

# I. SCHOOL INFORMATION AND COVER PAGE

Created Wednesday, July 31, 2013

## Page 1

### 1. SCHOOL NAME

(Select School name from dropdown menu; BEDS # appears first)

331900860933 ACHVMNT FIRST APOLLO C

### 2. CHARTER AUTHORIZER

SUNY-Authorized Charter School

### 3. DISTRICT / CSD OF LOCATION

NYC CSD 19

### 4. SCHOOL INFORMATION

PRIMARY ADDRESS	PHONE NUMBER	FAX NUMBER	EMAIL ADDRESS
350 Linwood Street Brooklyn, NY 11208	718-235-2647	718-235-2649	tonysiddall@achievementfir st.org

### 4a. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES

4a. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES   Contact Name	Brett Leghorn
4a. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES   Title	Director of School Operations
4a. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES   Emergency Phone Number (###-###-####)	

### 5. SCHOOL WEB ADDRESS (URL)

[www.achievementfirst.org/schools/new-york-schools/apollo/about](http://www.achievementfirst.org/schools/new-york-schools/apollo/about)

### 6. DATE OF INITIAL CHARTER

2008-08-01 00:00:00

### 7. DATE FIRST OPENED FOR INSTRUCTION

2010-08-01 00:00:00

### 8. TOTAL NUMBER OF STUDENTS ENROLLED IN 2012-13 (as reported on BEDS Day)

(as reported on BEDS Day)

## 9. GRADES SERVED IN SCHOOL YEAR 2012-13

Check all that apply

• K

• 1

• 2

• 3

## 10. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?

Yes/No	Name of CMO/EMO
Yes	Achievement First

### 10a. Please provide the name and contact information for each of the following individuals who are management level personnel associated with the CMO.

	Name	Work Phone	Alternate Phone	Email Address	Contact this individual also in emergencies
CEO (e.g., network superintendent)	Doug McCurry	[REDACTED]	[REDACTED]	[REDACTED]	No
CFO (e.g., network CFO)	Max Polaner	[REDACTED]	[REDACTED]	[REDACTED]	No
Compliance Contact	Tony Siddall	[REDACTED]	[REDACTED]	[REDACTED]	Yes

Complaint Contact

## 11. FACILITIES

Will the School maintain or operate multiple sites?

No, just one site.

## 12. SCHOOL SITES

Please list the sites where the school will operate in 2013-14.

	Physical Address	Phone Number	District/CSD	Grades Served at Site	School at Full Capacity at Site	Facilities Agreement
Site 1 (same as primary site)	350 Linwood Street	718-235-2647	CSD 19	K-3	No	DOE space
Site 2						
Site 3						

12a. Please provide the contact information for Site 1 (same as the primary site).

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Jabari Sims	[REDACTED]		
Operational Leader	Brett Leghorn	[REDACTED]		
Compliance Contact	Tony Siddall	[REDACTED]		
Complaint Contact				

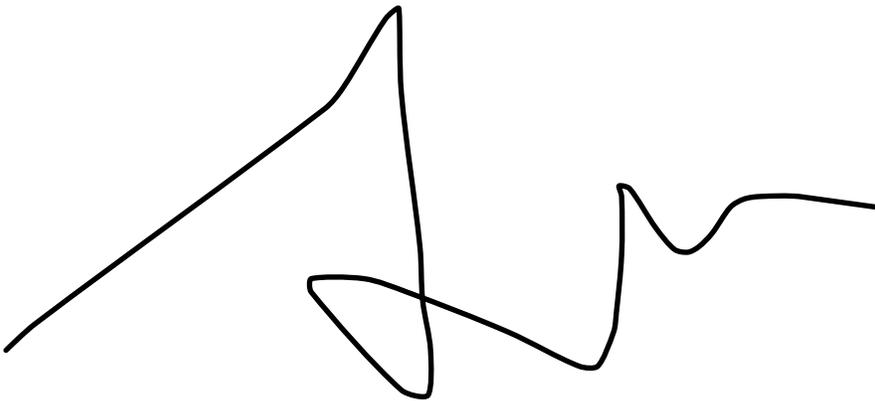
14. Were there any revisions to the school's charter during the 2012-2013 school year? (Please include both those that required authorizer approval and those that did not require authorizer approval).

No

16. Our signatures below attest that all of the information contained herein is truthful and accurate and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws, regulations, and rules. We understand that if any information in any part of this report is found to have been deliberately misrepresented, that will constitute grounds for the revocation of our charter. Check **YES** if you agree and use the mouse on your PC or the stylus on your mobile device to sign your name).

• Yes

Signature, Head of Charter School

A handwritten signature in black ink, consisting of several connected strokes. It starts with a long diagonal line from the bottom left, moves up and right, then loops back down and left, and ends with a series of smaller, more complex strokes on the right side.

Signature, President of the Board of Trustees

A handwritten signature in black ink, featuring a large, deep loop on the left side that extends downwards. The rest of the signature is composed of several overlapping, wavy strokes that move generally from left to right.

Thank you.

**Achievement First Apollo  
CHARTER SCHOOL**

**2012-13 ACCOUNTABILITY  
PLAN  
PROGRESS REPORT**



Submitted to the SUNY Charter Schools Institute on:

September 12, 2013

By Tony Siddall, Senior Director, Governance and Authorizer  
Relations

350 Linwood Street  
Brooklyn, NY 11208  
Tel: (718) 235-2647

Tony Siddall, Senior Director, Governance and Authorizer Relations, prepared this 2012-13 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Andy Hubbard	Chair
Ambrose Wooden, Jr.	Treasurer
Natalia Chefer	Trustee
Brandon Freiman	Trustee
Matt Klein	Trustee
Mirian Rodriguez	AF Family Representative

**Jabari Sims has served as the school leader since 2010.**

## INTRODUCTION

The mission of Achievement First Apollo Charter School is to provide all of our students with the academic and character skills they need to excel in top colleges, succeed in a competitive world, and serve as the next generation of leaders in their communities. We accomplish this by ensuring that every student attending the school receives a college-preparatory education and is frequently assessed to ensure that she or he is making yearly progress made towards academic goals.

Achievement First Apollo elementary academy opened in August 2010, and served grades K-3 in 2012-13. The student body is 79% Black, 18% Latino, and 3% Asian. 87% of students are eligible for free- or reduced-price lunches. Students are selected by a blind lottery process.

Core elements of the Achievement First model that support our ambitious goal of closing the achievement gap by preparing our students for success include:

- Unwavering focus on breakthrough student achievement
- Aggressive recruitment and retention of talent and diversity
- Consistent, proven, standards-based curriculum
- Disciplined, high-expectations achievement-oriented school culture
- Interim assessments & strategic use of data to drive instruction
- Principals with the power to lead and high-quality, focused training for leaders
- Parents as Partners

### School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2010-11	89	90												
2011-12	97	98	72											
2012-13	94	91	91	63										

## ENGLISH LANGUAGE ARTS

### Goal 1: English Language Arts

All students at Achievement First Apollo Charter School (AF Apollo) will be proficient readers and writers of the English language.

### Background

At the elementary level, AF Apollo students spend almost four hours a day on reading and writing activities to attain a solid foundation in phonics and reading comprehension. At the K-1 level, literacy instruction focuses on helping scholars develop strong foundational reading skills that are essential for later reading success. Specifically, teachers focus on phonemic awareness, phonics and decoding skills, oral language skills, knowledge of concepts of print, knowledge of basic comprehension skills, and reading stamina. Beginning in 2<sup>nd</sup> grade, all students will have a 20-30 minute independent reading class during which each teacher works to develop all students into avid, active readers.

### Goal 1: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State English language arts examination for grades 3-8.<sup>1</sup>

### Method

The school administered the New York State Testing Program English language arts assessment to students in 3<sup>rd</sup> grade in April 2013. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year's test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year.

### 2012-13 State English Language Arts Exam Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested <sup>2</sup>			Total Enrolled
		IEP	ELL	Absent	

<sup>1</sup> Because of the state's new 3-8 testing program, aligned to its high school college and career readiness standards, the Institute is no longer using Time Adjusted Level 3 cut scores. Please report results for previous years using the state's published results for scoring at proficiency.

<sup>2</sup> Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

3	64				64
4					
5					
6					
7					
8					
All	64				64

## Results

As the table below shows, 36% of students achieved Proficiency on the 2012-13 ELA exam.

### Performance on 2012-13 State English Language Arts Exam By All Students and Students Enrolled in At Least Their Second Year

Grade s	All Students		Enrolled in at least their Second Year	
	Percent	Number Tested	Percent	Number Tested
3	36%	64	36%	64
4				
5				
6				
7				
8				
All	36%	64	36%	64

## Evaluation

AF Apollo did not meet this target in 2012-13 for 3<sup>rd</sup> grade, the only grade level enrolled that was eligible to take the exam.

### Goal 1: Absolute Measure

Each year, the school's aggregate Performance Level Index (PLI) on the State English language arts exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

## Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making

satisfactory progress toward the goal of proficiency in the state’s learning standards in English language arts. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the current year’s English language arts AMO. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.<sup>3</sup>

## Results

The PLI for AF Apollo in 2012-13 was 128.

### English Language Arts 2012-13 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
		56	31	5

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 56 & + & 31 & + & 5 & = & 92 \\
 & & & & 31 & + & 5 & = & \underline{36} \\
 & & & & & & \text{PLI} & = & 128
 \end{array}$$

## Evaluation

*The State Education Department has not recalibrated the AMO to align with the new English Language Arts 3-8 testing program*

*Leave Blank*

### Goal 1: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of all students in the same tested grades in the local school district.

## Method

A school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.<sup>4</sup>

## Results

<sup>3</sup> In contrast to SED’s Performance Index, the PLI does not account for year-to-year growth toward proficiency.

