

**Annual Report 2015-2016**

Prepared for the DC Public Charter School Board

Golnar Abedin

Founder, Executive Director

Melanie Bowen,

Board of Trustees Chair

Sherman Building

3700 North Capitol Street NW #217

Washington, DC 20011-8400

tel: 202-588-0370

fax: 202-588-0263

www.creativemindspcs.org

**CREATIVE MINDS INTERNATIONAL PUBLIC CHARTER SCHOOL  
ANNUAL REPORT**

**2015 - 2016**

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**SCHOOL DESCRIPTION**

**A. Mission Statement**

The goal of Creative Minds International (CMI) Public Charter School is to offer students a rigorous education plan that provides them with the skills required for successful participation in a global society. To accomplish our mission, we have designed a highly engaging program based on an international, project- and arts-based curriculum that includes global language instruction as well as standards-based literacy and mathematics.

**B. School Program**

Our unique and child-centered program is based on three pillars: International Education, Inclusion, and Arts Education/ Integration. At CMI, we equip our students with an international education in order to help them develop into thoughtful and creative problem solvers and global citizens. We use an international curriculum, the International Primary Curriculum, emphasize global language instruction (Spanish and Mandarin), and partner with schools around the world to share learning experiences.

Our emphasis on inclusion is foundational to CMI’s program, which seeks to provide all students with a holistic, child-centered education that values student’s learning profiles. We understand that in order for students to meet their academic goals, we must help them to reach their social/emotional developmental goals as well. All CMI teachers are trained to apply developmentally appropriate and respectful strategies using Dr. Greenspan’s Floortime Approach. In addition, the school features two Sensory Rooms, where specialists work with students who have sensory diets.

Arts education and integration is our third pillar. Central to CMI’s program, it represents our focus on creativity in learning. Students receive instruction in visual and performing arts throughout the day, with classes in Music and Drama and visual/ digital arts integrated into their curricular units.

All children residing in the District of Columbia are eligible to apply for admission into Creative Minds International Public Charter School. Admission is determined by a lottery held every year in the spring if the number of applications received is more that the number of spaces available in any given grade.

In 2015-2016, Creative Minds International Public Charter School served 237 students in grades preschool through fourth grade. The average class size was 15-17 students in each classroom. Classrooms were led either by co-teachers or a lead teacher along with one or two student support staff depending on the educational and social/emotional needs of the students in each class.

The 2015-2016 school year began on August 24, 2015 and ended on June 15, 2016. The school day was from 8:45 am–3:30 pm. Parents had the option of dropping off students at 7:45 for before care, or at 8:15 AM for free breakfast served by the school. After-care hours were from 3:30 pm–6:00 pm and were offered to all families for a fee on a sliding scale according to eligibility for the National School Lunch Program.

Creative Minds International Public Charter School also offers a robust after-school clubs program called Creative Clubs, in which students have the opportunity to further pursue their talents and interests. Clubs include classes in the visual and performing arts, yoga, dance, soccer, martial arts, French, Chinese, and other offerings that help build students’ academic as well as social/emotional skills.

Creative Minds International Public Charter School offered a summer school program for 120 hours between July 5 and July 29, 2016. The program included Extended School Year (ESY) special education and English language learner services for students who qualified; these students attended summer school free of charge. The summer school program included literacy and mathematics instruction, project-based International Primary Curriculum units, arts-based activities, sports, and weekly field trips.

**1. Summary of Curriculum Design and Instructional Approach**

Creative Minds International Public Charter School (CMI) implements a research-based, inclusive curriculum. CMI is the only public school in D.C. to implement the **International Early Years and Primary Curriculum (IPC)**. In addition to rigorous academic goals, the curriculum encourages international awareness and personal goals. Learning through thematic units, students engage in interactive, hands-on projects that spark curiosity, encourage teamwork and make connections to real-world issues. Six- to eight-week curriculum units combine several academic subjects in an engaging manner that makes learning relevant to real life. The international curriculum supports students in becoming knowledgeable, creative thinkers, ready to participate in a globalized society. Students develop a sense of their own nationality and culture while developing respect for the nationalities and cultures of others.

CMI’s **English Language Arts and Mathematics** instruction is based on the **National Common Core Standards**. Through targeted, small group, differentiated instruction, our rigorous ELA and Math programs prepare students to compete nationally with other public and private school students.

The Creative Minds International PCS program incorporates **Dr. Stanley Greenspan’s developmental approach** to education in order to support individual learning styles that are explained by differences in the ways children process information. Understanding and supporting each child’s unique social and cognitive development is crucial for teachers and parents as we prepare our students for academic and future success.

In addition to **arts-integrated learning** in our academic subjects through the International Primary Curriculum, CMI promotes a well-rounded education that includes **arts education** as an autonomous part of our program. We thus provide our students with music and movement, visual arts, and drama classes during the school day and in our after school Creative Clubs programs. **Foreign language classes** in Spanish and Mandarin are offered to students in preschool through 5th grade during and after school.

At Creative Minds International PCS, we teach children about **health and nutrition** as part of the curriculum. Because we understand the importance of healthy dietary options for our students, we ensure that our school lunches exceed national requirements for healthy meals.   We also address our students’ wellness through opportunities for **movement and exercise** throughout the school day. Activities include yoga, dance, sensory integration work, and physically-active games during and after school.

**a. International Early Years and Primary Curriculum (IPC)**

The IPC is a research-based, inclusive curriculum that integrates:

* Brain research and the accommodation of different learning styles
* Opportunities for individual and group work
* An exciting entry point to all units that motivates students to learn
* Open-ended questions that invite curiosity
* Assessment activities that require children to represent their own learning
* Parent involvement: explaining what students are working on and how parents can support their children’s work at home

The curriculum includes the Early Years program and the Primary Curriculum:

#### **Early Years Program (Ages 3-5)**

The International Primary Curriculum Early Years Program consists of project- and arts-based teaching methods based on themes that appeal to young children.

The program is based on the philosophy that helping young children learn—academically, socially, emotionally, and physically—is the real purpose of schools.

