

I. SCHOOL INFORMATION AND COVER PAGE

Created Wednesday, July 09, 2014
Updated Wednesday, July 30, 2014

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	347-471-2620	718-235-2649	[REDACTED]

4a. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES

Contact Name	Analiza Wolf
Title	Regional Director of Operations
Emergency Phone Number (###-###-####)	[REDACTED]

5. SCHOOL WEB ADDRESS (URL)

www.achievementfirst.org

6. DATE OF INITIAL CHARTER

2008-10-01 00:00:00

7. DATE FIRST OPENED FOR INSTRUCTION

2010-08-01 00:00:00

8. TOTAL NUMBER OF STUDENTS ENROLLED IN 2013-14 (as reported on BEDS Day)

(as reported on BEDS Day)

9. GRADES SERVED IN SCHOOL YEAR 2013-14

Check all that apply

• K

• 1

• 2

• 3

• 4

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)	Dacia Toll	[REDACTED]		[REDACTED]	No
CFO (e.g., network CFO)	Max Polaner	[REDACTED]		[REDACTED]	No
Compliance Contact	Tony Siddall	[REDACTED]		[REDACTED] g	Yes
Complaint Contact	Tony Siddall	[REDACTED]		[REDACTED]	No

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 2014-15.

	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	347-471-2620	CSD 19	K-4	Yes	DOE space

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]		[REDACTED]
Operational Leader	Brett Leghorn	[REDACTED]		[REDACTED]
Compliance Contact	Tony Siddall	[REDACTED]		[REDACTED]
Complaint Contact	tonysiddall@achievementfirst.org	[REDACTED]		[REDACTED]

14. Were there any revisions to the school's charter during the 2013-2014 school year? (Please include both those that required authorizer approval and those that did not require authorizer approval).

Yes

15. Summary of Charter Revisions

	Category (Select Best Description)	Specific Revision (150 word limit)	Date Approved by BOT (if applicable)	Date Approved by Authorizer (if applicable)
1	Change in admissions/enrollment policy	Enrollment policy was updated to include weighted at-risk preferences rather than absolute at-risk preferences, per federal guidance.	June 2014	June 2014

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



Signature, President of the Board of Trustees



Thank you.

Appendix A: Link to the New York State School Report Card

Created Wednesday, July 30, 2014

Page 1

Charter School Name: 331900860933 ACHVMNT FIRST APOLLO C

1. NEW YORK STATE REPORT CARD

Provide a direct URL or web link to the most recent New York State School Report Card for the charter school (See <https://reportcards.nysed.gov/>).

(Charter schools completing year one will not yet have a School Report Card or link to one. Please type "URL is not available" in the space provided).

<http://data.nysed.gov/profile.php?instid=800000063975>

**ACHIEVEMENT FIRST APOLLO
CHARTER SCHOOL**

**2013-14 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 15, 2014

By Tony Siddall, Senior Director, Growth Strategy

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

Tony Siddall, Senior Director, Growth Strategy, prepared this 2013-14 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
Mirian Rodriguez	AF Family Representative
Jennifer Lindsay	AF 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-4 in 2013-14. The student body is 72% Black, 25% Latino, and 3% Asian. 88% 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												179
2011-12	97	98	72											267
2012-13	94	91	91	63										339
2013-14	94	100	96	81	54									425

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

We are deeply rooted in our commitment to ensuring that scholars find true joy in reading and writing, and that they leave our program with a deep appreciation for great books, new information, and diverse perspectives. Reading is both a means to college and career readiness as well as a worthy endeavor in itself. Writing is a means not only to express oneself clearly and concisely, but an opportunity to ignite a passion self-discovery and creative expression.

The achievement gap is both fueled and reinforced by a knowledge and vocabulary gap. We believe that building deep knowledge across a range of essential topics will ensure that students are stronger readers and can access complex, content-rich text. We select texts and writing assignments are selected intentionally to reinforce both *world* and *word* knowledge and to align with our history, science, music and art programs when appropriate.

We do not build knowledge for the sake of building knowledge. Our program aims to ensure that all students are curious citizens, intent on expanding their own knowledge of the world through asking questions, reading, writing and discussion. We aim to spark students' inquisitiveness and develop a sense of joy for building their knowledge. Students will seek new understandings and question their previous assumptions on a variety of topics, including those central to the human experience and current world landscape.

Our students must be voracious & critical readers of varied, complex literature and information text. All students will closely read rich text from diverse genres and perspectives to develop both their analytical skill and critical thinking. Texts are selected for their complexity and for their worthiness, ensuring students engage with revolutionary ideas, well-crafted arguments, and great literature. Our program is designed to help students make coherent, thoughtful arguments using sound and sufficient evidence, so that all students are able to speak and write in a manner that is insightful, persuasive and critical.

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.

Method

The school administered the New York State Testing Program English language arts assessment to students in 3 through 4 grade in April 2014. 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.

**2013-14 State English Language Arts Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ¹			Total Enrolled
		IEP	ELL	Absent	
3	78				81
4	52			2	54
All	130				135

Results

The results of the 2013-14 ELA exam are summarized in the table below.

**Performance on 2013-14 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grades	All Students		Enrolled in at least their Second Year	
	Percent	Number Tested	Percent	Number Tested
3	27%	78	27%	78
4	37%	52	37%	52
All	31%	130	31%	130

Evaluation

AF Apollo did not meet the 75% proficient target in 2013-14.

Additional Evidence

English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2011-12		2012-13		2013-14	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	N/A	N/A	36%	64	27%	78
4	N/A	N/A	N/A	N/A	37%	52

¹ 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.

All	N/A	N/A	36%	64	31%	130
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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 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 2013-14 English language arts AMO of 89. 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 200.²

Results

AF Apollo exceed the AMO target of 89, with a PLI of 107.

English Language Arts 2013-14 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	25	45	29	2

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 45 & + & 29 & + & 2 & = & 76 \\
 & & & & 29 & + & 2 & = & \underline{31} \\
 & & & & & & \text{PLI} & = & 107
 \end{array}$$

Evaluation

AF Apollo met this target.

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.

² In contrast to SED’s Performance Index, the PLI does not account for year-to-year growth toward proficiency.

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.³

Results

The results of AF Apollo are compared to those of the local community school district in the table below.