<sup>4</sup> Schools can acquire these data when the State Education Department releases its Access database containing grade level ELA and math test results for all schools and districts statewide. The SED announces the release of the data on its [News Release webpage](#).

The proficiency rate for grade 3 at AF Apollo was more than double that of the local Community School District.

**2012-13 State English Language Arts Exam  
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	36%	64	14%	TBD
4	NA	NA	NA	NA
5				
6				
7				
8				
All	36%	64	14%	TBD

**Evaluation**

AF Apollo surpassed this target in 2012-13.

**Goal 1: Comparative Measure**  
 Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.<sup>5</sup>

**Method**

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school’s performance to demographically similar public schools state-wide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school’s actual performance to the predicted performance of public schools with a similar economically disadvantaged percentage. The difference between the schools’ actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3 or performing higher than expected to a small degree is the requirement for achieving this measure.

---

<sup>5</sup> The Institute will begin using **economically disadvantaged** instead of **eligibility for free lunch** as the demographic variable in 2012-13. Schools should report previous year’s results using reported free-lunch statistics.

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2012-13 analysis is not yet available. This report contains 2011-12 results (using free-lunch eligible percentage), the most recent Comparative Performance Analysis available.

## Results

Because 2012-13 was the first year that AF Apollo students took the state exam, this analysis is not yet available.

## Method

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2012-13 and also have a state exam score in 2011-12 including students who were retained in the same grade. Students with the same 2011-12 scores are ranked by their 2012-13 scores and assigned a percentile based on their relative growth in performance (mean growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

*The State Education Department has not yet reported schools' mean growth percentiles for the 2012-13 school year.<sup>6</sup>*

## Results

*Leave Blank*

### **Goal 1: Optional Measure**

Each year, on the Degrees of Reading Power exam (DRP), a nationally norm referenced literacy assessment, all grade-level cohorts of students (in grades K-2) will reduce by one-half the gap between their average NCE in the previous year and an NCE of 50 in the current year. If a grade-level cohort exceeds an NCE of 50 in the previous year, the cohort is expected to show a positive gain in the current year.

## Method

This measure is based on the Degrees of Reading Power (DRP), a nationally recognized standardized exam that compares student performance to national norms. This measure examines the change in performance of the same group of students from

---

<sup>6</sup> See the Guidelines.

one year to the next and the progress they are making towards the goal of average NCE of 50 on the DRP exam.

**Results**

The table below shows our results for the DRP exam, reported in average NCE.

Grade	Average NCE						Target	Target Achieved
	2009-10	Target	2010-11	Target	2011-12	2012-13		
K	-	-	73	-	78	74	-	N
1	-	N/A	70	74	74	72	79	N
2	-	-	-	71	56	53	75	N
3	-	-	-	-	-	74	57	Y

**Evaluation**

While AF Apollo did not achieve the growth target, it exceeded the NCE target in each grade tested, partially meeting this goal.

**Summary of the English Language Arts Goal**

While AF Apollo did not achieve the 75% proficient target, it did surpass the comparative target by a large margin. AF Apollo also continued to show strong performance on the DRP exam.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state English language arts exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2011-12 school district results.)	N/A
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	N/A
Growth	Each year, on the Degrees of Reading Power exam (DRP), a nationally norm referenced literacy assessment, all grade-level	Achieved

	cohorts of students (in grades K-2) will reduce by one-half the gap between their average NCE in the previous year and an NCE of 50 in the current year.	
--	--	--

## Action Plan

While we are disappointed by the low proficiency rate for ELA, we recognize that virtually all schools across the state saw a significant decline in performance on the new Common Core aligned tests. We strongly support these rigorous tests, and we must continue increasing the complexity of texts our scholars are reading, as well as the quality of instruction to support scholars both in building fundamental skills and developing higher order inquiry and analysis skills. Specifically, we will be focused on the following priorities in the 2013-14 school year:

1. Top quality oral and written responses – ensuring that teachers push and support scholars to produce work that is 100% correct and requires complex thinking.
2. Increased focus on text-dependent questions – supporting scholars to do close reading, annotate text, and use evidence in responses.
3. Additional time for vocabulary instruction – ensuring that instructional time is dedicated daily to building academic vocabulary.

The Achievement First network support team has created extensive guiding materials in each of these areas. In addition to curriculum, these materials include skill specific “Fundamentals of Instruction,” which provide a theoretical and practical background for best instructional practices. These resources will be used by coaches within the context of the regular coaching process to develop teacher skill in each of these areas.

## MATHEMATICS

### Goal 1: Mathematics

**Students will demonstrate competency in the understanding and application of mathematical computation and problem solving.**

### Background

Students at Achievement First receive up to two hours of concentrated math instruction every day. The curriculum is designed to help students develop computational skills, an understanding of fundamental mathematical concepts, and the ability to solve complex problems.

At the elementary level, the emphasis is on repetition and learning basic skills. Students know their addition and subtraction facts by the end of 2<sup>nd</sup> grade and their multiplication facts by the end of 3<sup>rd</sup> grade. All AF Apollo students are expected to complete basic addition, subtraction, multiplication, and division computations as specified by state standards to 95% accuracy. To encourage critical thinking and enhance learning, teachers require students to apply their basic skills knowledge in challenging problem-solving situations.

**Goal 1: Absolute Measure**

Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State mathematics examination for grades 3-8.<sup>7</sup>

**Method**

The school administered the New York State Testing Program mathematics assessment to students in 3<sup>rd</sup> grade in April 2013. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year's test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year.

**2012-13 State Mathematics Exam  
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested <sup>8</sup>			Total Enrolled
		IEP	ELL	Absent	
3	64				64
4					
5					
6					
7					
8					
All	64				64

**Results**

As the table below shows, the proficiency rate for AF Apollo third grade scholars in 2012-13 was 36%.

**Performance on 2012-13 State Mathematics Exam  
By All Students and Students Enrolled in At Least Their Second Year**

Grade s	All Students	Enrolled in at least their Second Year

<sup>7</sup> Because of the state's new 3-8 testing program, aligned to its high school college and career readiness standards, the Institute is no longer using Time Adjusted Level 3 cut scores. Please report results for previous year's using the state's published results for scoring at proficiency.

<sup>8</sup> Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

	Percent	Number Tested	Percent	Number Tested
3	36%	64	36%	64
4				
5				
6				
7				
8				
All	36%	64	36%	64

## Evaluation

AF Apollo did not achieve the 75% proficiency target.

### Goal 1: Absolute Measure

Each year, the school's aggregate Performance Level Index (PLI) on the State mathematics exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

## Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in mathematics. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the current year's mathematics AMO. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.<sup>9</sup>

## Results

As the table below

### Mathematics 2012-13 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
		52	28	8

$$\begin{array}{rcllclclcl}
 \text{PI} & = & 52 & + & 28 & + & 8 & = & 88 \\
 & & & & 28 & + & 8 & = & \underline{36} \\
 & & & & & & \text{PLI} & = & 124
 \end{array}$$

<sup>9</sup> In contrast to SED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

## Evaluation

*The State Education Department has not recalibrated the AMO to align with the new Mathematics 3-8 testing program*

*Leave Blank*

### Goal 1: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of all students in the same tested grades in the local school district.

### Method

A school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.<sup>10</sup>

### Results

As the table below shows, 36% of AF Apollo third graders scored proficient on the 2012-13 math exam, compared with 19% of students from CSD 23.

**2012-13 State Mathematics Exam  
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	36%	64	19%	
4				
5				
6				
7				
8				
All	<b>36%</b>	64	<b>19%</b>	

## Evaluation

10 Schools can acquire these data when the State Education Department releases its Access database containing grade level ELA and math test results for all schools and districts statewide. The SED announces the release of the data on its [News Release webpage](#).

AF Apollo achieved this target.

### **Goal 1: Comparative Measure**

Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.<sup>11</sup>

### **Method**

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school's performance to demographically similar public schools state-wide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school's actual performance to the predicted performance of public schools with a similar economically disadvantaged percentage. The difference between the schools' actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3 or performing higher than expected to a small degree is the requirement for achieving this measure.

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2012-13 analysis is not yet available. This report contains 2011-12 results (using free-lunch eligible percentage), the most recent Comparative Performance Analysis available.

### **Results**

Because AF Apollo did not enroll any grade levels which were eligible to take the NY State Mathematics Exam, this measure is not applicable.

### **Goal 1: Growth Measure<sup>12</sup>**

---

11 The Institute will begin using *economically disadvantaged* instead of *eligibility for free lunch* as the demographic variable in 2012-13. Schools should report previous year's results using reported free-lunch statistics.

12 See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.

### **Method**

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2012-13 and also have a state exam score in 2011-12 including students who were retained in the same grade. Students with the same 2011-12 scores are ranked by their 2012-13 scores and assigned a percentile based on their relative growth in performance (mean growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

*The State Education Department has not yet reported schools' mean growth percentiles for the 2012-13 school year.*

### **Results**

*Leave Blank*

### **Goal 2: Optional Measure**

Each year, on a national norm-referenced mathematics assessment, all grade-level cohorts of students (in grades K-2) will reduce by one-half the gap between 90% of students scoring at or above the 50<sup>th</sup> percentile in the previous year and 90% of students scoring at or above the 50<sup>th</sup> percentile in the current year.

### **Method**

This measure is based on the TerraNova, a nationally recognized standardized exam that compares student performance to national norms. This measure examines the change in performance of the same group of students from one year to the next and the progress they are making towards the goal of 90% of students at or above the 50<sup>th</sup> percentile on the TerraNova exam.

### **Results**

The table below shows the results for the 2012-2013 administration of the TerraNova exam.