The curriculum emphasizes interactive, hands-on projects that spark curiosity, engage students, encourage teamwork, and make connections to children’s lives. The Early Years program taps into students’ interests and strengths, growing their innate love of learning. The curriculum units focus on the following skills:

1. Independence and interdependence: Nurtures child’s own personal goals and their relationships with other children
2. Communicating: Develops skills in communication, including speaking and listening, reading and writing, early numeracy work and the expressive arts
3. Exploring: Develops child’s skills in inquiry
4. Healthy living: Encourages children to understand how to look after themselves and each other

**Primary Curriculum (Ages 5-12)**

The International Primary Curriculum provides a rigorous, thematic teaching structure designed to engage children of all abilities to be creative thinkers and problem-solvers in a globalized world. Since its introduction in 2000, more than 1,000 schools in 65 countries are using this highly engaging curriculum to teach different academic subjects.

Instructional units bring together the social sciences and the arts, enabling children to make connections between the subjects in exciting and stimulating ways.

The curriculum is designed so that students:

1. Acquire the essential knowledge, skills, and understanding of a broad range of subjects
2. Engage with their learning through positive experiences so they remain committed to learning throughout their lives
3. Develop the personal qualities they need to be good, contributing citizens
4. Develop a sense of their own nationality and culture while developing respect for the nationalities and cultures of others

In 2016 - 2017, Creative Minds International PCS welcomes its first two classes of 6th graders as we launch our Middle School program. During 2015 - 2016, our instructional leadership team engaged in the work of planning and preparing for the implementation of the **International Middle Years Curriculum (Ages 11 - 14)**, which is the continuation of the International Early Years Curriculum and International Primary Curriculum.

The International Middle Years Curriculum is a challenging, engaging, internationally-minded, concept focused curriculum that helps students:

1. Make meaning, by linking all subject learning to a conceptual theme and work toward understanding through a personal and global perspective
2. Understand the interlinked nature of their learning, and reflect on their experiences as part of a worldwide community
3. Develop rigorous and transformational knowledge, skills, and understanding.

**b. Literacy and Mathematics**

Creative Minds International PCS literacy and math goals are based on the **National Common Core Standards** adopted by DC Public Schools. By using small groups and targeted instruction, we support students to make progress toward individual academic goals and to meet or exceed U.S. national standards. Because strong literacy skills are imperative to academic success, the program focuses on all students’ developing strong reading and writing skills. Our mathematics curriculum and instructional materials foster the deep conceptual understanding required for successful future learning in upper grades.

**c. Dr. Stanley Greenspan’s Developmental Approach to Education**

The Creative Minds International PCS program incorporates Dr. Stanley Greenspan’s developmental approach to education as presented in *The Learning Tree* (Stanley and Nancy Greenspan, 2010). The tree is used as a metaphor to describe various individual characteristics involved in the learning process. The roots represent how children process the world around them through their sensory systems (what they hear, see, smell, and touch). The trunk of the tree represents thinking skills used in both relationships and academic learning. The branches represent skills used in academic learning (speaking, reading, writing, math, and organizing). Individual learning rates and styles are explained by differences in the ways children process information. Understanding and supporting each child’s unique development in all these areas is crucial for their future academic success.   Dr. Greenspan’s approach embraces the following principles:

* It is important to know where a child is developmentally in order to plan appropriate educational goals
* Children learn best through engagement and meaningful interactions
* Relationships with teachers and parents are critical to a child’s development
* Children’s natural interests affect their motivation to learn

With support from the late Dr. Greenspan’s son, Jake Greenspan, our teachers are trained to address the various aspects of learning that affect children’s academic achievement. From an early age, teachers assess and assist our students’ progress in the key social and cognitive developmental milestones related to learning. For each child, individual goals are identified to maximize his/her ability to think, relate, and communicate at different developmental levels.

**d. Arts Education and Integration**

Research shows that arts education and integration into the curriculum can lead to cognitive and motivational enhancements in learning. Based on Howard Gardner’s Multiple Intelligences Theory and studies of arts-integrated schools, this approach offers inclusive learning opportunities for different types of learners.  Students’ success in the arts is related to the nature of the instruction, which relies on a combination of both verbal and nonverbal teaching. Arts integration taps into students’ visual, kinesthetic, and auditory strengths, engaging them more deeply in learning. Research confirms that students are more motivated to learn through arts-integrated projects that include music, movement, and drama. The International Early Years and Primary Curriculum implemented at our school includes arts-integrated, thematic curriculum units.

In addition to arts-integrated learning in our academic subjects, we promote a well-rounded education that includes the arts as an autonomous part of the curriculum. We thus provide our students with music and movement, visual arts, and drama classes during the school day and in our extended day programs.

**e. Foreign Language Instruction**

To prepare students with the skills required to engage successfully in a globalized world, we offer students arts-integrated foreign language classes from age three through 5th grade. Spanish and Mandarin language classes were offered during the 2015-2016 school year~~.~~

**f. After School Creative Clubs**

The objective of our Creative Clubs after-school program is to offer enriching and healthy, discovery-based activities that will complement and support the mission of Creative Minds International PCS curriculum and allow students to pursue their talents and interests.

The Creative Clubs are offered to all age groups and include a diverse list of structured activities such as ballet, yoga, Lego Engineering, Robotics, Computer Coding, French or Chinese language instruction, and martial arts. These clubs are taught by CMI teachers as well as outside contractors.

**2. Parent Involvement Efforts**

Creative Minds International is proud to report a high level of parental involvement since its first year of operation. Our families are deeply engaged and invested in the success of the school. School leadership places a high value on this engagement and believes it to be central to our educational mission.

**a. Creative Families Association (CFA)**

The Creative Families Association (“CFA”) was formed in the summer of 2012 and began by hosting family gatherings prior to the opening of the school in order for students to meet their schoolmates and to begin building a community. The CFA planned and held several events in 2015-16 in collaboration with CMI, including the annual Winter Festival. The CFA also held a successful auction to support the school’s fundraising mission. Finally, the CFA held an annual Summer Picnic to welcome new families.

The CFA also supports our teachers and staff by volunteering at the school and hosting lunches during Teacher Appreciation Week. The CFA supports teachers by recruiting two Classroom Parents for each class who act as liaisons between the teachers and the parents. The CFA raised nearly $128,493 in 2015-16 school year, which was used to build a natural, sensory-friendly playground for CMI students. In addition, the CFA sponsored scholarships for After School Creative Clubs and individual music lessons for students who qualify for free or reduced lunch.

