

**WASHINGTON MATHEMATICS SCIENCE & TECHNOLOGY
PUBLIC CHARTER HIGH SCHOOL**

**2015 - 2016
ANNUAL REPORT**

Submitted by:

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**WASHINGTON MATHEMATICS SCIENCE TECHNOLOGY
2015-2016 ANNUAL REPORT**

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**ANNUAL REPORT NARRATIVE
EXECUTIVE SUMMARY**

Washington Math Science Technology Public Charter High School (WMST PCHS) is a STEM public charter high school in Washington, DC's Ward 5. The school was founded by Dr. Mary Johnson in 1998. WMST's mission is offer a rigorous education that integrates mathematics and science instruction with technology resulting in highly motivated students. In 2015–16, WMST PCHS served 310 students in grades 9–12.

To accomplish its mission, WMST PCHS integrates a rigorous college-preparatory curriculum with in-school and after-school support by providing academic tutoring, enrichment activities, a Summer STEM program for new 9th graders, and college guidance that provides students with financial aid workshops, college placement, and academic scholarships.

WMST staff continuously revise its curriculum and instruction to better prepare our students for the rigor of a college education. The school offers a college-preparatory curriculum composed of advanced courses and electives. Since our students experience challenges with literacy, WMST included remedial opportunities to our instructional time. Thus, allowing our students to be better prepared for courses that are fundamentally driven by the Common Core State Standards curriculum. Additionally, our students will gain the skills needed to achieve success on statewide assessments i.e., Partnership for Assessment of Readiness for College and Careers (PARCC) and standardized exams such as PSAT, AP and IB.

In 2015–16, WMST PCHS achievements included the following:

- Three IB students passed the IB Spanish exam with a four or higher
- 9th-12th grade cohorts were established
- WMST's First Annual Fundraising Gala was held in April 2016
- 100% of the 2016 senior class was accepted into a college or university
- Two teachers were accepted to be a part of the World Smart STEM Challenge and attended training for this program in Accra, Ghana in summer of 2016
- Two students were accepted for a two-week internship program in Japan for summer 2016
- Three students passed the Excel Microsoft Specialist Certification program
- 2016 Annual STEM Fair
- 2016 STEM Career Day

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1. SCHOOL DESCRIPTION

a. MISSION STATEMENT

Washington Mathematics Science Public Charter High School (WMST) continues to strive for excellence and fulfill its mission which is: **“To offer a rigorous education that integrates mathematics and science instruction with technology resulting in highly motivated students.”**

Student Characteristics

In the 2015-16 school year, WMST PCHS had the following student demographics:

Number of students enrolled, by grade level	Grade 9: 67----- Grade 10: 78----- Grade 11: 63----- Grade 12: 80-----
Percentage of students with special education IEPs	24%
Percentage of students qualifying for free or reduced lunch	100 Percent
Mid-year withdrawal rate	7%

WMST PCHS Faculty and Staff

In the 2015–16 school year, WMST PCHS had **32** FTE teachers with an average of **16** years of experience in the field of education; no faculty member was new to teaching. Additionally, more than 75% held graduate degrees.

- 4 science teachers;
- 7 English teachers;
- 4 social studies teachers;
- 5 math teachers;
- 2 Spanish teachers;
- 2 technology teachers
- 2 specialty (i.e., art, music) teachers; and
- 3 special education teachers.

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b. SCHOOL PROGRAM

In order to meet our school's mission, WMST has developed a strong academic program that prepares students for post-secondary education in STEM and relation fields. Below is a description of our Academic and Programmatic Focus that details the education program available to all students.

Washington Mathematics Science Technology **PCHS** offers several curriculum pathways that are fully integrated in meeting the Common Core standards and other requirements of OSSE and the USDE. Besides core curricula emphasis areas of mathematics, science, technology and engineering, WMST PCHS has, throughout the school year embarked on the development and placement of intense interventions to enhance achievement in literacy, numeracy, language arts and developing proactive study habits through AVID. WMST's programs are described below.

a. The International Baccalaureate (IB) Program

In 2011-2012 WMST PCHS became an IB world school allowing students to participate in programmatic modules and activities that places allows them to compete with students of like ages and grade levels. The IB model fits appropriately with the school's approach to preparing student to compete on a global scale. IB is known for its philosophy of helping students to "develop the intellectual, personal, emotional and social skills to live, learn and work in a rapidly globalizing world," "to make them students of the world." In addition it teaches students to become active, compassionate lifelong learners through the development of "inquiry, knowledgeable and fostering caring young people who help to create a better and more peaceful world through intercultural understanding and respect". This program consists of a rigorous, two-year pre-university program of studies and exams that prepare students for college success. In addition to course-work requirements, students will also be expected to complete an extended research essay, make an oral presentation applying concepts from the Theory of Knowledge course, and complete creativity, action and service projects.

b. Engineering Pathway

WMST's Engineering Pathway program is co-sponsored by Project Lead the Way (PLTW), a national non-profit organization that partners with secondary schools to implement curriculum that emphasizes hands-on experiences in Science, Technology, Engineering, and Mathematics (STEM). The PLTW program at WMST PCHS will consist of a four-year high school sequence which includes courses in engineering taught in conjunction with traditional mathematics and science courses.

c. Air Force Junior Reserve Officer Training Corps (AFJROTC)

The Air Force JROTC Program is grounded in the armed forces core values of integrity first, service before self and excellence in all that the cadets and officers do. The objectives of the program are to educate and train high school cadets and offer citizenship, ethics, promote

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community service; install responsibility, character, and self-discipline. Additionally it provides instruction in air and space fundamentals. This curriculum emphasizes that Air Force heritage and traditions, the development of flight, applied flight sciences, military aerospace policies, and space exploration. Officers and cadets can receive character education, life skills education, leadership training, team-building experiences, intramural competition and field trips.

d. Microsoft Academy

The WMST PCHS Technology Pathway prepares students for future studies and career Computer Science and Information Technology (CSIT) and to be able to meet the requirements of the widely recognized IC³ Certification. Technology instructors prepare students for continued studies by training them in a broader range of basic and advanced career specialties that include game and story design, visual programming, robotics, business databases, web-based applications and networking.

e. AVID

In addition, AVID (Advancement via Individual Determination) is an elective class offered to students who would like to prepare for a four-year university. It is also an in-school academic support program that helps students prepare for rigorous high school coursework such as Honors and AP classes. Students that choose AVID as an academic support tool will ultimately be able to use the skills learned in these courses as an aid that will ease the transition from high school to college. The program has a well-developed stratagem that introduces Socratic seminars and teaches students higher-order questioning and Cornell note taking strategies, summarization techniques, learning logs and reflection journals, writing and organizational skills, and collaboration and team-building

a. Curriculum Design & Instructional Approach

Curriculum Design

WMSTs curriculum prepares students for achieving success in the attainment of a college education or a successful career via implementing consistent and rigorous standards, in every course. However, since the majority of our students enter the 9th grade with deficiencies in reading and mathematics skills coupled with being ill-prepared with the fundamental skills needed to prepare for college and/or careers, WMST PCHS implemented intervention sessions to support those students' specific needs. All of WMST's English and mathematics courses were aligned to the Common Core Standards; the science classes were aligned to the Next Generation Science Standards; and the Social studies courses were aligned with the DC Social Studies standards. As in previous years, subjects that do not currently have DC standards such as IB, PLTW and AFJROTC, meet national and/or international standards and reflect alignment to Common Core Standards in English and math, where appropriate.

WMST's 9th and 10th grade curriculum for 2015–16 included a double-block for both reading and math courses for every student. Taking a double-block allowed our students to receive both grade-level

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appropriate college preparatory coursework and remedial instruction in English and math from classroom teachers. Students' intervention needs were determined by their performance on internal benchmark testing as well as by teachers' assessments. Instruction focused on meeting students' academic needs through targeted instruction in English and math. Students with advanced academic skills were challenged in honors, AP and IB courses in both subject areas.

Instructional Approach

During SY 2015-2016, WMST initiated four Grade Level Cohort Teams, i.e., one team for each grade level facilitated by one or two teachers within that grade level. Each team consisted of a Grade Level Cohort Team Leader(s), assigned grade level cohort teachers and students within that specific grade level. It is important to note that each grade level cohort team operated in an "Academy-like" model identifying its teachers and students and operating independently to meet the specific needs of its assigned population.