Grade	Percent Performing At or Above 50 <sup>th</sup> Percentile						2012-13	Target Achieved
	2009-10	Target	2010-11	Target	2011-12	Target		
K	-	N/A	91%	-	95.5%		73.3%	
1	-	N/A	82%	92%	98.8%	96%	77.5%	No
2	-	-	-	86%	90.0%	99%	67.8%	No

### Evaluation

After extremely high TerraNova performance in each grade in 2011-12, in 2012-13 AF Apollo had declines in each cohort of scholars in the percentage of students scoring at/above the 50<sup>th</sup> Percentile. We attribute this to changes in the ELA program to better align with our Common Core-aligned Internal Assessments.

### Additional Evidence

As the preceding table shows, AF Apollo met this target in its second year of operation, the only other instance in which this analysis was possible.

### Summary of the Mathematics Goal

In the first year of state testing for AF Apollo, our scholars significantly outperformed the local district (CSD 19) in mathematics, but did not meet the 75% proficiency target. Growth target data is not available for the state exams because this is the first year of test administration, and as a result of instructional shifts related to the Common Core, TerraNova results did not meet the K-2 growth targets.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state mathematics exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2011-12 school district results.)	N/A
Growth	Each year, under the state's Growth Model the school's mean	N/A

	unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	
Growth	Each year, on a national norm-referenced mathematics assessment, all grade-level cohorts of students (in grades K-2) will reduce by one-half the gap between 90% of students scoring at or above the 50 <sup>th</sup> percentile in the previous year and 90% of students scoring at or above the 50 <sup>th</sup> percentile in the current year.	Did Not Achieve

**Action Plan**

The math program is guided by standards-aligned scope and sequence documents, and draws on the enVision math program. Daily instruction includes math facts practice, teacher-led introduction of the aim for the day, workshop time, independent practice, and an exit ticket. The strong curriculum and this combination of direct instruction, guided practice, and independent practice have been responsible for the relatively strong performance in meeting our accountability plan goals. Over the last two years, AF Apollo moved to Common Core aligned assessments and curriculum for the math program. Now that results from the state exams have been released the school leaders will be working closely with Network Support staff to examine the results and update curriculum, assessment, and instructional strategies appropriately.

**SCIENCE**

**Goal 3: Science**  
**Students will demonstrate proficiency in the understanding and application of scientific principles.**

**Background**

Achievement First Apollo Charter School did not enroll any students in grades that take the NY State science assessment. As a result, this goal is not applicable.

**NCLB**

**Goal 5: NCLB**  
 The school will make Adequate Yearly Progress.

**Goal 5: Absolute Measure**  
 Under the state's NCLB accountability system, the school's Accountability Status is in good standing: the state has not identified the school as a Focus School nor determined that it has met the criteria to be identified as a local-assistance-plan school.

**Method**

Since *all* students are expected to meet the state's learning standards, the federal No Child Left Behind legislation stipulates that various sub-populations and demographic categories of students among all tested students must meet state proficiency standards. New York, like all states, established a system for making these determinations for its public schools. Each year the state issues School Report Cards which indicate each school's status under the state's No Child Left Behind (NCLB) accountability system.

## Results

We are awaiting the NCLB report card for 2012-13 to determine AF Apollo's status.

## OPTIONAL GOALS

The following section contains a Parent Satisfaction optional goal, as well as examples of possible optional measures.

### Goal S: Parent Satisfaction

There is high social trust among the school community and a culture of excellence.

### Goal S: Absolute Measure

80% of families will give the school a grade of B or higher on the parent satisfaction survey.

## Method

The parent survey is designed by Achievement First and distributed to all enrolled families in the students' homework folders and made available at Report Card Night. Results were calculated based on the number of surveys returned.

## Results

As the tables below illustrate, virtually all families responded to the 2012-13 survey, and the results of the survey show very strong satisfaction.

### 2012-13 Parent Satisfaction Survey Response Rate

Number of Responses	Number of Families	Response Rate
287	289	99.31%

### 2012-13 Parent Satisfaction on Key Survey Results

Item				Percent of Respondents Strongly Agree/Agree		
I would recommend this school to parents of other students in the city.				96.5%		
The overall grade I would give the school is:		A	B	C	D	F
		83%	14%	3%	0%	.4%

## Evaluation

Overall, 97% of families gave the school a grade of B or higher, surpassing the 80% target. The results above suggest high levels of parent satisfaction, with more than 90% of families feeling that they would recommend AF Apollo to others. Nonetheless, we hold ourselves to high standards for family satisfaction, and we hope to see the percentage of families giving AF an “A” increase significantly.

### Goal S: Absolute Measure

Each year, 95% of the students who are enrolled on the last day of school will return for the following September.

## Method

Achievement First Apollo closely tracks the number of families who choose not to re-enroll their students and the reasons the families decided not to return, and reports this data including the reason for individual withdrawals to the Board of Trustees bi-monthly. Please note that because student retention numbers for 2013-14 are still being verified at the school level, this measure evaluates student retention between the beginning of 2011-12 and 2012-13. The figures reported below reflect overall attrition over the course of the year, rather than just attrition between the last day of school and the first day of school in the next year, to ensure that this report captures all students who left the school for any reason. We track total attrition as well as “Loss” attrition as a way to better understand the reasons students leave and plan how to help families decide to stay with AF Apollo’s rigorous academic program. “Loss” attrition is defined as students who leave for any reason other than: moving outside of the district, gaining acceptance to a competitive admissions school, or transferring due to a highly restrictive IEP.

## Results

The student retention rate between the *end* of 2012-13 and the *beginning* of 2013-14 was 97%.

The total and “loss” attrition rates for students are shown below.

### 2012-13 Student Attrition Rate

	2011-12 to 2012-13	2012-13 to 2013-14
Total Attrition	13.7%	TBD
“Loss” Attrition	7.8%	TBD

### Evaluation

AF Apollo met this target for 2012-13. However, attrition rates over the course of the year (both for total attrition and loss attrition) are above our internal targets, and we are working aggressively this year to identify early those families who are considering leaving, so that we can target them for additional outreach and support.

### Goal S: Absolute Measure

Each year the school will have a daily attendance rate of at least 95 percent.

### Method

Attendance is tracked daily by homeroom teachers at Achievement First Apollo and entered into an electronic student information system. Attendance totals are reported to the board of trustees on a bi-monthly schedule

### Results

The following table shows the average daily attendance rate for AF Apollo.

#### 2012-13 Attendance

Grade	Average Daily Attendance Rate
K	97.0%
1	97.5%
2	97.2%
3	97.5%
Overall	97.3%

### Evaluation

With 97.3% average daily attendance, AF Apollo exceeded the 95% target.

## Additional Evidence

Year	Average Daily Attendance Rate
2009-10	-
2010-11	%
2011-12	97%
2012-13	97.3%

**Annual Report Requirement**  
*For All New York State Charter Schools*  
*Fiscal Year 2012-13*

**Achievement First Apollo CS**

Total expenditures per pupil:	17,901.83
Administrative Expenses Per Pupil:	1,730.02

**ACHIEVEMENT FIRST APOLLO CHARTER SCHOOL**

---

FINANCIAL STATEMENTS

JUNE 30, 2013

## ACHIEVEMENT FIRST APOLLO CHARTER SCHOOL

---

### TABLE OF CONTENTS

---

INDEPENDENT AUDITOR'S REPORT	1-2
FINANCIAL STATEMENTS:	
Statement of Financial Position	3
Statement of Activities	4
Statement of Functional Expenses	5
Statement of Cash Flows	6
Notes to Financial Statements	7-13
Independent Auditor's Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with <i>Government Auditing Standards</i>	14-15
Schedule of Findings and Responses	16-18
Schedule of Prior Audit Findings	19



## INDEPENDENT AUDITOR'S REPORT

To the Board of Trustees  
Achievement First Apollo Charter School

### *Report on the Financial Statements*

We have audited the accompanying financial statements of Achievement First Apollo Charter School (the "School"), which comprise the statement of financial position as of June 30, 2013, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

### *Management's Responsibility for the Financial Statements*

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

### *Auditor's Responsibility*

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the School's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

### ***Opinion***

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Achievement First Apollo Charter School as of June 30, 2013, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

### ***Report on Summarized Comparative Information***

We have previously audited Achievement First Apollo Charter School's 2012 financial statements and we expressed an unmodified opinion on those audited financial statements in our report dated November 12, 2012. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2012 is consistent, in all material respects, with the audited financial statements from which it has been derived.

### ***Other Reporting Required by Government Auditing Standards***

In accordance with *Government Auditing Standards*, we have also issued our report dated October 31, 2013, on our consideration of Achievement First Apollo Charter School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Achievement First Apollo Charter School's internal control over financial reporting and compliance.

**MBAF CPAs, LLC**

New York, NY  
October 31, 2013

**ACHIEVEMENT FIRST APOLLO CHARTER SCHOOL**  
 STATEMENT OF FINANCIAL POSITION  
 JUNE 30, 2013  
 (WITH SUMMARIZED COMPARATIVE INFORMATION FOR JUNE 30, 2012)

<b>ASSETS</b>	<b>2013</b>	<b>2012</b>
Cash	\$ -	\$ 113,152
Grants and other receivables	348,205	161,746
Prepaid expenses and other assets	28,444	58,286
Property and equipment, net	473,542	329,141
Due from other schools	240,000	200,000
	<b><u>\$ 1,090,191</u></b>	<b><u>\$ 862,325</u></b>
<b>LIABILITIES AND NET ASSETS</b>		
<b>LIABILITIES</b>		
Accounts payable and accrued expenses	169,827	209,165
Accrued salaries and other payroll related expenses	78,412	59,644
Due to Achievement First, Inc.	273,579	232,633
Due to other schools	4,949	4,898
Due to NYC Department of Education	2,583	5,140
Line of credit payable	200,000	200,000
	<b><u>729,350</u></b>	<b><u>711,480</u></b>
<b>NET ASSETS</b>		
Unrestricted	<b><u>360,841</u></b>	<b><u>150,845</u></b>
	<b><u>\$ 1,090,191</u></b>	<b><u>\$ 862,325</u></b>

The accompanying notes are an integral part of these financial statements.