**b. CMI Parent Workshops**

Beginning in February of 2013, CMI began hosting monthly Parent Workshops on various topics, including CMI Curriculum and Assessments, Child Development, Health and Nutrition, Working with Children’s Challenging Behaviors, and Setting Developmentally Appropriate Limits. In school year 2015 -16, the school hosted eight parent workshops. The workshops were organized by the school’s Executive Director, (Dr. Golnar Abedin), who planned for topics based on feedback from surveys conducted by the CFA (the school’s parent association). Dr. Abedin and well-known experts in each related field presented parent workshops. Many parents participated in these workshops and provided positive feedback.

The workshops created a safe community where parents could raise their concerns for their children and receive feedback on how to best support their child’s health, development, and education; these sessions also provided a venue for parents of students with special needs to network and create a support group. Dr. Abedin and other staff members attended these workshops and shared the school’s approach to supporting students with parents through discussions. The school will conduct a survey in September 2016 to ensure that topics that parents are interested in are included in the monthly workshops that will be held during the 2016-17 school year.

**c. CMI Monthly and Weekly Newsletters**

CMI prioritizes clear and frequent communication with families. Each class sends home a parent newsletter on a weekly basis that contains information about the academic curriculum, students’ learning goals, how parents can support children’s learning at home, as well as exciting news about what is happening in the classroom.

The school also publishes weekly updates, which share important information and updates with families. In addition, the school publishes a monthly newsletter, which provides an in-depth exploration into a key topic or theme related to the school’s philosophy and model. For example, in 2015-16, different monthly newsletters described CMI’s model of arts integration, its use of technology in the classrooms, and its emphasis on international education, in order to help families better understand the philosophical underpinning of what and how their students are learning.

**d. Other parent involvement efforts**

CMI engages in family outreach through other means, including its automated calling system, printed flyers, and information in the school lobby and on its website. CMI has international staff members who are fluent speakers of various languages and is therefore able to offer parents translation services as required.

In addition to Back to School Night in September 2015, Parent/Teacher Conferences were held in October 2015, December 2015, and March 2016. At conferences, teachers shared important information with parents and families about students’ academic and social/emotional development. They also shared explicit strategies for supporting student growth at home to ensure a strong home-school connection.

**SCHOOL PERFORMANCE**

**A. Performance and Progress**

**1. Meeting our Mission**

Reflecting on our mission statement, we are confident that CMI has built critical foundations to achieve its goals during its first four years of operation. The Board and instructional leadership team feel confident that infusing the International Primary Curriculum and the National Common Core Standards in English Language Arts and Mathematics provides students with rigorous academic learning experiences that prepare them with skills needed to be successful in higher education, and participate in an increasingly globalized, international society. CMI has also made a strong, successful commitment to teaching the arts, including visual arts, music and drama, as well as global languages, including Spanish and Mandarin, in order to create a well-rounded, enriching, and international education program for its students. CMI has laid the groundwork for a successful middle school program that will maintain the central commitment to arts, international education, and inclusion of our early childhood and elementary programs, while providing rigorous instruction that will allow students to

CMI has also been a model school for its inclusive educational practices. During the 2015-16 school year, up to 30% of the student population received special education services, with up to 50% of students in our upper grade classrooms receiving services. Through teacher and parent training in Dr. Greenspan’s Floortime approach, the school successfully met the educational and social/emotional needs of all students, including those with learning and developmental differences.

Moving into our fifth year of operation, and given the opening of our middle school program, we will continue to work hard to ensure CMI fully realizes its mission. Through a culture of continuous growth and improvement, the school has taken specific actions to strengthen its academic program:

* We have added a Director of Professional Development and Science Instruction to the leadership team to improve professional learning for all teachers and implement a rigorous, school-wide focus on science instruction in 2016-17.
* We have added the position of Director of Student Culture, who will work with teachers and students to promote a positive school culture and give teachers the tools to prevent and positively manage behavioral issues that disrupt instruction.
* We have increased our administrative and operations staff, in order to ensure that instructional leaders are focused on teaching and learning. New staff added include a Chief Operating Officer, a Human Resources Manager, Café Coordinator and a Registrar/ Parent Liaison.
* We have designed and launched a middle school program that features a particular emphasis on Science, Technology, Engineering, Arts, and Math (STEAM) learning, which allows for students to build a foundation in critical STEM fields through meaningful integration with the arts. Our STEAM model is fully inclusive, engaging students with hands-on, experiential projects that encourage collaboration and creative and critical thinking. Our STEAM initiative is led by our Director of Professional Development and Science Instruction and our Director of Communications and Technology, with support from our 6th grade science and math teacher, as well as our new Digital Art and Design Technology teacher.
* To meet our high standards for inclusive education and serve the needs of our students with special needs and English Language Learners, we have an additional inclusion teacher for the 2016-17 school year, a full-time ELL teacher, and a Special Education Coordinator. The Inclusion team now includes the Director of Inclusion, Special Education Coordinator, four inclusion teachers, a full-time ELL teacher, a full-time counselor, and service providers in the areas of Speech and Language, Occupational Therapy, and Physical Therapy.
* To continue our essential programming in the areas of physical education, global languages, and arts education, we hired additional full time teachers in physical education, Mandarin, Spanish, music, and Digital Art and Design Technology. These teachers will work with our 4th - 6th grade students, in collaboration with our returning teachers in these areas who will teach preschool through 3rd grade.
* We have begun preparations for our accreditation by Fieldwork Education, which will reflect our successful implementation of the International Primary Curriculum, and which will occur in spring of 2017. In 2015-16, our pre-accreditation year, we engaged in the rigorous process of self review with all stakeholders participating, including teachers, families, students, and administrators. The self-review process helped instructional leaders identify key areas of focus for professional development and support for school year 2016-17.
* We have invested in weekly and monthly professional development in various program areas including:
* Implementation of the IPC’s Assessment for Learning program to improve our curriculum-based assessments.
* Training and preparation for IPC accreditation during the 2016-17 school year.
* Training and preparation for the implementation of the International Middle Years Curriculum, for those teachers who are teaching in our middle school program.
* Common Core Math training for elementary teachers.
* Partnership with the Achievement Network to prepare students and teachers for the PARCC assessments.
* Guided Reading and Readers/Writers Workshop training for teachers.
* Advanced developmental and sensory screenings of students who may have special learning or social emotional needs.
* Teacher and parent workshops in Dr. Greenspan’s Floortime Model.
* Focus on IPC personal goals (one personal goal/month) as a whole community in order to increase positive communication and interactions and decrease negative student behaviors.
* School-wide Community Meetings every Friday to bring the school community together and share our personal goals, our learning goals and provide opportunities for artistic performances in which students share their talents and grow their presentation skills.

