



PAUL PUBLIC
CHARTER
SCHOOL

“ACADEMICS, ARTS, AND ATHLETICS...
Experience It All at Paul!”

ANNUAL REPORT

SY 2015-2016

Jami D.H. Dunham
Chief Executive Officer

Roberta Colton
Chair, Board of Trustees

5800 Eighth Street, NW, Washington, DC 20011
202.291.7499

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I. School Description

A. Mission Statement: The mission of Paul Public Charter School is to educate our students and to develop in them the capacity to be responsible citizens, independent thinkers, and leaders.

Located in Northwest Washington, DC, Paul PCS serves students in the middle and high school grades and is the home of the “**M.E.R.I.T. Scholars**” (*Motivated, Educated, Responsible, Independent Thinkers*). Beginning in the middle grades, MERIT Scholars experience a rigorous, college preparatory curriculum, coupled with arts and athletic opportunities to develop a firm foundation to eventually enter Paul International High School.

To achieve our mission at Paul Public Charter School, we strive to accomplish the following goals:

- Offer a rigorous academic curriculum
- Encourage an appreciation of the Arts and participation in Athletics through curricular integration and an enriching Extended Day program
- Raise an awareness for community and global issues
- Encourage a cooperative and collaborative work ethic
- Foster a desire for life-long learning, engagement and positive leadership
- Ensure that our scholars graduate from high school and college and are globally competent

The philosophy of Paul PCS embodies the belief that *all children can learn* and benefit from our “Triple A Program,” offering high-quality **Academics**, **Arts**, and **Athletics** delivered within the context of a nurturing and structured school environment. The middle and high school years are among the most crucial in a child’s development, because it is then that the student generally chooses the directions, both academically and socially, that will influence the balance of his or her life. We provide each student with the wide-ranging opportunities and challenging experiences intended to expand each scholar’s world, a vast offering of academic and extra-curricular activities designed to increase each scholar’s knowledge, and leadership opportunities which will equip our scholars to take an active role in a global society.

Our core values reflect the beliefs of the Paul PCS community, which set the tone for a positive school culture. Our core values and beliefs are:

- 🚩 **Community:** Creating a welcoming, nurturing and orderly environment to provide an opportunity for all students, faculty and staff, board members, parents, and volunteers to perform at optimal levels.
- 🚩 **Diversity:** Recognizing that each student must be provided with an individual plan for success and that diversity can strengthen the school community.
- 🚩 **Achievement:** High quality teaching is a priority and must be coupled with relevant, rigorous, authentic, and aligned curriculum to ensure high student achievement.
- 🚩 **Addressing the needs of the whole child:** Academics, Athletics and Arts are addressed during the school day to ensure the successful growth and development of well-rounded leaders and responsible citizens.
- 🚩 **Collaboration:** Collaboration amongst stakeholders is an essential strategy for school improvement.
- 🚩 **Responsibility:** All faculty and staff members are responsible for the academic and social growth of students.

Paul PCS provides a structured, yet nurturing environment, through an extensive character education

model, individualized course placement, and an array of support services. A myriad of after school activities and clubs allow students to explore hobbies and interests, including athletics, mentoring organizations, music and dance, media and technology, visual arts, and more. Paul PCS has high expectations and believes that success in the middle and high school years is realized by providing a rigorous academic program, a deliberate exposure to the arts and athletics, and an emphasis on character development and leadership.

B. School Program

1. Summary of curriculum design and instructional approach

The curriculum at Paul Public Charter School is structured to foster individual student growth. Over the course of their studies at Paul, students build rich content knowledge, effective reasoning skills, responsible habits, exposure to a larger worldview, and an appreciation of their roles as individuals within the school, neighborhood, and global community.

Paul PCS offers an extensive liberal arts curriculum to all middle and high school students that is designed to meet the needs of every student. Accredited by the American Association for Liberal Education (AAL), this balanced curriculum incorporates English, Mathematics, Science and Social Studies as the core courses that are supplemented with world language, physical education and health, and arts electives. Academic program highlights include:

- Technology and arts integrated into core curriculum
- Multiple world language offerings
- Low teacher-to-student ratio
- Project-based learning opportunities
- Individualized student plans that include advanced/intervention courses
- International studies program in high school grades

To support the transition to middle school in the sixth grade, Paul provides a nurturing and supportive structure for its youngest scholars, coined “Paul Prep.” The sixth grade teaching team develops grade-level appropriate incentives and activities to make scholars’ sixth grade year more successful, while intensely addressing academic deficiencies. Paul Prep motivates, supports, and encourages scholars to begin middle school and thrive immediately. Seventh and eighth graders take an additional core course and have an opportunity to exercise more independence and empowerment. After the middle school grades, Paul scholars matriculate and flourish in our Cecile R. Middleton Ninth Grade Academy, the freshmen component of the Paul International High School, where they begin to delve into the global issues that impact their lives and their communities. High school students develop global competencies through a global studies course scheme, community service and leadership opportunities, study abroad and international travel, and through completion of a culminating capstone project. Through this focus, scholars learn to think critically so that they can compete and thrive in college and beyond.

In addition to specific content goals, the Paul curriculum makes students active participants in their learning process, teaches them to be accountable for their own successes, and provides them with a greater understanding of the world and their role in it. Content standards and cross-curricular integration are designed to help students develop habits of questioning, analyzing, and making connections across the curriculum and to their own lives.

Beginning in 2011, Paul adopted the Common Core State Standards and initiated the process to embed them in the English/Language Arts and math curricula in 2012. Beginning in 2014, the science department

shifted its curriculum to align with the New Generation Science Standards. Each content department has integrated supplemental instructional programs tailored to fit the diverse learning needs of the student population. Teachers revise and edit curriculum maps each year, which outline the year-long plans for addressing the content standards. The curriculum maps are organized by thematic units and include standards, essential questions, assessments, instructional strategies and resources. Teachers then develop 9-week advisory plans to drill down the standards into weekly aims/objectives, which then are used to derive daily lesson plans. During the 2015-2016 school year, the high school ELA and math departments adopted the Engage New York (EngageNY) curriculum to fully expose scholars to the highest levels of rigor with the intent to improve college readiness.

Paul Middle School is partnered with The Achievement Network and uses the ANET Schedule of Assessed Standards to also drive instructional decisions. Students take four interim assessments a year and teachers use the data cycles to provide individual and small group support for students. During the 2015-2016, Paul International High School implemented the MAP (Measures of Academic Progress) assessment for ELA and math. The faculty administered the exams three times during the school year and implemented a rigorous data cycle after each interim to drive instructional decisions in the classroom.

Students demonstrate mastery of the standards through daily exit tickets, unit exams, course projects, midterm and final examinations, and standardized testing. In each class each advisory (every 9 weeks), students are required to complete an interdisciplinary or intra-disciplinary project to demonstrate mastery of standards. Before progressing to the next grade level, students are required to achieve mastery in the skill areas related to math, English/language arts, social studies, science and world languages (French or Spanish).

Because the curriculum design is based on individual learning needs, the school carefully and regularly assesses these needs. Students entering Paul Middle School take a placement exam and participate in a weeklong summer orientation in which multiple data are gathered to identify strengths and weaknesses. Each student's schedule is then designed for that student alone.

This individualized program structure also accommodates the needs of our students with special needs. The core courses for English Language Learners are based on their language proficiency score, math level, and native language. The core courses for special education students are determined according to the requirements of their Individualized Education Plan (IEP). All students and their families receive information packets and a Family Handbook that include details about Paul's academic requirements. Families who are new to Paul are encouraged to attend the New Family Orientation that is held prior to the beginning of the school year.

