are weighted over two years, but since this is the first year of implementation, the scores reflect the average of the one-time observation of all classrooms in December 2016.

Domain	Floor	Target	APA’s Score:
Emotional Support	4.5	6	5.71
Classroom Organization	4.5	6	5.75
Instructional Support	2	4	2.83

Lessons Learned and Actions Taken

The greatest lesson learned through our analysis of the 2016–17 School Year’s PARCC data is how we needed to make further development and programming adjustments so that our teachers received what they needed as it relates to further content development, and so that our scholars were spending every minute in a way that most promoted accelerated learning. During the 2016–17 School Year we underwent a curricular overhaul in the areas of ELA and mathematics. Kindergarten – 8th grade used the Eureka Math curriculum and the KIPP Wheatley ELA curriculum. Both of these programs came with fully developed lessons, all associated materials, and rigorous, Common Core aligned assessments. This large undertaking left us with multiple lessons for the new school year.

One immediate lesson we will be implementing during the 2017-2018 School Year is to spend a tremendous amount of time developing the instructional strategies knowledge of our teachers. We observed multiple teachers struggling to implement the curriculum in a way

that was truly responsive to data as a result of limited knowledge of a variety of instructional strategies.

We have also made significant adjustments to other programming at the school. We are implementing literacy rotations for all four quarters versus the two quarters that they were offered during the 2016-2017 School Year. In addition, we moved transitioned our independent computer literacy intervention from i-Ready to Lexia based on the proven performance of other schools with our same demographics.

Our math programming also changed. We have adjusted our problem solving period to provide scholars access to both ST math, a computer-based program and Math Story Problems, a program developed by Achievement First Schools. This programming shift allows for scholars and teachers to work in small groups addressing scholar specific needs and levels.

Another takeaway from the 2016–17 data is the need for intense technology exposure and training for our scholars. In 2017-18 School Year, all scholars in grades K-8 will be enrolled in a formal technology course. In addition, Achievement Prep has purchased the Illuminate online assessment platform so that all assessments at the school can be administered in a format that is aligned to the formatting of the PARCC assessment. Scholars also take 1-2 additional classes that contain a daily computer-based component.

MAP data continues to be a concern to Achievement Prep. 2016-2017 MAP testing saw much improved results, however our final calculated CGP was far lower than expected due to a large number of scholars with invalid Fall scores. After further investigation, we have found that scholars tested in the fall but tests were terminated instead of closed out correctly. To address this, MAP testing administration has transitioned to the Network Academic Team for the 2017-2018 School Year. All Network Academic team members underwent intense MAP training to help avoid our previous pain points with MAP administration.

B. Unique Accomplishments

Achievement Prep had the opportunity to establish and expand upon critical partnerships in 2016-17 including Reading Partners at the Elementary School and City Year at the Middle School.

Reading Partners

The collaboration with Reading Partners allowed us identify and focus on scholars who were six months or more behind grade level in reading. Once identified, Reading Partners delivered individualized one-on-one tutoring twice a week for 45 minutes, following a structured curriculum. Working one-on-one with their tutors, scholars who were once struggling in many subjects become proud, confident readers, excited about learning and ready for success.

City Year

City Year works to bridge the gap in high-poverty communities between the support that scholars actually need, and what their schools are designed and resourced to provide. In doing so, they help increase graduation rates across the country, and change the lives of the

scholars they serve. Over the course of the 2016-17 School Year, City Year provided extensive partnership in the following ways:

- Provided one-on-one group tutoring before, during, and after school to help scholars work through their academic challenges
- Ran service projects to give students a positive and safe activity to participate in
- Led energetic morning greetings for the whole school to create a more encouraging learning environment
- Partnered with a lead teacher to support classroom instruction throughout the school year

Achievement Prep greatly appreciated the opportunity to partner with Reading Partners and City Year to provide our scholars and their families additional, targeted academic and social-emotional support during the 2016-17 School Year.

C. List of Donors

The following donors contributed monetary donations having a value equal to or exceeding \$500 during the 2016-17 school year.

- George Tucker \$2,000
- James Latorre \$5,000

III. Appendices

A. Data Report

Elementary School Campus:

SY 2016-17 Campus Data Report

Source	Data Point
PCSB	LEA Name: Achievement Preparatory Academy PCS
PCSB	Campus Name: Achievement Preparatory Academy PCS – Wahler Place Elementary School
PCSB	Grades served: PK3 – 3
PCSB	Overall Audited Enrollment: 464

Enrollment by grade level according to OSSE’s Audited Enrollment Report

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	75	67	64	88	93	77	0	0	0
Grade	7	8	9	10	11	12	Alternative	Adult	SPED*
Student Count	0	0	0	0	0	0	0	0	0

* Note: This field is only filled in for St. Coletta Special Education PCS as it is the only charter LEA that exclusively serves students with disabilities.