**2. Reaching Charter Goals and Academic Achievement Expectations**

Creative Minds International Public Charter School (CMI) has been successful in meeting its academic expectations and accountability targets for student progress and achievement at all grades levels. Below is a report of how CMI has been meeting the current goals in our charter:

|  |  |  |
| --- | --- | --- |
| **Area** | **Goal** | **Result** |
| Students will demonstrate strong English Language Arts and literacy skills, as indicated by: Teaching Strategies GOLD, the Developmental Reading Assessment, and State Assessments in Reading. | At least 80% of Pre-School and Pre-Kindergarten students will meet or exceed widely held expectations per the growth report from the Fall to the Spring administration of the GOLD assessment. | Met goal.  98.5% overall  2015-2016 Teaching Strategies GOLD   |  |  | | --- | --- | | Pre-S | Pre-K | | 100% | 97% | |
| On a yearly basis at least 75% of Kindergarten through fifth grade students will score on grade level or higher (instructional level). End of the Year:  K-Level 3  1- Level 16  2- Level 28  3- Level 38  4- Level 40  5- Level 50 | Met goal.  87% overall  2015-2016 DRA Results   |  |  | | --- | --- | | Grade | Percentage Meeting Goal | | K | 91% | | 1 | 91% | | 2 | 76% | | 3 | 94% | | 4 | 94% | | 5 | 80% | |
| The percent of students scoring proficient or advanced on the state assessment in reading in tested grades will meet or exceed the state average in English Language Arts. | Met ELA goal for Grades 3-5 combined and Grade 3. Grades 4-5 will be measured in target below for grades with 50% or more of students qualifying for Special Education.  2015-2016 PARCC Results, Percentage of Students Scoring 4+   |  |  |  | | --- | --- | --- | |  | CMIPCS | DC | | Grades 3-5 | 32.6% | 27.8% | | Grade 3 | 27.8% | 25.7% | | Grade 4 | Does not apply, see below | | | Grade 5 | Does not apply, see below | | |
| If 50% or more of students qualify as Special Education the following two targets will apply in place of the previous target: The percent of special education students scoring proficient or advanced on the state assessment in reading in grades 3-8 will meet or exceed the state average for Special Education in English Language Arts.  The percent of non-special education students scoring proficient or advanced on the state assessment in reading in grades 3- 8 will meet or exceed the state average for non-special education students in English Language Arts | Met goal where CMIPCS sample size is large enough for public release.  Percentages of Students in Special-Education, 2015-2016   |  |  | | --- | --- | | Grade 3 | 22% | | Grade 4 | 67% | | Grade 5 | 54% | | Grades 3-5 | 47.9% |   Special Education Students 2015-2016, Percentage of Students Scoring 4+   |  |  |  | | --- | --- | --- | |  | CMIPCS | DC | | Grade 3 | Does not apply | | | Grade 4 | 20% | 6% | | Grade 5 | Sample size is too small for public release; n=7 | 6% | | Grades 3-5 | Does not apply; less than 50% of these combined grades qualified for Special Education | |   Non-Special Ed Students 2015-2016, Percentage of Students Scoring 4+   |  |  |  | | --- | --- | --- | |  | CMIPCS | DC | | Grade 3 | Does not apply | | | Grade 4 | Sample size too small for public release; n=5 | 33.1% | | Grade 5 | Sample size too small for public release; n=6 | 33.4% | | Grades 3-5 | Does not apply; less than 50% of these combined grades qualified for Special Education | | |
| Students will demonstrate a solid foundation in mathematics concepts, computations, and problem-solving, as indicated by: Teaching Strategies GOLD, Group Mathematics  Assessment and Diagnostic Evaluation, and the state assessment in mathematics. | At least 80% of Preschool and Pre-Kindergarten students will meet or exceed widely held expectations according to the growth report from the fall to the spring administration of the GOLD assessment. | Met goal.  98% overall  2015-2016 Teaching Strategies GOLD   |  |  | | --- | --- | | Pre-S | Pre-K | | 96% | 100% | |
| At least 75% of Kindergarten through fifth grade students will make 0 or greater NCE for growth or score above a Stanine 5 on the G-MADE Assessment.  Given that this was the first time teachers administered the NWEA-MAP assessment, and the rigor of this test compared to the G-MADE assessment, it is not surprising that we did not meet the goal for some grades. School leadership, our math professional development consultants, and teachers have analyzed these test results to understand areas for improvement. | CMIPCS did not administer the G-MADE assessment in 2015-2016. We have transitioned to the NWEA-MAP assessment. Our proposed goal submitted to PCSB for approval is: At least 70% of all students in grades K-5 will achieve at or above the 40th percentile or meet/exceed their spring growth target in math based on NWEA MAP national norms by June of each year.  2015-16 NWEA-MAP Results   |  |  | | --- | --- | | Grade | Met proposed charter goal | | K | 76% | | 1 | 76% | | 2 | 65% | | 3 | 47% | | 4 | 69% | | 5 | 60% | | Overall | 66% | |
|  | The percent of students scoring proficient or advanced on the state assessment in math in tested grades will meet or exceed the state average in math. | Though we did not meet this goal in 2015-16, we are confident that we will see marked improvement in 2016-17 with the continuation of our school-wide math initiative and consulting services. The school has prioritized math as the main focus for professional development in the 2016-17 school year. We have contracted a Math Instruction Specialist, who will conduct classroom observations and provide feedback and coaching to all elementary and middle school teachers as part of our professional development plan.  Grades 4-5 will be measured in target below for grades with 50% or more of students qualifying for Special Education.    2015-2016 PARCC Results, Percentage of Students Scoring 4+   |  |  |  | | --- | --- | --- | |  | CMIPCS | DC | | Grades 3-5 | 26.7% | 32.7% | | Grade 3 | 29.4% | 37.3% | | Grade 4 | Does not apply, see below | | | Grade 5 | Does not apply, see below | | |
| If 50% or more of students qualify as Special Education the following two targets will apply in place of the previous target: The percent of special education students scoring proficient or advanced on the state assessment in reading in grades 3-8 will meet or exceed the state average for Special Education in Math.  The percent of non-special education students scoring proficient or advanced on the state assessment in reading in grades 3- 8 will meet or exceed the state average for non-special education students in Math. | Met goal where CMIPCS sample sizes were large enough for public release.  Percentages of Students in Special-Education, 2015-2016   |  |  | | --- | --- | | Grade 3 | 18% | | Grade 4 | 67% | | Grade 5 | 54% | | Grades 3-5 | 45% |   Special Education Students 2015-2016, Percentage of Students Scoring 4+   |  |  |  | | --- | --- | --- | |  | CMIPCS | DC | | Grade 3 | Does not apply | | | Grade 4 | 10% | 8.3% | | Grade 5 | Sample size is too small for public release; n=7 | 9.1% | | Grades 3-5 | Does not apply; less than 50% of these combined grades qualified for Special Education | |   Non-Special Education Students 2015-2016, Percentage of Students Scoring 4+   |  |  |  | | --- | --- | --- | |  | CMIPCS | DC | | Grade 3 | Does not apply | | | Grade 4 | Sample size too small for public release, n=5 | 36% | | Grade 5 | Sample size too small for public release, n=6 | 34% | | Grades 3-5 | Does not apply; less than 50% of these combined grades qualified for Special Education | | |
| Students will actively engage in visual, performing arts, and foreign language based learning, as indicated by class schedules, IPC unit plans, and sample work. | Students in all grade levels served at Creative Minds International PCS will spend at least 10% of instructional time each year in visual, performing arts, and foreign-language based activities. | Met goal.  Pre-school through 1st grade students formally spent 10.3% of their time in these activities. Students in 2nd through 5th formally spent 15.5% of their time in these activities. These activities are also integrated throughout the IPC curriculum. |
| CMI will successfully implement the International Early Years and Primary Curriculum (IPC), as indicated by: IPC self review and IPC External Review Rating of Developing or Mastering | CMI will start the IPC accreditation process in its 3rd year of operation (school year 2014-15) with the goal of completing the IPC accreditation process by the school's fifth year of operation (school year 2016-2017). | CMI engaged in a yearlong “pre-accreditation” process, with the support of IPC accreditation staff. All stakeholders, including teachers, leaders, students, and families, participated in the reflective process of self review in which we used the IPC rubrics to determine our status as “beginning,” “developing,” or “mastering” on the nine essential criteria for accreditation. In addition, an IPC consultant performed a pre-accreditation visit and provided the teachers and leadership with feedback on progress toward accreditation. This process helped the school to engage stakeholders in a discussion around how well CMI is implementing the IPC, understand what professional learning is needed, and evaluate our progress toward accreditation. |
| CMI will complete the IPC accreditation process its 5th year of operation (by 2017) | We have scheduled a formal accreditation visit for spring of 2017. Through professional development, coaching, evaluation, and communication with stakeholders, we are actively preparing for what we anticipate will be a successful accreditation. |