**ACHIEVEMENT FIRST APOLLO CHARTER SCHOOL**

STATEMENT OF ACTIVITIES

FOR THE YEAR ENDED JUNE 30, 2013

(WITH SUMMARIZED COMPARATIVE INFORMATION FOR THE YEAR ENDED JUNE 30, 2012)

	<b>2013</b>	<b>2012</b>
<b>OPERATING INCOME</b>		
State and local per pupil operating revenue	\$ 4,674,127	\$ 3,340,553
Government grants and contracts	519,947	317,540
	<u>5,194,074</u>	<u>3,658,093</u>
<b>EXPENSES</b>		
Program	4,208,741	3,224,523
Management and general	730,773	564,744
Fundraising	55,739	41,005
	<u>4,995,253</u>	<u>3,830,272</u>
<b>SURPLUS (DEFICIT) FROM SCHOOL OPERATIONS</b>	<u>198,821</u>	<u>(172,179)</u>
<b>SUPPORT AND OTHER REVENUE</b>		
Contributions, grants and other income	11,175	124,893
<b>CHANGE IN NET ASSETS</b>	209,996	(47,286)
<b>NET ASSETS - BEGINNING OF YEAR</b>	<u>150,845</u>	<u>198,131</u>
<b>NET ASSETS - END OF YEAR</b>	<u><b>\$ 360,841</b></u>	<u><b>\$ 150,845</b></u>

The accompanying notes are an integral part of these financial statements.

**ACHIEVEMENT FIRST APOLLO CHARTER SCHOOL**

**STATEMENT OF FUNCTIONAL EXPENSES**

**FOR THE YEAR ENDED JUNE 30, 2013**

(WITH SUMMARIZED COMPARATIVE INFORMATION FOR THE YEAR ENDED JUNE 30, 2012)

	<u>Program</u>	<u>Management and General</u>	<u>Fundraising</u>	<u>2013</u>	<u>2012</u>
<b>FUNCTIONAL EXPENSES</b>					
Salaries and wages	\$ 2,462,827	\$ 311,111	\$ -	\$ 2,773,938	\$ 2,225,484
Payroll taxes and employee benefits	515,652	70,316	-	585,968	395,219
Accounting	-	39,507	-	39,507	29,806
Legal	1,720	430	-	2,150	3,861
Professional fees	7,672	113,565	-	121,237	46,867
Classroom supplies and instructional materials	151,044	-	-	151,044	122,910
Furniture and equipment - non-capitalized	121,735	29,149	-	150,884	48,500
Insurance	14,821	2,021	-	16,842	13,131
Interest and bank service charges	-	9,362	-	9,362	8,848
Management and ancillary services fees	429,189	72,460	55,739	557,388	410,047
Office expense	113,008	45,165	-	158,173	109,338
Parent activities	326	-	-	326	6,422
Postage and delivery	2,362	590	-	2,952	3,137
Printing and photocopying	37,941	9,485	-	47,426	22,039
Repairs and maintenance	8,524	1,162	-	9,686	38,249
After school academic	5,913	-	-	5,913	-
Special education contracted services	11,935	1,627	-	13,562	2,950
Staff professional development	30,223	-	-	30,223	32,313
Student field trips and incentive programs	9,163	-	-	9,163	4,505
Student food services	52,829	-	-	52,829	39,382
Student transportation	33,831	-	-	33,831	22,097
Student uniforms	460	-	-	460	928
Technology and infrastructure	89,520	2,353	-	91,873	69,715
Telephone and internet	39,972	5,451	-	45,423	65,600
Depreciation and amortization	68,074	17,019	-	85,093	42,182
Write off of erate	-	-	-	-	66,742
	<b><u>\$ 4,208,741</u></b>	<b><u>\$ 730,773</u></b>	<b><u>\$ 55,739</u></b>	<b><u>\$ 4,995,253</u></b>	<b><u>\$ 3,830,272</u></b>

The accompanying notes are an integral part of these financial statements.

**ACHIEVEMENT FIRST APOLLO CHARTER SCHOOL**

STATEMENT OF CASH FLOWS

FOR THE YEAR ENDED JUNE 30, 2013

(WITH SUMMARIZED COMPARATIVE INFORMATION FOR THE YEAR ENDED JUNE 30, 2012)

	<b>2013</b>	<b>2012</b>
<b>CASH FLOWS FROM OPERATING ACTIVITIES</b>		
Change in net assets	\$ 209,996	\$ (47,286)
Adjustments to reconcile change in net assets to net cash provided by operating activities:		
Depreciation and amortization	85,093	42,182
Write off of erate	-	66,742
Changes in operating assets and liabilities:		
Grants and other receivables	(186,459)	126,594
Prepaid expenses and other assets	29,842	20,960
Due from other schools	(40,000)	(200,000)
Accounts payable and accrued expenses	(39,338)	9,581
Accrued salaries and other payroll related expenses	18,768	10,071
Due to Achievement First, Inc.	40,946	70,492
Due to other schools	51	577
Due to NYC Department of Education	(2,557)	(9,368)
NET CASH PROVIDED BY OPERATING ACTIVITIES	<b><u>116,342</u></b>	<b><u>90,545</u></b>
<b>CASH FLOWS FROM INVESTING ACTIVITIES</b>		
Purchase of property and equipment	<u>(229,494)</u>	<u>(120,956)</u>
NET CASH USED IN INVESTING ACTIVITIES	<b><u>(229,494)</u></b>	<b><u>(120,956)</u></b>
NET DECREASE IN CASH	(113,152)	(30,411)
CASH - BEGINNING OF YEAR	<u>113,152</u>	<u>143,563</u>
<b>CASH - END OF YEAR</b>	<b><u>\$ -</u></b>	<b><u>\$ 113,152</u></b>

The accompanying notes are an integral part of these financial statements.

# ACHIEVEMENT FIRST APOLLO CHARTER SCHOOL

---

## NOTES TO FINANCIAL STATEMENTS JUNE 30, 2013

### 1. NATURE OF THE ORGANIZATION

---

Achievement First Apollo Charter School (the "School") was incorporated to focus on strengthening the academic and character skills needed for all students to excel in top-tier colleges, to achieve success in a competitive world, and to serve as the next generation of leaders in their communities. On May 20, 2008, the Board of Regents of the University of the State of New York granted the School a provisional charter valid for a term of five years and renewable upon expiration. On March 6, 2013 the charter was extended and expires on July 15, 2015. Today the School serves students from low income households in Brooklyn, New York.

The School, as determined by the Internal Revenue Service, is exempt from Federal income tax under section 501(a) of the Internal Revenue Code ("IRC") as an organization described in Section 501(c)(3) of the IRC and under the corresponding provisions of the New York State tax laws. The School has also been classified as an entity that is not a private foundation within the meaning of Section 509(a) of the IRC and qualifies for deductible contributions as provided in section 170(b)(1)(A)(ii) of the IRC.

In fiscal year 2013, the School operated classes for students in kindergarten through third grade. The School shares space with a New York City public school and is not responsible for rent, utilities, custodial services, maintenance, or school safety. Approximately 20,000 feet of square footage is allocated to the School.

### 2. SIGNIFICANT ACCOUNTING POLICIES

---

#### Financial Statement Presentation

The School's financial statements have been prepared on the accrual basis of accounting in accordance with accounting principles generally accepted in the United States of America ("U.S. GAAP").

The classification of the School's net assets and its support, revenues and expenses is based on the existence or absence of donor-imposed restrictions. It requires that the amounts for each of the three classes of net assets - permanently restricted, temporarily restricted, and unrestricted - be displayed in the statement of financial position and that the amounts of change in each of those classes of net assets be displayed in the statement of activities.

These classes are defined as follows:

Permanently Restricted – Net assets resulting from contributions and other inflows of assets whose use by the School is limited by donor-imposed stipulations that neither expire by passage of time nor can be fulfilled or otherwise removed by actions of the School.

Temporarily Restricted – Net assets resulting from contributions and other inflows of assets whose use by the School is limited by donor-imposed stipulations that either expire by passage of time or can be fulfilled and removed by actions of the School pursuant to those stipulations. When such stipulations end or are fulfilled, such temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statement of activities.

Unrestricted – The part of net assets that is neither permanently nor temporarily restricted by donor-imposed stipulations.

## **ACHIEVEMENT FIRST APOLLO CHARTER SCHOOL**

---

NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2013

### **2. SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)**

---

#### **Grants and Other Receivables**

Grants and other receivables represent unconditional promises to give. Grants and other receivables that are expected to be collected within one year are recorded at net realizable value, and amount to \$348,205 and \$161,746 at June 30, 2013 and 2012, respectively. The School has determined that no allowance for uncollectible accounts for grant and other receivables is necessary as of June 30, 2013 and 2012, respectively. Such estimate is based on management's assessments of the creditworthiness of its donors, the aged basis of its receivables, as well as current economic conditions and historical information.

#### **Revenue Recognition**

Revenue from the state and local government resulting from the School's charter status is based on the number of students enrolled and is recorded when services are performed in accordance with the charter agreement.

Revenue from federal, state and local government grants and contracts are recorded by the School when qualifying expenditures are incurred and billable. Funds received in advance for which qualifying expenditures have not been incurred are reflected as refundable advances from state and local government grants in the accompanying statement of financial position.

The School receives a substantial portion of its support and revenue from the New York City Department of Education ("NYCDOE"). If the charter school laws were modified, reducing or eliminating these revenues, the School's finances could be materially adversely affected.

