



Kingsman Academy

Public Charter School



Annual Report

2015-2016 School Year

Table of Contents

2	School Description
2	Mission Statement
2	School Program
7	School Performance
7	Performance and Progress
18	Lessons Learned and Actions Taken
19	Unique Accomplishments
19	List of Donors
20	Data Report
20	General Information
20	Student Data Points
21	Faculty and Staff Data Points
22	Appendices
22	2015-2016 Staff Roster
25	2015-2016 Board of Trustees Roster
26	Unaudited Year-End Financial Statement
30	Approved 2016-2017 Budget

School Description

Mission Statement

The mission of Kingsman Academy Public Charter School is to provide an individualized and rigorous education in a supportive environment to prepare scholars for post-secondary success and responsible citizenship.

School Program

Kingsman Academy offers a nontraditional approach to increasing individual student achievement and improving post-secondary outcomes for students requiring a specialized academic program in a therapeutic learning environment. A multi-tiered support system that includes intensive academic intervention, specifically designed behavior interventions, and flexible scheduling ensures a personalized learning experience for students who have been unsuccessful in traditional school settings.

Kingsman Academy's educational model focuses on school culture, academics, and supportive services. Several characteristics serve as the hallmark of our school:

- **Individualized Instruction and Additional Resources for All Students:** All students at Kingsman Academy benefit from a targeted academic program designed to address their unique needs. Kingsman Academy staff work with each student to ensure progress towards goals. Additional resources are available for all students including credit recovery, targeted learning and behavior interventions, and afterschool tutoring and support.
- **Rich Special Education Services:** Kingsman Academy offers a rich menu of specialized instruction and educational support services tailored to meet a range of learning and social and emotional needs.
- **Small Class Sizes:** Kingsman Academy students benefit from small class sizes and a small student-to-teacher ratio.
- **In-Depth Counseling and Social Emotional Supports:** Kingsman Academy students have access to a range of counseling and therapeutic services including guidance counseling, occupational therapy, and clinical services.
- **Post-Secondary Guidance and Support:** Students participate in college and career readiness activities and develop the tools necessary to apply for and succeed in college and the workforce.

- **Extracurricular Activities:** Kingsman Academy offers a diverse range of engaging clubs and activities during and after school.
- **Career and Technical Education:** Students have the opportunity to participate in practical and engaging professional preparation programs. These course offerings provide students with meaningful real-world job skills, while also infusing core subject area knowledge and practice.
- **Culture of High Expectations and Accountability:** All students are surrounded by a culture of high expectations. Student learning is supported by Universal Design for Learning.
- **Data-Driven Culture:** Data is integrated in all operations at Kingsman Academy. Student data is collected through assessments, student work, behavior and attendance reports, and classroom observations. This data drives intervention strategies and academic rigor and pace. Data provides insight on teacher effectiveness and determines necessary professional development.
- **Responsible Citizenship:** Through career and technical education programs, extracurricular activities, and volunteerism, students have numerous opportunities to hone their skills as active citizens of Kingsman Academy, the District of Columbia, and the greater society.

Student Population¹

In the 2015-2016 school year, Kingsman Academy Public Charter School served approximately 250 students in grades six through twelve. Of those, 86% were certified “at risk”, 71% receive government aid, 57% were identified as having disabilities, and at least 9% were incarcerated or detained during the school year. Fifty-four percent of Kingsman Academy’s high school students were overaged and undercredited.

Curriculum Design & Instructional Approach

All learning at Kingsman Academy is supported through a nurturing and supportive learning environment, high expectations for all students, and a challenging and rigorous curriculum. Because Kingsman Academy is specifically designed to eliminate barriers to learning for students who may be overaged and undercredited, at risk of dropping out of school due to attendance, or require intensive behavioral support, we provide a multi-tiered support system across the curriculum. A Universal Design for Learning framework helps teachers design classrooms, implement personalized instructional methods, identify individualized learning resources, and administer assessments that enable students to express their learning progress through multiple modalities.

High School Programming

¹ Data as of April 2016 and does not include students enrolled in nonpublic schools.

All high school students participate in mathematics, language arts, science, social studies, physical education, art, and music as part of the core instructional program. Utilizing the 21st Century Framework for Learning, Kingsman Academy implements a tiered curriculum model for all core content classes. Next Generation Science Standards guide learning in all core science courses. Utilizing Bloom's Taxonomy of Learning Domains, Common Core State Standards in reading, social studies and mathematics are deconstructed into knowledge, reasoning, skill, and product learning targets. Tiered pacing guides are created to ensure students requiring intensive academic support and remediation classes are able to access the core curriculum. Students requiring intensive academic intervention participate in specifically designed reading and mathematics courses taught by special education teachers in a small group setting.

Middle School Programming

Recognizing the importance of experiential learning, the middle school program at Kingsman Academy offers a social justice themed curriculum for students enrolled in grades six through eight. Multi-grade classes allow for rigorous curriculum design and personalized interventions in preparation for high school mathematics, science, and reading core courses. Through an interdisciplinary approach to learning, the literacy-based curriculum integrates power reading, writing, and communication standards through projects, fieldwork, independent research, and case studies in all classes. Differentiation of content, product, and process provides the foundation for curriculum design, tiered courses, and tiered groupings.