All students use the Paul Student Resource Book daily to record their homework assignments. The book is also a resource that contains the school's academic policies, school calendar, promotion requirements, homework responsibilities and grading scale. For each class, students are provided with a syllabus that details the learning goals, major assignments, materials and textbooks, grading percentages, homework and test overview, and teacher contact information. Teachers and administrators distribute and discuss course syllabi with parents on Back-to-School Family Night at the beginning of the year. Student progress reports and report cards are mailed home throughout the school year at the mid- and end-points of each nine-week advisory period. Parents have the opportunity to meet in person with teachers to discuss their child's academic progress at Parent-Teacher conferences, held during the middle of each advisory.

The Paul curriculum was designed around the recognition that students need varying degrees of support to reach ambitious learning goals. Courses are structured to provide students with differentiated support according to their individual needs and promote continuous student growth. Cross-curricular integration reinforces growth in foundation subjects and enriches content in all areas.

Before each school year, the faculty convenes for a “Professional Development Institute” to review academic requirements, plan curriculum implementation and develop instructional strategies. The faculty uses standardized test results and teacher assessments from the previous year to gauge the curriculum’s effectiveness and identify areas of strength and weakness. The Executive Team, school-based Leadership Teams, Instructional Coaches, and teacher leaders lead grade-level teams in assessing performance and developing targeted improvements for the upcoming school year.

We believe that academic excellence and character development are critical to ensuring that our scholars thrive. The Character Education Program at Paul provides the framework for model behavior, so that students strive to become M.E.R.I.T. Scholars. The challenge to each scholar is to internalize this model and learn to be guided from within rather than from faculty and staff. We believe that this holistic approach to education rounds out the young learner for success in secondary and higher education. Our goal is to teach and encourage each student to be a *Motivated, Educated, Responsible, Independent Thinker*.

Each month scholars earn incentives for exhibiting the school’s character traits, which include respect, honesty, citizenship, caring, self-discipline, responsibility, fairness, perseverance, courage, and loyalty. Scholars are recognized publically in community meetings as a means of reinforcing the expectations for scholar behaviors and celebrating scholar successes. Scholars can also earn additional incentives which may include MERIT points, participation in off campus trips, dances and social mixers, movie and game rewards, and additional student choice. Scholars learn and understand that their actions result in either positive or negative consequences, which directly impact their futures.

Our Middle School supports our 6th grade scholars with their entry into “Paul Prep.” Paul Prep provides the deliberate strategies to help our youngest scholars transition smoothly into middle school. Our scholars have an opportunity throughout middle school to explore each component of the “Triple A Program.” After middle school, students enter the Cecile R. Middleton Ninth Grade Academy, which is a part of the Paul International High School, where they successfully conquer the first year of high school and build confidence to excel and compete in advanced placement courses throughout the remainder of their time at Paul.

Paul International High School (PIHS) builds on the “Triple A Program” by emphasizing college and career readiness, the development of global competencies, opportunities to study abroad, and exposure to international travel. All high school students take a distinctive Global Citizenship course each year, which explicitly challenges students to develop global competence, as defined by the performance standards created by The Asia Society, one of the School’s key academic partners. Students also prepare their global projects in this course, which are presented at the end of the year during International Day. Scholars further exhibit their global competence through service projects and international travel. Since opening Paul International High School in 2013, scholars have traveled to Japan, Costa Rica, Zambia, London, Jamaica and Panama. Our aspirational goal is to ensure that all scholars have an opportunity to travel internationally before graduating from PIHS. At Paul, we strive to ensure that our graduates will leave ready for college, prepared to be leaders in the global community.

2. Parent involvement efforts

Paul values parents as partners in educating our students. Paul provides both formal and informal structures for parents to be involved in the life of the school. The bylaws of Paul's Board of Trustees mandate that two current Paul parents serve on the school's board. This level of parent involvement provides parental input and feedback within the governing body. The Board of Trustees holds monthly meetings (excluding August and December), an annual retreat, an annual data dive, and monthly committee meetings.

Paul also has a Parent Action Group (PAG), a parent-led body of parents and families that supports the school's mission and focuses on improving parent involvement. PAG leaders meet with the parent liaison (a selected staff member) and school administrators on a monthly basis to plan upcoming parent involvement events and to discuss parent concerns. PAG hosts/co-leads a series of events throughout the year including:

- New Parent Orientation (August)
- Back-to-School Block Party (September)
- Back-to-School PAG Meeting (September)
- International Family Night (October)
- Thanks-for-Giving Drive and Service Day (November)
- Holiday Mixer (December)
- Bingo Night (January)
- Family Literacy Night (February)
- Staff Appreciation Breakfast (May)
- Family Funfest (May)
- Parent Appreciation Luncheon (June)

In addition to the above activities, PAG also supports school-wide events including:

- Back-to-School Night
- ANET and PARCC Testing (volunteers and proctors)
- Open House
- Staff Appreciation Week

The school utilizes additional methods for parent involvement beyond collaborating with the PAG, which include:

- Monthly/quarterly newsletters
- Weekly reminders via automated messaging
- Weekly updates on school's website
- Social media updates
- Quarterly progress reports
- Quarterly report cards
- Quarterly parent-teacher conferences
- Student and parent incentives or parent participation/attendance at events
- Parent satisfaction survey

During the 2015-2016 school year, Paul also launched the Paul Parent Ambassadors, a small cohort of parents that worked closely with the development and administrative staff to improve parent outreach.

Activities included direct calling to welcome new families, attending recruitment fairs and community events with Paul staff, providing feedback on parent events to improve quality and attendance, and participation in special events including the Grand Opening and inaugural high school graduation.

II. School Performance

A. Performance and Progress

- Paul's mission is to educate our students and to develop in them the capacity to be responsible citizens, independent thinkers and leaders. The extent to which the mission is being met is measured by the school's annual student achievement, school culture, and development goals. The 2015-2016 goals are listed below:

CRITICAL AREAS OF ENGAGEMENT	2015-2016 ORGANIZATIONAL/ SCHOOL-WIDE GOALS	SCHOOL-BASED/DEPARTMENTAL GOALS & TARGETS	KEY DRIVERS
Development/ Fiscal Accountability	Meet or exceed annual enrollment projections (700 in SY15-16) by October 5, 2015; Meet or exceed "on track" enrollment projections for SY16-17	<p>Middle School</p> <ul style="list-style-type: none"> Meet or exceed projected middle school target of 250 students by October 5, 2015 Increase number of applications via MySchool DC by 25% by May 15, 2016 Retain 88% of rising seventh and eighth grade families for the 2016-17 school year <p>High School</p> <ul style="list-style-type: none"> Meet or exceed projected high school target of 450 students by October 5, 2015 Increase number of applications via MySchool DC for the 9th and 10th grades by 25% Retain 88% of rising 10th, 11th, and 12th grade families for the 2016-17 school year 	<ul style="list-style-type: none"> ➤ Parent/family engagement strategies that increase parent/family satisfaction ➤ Student engagement strategies that increase student satisfaction ➤ Community outreach and partnership that increases school visibility ➤ Leverage new facility to partner with community organizations and schools to increase visibility
Development/ Fiscal Accountability	Meet non-enrollment revenue targets and manage expenses within approved budget	<p>Development & Operations</p> <ul style="list-style-type: none"> Raise \$290k* in grants and individual giving Increase opportunities for shared resources 	<ul style="list-style-type: none"> ➤ Diversify annual giving campaign ➤ Submit grant applications totaling at least \$1.5m ➤ Tightly manage expenses and identify potential savings ➤ Re-allocate funds based on priorities
Student Achievement & School Model	100% of Seniors will graduate; 100% of seniors will be accepted into college	<p>Middle School</p> <ul style="list-style-type: none"> 80% of Scholars will maintain a GPA of 2.0 or higher 80% of Scholars will participate in extended day program (including athletics) 92% of Scholars will achieve daily in-seat attendance 85% of Scholars will end the year eligible for character education incentives 80% will affirm that their coursework is preparing them for high school and college <p>High School</p> <ul style="list-style-type: none"> 100% of Scholars will receive 24 credits by graduation 100% of Scholars will receive 100 community service hours by graduation 100% of Scholars will take SAT by fall of senior year 100% of Scholars will take PSAT by fall of Junior year 100% of seniors will apply to 5 colleges 75% of Scholars will maintain a GPA of 2.5 or higher 92% of Scholars will maintain daily in-seat 	<ul style="list-style-type: none"> ➤ Curricular shifts that increase rigor and align to college readiness ➤ Course offerings aligned to college readiness ➤ Comprehensive and supportive college application process ➤ Data-driven interventions

