DISTRICT OF COLUMBIA
PUBLIC CHARTER SCHOOL BOARD

Preliminary Charter Review Analysis – Capital City Public Charter School Based on Charter Review Framework

Executive Summary

After nine years of operation, Capital City Public Charter School (Capital City PCS) met the academic, non-academic and organizational performance standards and thus, **is not a candidate for Charter Warning.** Capital City PCS's most recent Program Development Review (PDR) was conducted in March 2009. See ***fig. 1.1.*** for a summary of the PDR ratings.

Academic

Capital City PCS met 2 of 3 academic standards; thus, the school met the standards for academic performance.
Capital City PCS has been able to meet the majority of its academic performance targets established in its accountability plan. The school revised its accountability plan to increase the rigor in its oral and writing rubrics and include the Upper School which opened during the 2008 – 2009 school year. It demonstrated growth in all subgroups for reading and math on the 2006 – 2008 administrations of the DC CAS and met the proficiency target in aggregate from 2006-2009. However, the school did not make AYP in 2006, 2007, and 2009 in the economically disadvantaged, Hispanic, and special education subgroups and is in School Improvement Year Two.

Non-Academic

Capital City PCS met 4 of the 4 non-academic standards; thus the school meets the standards for non-academic performance.
Capital City PCS met six out of seven non-academic targets in its accountability plan and came within 80% of the target related to students viewing the school positively; therefore meeting the criterion of 80% average school-wide performance. The school has maintained an average daily attendance rate of 94% or higher, has met or exceeded its enrollment target over the last four years, and has maintained an average re-enrollment rate of 97%.

Organizational – Governance

Capital City PCS demonstrated fully functioning or exemplary performance in 6 of 7 categories; thus the school meets this standard for organizational performance. Capital City PCS' board of directors and school leadership have performed admirably in governing the school, as it relates to implementing the school design with fidelity, submitting Annual Reports, and paying attention to operational and fiscal performance. Capital City PCS recently transitioned to a new school leadership structure that has a head of school and two principals, replacing the co-lead model of principal and executive director due to the approval to open a new campus with an Upper School program and the subsequent departure of the founding executive director. These changes and the challenge of opening a new campus with a new program compelled the board to start succession planning and examining its governing practice. The board meeting minutes reflect that the board has engaged in very difficult discussions related to effective communication amongst board members and between the board and school leadership and the necessity for more intensive fundraising to support the effective implementation of an expensive school model (Expeditionary Learning and Coalition of Essential Schools).

Organizational – Compliance

Capital City PCS demonstrated a fully functioning to exemplary level of compliance in 6 of 7 categories, and thus meets this standard for organizational performance. Capital City PCS' performance has been substantially in compliance with applicable rules, laws, and regulations. Areas of concern have been related to full compliance with NCLB's highly qualified teacher requirements and inconsistent inventory practices.

Organizational – Fiscal Management

Based on the information available, PCSB believes that the Capital City Public Charter School has solid fiscal management processes in place. The school's audit reports (FY06-FY09) reflect sound accounting and internal controls policies. The school has done an extremely good job submitting all necessary documents to PCSB for review when required. Annual budgets are extremely thoughtful and reflect careful planning and financial savvy. The school continues to perform well in terms of cash flow and liquidity management primarily because of its minimal reliance upon debt as a resource. For the year ending June 30, 2009, the school's nets assets approached $4.3 million up $370K from FY08 year-ending results. Additionally, the school's liquidity ratio of 2.62 indicates that the school possessed $2.62 of liquid assets for every $1 of short-term debt (a one-to-one ratio is adequate). As with any not-for-profit organization, the school should seek to continuously improve its fiscal management and internal controls.

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ACADEMIC PERFORMANCE

A school becomes a candidate a Charter Warning if it fails to meet 2 of the 3 academic standards below:

Criterion #1: The school must attain the majority of the academic performance targets.

Capital City Public Charter School met five out of seven academic targets in its accountability plan.

Capital City Public Charter School met this criterion.

Criterion #2: The school must achieve no less than the middle performance level in reading and mathematics on the DC CAS.

Capital City Public Charter School achieved an average DC CAS middle performance level of 72.62 in reading and 63.86 in mathematics.

Capital City Public Charter School met this criterion.

Criterion #3: The school must currently meet the State Education Agency's standard for AYP in reading and math.

Capital City Public Charter School met the state proficiency target in aggregate; however did not meet the state proficiency target in the special education and English language learner subgroups. The school is in School Improvement year two status and must make AYP in all subgroups for two consecutive years in order to transition out of this status.

Capital City Public Charter School did not meet this criterion.

OUTCOME: Capital City Public Charter School met 2 of 3 academic standards; thus, the school meets the standards for academic performance.

NON-ACADEMIC PERFORMANCE

A school becomes a candidate for a Charter Warning if it fails to meet 2 of the 4 non-academic standards below:

Criterion #1: For non-academic student outcomes, the school-wide average should meet or exceed 80 percent of the fourth or fifth year targets.

Capital City Public Charter School met five out of seven of its non-academic targets in its accountability plan. While it missed its target of 70% of students will view the school positively, it did come within 80% of the target as required by the Charter Review Framework.

Capital City Public Charter School met this criterion.

Criterion #2: The school must attain the attendance targets set in its accountability plan.

Capital City Public Charter School's attendance target was to increase its average daily attendance rate by .5% annually to reach its fifth year target of 95%. During the 2008-2009 school year, Capital City's average daily attendance rate was 95.5%.

Capital City Public Charter School met this criterion.

Criterion #3: Enrollment levels must be sufficient to sustain the economic viability of the school.

Capital City Public Charter School has consistently met its annual enrollment targets.

Capital City Public Charter School met this criterion.

Criterion #4: Re-enrollment of eligible students should average 75 percent or higher for the past two years.

Capital City Public Charter School's re-enrollment average for the previous two years is 97%.

Capital City Public Charter School met this criterion.

OUTCOME: Capital City Public Charter School met all of the non-academic standards; thus the school meets the standards for non-academic performance.

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ORGANIZATIONAL PERFORMANCE - GOVERNANCE

Criterion: A school will be a candidate for a Charter Warning if it demonstrates limited or low levels of development in 4 of 7 categories based on the following scale.

Performance Level	Rating
Exemplary	4
Fully Functioning	3
Limited/Partial Development	2
Low Level/No Evidence of Development	1

Category	Performance Level/Rating
Meetings and Board Structure	3.5
PCSB Action	4
Annual Reporting	3
Adequate Resources	3.5
Implementation of School Design	4
Leadership	3
Operating within Bylaws	4

OUTCOME: Capital City Public Charter School demonstrated fully functioning or exemplary performance in all categories; thus the school meets this standard for organizational performance.