Special Programs

Journey Program

The Journey Program at Kingsman Academy is designed for students requiring the most intensive behavioral and therapeutic support. The program implements evidence-based behavior interventions in a self-contained setting to support students demonstrating severe socio-emotional and behavior management needs. The goal of the Journey Program is to provide a structured safe haven for students whose socio-emotional challenges interfere with academic achievement, classroom performance, positive school community integration, and student and school safety.

Journey students are grouped based on the level of support needed to access the general education curriculum. Instructional methods emphasize explicit instruction, small group, and one-on-one practice support, supplemented with blended learning. Students engage in project-based learning in an environment supported by psychodynamic therapy. Students master evidence-based behavior management strategies and coping mechanisms in the Journey classroom for application in the general education setting.

The Journey Program is led by a multidisciplinary team that includes the equal participation of special and general education teachers, clinical providers, behavior interventionists, and, most importantly, the student and his or her family. Staff and students, together, measure and monitor outcomes including grades and classroom performance, progress on individualized education

program (IEP) goals, attendance, and behavior intervention plan goals. In the 2015-2016 school year, Kingsman Academy offered one full-time special education Journey class at the high school level.

Voyager Program

The Kingsman Academy Voyager Program supports students who need intensive life skills and post-secondary employment support in a self-contained classroom setting. To meet the needs of such students, the program adopts Community-Based Instruction (CBI). CBI guides best-practice educational approaches for students with intellectual disabilities or severe cognitive learning challenges.

Students enrolled in the Voyager Program pursue either a High School Diploma or a Certificate of Completion. Instruction focuses on academic functionality and development of Common Core-aligned academic skills that can be accessed at graduated levels of proficiency. Staff also align instruction, not only with Common Core Standards, but also to National Center and State Collaborative (NCSC) assessments, the DC-ALT Science portfolio expectations, and transition instruction.

In the 2015-2016 school year, Kingsman Academy offered two full-time special education Voyager Program classes at the high school level. Voyager Program teachers developed close relationships with students and promoted strong parent communication and collaboration. Voyager students participated in internships and work-based learning activities throughout the school year with community partners.

Social and Emotional Learning

Adopted from the Collaborative for Academic, Social, and Emotional Learning (CASEL), Kingsman Academy's social and emotional learning standards are at the core of teaching and learning instructional strategies. In addition, interventions courses are specifically designed to ensure competence in understanding and managing behavior. Social and emotional learning targets are taught across all disciplines. The goal of teaching social and emotional learning competencies throughout the curriculum is to ensure that Kingsman Academy students develop the skills, attitudes, and values for post-secondary success.

Kingsman Academy's education focus is aligned with industry best practices and provides students at risk of not graduating from high school with resources required to succeed. Our commitment to curriculum vigor and personalized instruction ensures that all students—especially those who have been unsuccessful in other schools—succeed.

Parent and Family Involvement

Learning is a process of constructing meaning and integrating concepts into existing knowledge. Students' parents and families promote learning through emotional and physical support. Kingsman Academy encourages parents and families of varied education, economic and

cultural backgrounds to become an integral part of day to day routines, school culture, and student's academic development.

In the 2015-2016 school year, Kingsman Academy employed a family and engagement coordinator to organize parent-teacher nights, parent workshops, and back-to-school events. Recognizing that parents and families have diverse educational backgrounds, Kingsman Academy communicates school activities and information through multiple tools, which may include the following:

- Mailed newsletters and letters to inform families of upcoming school activities, success stories, and relevant information;
- Automated calls to inform parents of student absences, scheduling issues, and upcoming events;
- Quarterly home visits and calls by instructional staff, support staff, and administrators; and
- An up-to-date website and online calendar.

School Performance

Performance and Progress

Mission

Kingsman Academy's mission to provide a rigorous and individualized education in a supportive setting necessitates comprehensive, coordinated systems and individualized interventions to respond to students' academic and behavioral needs. In its first year of operation, Kingsman Academy focused on establishing a strong therapeutic program by assigning students to small academic and therapeutic classes, by implementing a more classroom-based clinical model, by matching each student with an Intervention Specialist, by training staff on therapeutic crisis intervention, and by creating therapeutic spaces throughout the building.

Multi-Tiered System of Support

One of Kingsman's key levers for success is the design of the multi-tiered system of support (MTSS). Most notably, the MTSS provides four tiers for behavior, attendance, and academics. For each tier, the MTSS includes: a) specific interventions; b) specific setting; c) frequency of interventions; and d) assessments.