#### **Donated Goods and Services**

The School occasionally receives contributed goods and services. Such goods and services are only recorded as in-kind contributions at their fair value, provided it meets the criteria for recognition. Such criteria includes contributions of services that (i) create or enhance non-financial assets or those that require specialized skills, (ii) are provided by individuals possessing those skills, and (iii) would typically need to be purchased if not provided by donation, and are recorded at their fair value in the period received. The School did not receive any donated goods or services for the years ended June 30, 2013 and 2012.

#### **Premises Provided by Government Authorities**

The School does not record any in-kind contributions and related costs with respect to dedicated and shared space provided to it by the NYCDOE as the premises are temporary in nature, is excess shared space whereby a fair value cannot be determined, and is industry practice.

#### **Property and Equipment**

Property and equipment are stated at cost and are being depreciated on the straight-line method over the estimated useful lives of the assets. Facility improvements are amortized over the life of the asset. The School has established a \$1,000 threshold above which assets are capitalized. Property and equipment acquired with certain government contract funds is recorded as an expense pursuant to the terms of the contract in which the government funding source retains ownership of the property. Maintenance and repairs are charged to expense as incurred; major renewals and betterments are capitalized.

## ACHIEVEMENT FIRST APOLLO CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2013

### 2. SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

---

#### Impairment

The School reviews long-lived assets to determine whether there has been any permanent impairment whenever events or circumstances indicate the carrying amount of an asset may not be recoverable. If the sum of the expected future undiscounted cash flows is less than the carrying amount of the assets, the School recognizes an impairment loss. No impairment losses were recognized for the years ended June 30, 2013 and 2012.

#### Advertising

The School expenses advertising costs as incurred. The School had no advertising costs for either of the years ended June 30, 2013 and 2012.

#### Functional Allocation of Expenses

Expenses that can be directly identified with the program or supporting service to which they relate are charged accordingly. Other expenses have been allocated by function among program and supporting service classifications using bases determined by management based upon benefits received.

#### Estimates

The preparation of financial statements in conformity with U.S. GAAP requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements, and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

#### New Accounting Pronouncement

In April 2013, the Financial Accounting Standards Board issued Accounting Standards Update 2013-06, *Services Received from Personnel of an Affiliate*. The amendment provides guidance when not-for-profit entities recognize and measure services received from personnel of an affiliate. An affiliate is defined as a party that, directly or indirectly through one or more intermediaries, controls, is controlled by, or is under common control with an entity. The amendment is effective prospectively for fiscal years beginning after June 15, 2014, with early adoption permitted. The School has not determined if this new pronouncement will have a material effect on its financial statements.

#### Subsequent Events

The School has evaluated events through October 31, 2013, which is the date the financial statements were available to be issued.

#### Comparative Financial Information

The June 30, 2013 financial statements include certain prior year summarized comparative information in total but not by net asset class. In addition, only certain of the notes to the financial statements for June 30, 2012 are presented. As a result, the June 30, 2012 comparative information does not include sufficient detail to constitute a presentation in conformity with U.S. GAAP. Accordingly, such June 30, 2012 information should be read in conjunction with the School's financial statements for the year ended June 30, 2012, from which the summarized information was derived.

## **ACHIEVEMENT FIRST APOLLO CHARTER SCHOOL**

---

NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2013

### **2. SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)**

---

#### **Income Taxes**

The School follows the accounting standard for uncertainty in income taxes. The standard prescribes a minimum recognition threshold and measurement methodology that a tax position taken or expected to be taken in a tax return is required to meet before being recognized in the financial statements. It also provides guidance for derecognition, classification, interest and penalties, accounting in interim periods, disclosure, and transition.

The School files informational returns in the federal jurisdiction. With few exceptions, the School is no longer subject to federal tax examination by tax authorities for fiscal years before 2010.

The School believes that it has appropriate support for the positions taken on its tax returns. Nonetheless, the amounts ultimately paid, if any, upon resolution of the issues raised by the taxing authorities may differ materially from the amounts filed. Management believes that its nonprofit status would be sustained upon examination.

Should there be interest on underpayments of income tax, the School would classify it as "Interest Expense." The School would classify penalties in connection with underpayments of tax as "Other Expense."

### **3. AGREEMENT FOR SCHOOL FACILITY**

---

The School has entered into a verbal agreement ("the Agreement") with the NYCDOE for dedicated and shared space at P.S. 89, a New York City public school located at 350 Linwood Street, Brooklyn, New York. The Agreement commenced on July 1, 2011 at a cost of \$1 per year. In accordance with industry standards, the amount has not been recorded. The School will be responsible for any overtime-related costs for services provided beyond the regular opening hours. The School incurred no overtime permit fees for the years ended June 30, 2013 and 2012.

### **4. STUDENT MEALS AND TRANSPORTATION**

---

The NYCDOE provides free lunches and transportation directly to a majority of the School's students.

### **5. RELATED PARTY TRANSACTIONS**

---

The School entered into an "Academic and Business Services" Agreement with Achievement First, Inc. ("Achievement First"), a not-for-profit organization dedicated to helping start and run charter schools. This Agreement provides management, fundraising, and other administrative support services to the School.

Pursuant to the terms of the Agreement, the School shall pay a service fee equivalent to 10% of all public revenues received by the School during the year. Public revenues include all sources of revenue from a public source, but specifically exclude in-kind contributions such as student transportation and food services, start-up funding, funding for student meals, and funding for competitive public grants. Services provided included bookkeeping, facilities acquisition and management, special education delivery support, data analysis management support, and tutoring program support. The School is also to pay Achievement First an Ancillary Services Fee that is mutually negotiated by the School and Achievement First. For the years ending June 30, 2013 and 2012, the School incurred management and ancillary services fees of \$557,388 and \$410,047, respectively, which is included in the accompanying statement of functional expenses. At June 30, 2013 and 2012, the amount due to Achievement First, Inc. was \$273,579 and \$232,633, respectively.

For the years ended June 30, 2013 and 2012, Achievement First contributed \$0 and \$130,000, respectively, to the School.

**ACHIEVEMENT FIRST APOLLO CHARTER SCHOOL**

NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2013

**5. RELATED PARTY TRANSACTIONS (CONTINUED)**

Throughout the school year, the School may share staff with another school and occasionally purchase equipment from another school. These costs are included on the statement of financial position and consist of the following:

	<u>2013</u>	<u>2012</u>
Achievement First East New York Charter School	\$ 1,386	\$ 1,386
Achievement First Bushwick Charter School	2,823	1,323
Achievement First Brownsville Charter School	299	1,830
Achievement First Endeavor Charter School	359	359
Achievement First Crown Heights Charter School	82	-
	<u>\$ 4,949</u>	<u>\$ 4,898</u>

During the years ended June 30, 2013 and 2012, the School was granted federal funding which was erroneously deposited into Achievement First Crown Heights Charter School's bank account by the government funding authority instead of the School's bank account. This amount can be found on the accompanying statement of financial position as due from other schools totaling \$240,000 and \$200,000 as of June 30, 2013 and 2012, respectively.

**6. DUE TO NYC DEPARTMENT OF EDUCATION**

The NYCDOE paid the School per-pupil grant funds in six installments, based on estimates from the School. At the end of each fiscal year, the NYCDOE reconciles the total amount paid against the full-time-equivalent enrollment for the year and determines if an overpayment or underpayment has been made. As of June 30, 2013 and 2012, an overpayment totaling \$2,583 and \$5,140, respectively, had been made. An adjustment for this amount will be reflected in the succeeding year's fourth payment.

**7. PROPERTY AND EQUIPMENT**

Property and equipment consist of the following as of June 30,:

	<u>2013</u>	<u>2012</u>	<u>Estimated Useful Lives</u>
Computer hardware and software	\$ 44,373	\$ 36,149	3-5 years
Office equipment	96,323	79,716	5 years
Furniture and fixtures	31,259	20,993	8 years
Facility improvements	451,845	257,448	5-15 years
	623,800	394,306	
Less: accumulated depreciation and amortization	(150,258)	(65,165)	
	<u>\$ 473,542</u>	<u>\$ 329,141</u>	

Depreciation and amortization expense for the years ended June 30, 2013 and 2012 was \$85,093 and \$42,182, respectively.

**ACHIEVEMENT FIRST APOLLO CHARTER SCHOOL**

---

NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2013

**8. LINE OF CREDIT PAYABLE**

---

The School entered into an agreement with a bank whereby it is permitted to borrow up to \$200,000 under a secured line of credit. The agreement expired on April 30, 2013 and the School was notified that the line of credit would end on November 26, 2013 and all outstanding principal and accrued interest will be due at that time. The School is working to extend the line of credit. Interest is payable on any outstanding balance at the bank's prime rate plus one percent (4.25% as of June 30, 2013). There was an outstanding balance on the line of credit of \$200,000 at June 30, 2013 and 2012.

**9. COMMITMENTS AND CONTINGENCIES**

---

The School leases office equipment under non-cancelable operating lease agreements expiring August 2013, September 2014, and May 2016. The future minimum payments are as follows:

<u>June 30,</u>	
2014	\$ 19,177
2015	17,616
2016	<u>16,148</u>
	<u>\$ 52,942</u>

**10. PENSION PLAN**

---

Effective June 1, 2010, the School adopted a 403(b) profit sharing plan (the "Plan") which covers most of the employees. The Plan is a defined contribution plan. Employees are eligible to enroll in the Plan either the first day of the Plan year or the first day of the seventh month of the Plan year. Those employees who have completed at least 1 full year of service are also eligible for employer contribution. The Plan provides for the School to contribute up to 4% of an employee's salary, up to a maximum match of \$2,500 per year per employee. The School contribution does not become vested until the employee's third year, when it becomes fully vested. For the years ended June 30, 2013 and 2012, pension expense was \$49,402 and \$46,658, respectively, which is included in payroll taxes and employee benefits in the accompanying statement of functional expenses.