The primary focus of each team was to support the specific academic needs and social growth of its students within that given grade level. To that end, Cohort team leaders met periodically to collaboratively and strategically discuss, design and implement strategies that were peculiar to students within their cohort groups; subsequently, each cohort team held grade level assemblies where those strategies and initiatives were defined and discussed with students. Additionally, students were assigned mentors for support and tutoring in challenging courses; encouragement for maintaining a path of success; and/or guidance in navigating through social dilemmas. Lastly, teachers within each grade level cohort intentionally monitored their assigned students' performance and maintained communication with teachers and students, parents and teachers towards increasing student achievement.

Benchmark Assessment Program

During Academic School Year 2015-2016, WMST utilized the "Performance Series" and Achievement Series" testing instruments as its benchmark assessments to determine students' progress. Both of these instruments, operated by the Scantron Corp., were chosen due to their proven success rate in tracking student performance, targeting student deficiencies, identifying students' lexile and mathematics levels and developing a strategic plan of intervention. Lastly, Performance Series provided a ready designed pre- and post-assessment that was nationally normed and proven effective while Achievement Series allowed teachers to construct their own quarter/advisory exams or select designated items from question/test banks that were aligned to the CCSS in mathematics and English and NGSS in biology.

Both the Performance Series and the Achievement Series exams were administered to students enrolled in Algebra I, Geometry, English I, English II and Biology course. The Performance Series exam was administered both in September as a pre-assessment and in January as a post-assessment. This exam was primarily used to determine students' entry level performance and to predict student success on the upcoming PARCC exam. It is important to note that many teachers used this instrument several

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times throughout the first and second semester to provide practice and closely monitor student performance. The Achievement Series was administered in October, 2015 and later in February of the following year. In both cases, the assessment was used as a quarter exam for students. Throughout this process, teachers used the results of both exams to monitor student performance and drive instruction in re-teaching and checking for understanding. Additionally, these integral benchmark assessment results helped teachers predict success on the PARCC exam and assisted teachers in providing support for students in preparing for other standardized tests such as the PSAT.

b. Parent-Involvement Efforts

During the 2015-2016 school year, parents were involved in a number of activities. Orientation sessions were held for incoming 9th graders as well as all current students. At these meetings, parents and students signed a Letter of Understanding (LOU), visited classes to observe the instructional process within each discipline, and learned about WMST's policies and procedures.

Two Parent Open Houses were held for parents. During this time, parents were able to where prospective students and parents received information about school programs and viewed demonstrations that related to classroom instruction, school activities such as JAROTC, school sports, after-school activities and required exams such as the PARCC, PSAT, and ASVAB.

Additionally, four parent/teacher conferences were held. These conferences provided parents with the opportunity to meet with leadership, teachers and counselors to discuss the academic and social progress of their student.

PTSA meetings were held every quarter. While some parents did join the PTSA, the school would like to see more parent membership and participation. The PTSA assisted in sponsoring the school's second Annual Holiday Bazaar where the school raised funds help off-set the cost of field trips and other resources for students. Additionally, the parents/guardians completed a Parent Survey. This survey allowed them to indicate the effectiveness of the school, its academic performance and services provided. The results of the surveys were used to inform planning for the 2016-2017 school year.

Grade-Level Parent Engagement

Grade-level parent engagement consisted of the following:

- 12th grade parents met with cohort coordinators in order to review academic and graduation requirements.
- 11th grade parents attended Town Hall meetings where students grades were reviewed with parents and cohort leaders conducted workshops on how to use and access Powerschool.
- 10th grade parents met with cohort leaders in order to discuss resources and support to improve grades, attendance and social/emotional well-being.
- 9th grade parents were invited and participated in an end-of-the year program/ceremony which recognized the achievements of all 9th grade students.

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College Access and Parental Engagement

During the 2015-2016 school year, college access and parental engagement included the following:

- Four Financial Aid Workshops: parents and students completed FASFA forms and received information on ways to finance their children's education
- PowerSchool Workshop: Parents were trained on how to monitor their children's academic performance via the internet and PowerSchool's website.
- Intervention Workshop for 10th Grade Parents: Parents were equipped with strategies for assisting students with social and academic issues
- Senior Class Pinning Ceremony: Celebrated the milestone of becoming a senior
- PARCC Family Game Night: Students and parent learned about the PARCC exam and process. Parents and students also played several board games related to PARCC preparation in Math and English.

c. Professional Development Program

WMST's professional development program for 2015-2016 consisted of several facets to enhance the development and enrichment of our faculty and staff. The following are programs and services provided to teachers during the 2015-2016 school year:

- Two-Week In-service Professional Development for teachers in August. Before the school year begins, teachers engaged in workshops on classroom management, project based learning, literacy and math across the curriculum and Marzano's teacher evaluation strategies and curriculum design.
- Professional Learning Circle (PLC). During the 2015-2016 school year, WMST conducted weekly PD sessions every Wednesday for two hours. During this time, teachers were asked to participate in workshops on PARCC, reading and writing across the curriculum, data analysis based on benchmark assessments as well as preparation of unit plans, pacing guides and daily lesson planning.
- Dr. Gwen Bryant from Marzano's "High Schools That Work" initiative conducted two on-site visits to observe and work with teachers. Dr. Bryant observed and provided feedback during a debriefing session in which she discussed what she observed, strengths and areas of improvement as well as strategies and resources to improve classroom instruction. Dr. Bryant also conducted a PLC for the entire staff on literacy across the curriculum.
- Teachers attended multiple national and international conferences related to their area of expertise. For example, teachers attended the 2016 AVID national conference, the annual PLTW national conference and two teachers were selected to be a part of the World Smart STEM Challenge and attended training for this program in Accra, Ghana in summer of 2016.
- Several teachers participated Common Core Standards training conducted by OSSE on how to align curriculum to Common Core Standards.

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School-Wide Parent Workshops

2. SCHOOL PERFORMANCE

3. PERFORMANCE AND PROGRESS

i. Achievement of Mission

Given WMST’s mission “to provide a rigorous education that integrates mathematics and science instruction with technology resulting in highly self-motivated students,” the achievement of this mission continues to be accomplished through several of our STEM programs. For example, through programs such as PLTW our students were able to experience technology such as 3D printing as well as participate in STEM competitions such as a rocket building and computer-based gaming. Additionally, other STEM programs such as our Annual STEM Fair and STEM Career Day provided an opportunity for our students to not only explore their STEM interests but also hear from those with STEM careers.

ii. Achievement of Goals in Charter

According to WMST’s Charter, our major educational focus is to provide students with a rich and rigorous education concentrated on math, science engineering and technology, our academic goals are centered around those subjects listed previously, as well as all of the other educational goals that when fulfilled result in a well-rounded student and a successful individual. We have continued to achieve the goals of this charter by providing a strong education in STEM subjects, with the addition of other essential supporting subjects such as English, social studies, foreign language, health and the arts. We continue to have a high graduation rate and 100% college acceptance rate.

Additionally, WMST continues to serve an academically diverse population; therefore, we provide courses that not only support the school’s mission, but also enhance the educational experience of all students. Our advanced offerings include several programs which complement our STEM focus. Those programs are the International Baccalaureate (IB) Program, Advanced Placement (AP) courses, a Project Lead the Way (PLTW) pathway, and honors classes in math, social studies, science and English. We also offer the Advancement VIA Individual Determination (AVID) program, an Air Force JROTC Aerospace program, and a Special Education Resource program that serves our special needs students.

4. LESSONS LEARNED AND ACTIONS TAKEN

After reviewing the instructional program for 2015-2016, the following program has been put into place for the 2015-16 school year.

- Increase scores on standardized test. For the 2015-16 school year, WMST now offers SAT Prep Courses for all 11th and 12th graders needing support and additional practice in order to improve scores on the SAT, PSAT, ACT, PARCC, ASVAP, etc. exams.

