



2012-13
Charter Renewal Report

SEED
Public Charter School

July 2, 2013

DC Public Charter School Board
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RECOMMENDATION

The DC Public Charter School Board’s (“PCSB”) staff recommends the SEED Public Charter School’s (“SEED PCS”) charter be renewed based on the school’s overall academic, compliance, and fiscal performance.

EXECUTIVE SUMMARY

SEED PCS began operating in 1998 under the authority of PCSB and is currently in its fifteenth year of operation. SEED PCS operates one campus serving grades 6-12, with both its middle and high school programs achieving Tier 1 status on the Performance Management Framework (“PMF”) in 2012, as detailed in the table below. SEED PCS is the only charter school in the District of Columbia that operates a boarding program, and it receives additional public funding to operate this residential component. All SEED PCS students live on campus from Monday to Friday, returning home over the weekend. The school only admits new students in the sixth grade.

Campus	Ward	Year Opened	Grades Served	2012-13 Enrollment	2010-11 PMF Percentage	2011-12 PMF Percentage
SEED PCS	7	1998-99	6-12	341	High School: 63.4% (Tier 2) Middle School: 73.1% (Tier 1)	High School: 66.7% (Tier 1) Middle School: 80.3% (Tier 1)

In 2002-03, PCSB conducted a fifth-year charter review of SEED PCS and determined that the school had met 1 of its 11 academic targets, and none of the three academic standards evaluated as part of PCSB’s charter review framework in place at the time.¹ However, PCSB noted in this review that the cause of the school’s failure to meet the majority of its academic targets was primarily because of the wording of these targets.² Based on this review, the PCSB Board issued a Revocation Warning to the school, requiring it to meet certain conditions for charter continuance.³ In 2004, the PCSB Board lifted the school’s conditional continuance.⁴

¹ See SEED PCS’ Fifth-Year Review, included in this document as Appendix A.

² “The school’s repeated use of a fifth-year target to meet annual targets ‘consistently’ put the school at a disadvantage, and caused them to miss the fifth-year target if it failed to meet the annual target one year.” See Appendix A.

³ See Revocation Warning – SEED, included in this document as Appendix B.

⁴ Nida, Thomas. (Chair, PCSB Board). Letter to: Eric Adler (SEED PCS Board of Trustees Chair). November 16, 2004, included in this document as Appendix C.

In 2008-09, PCSB conducted a tenth-year charter review of SEED PCS, and determined that the school had “met the academic, governance and compliance performance standards for the Charter Review” and the school was granted charter continuance.⁵ Indeed, in its tenth-year review the school met all seven of its “academic performance goals.”⁶

At the end of the 2012-2013 school year, SEED PCS’s charter will expire, and it has submitted an application to renew its charter for another fifteen-year term. As part of the renewal process, PCSB must assess whether SEED PCS has: (1) met the goals and student academic achievement expectations (“goals and expectations”) included in its charter; (2) remained materially compliant with applicable laws; and (3) managed its finances effectively and remained economically viable.⁷

PCSB staff has conducted this assessment and determined that SEED PCS has substantially met its goals and academic achievement expectations that it has historically pursued. The following report details this finding, and also assesses SEED PCS’s legal compliance and fiscal management.

As was noted, SEED PCS is the only boarding charter school in the District of Columbia. To fund this boarding component, SEED PCS receives an additional \$15,821 per student in city funding, along with additional boarding funds for its special education students. In its charter application, SEED PCS spoke generally to the purpose of this boarding component. However, given the significant additional investment the District of Columbia makes in the SEED PCS boarding program, PCSB encourages the school to set ambitious goals in its renewed charter that its students will achieve as a result of participating in its boarding model. These goals may be academic, or related to student life outcomes, including college persistence or post-graduate employment. Additionally, PCSB recommends that the school commit in its renewed charter to expand its points of entry for newly admitted students.

⁵ See SEED PCS tenth-year review, included in this document as Appendix D.

⁶ See Appendix D.

⁷ See DC Code § 38-1208.12(a)(3).