**11. RISK MANAGEMENT**

---

The School is exposed to various risks of loss related to torts; thefts of, damage to, and destruction of assets; injuries to employees; and natural disasters. The School maintains commercial insurance to help protect itself from such risks.

The School entered into contractual relationships with certain governmental funding sources. The governmental agencies may request return of funds as a result of noncompliance by the School, as well as additional funds for the use of facilities. The accompanying financial statements make no provision for the possible disallowance or refund.

**ACHIEVEMENT FIRST APOLLO CHARTER SCHOOL**

---

NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2013

**12. CONCENTRATIONS**

---

Financial instruments that potentially subject the School to a concentration of credit risk include cash accounts at a major financial institution that, at times, exceed the Federal Deposit Insurance Corporation insured limits of \$250,000. The School limits its credit risk by selecting financial institutions considered to be highly credit worthy.

The School received approximately 90% and 82% of its total revenue from per pupil funding from the NYCDOE during the years ended June 30, 2013 and 2012, respectively.

The School's grants and other receivables consist of two major grantors at June 30, 2013.

Two vendors accounted for approximately 64% of accounts payable at June 30, 2013.

**Independent Auditor’s Report on Internal Control Over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance With Government Auditing Standards**

To the Board of Trustees  
Achievement First Apollo Charter School

We have audited the financial statements of Achievement First Apollo Charter School (the “School”) as of and for the year ended June 30, 2013, and have issued our report thereon dated October 31, 2013. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States.

**Internal Control Over Financial Reporting**

In planning and performing our audit of the financial statements, we considered the School’s internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School’s internal control. Accordingly, we do not express an opinion on the effectiveness of the School’s internal control.

*A deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the entity’s financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the preceding paragraph and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However material weaknesses may exist that have not been identified.

## Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed an instance of noncompliance that is required to be reported under *Government Auditing Standards* and which is described in the accompanying schedule findings and responses as item; 2013-01.

We noted certain matters that we reported to management of the School in a separate letter dated October 31, 2013.

The School's response to the findings identified in our audit is described in the accompanying schedule of findings and responses. We did not audit the School's response and, accordingly, we express no opinion on it. This report is intended solely for the information and use of the audit committee, board of trustees, management, the New York State Education Department and the Board of Regents of the University of the State of New York and is not intended to be and should not be used by anyone other than these specified parties.

MBAF CPAs, LLC

New York, NY  
October 31, 2013

**ACHIEVEMENT FIRST APOLLO CHARTER SCHOOL**

---

SCHEDULE OF FINDINGS AND RESPONSES  
JUNE 30, 2013

**Section I – Summary of Auditor’s results**

***Financial Statements***

Type of auditor’s report issued:

Unqualified

Internal control over financial reporting:

Material weakness (es) identified?

   yes     no

Significant deficiency (ies) identified that are not  
considered to be material weaknesses?

   yes     none noted

Noncompliance material to financial statements noted?

    yes    no

## ACHIEVEMENT FIRST APOLLO CHARTER SCHOOL

---

SCHEDULE OF FINDINGS AND RESPONSES  
JUNE 30, 2013

### **Section II - Financial Statement Findings**

- **Findings: 2013-01**

Criteria and condition: SUNY - CSI requires that an escrow be set aside by the end of the 3<sup>rd</sup> fiscal year.

Context: The School has not established an escrow as of the end of the 3<sup>rd</sup> fiscal year.

Cause: An oversight on the part of management.

Effect: The School did not have the required reserve available to address any unanticipated hardship, as required by their authorizer.

Recommendations: We recommend that the School set up an escrow to be in compliance with their authorizer.

**ACHIEVEMENT FIRST APOLLO CHARTER SCHOOL**

---

SCHEDULE OF FINDINGS AND RESPONSES  
JUNE 30, 2013

**Views of responsible officials and planned corrective action:**

**Finding: 2013-01**

*Criteria and condition:* SUNY - CSI requires that an escrow be set aside by the end of the 3<sup>rd</sup> fiscal year.

*Planned corrective action:* The requisite paper work to open this account has been signed by the appropriate people on the Apollo Board of Directors and this account has subsequently been opened and funded in full.

## ACHIEVEMENT FIRST APOLLO CHARTER SCHOOL

---

### SCHEDULE OF PRIOR AUDIT FINDINGS JUNE 30, 2013

#### **Section III - Financial Statement Findings**

##### **Finding No. 2012-01**

###### **Condition:**

The School must be in compliance with internal policies and procedures regarding bank account review and reconciliation, located in the School's Fiscal Policies and Procedures (page 27). Management is required to reconcile and review bank statements on a timely basis and properly record transactions.

###### **Current Status:**

The performance has improved.

##### **Findings: 2012-02**

###### **Condition:**

The School must be in compliance with internal policies and procedures regarding monthly accounting close, located in the School's Fiscal Policies and Procedures (page 27). Management is required to reconcile and review the statement of revenue and expenses on a timely basis and properly record transactions.

###### **Current Status:**

The performance has improved.

##### **Findings: 2012-03**

###### **Condition:**

The School must be in compliance with internal policies and procedures regarding quarterly reconciliation of payroll to accounting records, located in the School's Fiscal Policies and Procedures (page 27). Management is required to reconcile their payroll accounts quarterly to their IRS Form 941's submissions.

###### **Current Status:**

The performance has improved.

##### **Findings: 2012-04**

###### **Condition:**

Several adjustments as well as all year end reconciliations were required to be performed to correct the books and records of the School.

###### **Current Status:**

The performance has improved.

**Transmittal Form**  
**Annual Financial Statement Audit Report**  
*for SUNY Authorized Charter Schools*

<b>School Name:</b>	<b>Achievement First Apollo Charter School</b>
Date (Report is due Nov. 1):	November 1, 2013
School Fiscal Contact Name:	Kevin T. Taylor
School Fiscal Contact Email:	<a href="mailto:kevintaylor@achievementfirst.org">kevintaylor@achievementfirst.org</a>
School Fiscal Contact Phone:	347-374-0429
School Audit Firm Name:	MBAF
School Audit Contact Name:	Marc Taub
School Audit Contact Email:	<a href="mailto:MTaub@mbaf-ere.com">MTaub@mbaf-ere.com</a>
School Audit Contact Phone:	212-931-9200
Audit Period:	2012-13
Prior Year:	2011-12

The following items are required to be included:

- .. The independent auditor's report on financial statements and notes.
- .. Excel template file containing the Financial Position, Statement of Activities, Cash Flow and Functional Expenses worksheets.
- .. Reports on internal controls over financial reporting and on compliance.

The additional items listed below should be included if applicable. Please explain the reason(s) if the items are not included. Examples might include: a written management letter was not issued; the school did not expend federal funds in excess of the Single Audit Threshold of \$500,000; the management letter response will be submitted by the following date (should be no later than 30 days from the submission of the report); etc.

Item	If not included, state the reason(s) below (if not applicable fill in N/A):
Management Letter	
Management Letter Response	
Form 990	
Federal Single Audit (A-133) <sup>1</sup>	
Corrective Action Plan	

Please also send an ELECTRONIC copy of: 1.) This transmittal form; 2.) Audited Financial Report; and if applicable 3.) Management Letter and Response; 4.) Federal Single Audit (A-133) ONLY to the following offices via email. A copy of the Excel file containing the four schedules Does NOT need to be included.

NYS Education Department Public School Choice Programs 89 Washington Avenue Room 462 EBA Albany, New York 12234 <a href="mailto:charterschools@mail.nysed.gov">charterschools@mail.nysed.gov</a>	NYS Education Department Office of Audit Services 89 Washington Avenue Room 524 EBA Room 524 EBA Albany, New York 12234 <a href="mailto:fsanda133@mail.nysed.gov">fsanda133@mail.nysed.gov</a>
---	---

<sup>1</sup> A copy of the Federal Single Audit must be filed with the Federal Audit Clearinghouse. Please refer to OMB Cir

**Achievement First Apollo Charter School  
Statement of Financial Position  
as of June 30**

<u>ASSETS</u>	<u>2013</u>	<u>2012</u>	<u>FIC</u>
<b><u>CURRENT ASSETS</u></b>			
Cash and cash equivalents	0	113152	
Grants and contracts receivable	348205	161746	
Accounts receivables	0	0	
Prepaid Expenses	28444	58286	
Contributions and other receivables	240000	200000	
<b>TOTAL CURRENT ASSETS</b>	<b>616,649</b>	<b>533,184</b>	
<b>PROPERTY, BUILDING AND EQUIPMENT, net</b>	<b>473542</b>	<b>329141</b>	
<b>OTHER ASSETS</b>	<b>0</b>	<b>0</b>	
<b>TOTAL ASSETS</b>	<b>1,090,191</b>	<b>862,325</b>	
<b><u>LIABILITIES AND NET ASSETS</u></b>			
<b><u>CURRENT LIABILITIES</u></b>			
Accounts payable and accrued expenses	169827	209165	
Accrued payroll and benefits	78412	59644	
Dreferred Revenue	0	0	
Current maturities of long-term debt	0	0	
Short Term Debt - Bonds, Notes Payable	200000	200000	
Other	281111	242671	
<b>TOTAL CURRENT LIABILITIES</b>	<b>729,350</b>	<b>711,480</b>	
<b>LONG-TERM DEBT and NOTES PAYABLE, net current</b>	<b>0</b>	<b>0</b>	
<b>TOTAL LIABILITIES</b>	<b>729,350</b>	<b>711,480</b>	
<b><u>NET ASSETS</u></b>			
Unrestricted	360841	150845	
Temporarily restricted	0	0	
<b>TOTAL NET ASSETS</b>	<b>360,841</b>	<b>150,845</b>	
<b>TOTAL LIABILITIES AND NET ASSETS</b>	<b>1,090,191</b>	<b>862,325</b>	