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- Improve student performance and increase instructional opportunities. All 9th and 10th grade students were enrolled in full-year English and Math courses that meet every day for .90 minutes. These extended time courses allow teachers the opportunity to reinforce students' numeracy and literacy skills, consequently, improving their scores on standardized exams and end-of-the year assessments.
- Curtail discipline and attendance problems. For the 2015-16 school year, personnel have been put in place to address these concerns during the school day. A Dean of Students, an Attendance Counsellor, and a Behavioral Intervention Coordinator, have been designated to intervene in those situations, thus reducing suspensions and providing increased opportunities to guide students towards positive and productive habits. These individuals will work collaboratively with parents to expose and provide effective educational opportunities that best fit their children.
- Recognize that parental support is essential in supporting and promoting the overall performance of our students; therefore, we are placed emphasis on ways to get parents involved.
- Improve administrative support for students, each Vice-Principal was assigned a student grade level to manage. This afforded our Vice Principals more individual opportunities to make connections with students and parents, creating an environment that better serves our students.
- Provide "inclusion" (co-teacher) and for pull-outs, as needed. The school hired three special education teachers.

5. UNIQUE ACCOMPLISHMENTS

- Three IB students passed the IB Spanish exam with a four or higher.
- 9th-12th grade cohorts were established
- WMST's First Annual Fundraising Gala was held in April 2016.
- Two teachers were accepted to be a part of the World Smart STEM Challenge and attended training for this program in Accra, Ghana in summer of 2016.
- One student received an award to participate in exchange program in Japan
- Two students received an award to participate in an Engineering workshop. In Massachusetts.

CONCLUSION

WMST Public Charter High School strives to fulfill its mission by preparing students for success in college and careers through the implementation of rigorous academic programs and the infusion of STEM and STEM related curriculum. Evidence of its success can be seen through the accomplishments of its student/staff as recipients of awards, scholarships and special recognitions, consistent high graduation rates and intentional effort to use data/assessment results to inform instruction and improve student achievement. Though WMST faces academic

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and societal challenges, it seeks to continue to rise to the level of preparing its students for the ever-changing global society in which we live.

The following documents may be found in the attached Appendix:

- 1. FACULTY AND STAFF ROSTER**
- 2. BOARD ROSTER**
- 3. UNAUDITED YEAR-END FINANCIAL STATEMENT: APPROVED 2015-16 BUDGET:**
- 4. OTHER (DATA REPORT)**

WMST Staff Roster

SY 2015-16

WMST Staff Roster

Addae, Mark	Master	Business Manager
Averett-Boyd, Samantha	Bachelor	Teacher/Social Studies
Bell, Frank	Master	Teacher/Special Education
Binsner, Carsten	Bachelor	Teacher/Technology
Boontawee, Ton	Master	IT Technician
Bradford, Bruce	PH.D	Intervention/Title IX Coordinator
Brennan, Debra	Master	Teacher/English
Brown, MSGT Calvin	Master	Teacher/JROTC
Burrell, Sandra	Master	Teacher/Math
Carson, Dianne	Master	Numeracy Coach
Camacho, Peter	Bachelor	Teacher/Health/PE/Graphic Arts
Clayton, Michelle	Bachelor	Office Manager
Cohen, Ann	Master	Teacher/English
Coles, Dominique	NA	School Security
Cox, Lisa	Bachelor	Administrative Assistant
Davis, Jaki	Bachelor	Teacher/English
Diagne, N'deye	PH.D	Head of School
Eyo, Efiog	Bachelor	Teacher/Math
Forrester, Vivienne	Master	Teacher/Technology
Franklin-Rier, Alice	PH.D	Teacher/Science
Freeman, Gail	Bachelor	Teacher/Music
Haight, Zakia	Bachelor	Substitute Teacher

WMST Staff Roster

SY 2015-16

Henderson, Clyde	Master	Teacher/JROT
Ingram, Willie	Master	Dean of Students/Teacher/Social Studies
Iverson, Debra	Master	Teacher/Social Studies
Jackson, Brandon	Bachelor	Teacher/Math
Krug, Nicolaus	Bachelor	Teacher/English
Leftwich, Monica	Master	Professional School Counselor
Lincoln, Lori	Master	Assistant Counselor
Lindsey, Treva	Master	Curriculum Specialist
Morgan, Ratosha	Master	Teacher/Physics
Munson, Terrell	Master	Teacher/Chemistry
Pearson, Charonda	Bachelor	Substitute Teacher
Postell, Cordelia	Master	Vice Principal – 10 th grade
Rainge, Althea	Master	Teacher/English
Rogers, Winnie	PH.D	Teacher/Special Education
Saunders, Anissa	Bachelor	Consoling Assistant
Smith, Cecily	Master	Teacher/Math
Tate, Ronald	Bachelor	Teacher/Science
Tate, Stacie	PH.D	Literacy Coach
Ward, Anthony	Master	Teacher/Special Education
Watson, Enrique	Master	Vice Principal – 9 th & 10 th Grades
Wilson, Fred	N/A	Security
Young, Earl	NA	School Security

WMST Staff Roster

SY 2015-16

Wilson, Shannon	Master	Teacher/Math
Zimmerman, John	Master	Vice Principal – 11 th grade
Bishop, Christopher	PGH.D	Psychologist
Brown, Angela	Master	Speech Pathologist
Putney, Marchelle	Master	Occupational Therapist
Staggs-Thomas, Martha	Master	Special Education Coordinator

WMST PCHS BOARD OF DIRECTORS ROSTER - as of September 2016

Name	BOD Role	BOD Committee(s)	Mailing Address	Email Address	Telephone	Employer & Title	BOD Term
Dr. Deneen Long-White	President	Membership, Development, Facilities	218 Rittenhouse St., NE, WDC 20011	deneen_long@yahoo.com	202-251-5856 (cell)	Howard University, Professor	3/2013 - 7/2018
Ms. Fredericka Shaw	Vice President	HR, Outreach	2331 High Street, SE, WDC 20020	wmstbothrc@gmail.com	202-425-4061 (cell); 202-299-2008 (W)	Public Sector Finance	12/2007 -7/2017
Mr. Jerry A. Bolling	Treasurer	Finance, HR, Membership	9810 Hammer Lane, Upper Marlboro, MD 20772	jabolling@gmail.com	301-877-0799 (H); 301-906-9439 (cell)	Federal Government (Dept. of Labor)	7/2014 - 7/2019
Dr. Melissa Green Parker	Secretary	Education, Outreach	4201 Crosswood Dr. Burtonsville, MD 20886	drmcgreen@yahoo.com	301-549-3477 (H); 301-437-7734 (cell)	Federal Government (Dept. of Army), Program Manager	8/2011 - 7/2017
Mr. Tristen Breaux	Member		90 K Street, NE, Suite 100 Washington, DC 20002	tristanbreaux@gmail.com	202-714-0456 (cell)	U.S. House of Representatives	9/2016 - 8/2021
Ms. Lisa Hathaway	Member	Education	214 Hillsboro Drive, Silver Spring, MD 20902	lisa.hathaway@pearson.com	202-329-3579	Pearson, Inc.	9/2015 - 7/2020
Ms. Angela Hemsley	Member	Education, Outreach	539 25th Place, NE WDC	angiehemsley@yahoo.com	202-520-3578 (cell)	D.C. Government, Supervisory Social Service Rep	4/2016 - 3/2021
Mr. Roger Hicks	Member	Membership, Facilities	819 4th Street, NE, WDC 20002	rogerhicks@yahoo.com	202-547-3047	Pepco Holding, Inc.	1/2009 -7/2019
Ms. Karen Johnson	Member	Development, Outreach	2600 Dewitt Ave., Alexandria, VA 22301	Kaj2600@yahoo.com	703-362-7582 (cell)	Private Sector	1/2008 - 7/2018
Mr. James A. "Mitch" Mitchell	Member	HR, Education, Development	800 4th Street, SW, #324S, WDC 20024	mitchjamitchell@aol.com	202-258-1768 (cell)	Pearson, Inc., Regional Vice President	4/2003 -7/2018
Mr. Willis Mitchell	Member		604 15th Street, NE WDC, 20002	pacester@hotmail.com	202-297-6324 (cell)	U.S. Dept. of Agriculture, Forest Service	7/2016 -6/2021
Ms. Josephine Rutledge	Member	Education, Outreach	17396 Cusack Lane, Dumfries, VA 22026	jrjojo59@verizon.net	703-441-1615 (H); 571-215-1663 (cell)	Fairfax County Dept .of Family Services, Program Manager	3/2007 -7/2017
Ms. Renee Stevens	Member	Education, Outreach	6163 Sligo Mill Road, NE, WDC 20011	Rjrstevens@verizon.net	301-785-5086 (cell)	Federal Government (US Customs & Border Protection)	10/2014 - 7/2019
Dr. N'Deye Diagne	Ex-officio Member			ndiagne@wmstpchs.net	202-636-8011 (W); 202-549-5835 (cell)	WMST PCHS Head of School/Principal	

**WASHINGTON MATH SCIENCE TECHNOLOGY
PUBLIC CHARTER HIGH SCHOOL, INC.**

FINANCIAL STATEMENTS AND SCHEDULES
IN ACCORDANCE WITH OMB CIRCULAR A-133

With Reports of Independent Auditors

For the Years Ended June 30, 2015 and 2014



Walker & Co., LLP

Assurance, Business and Advisory Services

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Walker & Co., LLP
Assurance, Business and Advisory Services

REPORT OF INDEPENDENT AUDITORS

Board of Trustees
Washington Math Science Technology
Public Charter High School, Inc.