- **Tier 1 (Core Interventions)** is designed to provide tutoring, differentiated instruction, scaffolded lessons, and incentives for positive behavior for all students.
- **Tier 2 (Targeted Interventions)** may include research-based academic interventions and instructional materials, modified assignments, targeted behavior plans, and counseling for students who experience academic and behavior challenges.
- **Tier 3 (Intensive Interventions)** includes research-based instructional courses aligned to individualized needs, intensive therapy, behavior management plans, weekly participation in the school's Therapeutic Intervention Program, and collaboration with external partners to provide continuous support for students when Tier 1 and Tier 2 supports are not sufficient.
- **Tier 4 (Specifically Designed Instruction)** is designed to include prescriptive-diagnostic data-driven individualized instruction aligned to the Tier 1 curriculum, specifically designed skills-based training, community-based academic interventions, daily Therapeutic Intervention Program sessions, and flexible scheduling for students who need assistance beyond Tier 3 supports.

Kingsman Academy employs the Positive Behavioral Supports and Interventions (PBIS) framework to create a multi-tiered system of supports, ensuring that all of our students are

placed in the interventions and programs required to achieve success. PBIS also encourages relationship building, which impacts attendance and re-enrollment rates.

Assessing Student Learning

Regular formative and summative assessments guide the Kingsman Academy learning process. Formative assessments are built into the curriculum for all subjects in all classrooms. Learning is assessed in multiple ways through daily exit tickets, homework, assessment reflections, quizzes, short cycled reading, independent writing assignments, job-skills assessments, employer and internship manager feedback, and regular practice/exercises using interactive and online learning tools.

IEP goals are monitored and assessed on a quarterly basis. Case managers gather work samples; feedback from students, teachers, and related services providers. Kingsman tracks students' present levels of performance on a quarterly basis, to assess student growth and document student progress on IEP goals.

For students pursuing a Certificate of Completion, portfolio assessments and other formative and summative assessment data are used to collect performance data over the course of the year.

In the 2015-2016 school year, informal academic and behavior assessments were conducted and evaluated as part of the MTSS process. Teams met weekly to review real-time assessment data and developed intervention plans for all students. To ensure that students were on track to meet learning goals and student achievement expectations, teaching and related services staff collaborated to ensure that assessments, both formative and summative, were aligned to student goals. MTSS teams also monitored formative assessment data on an ongoing basis to track the effectiveness of tiered interventions and supports, and to make sure that all students were on track to meet Kingsman Academy goals and academic achievement expectations.

To ensure that college bound students were appropriately prepared for standardized tests, Kingsman Academy provided students with tutoring and afterschool wraparound supports.

All staff members have access to schoolwide OnCourse (student information system) data management metrics, to monitor and track student learning and achievement, by student, subject, classroom, grade level, and specialized program. Assessment Information is shared with parents, guardians, and students through an online parent access portal, parent-teacher conferences, quarterly grades, MTSS team monitoring meetings and IEP meetings, if applicable. Parents also receive copies of students' IEP progress reports along with quarterly grade reports.

Charter Goals

Student Achievement

Goal	Goal Met or Unmet	Progress Toward Goals
1. Students will demonstrate grade-level knowledge and skills in Math as indicated by:		
a. The percent of Level 1 special education students at Kingsman Academy PCS who score level 3, 4, or 5 on the PARCC assessment in math will meet or exceed the state average for Level 1 special education students scoring 3, 4, or 5 on the PARCC assessment in math.	Data Not Available	N/A
b. The percent of Level 2 special education students at Kingsman Academy PCS who score level 3, 4, or 5 on the PARCC assessment in math will meet or exceed the state average for Level 2 special education students scoring 3, 4, or 5 on the PARCC assessment in math.	Data Not Available	N/A
c. The percent of Level 3 special education students at Kingsman Academy PCS who score level 3, 4, or 5 on the PARCC assessment in math will meet or exceed the state average for Level 3 special education students scoring 3, 4, or 5 on the PARCC assessment in math.	Data Not Available	N/A
d. The percent of Level 4 special education students at Kingsman Academy PCS who score level 3, 4, or 5 on the PARCC assessment in math will meet or exceed the state average for Level 4 special education students scoring 3, 4, or 5 on the PARCC assessment in math.	Data Not Available	N/A
e. If any of the n-sizes in goals a through d are less than 5 students, the following goals will take effect instead of goals a through d:		

i. The percent of Level 1 and 2 special education students at Kingsman Academy PCS who score level 3, 4, or 5 on the PARCC assessment in math will meet or exceed the state average for Level 1 and 2 special education students scoring level 3, 4, or 5 on the PARCC assessment in math.	Data Not Available	N/A
ii. The percent of Level 3 and 4 special education students at Kingsman Academy PCS who score level 3, 4, or 5 on the PARCC assessment in math will meet or exceed the state average for Level 3 and 4 special education students scoring level 3, 4, or 5 on the PARCC assessment in math.	Data Not Available	N/A
f. The percent of non-special education students who attend Kingsman Academy PCS who score level 3, 4, or 5 on the PARCC assessment in math will meet or exceed the state average for the non-special education subgroup scoring level 3, 4, or 5 on the PARCC assessment in math.	Data Not Available	N/A
2. Students will demonstrate grade-level knowledge and skills in Reading/English Language Arts as indicated by:		
a. The percent of Level 1 special education students at Kingsman Academy PCS who score level 3, 4, or 5 on the PARCC assessment in Reading/English Language Arts will meet or exceed the state average for Level 1 special education students scoring level 3, 4, or 5 on the PARCC assessment in Reading/English Language Arts.	Data Not Available	N/A
b. The percent of Level 2 special education students at Kingsman Academy PCS who score level 3, 4, or 5 on the PARCC assessment in Reading/English Language Arts will meet or exceed the state average for Level 2 special education students scoring level 3, 4, or 5 on the PARCC assessment in Reading/English Language Arts.	Data Not Available	N/A