Preliminary Charter Review Analysis – Capital City Public Charter School
Based on Charter Review Framework

ORGANIZATIONAL PERFORMANCE - COMPLIANCE

Criterion: A school will be a candidate for a Charter Warning if it demonstrates a low or no evidence of development or implementation in 4 of 7 categories as it relates to compliance with applicable laws, rules and regulations based on the following scale.

Performance Level	Rating
Exemplary	4
Fully Functioning	3
Limited/Partial Development	2
Low Level/No Evidence of Development	1

Category	Performance Level/Rating
Health and Safety Regulations	4
Certificate of Occupancy	4
Insurance Certificates	4
Background Checks	4
Inventory of School's Assets	3
Open Enrollment Process	4
NCLB Requirements	2.5

OUTCOME: Capital City Public Charter School demonstrated a fully functioning to exemplary level of compliance in 6 of 7 categories; thus, the school meets this standard for organizational performance.

ORGANIZATIONAL PERFORMANCE – FISCAL MANAGEMENT

Fiscal Management Criterion: A school will be a candidate for revocation of its charter if it demonstrates substandard or poor performance in any 2 of 5 categories based on the following scale:

Performance Level	Rating
Above Average	5
Satisfactory	4
Watch – Improvements Required	3
Substandard – Probation	2
Poor – Revocation	1

Category	Performance Level/Rating
1. Accounting Policies	5.00
2. Financial Reporting	5.00
3. Internal Controls	4.85
4. Transparency of Financial Management	4.85
5. Fiscal Prudence	4.81

OUTCOME: Capital City Public Charter School demonstrated above average or satisfactory performance in 5 out of 5 categories, and thus meets this standard for organizational performance.

Preliminary Charter Review Analysis – Capital City Public Charter School
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Fig 1.1 **2008-2009 Program Development Review Summary**

Curriculum and Standards	
1.1 The school has a clearly defined, quality curriculum in place that aligns with the state standards and the school's mission and goals.	**Exemplary**
a. The school has a clearly defined quality curriculum in place.	**Exemplary**
b. The curriculum aligns with the state and/or national standards.	**Exemplary**
c. The curriculum aligns with school's mission and goals.	**Exemplary**
1.2 The school's curriculum is implemented with fidelity, and materials are available to support the implementation of the curriculum.	**Exemplary**
a. The school's curriculum is implemented with fidelity.	**Exemplary**
b. Materials are available to support the implementation of the curriculum	**Exemplary**
1.3 There are clear and regular procedures in place to review and update the curriculum.	**Exemplary**
Instruction	
2.1 Instruction utilizes effective strategies that provide opportunities for student learning and active engagement in the learning process.	**Exemplary**
2.2 The school has strategies in place to meet the needs of students at risk of academic failure or those not making reasonable progress toward achieving school goals.	**Exemplary**
2.3 The school has strategies in place to meet the needs of English Language Learners and is in compliance with its implementation.	**Proficient**
a. The school has strategies in place to meet the needs of English Language Learners.	**Proficient**
b. The school is in compliance with its implementation.	**Adequate**
2.4 Systematic strategies are in place to ensure that students with Individualized Education Plans (IEPs) are making progress in meeting school goals and IEP goals are in place.	**Exemplary**
a. The school ensures that students with disabilities are served according to IEP objectives.	**Exemplary**
b. The school allocates resources (human or material) to address the needs of students with disabilities.	**Proficient**
c. The school provides additional services and/ or accommodations for IEPs.	**Exemplary**
2.5 Time is made available throughout the year for planning and professional development. Planning time is used effectively.	**Exemplary**
a. Time is made available throughout the year for instructional planning.	**Proficient**
b. Planning time is used effectively.	**Exemplary**
2.6 The school helps teachers meet accountability plan goals, and addresses any identified shortcomings in student learning.	**Exemplary**
2.7 Extra support is in place to support new and struggling teachers.	**Proficient**

2008-2009 Program Development Review Summary *(Continued)*

Assessment	
3.1 The school has assessment and evaluation data; test results are made available regularly and in a usable format; and assessment data are reflected in the SIP, if applicable.	**Exemplary**
a. The school has assessment and evaluation data, such as standardized and internal assessment results and accountability plan performance outcomes	**Exemplary**
b. Test results are made available regularly	**Exemplary**
c. Test results are provided in a useable format	**Proficient**
3.2 The school tracks and reports student performance data to determine whether the school's academic and non-academic goals are being achieved.	**Exemplary**
3.3 Assessments and evaluation data are used to monitor student learning, instructional effectiveness, and instructional decisions. Ongoing, informal assessments are used to provide increased instructional opportunities.	**Exemplary**
a. Assessment and evaluation data are used to monitor student learning, instructional effectiveness and instructional decisions.	**Exemplary**
b. Ongoing, informal assessments are used to provide increased instructional opportunities.	**Exemplary**
3.4 Procedures are in place to ensure accurate and timely identification and evaluation of students who have special needs are in place.	**Exemplary**
School Climate	
4.1 Quality instruction is promoted through fostering an academic learning climate that and actively supports teaching and learning.	**Exemplary**
4.2 The school is a safe and orderly learning environment.	**Exemplary**
4.3 Parents/guardians and students are satisfied with the school.	**Exemplary**
Governance and Management	
5.1 The Board and school administrators govern and manage in a manner consistent with the school's design and mission.	**Exemplary**
5.2 The Board and the school's administration ensure adequate resources to further the academic and organizational success of the school, including but not limited to adequate facilities, appropriate professional development, and services for special needs students, and additional funding.	**Exemplary**
5.3 The Board has ensured strong and stable school leadership.	**Exemplary**
School Improvement	
6.1 The school has strategies in place to meet the needs of students at risk of academic failure or students not making reasonable progress toward achieving school goals (inclusive of but not limited to identified NCLB sub-groups).	**Exemplary**
6.2 Documented progress monitoring of school improvement activities is on-going.	**Exemplary**

Fourth Year Review - Accountability Plan Performance Analysis
School: Capital City Public Charter School

