



WASHINGTON, D.C. PUBLIC CHARTER SCHOOL NETWORK

Building a Foundation to Leave a Legacy

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2015–2016 Annual Report

Board Chair: James Rianhard, Interim Chair

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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 2015–16 school year, Achievement Prep served 273 scholars in grades K–3 and 383 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 clear and rigorous academic standards.

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 2015–16 school year, Achievement Prep's Wahler Middle School campus added an additional full-time reading specialist to address phonemic awareness and decoding gaps. These individuals worked with small groups of scholars for hour-long sessions each day of the week in order to provide intense remediation.

At our then Mississippi Avenue Elementary School campus, Achievement Prep continued the use of the i-Ready program, a computer adaptive reading intervention built curriculum for the Common Core that provides rigorous, on-grade-level instruction and practice. The elementary campus also used Reading Mastery, a program delivered to small groups that also 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.

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 one of 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.

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 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 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.

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 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 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. 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 first graduating class graduated from high school in 2016, and 100% are attending a 2 or 4 year university or college in the Fall of 2016. 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 school year and school day program. Scholars at both campuses attended school for 184 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 2015–16, 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 2015–16 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) and continued implementation of these goals during the 2015-16 school year.

Student Achievement

PARCC

In the 2015-16 school year, all scholars in grades 3 - 8 at Achievement Prep took the new statewide assessment, PARCC. Data from PARCC revealed that 24% of our scholars met or exceeded expectations for grade-level learning standards in English language arts/literacy. Additionally, 14% of our scholars met or exceeded expectations for grade-level learning standards in mathematics.

B. Lessons Learned and Actions Taken

The greatest lesson learned through our analysis of the 2015–16 school year’s PARCC data is that we need to develop our teachers’ pedagogical and content knowledge of our teaching core. During the 2015–16 school year, teachers and leaders were balancing this development with the creation of curricular materials. This divide in time left our teachers with significant gaps in their ability to effectively move scholars to high levels of mastery. In addition, the quality of the curricular materials put in front of scholars was not as aligned or rigorous as needed. As a result, Achievement Prep is undergoing a curricular overhaul in the areas of ELA and mathematics during the 2016–17 school year. Kindergarten – 8th grade will use the Eureka Math curriculum and the KIPP Wheatley ELA curriculum. Both of these programs come with fully developed lessons, all associated materials, and rigorous, Common Core aligned assessments. This will allow the instructional leaders of the school to focus on developing effective instructional practices and deep content knowledge in all of our teachers. In addition, we have created content-based professional learning communities (PLCs) that will meet for 90 minutes each week to deep-dive content, data, and instructional best practices. Our hope is that this intentional time working in departments will also close a content gap that impacted the 2015–16 data.

Another takeaway from the 2015–16 data is the need for intense technology exposure and training for our scholars. We added a technology course for the 2015–16 school year, but only for grades 7 and 8. In 2016-17 school year, all scholars at our middle school campus 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.

MAP data is also of grave concern to Achievement Prep. While the school has administered the test for the past two years, there has not been any emphasis placed on the importance of the assessment or the data produced. During the 2016–17 school year, all staff will receive training on MAP test administration, analyzing the data, and how to create actionable steps to increase scholar growth. Testing logistics have also been fully revisited to optimize the testing environment.

C. Unique Accomplishments

- ❖ As projected, in summer 2016 both the elementary and middle school campuses opened its doors to scholars at a newly renovated state of the art educational campus at the Wahler Place campus.
- ❖ In August 2016, Achievement Prep partnered with AppleTree Public Charter School to offer educational programming to 3 and 4 year olds. As a result, in school year 2016-17, Achievement Prep will serve preschool 3 through 8th grade at our Wahler Place campus.

D. List of Donors

Jim Allegro c/o Fox Architects	\$500.00
Susan Hechinger	\$500.00
Maia Blankenship	\$700.00
Bill Tucker	\$2,500.00
Susan Luelsdorf	\$1,000.00
George Tucker	\$7,500.00
Carmax Foundation	\$10,000.00
Building Hope	\$25,000.00

APPENDICES

Data Report

Staff Roster

Board Roster

Unaudited Year End Financial Statements

Approved 2016-17 Budget

I. Data Report

Source	Data Point	
GENERAL INFORMATION		
School	LEA Name	Achievement Preparatory Academy PCS
School	Campus Name	Achievement Prep Public Charter School
School	Ages served	
PCSB	Audited Enrollment Total	ES 273 MS 383
PCSB	PK3 Audited Enrollment	0
PCSB	PK4 Audited Enrollment	0
PCSB	KG Audited Enrollment	56
PCSB	Grade 1 Audited Enrollment	91
PCSB	Grade 2 Audited Enrollment	73
PCSB	Grade 3 Audited Enrollment	53
PCSB	Grade 4 Audited Enrollment	100
PCSB	Grade 5 Audited Enrollment	76
PCSB	Grade 6 Audited Enrollment	98
PCSB	Grade 7 Audited Enrollment	64
PCSB	Grade 8 Audited Enrollment	45
PCSB	Ungraded Audited Enrollment	0