**B. Lessons Learned and Actions Taken**

The CMI Board of Trustees, with the support of Charter Board Partners (CBP), developed and implemented a new set of annual goals for the 2015-16 school year. These goals included Board goals, Board Committee goals, School goals, and Executive Director goals, which oriented CMI’s leadership toward the priorities of high academic achievement, responsible and proactive financial management, effective facilities oversight, strategic communication, and long-term charter planning. In light of the rapid growth and expansion that the school underwent over 2015-16, these goals and accountability measures ensured that leadership remained focused on school priorities at all times.

In order to support the Executive Director, who has been acting as both Executive Director and Principal, the Board provided an Executive Coach in addition to support from CBP who held regular coaching calls with the Executive Director and Board Chair.

Based on analysis of the school’s long-term operations and financial plans conducted by the Board’s Finance Committee during the 2015-2016 school year, Creative Minds PCS’s board of trustees determined an enrollment ceiling increase would allow the school to better meet the very high demand for its program. CMI requested and the PCSB approved an increase to the number of students served in each grade level over time as the school grows to full capacity over the next ten years. The change increased enrollment from a maximum of 17 students per classroom to a maximum of 20 students per classroom. However, the school maintains a target of 18 students and 3 adults in each PS and PK classroom. Kindergarten through 5th grade classes are capped at 20 students with a lead teacher, an assistant teacher, and additional student support staff in each classroom based on the educational requirements of students with special needs. This slight increase allows us to maintain low student/teacher ratios, allowing the school to continue its quality inclusion program for all learners.

Additionally, the enrollment increase will establish a more orderly and predictable growth plan for the school, and help CMI to maintain its financial health and sustainability. Given the needs of a new middle school program beginning in the 2016-2017 school year and the school’s commitment to a multifaceted program that offers inclusion, arts education and global languages to students in all grade levels , the additional revenue provided through the enrollment ceiling increase helped the school afford the additional cost of hiring new administrative, instructional, counseling, and behavioral support staff for the 2016-2017 school year and provided the school the financial capacity to make additional renovations and improvement to its existing facility to accommodate the new middle school.

Given the increase in enrollment and the addition of the middle school program, the Executive Director and Board of Trustees determined the need to restructure our leadership and administrative teams to include various new positions that strengthen our capacity to continue providing students with optimal learning experiences at CMI as we grow. A key position added was that of Interim Chief Operating Officer, who will support the leadership team in managing the increasing complexity of the financial and operational aspects of the school. Given the importance of finding a highly qualified candidate for this position, the Treasurer of our Board of Trustees agreed to act as our part-time, Interim COO for 2016-17. In the interest of full transparency, CMI consulted with and sought the approval of the DC Public Charter School Board prior to adding this role to our Board Treasurer’s portfolio. Our Treasurer/COO will lead the search for a permanent, full-time COO to support the school in the long term.

The Executive Director acknowledges the importance of frequent communication with the Creative Families Association and regularly attended family meetings in order to improve channels of communication. Based on lessons learned, the CFA now has an executive Board with Committee Chairs, and the Head of School participates on the Board as a non-voting member.

In response to the results of an annual staff survey, CMI formed teacher committees in 2015-16 to give teachers a greater level of participation in decision-making, especially in the areas of academics and school culture. To continue to facilitate professional growth and development, and in response to feedback from teachers requesting additional guidance and support, we have developed a new evaluation system for the 2016-17 school year that features more frequent, informal observations, weekly or bi-weekly coaching sessions, and two formal observations throughout the year. In addition, we have added a Director of Early Childhood, Director of Professional Development and Science Instruction, and Director of Student Culture to provide greater support to teachers.