ACADEMIC PERFORMANCE STANDARDS						
Annual Year Target	**Performance/Data Verified**				**Target Met?**	
	Baseline	**Year 2**	**Year 3**	**Year 4**	**Y**	**N**
Students will make an average gain of at least one NCE on the SAT-9 Reading Test. **PCSB's Fourth Year Target:** School-wide, Capital City PCS will achieve no less than middle performance level in reading on the DC CAS.	Assessment Change	Assessment Change	Assessment Change	Assessment Change 72.62	X	
80% of students will show at least a grade level's growth on the DRA. Children who are below grade level and/or are not making sufficient progress will have an individualized reading plan.	77%	83%	87%	82%	X	
Additional New target: 79-85% of 1st – 8th grade students who have been attending Capital City for more than one school year will demonstrate grade level or above performance on the DRA.	N/A	N/A	84%	87%	X	
There will be a school-wide increase of 2 percentage points in the number of students in grades 1-8 who have attended Capital City for more than one year scoring a 2 or better on the writing performance assessment. **New target:** 70-75% of 1st – 8th grade students who have attended Capital City for more than one school year will score a 2.5 or better (proficient) on the annual writing performance assessment.	75%	82%	56% *new baseline established*	67%		X
There will be a school-wide increase of 2 percentage points in the number of students in grades 1-8 who have attended Capital City for more than one year scoring a 2 or better on the annual oral performance assessment. **New target:** 70-75% of 2nd – 8th grade students who have attended Capital City for more than one school year will score a 2.5 or better (proficient) on the annual oral performance assessment.	97%	80%	77% *new baseline established*	86%	X	
Students will make an average gain of at least one NCE on the SAT-9 math test.	Assessment	Assessment	Assessment	Assessment	X	

Fourth Year Review - Accountability Plan Performance Analysis
School: Capital City Public Charter School

ACADEMIC PERFORMANCE STANDARDS						
Annual Year Target	**Performance/Data Verified**				**Target Met?**	
	Baseline	**Year 2**	**Year 3**	**Year 4**	**Y**	**N**
PCSB's Fourth Year Target: School-wide, Capital City PCS will achieve no less than middle performance level in reading on the DC CAS.	Change	Change	Change	Change 63.86		
There will be a school-wide increase of 2 percentage point in the number of students in grades 1-8 who have attended Capital City for more than one year scoring a 2 or better on the math performance assessment.	79%	36% *(new baseline established)*	67%	68%		X
Attained majority of fourth year annual academic performance targets?					X	
Achieved no less than the middle performance level on DC CAS in reading and math?					X	
Currently meets the State Education Agency's standard for AYP in reading and math?						X

Comments:

Capital City Public Charter School met five of seven academic targets in its accountability plan. Because the state assessment was changed from the SAT-9 to the DC CAS, the PCSB has inserted two targets to replace those in the accountability plan related to the SAT-9. The testing population (grades 3 - 8) in aggregate met the Office of the State Superintendent's (OSSE) proficiency target for 2009; however the school did not meet the target in the special education and English language learner subgroups. Therefore, the school did not make Adequate yearly Progress (AYP) and has remained in School Improvement.

NON-ACADEMIC PERFORMANCE STANDARDS				
Annual Target	**Performance/Data Verified**		**Target Met?**	
	Baseline	**Year 4**	**Y**	**N**
Student attendance data will improve at least one half a percentage point towards our goal of 95%.	94%	95.5%	X	
Student survey results will indicate 70% of children view school positively.	75%	62% (56%)	X	
80% of Capital City students will participate in community service with their class and complete a reflection.	98%	86%	X	
90% of parents will attend a parent-teacher conference.	100%	100%	X	
70% of parents will volunteer in support of the school.	73%	71%	X	
80% of parents will attend a community meeting, showcase, or other school or classroom event.	81%	97%	X	
70-85% of parents will express an overall positive view of the school.	*No Data Provided*	92%	X	
School-wide average within 80% of annual targets?			X	
Attendance targets met?			X	
Enrollment levels sufficient to sustain the economic viability of the school?			X	
Re-enrollment of eligible students average 75% or higher for the past two years? 97% 2007 – 2008 re-enrollment rate = 98% 2008 – 2009 re-enrollment rate = 96%			X	

Comments:

Preliminary Charter Review Analysis – Capital City Public Charter School
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ORGANIZATIONAL PERFORMANCE STANDARDS: GOVERNANCE - MEETINGS AND BOARD STRUCTURE

4	3	2	1
Exemplary level of development and implementation	**Fully functioning and operational level of implementation**	**Limited development and/or partial implementation**	**Low level or no evidence of development and implementation**
The board holds regular meetings with sufficient membership to meet a quorum and submits copies of all minutes to the PCSB as required. The minutes reflect exceptional governance practices in areas such as policy making and oversight of academic and financial performance through the effective use of committees.	The board meets regularly and submits a majority of the minutes to the PCSB as required, which demonstrate sufficient membership to meet a quorum. The minutes reflect appropriate governance practices, such as policy making, and oversight of academic, operational, and financial performance. The minutes demonstrate the Board's awareness of the school's performance, and that appropriate action is taken, as warranted, with or without a committee structure in place.	The board meets sporadically and submits some of the minutes to the PCSB as required, which inconsistently demonstrate membership to meet a quorum. The minutes provide limited evidence of the Board's familiarity with the school's performance as it relates to academic, operational, and/or financial performance. Committees, if in place, play a limited role in the oversight of assigned responsibilities. The Board does not give full attention to all issues confronting the school, but focuses on only one or two.	The board meets infrequently, and most often with low attendance, and submits few, if any, copies of minutes to the PCSB as required. The minutes reflect poor governance practices in the face of serious academic, operational, and/or financial problems. In particular, the minutes do not reflect evidence of sound decision-making at the Board level to effectively address issues facing the school. Committees are not in place, or are not used effectively. The Board's composition and membership have not been modified to address the school's challenges.

COMMENTS: The Board of Directors of Capital City PCS meets bi-monthly and regularly submits board minutes. The minutes reflect discussions about altering the governance structure to incorporate the newly approved Upper School and the operational and financial impact on both campuses. The Board is kept abreast of student performance as it relates to the DC CAS and its Annual Report. The Board has a committee structure, although they have been grappling with communication issues and the best way to overcome them.

PERFORMANCE LEVEL: 3.5

Fourth Year Review - Accountability Plan Performance Analysis
School: Capital City Public Charter School

ORGANIZATIONAL PERFORMANCE STANDARDS: GOVERNANCE - REQUIREMENT FOR PCSB ACTION

4	3	2	1
Exemplary level of development and implementation	**Fully functioning and operational level of implementation**	**Limited development and/or partial implementation**	**Low level or no evidence of development and implementation**
The school has demonstrated exceptional performance, thereby requiring no remedial action from the PCSB.	The school has demonstrated above average to average performance, requiring minimal remedial action from the PCSB. The school has provided satisfactory responses to the remedial action within the designated timeframe.	The school has demonstrated below average performance, requiring substantial and/or repeated remedial action from the PCSB. The school has provided weak and/or incomplete responses to the conditions set by the Public Charter School Board, thereby failing to adequately respond within the designated timeframe. Given time, the school is able to provide a satisfactory response.	The school has demonstrated failing performance, requiring increasingly substantial remedial action over an extended period of time from the PCSB for issues for which the school has not provided an adequate response. Examples of inadequate responses include failure to submit a response within the designated timeframe, weak and/or incomplete responses that fail to fully respond to the conditions.