STUDENT DATA POINTS		
School	Total number of instructional days	184
PCSB	Suspension Rate	ES - 9.2% MS - 12%
PCSB	Expulsion Rate	0
PCSB	Instructional Time Lost to Discipline	ES - .28% MS - .20%
PCSB	Average Daily Attendance	ES - 91% MS - 93.5%
PCSB	Midyear Withdrawals	ES - 16 students MS - 16 students

PCSB	Mid-Year Entries	ES - 1 MS - 0
PCSB	Promotion Rate (All Grades)	ES - 95.69% MS - 95.69%
PCSB (SY14-15)	College Acceptance Rates	N/A
PCSB (SY14-15)	College Admission Test Scores	N/A
PCSB (SY14-15)	Graduation Rates	N/A

FACULTY AND STAFF DATA POINTS		
School	Teacher Attrition Rate	57.81%
School	Number of Teachers	64 teachers to date
School	Teacher Salary	Average: \$55,806.84 Range: \$42,000 to \$81,159

II. Staff Roster Name

Name	Job Title
Ali-Travers, Queen-Icisis	Instructional Support Teacher - Middle
Baker, Christopher	Scholar Safety Monitor
Barker, Matthew	School Scholar Support Teacher - Middle
Bowens, Leala	Scholar Information & Outreach Manager - Elementary
Brew, Joshua	Physical Education Teacher - Elementary
Bunch-Thompson, Kianga	Kindergarten Aide
Collins, Chris	8th Grade Math Teacher
Davis, Camisha	Instructional Coach - Middle
Foster, John	Scholar Safety Monitor
Fowler, Isheia	Performing Arts Teacher - Elementary
Garbee, Page	Associate Teacher
Gause, Jarvis	Instructional Coach - Elementary
Givens, Allison	5th Grade ELA Teacher
Hall, Heather-Louise	Associate Teacher
Harris, Patrick	Associate Teacher
Huff, Mya	Kindergarten Aide
Johnson, Kim	Office Coordinator - Elementary
Jones, Keisha	4th Grade ELA Teacher
Little, Brianna	Instructional Support Teacher - Middle
McKnight, Jhatia	Instructional Coach - Middle
Miller, Nicole	Associate Teacher
Morrissey, Kristina	Scholar Support Teacher - Middle
Pfiman, Sarah	6th Grade ELA Teacher
Ragland, Rae	Talent Coordinator
Reardon, Michaela	Associate Teacher
Richardson, Sharon	Scholar Safety Monitor
Shaw, Madison	Mental Health Clinician - Elementary
Urbina, Briana	Scholar Support Teacher - Elementary
Vincent, Theorn	Instructional Support Teacher - Middle
Watts, Saran	Kindergarten Lead Teacher
Yeoman, Devin	6th Science Teacher
Almond, Paula	Scholar Support Coordinator - Elementary
Anderson, Shemia	Dean of Solutions - Elementary
Barnes, Laquetta	Copy & Print Associate - Elementary
Castain, RubyLee	Associate Teacher
Cohen, Blaire	3rd Grade ELA Teacher

Cooper, Josh	3rd Grade Teacher
Days, Apreya	Dedicated Aide
Evans, Valerie	Chief Talent Officer
Gantt, Chanae	2nd Grade Lead Teacher
Haythe, Preston	Dedicated Aide - Middle
Kujifi, Biko	Associate Teacher
Narayanan, Venki	Director of Data & Accountability
Paen, Megan	2nd Grade Teacher
Roache, Marcel	Operations Associate - Middle
Stith-Twine, Tina	Scholar Support Coordinator - Middle
Waldhorn, Hannah	5th Grade ELA Teacher
Williams, Cabell	5th Grade Science Teacher
Curry, Julian	Scholar Support Teacher - Middle
Romeo, Norman	Facilities Management Associate
Abney, Christina	6th Grade Art Teacher
Allen, Jennifer	1st Grade Lead Teacher
Brown, Christina	3rd Grade Math Teacher
Carter, Aniyah	Copy & Print Associate - Middle
Craig, Heather (Cloi)	1st Grade Lead Teacher
Cummings, Maren	1st Grade Lead Teacher
Digel, Ben	2nd Grade Teacher
Franklin, Erica	Dean of Curriculum & Instruction - Elementary
Giles, Nate	Dean of Solutions - Middle
Henricks, Rebecca	Mental Health Clinician - Elementary
Holley, Tarsha	Office Coordinator
Hullinger, Brittany	Visual Art Teacher
Jackson, Shantius	Mental Health Clinician - Middle
Moore, Renelda	Scholar Support Teacher-Middle
Penn, Allen	Associate Teacher
Robey, Rachel	7th & 8th Grade Science Teacher
Smith, Ken	Dean of Solutions - Middle
Williams, Latrice	Scholar Safety Monitor
Lappi, Jake	Principal - Elementary
Manuel, Mercedes	5th Grade Math Teacher
Riley, Kevin	Attendance & Records Coordinator
Samples, Justin	Dean of Operations
Veney, Tiara	Administrative Associate - Middle
Wheeler, Troy	Culture Associate - Elementary
Davidson, Stephanie	Reading Specialist - Middle