To improve teachers’ implementation of Dr. Greenspan’s unique developmental approach to education, teachers received professional development and ongoing coaching to support the educational and social/emotional growth of their students through support from the Floortime Center.

To ensure that teachers are using research-based methods of instruction, in 2015-16 we implemented the Guided Reading approach in all classrooms. Teachers received training during summer professional development in this area and ongoing coaching throughout the year.

In analyzing both internal testing data and PARCC testing data, we recognized that our students were excelling in the area of English Language Arts but were not performing as well on Math assessments. In response, we sponsored a school-wide initiative on Common Core Math instruction. We worked with a Math Instruction Specialist, Robyn Sibley who gave a series of professional development workshops for teachers and, through classroom observations and interviews with teachers and leaders, performed a school-wide needs assessment on improving the level of Common Core Math instruction at CMI. This needs assessment formed the basis of our professional development plan for 2016-17.

In order to prepare for International Primary Curriculum (IPC) accreditation and the first year of implementation of the IMYC, the school leadership team received training in the IPC Summer School in London.

**C. Unique Accomplishments**

The most significant accomplishment for CMI in 2015-16 was moving to our new facility in the Sherman Building, a historic building on the Armed Forces Retirement Home (AFRH) campus. Securing this lease took nearly two years, as it required various levels of approval up to and including Congressional approval. Supported by its own operating funds and a $2.0M loan from OSSE, CMI spent approximately $2.7 million to renovate and improve its portion of the building, and successfully opened its doors to 237 students on time on August 24, 2015. The renovated facility provides a great learning environment and a large green space, where, with support from the Creative Families Association’s fundraising efforts, the school has recently built a natural play space to support children’s physical and social/emotional development.

Successful planning and financial management during the 2015-16 school year allowed CMI to complete the additional renovations to its facility, accommodate a growth of 100 students, increase our administrative, inclusion, and teaching staff by 35 positions and secured improved terms on its $2M OSSE loan (elimination of annual balloon payments thus freeing up substantial cash for operations) as we entered the 2016-17 school year.

In its fourth year of operation, we continue to experience high levels of demand for our unique program. CMI was fully enrolled and had a waitlist of over 1200 students for the 2015-16 school year. CMI was voted runner up as “Reader’s Choice” for the best public charter school in the *Washington City Paper.*

In our first year of formal partnership with the Inspired Teaching’s teacher certification program, CMI became a training site for three teaching fellows. All three of these fellows were invited to become full-time lead teachers in 2015-16. CMI will be hosting four more fellows in 2016-17.

All grade levels met or exceeded the targets in the school’s PCSB accountability plan for ELA. We continue to work on student’s achievement in mathematics through a focus on mathematical instruction professional development and coaching. 87% of K-5th grade students ending the year on their grade levels instructional level in reading and 66% of students achieved our proposed charter goal for NWEA; 98.5% of Pre-School and Pre-Kindergarten students meeting or exceeding widely held expectations of growth in literacy, and 98% of Pre-School and Pre-Kindergarten students meet or exceeded widely held expectations of growth in mathematics.

The school was able to operate and meet most of its goals with a small administrative team, channeling resources into classrooms and teachers who have the most direct impact on student learning. Classroom sizes ranged between 15-17 students with 2-3 teachers or assistant teachers assigned to each class based on the needs of the students.

CMI provided robust inclusion services to support students with special needs and include them in all aspects of school life, including arts-based performances, building a positive and inclusive school culture and community. Parents of students with special needs provided overwhelmingly positive feedback regarding their children’s progress in all aspects of learning and school life.

In addition to a well-rounded, child-centered, and rigorous educational program that includes global language instruction, arts-based and project-based learning opportunities, CMI successfully expanded upon its Creative Clubs after school program, offering students classes that included global languages (Spanish, Mandarin, and French), yoga, ballet, martial arts, visual arts, drama, and music. Through fundraising and partnerships with vendors, CMI provided over 40 need-based scholarships to facilitate participation in these after school enrichment activities.

Through citywide recruitment, CMI attracted a very diverse student body from various nationalities including students from all 8 D.C. wards. Up to 30% of CMI students required special education services.

CMI applied for and received the following grants during school year 2015-16:

* $133,00.00 in federal/local grants
* $12,500.00 in private grants (Bancroft Foundation)

**D. 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:

Advisory Board Company

Building Hope - Grant Support Programs

Asia Society

Bancroft Foundation

Fidelity Charitable Gift Fund

Politics and Prose

T. Rowe Price

The Henry Luce Foundation

Allegra Baider

P. Barnett

Margaret Black

Hisham Bourar

Melanie Bowen

Judith Brister

Robert Cacace

Darren Cambridge

Jasmin Chakeri

Nadira Clarke

Melanie Coburn

Valerie Craig

Elizabeth Dunning

Sharon Goods

Elizabeth Hampton

Sean Hartigan

Robert Holladay

Peter Hristov

Jennifer Hunter

Matthew Indre

Barbara Jones

Julie Kubal

Jonathan Lechter

Peter Leininger

Donald Leopold

Jennifer Lerner

Tamar Levenberg

Elizabeth Maclin

April Pedersen

Tori Robinson

Patricia Steele

Wesley Sullivan

Michael Talley

Zack Tripp

James Tripp

Jennifer Walker

Kelly Young

Jerry Zayets

Jamie Zimmerman

|  |
| --- |
| **DATA REPORT**  Data Collection Tool compiled with school- and PCSB-provided data |
|  |

**SY 2015-16 Annual Report Campus Data Report**

|  |  |
| --- | --- |
| **Source** | **Data Point** |
| PCSB | LEA Name: Creative Minds International PCS |
| PCSB | Campus Name: Creative Minds International PCS |
| PCSB | Grades served: PK3-5 |
| PCSB | Overall Audited Enrollment: 237 |

**Enrollment by grade level according to OSSE’s Audited Enrollment Report**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Grade** | **PK3** | **PK4** | **KG** | **1** | **2** | **3** | **4** | **5** | **6** |
| **Student Count** | 51 | 34 | 34 | 34 | 34 | 18 | 17 | 15 | 0 |
| **Grade** | 7 | 8 | 9 | 10 | 11 | 12 | Alternative | Adult | SPED\* |
| **Student Count** | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