COMMENTS: The PCSB has taken no action against Capital City PCS in the last four years.

PERFORMANCE LEVEL: 4.0

ORGANIZATIONAL PERFORMANCE STANDARDS: GOVERNANCE - ANNUAL REPORTING

4	3	2	1
Exemplary level of development and implementation	**Fully functioning and operational level of implementation**	**Limited development and/or partial implementation**	**Low level or no evidence of development and implementation**
The board submits timely Annual Reports that fully describe the school's performance in relation to the targets established in its accountability plan. Quantitative evidence of performance is presented and aligned with all accountability plan targets.	The board submits timely Annual Reports that describe the school's performance in relation to the targets established in its accountability plan. Quantitative evidence of performance is presented and aligned with the majority of accountability plan targets.	Although not timely, the board submits Annual Reports within a reasonable amount of time from the due date that describes the school's performance in relation to the targets established in its accountability plan on a limited basis. Quantitative evidence of performance is available for some of the accountability plan targets and/or evidence is aligned with some of the accountability plan targets.	The board submits late Annual Reports that largely fail to describe the school's performance in relation to the targets in its established accountability plan. Quantitative evidence of performance is lacking substantially, either due to a failure to report performance or a failure to present evidence that is aligned with the accountability plan targets. School may have been required to submit an amended or supplemental report.

COMMENTS: Capital City PCS has always submitted required reports in a timely fashion and provided documentation accordingly. Student performance is tracked through portfolios that are well organized.

PERFORMANCE LEVEL: 3.5

Fourth Year Review - Accountability Plan Performance Analysis
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ORGANIZATIONAL PERFORMANCE STANDARDS: GOVERNANCE – ADEQUATE RESOURCES

4	3	2	1
Exemplary level of development and implementation	**Fully functioning and operational level of implementation**	**Limited development and/or partial implementation**	**Low level or no evidence of development and implementation**
The board and the school's administration deploy resources effectively to further the academic and organizational success of the school.	The board and administration deploy resources that further the academic and organizational success of the school.	The school's deployment of resources at times contributes to the academic and organizational success of the school.	There is little or no evidence that the school's board and administration work to deploy resources in a way that supports the academic and organizational work of the school.

COMMENTS: Capital City PCS implements an educational model that is expensive, but that has worked very well for its students according to its performance reflected in its Accountability Plan Summaries and DC CAS performance. Board meeting minutes and financial reports reflect that the school has had the resources needed for the Lower School; however there were challenges with adequate resources to support the Student Services department in the new Upper School. The Lower School has recently been challenged with meeting AYP for two consecutive years in the English Language Learner and Special Education subgroups in order to come out of school improvement status; however the board is aware of this as evinced in board minutes and has discussed how to best address the needs of these students. The Board is keenly aware of the need to intensify its fundraising efforts in order to find an appropriate facility for the Upper School and to continue to effectively implement its educational program (curriculum development, teacher retention, etc.).

PERFORMANCE LEVEL: 3.5

ORGANIZATIONAL PERFORMANCE STANDARDS: GOVERNANCE – IMPLEMENTATION OF SCHOOL DESIGN

4	3	2	1
Exemplary level of development and implementation	**Fully functioning and operational level of implementation**	**Limited development and/or partial implementation**	**Low level or no evidence of development and implementation**
Administrators and board members have a strong understanding of the school design and refer to it regularly in managing and governing the school.	Administrators and board members understand the school design, but minimally use it to manage and govern the school.	Most board members and school administrators understand the school's design, but evidence of its use in the management and governance of the school is lacking substantially.	Board members and administrators fail to demonstrate an understanding of the school's design and/or they have failed to use the design in the management and governance of the school.

COMMENTS: The school leaders and board members are very knowledgeable about the school design as many of them were founding members and founding administrators. The Capital City PCS school design includes the Expeditionary Learning Outward Bound and Coalition for Essential Schools models, which strongly support its mission. All financial decisions made to ensure the integrity of the school design.

PERFORMANCE LEVEL: 4.0

Fourth Year Review - Accountability Plan Performance Analysis
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ORGANIZATIONAL PERFORMANCE STANDARDS: GOVERNANCE – LEADERSHIP

4	3	2	1
Exemplary level of development and implementation	**Fully functioning and operational level of implementation**	**Limited development and/or partial implementation**	**Low level or no evidence of development and implementation**
The board has established a school that maintains exceptional performance and stability through its school leader. Changes in the school leader either lead to exceptional performance or have not negatively impacted the school's exceptional performance.	The board has established a school that maintains above average to average performance and stability through its school leader. Changes in the school leader either lead to improved performance or have not negatively impacted the school's existing performance.	The board has established a school that maintains below average performance and lacks stability through its school leader. Changes in school leadership have not led to an appreciable improvement in performance.	The board has established a school that is unstable and maintains failing performance through its school leader. There have been no changes in school leadership in an attempt to improve performance.

COMMENTS: Capital City has performed consistently well on the state standardized assessment and its internal assessments over the last four years. The longer students are enrolled in Capital City, the better they perform academically based on assessment data. The school has maintained a co-head model (principal and executive director) for six of its eight years and in the 2008-2009 school year, transitioned into a Head of School and two principal model with the addition of the Upper School. These changes have not negatively impacted the school to date. The academic performance of the sixth through eighth grade students at the Upper School is lower than the Lower School students in the same grades; however the students at the Upper School are new to Capital City PCS.

PERFORMANCE LEVEL: 3

ORGANIZATIONAL PERFORMANCE STANDARDS: GOVERNANCE – OPERATING WITHIN BYLAWS

4	3	2	1
Exemplary level of development and implementation	**Fully functioning and operational level of implementation**	**Limited development and/or partial implementation**	**Low level or no evidence of development and implementation**
The board's composition and operations are substantially in keeping with its bylaws. Bylaws are reviewed on a regular basis to ensure alignment between operations and bylaws. Appropriate changes are made as needed.	The board's composition and operations are substantially in keeping with its bylaws. Bylaws are reviewed occasionally to ensure alignment between operations and bylaws. Appropriate changes are made as needed.	The board's composition and/or operations are largely not in keeping with its bylaws. Bylaws are reviewed sporadically, if at all, but do not result in changes to ensure alignment between operations and the bylaws.	The board's composition and operations are not in keeping with its bylaws. Bylaws are not reviewed or consulted as it relates to the board's composition and operations.

COMMENTS: The board is comprised of individuals with varying areas of expertise including education, real estate and finance. It operates in alignment with its by-laws and the by-laws have been amended as needed to reflect the growth of the organization.