c. The percent of Level 3 special education students at Kingsman Academy PCS who score level 3, 4, or 5 on the PARCC assessment in Reading/English Language Arts will meet or exceed the state average for Level 3 special education students scoring level 3, 4, or 5 on the PARCC assessment in Reading/English Language Arts.	Data Not Available	N/A
d. The percent of Level 4 special education students at Kingsman Academy PCS who score level 3, 4, or 5 on the PARCC assessment in Reading/English Language Arts will meet or exceed the state average for Level 4 special education students scoring level 3, 4, or 5 on the PARCC assessment in Reading/English Language Arts.	Data Not Available	N/A
e. If any of the n-sizes in goals a through d are less than 5 students, the following goals will take effect instead of goals a through d:		
i. The percent of Level 1 and 2 special education students at Kingsman Academy PCS who score level 3, 4, or 5 on the PARCC assessment in Reading/ English Language Arts will meet or exceed the state average for Level 1 and 2 special education students scoring level 3, 4, or 5 on the PARCC assessment in Reading/ English Language Arts.	Data Not Available	N/A
ii. The percent of Level 3 and 4 special education students at Kingsman Academy PCS who score level 3, 4, or 5 on the PARCC assessment in Reading/ English Language Arts will meet or exceed the state average for Level 3 and 4 special education students scoring level 3, 4, or 5 on the PARCC assessment in Reading/ English Language Arts.	Data Not Available	N/A
f. The percent of non-special education students who attend Kingsman Academy PCS who score level 3, 4, or 5 on the PARCC assessment in Reading/ English Language Arts will	Data Not Available	N/A

meet or exceed the state average for the non-special education subgroup scoring level 3, 4, or 5 on the PARCC assessment in Reading/ English Language Arts.		
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Student Growth

Goal	Goal Met or Unmet	Progress Toward Goals
1. Students will demonstrate growth in knowledge and skills in Math as indicated by:		
a. The state growth measure (i.e. median growth percentile) in math of Level 1 special education students at Kingsman Academy PCS will meet or exceed the state growth measure results for Level 1 special education students state-wide.	Data Not Available	N/A
b. The state growth measure (i.e. median growth percentile) in math of Level 2 special education students at Kingsman Academy PCS will meet or exceed the state growth measure results for Level 2 special education students state-wide.	Data Not Available	N/A
c. The state growth measure (i.e. median growth percentile) in math of Level 3 special education students at Kingsman Academy PCS will meet or exceed the state growth measure results for Level 3 special education students state-wide.	Data Not Available	N/A
d. The state growth measure (i.e. median growth percentile) in math of Level 4 special education students at Kingsman Academy PCS will meet or exceed the state growth measure results for Level 4 special education students state-wide.	Data Not Available	N/A
e. If any of the n-sizes in goals a through d are less than 5 students, the following goals will take effect instead of goals a through d:		
i. The state growth measure (i.e. median growth percentile) in math of Level 1 and Level 2 special education students at Kingsman Academy PCS will meet or exceed the state growth measure results for Level 1 and Level 2 special education students state-wide.	Data Not Available	N/A

ii. The state growth measure (i.e. median growth percentile) in math of Level 3 and Level 4 special education students at Kingsman Academy PCS will meet or exceed the state growth measure results for Level 3 and Level 4 special education students state-wide.	Data Not Available	N/A
f. The state growth measure (i.e. median growth percentile) in math of non-special education students at Kingsman Academy PCS will meet or exceed the state growth measure results for non-special education students state-wide.	Data Not Available	N/A
2. Students will demonstrate growth in knowledge and skills in Reading/English Language Arts as indicated by:		
a. The state growth measure (i.e. median growth percentile) in Reading/English Language Arts of Level 1 special education students at Kingsman Academy PCS will meet or exceed the state growth measure results for Level 1 special education students state-wide.	Data Not Available	N/A
b. The state growth measure (i.e. median growth percentile) in Reading/English Language Arts of Level 2 special education students at Kingsman Academy PCS will meet or exceed the state growth measure results for Level 2 special education students state-wide.	Data Not Available	N/A
c. The state growth measure (i.e. median growth percentile) in Reading/English Language Arts of Level 3 special education students at Kingsman Academy PCS will meet or exceed the state growth measure results for Level 3 special education students state-wide.	Data Not Available	N/A
d. The state growth measure (i.e. median growth percentile) in Reading/English Language Arts of Level 4 special education students at Kingsman Academy PCS will meet or exceed the state growth measure results for Level 4 special education students state-wide.	Data Not Available	N/A