		<ul style="list-style-type: none"> attendance 85% of Scholars will end the year eligible for character education incentives 	
Student Achievement	Create and implement before the 2016-2017 school year, a new faculty recruitment and retention plan, including a new compensation model, to ensure retention of 90% of faculty rated effective or highly effective (excluding teachers who elect not to continue teaching in SY 2016-17)	<ul style="list-style-type: none"> Retain 90% of effective/highly effective staff members for the 2016-2017 school year Increase Instructional Culture Index by 1.5 points (year to year comparison) in each school 	<ul style="list-style-type: none"> ➤ Robust observation and feedback cycle ➤ Comprehensive PD model that includes differentiated PD and individual professional growth plans ➤ Alternative leadership opportunities for staff ➤ Organizational culture strategies that increase staff satisfaction
Student Achievement	80% of Scholars at or above proficiency on ELA/math assessments	<p>Middle School</p> <ul style="list-style-type: none"> <u>Reading</u>: Students entering 1 or more grade level below will improve by at least 2 years (measured by Gates) <u>Math</u>: Students entering 1 or more grade level below will improve by at least 2 years (measured by MAP) <u>Interim Assessments</u>: <ul style="list-style-type: none"> 80% of Scholars will score 50% or higher in ELA/math interim 80% of Scholars will score 70% or higher in science or social studies interim assessments <p>High School</p> <ul style="list-style-type: none"> <u>Mastery Checks</u>: 80% of scholars will score 75% or better on each assessment <u>MAP Test</u>: 100% of scholars' RIT score will improve by 1 on each assessment <u>PARCC</u>: Score amongst the top 1/3 of all HS Students in DC <u>Final Exams</u>: 80% of scholars score 75% or better on each assessment <u>PSAT</u>: 50% of scholars earn a combined score of 80% or better on the verbal and math section of the test <u>SAT</u>: 75% of scholars earn a combined score of 800 or better on the verbal and math section of the test <u>AP Exams</u>: 40% of the scores will be a 3 or higher 	<ul style="list-style-type: none"> ➤ Assessment model that supports data-driven instruction ➤ RTI model to provide effective interventions ➤ Blended learning program for middle school math ➤ Specialized course offerings based on student needs ➤ Restructure and revise sped model ➤ Tighten and develop common systems and common language that maximize instructional time on-task
Development	Establish corporate partnerships to enhance development efforts	<ul style="list-style-type: none"> Establish at least 2 corporate sponsorships that result in at least \$50k in additional funding (can be in-kind) 	<ul style="list-style-type: none"> ➤ Leverage relationships with new and current vendors ➤ Engage board members in solicitation ➤ Leverage facility to increase community partnerships

2. The school has adopted the PMF goals as a part of its charter agreement. School performance highlights and results aligned to the school's strategic framework from the 2015-2016 school year are detailed below:

- **School Model**
 - Completed high school expansion and graduated inaugural senior class
 - 97% of seniors graduated in 2016 and 100% of graduating seniors were accepted to college
 - 92% in-seat attendance in the middle school; 90% in-seat attendance in the high school
 - 87% of middle school students and 89% of high school students met character education

goal

- Implemented student-led conferences in the middle school
- Groups of high school scholars traveled to London, Zambia, and Jamaica for service learning

- **Student Achievement**

- 5% increase in middle school ELA scores on PARCC
- 7th grade ELA PARCC scores above the DC state average
- 8th grade math PARCC scores above the DC state average
- Middle school MAP growth 17% above national average (Teach to One partner schools)
- Increase of 25% in number of Juniors scoring at least 800 on the SAT (ELA and math)

- **Development**

- Completed capital project, opening the new addition in October 2015; new addition includes dance studio, media center/library, art studio, fitness room, locker rooms, indoor walking track, half court and full court gymnasium
- Increased giving on Giving Tuesday

B. Lessons Learned and Actions Taken

Based on the 2015-2016 data, the school has taken many lessons learned from the school year. Paul graduated its first senior class, and though 100% of the graduating seniors were accepted to college, Paul faculty will need to increase supports for scholars as they matriculate through college. In addition, Paul faculty will continue to focus on increasing rigor to ensure that all scholars are academically ready for the rigor of college courses. The 2016-2017 school year will also be an important planning year for the school to become its own LEA for special education. Paul's middle school launched a new math hybrid digital learning program, Teach To One, which proved to be a successfully implemented program; however the math team has focused on several programmatic shifts to ensure that scholars make the necessary math gains to ensure that middle school scholars are ready for high school Algebra by the end of 8th grade (or sooner for some scholars that would be ready for Algebra at the beginning of 8th grade). The following table details the goals that the school has adopted for the 2016-2017 school year, based on the lessons learned during the 2015-2016 school year. It includes the actions to be taken (drivers and strategies) that were identified during the summer planning months prior to the 2016-2017 school year. The goals were developed based on the persistent priorities identified after analyzing critical school data. The priorities are: teaching and learning, family engagement, organizational culture, and enrollment. The 2016-2017 school goals are listed below:

2016-2017 ORGANIZATIONAL/ SCHOOL-WIDE GOALS	SCHOOL-BASED/DEPARTMENTAL GOALS & TARGETS	KEY STRATEGIES
Meet or exceed annual enrollment projections (725 in SY16-17) by October 5, 2016	Middle School <ul style="list-style-type: none"> Meet or exceed projected middle school target of 225 students by October 5, 2016, including increasing sixth grade enrollment to 80 students for 2016-17 school year Retain 90% of rising seventh and eighth grade families for the 2017-18 school year 	<ul style="list-style-type: none"> ➤ Parent/family engagement strategies that increase parent/family satisfaction (STAFF) ➤ Develop safe passage initiative to support students in the community while they are going to and from school (STAFF)
	High School <ul style="list-style-type: none"> Meet or exceed projected high school target of 500 students by October 5, 2016 Retain 90% of rising 10th, 11th, and 12th grade families for the 2017-18 school year 	
Meet non-enrollment	Development & Operations	➤ Leverage new facility to partner with