PERFORMANCE LEVEL: 4.0

OVERALL COMMENTS - ORGANIZATIONAL PERFORMANCE STANDARDS: GOVERNANCE

ORGANIZATIONAL PERFORMANCE STANDARDS: COMPLIANCE WITH APPLICABLE LAWS, RULES AND REGULATIONS

4	3	2	1
Exemplary level of development and implementation	**Operational level of implementation and development**	**Limited development and/or partial implementation**	**Low level or no evidence of development and implementation**
School has an exemplary record of compliance with applicable laws, rules and regulations, maintains highly effective systems and controls for ensuring that legal requirements are met, and is currently in substantial compliance with relevant authorities.	School has a record of substantial compliance with applicable laws, rules and regulations, maintains effective systems and controls for ensuring that legal requirements are met, and is currently in substantial compliance with relevant authorities.	School has a record of partial compliance with applicable laws, rules and regulations, maintains inconsistently effective systems and controls for ensuring that legal requirements are met, and is currently in substantial compliance with relevant authorities.	School has a poor record of compliance with applicable laws, rules and regulations, has ineffective or non-existent systems and controls in place for ensuring that legal requirements are met, and is currently out of compliance with relevant authorities.

COMMENTS: Capital City PCS has been consistently compliant with most areas as required in the compliance review process in the previous four years of operation. In various years, areas of non-compliance were limited to the school's fixed assets inventory list and all core subject area teachers being highly qualified.

PERFORMANCE LEVEL: 3.5

Accountability Plan Performance Analysis
School: Capital City Public Charter School

ORGANIZATIONAL PERFORMANCE STANDARDS: FISCAL MANAGEMENT – ACCOUNTING POLICIES

1. Accounting Policies				
Above Average 5	Satisfactory 4	Watch – Improvements Required 3	Substandard – Probation 2	Poor – Revocation 1
School follows PCSB accounting guidelines. Guidelines include 1) using approved auditors as required; 2) following audit policies; 3) maintaining records under accrual basis of accounting; 4) and reporting financial statements according to GAAP.	With minor exceptions, school follows PCSB accounting guidelines.	The school has failed to follow PCSB accounting guidelines for one audit cycle. School has implemented a corrective plan.	The school has failed to follow PCSB accounting guidelines for more than one audit cycle and/or the school has committed a significant breach in one cycle. A corrective plan is in development.	The school has failed to follow all PCSB accounting guidelines for more than one audit cycle. A corrective plan was not developed or was never followed.

Comments: Based on its interim financial reports and annual financial audits, Capital City has adhered to GAAP. Key results of the FY09 financial audit are…

- Financial statements conform to accounting principles generally accepted in the United States of America.
- No matters involving the internal control over financial reporting that are considered to be weaknesses.
- No instances of noncompliance which are required to be reported under Government Auditing Standards.

Overall, Capital City has been efficient in administering accounting policies which follow PCSB accounting guidelines.

GRADE FOR ACCOUNTING POLICIES: 5.00

Accountability Plan Performance Analysis
School: Capital City Public Charter School

ORGANIZATIONAL PERFORMANCE STANDARDS: FISCAL MANAGEMENT – FINANCIAL REPORTING

2. Financial Reporting a. Audited Statements				
Above Average 5	Satisfactory 4	Watch – Improvements Required 3	Substandard – Probation 2	Poor – Revocation 1
Audits are submitted on a timely basis. Annual audit receives an unqualified opinion with no findings. Management displays a high level of transparency and an interest in continuous improvement of financial management.	Audits are submitted on a timely basis. Annual audit receives an unqualified opinion with no findings. Management letter reflects minimal need for changes in financial management. Any changes are implemented immediately.	Audits are submitted on time or with slight delay due to specific circumstances. Audit findings show need for significant improvement; school implements changes immediately. Procedures are tracked to ensure compliance with auditor's recommendations.	At least one audit has been significantly delayed. Annual audit receives a qualified opinion. Audit report or management letter indicates significant financial problems; changes not implemented from prior year's findings. School develops realistic plan based on auditor's recommendations to be implemented over the next year.	Audits have been significantly delayed for more than one cycle and/or not submitted at all. Annual audit receives a qualified opinion for two years or more. Audit report or management letter indicates significant financial problems for which turnaround is not feasible; changes not implemented from prior year's management letter.

Comments: Capital City has submitted its annual audits to the PCSB in a timely fashion. Each of the school's audits (FY06-09) received an unqualified opinion. The school's leadership team displays a high level of transparency and an interest in continuous improvement of financial management.

GRADE FOR FINANCIAL REPORTING (Audited Statements): **5.00**

Accountability Plan Performance Analysis
School: Capital City Public Charter School

ORGANIZATIONAL PERFORMANCE STANDARDS: FISCAL MANAGEMENT – FINANCIAL REPORTING

2. Financial Reporting b. Budgets and Interim Financials				
Above Average 5	Satisfactory 4	Watch – Improvements Required 3	Substandard – Probation 2	Poor – Revocation 1
Budgets and interim financials are submitted on time and follow the PCSB template. No significant problems identified in reports.	Budgets and interim financials are submitted on time and follow the PCSB template with few exceptions. Only minor spending variances or other problems are reported.	Budgets and interim financials are submitted late and/or do not follow the PCSB template. Significant variances or other problems are reported, but they have reasonable justifications and do not necessarily jeopardize the school's financial health.	Budgets and interim financials have not been submitted one or two times. Or, significant variances or other problems are reported without reasonable justifications. The school's financial health is potentially weakened.	Budgets and interim financials have not been submitted on several occasions. Or significant variances or other problems are reported, considerably jeopardizing the school's ability to operate as a going-concern.

Comments: Capital City has submitted its annual budgets and interim financial statements to the PCSB on time with no material problems identified. The school's budgets tend to be conservative reflections of management's cash flow expectations.

GRADE FOR FINANCIAL REPORTING (Budgets and Interim Financials): 5.00

Accountability Plan Performance Analysis
School: Capital City Public Charter School

ORGANIZATIONAL PERFORMANCE STANDARDS: FISCAL MANAGEMENT – FINANCIAL REPORTING

2. Financial Reporting c. Taxes and Insurance				
Above Average 5	Satisfactory 4	Watch – Improvements Required 3	Substandard – Probation 2	Poor – Revocation 1
Required IRS forms are filed and evidence of adequate insurance coverage is provided. All documentation is adequately maintained.	Required IRS forms are filed and evidence of minimal insurance coverage is provided. All documentation is adequately maintained, with minor exceptions.	Required IRS forms are filed, but have been late once or twice. Evidence of insurance is provided. Documentation is not properly filed or maintained.	Required IRS forms are consistently filed late. The school shows no evidence of adequate insurance coverage. Documentation is not properly filed or maintained.	Required IRS forms are not filed. The school does not have adequate insurance coverage. Adequate documentation is lacking.