2013-14 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 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	27%	78	16%	2036
4	37%	52	18%	1937
All	31%	130	17%	3973

Evaluation

AF Apollo met and exceeded the performance of the local Community School District at both 3rd and 4th grade, with nearly double the percentage of students scoring proficient.

Additional Evidence

Although state test data is limited, AF Apollo has significantly outperformed the local sending district in each year that it had students old enough to take the state test.

English Language Arts Performance of Charter School and Local District by Grade Level and School Year

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2011-12		2012-13		2013-14	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	N/A	N/A	36%	14%	27%	16%
4	N/A	N/A	N/A	N/A	37%	18%
All	N/A	N/A	36%	14%	31%	17%

³ Schools can acquire these data when the New York State Education Department releases its Access database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

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.⁴

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 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Comparative Performance Analysis available.

Results

In 2012-13, performance on the ELA exam was higher than expected to a large degree.

2012-13 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	84.4%	64	36	20.3	15.7	1.26
4						
5						
6						
7						
8						
All	84.4%	64	36	20.3	15.7	1.26

School's Overall Comparative Performance: Higher than expected to a large degree.

Evaluation

The aggregate effect size for AF Apollo on the 2012-13 ELA exam was 1.27, meaning significantly exceeding the target of 0.3.

⁴ The Institute will continue using *economically disadvantaged* instead of *eligibility for free lunch* as the demographic variable in 2013-14. Schools should report previous year's results using reported free-lunch statistics.

Goal 1: Growth Measure⁵

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.

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 from 2011-12 including students who were retained in the same grade. Students with the same 2011-12 score are ranked by their 2012-13 score and assigned a percentile based on their relative growth in performance (student 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.

Results

The Mean Growth Percentile for ELA in 2013-14 was 38, below the statewide median of 50.

2013-14 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
3	N/A	50.0
4	38	50.0
All	38	50.0

Evaluation

AF Apollo did not meet this target.

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.

⁵ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

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 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						
	2010-11	2011-12 <i>Target</i>	2011-12 <i>Actual</i>	2012-13 <i>Target</i>	2012-13 <i>Actual</i>	2013-14 <i>Target</i>	2013-14 <i>Actual</i>
K	73	50	78	50	74	50	73
1	70	74	74	79	72	75	81
2	-	71	56	75	53	73	N/A
3	-	-	-	57	74	54	N/A

All grades tested scored above the target of 50 NCE in each year tested. Not every cohort, however, consistently met its growth targets.

Summary of the English Language Arts Goal

AF Apollo achieved its growth and comparative goals, but did not achieve the 75% proficiency goal.

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.	Achieved
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 2012-13 school district results.)	Achieved
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.	Did Not Achieve
Growth	Each year, on the Degrees of Reading Power exam (DRP), a nationally norm referenced literacy assessment, all grade-level cohorts (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	Achieved

	the current year.	
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Action Plan

We strongly support the very rigorous Common Core aligned tests, and we have invested heavily in adapting the academic program to meet these college preparatory standards. In 2014-15 we will 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 continue to on the following priorities in the 2014-15 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. The curriculum resources are developed and continually improved by exceptional teachers throughout the network called “curriculum fellows,” and are refined by network-level staff in collaboration with national content area experts. These resources will be used by coaches within the context of the regular coaching process to develop teacher skill in each of these areas. In addition, the network *doubled* the amount of summer training for all teachers and leaders in preparation for the 2014-15 school year.

MATHEMATICS

Goal 2: Mathematics
Students will demonstrate competency in the understanding and application of mathematical computation and problem solving.

Background

For students to thrive in the world they will face after college, they must be able to make sense of the world through a mathematical lens. Therefore, learning mathematics requires more than learning facts and procedures for solving certain types of problems. A well-prepared student will develop proficiency and expertise in a number of mathematical practices that have longstanding importance in mathematics education.

In the mathematics program at Achievement First Apollo, mathematical practices come to life through the shifts ([focus](#), [coherence](#), [rigor](#)) called for by the Common Core State Standards. We will continue to refine the components of and resources for the program, on our path to seeing these practices and shifts embodied by our students and driving instruction.

Tenets of Achievement First's Mathematics Program:

1. Conceptual Understanding: comprehension of mathematical concepts, operations, and relations
 - While developing conceptual understanding, students make meaning of mathematics and make connections across mathematical ideas which allows for rapid acquisition of new knowledge, greater retention, and ability to apply in novel contexts.
2. Procedural Fluency: skill in carrying out procedures flexibly, accurately, efficiently, and appropriately
 - The development of procedural fluency allows students to focus mental energy on flexibly approaching and thinking through problems, rather than the steps to perform an accurate calculation.
3. Strategic Competence & Adaptive Reasoning: ability to formulate, represent, and solve mathematical problems; capacity for logical thought, reflection, explanation, and justification
 - The development of these habits of mind prepares students to solve mathematical problems that they may encounter throughout the rest of their academic and social lives.
4. Productive Disposition: habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one's own efficacy.
 - Students approach challenging situations as opportunities to learn and mistakes made along the way as times for feedback and reflection, not representations of personal failure. This productive disposition is the hallmark of having a growth mindset as opposed to one that is fixed.
5. Problem Solving: the umbrella under which all the opportunities to increase proficiency and expertise with the mathematical practices fall
 - While students engage in problem solving they are making sense of problems, thinking strategically about concept and skill applications, planning and executing a viable approach, and reflecting on process and solutions.

Goal 2: 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.

Method

The school administered the New York State Testing Program mathematics assessment to students in 3 through 4 grade in April 2014. 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.

**2013-14 State Mathematics Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ⁶			Total Enrolled
		IEP	ELL	Absent	
3	79				81
4	52			2	54
All	131				135

Results

The results on the 2013-14 math exam are summarized in the table below.

**Performance on 2013-14 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grades	All Students		Enrolled in at least their Second Year	
	Percent	Number Tested	Percent	Number Tested
3	30%	79	30%	79
4	44%	52	44%	52
All	36%	131	36%	131

Evaluation

AF Apollo did not achieve this objective in 2013-14.