revenue targets and manage expenses within approved budget	<ul style="list-style-type: none"> Identify and cut all non-essential expenditures Implement plan to sublease and/or license available space to compensate for cash flow deficit Raise \$95k in grants and individual giving 	<p>community organizations and schools to sublease and/or license space to raise revenue (STAFF)</p> <ul style="list-style-type: none"> ➤ Engage a grant writer (STAFF) ➤ Submit grant applications totaling ≥ \$600k (STAFF) ➤ Seek out new potential foundation/corporate grants (BOARD) ➤ Obtain Department of General Services approval to amend amendment to expand Permitted Uses and defer ground rent for remainder of initial five year rent period (BOARD) ➤ Diversify annual giving campaign and assure that all Trustees contribute (BOARD)
100% of Seniors will graduate on time (i.e., by August 2017); Schools will achieve Tier 1 status	<p>Middle School</p> <ul style="list-style-type: none"> 75% of Scholars will maintain a GPA of 2.5 or higher 92% of Scholars will achieve daily in-seat attendance 85% of Scholars will end the year eligible for character education incentives <p>High School</p> <ul style="list-style-type: none"> 100% of Scholars will be on track to graduation based on credits by August 2017 100% of Scholars will be on track to graduation based on community service hours 100% of Scholars will take SAT by fall of senior year 100% of Scholars will take PSAT by fall of junior year 100% of seniors will apply to 5 colleges 75% of Scholars will maintain a GPA of 2.5 or higher 92% of Scholars will maintain daily in-seat attendance 85% of Scholars will end the year eligible for character education incentives 	<ul style="list-style-type: none"> ➤ Modify curriculum to increase rigor and align with college readiness standards (STAFF) ➤ Modify course offerings to align to college readiness (STAFF) ➤ Comprehensive and supportive college application process (STAFF) ➤ Develop and adopt an effective SPED model (STAFF) ➤ Improve effectiveness of character education program, including incentives to encourage consistent enforcement (STAFF) ➤ Monitor Academic Dashboard on a monthly basis (BOARD)
50% of Scholars will score at least 3 or higher on English 10 and on Geometry PARCC assessment and 60% of Scholars score at least 3 or higher on both MS ELA and MS MATH PARCC assessment	<p>Middle School</p> <ul style="list-style-type: none"> ELA: 100% of scholars will meet or exceed their individual growth goals each assessment Math: 100% of scholars will meet or exceed their individual growth goals each assessment <p>High School</p> <ul style="list-style-type: none"> ELA: 100% of 9-11 grade scholars will meet or exceed their individual growth goals each MAP assessment Math: 100% of 9-11 scholars will meet or exceed their individual growth goals each MAP assessment PSAT: 60% of scholars earn a combined score of 80 or better on the verbal and math section of the test SAT: 60% of scholars earn a combined score of 800 or better on the verbal and math section of the test AP Exams: 24% of the scores will be a 3 or higher 	<ul style="list-style-type: none"> ➤ Assessment model that supports data-driven instruction (STAFF) ➤ RTI model to provide effective interventions (STAFF) ➤ Resource classroom for high school (STAFF) ➤ Tighten and develop common systems and common language that maximize instructional time on-task (STAFF)
Establish corporate partnerships to enhance development efforts	<ul style="list-style-type: none"> Establish at least 2 corporate sponsorships that result in at least \$25k in additional funding (can be in-kind) 	<ul style="list-style-type: none"> ➤ Leverage relationships with current vendors (STAFF) ➤ Engage Board members in solicitations (BOARD)
Create and monitor a process that includes the Board, School leaders, teachers, and parents to determine strategic	<ul style="list-style-type: none"> Identify and analyze all appropriate School Improvement options and begin process for new strategic direction & plan 	<ul style="list-style-type: none"> ➤ Engage Board members in more direct connections to students and teachers by encouraging class visits and working directly with students in either class or after-school activities (BOARD) ➤ Engage with a School Improvement and/or

direction of School following SY2016-17 which ensures sustainability of the School model		strategic planning consultant (STAFF AND BOARD) ➤ Work with School Improvement and/or strategic planning consultant to develop a plan for communicating with PCSB, school leaders, teachers, and parents about adopting a new strategic direction for the School (STAFF AND BOARD)
Adopt best organizational structure to support the mission of the School and create a faculty and student support staff retention and recruitment plan to improve the quality of instruction as necessary to reach student achievement goals	<ul style="list-style-type: none"> • Retain 90% of effective/highly effective teachers and student support staff members for the 2016-2017 school year • Implement part 2 of staff compensation improvement plan started in SY2015-16 	<ul style="list-style-type: none"> ➤ Research and evaluate organizational structures used by charter management organizations operating highly effective schools comparable in size and demographics to those of the School (STAFF AND BOARD) ➤ Design new performance appraisal system for teachers (STAFF) ➤ Develop and adopt a professional development model with appropriate support for teachers and staff at varying levels of experience and effectiveness (STAFF)

C. Unique Accomplishments

Teach to One Program in the Middle School

Paul Middle School launched a new partnership with New Classrooms to increase capacity of a personalized learning math model, Teach-to-One:Math (TTO). Teach-to-One:Math is designed to meet middle school students where they are, whether on or below grade level, while at the same time allowing for other students to move ahead and be enriched through more rigorous math. It is designed to help students move towards math literacy and Algebra readiness and allows students to be in a blended learning environment to increase academic success in math. The program “designs new instructional models that reimagine the role of educators, the use of time, the configuration of physical space and the use of data and technology to better meet the needs of each student.” Paul Middle School scholars showed 17% more growth on the MAP assessment compared to other partner schools nation-wide.

Flamboyant Foundation Partnership in the Middle School

Paul Middle School also partnered with the Flamboyant Foundation to implement Student-Led Conferences (SLC) as a strategy to increase parent involvement and to develop student leadership skills in an effort to increase overall academic achievement. Scholars learned how to set academic goals, to analyze data, and to reflect on their progress. During the 2016-2017 school year, Paul will continue its partnership with Flamboyant, as a grantee to implement home visits, in addition to continuing SLCs.

Middle School Project Week

Project Week, one of the most popular weeks of the school year for the scholars and teachers, took place in June for middle school students. Project Week allowed scholars to dig deep on a subject and experience all that the nation's capital has to offer through teacher-planned activities on and off campus. Scholars were grouped based on interest and they spent the week learning about the topic's theme and had the opportunity to share what they learned through a showcase for the entire school. Some of the group themes included college madness, behind the music, nature all around us, the urban community project, and fear conquerors.

First Graduating Class at Paul International High School

Paul International High School graduated its first senior class in June 2016, boasting 100% college acceptance for those graduating seniors. Scholars were accepted to a host of colleges and universities across the country.

High School Scholars Travel Abroad

High school scholars traveled to Jamaica, Zambia, and London this past summer to explore culture and global issues. Scholars learned and served the communities they visited, as an extension of Paul International High School's international studies program. Paul is a proud partner with LearnServe and will

extend the partnership to include curricular resources for Paul's global studies course in the 2016-2017 school year. With support of individual donors, more than \$30k was raised to supplement expenses for scholars to travel abroad.

High School STEM Club

Paul's STEM club in the high school garnered several small grants to support learning and fun for scholars. Several scholars were offered an internship at the University of Maryland in neuroscience in addition to career mentorship from college students.

High School Law Camp Program

Participants in the high school Law Camp Program doubled this year, which allowed more scholars to tackle social justice issues, to receive mentoring from DC Superior Court judges, and to learn more about the federal and local judicial system as a potential career exploration opportunity.

Accreditation Renewal

Paul PCS successfully participated in its AALE (American Academy for Liberal Education) Accreditation Renewal, which included an in-depth document review and a multiple-day onsite visit from external evaluators. Feedback from the evaluators was positive and aligned to the school's plan for improvement in 2016-2017. (Paul's renewal will be voted upon in October 2016)

Grand Opening of New Addition

Paul PCS opened its new addition to the existing building, which culminated a \$21.5M renovation and expansion over the past two years. The new addition includes a new library/media center, art studio, dance studio, fitness room, locker rooms, indoor walking track, half court and full court gymnasium, lobby, and administrative offices. This addition provides axillary space for both the middle school and high school, with dedicated space to accommodate the growth of the high school.

Charter Renewal from DC Public Charter School Board

In December 2014, the DC Public Charter School Board voted to renew Paul PCS's charter for another fifteen years. This charter renewal is a testament to the strong school programming that Paul has provided students and families over the past fifteen years. School staff and board members spent the fall preparing for the renewal application, and it was unanimously approved by the PCSB Board of Trustees on December 15, 2014.

3rd Annual My Brother's Keeper Event

On the heels of President Barack Obama's "My Brother's Keeper" initiative launch in 2014, Paul PCS recognized *National Charter School Week* in conjunction with *Teacher Appreciation Week* by hosting a two-day event that included workshops for our young boys of color, a community reception, and a forum to seek solutions to this call for action around this critical issue on May 6 and 7, 2016. The outcomes from our first three years were an increased awareness of challenges and solutions to address our young boys of color, increased partnerships, donations of supplies for the school, launch of our middle school KINGS extended day and mentoring program for our 6th and 7th grade boys (SY15-16), partner confirmation from George Washington University & Rebound 4 Success Institute for our mentoring our senior males, and published executive summary of research on mentoring, funded by the W.K. Kellogg Foundation,

"Man The Block" Safe Passage Program

Paul partnered with Richard Wright PCS and several charters, city agencies, and councilmembers to raise awareness about the need to develop a city-wide safe passage program for students. Paul hosted two awareness days on site (September 2015 and May 2016), which included community support and volunteers. Additional activities in this initiative included school leaders testifying at the DC Council and participating in the winter MTB forum.