GOALS AND ACADEMIC ACHIEVEMENT EXPECTATIONS

The District of Columbia School Reform Act (“SRA”) provides that PCSB shall not approve a charter renewal application if it determines that the school has failed to meet its goals and expectations set out in its charter agreement.⁸ Goals are general aims (usually related to a school’s mission), which may be categorized as academic, non-academic, and organizational, whereas expectations are student academic aims measured by assessments. Goals and expectations are only considered as part of the renewal decision if they were included in a school’s charter agreement, charter amendment, or accountability plans approved by the PCSB Board (collectively, the “Charter”).

SEED PCS detailed thirteen goals in its charter application, twelve of which are included in the chart below.⁹ SEED PCS has partially met one goal and fully met its remaining goals. The chart below summarizes these determinations, which are detailed in the body of this report.

	Goal or Expectation	Met?
1	Tutoring and remediation for every student to at least a standard grade level ability in Language Arts, Math, Science, and Social Studies, prior to entering the ninth grade.	Yes
2	Maintenance of standard grade level ability by all students, and the achievement by many students of above-average capability in all academic subjects, throughout the high school years.	Yes
3	Development of the academic skills required for success in college and/or in the professional world.	Partially
4	Appreciation for the value of education, including the motivation and desire to better oneself through learning.	Yes
5	Development of a core set of “living” skills, including healthy habits and decision-making, and a strong work ethic and sense of personal responsibility.	
6	Development of non-academic task-related capabilities, including problem-solving skills, human interaction, and collaboration skills.	
7	Creation of strong character and moral values.	Yes
8	Adoption of the values of community involvement and community service, and a sense of social responsibility.	
9	Development of social, behavioral, and personal skills required for success in life.	
10	Creating a successful residential and educational community which nurtures its students and inspires the highest capability of its faculty.	Yes
11	Creating and maintaining community, corporate, and institutional relationships.	Yes
12	Impacting positively on the lives of its students, their families, their communities, as well as the national discourse on urban education.	Yes

⁸ SRA §38-1802.12(c)(2).

⁹ See SEED PCS Charter School Application, attached to this document as Appendix E. The goal related to the school’s financial viability is not included here; it is discussed in the report’s financial assessment section.

1. Tutoring and remediation for every student to at least a standard grade level ability in Language Arts, Math, Science, and Social Studies, prior to entering the ninth grade.

Assessment: **SEED PCS has met this goal.** SEED PCS middle school students have consistently performed above the state average in all DC-CAS subjects. However, this goal calls for all SEED PCS middle school students to be at grade level before entering the ninth grade. As such, in addition to reviewing SEED PCS middle school students’ performance on the statewide assessments, PCSB also reviewed the promotion rates of the school’s eighth grade students. This analysis indicates that SEED PCS uses a robust gateway policy so that its middle school students do not proceed to high school until they have achieved middle school proficiency.

The school has a “Freshman Gate” policy, which requires eighth grade students to earn a passing grade in all classes, master all required math, reading, and writing skills objectives, and demonstrate appropriate life-skills growth in the HALLS (Habits for Achieving Life-Long Success) student life program. Additionally, all middle school students are required to pass all of their classes to be promoted to the next grade level.

A comparison of the number of eighth grade students to ninth grade students the following year indicates that through the school’s Freshman Gate policy, students that are not proficient in core subject areas are not promoted to ninth grade and instead spend an additional “growth year” in middle school.

Year	# of 8th Grade Students	# of 9th Grade Students the following year	Approximate rate of students promoted
2008-09	73	54	74%
2009-10	55	43	78.2%
2010-11	40	30	75%
2011-12	62	43	69.4%