Additional Evidence

Although math performance at AF Apollo is substantially higher than the sending district, more than half of our fourth graders did not reach the college preparatory level of performance on the 2013-14 exam. However, this cohort of students did improve markedly from the previous year.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2011-12		2012-13		2013-14	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	N/A	N/A	36%	64	30%	79
4	N/A	N/A	N/A	N/A	44%	52
All	N/A	N/A	36%	64	36%	131

⁶ 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.

Goal 2: 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 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 2013-14 mathematics AMO of 86. 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 200.⁷

Results

The PLI for math in 2013-14 was 122.

Mathematics 2013-14 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	12	52	27	8

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 52 & + & 27 & + & 8 & = & 87 \\
 & & & & 27 & + & 8 & = & 35 \\
 & & & & & & \text{PLI} & = & 122
 \end{array}$$

Evaluation

AF Apollo’s PLI of 122 exceeded the NCLB’s effective AMO of 86.

Goal 2: 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.

⁷ In contrast to NYSED’s Performance Index, the PLI does not account for year-to-year growth toward proficiency.

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.⁸

Results

In both grade 3 and grade 4, the percentage of students achieving proficiency significantly exceed the performance level of the local community school district.

**2013-14 State Mathematics Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	30%	79	20%	2057
4	44%	52	24%	1953
All	36%	131	22%	4000

Evaluation

AF Apollo met this target in 2013-14.

Additional Evidence

In the two years during which AF Apollo had students in tested grades, it significantly outperformed the local CSD.

**Mathematics Performance of Charter School and Local District
by Grade Level and School Year**

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2011-12		2012-13		2013-14	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	N/A	N/A	36%	19%	30%	20%
4	N/A	N/A	N/A	N/A	44%	24%
All	N/A	N/A	36%	19%	36%	22%

⁸ Schools can acquire these data when the New York State Education Department releases its Access database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

Goal 2: 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.⁹

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 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Comparative Performance Analysis available.

Results

The 2012-13 Effect Size was 0.73, higher than expected to a medium degree.

2012-13 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3		64	36	23.8	12.2	0.73
4						
5						
6						
7						
8						
All	84.4%	64	36	23.8	12.2	0.73

School's Overall Comparative Performance:

Higher than expected to a medium degree.

Evaluation

AF Apollo achieved this objective, performing "higher than expected to a medium degree."

⁹ The Institute will continue using *economically disadvantaged* instead of *eligibility for free lunch* as the demographic variable in 2013-14. Schools should report previous year's results using reported free-lunch statistics.

Additional Evidence

2012-13 was the first year in which AF Apollo had students in a state-tested grade.

Goal 2: Growth Measure¹⁰

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.

Results

The Mean Growth Percentile for math in 2013-14 was 38.5.

2013-14 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Average
4	38.5	50.0
All	38.5	50.0

Evaluation

AF Apollo did not achieve this target.

Additional Evidence

2013-14 was the first year in which AF Apollo had a cohort with two years of test data, so there are no additional years for comparison.

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

¹⁰ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

above the 50th percentile in the previous year and 90% of students scoring at or above the 50th 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 50th percentile on the TerraNova exam. As part of our transition to the Common Core State Standards, AF Apollo discontinued the administration of the TerraNova exam, because it is not a sufficiently rigorous and Common Core aligned assessment.

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

Grade	Percent Performing At or Above 50 th 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 50th Percentile. We attribute this to changes in the ELA program to better align with our Common Core-aligned Internal Assessments. Again, we believe the TerraNova is not a sufficiently rigorous assessment for our Common Core aligned program.

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

AF Apollo achieved its comparative goals, demonstrating that it is an indispensable public education option in East New York. We have not yet reached the 75% proficiency target on the very rigorous Common Core aligned assessments, and despite cohort-level improvement, our scholars did not achieve sufficient growth to surpass the state median growth percentile.

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	Achieved

	(AMO) set forth in the state’s NCLB accountability system.	
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 2012-13 school district results.)	Achieved
Growth	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.	Did Not Achieve
Growth	Each year, on a nationally norm-referenced mathematics assessment, all grade-level cohorts of students (in grades K-2) will reduce by one-half the gap between 90% of all students scoring at or above the 50 th percentile in the previous year and 90% of students scoring at or above the 50 th percentile in the current year.	N/A

Action Plan

AF Apollo will continue the core improvement strategies established over the last two years. We will continue upgrading the curricular resources available to teachers via the curriculum fellows model described under the ELA section of this Progress Report. Additionally, AF Apollo teachers participated in increased math-specific professional development during summer training, and will continue to receive weekly coaching. Additionally, math interventions for struggling students will be more systematic, and will be triggered by the NWEA Math for Primary Grades assessment to ensure that every struggling student receives tailored extra support.

SCIENCE

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

Background

Our program is designed to ensure that students develop the skills and understandings necessary to be prepared for introductory college level science courses and ultimately the careers of their choice, including (but not limited to) careers in science, engineering, and technology. Our program goes beyond the floor set by current external assessments to ensure that all performance expectations set forth in the Next Generation Science Standards are met. The rigor of content, concepts, and practices gradually increases in complexity from grade band to grade band, to ensure that our scholars have the knowledge and skills to choose careers in STEM.

The program is driven by the National Research Council’s Framework for K-12 Science Education, which states: “To develop a thorough understanding of scientific explanations of the world, students need sustained opportunities to work with and develop the underlying ideas and to appreciate those ideas’ interconnections over a period of years rather than weeks or months.” To accomplish this goal, students build background knowledge and an understanding of science by deeply engaging with a focused set of

core ideas and practices throughout their educational experience. Through this intensive approach, they will build expertise and use their expertise to make sense of new information or tackle problems.

The Next Generation Science Standards call for us to teach the practices or methods of science and engineering within our content and to focus on the many methods and practices of science and engineering rather than a single method. In order to support meaningful learning in science and engineering, our science program integrates core ideas of the discipline, science and engineering practices, crosscutting concepts, and Common Core literacy and mathematics. In grades K-8, the program is based on integrated science scope & sequences produced by Achievement First, which draw on a variety of resources from educational publishers, external content experts, and internally designed materials.

Goal 3: 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 science examination.

Method

The school administered the New York State Testing Program science assessment to students in 4th grade in spring 2014. The school converted each student’s raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at proficiency.

Results

As the table below indicates, 94% of students were proficient on the 2014 grade 4 science exam.