Paul PCS Athletic Offerings and Accomplishments

The 2015-2016 school year brought a number of athletic accomplishments by our middle and high school students. Athletic teams that were offered included: Football, Soccer, Volleyball, Basketball, Baseball,

Softball, Track and Field, and Cheerleading. Wellness activities such as Yoga, Zumba, Dance, and Step were also offered to our scholars.

D. List of Donors

Listed below are the donors and grantors who contributed monetary or in-kind donations equal to or exceeding \$500 during the 2015-2016 school year.

- Adam Weers
- Alisha Miller-Gadson
- Bradcorp Services
- Building Hope
- Carolyn Stennett
- Daniel Fine
- Darren Swain
- ExxonMobil Educational Alliance
- Faraji Whalen
- First Inspires
- Gina Mahony
- Jean Lange
- Jim and Marlene Moss
- John L. Juenemann
- Larry Allen
- Lathan Watkins
- Mannone Butler
- Paul Leleck
- Rami Turayhi
- Revolution Foods
- Robert Cullen
- Roberta Colton
- Sterling Ward
- Subira Issa
- The HR Source

Data Report

GENERAL INFORMATION			
Source	Data Point	Paul Public Charter School	
PCSB	LEA Name		
PCSB	Campus Name	Paul Public Charter School – International High School	Paul Public Charter School – Middle School
School	Ages served – <i>adult schools only</i>	N/A	N/A
PCSB	All Grades		
PCSB	PK3	0	0
PCSB	PK4	0	0
PCSB	KG	0	0
PCSB	1	0	0
PCSB	2	0	0
PCSB	3	0	0
PCSB	4	0	0
PCSB	5	0	0
PCSB	6	0	46
PCSB	7	0	79
PCSB	8	0	107
PCSB	9	151	0
PCSB	10	117	0
PCSB	11	105	0
PCSB	12	71	0
PCSB	PG	0	0
PCSB	Ungraded	0	0

STUDENT DATA POINTS			
		Paul Public Charter School – International High School	Paul Public Charter School – Middle School
School	Total number of instructional days	180	180
PCSB	Suspension Rate	19.8%	27.6%
PCSB	Expulsion Rate	1.6%	0.9%
PCSB	Instructional Time Lost to Discipline	1.0%	1.1%
PCSB	Promotion rate	97.4%	97.4%
PCSB	Average Daily Attendance	90.9%	91.9%
PCSB	Mid-Year Withdrawals Rate	not validated	not validated
PCSB	Mid-Year Entries	not validated	not validated
PCSB	College Acceptance Rates	N/A	N/A
PCSB	College Admission Test Scores	N/A	N/A
PCSB	Graduation Rates	N/A	N/A

TEACHER DATA POINTS		
School	Teacher Attrition Rate	29.2%
School	Number of Teachers	52
School	Teacher Salary	Minimum - \$41,500 Maximum - \$86,274 Average: \$55,907.50

APPENDICES

Appendix A – Staff Roster for 2015-2016

Appendix B – Board Roster for 2015-2016

Appendix C – Unaudited Year-end 2015-2016 Financial Statements

Appendix D – Approved 2016-2017 Budget

Appendix A – Staff Roster for 2015-2016

<u>Last Name</u>	<u>First Name</u>	<u>Qualifications</u>	<u>Responsibilities</u>
Aking	Olabode	Master's Degree	Counselor
Allen-Gipson	Ehleha	Bachelor's Degree	English Teacher
Alvarado	Kenrry	Bachelor's Degree	Biology Teacher
Ashcom	Susan	Bachelor's Degree	English Teacher
Baker	Porscha	Master's Degree	Counselor
Barksdale	Tiffanie	Bachelor's Degree	Student Monitor
Batson	Mia	Master's Degree	Administrative Assistant
Bellamy	Justin	Bachelor's Degree	Dance/Theater Teacher
Biaou	Lynda	Bachelor's Degree	French Teacher
Boone	DeWayne	Master's Degree	Social Studies Teacher
Boykin	Tiffany	Master's Degree	Counselor
Briggs	Nakia	Master's Degree	History Teacher
Brtittingham	D'Vore	Bachelor's Degree	Instructional Assistant
Bruner	Lauralee	Master's Degree	ESL Teacher
Calderin	Norca	Master's Degree	Student Monitor
Campbell	Donny	Bachelor's Degree	Math Teacher
Campos	Rolando	Associate's Degree	Facilities Manager
Chalmers	Carleen	HS Diploma	Administrative Assistant
Chaplin	Quenna	HS Diploma	Admissions and Data Associate
Clark	Kenneth	Master's Degree	Art Teacher
Clark	Nicole	Bachelor's Degree	English Teacher
Coleman II	Calvin	Bachelor's Degree	Art Teacher
Coursey	Ronald	Master's Degree	Dean of Students
Davis	Courtney	Master's Degree	Math Teacher
Davis	LaTonya	Bachelor's Degree	Social Studies Teacher
Dekenty	Jean Serges	Bachelor's Degree	French Teacher
Dickens	George	Master's Degree	ESL Teacher
Dunham	Jami	Master's Degree	CEO
Farley	Emily	Master's Degree	Dean of Academics
Foster	Katrina	Master's Degree	SPED Coordinator
Frazier	Erika	Master's Degree	Science Teacher
Froehlich	Robin	Bachelor's Degree	SPED Teacher
Gaddis	Terilyn	Bachelor's Degree	Math Teacher
Gadson	Alisha	Bachelor's Degree	English Teacher
Glasby	Michael	Bachelor's Degree	Instructional Assistant
Gonzalez	Leandra	Bachelor's Degree	ESL Teacher
Graves	Tomiko	Bachelor's Degree	Dean of Academics
Gray	Lewis	HS Diploma	Building Maintenance
Grinnage	Victoria	Bachelor's Degree	Security Officer
Hamer	Erica	Master's Degree	SPED Teacher

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Hamilton	Tamika	Bachelor's Degree	Student Monitor
Haskins	Karen	Master's Degree	Spanish Teacher
Hawkins	Steffanie	Bachelor's Degree	Math Teacher
Hawramani	Shamiyan	Master's Degree	Science Teacher
Henderson	William	Master's Degree	Dean of Students
Hubbard	Lakeisha	HS Diploma	Security Officer
Hughes	Sherman	Bachelor's Degree	Spanish Teacher
Hyde	Lamar	Bachelor's Degree	IT Support Specialist
Ibikunle	Sijibomi	HS Diploma	Junior Helpdesk Technician
Khan	Iftikhar	Master's Degree	Systems Administrator
Jackson	Elizabeth	Master's Degree	Counselor
Jackson	Tiffany	Bachelor's Degree	Instructional Coach
Joseph	Lindsey	Master's Degree	English Teacher
Kalu	Chiamaka	Master's Degree	Science Teacher
Kim	Kyong	HS Diploma	Building Maintenance
Koenig	David	Master's Degree	History Teacher
Lasso	Paul	Bachelor's Degree	Science Teacher
Lee-Bay	Brittany	Master's Degree	SPED Teacher
Leonidas	Rachel	Master's Degree	Development Associate
Long	Yolanda	Bachelor's Degree	Math Teacher
Long	Linda	HS Diploma	Attendance Counselor
Maldonado	Karla	Bachelor's Degree	Business Manager
Marshall	Monique	Master's Degree	SPED Teacher
Mason	Takita	Bachelor's Degree	Director of Development
Matthews	Akida	Master's Degree	Chemistry Teacher
Matthews	Robert	HS Diploma	Security Officer
McDowell	James	Associate's Degree	Facilities Manager
McGillivray	Justine	Master's Degree	Executive Assistant
Merriweather	Victoria	Master's Degree	English Teacher
Muhammad	Leonard	Master's Degree	Dean of Students
Neely	Renee	PhD	Psychologist
Nicholas	Janell	Master's Degree	Math Teacher
Nomel	Philomen	Bachelor's Degree	French Teacher
O'Donnell	Caitlin	Bachelor's Degree	English Teacher
Orozco	Juan	HS Diploma	Building Maintenance
Pang	Po-yee	Master's Degree	Math Teacher
Parks	Aisha	Master's Degree	Instructional Assistant
Pryor	Anthony	Bachelor's Degree	Human Resource Manager
Ragin	Rosemarie	Master's Degree	Director of Student Services
Redding	Kagle	Bachelor's Degree	Art Teacher
Robinson	Amber	Bachelor's Degree	Physical Education Teacher
Sabol	Jenny	Bachelor's Degree	Math Teacher
Sanabria	Patricia	Bachelor's Degree	English Teacher
Scott	Allison	Bachelor's Degree	English Teacher