Student Data Points

School	Total number of instructional days: 183
PCSB	Suspension Rate: 6.0%
PCSB	Expulsion Rate: 0.0%
PCSB	Instructional Time Lost to Out-of-School Suspension Rate: 0.2%
PCSB	In-Seat Attendance: 91.2%
PCSB	<p>Average Daily Attendance: The SRA requires annual reports to include school’s average daily membership.</p> <p>To meet this requirement, PCSB will provide following verified data points: (1) audited enrollment; (2) mid-year withdrawals; and (3) mid-year entries.</p>

	(No action necessary).
PCSB	Midyear Withdrawals: <i>Validated after the annual report deadline.</i>
PCSB	Midyear Entries: <i>Validated after the annual report deadline.</i>
PCSB	Promotion Rate: 99.98%
PCSB (SY15-16)	College Acceptance Rates: <i>Not Applicable</i>
PCSB (SY15-16)	College Admission Test Scores: <i>Not Applicable</i>
PCSB (SY15-16)	Graduation Rates: <i>Not Applicable</i>

Faculty and Staff Data Points

School	Teacher Attrition Rate: 20.33
School	<p>Number of Teachers: 10/5/16 = 59, 6/4/17 = 53</p> <p>“Teacher” is defined as any adult responsible for the instruction of students at least 50% of the time, including, but not limited to, lead teachers, teacher residents, special education teachers, and teacher fellows.</p>
School	<p>Teacher Salary</p> <ol style="list-style-type: none"> 1. Average: \$54,648 2. Range – <p style="padding-left: 40px;">Minimum: \$45,000</p> <p style="padding-left: 40px;">Maximum: \$78,744</p>

Middle School Campus:

SY 2016-17 Campus Data Report

Source	Data Point
PCSB	LEA Name: Achievement Preparatory Academy PCS
PCSB	Campus Name: Achievement Preparatory Academy PCS – Wahler Place Middle School
PCSB	Grades served: 4 – 8
PCSB	Overall Audited Enrollment: 468

Enrollment by grade level according to OSSE’s Audited Enrollment Report

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	0	0	0	0	0	0	110	111	108
Grade	7	8	9	10	11	12	Alternative	Adult	SPED*
Student Count	83	56	0	0	0	0	0	0	0

* Note: This field is only filled in for St. Coletta Special Education PCS as it is the only charter LEA that exclusively serves students with disabilities.

Student Data Points

School	Total number of instructional days: 183
PCSB	Suspension Rate: 18.6%
PCSB	Expulsion Rate: 0.2%
PCSB	Instructional Time Lost to Out-of-School Suspension Rate: 0.4%
PCSB	In-Seat Attendance: 94.3%
PCSB	<p>Average Daily Attendance: The SRA requires annual reports to include school’s average daily membership.</p> <p>To meet this requirement, PCSB will provide following verified data points: (1) audited enrollment; (2) mid-year withdrawals; and (3) mid-year entries. (No action necessary).</p>
PCSB	Midyear Withdrawals: <i>Validated after the annual report deadline.</i>
PCSB	Midyear Entries: <i>Validated after the annual report deadline.</i>

PCSB	Promotion Rate: 99.8%
PCSB (SY15-16)	College Acceptance Rates: <i>Not Applicable</i>
PCSB (SY15-16)	College Admission Test Scores: <i>Not Applicable</i>
PCSB (SY15-16)	Graduation Rates: <i>Not Applicable</i>

Faculty and Staff Data Points

School	Teacher Attrition Rate: 20.33
School	<p>Number of Teachers: 10/5/16 = 59, 6/4/17 = 53</p> <p>“Teacher” is defined as any adult responsible for the instruction of students at least 50% of the time, including, but not limited to, lead teachers, teacher residents, special education teachers, and teacher fellows.</p>
School	<p>Teacher Salary</p> <ol style="list-style-type: none"> 1. Average: \$54,648 2. Range – <ul style="list-style-type: none"> Minimum: \$45,000 Maximum: \$78,744