e. If any of the n-sizes in goals a through d are less than 5 students, the following goals will take effect instead of goals a through d:		
i. The state growth measure (i.e. median growth percentile) in Reading/English Language Arts of Level 1 and Level 2 special education students at Kingsman Academy PCS will meet or exceed the state growth measure results for Level 1 and Level 2 special education students state-wide.	Data Not Available	N/A
ii. The state growth measure (i.e. median growth percentile) in Reading/English Language Arts of Level 3 and Level 4 special education students at Kingsman Academy PCS will meet or exceed the state growth measure results for Level 3 and Level 4 special education students state-wide.	Data Not Available	N/A
f. The state growth measure (i.e. median growth percentile) in Reading/English Language Arts of non-special education students at Kingsman Academy PCS will meet or exceed the state growth measure results for non-special education students state-wide.	Data Not Available	N/A

Gateway

Goal	Goal Met or Unmet	Progress Toward Goals
1. The school's credit earning rate will improve from year to year with 75% as a baseline until the school maintains a credit earning rate of 95%.	Goal Met	Kingsman Academy established 75% baseline credit earning rate for 2015-2016 credit earning rate
2. The school will encourage persistence among its students as measured by:		
a. The five-year adjusted cohort graduation rate will be 60% or above.	Data Not Available	81% 2015-2016 graduation rate
b. Of the percentage of students who do not graduate in four-years, 80% or more of these remaining students will re-enroll at the school.	Data Not Available	N/A

Student Engagement

Goal	Goal Met or Unmet	Progress Toward Goals
1. Attendance:		
a. The school will maintain a middle school in-seat attendance rate within 2 percentage points of the charter sector average for that grade band.	Sector Average Not Available	Kingsman Academy's overall in-seat attendance rate for grades six through eight is 79.16%
b. The school will maintain a high school in-seat attendance rate within 3 percentage points of the charter sector average for that grade band.	Sector Average Not Available	Kingsman Academy's overall in-seat attendance rate for grades nine through twelve is 68.33%.
2. 65% of students identified on their IEP as having emotional or behavioral disabilities will maintain or show a statistically significant decrease in problematic severity scores and maintain and/or show a statistically significant increase in functionality scores per the standardization norms of the Ohio Scales Assessment.	Goal Met	65% of students identified as having emotional or behavioral disabilities will maintain or show a statistically significant decrease in problematic severity scores and maintain and/or show a statistically significant increase in functionality scores per the standardization norms of the Ohio Scales Assessment.

Lessons Learned and Actions Taken

Recognizing the District of Columbia's need for a school that serves students at risk of not graduating from high school, Kingsman Academy welcomes all students, especially those who are overaged and undercredited, have attendance problems, or have behavioral or emotional challenges. During our first year of operations, each of these target populations presented unexpected challenges that required us to review data, research nontraditional approaches, implement new interventions and strategies, and evaluate our progress.

Addressing the Needs of Overaged, Undercredited Students

Although Kingsman Academy specifically welcomes students who are overaged and undercredited, we underestimated the number of these students who would enroll and the impact their classroom presence would have on other students.

In the 2015-2016 school year, 54% of Kingsman Academy high school students were overaged and undercredited, meaning that they were at least one year older than the appropriate age band for their grades. Their presence was most pronounced in the ninth grade, where students ranged in age from 13.8 years old to 21.6 years old. We experienced a similar range in the tenth grade, where students ranged in age from 14.8 years old to 21.6 years old. From experience, observation, and data, we understood that the academic, psychosocial, and support needs of the 14-year-old ninth grade students were significantly different from those of the 19- and 20-year-old ninth grade students.

We created the Raising Individual Scholars Towards Excellence (R.I.S.E.) program to provide scholars most at risk of not graduating from high school an opportunity to learn in an alternative environment. Combining online learning, direct instruction, independent study, workforce development, community service, and flexible scheduling, R.I.S.E. allows students to earn a high school diploma while they gain the skills and values necessary to successfully transition from high school to the workforce, the military, or postsecondary education and training.

After submitting applications demonstrating a need for R.I.S.E.'s nontraditional learning environment and flexible scheduling, 44 students in grades nine through twelve participated in the program's inaugural year. Led by a guidance counselor, a team of 7 teachers, 2 behavioral support staff members, 2 drivers, a therapist, a social worker, a paraprofessional, and a food service coordinator supported R.I.S.E. students.

Thirty percent of R.I.S.E. students graduated in June 2016, making up 23% of Kingsman Academy's first graduating class. Of the R.I.S.E. students who did not graduate, 65% reenrolled at Kingsman Academy for the 2016-2017 school year to continue working toward high school diplomas and postsecondary success.