Report on the Financial Statements

We have audited the accompanying financial statements of Washington Math Science Technology Public Charter High School, Inc. (WMST or the School), which comprise the statements of financial position as of June 30, 2015 and 2014, and the related statements of activities, and cash flows for the years then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

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

Auditor's Responsibility

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

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

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

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Washington Math Science Technology Public Charter High School, Inc. and the changes in its net assets and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Other Information

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying schedule of functional expenses on pages 14 is presented for purposes of additional analysis and is not a required part of the financial statements. The schedule of expenditures of federal awards, as required by Office of Management and Budget Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*, is presented for purposes of additional analysis and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the financial statements as a whole.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated November 19, 2015 on our consideration of Washington Math Science Technology Public Charter High School, Inc.'s internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Washington Math Science Technology Public Charter High School, Inc.'s internal control over financial reporting and compliance.

Wachter & Co., LLP

Washington D.C
November 19, 2015

**WASHINGTON MATH SCIENCE TECHNOLOGY
PUBLIC CHARTER HIGH SCHOOL, INC.
STATEMENTS OF FINANCIAL POSITION**

	June 30,	
	2015	2014
ASSETS		
Current Assets		
Cash	\$ 794,401	\$ 408,295
Grants receivable	53,301	113,878
Prepaid expenses	46,662	49,243
Total current assets	894,364	571,416
Bonds issue costs, net	105,086	110,924
Property and equipment, net	6,506,775	6,695,049
Total Assets	\$ 7,506,225	\$ 7,377,389
LIABILITIES AND NET ASSETS		
Current Liabilities		
Accrued payroll and other current liabilities	\$ 71,448	\$ 70,937
Deferred revenue	-	232,687
Capital lease obligations	-	1,127
Bonds payable	278,288	221,733
Total current liabilities	349,736	526,484
Line of credit	-	300,000
Bonds payable, net of current portion	6,495,520	6,786,105
Total liabilities	6,845,256	7,612,589
Unrestricted Net Assets	660,969	(235,200)
Total Liabilities and Net Assets	\$ 7,506,225	\$ 7,377,389

See notes to financial statements.

**WASHINGTON MATH SCIENCE TECHNOLOGY
PUBLIC CHARTER HIGH SCHOOL, INC.**
STATEMENTS OF ACTIVITIES AND CHANGE IN NET ASSETS

	Year ended June 30,	
	2015	2014
	Unrestricted	Unrestricted
REVENUE AND SUPPORT		
Revenue		
Per pupil allotments	\$ 6,664,573	\$ 5,676,757
Interest and miscellaneous income	189,786	49,569
Total revenue	6,854,359	5,726,326
Support		
Federal grants	658,590	643,849
Other grants and contributions	46,032	8,877
Total support	704,622	652,726
Total Revenue and Support	7,558,981	6,379,052
EXPENSES		
Program services	5,174,480	5,181,242
General and administrative	1,488,332	1,524,105
Total Expenses	6,662,812	6,705,347
CHANGE IN NET ASSETS (DEFICIT)	896,169	(326,295)
NET ASSETS, Beginning of Year	(235,200)	91,095
NET ASSETS (DEFICIT), End of Year	\$ 660,969	\$ (235,200)

See notes to financial statements.

**WASHINGTON MATH SCIENCE TECHNOLOGY
PUBLIC CHARTER HIGH SCHOOL, INC.
STATEMENTS OF CASH FLOWS**

	Year ended June 30,	
	2015	2014
NET CASH FLOWS FROM OPERATING ACTIVITIES		
Change in net assets	\$ 896,169	\$ (326,295)
Adjustments to reconcile change in net assets to net cash provided by (used in) operating activities:		
Amortization of bond issue costs	5,838	5,838
Depreciation	425,171	422,640
Change in grants receivable	60,577	(12,987)
Change in prepaid expenses	2,581	2,795
Change in accrued payroll and other current liabilities	511	(644)
Change in deferred revenue	(232,687)	65,418
Net Cash Provided by Operating Activities	1,158,160	156,765
NET CASH FLOWS FROM INVESTING ACTIVITIES		
Purchases of property and equipment	(236,897)	(28,922)
NET CASH FLOWS FROM FINANCING ACTIVITIES		
Payments on capital lease obligation	(1,127)	(5,602)
Payment on bonds payable	(234,030)	(206,183)
Repayment and proceeds from line of credit	(300,000)	300,000
Net Cash Provided by (Used in) Financing Activities	(535,157)	88,215
Change in cash	386,106	216,058
CASH, Beginning of Year	408,295	192,237
CASH, End of Year	\$ 794,401	\$ 408,295
SUPPLEMENTAL DISCLOSURE OF CASH FLOW INFORMATION		
Interest paid	\$ 298,860	\$ 374,814

See notes to financial statements.

**WASHINGTON MATH SCIENCE TECHNOLOGY
PUBLIC CHARTER HIGH SCHOOL, INC.**
NOTES TO FINANCIAL STATEMENTS
June 30, 2015 and 2014

NOTE 1 ORGANIZATION AND NATURE OF OPERATIONS

Washington Math Science Technology Public Charter High School, Inc. (WMST or the School) is an independent public charter school incorporated on January 29, 1998, under the laws of the District of Columbia (DC or District) as specified in the District of Columbia School Reform Act. The School was granted its public charter by the District of Columbia Public Charter School Board (DCPCSB or Board) on March 23, 1998, and operates under terms and conditions specified in the Charter School Agreement dated September 4, 1998.

The School currently serves 335 students and its activities are primarily funded by local appropriations through the District. These funds are expended on programs and activities designed to provide educational and related services to the School's students.

NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

A summary of significant accounting policies utilized in the preparation of the financial statements is as follows:

Basis of accounting

The School prepares its financial statements on the accrual basis of accounting in accordance with accounting principles generally accepted in the United States (GAAP). In accordance with GAAP, revenue and support are recognized when earned and expenses and related liabilities are recorded when the obligations are incurred. Revenue from government grants is recognized as related expenses are incurred.

Basis of presentation

The School's financial statement presentation follows the recommendations of the Financial Accounting Standards Board, Accounting Standards Codification (FASB ASC) No. 958-205, *Not-for Profit Entities, Presentation of Financial Statements*. Under FASB ASC No. 958-205, the School is required to report information regarding its financial position and activities according to three classes of net assets: unrestricted, temporarily restricted, and permanently restricted based on the existence or absence of donor-imposed restrictions. The School does not have temporarily or permanently restricted net assets.

Use of estimates

The preparation of financial statements in conformity with GAAP requires management to make estimates and assumptions that affect reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date

**WASHINGTON MATH SCIENCE TECHNOLOGY
PUBLIC CHARTER HIGH SCHOOL, INC.**
NOTES TO FINANCIAL STATEMENTS
June 30, 2015 and 2014

NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Use of estimates (continued)

of the financial statements and the reported amounts of revenue, gains, expenses and losses during the reporting period. Actual results could differ from those estimates.

Estimates are used for, among other balances, accrued expenses, deferred revenue and useful lives for depreciation.

Fair value of financial instruments

FASB ASC No. 825-10-50, *Disclosures of Fair Value of Financial Instruments*, requires the School to disclose estimated fair values of its financial instruments. Fair value estimates, methods, and assumptions are set forth below for the School's financial instruments.