B. Achievement Prep Staff Roster

Achievement Prep Staff Roster

Abney, Christina	Art Teacher - Middle
Ali-Travers, Queen-Icisis	6th Grade Math Teacher - Middle
Allen, Robert	Dean of Solutions - Middle
Anderson, Shemia	Families & Community Coordinator - Elementary
Andrada, Fidel	Technology Teacher - Middle
Ayeni, Najah	Kindergarten Associate Teacher - Elementary
Barber, Yolanda	Dean of Curriculum & Instruction - Middle
Barker, Matthew	Scholar Support Teacher & PE Teacher - Middle
Barnes, Laquetta	Copy & Print Associate
Berry, Courtney	7th Grade Textual Analysis Teacher - Middle
Birch, Trinita	1st Grade Associate Teacher - Elementary
Blocker, Nicorria	Scholar Safety Monitor-Elementary
Bonnette, James	Culture Aide - Elementary
Boone, DeWayne	Dean of Solutions - Middle
Bowens, Leala	Families & Community Coordinator - Middle
Brew, Joshua	Physical Education Teacher - Elementary
Brooking, Rebecca	Principal - Elementary
Brown, Christina	4th Grade Math Teacher - Middle
Brown, Norman	6th Grade History Teacher - Middle
Bunch-Thompson, Kianga	2nd Grade Lead Teacher - Elementary
Cannon, Susie	Chief Academic Officer - Network
Castain, RubyLee	Kindergarten Lead Teacher - Elementary
Chew, Jeremy	Dedicated Aide - Elementary
Cohen, Blaire	3rd Grade Teacher - Elementary
Cole, Jason	Facilities Associate - Network
Cooke, Greg	7th & 8th Grade Math Teacher - Middle
Cooper, Josh	3rd Grade Teacher - Elementary
Cosenza, Mark	Dean of Operations - Elementary
Diamantes, Nikki	Chief of Staff - Network
Donnelly, Rebecca	8th Grade ELA Teacher - Middle
Ellis, Marcus	Instructional Support Teacher - Middle
Evans, Valerie	Chief Talent Officer - Network
Feres-Merchant, Darienne	Director of Compliance - Network
Ford, Phillip	2nd Grade Associate Teacher - Elementary
Foster, John	PE Aide - Middle
Fowler, Isheia	Culture Associate - Elementary
Fowler, Ivey	Dedicated Aide - Middle
Frandoni, Kaitlyn	Scholar Support Teacher - Elementary/Middle
Franklin, Erica	Dean of Curriculum & Instruction - Middle
Gaines, Gregory	Chief Operating Officer - Network
Gallemore, Tony	Dean of Solutions - Elementary
Garbee, Page	Performing Arts Teacher - Elementary
Genson, Christopher	Facilities Manager-Network
Golden, KeShanda	3rd Grade Teacher - Elementary
Hall, Heather-Louise	2nd Grade Lead Teacher - Elementary
Hamilton, Barrie	7th & 8th Grade Science Teacher - Middle
Hamlin, Steaven	Director of Scholar Support - Network
Haythe, Preston	Operations Associate - Middle