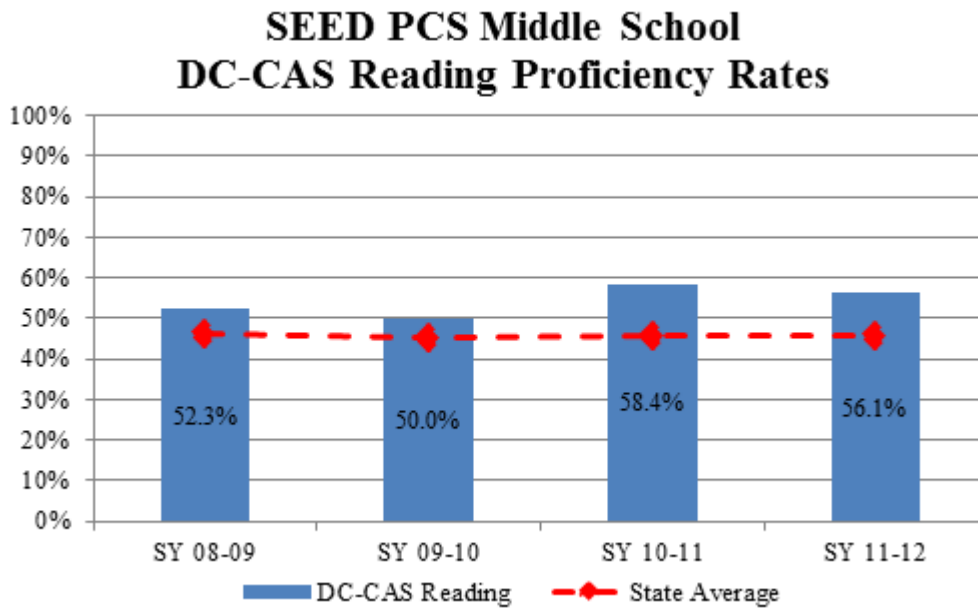
Eighth Grade Student DC-CAS Performance

Since 2008-09, SEED PCS eighth grade math proficiency rates have increased every year, with a 26.2 percentage point increase from 2008-09 to 2011-12. Similarly, eighth grade science proficiency increased every year but one since 2008-09, with an increase of 28.5 percentage points from 2008-09 to 2011-12. While SEED PCS eighth grade reading proficiency increased from 2008-09 to 2010-11, a drop in 2011-12 resulted in a 2.5 percentage point increase from 2008-09 to 2011-12.

SEED PCS 8th Grade Proficiency Rates			
Year	% Proficient/Advanced in Reading	% Proficient/Advanced in Math	% Proficient/Advanced in Science
2008-09	63.6%	66.7%	33.3%
2009-10	65.3%	87.8%	56.5%
2010-11	73%	89.2%	45.9%
2011-12	66.1%	92.9%	61.8%

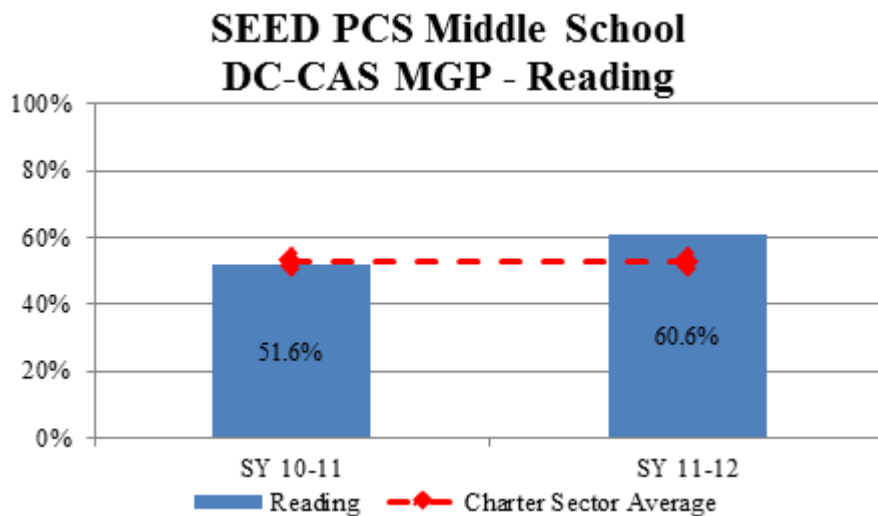
Reading Proficiency and Growth

SEED PCS middle school reading proficiency, as measured by the DC-CAS, has exceeded the state average in reading since 2008-09.



Source: OSSE

The below graph represents SEED PCS middle school’s median growth percentage (“MGP”) in reading, which is the median of its students’ individual growth percentiles. In 2010-11, the middle school’s reading MGP was slightly below the charter sector average. In 2011-12, on average, SEED PCS middle school students grew at the same rate or more than peers with comparable starting scores attending other public charter and traditional schools in the District of Columbia.