Addressing the Needs of Students with Attendance Issues

Many students enroll in Kingsman Academy with histories of truancy and poor attendance. Our supportive, therapeutic learning environment provides one response to attendance issues, but it is not sufficient in isolation. To better address the needs of students with attendance issues, we identified attendance as an important component of the school's MTSS. We identified each student's needed level of support based on historical attendance data and provided specific interventions for each level, including student engagement initiatives, celebrations and recognitions, attendance intervention plans, home visits, flexible scheduling, and relationships with external partners. We will continue to implement, evaluate, and revise our attendance interventions as we work towards achieving our attendance-related charter goals.

Addressing the Needs of Students with Emotional or Behavioral Challenges

Kingsman Academy's mission to provide students with a learning environment that prepares them for postsecondary success extends beyond academic content in core subjects, particularly for students with emotional or behavioral challenges who often face difficulties in and out of school. Many Kingsman Academy students have been unsuccessful at other schools due to these challenges, while others have experienced--and continue to experience--the juvenile and adult justice systems as a result of them.

Living out the school's mission means creating and maintaining a supportive school environment for all students, including those who violate the school's Code of Conduct. We have replaced many traditionally strict disciplinary consequences for student misbehavior with more supportive, corrective, and therapeutic responses. By implementing a three-tiered approach to Code of Conduct violations that includes Positive Behavior Support (Tier 1) and Restorative Justice and Therapeutic Support (Tier 2), we were able to substantially reduce reliance on Administrative Discipline Measures (Tier 3) such as suspension and expulsion.

Unique Accomplishments

- 75% of R.I.S.E. students either graduated or reenrolled to continue working toward high school diplomas.
- Kingsman Academy created a Therapeutic Intervention Program, including therapeutic classes and designated therapeutic spaces.
- Voyager Program students participated in Alternative Spring Break.

List of Donors

The following donors and grantors have contributed monetary or in-kind donations having a value equal to or exceeding \$500 during the 2015-2016 school year:

- Capital Segway

Data Report²

General Information

LEA name	Kingsman Academy Public Charter School
Campus name	Kingsman Academy Public Charter School
Ages served	11-21
Enrollment by grade level	Grade 6: 7 Grade 7: 7 Grade 8: 26 Grade 9: 82 Grade 10: 45 Grade 11: 40 Grade 12: 47

Student Data Points

Total number of instructional days	185
Suspension rate	Data not available
Expulsion rate	Data not available
Instructional time lost to discipline	0.43%
In seat attendance rate	70%
Midyear withdrawals	Data not available
Midyear entries	Data not available
Promotion rate	Data not available
College acceptance rates	Data not available

² Data calculations based on the District of Columbia Public Charter School Board's Annual Report Guidelines, School Year 2015-16, last accessed on September 1, 2016, at <https://my.epicenternow.org/api/documents/c13832ea-ebb0-49c3-a6df-940890e999d0/2015%20Annual%20Report%20Guidelines.pdf.pdf>.

College admission test scores	Data not available
Graduation rates	Data not available

Faculty and Staff Data Points

Teacher attrition rate	34.8%
Number of teachers	23
Teacher salary: average	\$64,369
Teacher salary: minimum	\$49,100
Teacher salary: maximum	\$90,000

Appendices

2015-2016 Staff Roster

Name	Responsibilities
Nsilo Abraham	Teacher (Health & Physical Education) - Middle & High School
D'Amber Barnes	Teacher (Science) - High School
Alexandra Bowen	Teacher (Mathematics, Science & Special Education) - Middle & High School
Dr. Eric Bradford	Interim Special Education Case Manager
Vanessa Brancato	Teacher (Social Studies) - Middle School
Joshua Branick	Teacher (English & World Language) - High School
Ma Wencilita Brown	Teacher (Science) - High School
Zalika Brown	Special Education Coordinator
Shanise Butler	Guidance Counselor
Michelle Byrd-Manigault	Teacher (Mathematics) - High School
Malik Carson	Lead Intervention Specialist
Kris Crossett	Teacher (English & Special Education) - Middle & High School
Derek Deane	Teacher (Social Studies & Special Education) - High School
Damishka Falconer	Administrative Assistant
Matt Fiteny	Director of Academics
Carolyn Frezzell	Program Coordinator
Kier Gaines	College & Career Counselor
Jonathan Gibbs	Paraprofessional
Samuel Gilbert	Teacher (Special Education) - High School
Matthew Gillich	Teacher (Music) - Middle & High School

Tytrice Henderson	Paraprofessional
Makeeba Hines-Thompson	Intervention Specialist
Shannon Hodge	Executive Director
Riley Inge	Academic/Behavior Interventionist
Steven Johnson	Teacher (Social Studies & Special Education) - High School
James Jones	Academic/Behavior Interventionist
Vaughn Jones	Athletic Director Teacher (Health & Physical Education) - Middle & High School
William Jones	Intervention Specialist
Kennesha Kelly	Deputy Director
Terry Kemp	Academic/Behavior Interventionist
Michael King Jr.	Social Worker
Jeremy Lawson	Teacher (Mathematics) - High School
James Livingston	Health & Wellness Specialist
Vonetta Long	Intervention Specialist
DeVita Love	School Psychologist
Bennisha Lucas	Mental Health Counselor
Montoya McAllister	Teacher (Hospitality, Tourism, & Culinary Arts) - High School
Johnnice Morton	Food Service Coordinator
Rosaline Ngole	Teacher (Special Education) - High School
John O'Connor	Special Education Case Manager
Melanie Paris-Reyes	Registrar & Office Manager
Ebony Pope	Teacher (Special Education) - Middle School
Adrienne Putney	Administrative Assistant Family Engagement Coordinator
Dr. LaKeyetta Reed	Clinical Therapist
Juliann Richardson	Teacher (Art) - Middle & High School