Herron, Nakita	4th Grade ELA Teacher - Middle
Hill, Randall	6th Grade ELA Teacher - Middle
Holden, Albert	Music Teacher - Elementary
Holliday, Sabrina	Culture Associate - Middle
Hullinger, Brittany	Dean of Operations - Middle
Humphries, Rhonda	Dean of Curriculum & Instruction- Middle
Jackson, Shanice	Cafeteria Associate - Middle
Jackson, Shantius	School Counselor - Middle
Johnson, Antoniea	Dedicated Aide - Elementary
Johnson, Danielle	Director of Impact- Network
Johnson, Efreem	Culture Aide - Elementary
Johnson, Kim	Office Coordinator - Elementary
Johnson, Randolph	Scholar Safety Monitor-Elementary
Jones, Keisha	Kindergarten Associate Teacher - Elementary
Kennedy, Sean	Scholar Support Teacher - Elementary
Langhorne, Taren	Scholar Support Teacher
Lappi, Jake	Principal - Elementary
Lomax, Cyrkle	Resident Scholar Support Coordinator/Scholar Support Teacher
Masse, Ketsia (City Year)	City Year
McNeely, Aliyah	1st Grade Lead Teacher - Elementary
McQueen, Nefatera	2nd Grade Associate Teacher - Elementary
Michalski, Bianka (City Year)	City Year
Moore, Kimmie	Office Coordinator - Middle
Moorer, Shenell	1st Grade Lead Teacher - Elementary
Morrow, Samantha	7th Grade ELA Teacher - Middle
Morton, Harold	Dedicated Aide - Elementary
Murphy, Robert	Managing Director of Achievement
Paen, Megan	Talent Coordinator - Network
Penn, Allen	2nd Grade Lead Teacher - Elementary
Pfirman, Sarah	6th Grade ELA Teacher - Middle
Pickett, Tramaine	5th Grade ELA Teacher - Middle
Pierce, Brian	Scholar Support Teacher - Elementary
Proctor, Porshia	Kindergarten Lead Teacher - Elementary
Quarles, Bria	1st Grade Associate Teacher - Elementary
Ragland, Rac	Human Resources Coordinator - Network
Richardson, Sharon	Scholar Safety Monitor-Middle
Roach-Glymph, Charlene	Chief Special Education Officer - Network
Roache, Marcel	Operations Coordinator - Elementary
Roberson, Anne (Beth)	Spanish Teacher - Middle
Romeo, Norman	Facilities Management Associate - Network
Samuel, Desiree	4th Grade ELA Teacher - Middle
Saunders, CeSea	Director of High School Placement & Alumni Support - Middle
Scopelliti, Kristin	Social Worker - Elementary
Selby, LaVerne	Cafeteria Coordinator - Elementary
Seymour, Megan	School Counselor - Elementary
Seymour, Nathan	Physical Education Teacher - Middle
Shields, Edward	Scholar Support Teacher - Middle
Sims, Lisa	Self-Contained Teacher - Elementary
Smith, Marcus	Kindergarten Lead Teacher - Elementary
Swann, A'Keisha	5th Grade ELA Teacher-Middle
Taliaferro, Camerra	Attendance & Records Coordinator - Elementary
Thigpen, Lashonda	1st Grade Lead Teacher - Elementary

Tilghman, Tanya	Dean of Operations - Elementary
Tillery, LeAndrew	Dedicated Aide - Middle
Timberlake, Tony	1st Grade Associate Teacher - Elementary
Tunstall, Kiristin	High School Placement Coordinator - Middle
Turner, Dushaun	Self-Contained Scholar Support Classroom Aide - Elementary
Valverde, Sarah	Dean of Curriculum & Instruction - Elementary
Veale, Michael	8th Grade History Teacher - Middle
Veney, Tiara	Instructional Support Teacher - Middle
Vincent, Theorn	4th Grade Science Teacher - Middle
Walls Couch, Robin	Reading Specialist - Middle
Williams, Brittney	Scholar Support Teacher - Middle
Williams, Cabell	5th Grade Science Teacher - Middle
Williams, Latrice	Instructional Support Teacher - Middle
Williams, Tamiko	Special Assistant to the CEO - Network
Willingham, Krystal	Attendance & Records Coordinator - Middle
Wimberly, April	5th Grade Math Teacher - Middle
Woodall, Perri	Kindergarten Associate Teacher - Elementary
Wright, Shantelle	Chief Executive Officer – Network

Achievement Prep Staff Qualifications

- 77% of teachers hold Bachelor's degrees
- 2% of teachers have a JD
- 21% of teachers have a Master's degree
- 72% of support staff have HS diplomas
- 8% of support staff have a Bachelor's
- 20% of support staff have a Master's
- 100% of administrators have a Masters

AppleTree @ Achievement Prep Staff Roster

Aneesah Blount	Lead Teacher
Pamela Egbuwine	Lead Teacher
Shaquira Langley	Lead Teacher
Danielle Shea	Lead Teacher
Ebonè Thomas	Lead Teacher
Shivelle Legister	Lead Teacher
Danielle Dowdy	Lead Teacher
Kiarna Davis	Lead Teacher
Joseph Golub	Lead Teacher
Sharrie McFarlane	Lead Teacher
Jenae Lesane	Lead Teacher
Catherine Ramirez	Lead Teacher
Amber Allen	Teaching Assistant
Jaron Wright	Teaching Assistant
Aja Mills	Principal
Shanquette Dannah	Operations Coordinator

C. At-Risk Funding

At-Risk funding in 2016-17 was used for the following:

- To provide scholars additional social-emotional support by adding a mental health clinician to each campus
- To add culture aides to the Elementary School
- To add a Chief of Scholar Support to the Network Office to support scholars and families at both the Elementary School and the Middle School
- To provide whole staff training and professional development through the TACT II training program