The carrying amounts of cash, accrued expenses, and the current portion of bonds payable approximate fair value because of the relatively short maturity of those instruments.

Cash

The School's cash is comprised of amounts on hand and in financial institutions. Management considers all highly liquid investments with maturity of three months or less at date of acquisition to be cash equivalents. The School maintains its cash balances in federally insured financial institutions.

Grants receivable

Grants receivable consists of outstanding collections from federal entitlements and is stated at net realizable value. On a periodic basis, management evaluates its receivable balances and establishes an allowance for doubtful accounts based on management's analysis of possible bad debts. It is the School's policy to write off uncollectible balances receivable when management determines that the receivable will not be collected.

Property and equipment

Property and equipment valued at \$1,000 and greater are capitalized and recorded at cost, if purchased, or estimated fair value at the date of gift, if donated. Purchases, construction and renovations of plant assets which exceed the Schools' specified dollar threshold and have useful lives greater than one year are

**WASHINGTON MATH SCIENCE TECHNOLOGY
PUBLIC CHARTER HIGH SCHOOL, INC.**
NOTES TO FINANCIAL STATEMENTS
June 30, 2015 and 2014

NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Property and equipment (continued)

capitalized. Depreciation is recorded using the straight-line method over the estimated useful lives of the assets ranging from three to twenty-five years. Repairs, maintenance and minor replacements are expensed as incurred while major replacements and/or improvements that extend the useful lives of assets are capitalized and depreciated over the useful lives of the assets.

Deferred revenue

The School may receive money in advance for each operating quarter as well as for the summer school program. Funds received prior to June 30th for the summer school period, July and August, are recorded as deferred revenue to be recognized as revenue in the subsequent fiscal year.

Bonds payable

Bonds payable represents long-term obligations based on formal written agreements and specific interest rates. Those obligations require equal monthly payments, consisting of the interest and principal. Principal payments are recorded as reductions to the bonds payable balance, while interest payments are recorded as expense in the statements of activities and changes in net assets. The portion of the total principal scheduled to be paid within one year is classified as a current liability.

Revenue recognition

The School receives funding for its programs and general administrative activities from the federal and District governments as well as foundations. Revenues related to government grants are recognized when expenses are incurred. Government funds received in excess of expenses are designated for use in future periods and recorded as deferred revenue.

Support

Unconditional grants and contributions are recorded when pledged or awarded and classified as unrestricted or temporarily restricted support depending on the existence and/or nature of any donor or grantor restrictions. Temporarily restricted support on which restrictions are fulfilled in the same period received are recorded as unrestricted support in the statements of activities and changes in net assets.

**WASHINGTON MATH SCIENCE TECHNOLOGY
PUBLIC CHARTER HIGH SCHOOL, INC.**
NOTES TO FINANCIAL STATEMENTS
June 30, 2015 and 2014

NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Net asset categories

Unrestricted net assets are support not subject to donor-imposed stipulations. Included are expendable resources used to support the School's core activities. Donor-restricted contributions that are received and expended in the same year are classified as unrestricted. All expenses are recorded as reductions to unrestricted net assets.

Temporarily restricted net assets are support subject to donor-imposed stipulations that may or will be met, either by actions of the School and/or the passage of time. When a restriction expires, temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statements of activities and changes in net assets as net assets released from restrictions. The School did not have any temporarily restricted net assets at June 30, 2015 and 2014.

Functional allocation of expenses

The costs of providing the School's educational program and other activities have been summarized on a functional basis in the statements of activities and changes in net assets. Accordingly, certain costs have been allocated among program and supporting services benefited.

Reclassifications

Reclassifications have been made to certain amounts in the prior year financial statements to conform to the current year presentation.

NOTE 3 INCOME TAXES

The School received from the Internal Revenue Service (IRS) a determination letter exempting the School from federal income taxes under Section 501(c)(3) of the Internal Revenue Code (the Code) and applicable income tax laws. The School is classified by the IRS as other than a private foundation within the meaning of Section 509(a) of the Code. Accordingly, no provision for income taxes has been recorded in the accompanying financial statements.

NOTE 4 UNCERTAIN TAX POSITION

The School's tax returns for the years ended June 30, 2015, 2014 and 2013 are subject to examination by federal, state and local authorities. In accordance with FASB ASC 740-10 *Income Taxes*, the School has evaluated its tax positions and determined that its tax positions are more-likely-than-not to sustain on examination. Accordingly, there are no unrecognized benefits or applicable interest and penalties that should be recorded.

**WASHINGTON MATH SCIENCE TECHNOLOGY
PUBLIC CHARTER HIGH SCHOOL, INC.**
NOTES TO FINANCIAL STATEMENTS
June 30, 2015 and 2014

NOTE 5 PROPERTY AND EQUIPMENT

Property and equipment consisted of the following at June 30:

	2015	2014
Land	\$ 327,600	\$ 327,600
Building and improvements	8,906,488	8,906,488
Furniture and equipment	1,661,887	1,458,162
Computers and network costs	324,872	324,872
Textbooks	573,428	540,257
Total	<u>11,794,275</u>	<u>11,557,379</u>
Less: accumulated depreciation	<u>(5,287,500)</u>	<u>(4,862,330)</u>
Property and equipment, net	<u>\$ 6,506,775</u>	<u>\$ 6,695,049</u>

Depreciation expense for the years ended June 30, 2015 and 2014, was \$425,171 and \$422,640, respectively.

NOTE 6 BONDS PAYABLE

In 2008 the School converted a notes payable into a debt instrument to consolidate its debt and obtain more favorable interest rates. The conversion resulted in the issuance of \$8,048,000 tax-free, twenty-five year Series 2008 District Revenue Bonds (the "Bonds") due August 1, 2033, with Amortization Payment Dates within those years. The term of these bonds is twenty-five years at an interest rate of 5.14% per annum subsequently reduced to 3.11% per annum.

All costs associated with the debt conversion including issuance costs, but excluding certain fees, have been capitalized for amortization over the life of the Bond. The debt is collateralized by the School's building and certain other assets. Bond issuance costs balances were \$105,086 and \$110,924 at June 30 2015 and 2014, respectively. Amortization of bond issuance costs was \$5,838 for each of the years ended June 30, 2015 and 2014.

**WASHINGTON MATH SCIENCE TECHNOLOGY
PUBLIC CHARTER HIGH SCHOOL, INC.**
NOTES TO FINANCIAL STATEMENTS
June 30, 2015 and 2014

NOTE 6 BONDS PAYABLE (Continued)

Bonds payable obligations of the School at June 30 were as follows:

	2015	2014
Total bonds payable	\$ 6,773,808	\$ 7,007,838
Less: current maturities	(278,288)	(221,733)
Bonds payable, net of current portion	\$ 6,495,520	\$ 6,786,105

Future maturities of bonds payable obligations are as follows as of June 30:

2016	\$	278,288
2017		287,068
2018		296,124
2019		305,466
2020		315,102
Thereafter		5,291,760
	\$	6,773,808

The School is subject to compliance with a minimum debt service coverage ratio of 1.2 to 1 and facilities allowance ratio of at least 1.0 to 1. For the fiscal year ended June 30, 2015, WMST was in compliance with the debt service coverage and facilities allowance ratio requirements. In 2014 the School did not meet the requirement but received a waiver of compliances with applicable bond covenants.

NOTE 7 CONCENTRATIONS OF RISK

Cash

The School is exposed to risk of loss by virtue of maintaining cash in banks that, at times, may exceed the federally insured limit of \$250,000. At June 30, 2015 and 2014 the uninsured cash balances totaled \$432,739 and \$306,839, respectively. The School has not experienced any loss on such accounts.

Revenue

For each of the fiscal years 2015 and 2014, the School received approximately ninety-nine percent, of its annual support from the District and federal governments. Reduction of these sources of support would have a significant impact on the School's programs and activities.

NOTE 8 LINE OF CREDIT

WMST maintains a \$300,000 revolving line of credit (line) facility with a financial institution which matures on June 7, 2016. Interest is calculated at prime plus 0.125 percent. The School had no draws against the line in fiscal year 2015. Total amount drawn at December 31, 2014 was \$300,000.