Antonio Robinson	Paraprofessional
Stevenette Sayeh	Assistant Director of Academics
Charles Sexton III	Teacher (Mathematics & Special Education) - High School
Brittany Smith	Administrative Assistant
Donovan Smith	School Psychologist
Daniel Thomas	Academic/Behavior Interventionist
Diana Varnadore	Teacher (Barbering/Cosmetology, English, & Special Education) - High School
Dr. Karimah Ware	Director of Interventions
Andre Warren Sr.	Paraprofessional
James Warren	Academic/Behavior Interventionist
Tawana Alston Watkins	Academic/Behavior Interventionist
Karen White	Teacher (English & Special Education) - High School
Meagan Whitfield	Therapist
Blanche Williams	Teacher (Special Education) - High School
Corey Williams	Academic/Behavior Interventionist
De'Andre Williams	Long-Term Substitute Teacher
Gregory Williams	Teacher (Special Education) - High School
Ronnie Williams	Custodian
Wayne Williams	Teacher (Social Studies) - High School
Mark Wilson	Teacher (Science) - High School

Qualifications

All Kingsman Academy teachers meet Highly Qualified Teacher (HQT) status requirements, and 39% hold graduate degrees.

2015-2016 Board of Trustees Roster

Name	Appointed	Term Expires	DC Resident
Stephen C. Messner, Chair	05/14/2015	05/13/2017	☐
Indra Chalk, Vice Chair	05/14/2015	05/13/2017	
Maria Blaeuer, Treasurer	05/14/2015	05/13/2017	
Jahnisa Tate, Secretary	05/14/2015	05/13/2018	☐
Dr. Kimberly A. Lewis	05/14/2015	05/13/2017	
Tanya Gladden Nash, Parent Member	05/14/2015	05/13/2017	☐
Peter Olle	05/14/2015	05/13/2018	☐
Michelle Tellock	05/14/2015	05/13/2018	☐
Tomika Young, Parent Member	05/14/2015	05/13/2016	☐

Unaudited Year-end Financial Statement

Income and Cash Flow Statements

Kingsman Academy PCS

July 2015 through June 2016

		Year-To-Date (YTD)			
Income Statement		Actual	Budget	Variance	%Over
Revenue					
	01. Per Pupil Charter Payments	7,004,859	6,793,410	211,449	3%
	02. Per Pupil Facilities Allowance	793,496	805,992	-12,496	-2%
	03. Federal Entitlements	808,332	806,272	2,060	0%
	04. Other Government Funding/Grants	90,372	261,080	-170,708	-65%
	05. Private Grants and Donations	100	0	100	N/A
	07. Other Income (please describe in footnote)	48,919	53,271	-4,352	-8%
	Total Revenue	8,746,077	8,720,025	26,052	0%
Expenses					
	08. Principal/Executive Salary	514,278	505,000	-9,278	2%
	09. Teachers Salaries	1,579,402	1,709,209	129,807	-8%
	10. Teacher Aides/Assistance Salaries	63,934	72,486	8,551	-12%
	12. Business/Operations Salaries	109,624	148,177	38,553	-26%
	13. Clerical Salaries	132,738	140,660	7,922	-6%
	14. Custodial Salaries	78,294	73,507	-4,787	7%
	15. Other Staff Salaries	1,689,181	1,642,190	-46,991	3%
	16. Employee Benefits	668,432	776,938	108,506	-14%
	17. Contracted Staff	440,706	452,682	11,976	-3%
	18. Staff Development Expense	35,403	79,554	44,152	-55%
	19. Textbooks	8,353	24,027	15,673	-65%
	20. Student Supplies and Materials	42,373	78,779	36,406	-46%
	21. Library and Media Center Materials	11,238	7,951	-3,287	41%
	22. Student Assessment Materials	10,645	14,467	3,822	-26%
	23. Contracted Student Services	184,000	209,801	25,801	-12%
	24. Miscellaneous Student Expense **	152,890	224,202	71,312	-32%
	25. Rent	64,241	62,601	-1,640	3%
	26. Building Maintenance and Repairs	138,393	141,609	3,216	-2%
	27. Utilities	147,255	180,900	33,645	-19%
	28. Janitorial Supplies	10,407	12,900	2,493	-19%
	29. Contracted Building Services	331,640	349,915	18,275	-5%
	30. Office Supplies and Materials	28,450	43,858	15,408	-35%
	31. Office Equipment Rental and Maintenance	5,217	4,001	-1,217	30%
	32. Telephone/Telecommunications	36,611	44,208	7,597	-17%
	33. Legal, Accounting and Payroll Services	153,548	197,200	43,652	-22%
	34. Printing and Copying	1,549	5,075	3,526	-69%
	35. Postage and Shipping	1,795	4,888	3,093	-63%
	36. Other	130,313	141,727	11,414	-8%
	37. Insurance	51,651	119,451	67,801	-57%
	38. Transportation	1,473	1,290	-183	14%
	39. Food Service	68,685	89,629	20,945	-23%
	40. Administration Fee (to PCSB)	88,120	87,200	-919	1%
	42. Other General Expense	154,819	115,132	-39,687	34%
	44. Depreciation Expense	291,762	311,451	19,690	-6%
	45. Interest Payments	389,711	388,378	-1,333	0%
	Total Expenses	7,817,133	8,461,042	643,910	-8%