**Charter School Performance on 2013-14 State Science Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Percent of Students at Proficiency			
	Students In At Least 2 nd Year		All Students	
	Percent	Number Tested	Percent	Number Tested
4	94%	52	94%	52
8	N/A	N/A	N/A	N/A

Evaluation

AF Apollo met this target.

Additional Evidence

2013-14 was the first year that AF Apollo students took the state science exam, so year-to-year data is not available.

Goal 3: Comparative Measure

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

Method

The 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 and the results for the respective grades in the local school district.

Results

The results are summarized in the table below.

**2013-14 State Science Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
4	94%	52	TBD	TBD
8	N/A	N/A	N/A	N/A

Evaluation

This goal cannot be assessed because 4th grade science results for the local district are not yet available.

Summary of the Science Goal

AF Apollo achieved the absolute target, and the comparative target cannot be evaluated at this time.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	Achieved
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the local school district.	TBD

Action Plan

AF Apollo will continue the development of the science program in partnership with Achievement First, which is working with BSCS, a national leader in the development and evaluation of K-12 science programs.

NCLB

Goal 4: NCLB

The school will make Adequate Yearly Progress.

Goal 4: 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. The report cards indicate each school's status under the state's No Child Left Behind (NCLB) accountability system.

Results

AF Apollo is in good standing.

Evaluation

AF Apollo achieved this goal.

Additional Evidence

AF Apollo has achieved this goal each year it has been measured.

NCLB Status by Year

Year	Status
2011-12	Good Standing
2012-13	Good Standing
2013-14	Good Standing

Optional Goals

Goal 5: Parent Satisfaction

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

Goal 5: 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

Families overwhelmingly expressed satisfaction with AF Apollo in 2013-14.

2013-14 Parent Satisfaction Survey Response Rate

Number of Responses	Number of Families	Response Rate
382	422	91%

2013-14 Parent Satisfaction on Key Survey Results

Item	Percent of Respondents Satisfied
I would recommend this school to parents of other students in the city.	96%
The overall grade I would give this school is a B or higher.	97%

Evaluation

AF Apollo achieved this goal.

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.

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 2014-15 are still being verified at the school level, this measure evaluates student retention between the beginning of 2012-13 and 2013-14. 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.

2013-14 Student Retention Rate

2012-13 Enrollment	Number of Students Who Graduated in 2012-13	Number of Students Who Returned in 2013-14	Retention Rate 2013-14 Re-enrollment ÷ (2012-13 Enrollment – Graduates)
347	0	301	87%

Evaluation

AF Apollo has increased its retention rate over the past three years, but overall student attrition remains too high. Loss attrition for 2013-14 was 7.2%.

Additional Evidence

Year	Retention Rate
2011-12	79%
2012-13	86%
2013-14	87%

Goal S: Absolute Measure

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

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.

2013-14 Attendance

Grade	Average Daily Attendance Rate
1	96%
2	97%
3	97%
4	97%
Overall	97%

Evaluation

AF Apollo achieved this goal.

Additional Evidence

Year	Average Daily Attendance Rate
2011-12	97%
2012-13	97%
2013-14	97%

Appendix B: Total Expenditures and Administrative Expenditures per Child

Created Wednesday, July 09, 2014
Updated Wednesday, July 30, 2014

Page 1

Charter School Name: 331900860933 ACHVMNT FIRST APOLLO C

B. Financial Information

This information is required of ALL charter schools. Provide the following measures of fiscal performance of the charter school in Appendix B (Total Expenditures and Administrative Expenditures Per Child):

1. Total Expenditures Per Child

To calculate 'Total Expenditures per Child' take total expenditures (from the unaudited 2013-14 Schedule of Functional Expenses) and divide by the count of students you reported on of BEDS Day. (Integers Only. No dollar signs or commas).

1. Total Expenditures Per Child Line 1: Total Expenditures	6604202
1. Total Expenditures Per Child Line 2: BEDS Day Pupil Count	424
1. Total Expenditures Per Child Line 3: Divide Line 1 by Line 2	15576

2. Administrative Expenditures per Child

To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the unaudited 2013-14 Schedule of Functional Expenses) and divide by the BEDS per pupil count. The relevant portion that must be included in this calculation is defined as follows:

Administrative Expenditures: Administration and management of the charter school includes the activities and personnel of the offices of the chief school officers, the treasurer, the finance or business offices, the purchasing unit, the employee personnel offices, the records management offices, or a public information and services offices. It also includes those administrative and management services provided by other organizations or corporations on behalf of the charter school for which the charter school pays a fee or other compensation.

Please note the following:

Do not include the FTE of personnel dedicated to administration of the instructional programs.

Do not include Employee Benefit costs or expenditures in the above calculations.

A template for the Schedule of Functional Expenses is provided on page 21 of the 2012 Annual Report Guidelines to assist schools identify the categories of expenses needed to compute the two per pupil calculations. This template does not need to be completed or submitted on August 1st as it will be submitted November 1st as part of the audited financial statements. Therefore schools should use unaudited amounts for these per pupil calculations. (See the 2013-14 Annual Report Guidelines in "Resources" area of your portal task page).

To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas).

To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas). Line 1: Relevant Personnel Services Cost (Row)	341532
To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas). Line 2: Management and General Cost (Column)	341532
To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas). Line 3: Sum of Line 1 and Line 2	683064
To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas). Line 4: BEDS Day Pupil Count	424
To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas). Line 5: Divide Line 3 by the BEDS Day Pupil Count	1611

Thank you.