Comments: The PCSB has not previously monitored schools' submission of filings to the Internal Revenue Service, so data are not available to confirm or deny that forms have been filed. Similarly, historical data on schools' level of insurance coverage are incomplete, as this criterion was previously checked onsite without documenting specific levels.

GRADE FOR FINANCIAL REPORTING (Taxes and Insurance): n/a

OVERALL GRADE FOR FINANCIAL REPORTING (AVERAGE): 5.00

Accountability Plan Performance Analysis
School: Capital City Public Charter School

ORGANIZATIONAL PERFORMANCE STANDARDS: FISCAL MANAGEMENT – INTERNAL CONTROLS

3. Internal Controls a. Establishment and Adherence to Internal Controls Policy				
Above Average 5	Satisfactory 4	Watch – Improvements Required 3	Substandard – Probation 2	Poor – Revocation 1
Based on PCSB review and annual audit, school has clear, written internal controls in place to provide checks and balances. Audit indicates that all internal control policies are followed.	School has clear, written internal controls in place to provide checks and balances, with minor exceptions. Weaknesses identified by PCSB or auditor are minor and can be addressed immediately.	School has some internal controls in place. Weaknesses identified by PCSB or an auditor can be addressed over the course of the fiscal year.	School lacks some major internal controls. Weaknesses identified by PCSB or auditor need one to two years to be addressed. School is developing a corrective action plan.	School lacks basic internal controls and there is evidence of financial mismanagement.

Comments: The PCSB has not previously directly monitored schools' adoption of internal controls, so the PCSB lacks data to affirm the existence of written policies other than what is reported by an independent auditor. Capital City has engaged thorough audits and appears to have responded to recommendations for improvements to internal controls and as stated earlier, no matters involving the internal control over financial reporting that are considered to be weaknesses were presented in the school's latest audit.

GRADE FOR INTERNAL CONTROLS (Internal Controls Policy): 5.00

Accountability Plan Performance Analysis
School: Capital City Public Charter School

ORGANIZATIONAL PERFORMANCE STANDARDS: FISCAL MANAGEMENT – INTERNAL CONTROLS

3. Internal Controls b. Procurement				
Above Average 5	Satisfactory 4	Watch – Improvements Required 3	Substandard – Probation 2	Poor – Revocation 1
School is in compliance with PCSB's contracting / procurement requirements.	School is in compliance with PCSB's contracting / procurement requirements, with minor exceptions noted.	School has had some violations of PCSB's contracting / procurement requirements over the course of the year. Violations were reasonably justified. Policies and procedures are in place to preclude future violations.	School has had consistent violations of PCSB's contracting / procurement requirements. A corrective plan is in development.	School has had consistent violations of PCSB's contracting / procurement requirements. Management lacks capacity to assure compliance.

Comments: Capital City regularly submits appropriate documentation of contracts to the PCSB for review. The PCSB believes that the school has historically been compliant in following procurement requirements.

GRADE FOR INTERNAL CONTROLS (Procurement): 4.75

OVERALL GRADE FOR INTERNAL CONTROLS (AVERAGE): 4.88

ORGANIZATIONAL PERFORMANCE STANDARDS: FISCAL MANAGEMENT – TRANSPARENCY OF FINANCIAL MANAGEMENT

4. Transparency of Financial Management **a. Annual Budgets**				
Above Average 5	Satisfactory 4	Watch – Improvements Required 3	Substandard – Probation 2	Poor – Revocation 1
The schools prepares an annual operating budget, a cash flow projection and, when required, a capital budget by June 1 each year. Budget reflects thoughtful planning and detailed assumptions. These documents are certified by the Board of Trustees. Modifications are made as necessary and are submitted to PCSB.	With some exceptions, school regularly prepares annual operating budget, cash flow projection and, as required, a capital budget. Budget reflects thoughtful planning. These documents are certified by the Board of Trustees. Modifications occur as necessary and are submitted to PCSB.	The school does not consistently submit budgets and/or modifications of budgets to PCSB. Budget lacks planning and/or clear assumptions. There appears to be a lack of consensus or understanding of the budget by board members. Corrective plans are in process and will be implemented within a fiscal quarter.	Budgets are not submitted on time and/or do not have board's approval. Clear budget policies are in development.	School lacks budget policies and procedures. The board and staff lack capacity to implement standard budgeting procedures.

Comments: Capital City has been very proactive in revising its budget as needed and providing updates to the PCSB. Budgets are thoughtful, show detail and provide relevant explanations. Budgets have been submitted to the PCSB on time.

GRADE FOR TRANSPARENCY (Annual Budgets): <u>5.00</u>

ORGANIZATIONAL PERFORMANCE STANDARDS: FISCAL MANAGEMENT – TRANSPARENCY OF FINANCIAL MANAGEMENT

4. Transparency of Financial Management b. Management Organizations				
Above Average 5	Satisfactory 4	Watch – Improvements Required 3	Substandard – Probation 2	Poor – Revocation 1
School accurately discloses relationships with its management organization. Contracts are provided to PCSB and are deemed reasonable and fair.	School accurately discloses relationships with its management organization. Contracts are provided to PCSB and are deemed reasonable and fair with few exceptions.	School does not adequately disclose relationship with organization upfront. Information is provided at PCSB's request. Contracts are unclear or present concerns in terms of financial and /or management control. There are indications of poor relationship between school and management organization.	School does not disclose relationship with organization upfront. Information is not easily obtained by PCSB. There is evidence of poor relationship between school and management organization.	School does not disclose relationship with organization upfront. PCSB cannot obtain satisfactory information.

Comments: Not applicable to this school.

GRADE FOR TRANSPARENCY (Management Organizations): **n/a**

Accountability Plan Performance Analysis
School: Capital City Public Charter School

ORGANIZATIONAL PERFORMANCE STANDARDS: FISCAL MANAGEMENT – TRANSPARENCY OF FINANCIAL MANAGEMENT

4. Transparency of Financial Management c. Related Party Transactions				
Above Average 5	Satisfactory 4	Watch – Improvements Required 3	Substandard – Probation 2	Poor – Revocation 1
School accurately discloses transactions with related parties, as required by PCSB's guidelines.	School accurately discloses transactions with related parties, with minor exceptions.	School fails to disclose related party transactions. Information is provided at PCSB's request.	School fails to disclose related party transactions. Information is not easily obtained by PCSB. There is evidence of inadvertent mismanagement.	School does not disclose relationship with organization upfront. PCSB cannot obtain satisfactory information and/or there is evidence of unethical behavior and mismanagement.

Comments: Based on the information available, the PCSB believes that the school discloses all related party transactions as required.