CSI:  
State, Federal or other

CSI:  
NON GRANT  
- Due from School Districts  
- Due from Governments

CSI:  
Operating and Capital  
Reserves, Deferred Costs,  
Investments, Due from  
Affiliate/CMO, Fixed  
Assets

CSI:  
Obligations under,  
Capital Leases,  
Advanced Billing, Due to  
Affiliate/CMO,

CSI:  
Land, Building, Loan(s)  
related

**Achievement First Apollo Charter School  
Statement of Activities  
as of June 30**

	2013			2012	FIC ny nu
	Unrestricted	Temporarily Restricted	Total	Total	
<b>REVENUE, GAINS AND OTHER SUPPORT</b>					
Public School District					
Resident Student Enrollment	4525066	\$-	\$4,525,066	3302456	
Students with disabilities	0	-	-	0	
Grants and Contracts					
State and local	423806	-	423,806	244967	
Federal - Title and IDEA	245202	-	245,202	110670	
Federal - Other	0	-	-	0	
Other	0	-	-	0	
Food Service/Child Nutrition Program	0	-	-	0	
<b>TOTAL REVENUE, GAINS AND OTHER SUPPORT</b>	5,194,074	-	5,194,074	3,658,093	
<b>EXPENSES</b>					
Program Services					
Regular Education	4208741	\$-	\$4,208,741	3224523	
Special Education	0	-	-	0	
Other Programs	0	-	-	0	
Total Program Services	4,208,741	-	4,208,741	3,224,523	
Management and general	730773	-	730,773	564744	
Fundraising	55739	-	55,739	41005	
<b>TOTAL OPERATING EXPENSES</b>	4,995,253	-	4,995,253	3,830,272	
<b>SURPLUS / (DEFICIT) FROM SCHOOL OPERATIONS</b>	198,821	-	198,821	(172,179)	
<b>SUPPORT AND OTHER REVENUE</b>					
Contributions					
Foundations	11175	\$-	\$11,175	124893	
Individuals	0	-	-	0	
Corporations	0	-	-	0	
Fundraising	0	-	-	0	
Interest income	0	-	-	0	
Miscellaneous income	0	-	-	0	
Net assets released from restriction	0	-	-	0	
<b>TOTAL SUPPORT AND OTHER REVENUE</b>	11,175	-	11,175	124,893	
<b>CHANGE IN NET ASSETS</b>	209,996	-	209,996	(47,286)	
NET ASSETS BEGINNING OF YEAR	150845	-	150,845	198131	
PRIOR YEAR/PERIOD ADJUSTMENTS	0	-	-	0	
<b>NET ASSETS END OF YEAR</b>	\$360,841	\$-	\$360,841	\$150,845	

**Achievement First Apollo Charter School  
Statement of Cash Flows**

**as of June 30**

	<b>2013</b>	<b>2012</b>	<b>FIC</b>
			*Please briefly explain any nu
<b>CASH FLOWS - OPERATING ACTIVITIES</b>			
Increase (decrease) in net assets	209996		-47286
Revenues from School Districts	0		0
Accounts Receivable	-40000		-200000
Due from School Districts	0		0
Depreciation	85093		42182
Grants Receivable	-186459		126594
Due from NYS	0		0
Grant revenues	0		0
Prepaid Expenses	29842		20960
Accounts Payable	-39338		9581
Accrued Expenses	18768		10071
Accrued Liabilities	0		0
Contributions and fund-raising activities	0		0
Miscellaneous sources	0		0
Deferred Revenue	0		0
Interest payments	0		0
Other	0		66742
Other	38440		61701
<b>NET CASH PROVIDED FROM OPERATING ACTIVITIES</b>	<b>\$116,342</b>		<b>\$90,545</b>
<b>CASH FLOWS - INVESTING ACTIVITIES</b>	<b>\$</b>		<b>\$</b>
Purchase of equipment	(229,494)		-120956
Other	-		0
<b>NET CASH PROVIDED FROM INVESTING ACTIVITIES</b>	<b>\$(229,494)</b>		<b>\$(120,956)</b>
<b>CASH FLOWS - FINANCING ACTIVITIES</b>	<b>\$</b>		<b>\$</b>
Principal payments on long-term debt	-		0
Other	-		0
<b>NET CASH PROVIDED FROM FINANCING ACTIVITIES</b>	<b>\$-</b>		<b>\$-</b>
<b>NET (DECREASE) INCREASE IN CASH AND CASH EQUIVALENTS</b>	<b>\$(113,152)</b>		<b>\$(30,411)</b>
Cash at beginning of year	113,152		143563
<b>CASH AND CASH EQUIVALENTS AT END OF YEAR</b>	<b>\$-</b>		<b>\$113,152</b>

**Achievement First Apollo Charter School  
Statement of Functional Expenses  
as of June 30**

		2013						
		Program Services				Supporting Service		
	No. of Positions	Regular Education	Special Education	Other Education	Total	Fund-raising	Management and General	
		\$	\$	\$	\$	\$	\$	\$
Personnel Services Costs								
Administrative Staff Personnel	-	2462827	-	-	2,462,827	0		311111
Instructional Personnel	-	0	-	-	-	0		0
Non-Instructional Personnel	-	0	-	-	-	0		0
Total Salaries and Staff		2,462,827	-	-	2,462,827	-		311,111
Fringe Benefits & Payroll Taxes		515652	-	-	515,652	0		70316
Retirement		0	-	-	-	0		0
Management Company Fees		429189	-	-	429,189	55739		72460
Legal Service		1720	-	-	1,720	0		430
Accounting / Audit Services		0	-	-	-	0		39507
Other Purchased / Professional / Consult		7672	-	-	7,672	0		113565
Building and Land Rent / Lease		0	-	-	-	0		0
Repairs & Maintenance		8524	-	-	8,524	0		1162
Insurance		14821	-	-	14,821	0		2021
Utilities		0	-	-	-	0		0
Supplies / Materials		151044	-	-	151,044	0		0
Equipment / Furnishings		121735	-	-	121,735	0		29149
Staff Development		30223	-	-	30,223	0		0
Marketing / Recruitment		0	-	-	-	0		0
Technology		129492	-	-	129,492	0		7804
Food Service		52829	-	-	52,829	0		0
Student Services		61302	-	-	61,302	0		1627
Office Expense		153311	-	-	153,311	0		55240
Depreciation		68074	-	-	68,074	0		17019
OTHER		326	-	-	326	0		9362
Total Expenses		208,741	\$-	\$-	\$4,208,741	\$55,739		\$730,773

		2012	
S			
Total	Total		
\$	\$	\$	
311,111	2,773,938	2225484	
-	-	0	
-	-	0	
311,111	2,773,938	2,225,484	
70,316	585,968	395219	
-	-	0	
128,199	557,388	410047	
430	2,150	3861	
39,507	39,507	29806	
113,565	121,237	46867	
-	-	0	
1,162	9,686	38249	
2,021	16,842	13131	
-	-	0	
-	151,044	122910	
29,149	150,884	48500	
-	30,223	32313	
-	-	0	
7,804	137,296	135315	
-	52,829	39382	
1,627	62,929	30480	
55,240	208,551	134514	
17,019	85,093	42182	
<u>9,362</u>	<u>9,688</u>	82012	
<u>\$786,512</u>	<u>\$4,995,253</u>	<u>\$3,830,272</u>	

**AF Apollo Elementary School**

**BUDGET SUMMARY**

	FY '12-13 Full Year Forecast through Dec	FY '13-14 FULL YEAR BUDGET	Change from 12- 13 to 13-14
Enrollment	336	429	93
Cost per pupil (excluding facilities and suppl. expenses)	14851	15,195	344
Student/teacher ratio	12	11.0	-0.5
Teachers	29.1	39.0	9.9
Total staff	44.8	57.0	12.2

GL Title	FY '12-13 Full Year Forecast through Dec.	FULL YEAR BUDGET	Change from 12- 13 to 13-14
<b>Income</b>			
<b>Public Revenue</b>			
<b>General Operating Revenue</b>			
Per Pupil Operating Revenue	4,539,436	5,803,083	1,263,647
<b>Total Other Public Revenues</b>	375,977	450,409	74,431
<b>Total Special Education Funding</b>	137,036	268,210	131,174
<b>Total Public Revenue</b>	<b>5,052,449</b>	<b>6,521,702</b>	<b>1,469,252</b>
<b>Total Private Revenue</b>	<b>205,000</b>	<b>80,000</b>	<b>(125,000)</b>
<b>Total Other Revenue</b>	<b>60</b>	<b>2,500</b>	<b>2,440</b>
			-
<b>Total Income</b>	<b>5,257,509</b>	<b>6,604,202</b>	<b>1,346,692</b>
<b>Expenses</b>			
<b>Personnel Expenses</b>			
<b>School Salaries and Wages-</b>			-
Teaching Salaries	1,804,440	2,586,757	782,317
Mid-Year Performance Salary Increase	20,000	-	(20,000)
Leadership Salaries	462,370	661,913	199,543
Support Staff Salaries	228,972	128,886	(100,086)
Teacher in Residence Salaries	109,679	100,000	(9,679)
Operations Staff Salaries	206,223	262,057	55,834
College Readiness Salaries	-	-	-
Special Services Salaries	-	-	-
Student Life Salaries	-	-	-
<b>Total School Salaries and Wages</b>	<b>2,831,684</b>	<b>3,739,613</b>	<b>907,929</b>
			-
<b>Total Other Personnel Costs</b>	<b>59,000</b>	<b>85,054</b>	<b>26,054</b>
<b>Total Salaries and Wages</b>	<b>2,890,684</b>	<b>3,824,667</b>	<b>933,983</b>
<b>Total Bonuses</b>	116,217	184,585	68,367
<b>Total Taxes &amp; Benefits</b>	525,889	724,404	198,515
<b>Total Temporary Staff</b>	37,908	41,362	3,454
<b>Total Personnel Expenses</b>	<b>3,570,698</b>	<b>4,775,017</b>	<b>1,204,319</b>
<b>Non - Personnel Expenses (OTPS)</b>			
<b>Total Program Support Activities</b>	154,057	169,561	15,504
<b>Total Program Materials &amp; Supplies</b>	316,361	312,904	(3,457)
<b>Total Operations</b>	75,150	50,175	(24,975)
<b>Total Technology</b>	195,876	296,013	100,137
<b>Total General &amp; Administrative</b>	89,974	126,234	36,260
<b>Total Physical Plant</b>	267,488	85,690	(181,798)
<b>Total Supplemental Program</b>	-	-	-
Ancillary Services	67,000	70,000	3,000
AF Charter Management Fee	482,220	637,062	154,841
<b>Total Non Personnel Expenses</b>	<b>1,648,126</b>	<b>1,747,639</b>	<b>99,512</b>
<b>Total Operating Expenses</b>	<b>5,218,825</b>	<b>6,522,656</b>	<b>1,303,832</b>
Contingencies	32,633	81,533	48,901
<b>Total Expenses</b>	<b>5,251,457</b>	<b>6,604,190</b>	<b>1,352,732</b>
Inter Charter Transfers	-	-	-
<b>Surplus / (Deficit)</b>	<b>6,052</b>	<b>12</b>	<b>(6,040)</b>