Achievement First Apollo Budget / Operating Plan 2014-15						DESCRIPTION OF ASSUMPTIONS
6	Total Revenue	8,980,382	8,980,382	-	8,980,382	8,980,382
7	Total Expenses	8,977,096	8,977,096	-	(8,977,096)	(8,977,096)
8	Net Income	3,286	3,286	-	3,286	3,286
9	Actual Student Enrollment					
10	Total Paid Student Enrollment					
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58						
68	EXPENSES					
69	ADMINISTRATIVE STAFF PERSONNEL COSTS					
70	Executive Management	No. of Positions	-	-	-	-
71	Instructional Management	10.00	980,255	980,255	(980,255)	(980,255)
72	Deans, Directors & Coordinators	-	-	-	-	-
73	CFO / Director of Finance	-	-	-	-	-
74	Operation / Business Manager	7.00	458,093	458,093	(458,093)	(458,093)
75	Administrative Staff	-	-	-	-	-
76	TOTAL ADMINISTRATIVE STAFF	17.00	1,438,348	1,438,348	(1,438,348)	(1,438,348)
77						
78	INSTRUCTIONAL PERSONNEL COSTS					
79	Teachers - Regular	49.00	3,372,359	3,372,359	(3,372,359)	(3,372,359)
80	Teachers - SPED	-	-	-	-	-
81	Substitute Teachers	-	1,000	1,000	(1,000)	(1,000)
82	Teaching Assistants	-	-	-	-	-
83	Specialty Teachers	-	-	-	-	-
84	Aides	-	-	-	-	-
85	Therapists & Counselors	3.00	164,784	164,784	(164,784)	(164,784)
86	Other	5.00	260,930	260,930	(260,930)	(260,930)
87	TOTAL INSTRUCTIONAL	57.00	3,799,073	3,799,073	(3,799,073)	(3,799,073)
88						
89	NON-INSTRUCTIONAL PERSONNEL COSTS					
90	Nurse	-	-	-	-	-
91	Librarian	-	-	-	-	-
92	Custodian	-	-	-	-	-
93	Security	-	-	-	-	-
94	Other	-	49,556	49,556	(49,556)	(49,556)
95	TOTAL NON-INSTRUCTIONAL	-	49,556	49,556	(49,556)	(49,556)
96						
97	SUBTOTAL PERSONNEL SERVICE COSTS	74.00	5,286,977	5,286,977	(5,286,977)	(5,286,977)
98						
99	PAYROLL TAXES AND BENEFITS					
100	Payroll Taxes	-	471,054	471,054	(471,054)	(471,054)
101	Fringe / Employee Benefits	-	541,450	541,450	(541,450)	(541,450)
102	Retirement / Pension	-	91,875	91,875	(91,875)	(91,875)
103	TOTAL PAYROLL TAXES AND BENEFITS	-	1,104,381	1,104,381	(1,104,381)	(1,104,381)
104						
105	TOTAL PERSONNEL SERVICE COSTS	74.00	6,391,358	6,391,358	(6,391,358)	(6,391,358)
106						
107	CONTRACTED SERVICES					
108	Accounting / Audit	-	29,225	29,225	(29,225)	(29,225)
109	Legal	-	10,000	10,000	(10,000)	(10,000)
110	Management Company Fee	-	822,163	822,163	(822,163)	(822,163)
111	Nurse Services	-	-	-	-	-
112	Food Service / School Lunch	-	-	-	-	-
113	Payroll Services	-	12,250	12,250	(12,250)	(12,250)
114	Special Ed Services	-	-	-	-	-
115	Tilement Services (i.e. Title I)	-	-	-	-	-
116	Other Purchased / Professional / Consulting	-	172,000	172,000	(172,000)	(172,000)
117	TOTAL CONTRACTED SERVICES	-	1,045,638	1,045,638	(1,045,638)	(1,045,638)
118						
119	SCHOOL OPERATIONS					
120	Board Expenses	-	-	-	-	-
121	Classroom / Teaching Supplies & Materials	-	115,123	115,123	(115,123)	(115,123)
122	Special Ed Supplies & Materials	-	8,500	8,500	(8,500)	(8,500)
123	Textbooks / Workbooks	-	95,000	95,000	(95,000)	(95,000)
124	Supplies & Materials other	-	4,790	4,790	(4,790)	(4,790)
125	Equipment / Furniture	-	65,000	65,000	(65,000)	(65,000)
126	Telephone	-	14,950	14,950	(14,950)	(14,950)
127	Technology	-	558,062	558,062	(558,062)	(558,062)
128	Student Testing & Assessment	-	30,727	30,727	(30,727)	(30,727)
129	Field Trips	-	3,000	3,000	(3,000)	(3,000)
130	Transportation (student)	-	7,500	7,500	(7,500)	(7,500)
131	Student Services - other	-	19,645	19,645	(19,645)	(19,645)
132	Office Expense	-	100,653	100,653	(100,653)	(100,653)
133	Staff Development	-	47,500	47,500	(47,500)	(47,500)
134	Staff Recruitment	-	14,500	14,500	(14,500)	(14,500)
135	Student Recruitment / Marketing	-	-	-	-	-
136	School Meals / Lunch	-	82,000	82,000	(82,000)	(82,000)
137	Travel (Staff)	-	-	-	-	-
138	Fundraising	-	-	-	-	-
139	Other	-	79,636	79,636	(79,636)	(79,636)
140	TOTAL SCHOOL OPERATIONS	-	1,246,586	1,246,586	(1,246,586)	(1,246,586)
141						
142	FACILITY OPERATION & MAINTENANCE					
143	Insurance	-	28,985	28,985	(28,985)	(28,985)
144	Janitorial	-	-	-	-	-
145	Building and Land Rent / Lease	-	120,000	120,000	(120,000)	(120,000)
146	Repairs & Maintenance	-	33,700	33,700	(33,700)	(33,700)
147	Equipment / Furniture	-	-	-	-	-
148	Security	-	-	-	-	-
149	Utilities	-	-	-	-	-
150	TOTAL FACILITY OPERATION & MAINTENANCE	-	182,685	182,685	(182,685)	(182,685)
151						
152	DEPRECIATION & AMORTIZATION					
153	RESERVES / CONTINGENCY	-	110,828	110,828	(110,828)	(110,828)
154						
155	TOTAL EXPENSES		8,977,096	8,977,096	(8,977,096)	(8,977,096)
156						
157	NET INCOME		3,286	3,286	3,286	3,286
158						