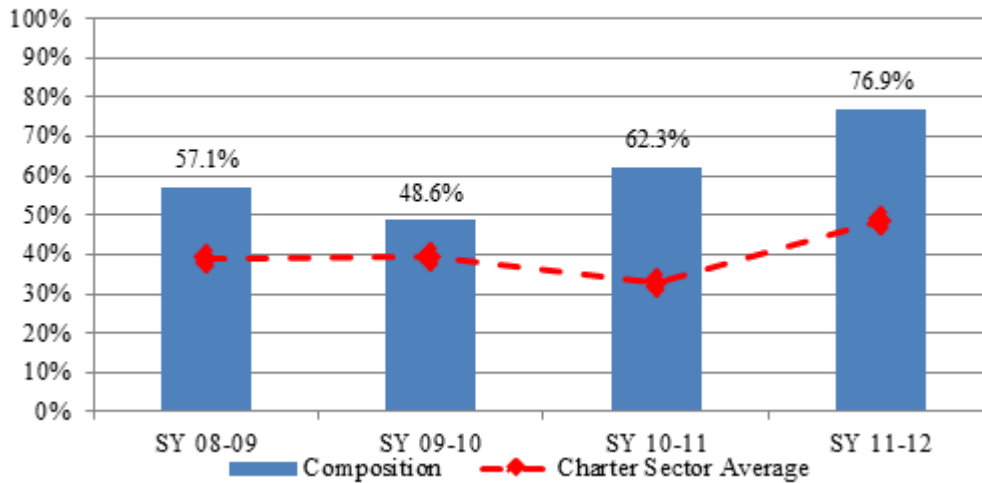


Source: PMF

Composition Proficiency

SEED PCS middle school has exceeded the state average in composition since 2008-09 by at least 9 percentage points and as much as 29 percentage points.