**WASHINGTON MATH SCIENCE TECHNOLOGY
PUBLIC CHARTER HIGH SCHOOL, INC.**
NOTES TO FINANCIAL STATEMENTS
June 30, 2015 and 2014

NOTE 9 COMMITMENTS AND CONTINGENCIES

Capital lease

During 2010, the School leased office equipment under a five-year capital lease agreement which expired in 2015. The equipment lease is capitalized and recorded at fair market value and amortized on a straight line basis over the lease term.

An analysis of the leased asset, included in property and equipment as of June 30, is as follows:

	2015	2014
Capitalized asset	\$ 17,500	\$ 17,500
Less: Accumulated depreciation	(17,500)	(16,917)
Net capitalized asset	\$ -	\$ 583

Legal proceedings

The School is periodically involved in certain proceedings incidental to its operations. While the ultimate outcomes of these proceedings cannot be predicted, management believes that the School's exposure is such that resulting liability, if any, will not have a material adverse effect on the School's financial statements.

Support and revenue

The School receives support and revenue through federal government grants and contracts. The ultimate determination of amounts received under these programs is generally based upon allowable costs, which are subject to audit, and are reported to the federal government. The School is of the opinion that adjustments, if any, arising from such audits, will not have a material adverse effect on the financial statements.

NOTE 10 RETIREMENT PLAN

The School established a Simplified Employee Pension/Teachers' Retirement Association (SEP/TRA) Qualified Retirement Plan (Plan) on behalf of its teachers and other employees completing six months of service. The Plan provides for discretionary employer contributions. During fiscal years 2015 and 2014, the School contributed \$135,195 and \$142,826, respectively, to the Plan.

**WASHINGTON MATH SCIENCE TECHNOLOGY
PUBLIC CHARTER HIGH SCHOOL, INC.**
NOTES TO FINANCIAL STATEMENTS
June 30, 2015 and 2014

NOTE 11 SUBSEQUENT EVENTS

In preparing these financial statements, the School has evaluated events and transactions through November 19, 2015, the date the financial statements were available to be issued, for potential disclosure in the financial statements for the year ended June 30, 2015.

SUPPLEMENTAL INFORMATION

**WASHINGTON MATH SCIENCE TECHNOLOGY
PUBLIC CHARTER HIGH SCHOOL, INC.**
SCHEDULE OF FUNCTIONAL EXPENSES
For the Year Ended June 30, 2015
With Comparative Totals for the Year Ended June 30, 2014

	2015			2014
	Program Services	General and Administrative	Total	Total
Personnel, Salaries and Benefits				
Salaries	\$ 2,408,558	\$ 795,339	\$ 3,203,897	\$ 3,249,359
Payroll taxes	170,183	59,945	230,128	239,567
Fringe benefits	607,026	107,120	714,146	731,897
Training and development	66,549	16,740	83,289	75,698
Unemployment expense	7,698	-	7,698	1,849
Consultants	-	3,331	3,331	14,541
Total Personnel, Salaries and Benefits	3,260,014	982,475	4,242,489	4,312,911
Direct Student Costs				
Contracted instructional fees	652,880	-	652,880	616,203
Supplies and materials	125,293	-	125,293	101,265
School uniforms	-	-	-	-
Miscellaneous student activity	34,553	-	34,553	42,222
Textbooks	5,443	-	5,443	6,647
AVID program	12,019	-	12,019	22,275
IB program	27,570	-	27,570	10,289
Student transportation	23,385	-	23,385	22,577
Other student costs	8,984	-	8,984	7,013
Student sports expense	27,053	-	27,053	17,332
Teacher and student recruitment	1,450	-	1,450	9,292
Total Direct Student Costs	918,630		918,630	855,115
Occupancy Expenses				
Mortgage interest	225,704	70,576	296,280	370,578
Repairs and maintenance	40,992	16,702	57,694	41,227
Janitorial expenses	8,164	4,085	12,249	13,774
Utilities	72,649	28,434	101,083	99,087
Depreciation - facilities	224,926	96,994	321,920	321,920
Total Occupancy Expenses	572,435	216,791	789,226	846,586
Office Expenses				
Supplies and materials	23,543	19,874	43,417	47,155
Equipment rentals	13,115	10,345	23,460	22,691
Telephone	21,209	17,649	38,858	31,941
Printing and reproduction	15,907	13,482	29,389	23,446
Postage	3,330	6,722	10,052	10,790
Computers	-	5,307	5,307	5,181
Dues and subscriptions	1,574	6,566	8,140	7,056
Total Office Expenses	78,678	79,945	158,623	148,260
General Expenses				
Depreciation and amortization	76,221	32,868	109,089	106,557
Food services - lunch program	155,126	13,943	169,069	169,870
Insurance	18,882	23,079	41,961	40,660
Catering	-	21,870	21,870	14,714
Other general expenses	-	44,329	44,329	62,329
Legal and audit fees	30,719	23,567	54,286	81,703
Charter admin and program fees	32,402	39,943	72,345	32,042
School crossing	31,373	-	31,373	26,171
Interest	-	9,344	9,344	4,236
Bank fees	-	178	178	4,193
Total General Expenses	344,723	209,121	553,844	542,475
TOTAL EXPENSES	\$ 5,174,480	\$ 1,488,332	\$ 6,662,812	\$ 6,705,347

See notes to financial statements.

SINGLE AUDIT

**WASHINGTON MATH SCIENCE TECHNOLOGY
PUBLIC CHARTER HIGH SCHOOL, INC.
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
Year Ended June 30, 2015**

Federal Grantor/Pass-Through Grantor/Program or Cluster Title	CFDA Number	Pass-through Entity Identifying Number	Federal Expenditures
U.S. Department of Education:			
<i>Pass-through programs from District of Columbia Public Schools</i>			
Title I, Grants to Local Educational Agencies	84.010		\$ 199,665
Enhancing Education through Technology	84.318		16,373
Special Education Grants to States	84.027		58,067
Educational Technology Carl Perkins	84.243		77,767
Improving Teacher Quality State Grants	84.367		174,823
<i>Total U.S. Department of Education</i>			<u>526,695</u>
U.S. Department of Agriculture:			
<i>Pass-through programs from District of Columbia Public Schools, Division of Food and Nutrition Services</i>			
National School Lunch Program	10.555		131,895
<i>Total U.S. Department of Agriculture</i>			<u>131,895</u>
Total Expenditures of Federal Awards			\$ <u>658,590</u>

The accompanying notes are an integral part of this schedule.

**WASHINGTON MATH SCIENCE TECHNOLOGY
PUBLIC CHARTER HIGH SCHOOL, INC.**
NOTES TO SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
June 30, 2015

NOTE 1 BASIS OF PRESENTATION

The accompanying schedule of expenditures of federal awards (the Schedule) includes the federal grant activity of Washington Math Science Technology Public Charter High School (WMST or the School) under programs of the federal government for the year ended June 30, 2015. The information in this Schedule is presented in accordance with the requirements of OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. Because the Schedule presents only a selected portion of the operations of the School, it is not intended to and does not present the financial position, changes in net assets, or cash flows of the School.

NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

(1) Expenditures reported on the Schedule are reported on the accrual basis of accounting. Such expenditures are recognized following the cost principles contained in OMB Circular A-122, *Cost Principles for Non-profit Organizations*, wherein certain types of expenditures are not allowable or are limited as to reimbursement.

(2) Pass-through entity identifying numbers are presented where available.

NOTE 3 FEDERAL GRANTS

The following is a description of WMST's federal grant programs for the year ended June 30, 2015:

Title I Part A: Grants to Local Education Agencies (CFDA 84.010)

The objective of this program is to facilitate improving teaching and learning for children residing in areas with high concentrations of children from low-income families at risk of not meeting challenging academic standards.

Special Education Grant to States (CFDA 84.027)

The purposes of the Individuals with Disabilities Education Act (IDEA) are to ensure that all children with disabilities have available to them a free appropriate public education which emphasizes special education and related services designated to meet their unique needs; ensure that the rights of children with

**WASHINGTON MATH SCIENCE TECHNOLOGY
PUBLIC CHARTER HIGH SCHOOL, INC.**
NOTES TO SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
June 30, 2015

NOTE 3 FEDERAL GRANTS (Continued)

disabilities and their parents or guardians are protected; assist States, localities, educational service agencies and Federal agencies to provide for the education of all children with disabilities; assess and ensure the effectiveness of the efforts to educate children with disabilities. The Assistance for Education of All Children with Disabilities Program (IDEA, Part B) provides grants to States to assist them in meeting these purposes.