Achievement First Apollo Budget / Operating Plan 2014-15						DESCRIPTION OF ASSUMPTIONS
	Original	Total Year Current	Variance	VARIANCE Original vs. PY Current vs. PY		
6	Total Revenue					
7	8,980,382	8,980,382	-	8,980,382	8,980,382	
8	Total Expenses					
9	8,977,096	8,977,096	-	(8,977,096)	(8,977,096)	
10	Net Income					
11	3,286	3,286	-	3,286	3,286	
12	Actual Student Enrollment					
13	Total Paid Student Enrollment					
14						
15						
16	ENROLLMENT - *School Districts Are Linked To Above Entries*					
161	School District 1 (Enter Name)					
162	School District 2 (Enter Name)					
163	School District 3 (Enter Name)					
164	School District 4 (Enter Name)					
165	School District 5 (Enter Name)					
166	School District 6 (Enter Name)					
167	School District 7 (Enter Name)					
168	School District 8 (Enter Name)					
169	School District 9 (Enter Name)					
170	School District 10 (Enter Name)					
171	School District 11 (Enter Name)					
172	School District 12 (Enter Name)					
173	School District 13 (Enter Name)					
174	School District 14 (Enter Name)					
175	School District 15 (Enter Name)					
176	School District - ALL OTHER					
177	TOTAL ENROLLMENT					
178						
179	REVENUE PER PUPIL					
180						
181	EXPENSES PER PUPIL					

Achievement First Apollo Charter School

**Financial Statements
and Independent Auditor's Report**

June 30, 2014

Achievement First Apollo Charter School

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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, which comprise the statement of financial position as of June 30, 2014, and the related statements of activities and changes in net assets, 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 from 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 entity'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 entity'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, 2014, 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.

Other Matters

Report on Summarized Comparative Information

The financial statements of Achievement First Apollo Charter School as of June 30, 2013, were audited by other auditors whose report dated October 31, 2013, expressed an unmodified opinion on those financial statements.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated October 30, 2014 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 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.



Farmington, Connecticut
October 30, 2014

Achievement First Apollo Charter School

**Statement of Financial Position
June 30, 2014
(With Comparative Totals for 2013)**

	2014	2013
<u>Assets</u>		
Cash	\$ 424	\$ -
Restricted cash	75,000	-
Grants receivable	539,646	348,205
Due from Achievement First, Inc.	53,782	-
Due from other schools	184	240,000
Prepaid expenses and other assets	52,005	28,444
Property and equipment, net	384,137	473,542
Total assets	\$ 1,105,178	\$ 1,090,191
<u>Liabilities and Net Assets</u>		
Liabilities:		
Cash overdraft	\$ 103,232	\$ 52,157
Accounts payable and accrued expenses	51,435	117,670
Accrued salary and other payroll related expenses	113,798	78,412
Due to Achievement First, Inc.	-	273,579
Due to other schools	-	4,949
Due to NYC Department of Education	1,975	2,583
Line of credit	200,000	200,000
Loan payable	300,000	-
Total liabilities	770,440	729,350
Commitments and contingencies		
Net assets:		
Unrestricted:		
Undesignated	159,137	360,841
Board designated	175,601	-
Total net assets	334,738	360,841
Total liabilities and net assets	\$ 1,105,178	\$ 1,090,191

See Notes to Financial Statements.

Achievement First Apollo Charter School
Statement of Activities and Changes in Net Assets
Year Ended June 30, 2014
(With Comparative Totals for 2013)

	2014	2013
Operating revenue:		
State and local per pupil operating revenue	\$ 5,644,425	\$ 4,525,066
Federal, state and local grants	256,794	507,990
Special education revenue	235,116	161,018
Total operating revenue	6,136,335	5,194,074
Expenses:		
Program services	5,588,128	4,208,741
General and administrative	638,483	730,773
Fundraising	136,353	55,739
Total expenses	6,362,964	4,995,253
Surplus (deficit) on school operations from government funding	(226,629)	198,821
Support and other revenue:		
Contributions	200,525	7,500
Interest income	1	3,675
Total support and other revenue	200,526	11,175
Change in net assets	(26,103)	209,996
Net assets, beginning of year	360,841	150,845
Net assets, end of year	\$ 334,738	\$ 360,841

See Notes to Financial Statements.

Achievement First Apollo Charter School

**Statement of Functional Expenses
Year Ended June 30, 2014
(With Comparative Totals for 2013)**

	2014			2013	
	Program Services	General and Administrative	Fundraising	Total	Total
Salaries and wages	\$ 3,446,393	\$ 393,502	\$ -	\$ 3,839,895	\$ 2,890,195
Payroll taxes and employee benefits	698,951	79,805	-	778,756	598,531
After school/tutoring program	15,712	-	-	15,712	9,971
Classroom supplies and instructional materials	217,587	-	-	217,587	149,885
Furniture and equipment - noncapitalizable	44,130	5,039	-	49,169	150,884
Insurance	21,742	2,482	-	24,224	16,842
Interest expense	-	7,272	-	7,272	9,111
Management fee	511,325	34,089	136,353	681,767	557,388
Office expense	140,753	43,003	-	183,756	163,909
Parent activities	15,913	-	-	15,913	326
Postage and delivery	2,823	706	-	3,529	2,952
Printing and photocopying	52,514	13,128	-	65,642	47,426
Professional fees	-	27,978	-	27,978	29,092
Repairs and maintenance	7,715	881	-	8,596	9,686
Special education contracted services	4,837	-	-	4,837	14,484
Staff professional development	32,371	-	-	32,371	30,223
Student field trips and incentive programs	19,655	-	-	19,655	9,163
Student food services	83,468	-	-	83,468	52,829
Student transportation	8,398	-	-	8,398	33,831
Student uniforms	2,405	-	-	2,405	460
Technology infrastructure and software	101,662	12,356	-	114,018	87,548
Telephone and internet	41,237	4,708	-	45,945	45,424
Depreciation	118,537	13,534	-	132,071	85,093
	\$ 5,588,128	\$ 638,483	\$ 136,353	\$ 6,362,964	\$ 4,995,253

See Notes to Financial Statements.