\*Note: This field is only filled in for St. Coletta Special Education PCS as it is the only charter LEA that exclusively serves students with disabilities.

|  |  |  |
| --- | --- | --- |
| **Source** | | **STUDENT DATA POINTS** |
| **School** | | **Total number of instructional days:** 180 |
| **PCSB** | | **Suspension Rate:** 0.4% |
| **PCSB** | | **Expulsion Rate:** 0.0% |
| **PCSB** | | **Instructional Time Lost to Out-of-School Suspension Rate:** 0.0% |
| **PCSB** | | **Average Daily Attendance:**  The SRA requires annual reports to include a school’s average daily membership.  To meet this requirement, PCSB will provide following verified data points: (1) audited enrollment;  (2) mid-year withdrawals; and (3) mid-year entries. (No action necessary.) |
| **PCSB** | | **Midyear Withdrawals:** *Validated in mid-August* |
| **PCSB** | | **Midyear Entries:** *Validated in mid-August* |
| **PCSB** | | **Promotion Rate:** 99.4% |
| **PCSB**  **(SY14-15)** | | **College Acceptance Rates:** *Not applicable* |
| **PCSB**  **(SY14-15)** | | **College Admission Test Scores:** *Not applicable* |
| **PCSB (SY14-15)** | | **Graduation Rates:** *Not applicable* |
| **FACULTY AND STAFF DATA POINTS** | | |
| **School** | **Teacher Attrition Rate:**  23.8% | |
| **School** | **Number of Teachers:**  21 | |
| **School** | **Lead Teacher Salary**  1. Average: $46,703  2. Range -- Minimum: $42,000 Maximum: $56,542 | |

**Appendix A - Staff Roster**

**Administration**

Golnar Abedin, Ph.D. Founder / Executive Director

Nayamka Long, M.A. Ed.H.D Director of Curriculum and Instruction

Amita Lathigra, M.Ed. Director of Student Support Services

James Lafferty-Furphy, B.Sc., M.A. Director of Operations

Carlos Garcia, B.A. Operations Manager

Kathleen Fugle, B.A., M.A. Director of Communications and Technology

Aura Matias Receptionist

Molly France, B.A., M.Ed. Early Childhood Program Manager

Hannah Reed, M.F.A. Director of After School Programs

Sarah Levant, B.A. After School Coordinator

**Classroom Teachers**

Lindsay Arnold, B.A. PK3 Teacher

Heather Payne, B.A. PK3 Teacher

Karen Chipman, B.A., M.A. PK3 Teacher

Lindsay Elcano, B.A., M.A. PK4 Teacher

Susan Handerhan, B.A., M.A. PK4 Teacher

Elizabeth Orfaly, B.A., M.A. Kindergarten Teacher

Phillip Williams, B.A., M.A.T. Kindergarten Teacher

Alicia Ronquillo, B.A., M.A. 1st Grade Teacher

Stephanie Schey, B.A., M.A.T. 1st Grade Teacher

Geralynne Papa, B.A. 2nd Grade Teacher

Samantha Niemann, B.A. 2nd Grade Teacher

Shoshi Shachar, B.A., M.A. 3rd Grade Teacher

Mary Thomas, B.A., M.A. 4th Grade Teacher

Katrina Delaney, B.A., M.Ed 5th Grade Teacher

**Student Support Teachers**

Ruth Chavarria, CDA Student Support Teacher – PK3

Maribel Ventura Student Support Teacher – PK3

Anna Jones, B.A. Student Support Teacher – PK3

Ibtisam Abdul-Barr, B.A. Student Support Teacher – PK4

Saba Rodriguez, CDA Student Support Teacher – PK4

Tashira Watson, CDA Student Support Teacher – PK4

Shannon Smith, CDA Student Support Teacher – K

Francies Stephenson, B.A. Student Support Teacher – K

Lauren Leister, B.A. Student Support Teacher – K

Yasmine Zinbi, B.A. Student Support Teacher – 1st Grade

Rachel Veclotch, B.A., J.D. Inspired Teaching Fellow – 1st Grade

Sandra Nance, B.A. Student Support Teacher – 1st Grade

Rhonda Prentice, A.A. Student Support Teacher – 1st Grade

Kathleen Healy, B.A., M.A. Student Support Teacher – 2nd Grade

Kelsi Anderson, B.A. Student Support Teacher– 2nd Grade

Cindy Jean-Louis, B.A. Inspired Teaching Fellow– 3rd Grade

Chantel Hawkins, Student Support Teacher – 3rd Grade

Megan Hahn, B.A. Inspired Teaching Fellow– 4th Grade

Fabiola Udaeta, B.A. Student Support Teacher – 4th Grade

Nadia Hibu, CDA Student Support Teacher – 5th Grade

Marion Schemering, B.A., M.A. Student Support Teacher – 5th Grade

**Arts, Language, and Physical Education**

Maria Rivas, B.A., M.A. Drama and Arts Integration Teacher

Jessica Zhang, B.A. Chinese Teacher

Jaime Rodriguez Monzón, B.A. Spanish Teacher

Willis Palleschi, B.S. Physical Education Teacher

Tarek Mohamed, B.A. Music Teacher

**SPED Professionals**

Blakeley Collins, B.A., M.A. Inclusion Teacher

Christian Roman, B.A., M.A. Inclusion Teacher

Taylor Reagan, B.A., M.A. Inclusion Teacher

**Other Staff**

Sara Fields, B.A. ELL Tutor

Robyne Davis, M.A., LPC Counselor

Rebecca Helgerson, B.A., M.Ed Garden Coordinator

**Appendix B – Board Roster**

During the 2015-2016 school year, the Board of Trustees for Creative Minds International Public Charter School was comprised of the following members:

**Melanie Bowen**

Board Chair

Member of Governance and Finance Committees

Resident of Virginia

January 2014 - December 2016

**Meghan Cosier**

Member of Academic Excellence

Resident of Virginia

January 2016 - December 2018

**Adam Chandler**

Board Vice Chair (incoming)

Chair of Governance Committee

Resident of Washington, D.C.

April 2016 - March 2019

**Demetris Cheatham, Esq., MBA**

Chair of Development Committee

Resident of Washington, D.C.