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Shields	Darees	Bachelor's Degree	Math Teacher
Singh	Danielle	Master's Degree	Principal
Smith	Danyelle	Bachelor's Degree	SPED Teacher
Smith	Mandi	Bachelor's Degree	Physical Education Teacher
Smith	Ricky	Bachelor's Degree	Athletic Director
Sorto	Brenda	HS Diploma	Office Manager
Taylor	Denise	HS Diploma	Payroll Manager
Taylor	James	HS Diploma	Cafeteria Manager
Thomas	William	Master's Degree	Director of HS Programs
Vinson	Ryann	Bachelor's Degree	Business Office Assistant
Ware	Otis	Bachelor's Degree	Dean of Students
Warren	Adrian	Bachelor's Degree	Physical Education Teacher
White	Andrea	Bachelor's Degree	English Teacher
Wilkins	Alexander	Bachelor's Degree	History Teacher
Williams	Damon	Bachelor's Degree	Social Studies Teacher
Williams	Jolanda	HS Diploma	Student Monitor
Wilson	Kenya	Master's Degree	Principal
Woodson	Eugenia	Bachelor's Degree	English Teacher
Wright	Steven	Bachelor's Degree	Instructional Assistant

Appendix B – Board of Trustees Roster for 2015-2016

Name	Position	State of Residency	Date of Appointment	Appointment Expiration Date
Erin Albright	Committee Chair	VA	2013	2019
Chavaughn Brown	Committee Member	VA	2015	2018
Mannone Butler	Committee Chair	DC	2007	2019
Roberta Colton	Chair	DC	2012	2015
Walter Crawford	Committee Member	DC	2015	2018
Robert Cullen	Committee Member	VA	2015	2018
Jami D.H. Dunham	Chief Executive Officer; (Ex-Officio) Corporation President	DC	2009	N/A
Kimberly Emerson	Parent Trustee	DC	2015	2018
Daniel Fine	Committee Member	DC	2014	2017
Yohance Fuller	Committee Member	DC	2014	2017
Pamela Long	Committee Chair	DC	2014	2017
Gina Mahony	Committee Member	VA	2015	2018
Virginia Rice	Committee Member	DC	2015	2018
Sterling A. Ward	Vice-Chair	DC	2012	2018
Faraji Whalen	Committee Member	DC	2014	2017
Aurelia Williams	Parent Trustee	MD	2012	2018

Appendix C – Unaudited Year-end 2015-16 Financial Statement

Balance Sheet**Paul Public Charter School**

As of June 30, 2016

Balance Sheet	
Assets	Amount
Assets	
Current Assets	
Cash	1,598,141
Accounts Receivable	245,617
Other Current Assets	33,320
Restricted Investments	2,070,971
Total Current Assets	3,948,049
Noncurrent Assets	
Operating Fixed Assets, Net	666,402
Facilities, Net	22,667,797
Rental Deductions	1,161,425
Total Noncurrent Assets	24,495,624
Total Assets	28,443,674

Liabilities and Equity	Amount
Liabilities and Equity	
Current Liabilities	
Accounts Payable	131,985
Other Current Liabilities	217,611
Accrued Salaries and Benefits	1,068,268
Total Current Liabilities	1,417,864
Long-Term Liabilities	
Senior Debt	17,955,281
Other Long-Term Liabilities	31,879
Total Long-Term Liabilities	17,987,161
Equity	
Unrestricted Net Assets	8,251,050
Temporarily Restricted Net Assets	396,233
Net Revenue	391,366
Total Equity	9,038,649
Total Liabilities and Equity	28,443,674

Paul Public Charter School
Summary Report
As of 6/30/2016

	Year-To-Date (YTD)				Annual		
Income Statement	Actual	Budget	Variance	%Over	Forecast	Budget	Variance
Revenue							
State and Local Revenue	12,139,333	11,574,248	565,085	5%	12,139,333	11,574,248	565,084
Federal Revenue	569,704	646,005	(76,301)	-12%	569,704	646,005	-76,301
Private Grants and Donations	81,813	160,892	(79,079)	-49%	81,813	160,892	-79,079
Earned Fees	146,517	106,407	40,110	38%	146,517	106,407	40,110
Donated Revenue	15,500	5,000	10,500	210%	15,500	5,000	10,500
Total Revenue	12,952,866	12,492,552	460,314	4%	12,952,866	12,492,552	460,315
Expenses							
Salaries	5,905,171	6,323,805	418,634	-7%	5,905,171	6,323,805	418,634
Benefits and Taxes	1,511,830	1,588,334	76,504	-5%	1,511,830	1,588,334	76,504
Contracted Staff	596,623	349,463	(247,160)	71%	596,623	349,463	-247,160
Staff-Related Costs	245,284	154,257	(91,026)	59%	245,284	154,257	-91,026
Rent	115,928	115,928	1	0%	115,928	115,928	0
Occupancy Service	775,894	807,805	31,911	-4%	775,894	807,805	31,911
Direct Student Expense	779,085	891,564	112,479	-13%	779,085	891,564	112,479
Office & Business Expense	1,121,534	922,090	(199,444)	22%	1,121,534	922,090	-199,444
Donated Expense	15,000	-	(15,000)	N/A	15,000	-	-15,000
Interest	485,701	837,275	351,574	-42%	485,701	837,275	351,574
Depreciation and Amortization	1,009,451	1,157,389	147,938	-13%	1,009,451	1,157,389	147,938
Total Expenses	12,561,500	13,147,909	586,409	-4%	12,561,500	13,147,909	586,409
Net Income	391,366	(655,357)	1,046,723	-160%	391,366	(655,357)	1,046,723
Cash Flow Statement	Actual	Budget	Variance	%Var	Forecast	Budget	Variance
Net Income	391,366	(655,357)	1,046,723	-160%	391,366	(655,357)	1,046,723
Cash Flow Adjustments							
Add Depreciation	1,009,451	1,157,389	(147,938)	-13%	1,009,451	1,157,389	-147,938
Operating Fixed Assets	(149,354)	(214,743)	65,389	-30%	-149,354	(214,743)	65,389
Buildings	(5,020,231)	441,728	(5,461,959)	-1236%	-5,020,231	441,728	-5,461,959
Other Operating Activities	(4,134,286)	(387,142)	(3,747,145)	968%	-4,134,286	(387,142)	-3,747,145
Financing Activities	8,118,403	(828,603)	8,947,006	-1080%	8,118,403	(828,603)	8,947,006
Per-Pupil Adjustments	-	(0)	0	-100%	0	(0)	0
Suspense	(1,434)	-	(1,434)	N/A	-1,434	-	-1,434
Total Cash Flow Adjustments	(177,452)	168,628	(346,080)	-205%	-177,452	168,628	-346,080
Change in Cash	213,915	(486,729)	700,643	-144%	213,915	(486,729)	700,643