**SEED PCS Middle School
DC-CAS Composition Proficiency Rates**

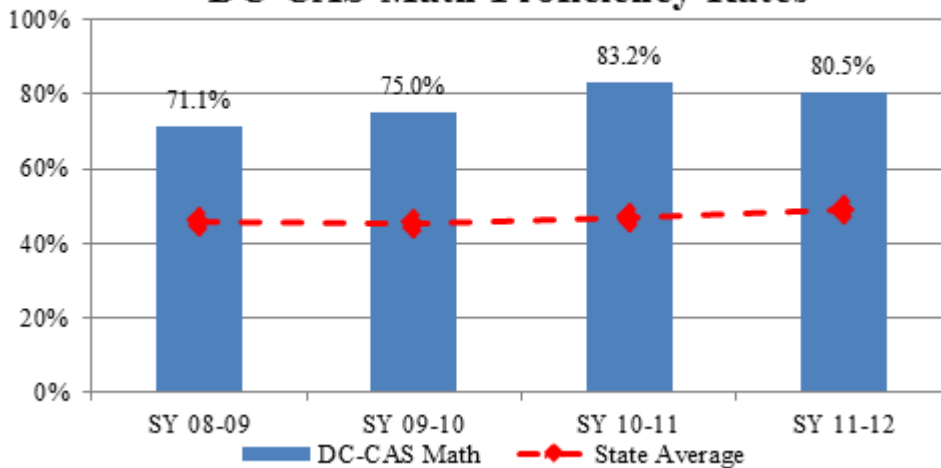


Source: OSSE

Math Proficiency and Growth

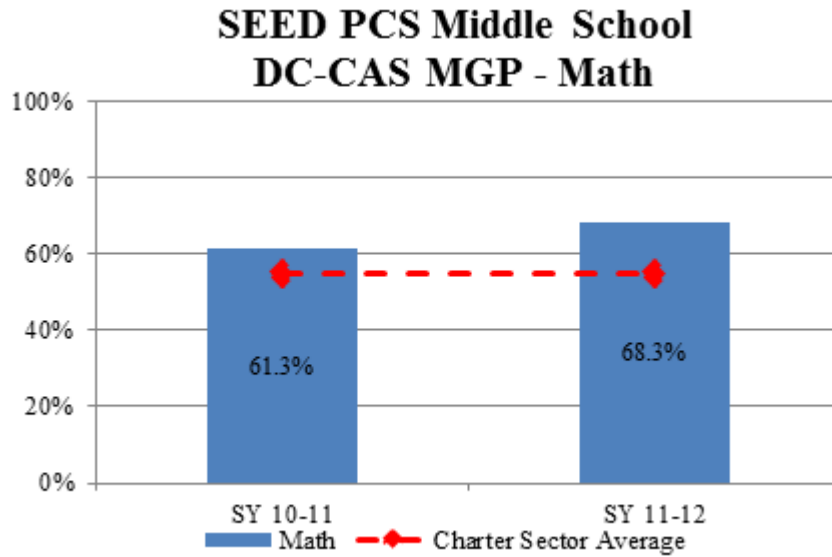
SEED PCS middle school exceeded the state average in math since 2008-09 by at least 25 percentage points each year.

**SEED PCS Middle School
DC-CAS Math Proficiency Rates**



Source: OSSE

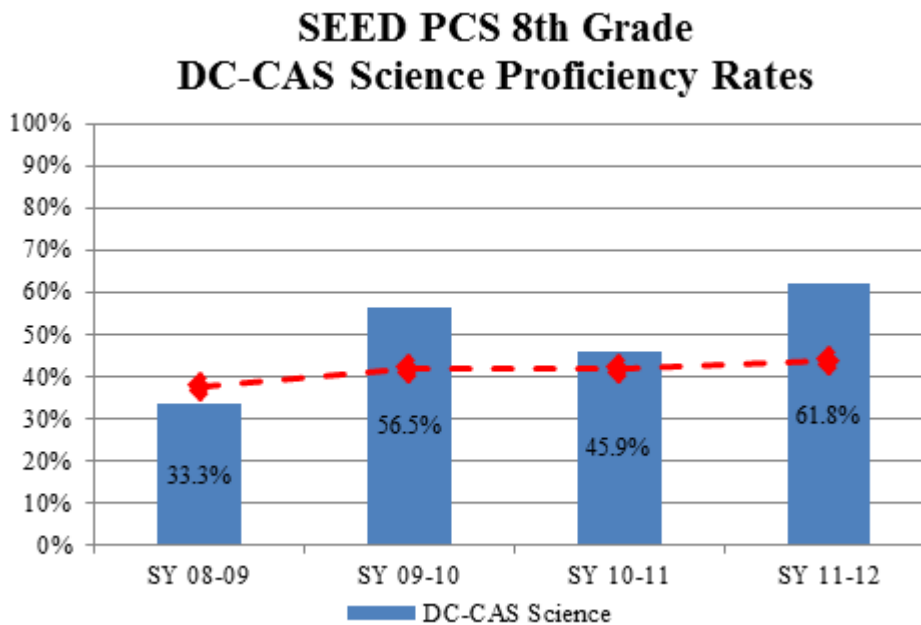
The below graph represents SEED PCS middle school’s median growth percentage (“MGP”) in math, which is the median of its students’ individual growth percentiles. Over the past two years, SEED PCS middle school students grew at the same rate or more than peers with comparable starting scores attending other public charter and traditional schools in the District of Columbia.



Source: PMF

SEED PCS Eighth Grade Science Proficiency

SEED PCS’ eighth grade science proficiency rates exceeded the charter sector average for the past three years.



Source: OSSE

Social Studies Passage Rates

Because the District of Columbia does not administer a statewide social studies assessment, SEED PCS submitted its middle school students' passage rates of their social studies classes, which are detailed in the table below, to demonstrate student proficiency in social studies.

	2009-10	2010-11	2011-12
Sixth Grade	95%	78%	83%
Seventh Grade	76%	89%	61%
Eighth Grade	80%	85%	74%

2. Maintenance of standard grade level ability by all students, and the achievement by many students of above-average capability in all academic subjects, throughout the high school years.

Assessment: **SEED PCS has met this goal.** SEED PCS high school students have consistently performed above the state average in reading, composition, math, and biology on the DC-CAS. Indeed, many of them tested advanced in these subjects. Additionally, a majority of SEED PCS high school students pass their social studies classes.