December 2014 - November 2017

**Jennifer Engel Fisher, M.S.**

Chair of Academic Excellence Committee

Resident of Maryland

April 2014 - March 2017

**Thomas Frankiewicz**

Parent Member

Resident of Washington, D.C.

May 2012 - September 2015

**Bryan L.G. Lewis**

Board Vice Chair (outgoing)

Chair of Governance Committee   
Resident of Maryland

January 2014 -May 2016

**Ornella Napolitano**

Board Treasurer

Resident of Washington, D.C.

Chair of Finance Committee and member of Governance Committee

September 2014 - August 2017

**Betty Pair**

Chair of Facilities Committee and Member of Development Committee

Resident of Washington, D.C.

November 2013 - October 2016

**Patricia Talbert Smith**

Board Secretary

Member of Academic Excellence and Governance Committees

Resident of Maryland

January 2015 - December 2017

**Sarah Spreitzer**

Parent Member

Resident of Washington, D.C.

April 2011 - September 2015

**Kelly Young**

Parent Member

Member of Finance Committee

Resident of Washington, D.C.

July 2015 - June 2018

**Jerry Zayets**

Parent Member

Member of Facilities Committee

Resident of Washington, D.C.

July 2015 - June 2018

**EX-OFFICIO**

Golnar Abedin ***– Founder /Executive Director***

Parent Member

Member of Academic Excellence, Development, and Finance Committees

Resident of Washington, D.C.

Creative Minds International Public School maintains a network of professional advisors that assist its school leadership and Board of Trustees in many aspects of school management and governance. During 2015-16 the following were consulted:

**Advisory Council Members**

Brett Orlove, Esq. - ***Real Estate Attorney*,** Grossberg, Yochelson, Fox & Beyda, LLP

2000 L Street, NW, Suite 675

Washington, D.C. 20036

Jake Greenspan - ***DIR/Floortime***

The Floortime Center

4827 Rugby Avenue Bethesda, MD 20814

Linda Krakaur ***- Lecturer***

George Mason University

8017 Glenside Drive

Takoma Park, MD 20912

Deepa Srikantaiah - **Education Specialist** Global Partnership for Education Secretariat

900 19th Street, N.W. Suite 600

Washington, D.C. 20006

Davina Soleyman - ***International/Special Education***

Head Teacher (Middle School)

International School of Geneva

**Appendix C – Unaudited Year- End 2015-16 Financial Statement**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| |  |  |  |  |  | | --- | --- | --- | --- | --- | | **FY16 Income Statement** | | | |  | | **Creative Minds International PCS** | | | | | |  |  |  |  |  | |  |  |  |  |  | |  |  |  |  | **Annual** | | **Income Statement** | | |  | **Actual** | | Revenue | |  |  |  | |  | State and Local Revenue | |  | 4,615,980 | |  | Federal Revenue | |  | 244,479 | |  | Private Grants and Donations | | | 215,990 | |  | Earned Fees | |  | 574,189 | |  | Total Revenue | |  | 5,650,638 | | Expenses | |  |  |  | |  | Salaries |  |  | 2,641,975 | |  | Benefits and Taxes | |  | 523,980 | |  | Contracted Staff | |  | 119,754 | |  | Staff-Related Costs | |  | 89,507 | |  | Rent |  |  | 1,038,143 | |  | Occupancy Service | |  | 155,165 | |  | Direct Student Expense | |  | 526,940 | |  | Office & Business Expense | | | 720,993 | |  | Depreciation and Amortization | | | 299,049 | |  | Total Expenses | |  | 6,115,504 | | Net Income | |  |  | -464,866 | |  |  |  |  |

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| |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Balance Sheet** | | | |  | | **Creative Minds International PCS** | | | |  | | As of June 30, 2016 | | | |  | |  |  |  |  |  | | **Balance Sheet** | | | |  | | **Assets** | | |  | **Amount** | | Assets | | |  |  | |  | Current Assets | | |  | |  |  | Cash | | 935,414 | |  |  | Accounts Receivable | | 70,449 | |  |  | Other Current Assets | | 47,977 | |  |  | Total Current Assets | | 1,053,840 | |  | Noncurrent Assets | | |  | |  |  | Operating Fixed Asssets, Net | | 107,762 | |  |  | Facilities, Net | | 2,628,691 | |  |  | Total Noncurrent Assets | | 2,736,453 | |  | Total Assets | | | 3,790,293 | |  |  |  |  |  | | **Liabilities and Equity** | | | | **Amount** | | Liabilities and Equity | | | |  | |  | Current Liabilities | | |  | |  |  | Accounts Payable | | 77,596 | |  |  | Other Current Liabilities | | 1,139,453 | |  |  | Total Current Liabilities | | 1,217,049 | |  | Long-Term Liabilities | | |  | |  |  | Senior Debt | | 1,989,083 | |  |  | Total Long-Term Liabilities | | 1,989,083 | |  | Equity | | |  | |  |  | Unrestricted Net Assets | | 1,049,027 | |  |  | Net Income | | -464,866 | |  |  | Total Equity | | 584,160 | |  | Total Liabilities and Equity | | | 3,790,293 |   **Appendix D – FY17 Budget (Approved)** |  |  |

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| **FY17 Budget (Approved)** | |  |  |
| **Creative Minds International Public Charter School** | | |  |
|  |  |  |  |
|  |  |  |  |
| **Income Statement** | |  | **SY16-17** |
| **Account** |  |  | **Future** |
| **Revenue** | |  |  |
|  | 04 · State and Local Revenue |  | 6,603,025 |
|  | 05 · Federal Revenue |  | 293,881 |
|  | 06 · Private Revenue |  | 746,839 |
| **Total Revenue** | |  | **7,643,744** |
|  |  |  |  |
| **Operating Expense** | |  |  |
|  | 07 · Staff-Related Expense |  | 5,261,409 |
|  | 08 · Occupancy Expense |  | 1,183,033 |
|  | 09 · Student Expense |  | 742,197 |
|  | 09 · General & Admin |  | 975,104 |
|  | 09 · Contingency |  | - |
| **Total Operating Expense** | |  | **8,161,743** |
| **Net Operating Income** | |  | **161,678** |
| **Interest, Depreciation** | |  |  |
|  | 1X · Depreciation, Amortization, & Interest | | 428,353 |
| **Total Expenses** | |  | **8,590,096** |
| **Net Income** | |  | **(946,351)** |
|  |  |  |  |