GRADE FOR TRANSPARENCY (Related Party Transactions): 4.75

OVERALL GRADE FOR TRANSPARENCY (AVERAGE): 4.88

ORGANIZATIONAL PERFORMANCE STANDARDS: FISCAL MANAGEMENT – FISCAL PRUDENCE

5. Fiscal Prudence a. Balanced Budget				
Above Average 5	Satisfactory 4	Watch – Improvements Required 3	Substandard – Probation 2	Poor – Revocation 1
The school has a balanced budget, based on reasonable assumptions, for the upcoming fiscal year. Expenses are less than revenues, or there is a reasonable explanation for deficit spending. Budgeting is thoughtfully aligned with long-term financial goals.	The school has a balanced budget using reasonable assumptions. Expenses are less than revenues, or there is a reasonable explanation for deficit spending. Current spending plans will contribute to long-term financial goals.	The school has a balanced budget using some questionable assumptions. Expenses are greater than revenues for one or more years.	The school does not have a balanced budget nor has one with questionable assumptions. Expenses have exceeded revenues more often than not.	The school has no prepared budget. Expenses consistently exceed revenues.

Comments: With the exception of FY08, Capital City has concluded each of its fiscal periods with positive net income balances, enabling the school to amass a substantial net asset reserve (see table).

Fiscal Period	2006	2007	2008	2009
NI	$ 596,306	$ 326,154	$ (48,998)	$ 369,875
Cumulative Reserves	$ 3,586,399	$ 3,912,553	$ 3,863,555	$ 4,233,430

GRADE FOR FISCAL PRUDENCE (Balanced Budget): 4.75

Accountability Plan Performance Analysis
School: Capital City Public Charter School

ORGANIZATIONAL PERFORMANCE STANDARDS: FISCAL MANAGEMENT – FISCAL PRUDENCE

5. Fiscal Prudence b. Debt Capacity				
Above Average 5	Satisfactory 4	Watch – Improvements Required 3	Substandard – Probation 2	Poor – Revocation 1
According to financial statements, school takes on debt only with very thoughtful planning and well within its debt service capacity. Standard policies are in place to prevent unnecessary and/or onerous borrowing.	According to financial statements, school stays within its debt service capacity as required by the lender. Standard policies are in place to prevent unnecessary and/or onerous borrowing.	According to financial statements, school has significant debt and has exceeded its debt service capacity, potentially violating loan covenants. School and lender are implementing remedies. Polices were in place and were followed but extraordinary circumstances led to the current situation.	According to financial statements, school has significant debt and/or has defaulted on its loan. Lender has school on a watch list. School and lender are discussing remedies. Polices were not in place or were not followed.	According to financial statements, school has significant debt and defaulted on its loan. The lender has called the loan. No remedies are possible.

Comments: On October 21, 2001, Capital City purchased a building located at 3047 15th Street, NW, Washington, DC. On August 1, 2003 Capital city secured $4,890,000 of new financing for the renovation and construction of the building at 3047 15th Street NW, with the issuance of DC variable rate bonds that mature June 30, 2029. Under the terms of the financing, interest only payments were due monthly on the first of each month from closing through June 30, 2004. Beginning July 31, 2004 principal and interest is payable in equal payments based on a twenty-five year mortgage amortization. Interest is charged at the greater of the FHLB five year rate plus 3% or 4.5% per annum adjusted for each new five year period. The interest rate for the next five years will be 4.5%. Beginning October 1. 2005 through October 1, 2009 an additional principal curtailment equal to the lesser of $50,000 or 50% of the net increase in assets, as defined in the loan document is due. The bond is callable at June 30, 2014, June 30, 2019, and June 30, 2024 with forty-five days written notice.

Capital City moved into the new building and began operations in July 2004.

The bond financing is secured by a $1,000,000 credit enhancement through the DC Public Charter School Board Credit Enhancement Fund. The credit enhancement is reduced each August beginning August 1, 2004, by $125,000 until the balance equals $500,000. As of June 30, 2009 and 2008 the credit enhancement balance was $500,000.

The bond financing is secured by substantially all of assets of Capital City and contains restrictive covenants including the submission of audited financial statements within 90 days of the close of the fiscal year. United Bank has waived this requirement of the agreement for the years ended June 30, 2009 and 2008.

On July 18, 2003 Capital City was awarded an unsecured interest free loan for $125,000 from the Sallie Mae Fund of the Community Foundation for the National Capital Region. Principal payments of $25,000 are due each year starting June 21, 2004 and ending June 21, 2008. As of June 30, 2008 the loan was paid in full.

Following are maturities of long-term debt for each of the next five years and thereafter assuming that the maximum additional curtailment of $50,000 mentioned above will be made.

For the Years Ending June 30,	Amount
2010	$208,302
2011	166,275
2012	173,554
2013	182,107
2014	190,592
Thereafter	3,238,393
Total	$4,159,223

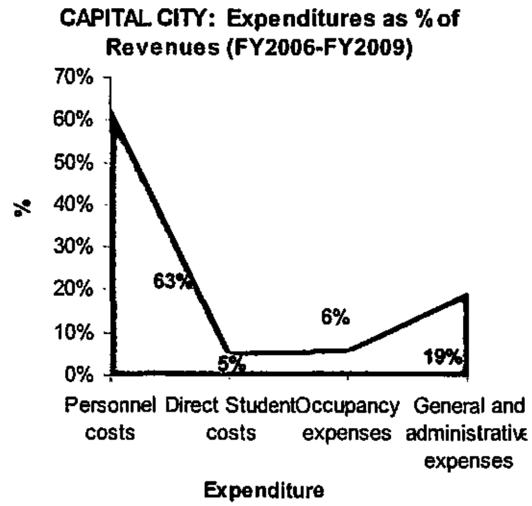
GRADE FOR FISCAL PRUDENCE (Debt Capacity): 4.75

Accountability Plan Performance Analysis
School: Capital City Public Charter School

ORGANIZATIONAL PERFORMANCE STANDARDS: FISCAL MANAGEMENT – FISCAL PRUDENCE

5. Fiscal Prudence c. Appropriate Spending Decisions				
Above Average 5	Satisfactory 4	Watch – Improvements Required 3	Substandard – Probation 2	Poor – Revocation 1
School makes spending decisions appropriate for the management of educational programs. Salaries and occupancy costs, in particular, are in line with industry comparables. Minor variances from industry standards are well explained and justified.	School makes spending decisions appropriate for the management of educational programs. Salaries and occupancy costs are slightly out of line with industry comparables, but with reasonable justifications.	School makes some inappropriate spending decisions, inadvertently. Salaries and occupancy costs are out of line with industry comparables but still have sufficient justifications. A corrective plan is being implemented.	School has a record of inappropriate spending decisions, with some reasonable justification. Salaries and occupancy costs are considerably out of line with industry comparables. A corrective plan is in development.	School has a record of inappropriate spending decisions which adversely impact programming, with no rational justifications. There is evidence of unethical behavior and fiscal mismanagement. Salaries and occupancy costs are egregiously out of line with industry comparables. No corrective plan is feasible.