Year-To-Date (YTD)					
Income Statement		Actual	Budget	Variance	%Over
Revenue					
Net Income		928,945	258,983	669,962	259%
Cash Flow Statement		Actual	Budget	Variance	%Var
Net Income		928,945	258,983	669,962	259%
Cash Flow Adjustments					
	Financing Activities	10,039,320	9,990,212	49,108	0%
	Investing Activities	-9,924,293	-9,918,873	-5,420	0%
	Operating Activities	357,050	359,329	-2,279	-1%
	Total Cash Flow Adjustments	472,077	430,667	41,410	10%
Change in Cash		1,401,022	689,650	711,372	103%

Balance Sheet

Kingsman Academy PCS

As of June 30, 2016

Balance Sheet		Amount
Assets		Amount
Assets		
Current Assets		
	Cash	1,401,022
	Accounts Receivable	237,978
	Other Current Assets	28,070
	Total Current Assets	1,667,070
Noncurrent Assets		
	Operating Fixed Assets, Net	219,163
	Facilities, Net	9,705,130
	Restricted Cash	263,509
	Total Noncurrent Assets	10,187,802
Total Assets		11,854,872
Liabilities and Equity		Amount
Liabilities and Equity		
Current Liabilities		
	Accounts Payable	200,121
	Other Current Liabilities	424,290
	Total Current Liabilities	624,411
Long-Term Liabilities		
	Senior Debt	9,385,831
	Subdebt	868,235
	Other Long-Term Liabilities	48,763
	Total Long-Term Liabilities	10,302,829
Equity		
	Unrestricted Net Assets	-1,313
	Net Revenue	928,945
	Total Equity	927,632
Total Liabilities and Equity		11,854,872

Approved 2016-17 Budget

SY16-17 Approved Budget
Kingsman Academy

Income Statement		SY16-17
Account		Future
Event		-
Revenue		
04 • State and Local Revenue		
400 • Per-Pupil Operating Revenue		6,865,235
410 • Per-Pupil Facility Revenue		781,000
420 • Other Local Revenue		17,668
Total 04 • State and Local Revenue		7,663,903
05 • Federal Revenue		
500 • Federal Grants		620,427
510 • Federal Programs		299,980
Total 05 • Federal Revenue		920,407
06 • Private Revenue		
600 • Private Grants		-
610 • Released From Restriction		-
620 • Private Contributions		5,000
630 • Activity Fees		-
640 • School Sales		13,999
650 • Additional Revenue		32,310
670 • Donated Revenue		-
Total 06 • Private Revenue		51,309
Total Revenue		8,635,618
Operating Expense		
07 • Staff-Related Expense		
700 • Curricular Salaries		2,156,598
710 • Supplemental Service Salaries		1,804,924
720 • Supplemental Program Salaries		101,701
730 • Management/Development Salaries		307,116
740 • Employee Benefits		293,993
750 • Payroll Taxes		348,686
760 • Professional Development		135,000
770 • Contracted Staff		72,833
780 • Other Staff Expense		76,750
Total 07 • Staff-Related Expense		5,297,602
08 • Occupancy Expense		
800 • Occupancy Rent Expense		-
810 • Occupancy Service Expense		754,073
Total 08 • Occupancy Expense		754,073
09 • Additional Expense		
900 • Direct Student Expense		658,714
910 • Office Expense		86,112
920 • Business Expense		615,236
930 • Dues, Fees, & Losses		7,454
940 • Donated Expense		-
990 • Operating Contingency		-
Total 09 • Additional Expense		1,367,516
Total Operating Expense		7,419,191

Income Statement		SY16-17
Account		Future
Net Operating Income		1,216,428
Interest, Depreciation		
11 · Depreciation		343,631
12 · Interest		415,466
Total Interest, Depreciation		759,097
Total Expenses		8,178,288
Net Income		457,330
Adjustments To Cash Flow		
Operating Activities		
Net Income		457,330
Operating Activities		(104,862)
Investing Activities		182,805
Financing Activities		(361,019)
Net cash increase for year		174,254