Title II Part A: Improving Teacher Quality State Grant (CFDA 84.367)

The objective of the Improving Teacher Quality State Grants program in Title II, Part A of the Elementary and Secondary Education Act (ESEA) of 1965, as amended by the No Child Left Behind Act of 2001 (NCLB) (Pub. L. No. 107-110), is to provide funds to State Educational Agencies (SEAs), LEAs, State Agencies for Higher Education (SAHEs), and partnerships comprised of IHEs, high-need LEAs and other such entities to increase the academic achievement of all students by helping schools and school districts to: (1) improve teacher and principal quality (including hiring teachers to reduce class size) and (2) ensure that all teachers are highly qualified.

National School Lunch Program (CFDA 10.555)

The objectives of the child nutrition cluster programs are to: (1) assist States in administering food services that provide healthy, nutritious meals to eligible children in public and non-profit private schools, residential child care institutions, and summer recreation programs; and (2) encourage the domestic consumption of nutritious agricultural commodities.



Walker & Co., LLP
Assurance, Business and Advisory Services

**REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON
COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL
STATEMENTS PERFORMED IN ACCORDANCE WITH
GOVERNMENT AUDITING STANDARDS**

Independent Auditor's Report

Board of Trustees
Washington Math Science Technology
Public Charter High School, Inc.

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Washington Math Science Technology Public Charter High School, Inc. (WMST or the School), which comprise the statement of financial position as of June 30, 2015, and the related statements of activities, and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated November 19, 2015.

Internal Control over Financial Reporting

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

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

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

Compliance and Other Matters

As part of obtaining reasonable assurance about whether WMST's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

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

Wachter & Co., LLP

Washington, D.C.
November 19, 2015



Walker & Co., LLP
Assurance, Business and Advisory Services

**REPORT ON COMPLIANCE FOR EACH MAJOR PROGRAM
AND ON INTERNAL CONTROL OVER COMPLIANCE REQUIRED BY
OMB CIRCULAR A-133**

Independent Auditor's Report

Board of Trustees
Washington Math Science Technology
Public Charter High School, Inc.

Report on Compliance for Each Major Federal Program

We have audited Washington Math Science Technology Public Charter High School, Inc.'s compliance with the types of compliance requirements described in the *OMB Circular A-133 Compliance Supplement* that could have a direct and material effect on each of Washington Math Science Technology Public Charter High School, Inc.'s major federal program for the year ended June 30, 2015. Washington Math Science Technology Public Charter High School, Inc.'s major federal program is identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with the requirements of laws, regulations, contracts, and grants applicable to its federal programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for each of Washington Math Science Technology Public Charter High School, Inc.'s major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. Those standards and OMB Circular A-133 require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about Washington Math Science Technology Public Charter High School, Inc.'s compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of Washington Math Science Technology Public Charter High School, Inc.'s compliance.

Opinion on the Major Federal Program

In our opinion, Washington Math Science Technology Public Charter High School, Inc. complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on its major federal program for the year ended June 30, 2015.

Report on Internal Control over Compliance

Management of Washington Math Science Technology Public Charter High School, Inc. is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered Washington Math Science Technology Public Charter High School, Inc.'s internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with OMB Circular A-133, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of Washington Math Science Technology Public Charter High School, Inc.'s internal control over compliance.

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

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of OMB Circular A-133. Accordingly, this report is not suitable for any other purpose.

Wachter & Co., LLP

Washington, D.C.
December xx, 2015

**WASHINGTON MATH SCIENCE TECHNOLOGY
PUBLIC CHARTER HIGH SCHOOL, INC.
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
Year Ended June 30, 2015**

Section I - Summary of Auditors' Results

Financial Statements

Type of auditors' report issued:	Unmodified
Internal control over financial reporting:	
<ul style="list-style-type: none"> • Material weaknesses identified? • Significant deficiencies identified that are not considered to be material weaknesses? 	<p>No</p> <p>None noted</p>
Noncompliance material to financial statements noted?	No

Federal Awards

Internal control over major program:	
<ul style="list-style-type: none"> • Material weaknesses identified? • Significant deficiencies identified that are not considered to be material weaknesses 	<p>No</p> <p>None noted</p>
Type of auditors' report issued on compliance for the major program:	Unmodified
Any audit findings disclosed that are required to be reported in accordance with section 510(a) of OMB Circular A-133?	No

Identification of major programs:

<u>CFDA No.</u>	<u>Name of Federal Program or Cluster</u>
84.010	Title I, Grants to Local Educational Agencies
84.367	Improving Teacher Quality State Grants

Dollar threshold used to distinguish between type A and type B programs:	\$300,000
Auditee qualified as low-risk auditee?	Yes

**WASHINGTON MATH SCIENCE TECHNOLOGY
PUBLIC CHARTER HIGH SCHOOL, INC.
SCHEDULE OF CURRENT YEAR FINDINGS
Year Ended June 30, 2015**

None.

**WASHINGTON MATH SCIENCE TECHNOLOGY
PUBLIC CHARTER HIGH SCHOOL, INC.
SUMMARY SCHEDULE OF PRIOR YEAR FINDINGS
Year Ended June 30, 2015**

None.

WMST FY 2015-16 PROPOSED BUDGET

		FY 15-16 BUDGET
Headcount		335
REVENUES		
	Per Pupil Charter Payments	3,879,300
	Federal Entitlements	278,000
	Facilities	1,029,120
	Special Education	871,059
	ROTC	60,000
	Other Federal Grants	66,250
	Federal School Lunch Program	144,000
	AT Risk Students allocation	291,363
	Philanthropic Donations/Board Contributions	10,000
	TOTAL REVENUES	6,629,092
EXPENSES		
Personnel Salaries and Benefits		
	Principal/Executive Salary	349,788
	Teachers Salaries	2,272,085
	Security Staff	217,689
	Clerical Salaries	88,107
	Custodial Salaries	169,882
	General Support Staff	245,507
	Employee Benefits (Health)	618,757
	Reimbursable Health Insurance	(66,000)
	Retirement Contribution	137,000
	Unemployment Benefits	50,000
	Employer Taxes	240,000
	Staff Development	75,000
	Subtotal: Personnel Costs	4,397,815
Direct Student Costs		
	Textbooks	6,000
	Computers Materials	7,000
	Other Instructional Supplies	125,000
	Student Assessment Materials	5,000
	Contracted Instructional/Student Services	616,204
	Sports Related	26,000
	Miscellaneous Student Costs (Other Direct)	42,100
	Subtotal: Direct Student Costs	827,304

Occupancy Expenses		
	Mortgage Principal Payments	265,617
	Mortgage Interest Payments	222,918
	Maintenance	40,000
	Utilities	100,000
	Janitorial Supplies/Services	16,000
	Subtotal: Occupancy Expenses	<u>644,535</u>
Office Expenses		
	Office Supplies and Materials	48,000
	Office Equipment Rental and Maintenance	23,633
	Telephone/Telecommunications	40,000
	Legal, Audit Fees and Payroll Services	51,123
	Printing and Copying	25,000
	Postage and Shipping	12,600
	Subtotal: Office Expenses	<u>200,356</u>
General Expenses		
	Insurance	42,000
	Bank Fees	3,600
	Transportation	22,000
	Food Service	165,000
	Administration Fee	66,354
	Consultants	35,000
	Dues/Subscriptions/Memberships	10,253
	School Meeting Breakfast, Lunches and Board Meeting Din	18,000
	Student/Staff Recruitment/Advertising	4,500
	Taxes & Filings	1,050
	School Crossing	38,000
	Program Fees and Services	38,325
	Other General Expense/Repairs	40,000
	Subtotal: General Expenses	<u>484,082</u>
	TOTAL OPERATING EXPENSES	<u>\$ 6,554,092</u>
	CAPITAL EXPENSES	
	Textbooks	10,000
	Office Equipment/Computers	20,000
	Furniture	5,000
	Building Renovations and Capital Maintenance	40,000
	TOTAL CAPITAL EXPENSES	<u>75,000</u>
	NET INCOME	<u>0</u>

SY 2015-16 Annual Report Campus Data Report

Source	Data Point
PCSB	LEA Name: Washington Mathematics Science Technology PCHS
PCSB	Campus Name: Washington Mathematics Science Technology PCHS
PCSB	Grades served: 9-12
PCSB	Overall Audited Enrollment: 310

Enrollment by grade level according to OSSE's Audited Enrollment Report

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	0	0	0	0	0	0	0	0	0
Grade	7	8	9	10	11	12	Alternative	Adult	SPED*
Student Count	0	0	72	84	71	83	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.