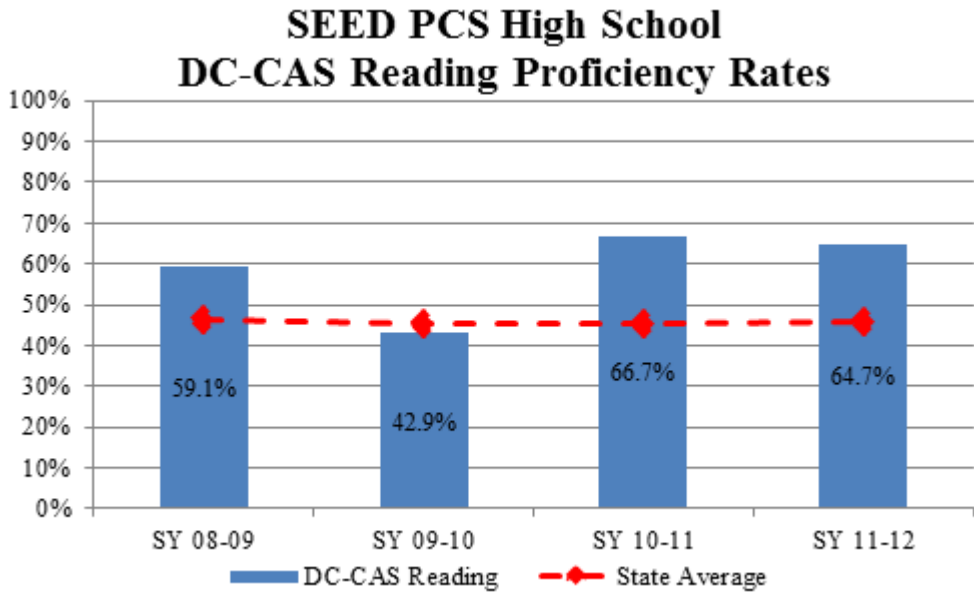
High School Students Testing Advanced on the DC-CAS

The number of SEED PCS high school students testing advanced in reading and math has increased since 2008-09.

Year	% Advanced in Reading	% Advanced in Math
2008-09	2.34%	2.34%
2009-10	5.7%	8.29%
2010-11	8.79%	12.64%
2011-12	5.9%	5.9%

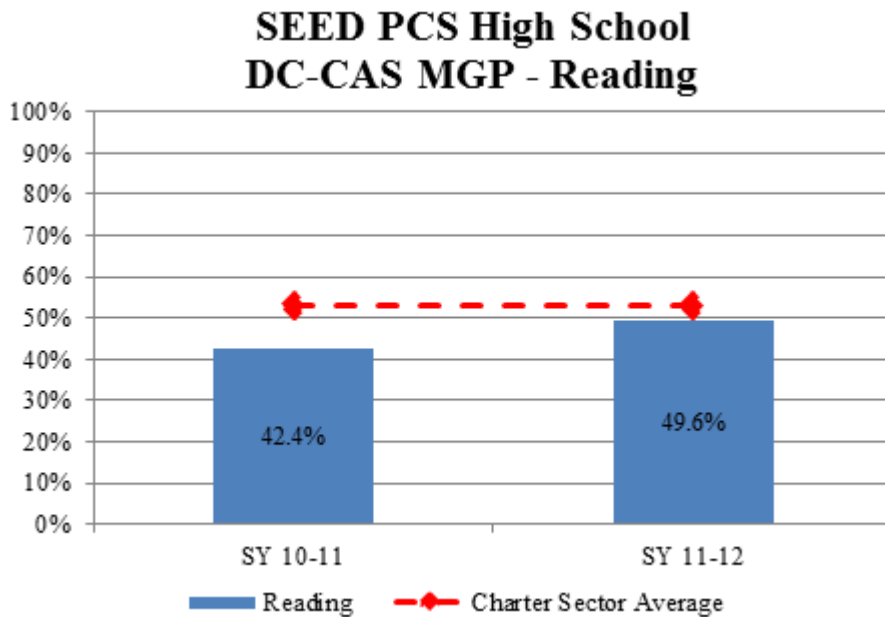
Reading Proficiency and Growth

SEED PCS High School has exceeded the state average in reading in three of the past four years.