D. 2016-17 Board Roster

- Taimarie Adams, Secretary, MD Resident, Joined 3/16, Term Ends 3/19
- Jason Andrian, Chair, DC Resident, Joined 11/15, Term Ends 12/18
- Maia Blankenship, DC Resident, Joined 7/14, Term Ends 7/17
- Rufus Davis, Parent, DC Resident, Joined 12/16, Term Ends 12/19
- John Mahaffie, DC Resident, Joined 6/16, Term Ends 6/19
- Nicole Nell, Parent, DC Resident, Joined 12/16, Term Ends 12/19
- Barbara Nophlin, Vice Chair, DC Resident, Joined 3/16, Term Ends 3/19
- Stephanie Oliveras, Treasurer, DC Resident, Joined 9/19, Term Ends 9/19
- Harlyn Pacheco, DC Resident, Joined 9/16, Term Ends 9/19
- Herb Tillery, DC Resident, Joined 6/16, Term Ends 9/19
- Timothy Tillman, DC Resident, Joined 12/11, Term Ends 12/17
- Shantelle Wright, Ex-officio, Founder and CEO
- Ursula Wright, MD Resident, Joined 3/17, Term Ends 3/20

E. Unaudited Year End Financial Statements

Achievement Preparatory Academy

Profit and Loss

July 2016 - June 2017

	Total
Income	
04 State and Local Income	15,886,201.39
05 Federal Income	1,243,801.52
06 Private Income	265,315.94
Total Income	\$17,395,318.85
Gross Profit	\$17,395,318.85
Expenses	
07 Staff-Related Expense	8,280,663.64
08 Occupancy Expense	466,184.94
09 Additional Expense	4,568,650.73
11 Amortization & Depreciation Expense	1,196,304.58
12 Interest	1,705,721.95
Total Expenses	\$16,217,525.84
Net Operating Income	\$1,177,793.01
Net Income	\$1,177,793.01

Achievement Preparatory Academy

**Balance Sheet
As of June 30, 2017**

	Total
ASSETS	
Current Assets	
Bank Accounts	
100 Cash	8,846,970.88
Total Bank Accounts	\$8,846,970.88
Accounts Receivable	
1100 Accounts Receivable	242,822.73
Total Accounts Receivable	\$242,822.73
Other Current Assets	
1399 Undeposited Funds	2,788.00
140 Other Current Assets	21,529.59
Total Other Current Assets	\$24,317.59
Total Current Assets	\$9,114,111.20
Fixed Assets	
160 Operating fixed assets	1,671,526.33
170 Accum Depr of Op Fixed	
Assets	-795,253.46
180 Facilities	32,388,718.40
190 Accum Depr of Facilities	-1,266,371.66
Total Fixed Assets	\$31,998,619.61
Other Assets	
1840 Loan Costs	0.00
Total Other Assets	\$0.00
TOTAL ASSETS	\$41,112,730.81
LIABILITIES AND EQUITY	
Liabilities	
Current Liabilities	
Accounts Payable	
200 Accounts Payable	429,887.41
Total Accounts Payable	\$429,887.41
Credit Cards	
210 Credit Accounts	922.94
Total Credit Cards	\$922.94
Other Current Liabilities	
220 Accrued Expenses	287,985.10
230 Payroll Liabilities	837.14
240 Unearned Income	23,330.95
Total Other Current Liabilities	\$312,153.19
Total Current Liabilities	\$742,963.54

Long-Term Liabilities	
260 Long-Term Debt	35,603,673.51
270 Long-Term Debt Cost	<u>-1,115,400.64</u>
Total Long-Term Liabilities	<u>\$34,488,272.87</u>
Total Liabilities	<u>\$35,231,236.41</u>
Equity	
3900 Retained Earnings	4,703,701.39
Net Income	<u>1,177,793.01</u>
Total Equity	<u>\$5,881,494.40</u>
TOTAL LIABILITIES AND EQUITY	<u>\$41,112,730.81</u>

F. FY18 Budget

Income Statement	SY17-18
Revenue	
State and Local Revenue	16,732,221
Federal Revenue	1,437,496
Private Grants and Donations	10,000
Earned Fees	54,851
Donated Revenue	
Total Revenue	18,234,568
Operating Expense	
Salaries	9,034,138
Benefits and Taxes	1,590,510
Contracted Staff	100,000
Staff-Related Costs	139,500
Rent	
Occupancy Service	578,664
Direct Student Expense	1,396,208
Office & Business Expense	3,434,400
Total Operating Expense	16,273,420
Net Operating Income	1,961,149
Interest, Depreciation	
Depreciation and Amortization	1,356,687
Interest	1,817,228
Total Expenses	19,447,335
Net Income	(1,212,767)