STUDENT DATA POINTS	
School	<p>Total number of instructional days: Number of instructional days, not including holidays or professional development days, for the majority of the school. If your school has certain grades with different calendars, please note it.</p> <p>181</p>
PCSB	<p>Suspension Rate: 12.3%</p> $\frac{\text{number of students with out of school suspensions and in the school's 2015 audit}}{\text{number of students enrolled as of Oct. 2015 audit}} \times 100$
PCSB	<p>Expulsion Rate: 0.0%</p>

	$\frac{\text{number of students expelled and in the school's 2015 audit}}{\text{number of students enrolled as of Oct. 2015 audit}} \times 100$
PCSB	<p>Instructional Time Lost to Out-of-School Suspension Rate: 0.3%</p> $\frac{(\text{sum of all suspension days for all students due to out of school suspensions})}{(\text{sum of enrollment days for all students for the SY 2015 – 16 school year})} \times 100$
PCSB	<p>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.)</p>
PCSB	<p>Midyear Withdrawals: <i>Validated in mid-August</i></p> $\frac{\text{number of students in the Oct. 2015 audit count who are not on the school's roster through May 31, 2016}}{\text{number of students enrolled as of Oct 2015 audit}} \times 100$
PCSB	<p>Midyear Entries: <i>Validated in mid-August</i></p> $\frac{\text{number of students who enroll after Oct. 2015 audit and remained enrolled through May 31, 2016}}{\text{number of students enrolled as of Oct. 2015 audit}} \times 100$
PCSB	<p>Promotion Rate: 98.8%</p> $\frac{\text{number of students who advanced } \geq 1 \text{ grade level in the LEA based on the grade level in the Oct. 2014 and Oct. 2015 audited enrollment files}}{\text{number of students enrolled as of Oct. 2015 audit}}$
PCSB (SY14-15)	<p>College Acceptance Rates: 100.0%</p>



Annual Report 2016- Goals and Academic Achievement Expectations Template

The School Reform Act requires that public charter schools report on progress towards goals every year in their annual reports. Below, please find your school's goals and academic achievement expectations as they are written in your charter and subsequent amendments.

Please populate the cells in yellow, following the example, and insert it exactly as reflected below in your 2015 Annual Report. You should first state whether or not your school met the goal, followed by the specific evidence, including the assessment. If your school has adopted the PMF as its goals and academic achievement expectations, PCSB will report on your progress in its annual publication of the PMF results; you do not have to include this information in your Annual Report. If your school has adopted additional goals beyond the PMF, these goals should be listed below.

WMST PCS - Goals and Academic Achievement Expectations	Goal met or unmet	Progress toward goals
In addition to the PMF, the school adopted the following mission-specific goals:		
<i>Students attending WMST will be able to follow careers or attend colleges majoring in science, technology, or math (STEM) as measured by:</i>		
1. WMST students will exceed the state proficiency average on the state biology assessment.	N/A	<p>Since PARCC was still in its initial testing stage, results from 2014-2016 have not been used for accountability purposes. The results of the upcoming year will be used to track school effectiveness.</p> <p>In preparation for success of 2016-2017, the following initiatives were implemented:</p> <ul style="list-style-type: none"> • Weekly test preparation lessons for PARCC testing cohort during the Panther Period time slot. • Math and Reading Test Preparation lessons provided by mathematics/English teachers during the Panther Period time slot. • PARCC Family Game Night provided for parents and students providing games that reinforce <u>PARCC skills</u>. • PARCC Math Fair given for students to practice their PARCC skills in a "station-like" format.



WMST PCS - Goals and Academic Achievement Expectations	Goal met or unmet	Progress toward goals
		<ul style="list-style-type: none"> • Daily warm-up activities provided for students to practice PARCC skills in the beginning of each class. • Student given incentives for achieving success/proficiency on PARCC skills and best practices. • PARCC Pep Rally provided to excite and stimulate students towards achieving proficiency on the PARCC exam. • Parents and students were given PARCC Orientation in the beginning of the school year and periodically until the day of PARCC testing.
<p>2. During the first 5-year period, at least 40% of students taking Project Lead the Way courses will score 5 or higher on the end of course exam and for at least two of these five years, at least 45% will score 5 or higher on the end of course exam.</p>	<p>Not Met</p>	<p>We are in the 5th year of the program, and we have not met our targets to date. However, we had 1 student score a 5 and 1 score a 6 on the Project Lead the Way Exam. We also had 5 students who were Proficient with a score of 4, and we are striving to increase the number of students who score 5 or higher. Listed below is the results of the scoring for 2015-16: The Project Lead The Way program test results were as follows:</p> <ul style="list-style-type: none"> • Introduction to Engineering – 11 scored Basic and 3 Proficient • Principles of Engineering – 6 scored Basic and 1 Proficient • Digital Electronics – 8 scored Basic and 2 Proficient • Aerospace Engineering – 6 scored Basic and 1 Proficient <p>WMST’s Engineering Pathway program is co-sponsored by Project Lead the Way (PLTW), a national non-profit organization that partners with secondary schools to implement curriculum that emphasizes hands-on experiences in Science, Technology, Engineering, and Mathematics (STEM). The PLTW program at WMST PCHS consist of a four-year high school sequence which includes courses in engineering taught in conjunction with traditional mathematics and science courses.</p> <p>In order to increase student performance on the PLTW exam, all 9th and 10th grade students were enrolled in full-year English and Math courses that met every day for .90 minutes. This extended time allowed teachers the opportunity to reinforce students’ numeracy and literacy skills, consequently, improving their scores on standardized exams and end-of-the year assessments.</p>



WMST PCS - Goals and Academic Achievement Expectations	Goal met or unmet	Progress toward goals
		<p>In order to achieve our goals and increase student performance on the PLTW exam, WMST has instituted the following:</p> <ul style="list-style-type: none"> • 9th-12th grade cohorts were established in order to support students' academic and socio-emotional growth. • Two teachers were accepted to be a part of the World Smart STEM Challenge and attended training for this program in Accra, Ghana in summer of 2016. • Two students were accepted for a two-week internship program in Japan for summer 2016. • Three students passed the Excel Microsoft Specialist Certification program. • STEM activities which include monthly STEM activities, a STEM Field Day and a STEM Fair. • PLTW teachers participated in a PLTW summit in Indianapolis, IN where they received training around current trends in PLTW. • Received two Vex Kit to use for instruction. • All PLTW teachers received a laptop for classroom use. • Through grant funds, WMST's PLTW program was able to purchase a 3-D printer. This printer was used to design a gavel that was used for the opening of a Congressional Meeting on Technology and Innovations.
<p>3. In the second 5-year period, at least 45% of students will score 5 or higher on the end of course exam and for at least two of these five years, at least 50% will score 5 or higher on the end of course exam.</p>		
<p>4. In the third 5-year period, at least 50% of students taking PLTW courses will score 5 or higher on the end of course exam in 3 out of the five years</p>		



WMST PCS - Goals and Academic Achievement Expectations	Goal met or unmet	Progress toward goals
and for at least two of these five years, at least 55% will score 5 or higher on the end of course exam.		

Note: The annual report is an opportunity for schools to self-report on their progress in meeting their goals and academic achievement expectation. **PCSB will not, as part of the annual report process, make an independent assessment of school goal attainment, though PCSB may ask any school to provide the data validating progress towards goal attainment.** PCSB’s acceptance of and publication of a school’s annual report does not imply PCSB’s concurrence or disagreement with the school’s self-assessment.

PCSB will assess in its formal charter reviews and renewals whether a school has met its goals. Charter reviews normally occur every five years but may occur at any time. Charter renewals occur in the fifteenth year of the school’s charter. When the school undergoes such a review or renewal, PCSB may seek supporting documents and additional data to validate this narrative.

If you have questions about this form, please contact Emma McGann, emcgann@dcpcsb.org or Katherine Dammann, kdammann@dcpcsb.org.