Source: OSSE

The below graph represents SEED PCS high school’s median growth percentage (“MGP”) in reading, which is the median of its students’ individual growth percentiles. For the past two years, on average, SEED PCS high school students’ growth rate was below that of peers with comparable starting scores attending other public charter and traditional schools in the District of Columbia.

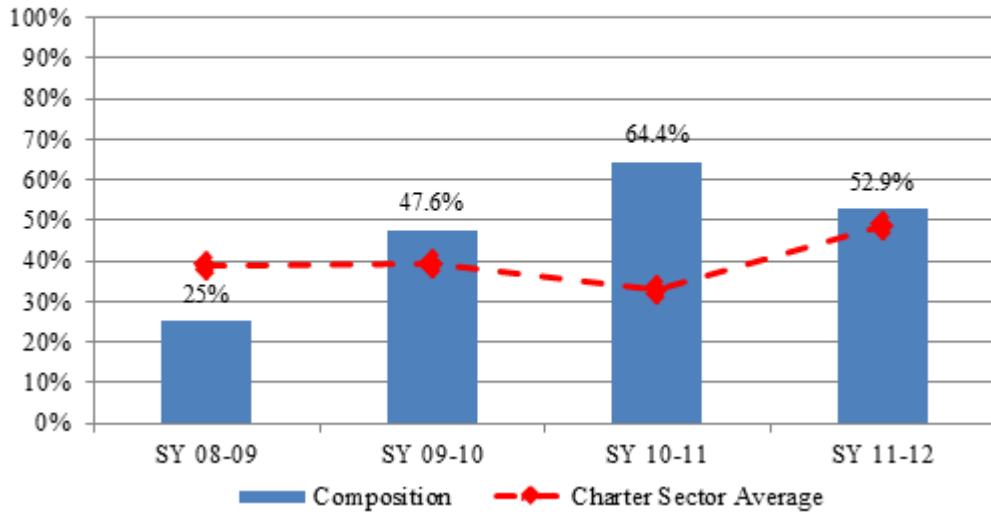


Source: PMF

Composition Proficiency

SEED PCS high school has exceeded the state average in composition proficiency since 2009-10.