Achievement First Apollo Charter School

Statement of Cash Flows
Year Ended June 30, 2014
(With Comparative Totals for 2013)

	2014	2013
Operating activities:		
Change in net assets	\$ (26,103)	\$ 209,996
Adjustments to reconcile change in net assets to net cash provided by (used in) operating activities:		
Depreciation	132,071	85,093
Changes in operating assets and liabilities:		
Grants receivable	(191,441)	(186,459)
Due from Achievement First, Inc.	(53,782)	
Due from other schools	239,816	(40,000)
Prepaid expenses and other assets	(23,561)	29,842
Cash overdraft	51,075	-
Accounts payable and accrued expenses	(66,235)	(39,338)
Accrued salary and other payroll related expenses	35,386	18,768
Due to Achievement First, Inc.	(273,579)	40,946
Due to other schools	(4,949)	51
Due to NYC Department of Education	(608)	(2,557)
Net cash provided by (used in) operating activities	(181,910)	116,342
Investing activities:		
Restricted cash for state required dissolution reserve	(75,000)	-
Purchase of property and equipment	(42,666)	(229,494)
Net cash used in investing activities	(117,666)	(229,494)
Financing activities:		
Proceeds from loan payable	300,000	-
Net increase (decrease) in cash	424	(113,152)
Cash, beginning of year	-	113,152
Cash, end of year	\$ 424	\$ -
Supplemental disclosure of cash flow information:		
Interest paid	\$ 7,272	\$ 9,111

See Notes to Financial Statements.

Achievement First Apollo Charter School

Notes to Financial Statements June 30, 2014

Note 1 - Nature of operations

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 2014, the School operated classes for students in kindergarten through fourth 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.

Note 2 - Summary of significant accounting policies

Basis of presentation

The accompanying financial statements have been prepared on the accrual basis of accounting in accordance with accounting principles generally accepted in the United States of America. Net assets and revenues, expenses, gains and losses are classified based on the existence or absence of donor-imposed restrictions. Accordingly, net assets of the School and changes therein are classified and reported as follows:

Unrestricted - Net assets that are not subject to donor-imposed stipulations.

Temporarily restricted - Net assets resulting from contributions and other inflows of assets whose use by the School are 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 and changes in net assets. However, if a restriction is fulfilled in the same period in which the contribution is received, the School reports the support as unrestricted.

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

Achievement First Apollo Charter School

Notes to Financial Statements June 30, 2014

The Board of Trustees (the "Board") enacted a Board Designated Reserve Policy (the "Reserve") in which unrestricted net assets are set aside to be used only with the approval of the Board. The Reserve is calculated by netting the current year's current assets against the current year's current liabilities and reducing that difference by any assets whose use is contractually limited. The Reserve at June 30, 2014 is \$175,601.

Statement of cash flows

For purposes of reporting cash flows, the School considers all highly liquid debt instruments purchased with an original maturity of three months or less to be cash equivalents. There were no cash equivalents at June 30, 2014.

Restricted cash

The School has an escrow account of \$75,000 which is held aside for contingency purposes as required by the New York City Department of Education (NYCDOE).

Grant and other receivables

Grants receivable represent unconditional promises to give. Grants receivable that are expected to be collected within one year, and recorded at net realizable value, are \$539,646 at June 30, 2014. The School has determined that no allowance for uncollectible accounts for grants receivable is necessary as of June 30, 2014. Such estimate is based on management's assessments of the creditworthiness of its donors, the aging of its receivables as well as current economic conditions and historical information.

The School evaluates the collectability of the grant receivables and employs the direct-write off method which approximates the allowance method under accounting principles generally accepted in the United States of America.

Revenue recognition

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. Receivables are recognized to the extent costs have been incurred, but not reimbursed.

Revenue from the state and local governments 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.

Contributions are recognized by the School when a donor makes a promise to give that is, in substance, unconditional. Contributions that are restricted by the donor, but whose restrictions are met in the same period, are reported as increases to unrestricted net assets. All other donor-restricted contributions are reported as increases to temporarily restricted net assets. When a restriction expires, temporarily restricted net assets are reclassified to unrestricted net assets.

Achievement First Apollo Charter School

Notes to Financial Statements June 30, 2014

The School receives a substantial portion of its support and revenue from the 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.

Contributed services received from Board Members and volunteers are not recorded in the financial statements since these services do not meet the criteria for recognition as contributed services.

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. 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.

Depreciation is provided on a straight-line basis over the estimated useful lives as follows:

Facility improvements	5 - 15 years
Furniture and fixtures	8 years
Computers and hardware	3 - 5 years
Equipment	5 years

Achievement First Apollo Charter School

Notes to Financial Statements June 30, 2014

Long-lived assets

The School recognizes an impairment loss when the carrying amount of a long-lived asset exceeds its fair value. In the event that facts and circumstance indicate that the carrying amounts of long-lived assets may be impaired, an evaluation of recoverability would be performed. The evaluation process consists of comparing the estimated future undiscounted cash flows associated with the asset to the asset's carrying amount to determine if a write down is required. If the review indicates that the asset will not be recoverable, the carrying value of the asset would be reduced to its estimated realizable value. There was no impairment loss recognized for the year ended June 30, 2014.

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 by function have been allocated among program and supporting service classifications using bases determined by management to be reasonable.

Income taxes

The School is classified by the Internal Revenue Service as exempt from income tax under Section 501(a) of the Internal Revenue Code as a public education academy described in Section 501(c)(3).

The School has no unrecognized tax benefits at June 30, 2014. The School's Federal income tax returns prior to fiscal year 2010 are closed and management continually evaluates expiring statutes of limitations, audits, proposed settlements, changes in tax law and new authoritative rulings.

If applicable, the School would recognize interest and penalties associated with tax matters as part of general and administrative expenses in the statement of activities and changes in net assets and include accrued interest and penalties in accrued expenses in the statement of financial position. The School did not recognize any interest or penalties associated with tax matters for the year ended June 30, 2014.

Prior year summarized information

The financial statements include certain prior year summarized comparative information in total, but not by net asset class. Such information does not include sufficient detail to constitute a presentation in conformity with accounting principles generally accepted in the United States of America. Accordingly, such information should be read in conjunction with the School's financial statements for the year ended June 30, 2013, from which the summarized information was derived.

Achievement First Apollo Charter School

Notes to Financial Statements June 30, 2014

Use of estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America 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 revenue and expenses during the reporting period. Actual results could differ from those estimates.

Concentrations of credit risk

The School maintains cash and cash equivalent balances in several financial institutions. Accounts at each institution are insured by the Federal Deposit Insurance Corporation. From time to time, the School's balances may exceed these limits. At June 30, 2014, the School had no uninsured bank balances. The School limits its credit risk by selecting financial institutions considered to be highly creditworthy.

Reclassifications

Certain reclassifications have been made to the 2013 financial statement presentation to correspond to the current year's format. Net assets and changes in net assets are unchanged due to these reclassifications.