Appendix D – Approved 2016-2017 Budget

Detailed Financials (IS4), v1.5**Paul Public Charter School**

Income Statement		SY16-17
Account		Future
Event		-
Revenue		
04 · State and Local Revenue		
400 · Per-Pupil Operating Revenue		
4000 · Per-pupil alloc		8,264,031
4010 · Per-pupil SpEd alloc		1,423,243
4011 · Per-pupil SpEd ESY		13,944
4020 · Per-pupil LEP/NEP alloc		351,071
4030 · Per-pupil summer alloc		-
4040 · Per-pupil At Risk		729,959
4050 · Per-pupil adjustment		-
Total 400 · Per-Pupil Operating Revenue		10,782,247
410 · Per-Pupil Facility Revenue		
4100 · Per-pupil facility alloc		2,264,900
Total 410 · Per-Pupil Facility Revenue		2,264,900
420 · Other Local Revenue		
4200 · Local grants		-
4210 · Local programs		34,476
Total 420 · Other Local Revenue		34,476
Total 04 · State and Local Revenue		13,081,623
05 · Federal Revenue		
500 · Federal Grants		
5000 · NCLB Title 1		297,045
5001 · NCLB Title 2		80,623
5002 · NCLB Title 3		-
5003 · IDEA 611		-
5004 · IDEA 619		-
5009-2x · ARRA NCLB grants		-
5009-3x · ARRA IDEA grants		-
5010 · Title Vb grants		-
5020 · Supplemental grants		-
5030 · Competitive federal grants		35,055
5031 · Congressional facilities approp		-
5032 · ARRA SFSF GSF		-
5033 · ARRA SFSF ESF		-
5034 · EduJobs		-
5035 · QZAB grants		-
5040 · Temp restricted public grants		-
Total 500 · Federal Grants		412,722
510 · Federal Programs		
5100 · National school lunch prog		166,950

5103 · Donated Federal Commodities	-
5104 · Fresh fruit & vegetables prog	-
5105 · Child & Adult Care Food Program	-
5110 · E-rate program	20,000
5120 · Medicaid program	-
5130 · Child care subsidy program	-
Total 510 · Federal Programs	186,950
Total 05 · Federal Revenue	599,672
06 · Private Revenue	
600 · Private Grants	
6000 · Individual grants	-
6010 · Corporate/business grants	-
6020 · Foundation grants	10,000
6050 · Capital grants	-
Total 600 · Private Grants	10,000
620 · Private Contributions	
6200 · Individual contributions	-
6201 · Faculty & Staff Donation	-
6205 · Individual contributions restr	-
6210 · Corporate contributions	-
6220 · Foundation contributions	-
6230 · Special event contributions	71,061
6240 · Stock Donations	-
6250 · Capital campaign contributions	-
Total 620 · Private Contributions	71,061
630 · Activity Fees	
6300 · Before care after care fees	-
6301 · Supplemental summer fees	-
6302 · Shuttle bus fees	-
6305 · Other program fees	-
6310 · Field trip fees	-
6320 · Club & other fees	-
Total 630 · Activity Fees	-
640 · School Sales	
6400 · Paid meals sales	41,126
6410 · School store sales	3,658
6420 · Student/parent fundraising	-
6421 · Student fundraising costs	-
6430 · Student uniform sales	-
6440 · Discounts given	-
6450 · Late fees	-
Total 640 · School Sales	44,785
650 · Additional Revenue	
6500 · Short-term investments	173
6510 · Dividends & interest securities	-
6520 · Rental revenue	-
6530 · Realized gains/losses	-
6540 · Unrealized gains/losses	-

6550 · Paid meals sales-Staff Lunch	-
6560 · Miscellaneous revenue	2,850
6580 · Tuition	-
Total 650 · Additional Revenue	3,023
670 · Donated Revenue	
6700 · Donated services revenue	15,000
6710 · Donated products/goods revenue	-
Total 670 · Donated Revenue	15,000
Total 06 · Private Revenue	143,868
Total Revenue	13,825,164
Operating Expense	
07 · Staff-Related Expense	
700 · Curricular Salaries	
7000 · Leadership salaries	339,154
7010 · Teacher salaries	2,744,505
7011 · SpEd salaries	779,257
7012 · ELL teacher salaries	143,268
7013 · Specials salaries	-
7014 · Substitute salaries	-
7019 · Teaching residents salaries	-
7020 · Teacher aides salaries	200,757
7030 · Other curricular salaries	-
7080 · Curricular stipends	-
7090 · Curricular bonuses	61,800
Total 700 · Curricular Salaries	4,268,741
710 · Supplemental Service Salaries	
7100 · Student support salaries	681,665
7110 · Instr staff support salaries	411,535
7120 · Clerical salaries	142,026
7130 · Business, operations salaries	379,667
7131 · IT staff salaries	175,087
7140 · Maintenance/custodial salaries	118,450
7150 · Security salaries	172,736
7160 · Other service salaries	24,816
7180 · Supplemental service stipends	-
7190 · Supplemental service bonuses	-
Total 710 · Supplemental Service Salaries	2,105,984
720 · Supplemental Program Salaries	
7200 · Program leadership salaries	-
7210 · Program staff salaries	55,000
7211 · Before care after care salaries	-
7212 · Summer school salaries	73,150
7213 · Saturday school salaries	-
7220 · Staff program stipends	215,515
7280 · Program stipends	-
7290 · Program bonuses	-
Total 720 · Supplemental Program Salaries	343,665

730 · Management/Development Salaries	
7300 · Executive salaries	149,518
7310 · Development salaries	158,182
7380 · Executive bonuses	-
7390 · Development bonuses	-
Total 730 · Management/Development Salaries	307,700
740 · Employee Benefits	
7400 · Retirement plan contrib	358,917
7405 · DCPS Retirement plan contrib	-
7410 · Health insurance	720,378
7420 · Life and disability insurance	-
7430 · Section 125 plan	-
7440 · Travel stipends	-
7450 · Bonuses	-
7455 · Leave (vacation)	-
7460 · Workers' comp insurance	-
Total 740 · Employee Benefits	1,079,295
750 · Payroll Taxes	
7500 · Social security & medicare	537,496
7510 · State unemployment tax	27,144
7530 · FUTA	-
Total 750 · Payroll Taxes	564,640
760 · Professional Development	
7600 · Staff development (non-travel)	155,100
7605 · Tuition reimbursement	-
7610 · Staff development travel	1,396
Total 760 · Professional Development	156,496
770 · Contracted Staff	
7700 · Substitute contract staff	24,000
7710 · Temporary contract help	-
7711 · Curricular contract staff	381,735
7712 · Sup service contract staff	45,690
7713 · Sup prog contract staff	-
7714 · Fundraising contract staff	-
Total 770 · Contracted Staff	451,425
780 · Other Staff Expense	
7800 · Staff recruiting	66,273
7810 · Staff background checks	2,166
7820 · Staff meals, events, & awards	40,005
7821 · Staff food service fee	-
7830 · Staff travel (non-development)	20,000
Total 780 · Other Staff Expense	128,443
Total 07 · Staff-Related Expense	9,406,389
08 · Occupancy Expense	
800 · Occupancy Rent Expense	
8000 · Rent	503,070
8001 · Deferred Rent Expense	(387,142)
8010 · Supplemental rent	-