Moorer, Shenell	Associate Teacher
Quigley, Meghan	4th Grade Math Teacher
Selby, LaVerne	Cafeteria Coordinator - Elementary
Thigpen, Lashonda	1st Grade Lead Teacher
Tilghman, Tanya	Director of Special Projects
Jackson, Shanice	Cafeteria Coordinator - Associate
Clemons, LaToya	Dedicated Aide - Elementary
Hamlin, Steaven	Director of Scholar Support
Kagehiro, Elizabeth	5th Grade History Teacher
Pickett, Tramaine	5th Grade ELA Teacher
Berry, Courtney	7th Grade ELA Teacher
Moore, Kimmie	Cafeteria Coordinator - Middle
Sims, Lisa	Self-Contained Scholar Support Teacher-Elementary
Wright, Shantelle	Chief Executive Officer
Cannon, Susie	Chief Academic Officer - Middle
Brown, Norman	6th Grade History Teacher
Johnson, Efrem	Dedicated Aide-Middle
Andrada, Fidel	Technology Teacher - Middle
Lewis, Jennifer	Kindergarten Grade Lead Teacher
Roberson, Anne (Beth)	7/8 Grade Spanish Teacher
Trull, Cassandra	7th & 8th Grade ELA Teacher
Cooke, Greg	4th Grade Math Teacher
Gaines, Gregory	Chief Operating Officer
Swann, A'Keisha	Scholar Support Teacher - Middle
Walls Couch, Robin	Reading Specialist - Middle
Inman, Mecha	Chief Family & Community Officer
Bonnette, James	Culture Aide
Dow, Tracie	Middle School Principal
Holliday, Sabrina	Cafeteria Associate - Middle
Saunders, CeSea	Director of High School Placement & Alumni Support
Valverde, Sarah	Dean of Curriculum & Instruction - Elementary
Williams, Tamiko	Special Assistant to the CEO

In the 2015–16 school year, 100% of teachers in the Network had a Bachelor's Degree. 35% of teachers between the Wahler Place Elementary and Wahler Place Middle School had a Master's Degree or higher.

III. Board Roster

Achievement Prep Public Charter School BOARD ROSTER 2015-2016

James Rianhard, Interim Chair, DC Resident (joined August 2013; term ends August 2016)
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)
Taimarie Adams, MD Resident (joined March 2016; term ends March 2019)
Jason Andrean, DC Resident (joined November 2015; term ends November 2018)
Venus Brevard, Parent, DC Resident (joined July 2014; term ends July 2017)
John Green, DC Resident (joined April 2011; term ends May 2017)
Erick James, Parent, DC Resident (joined July 2014; term ends July 2017)
Barbara Nophlin, DC Resident (joined March 2016; term ends March 2019)
Timothy Tillman, DC Resident (joined December 2011; term ends December 2017)
Kulleni Gebreyes, VA resident (Joined September 2015; September 2018)
Shantelle Wright, Ex-officio, Founder and CEO

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

IV. Unaudited Year End Financial Statement

Achievement Preparatory Academy Balance Sheet July 2015 - June 2016

Balance Sheet	
Assets	Amount
Assets	
Current Assets	
Cash	14,115,054
Accounts Receivable	222,678
Other Current Assets	49,006
Total Current Assets	14,386,738
Noncurrent Assets	
Operating Fixed Assets, Net	628,527
Facilities, Net	31,093,586
Total Noncurrent Assets	31,722,114
Total Assets	46,108,852
Liabilities and Equity	Amount
Liabilities and Equity	
Current Liabilities	
Accounts Payable	4,625,402
Other Current Liabilities	2,156,988
Total Current Liabilities	6,782,390
Long-Term Liabilities	
Subdebt	34,434,442
Total Long-Term Liabilities	34,434,442
Equity	
Unrestricted Net Assets	3,823,307
Net Income	1,068,712
Total Equity	4,892,019
Total Liabilities and Equity	46,108,852

V. Approved SY 2016-17 Budget

FY17 Budget	
Revenue	
State and Local Revenue	16,192,339
Federal Revenue	846,469
Private Revenue	997,224
Total Revenue	18,036,032
Operating Expense	
Staff-Related Expense	10,382,592
Occupancy Expense	624,000
Student Expense	1,213,109
General & Admin	3,627,986
Total Operating Expense	15,847,687
Net Operating Income	2,188,344
Interest, Depreciation	
Depreciation, Amortization, & Interest	871,283
Total Expenses	16,718,970
Net Income	1,317,062