Comments:
Capital City makes spending decisions appropriate for the management of educational programs. Salaries and occupancy costs are in line with industry comparables and PCSB financial metrics. As indicated by the chart below, the school's four-year average salary and occupancy expenditures expressed as a percentage of total revenue are 63% and 6% respectively; PCSB established thresholds are 50% for salary as a percentage of revenues and 25% for occupancy as a percentage of revenues (75% when summed).



GRADE FOR FISCAL PRUDENCE (Appropriate Spending): 4.75

ORGANIZATIONAL PERFORMANCE STANDARDS: FISCAL MANAGEMENT – FISCAL PRUDENCE

5. Fiscal Prudence d. Investment Decisions				
Above Average 5	Satisfactory 4	Watch – Improvements Required 3	Substandard – Probation 2	Poor – Revocation 1
According to financial statements, school has significant liquid assets and manages them prudently, prioritizing safety over level of return. Clear written policies with board approval address how assets should be invested.	According to financial statements, school has minimal liquid assets and manages them prudently, prioritizing safety over level of return. Clear written policies with board approval address how assets should be invested.	According to financial statements, school has minimal liquid assets but their management is questionable; investment decisions appear somewhat risky.	According to financial statements, school has minimal to no liquid assets. Any assets invested are in high-risk/questionable areas.	According to financial statements, school has no liquid assets or minimal assets with no track record of investment decisions.

Comments: Capital City has been able to successfully manage its working capital needs and has been able to generate positive working capital balances at the conclusion of each fiscal period (see table below). The school has sufficient liquid assets as indicated by the FY09 year ending liquidity ratio of 2.62.

Fiscal Period	2006	2007	2008	2009
Net Working capital	$ 1,572,369	$ 1,288,294	$ 1,157,099	$ 1,372,313
Liquidity ratio	4.86	4.20	3.88	2.62

GRADE FOR FISCAL PRUDENCE (Investment Decisions): 5.00

OVERALL GRADE FOR FISCAL PRUDENCE (AVERAGE): 4.81

Preliminary Charter Review Analysis – Capital City Public Charter School
Based on Charter Review Framework

ORGANIZATIONAL PERFORMANCE STANDARDS: FISCAL MANAGEMENT – FISCAL PRUDENCE (SUPPORTING DOCUMENTATION)

CAPITAL CITY PCS: 5-YEAR BALANCE SHEET ANALYSIS

	2006	2007	2008	2009
Assets				
Current Assets:				
Cash	$ 1,642,155	$ 1,353,892	$ 1,466,943	$ 1,624,424
Restricted cash/CDs	$ 46,783	$ -	$ -	
Federal grants	$ 167,483	$ 254,515	$ 14,911	$ 304,536
Other grants	$ 54,135	$ 28,475	$ 17,500	$ 185,615
Pledges receivable	$ 11,814	$ 8,105	$ 13,605	$ 29,661
Other receivables/Prepaid expenses	$ 57,186	$ 45,306	$ 45,803	$ 72,985
Total Current Assets	$ 1,979,556	$ 1,690,293	$ 1,558,762	$ 2,217,221
Fixed Assets				
PPE net	$ 6,517,335	$ 6,929,599	$ 6,705,559	$ 6,585,908
Total Fixed Assets, net	$ 6,517,335	$ 6,929,599	$ 6,705,559	$ 6,585,908
Other Assets	$ 48,612	$ 48,612	$ 110,120	$ 226,130
Total assets	**$ 8,545,503**	**$ 8,668,504**	**$ 8,374,441**	**$ 9,029,259**
Liabilities and Net Assets				
Current liabilities				
Accounts payable/accured expenses	$ 80,450	$ 47,255	$ 66,186	$ 448,850
Accrued vacation	$ 28,374	$ 33,854	$ 37,818	$ 60,709
Refundable advances	$ 107,351	$ 122,035	$ 91,063	$ 127,047
Loans payable	$ 191,012	$ 198,855	$ 206,596	$ 208,302
Total current liabilities	$ 407,187	$ 401,999	$ 401,663	$ 844,908
Long-term liabilities				
Note payable, less current portion	$ 4,515,250	$ 4,317,285	$ 4,109,223	$ 3,950,921
Deposit payable	$ 36,667	$ 36,667	$ -	$ -
Total liabilities	**$ 4,959,104**	**$ 4,755,951**	**$ 4,510,886**	**$ 4,795,829**
Net Assets:				
Net Income	$ 596,306	$ 326,154	$ (48,998)	$ 369,875
Beg. Net Assets	$ 2,990,093	$ 3,586,399	$ 3,912,553	$ 3,863,555
Total Net Assets (Ending Net Assets)	$ 3,586,399	$ 3,912,553	$ 3,863,555	$ 4,233,430
Total liabilities and net assets	**$ 8,545,503**	**$ 8,668,504**	**$ 8,374,441**	**$ 9,029,259**
Long-term debt/ Total Equity ratio:	0.01	0.01	-	-
Net-working capital:	$ 1,572,369	$ 1,288,294	$ 1,157,099	$ 1,372,313
Liquidity ratio:	4.86	4.20	3.88	2.62

CAPITAL CITY PCS: 4-YEAR INCOME STATEMENT ANALYSIS

	2006	2007	2008	2009
Revenue:				
Support and revenue:				
Revenue:	$ 4,123,602	$ 4,199,371	$ 4,143,669	$ 7,047,623
Total revenue	**$ 4,123,602**	**$ 4,199,371**	**$ 4,143,669**	**$ 7,047,623**
Expenses:				
Personnel costs	$ 2,280,754	$ 2,656,161	$ 2,897,561	$ 4,420,747
Direct Student costs	$ 204,870	$ 195,354	$ 229,633	$ 419,490
Occupancy expenses	$ 175,545	$ 177,571	$ 210,674	$ 738,383
General and administrative expenses	$ 866,127	$ 844,131	$ 854,799	$ 1,099,128
Total expenses	**$ 3,527,296**	**$ 3,873,217**	**$ 4,192,667**	**$ 6,677,748**
Net Income	$ 596,306	$ 326,154	$ (48,998)	$ 369,875
Beginning Net Assets	$ 2,990,093	$ 3,586,399	$ 3,912,553	$ 3,863,555
Total Net Assets (Year End Balance)	$ 3,586,399	$ 3,912,553	$ 3,863,555	$ 4,233,430
Profit Margin	14%	8%	-1%	5%
Personnel expenses/Total Revenue	55%	63%	70%	63%
Direct Student expenses/Total Revenue	5%	5%	6%	6%
Occupancy expenses/Total Revenue	4%	4%	5%	10%
G&A expenses/Total Revenue	21%	20%	21%	16%