8020 · Real estate taxes	-
Total 800 · Occupancy Rent Expense	115,928
810 · Occupancy Service Expense	
8100 · Utilities & garbage removal	332,946
8110 · Contracted building services	431,835
8120 · Maintenance and repairs	73,130
8130 · Janitorial supplies	40,151
8140 · Facility consulting fees	-
Total 810 · Occupancy Service Expense	878,062
Total 08 · Occupancy Expense	993,990
09 · Additional Expense	
900 · Direct Student Expense	
9000 · Student supplies, snacks	46,978
9010 · Student assessment materials	71,000
9020 · Student textbooks	18,772
9030 · Student uniforms	-
9040 · Library & media materials	-
9050 · Contracted instruction fees	-
9051 · Contracted SpEd instruction	115,204
9052 · Contracted SES instruction	-
9060 · Food service fees	410,256
9070 · Student field trips	66,191
9075 · Athletic Program Expenses	-
9074 · Student transportation	-
9080 · Student recruiting	23,000
9085 · Student events	14,541
9090 · Other student expenses	44,178
9091 · Awards, Gifts and Prize	15,000
9092 · After care	-
9093 · Student scholarships	-
Total 900 · Direct Student Expense	825,119
910 · Office Expense	
9100 · Office supplies	80,000
9110 · Copier rental & services	77,673
9111 · Non-copier equipment rental	3,180
9120 · Telephone & telecommunications	82,915
9130 · Postage, shipping, delivery	21,231
9140 · External printing	3,175
Total 910 · Office Expense	268,173
920 · Business Expense	
9200 · Business insurance	102,259
9210 · Authorizer fees	137,441
9220 · Management fees	-
9230 · Accounting, auditing, payroll	182,000
9240 · Legal fees	45,000
9250 · Instr design & eval fees	-
9260 · Computer support fees	114,501
9270 · Fundraising fees	10,000

9280 · Other professional fees	101,491
9290 · Other expenses	7,651
Total 920 · Business Expense	700,344
930 · Dues, Fees, & Losses	
9300 · Dues, fees, and fines	34,395
9301 · Financing Fees	-
9310 · Loss/theft of asset	-
9320 · Bad debts, pledges	-
9330 · Cash over/short	-
Total 930 · Dues, Fees, & Losses	34,395
940 · Donated Expense	
9400 · Donated services expense	15,000
9410 · Donated products/goods expense	-
Total 940 · Donated Expense	15,000
990 · Operating Contingency	
9900 · Unforeseen expenses	-
9910 · Building reserves	-
Total 990 · Operating Contingency	-
Total 09 · Additional Expense	1,843,031
Total Operating Expense	12,243,410
Net Operating Income	1,581,754
Interest, Depreciation	
11000 · Operating asset depreciation	385,000
11010 · Facility asset amortization & depreciation	1,035,402
11020 · Amortization expense	-
12000 · Interest payments	885,966
Total Interest, Depreciation	2,306,368
Total Expenses	14,549,778
Net Income	(724,614)
Adjustments To Cash Flow	
Operating Activities	
Net Income	(724,614)
1100 · Per-pupil receivable	-
1110 · Local receivable	-
1101 · Accounts Receivable - Clearing	-
1120 · Other local receivable	-
1200 · NCLB receivable	-
1201 · IDEA receivable	-
1202 · ARRA receivable	-
1210 · Title Vb receivable	-
1220 · Supplemental grants receivable	-
1230 · Comp federal grants receivable	-
1240 · National food prog receivable	-
1250 · E-rate prog receivable	-
1260 · Medicaid receivable	-
1270 · Child care subsidy receivable	-
1300 · Grants receivable	-

1310 · Discounts on long-term grants	-
1320 · Pledges receivable	-
1330 · Allowance for doubtful pledges	-
1340 · Discounts for long-term pledges	-
1350 · Paid lunch receivable	-
1360 · Activity fee receivable	-
1370 · COBRA Receivable	-
1380 · Other receivable	-
1399 · Undeposited Funds	-
1400 · Prepaid expenses	-
1410 · Deposits	-
1430 · Employee advances	-
1490 · Facility Deposits	-
1500 · Transfer to/from parent	-
1510 · Transfer to/from peer (XXXX)	-
1520 · Transfer to/from peer (XXXX)	-
1580 · Transfer (to)/from Operations	-
1590 · Transfer (to)/from Facilities	-
1420 · Deferred rent asset	(387,142)
2000 · Current payable	-
2001 · Accounts Payable - Clearing	-
2010 · Purchase orders	-
2020 · Contracts payable	-
2030 · Suspended Payable	-
2050 · Construction payable	-
2009 · Other Taxes Payable	-
2110 · Parent org credit account	-
2120 · Employee credit account	-
2101 · United Credit Card	-
2102 · Capital One Credit Card	-
2200 · Accrued salaries	-
2210 · Accrued vacations	-
2220 · Accrued employee benefits	-
2230 · Accrued sales tax payable	-
2240 · Other accrued expenses	-
2241 · Accrued Interest	-
2250 · Accrued rent	-
2300 · Social sec & mc w/h - employee	-
2310 · Social sec & mc w/h - employer	-
2320 · Federal taxes withheld	-
2330 · FUTA/SUTA withheld	-
2331 · DC taxes withheld	-
2332 · MD taxes withheld	-
2333 · VA taxes withheld	-
2340 · Unemployment taxes payable	-
2350 · Workers' comp taxes payable	-
2260 · School Activity Liability	-
2360 · EE pension payable	-

2361 · EE DCPS Withholding	-
2370 · ER pension payable	-
2380 · Flexible spending account	-
2390 · Manual checks	-
2395 · DD salaries (direct deposit)	-
2399 · Temporary over / under	-
2371 · ER DCPS Contributions	-
2400 · Unearned per-pupil revenue	-
2410 · Unearned local revenue	-
2420 · Unearned private revenue	-
2430 · Unearned federal revenue	-
2440 · Unearned private revenue	-
2450 · Deposits held	-
2500 · Trustee or employee loan	-
2510 · Line of credit	-
2520 · Current portion, long-term debt	-
2530 · Other short-term liabilities	-
2540 · Split-interest liabilities	-
2550 · Accrued interest	-
2900 · Suspense	-
Net Cash Provided by Op Activities, less NI	(1,111,755)
	(329,187)
Investing Activities	
1600 · FF&E	(71,510)
1610 · FF&E - Support	-
1620 · Computers	(71,552)
1630 · Computers - Support	-
1640 · Vehicles	-
1650 · Capital leases	-
1660 · Other operating assets	-
1661 · Other op assets - website	-
1662 · Other op assets - organization	-
1663 · Other op assets - vehicle	-
1700 · Accum depr FF&E	339,500
1710 · Accum depr FF&E	-
1720 · Accum depr computers	5,500
1730 · Accum depr computers - Support	-
1740 · Accum depr vehicles	-
1750 · Accum amort capital leases	-
1760 · Accum depr other op assets	-
1761 · Accum depr other - website	-
1762 · Accum depr other - organization	-
1763 · Accum depr other - vehicle	-
1800 · Land	-
1810 · Buildings, building improvement	-
1820 · Construction in progress	-
1830 · Leasehold improvements	(186,126)
1840 · Loan costs	-

1850 · Construction, outside project	-
1892 · Facility lease payment reserve	-
1429 · Deferred Financing Cost	-
1900 · Accum depr buildings	100
1910 · Accum amort lease imp	1,075,302
1428 · Accumulated Amortization	-
Net cash provided by investing activities	1,091,215
Financing Activities	
2601 · Bank of America Loan	(644,000)
2602 · OSSE Loan	(14,747)
2603 · Building Hope Loan	(95,298)
1012 · BofA Rent Escrow Funds	503,070
2620 · Capital lease Liabiliy	(20,813)
2630 · Other long-term liabilities	-
280 · Sublease obligation	-
Net cash provided by financing activities	(271,787)
Net cash increase for year	(292,328)

NET INCOME	(\$724,613.90)
+Depreciation	\$1,420,401.93
-Fixed Asset	(\$484,743.22)
+Rent Escrow Payment	\$503,070.00
-Contingency	
-Deferred Rent	(\$387,141.60)
-Principal Payments	(\$754,044.59)
FREE CASH FLOW	(427,071)