Subsequent events

Management has reviewed subsequent events through October 30, 2014, which is the date the financial statements were approved and available for issuance.

Note 3 - Concentrations

The School received approximately 92% of its total revenue from per pupil funding from the NYCDOE during the year ended June 30, 2014.

The School's grants and other receivables consist of two major grantors at June 30, 2014.

Two vendors accounted for approximately 69% of accounts payable at June 30, 2014.

Note 4 - 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 fair value of the rent 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 year ended June 30, 2014.

Achievement First Apollo Charter School

Notes to Financial Statements June 30, 2014

Note 5 - Property and equipment

The following is a summary of property and equipment at June 30, 2014:

Computer hardware and software	\$ 83,957
Office equipment	102,801
Furniture and fixtures	31,259
Facility improvements	<u>448,450</u>
	666,467
Less accumulated depreciation	<u>(282,330)</u>
	<u>\$ 384,137</u>

Note 6 - Related party transactions

The School entered into an Academic and Business Services Agreement (the "Agreement") with Achievement First, Inc. ("AF"), a not-for-profit organization dedicated to helping start and run charter schools. The Agreement provides management 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 or for that school year. Public revenues include all sources of revenue from a public source, but specifically exclude in-kind contributions such as student transportation, start-up funding, funding for student meals and funding from competitive grants. The Agreement is in effect through July 31, 2015. The terms of the agreement were modified to incorporate additional services provided to the School by AF.

These services included bookkeeping, facilities acquisition and management, special education services support, data management and analysis support and tutoring program support. The School is to pay AF an ancillary services fee that is mutually negotiated by the School and AF. For fiscal year ended June 30, 2014 the School incurred management fees and ancillary services of \$681,767, which is included in the accompanying statement of functional expenses. At June 30, 2014, there was no amount due to AF.

AF pledged \$133,850 in operating funding for the year ended June 30, 2014, the amount due from AF was \$53,782 at June 30, 2014.

AF provided an unsecured loan in the amount of \$300,000 at 1% interest and no specific repayment date.

Achievement First Apollo Charter School

**Notes to Financial Statements
June 30, 2014**

Note 7 - Due to/from other schools

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 as of June 30, 2014:

Achievement First Bushwick Charter School	\$ (919)
Achievement First Crown Heights Charter School	<u>1,102</u>
	<u>\$ 183</u>

Note 8 - 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, 2014 an overpayment totaling \$1,975 had been made. Adjustments for these amounts are reflected in the succeeding year's fourth payment.

Note 9 - Line of credit

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 July 29, 2014 and was renewed through April 30, 2015. Interest is payable on any outstanding balance at the bank's prime rate plus one percent (4.25% as of June 30, 2014). There was an outstanding balance on the line of credit of \$200,000 at June 30, 2014.

Note 10 - Operating leases

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

<u>Year Ending June 30,</u>	<u>Amount</u>
2015	\$ 17,616
2016	<u>16,148</u>
	<u>\$ 33,764</u>

The lease expense for the year ended June 30, 2014 was \$19,177.

Achievement First Apollo Charter School

Notes to Financial Statements June 30, 2014

Note 11 - 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 contributions. 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 is not vested until the employee's third year, when they become fully vested. For the year ended June 30, 2014, pension expense was \$78,751, which is included in payroll taxes and employee benefits in the accompanying statement of functional expenses.

Note 12 - Risk management

The School is exposed to various risks of loss related to torts; thefts of, damage to and destruction of assets; actions by employees and parents and natural disasters. The School maintains commercial insurance to protect itself from these 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, because management does not believe that there are any liabilities to be recorded.

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, 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, the financial statements of Achievement First Apollo Charter School, which comprise the statement of financial position as of June 30, 2014, and the related statements of activities and changes in net assets, functional expenses and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated October 30, 2014.

Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered Achievement First Apollo Charter 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 Achievement First Apollo Charter School's internal control. Accordingly, we do not express an opinion on the effectiveness of Achievement First Apollo Charter 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 first paragraph of this section 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 Achievement First Apollo Charter School's financial statements are free from 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 no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the result of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

A handwritten signature in cursive script that reads "Cohn Reznick LLP".

Farmington, Connecticut
October 30, 2014

Appendix E: Disclosure of Financial Interest Form

Created Wednesday, July 30, 2014

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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 2013-14 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-trustee-disclosure-form/>. Trustees may download and/or email their forms to you upon completion.

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 <https://fluidsurveys.com/account/surveys/540612/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 Monday, July 21, 2014

Updated Wednesday, July 30, 2014

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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	Andy Hubbard	Chair/President	Yes			
2	Ambrose Wooden	Treasurer	Yes			
3	Jennifer Lindsay	Member	Yes	Achievement First Staff Representative		
4	Mirian Rodriguez	Parent Rep	Yes			
5	Natalia Chefer	Member	Yes			

2. Total Number of Members Joining Board during the 2013-14 school year

1

3. Total Number of Members Departing the Board during the 2013-14 school year

0

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

15

5. How many times did the Board meet during the 2013-14 school year?

6

6. How many times will the Board meet during the 2014-15 school year?

6

Thank you.

Enrollment and Retention Targets

The schools partner 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 2012-13 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. The school 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 supports

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.

Appendix I: Teacher and Administrator Attrition

Created Wednesday, July 09, 2014

Updated Friday, August 01, 2014

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Charter School Name: 331900860933 ACHVMNT FIRST APOLLO C

Instructions for completing the Teacher and Administrator Attrition Tables

ALL charter schools should provide, for teachers and administrators only, the full time equivalent (FTE) of staff on June 30, 2013, the FTE for added staff from July 1, 2013 through June 30, 2014, and the FTE for any departed staff from July 1, 2013 through June 30, 2014 using the two tables provided.

2013-14 Teacher Attrition Table

FTE Teachers on June 30, 2013	FTE Teachers Additions 7/1/13 – 6/30/14	FTE Teacher Departures 7/1/13 – 6/30/14
61	2	3

2013-14 Administrator Position Attrition Table

FTE Administrator Positions On 6/30/2013	FTE Administrator Additions 7/1/13 – 6/30/14	FTE Administrator Departures 7/1/13 – 6/30/14
9	0	9

Thank you