# Appendix E: Disclosure of Financial Interest Form

Created Wednesday, July 31, 2013

---

Page 1

331900860933 ACHVMNT FIRST APOLLO C

An Appendix E: Disclosure of Financial Interest Form must be completed for each active Trustee who served on the charter school's Board of Trustees during the 2012-13 school year. Trustees are at times difficult to track down in the summer months. Trustees may complete and submit at their leisure (but before the deadline) their individual form at: <http://fluidsurveys.com/surveys/vickie-smith/appendix-e-disclosure-of-financial-interest-form/>.

Trustees who are technologically advanced may complete the survey using their smartphones or other mobile devices by downloading the this bar code link to the survey <http://fluidsurveys.com/account/surveys/210748/publish/qrcode/>. (Make sure you have the bar code application reader on your phone).

If a Trustee is unable to complete the form by the deadline (i.e, out of the country), the school is responsible for submitting the information required on the form for that individual trustee.

Just send the links via email today to your Trustees requesting that they each complete their form as soon as possible.

Thank you.

Yes, each member of the school's Board of Trustees has received a link to the Disclosure of Financial Interest Form.

Yes

Thank you.

# Appendix F: BOT Membership Table

Created Wednesday, July 31, 2013

## Page 1

331900860933 ACHVMNT FIRST APOLLO C

### 1. Current Board Member Information

	Full Name of Individual Trustees	Position on Board (Officer or Rep).	Voting Member	Area of Expertise &/or Additional Role	Terms Served & Length (include date of election and expiration)	Committee affiliations
1	Ambrose Wooden, Jr.	Treasurer	Yes			None
2	Andrew Hubbard	Chair/President	Yes			
3	Brandon Freiman	Member	Yes			
4	Mirian Rodriguez	Parent Rep	Yes			
5	Matt Klein	Member	Yes			
6	Natalia Chefer	Member	Yes			
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						

### 2. Total Number of Members Joining Board during the 2012-13 school year

1

### 3. Total Number of Members Departing the Board during the 2012-13 school year

0

4. According to the School's by-laws, what is the maximum number of trustees that may comprise the governing board?

6

5. How many times did the Board meet during the 2012-13 school year?

6

6. How many times will the Board meet during the 2013-14 school year?

6

Thank you.

## Enrollment and Retention Targets

AF Apollo partners with the Achievement First Network Support recruitment team to carry out a comprehensive recruitment strategy consisting of direct outreach, school-based open houses, presentations at community based organizations, targeted mailings, and both online and outdoor advertising. As the demand numbers above suggest, these techniques have been successful in generating applications. The efforts have also been very effective in sharing the opportunity to apply with low-income families. In 2009, all Achievement First schools implemented an at-risk preference for low-income families, and as a result virtually all entering families (with the exception of a few siblings of families that enrolled before the preferences were in place) have qualified for free or reduced-price lunch. As a result of extensive presentations to community organizations that serve low-income families, particularly Head Start and NYCHA daycare centers, the pool of free and reduced-price applicants has been large, and the preference has been effective at substantially matching the district percentages of low-income students for the incoming classes.

The AF student recruitment team has made extensive efforts to reach out to families who speak languages other than English. All outdoor signs are in both English and Spanish, as are all brochures and other marketing materials, including the Achievement First website page for student enrollment. Additionally, Spanish-speaking members of the recruitment team have presented in Spanish at head start daycares and community organizations (including The Coalition for Hispanic Family Services, El Puente Bushwick Center, and the Hispanic Service Society), and two members of the parent-led “street teams” that recruited directly in the community were Spanish speakers (in addition to one speaker of Haitian Creole). Collectively, these street teams logged nearly 240 person-hours of direct community outreach.

Efforts to recruit students with disabilities have focused primarily on making clear in promotional materials and presentations that the Achievement First is highly effective for special education students, and that we offer services in accordance with IEPs. In addition, the recruitment team reaches out annually to day care centers that are identified by the NYC Department of Education as serving students with disabilities. The AF student recruitment team has partnered with the network special services team to ensure that marketing materials capture the range of services available. We expect that in the 2014-15 recruiting season the network special services team will participate actively in student recruitment efforts. The AF External Relations team has reached out specifically to community organizations that serve at risk families with social and health services. One such organization, The Family Center, agreed to partner with the community outreach team to conduct a family focus group on how AF schools could best meet their needs. During this focus group, the mother of a student with a disability said that her greatest struggle was finding a public school option that held the highest academic standards for her child, despite his disability. Achievement First Apollo is just such an option, committed to getting every scholar who walks through our doors to and through college. We believe that this sending this message to families with students who have special needs will be a powerful recruiting technique, and will help us meet the enrollment target for this population.

Retention of students at Achievement First schools is a network wide priority. The Achievement First report card sets a target of 5% loss attrition for each school, meaning if a school exceeds this level of student attrition the financial bonus of the leadership team is jeopardized. We believe that retention of students within at-risk populations depends primarily on the academic progress these students are making. As such, the most important retention efforts for at-risk populations will be great instruction, and regular review of data that ensures that students in these populations are receiving the support

and services they need in order to be successful. Data-including academic performance, attendance, and behavior data-is disaggregated and shared with the school leadership team (by the network data team), so that early warning signs can be identified and appropriate interventions identified.

# Required Form: Appendix E - Disclosure of Financial Interest Form

Created Friday, August 23, 2013

Updated Tuesday, October 22, 2013

<http://fluidsurveys.com/surveys/vickie-smith/appendix-e-disclosure-of-financial-interest-form/21a53ac086a9afb41c1f14bae50d626>

## Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

### 1. Trustee Name:

*Natalia Chefer*

### 2. Charter School Name:

*Achievement First Apollo Charter School*

### 3. Charter Authorizer:

*SUNY*

### 4. \*Your Home Address:

4. \*Your Home Address: | Street Address

4. \*Your Home Address: | City/State

4. \*Your Home Address: | Zip

### 5. \*Your Business Address

5. \*Your Business Address | Street Address

5. \*Your Business Address | City/State

5. \*Your Business Address | Zip

### 6. \*Daytime Phone Number:

### 7. \*E-mail Address:

### 8. Select all positions you held on Board:

(check all that apply)

- Other, please specify....: member

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

Page 2

13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

•

# Required Form: Appendix E - Disclosure of Financial Interest Form

Created Thursday, August 22, 2013

<http://fluidsurveys.com/surveys/vickie-smith/appendix-e-disclosure-of-financial-interest-form/dab7cfd6d6957ae272464a76940631>

## Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

*Andrew Hubbard*

2. Charter School Name:

*Achievement First Apollo Charter School*

3. Charter Authorizer:

*SUNY*

4. \*Your Home Address:

4. \*Your Home Address: | Street Address

4. \*Your Home Address: | City/State

4. \*Your Home Address: | Zip

5. \*Your Business Address

5. \*Your Business Address | Street Address

5. \*Your Business Address | City/State

5. \*Your Business Address | Zip

6. \*Daytime Phone Number:

7. \*E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

- Chair/President

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

A handwritten signature in black ink, consisting of several large, overlapping loops and a long, sweeping horizontal stroke extending to the right.

# Required Form: Appendix E - Disclosure of Financial Interest Form

Created Friday, August 23, 2013

<http://fluidsurveys.com/surveys/vickie-smith/appendix-e-disclosure-of-financial-interest-form/c45e6cc9a2cc8dbca77300167833f57>

## Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

### 1. Trustee Name:

Mirian Rodriguez

### 2. Charter School Name:

Achievement First Apollo Charter School

### 3. Charter Authorizer:

SUNY

### 4. \*Your Home Address:

4. \*Your Home Address: | Street Address

4. \*Your Home Address: | City/State

4. \*Your Home Address: | Zip

### 5. \*Your Business Address

5. \*Your Business Address | Street Address

5. \*Your Business Address | City/State

5. \*Your Business Address | Zip

### 6. \*Daytime Phone Number:

### 7. \*E-mail Address:

### 8. Select all positions you held on Board:

(check all that apply)

- Parent Representative

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

Mirian Rodriguez