**SEED PCS High School
DC-CAS Composition Proficiency Rates**

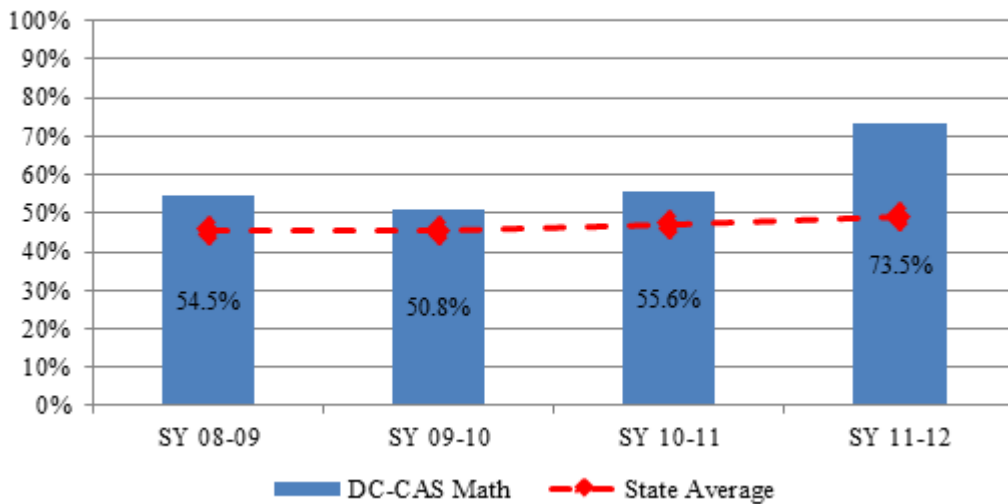


Source: OSSE

Math Proficiency and Growth

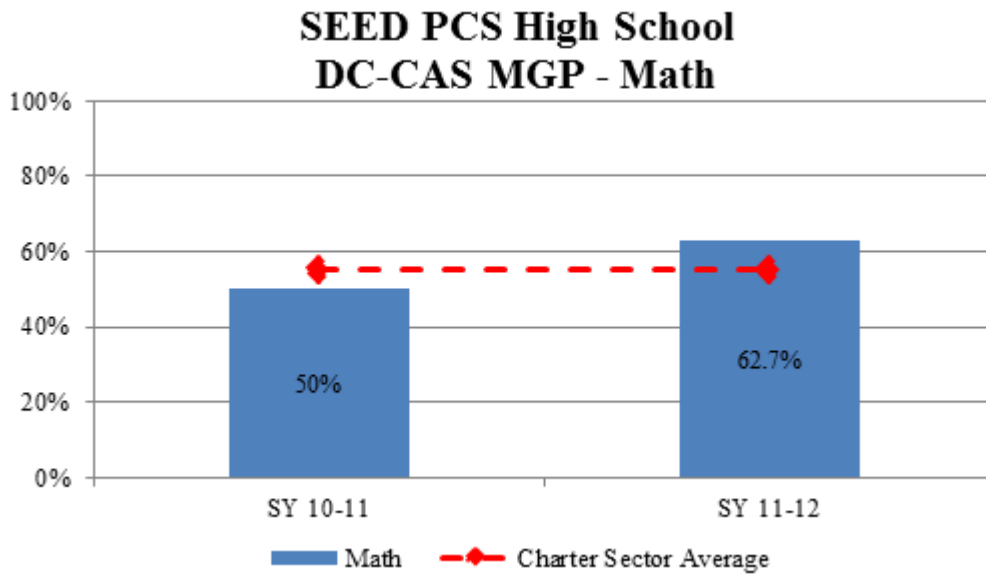
SEED PCS high school has exceeded the state average in math proficiency since 2008-09, with its score increasing each year since 2009-10.

SEED High DC-CAS Math Proficiency Rates



Source: OSSE

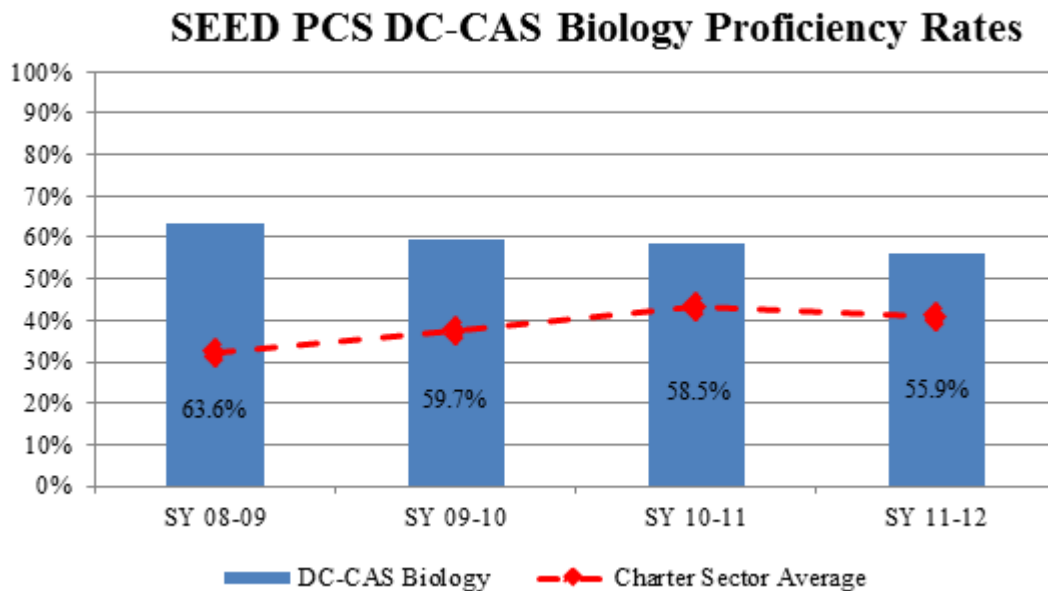
The below graph represents SEED PCS high school’s median growth percentage (“MGP”) in math, which is the median of its students’ individual growth percentiles. In 2010-11, SEED PCS high school’s math MGP was below the charter sector average. In 2011-12, students grew at the same rate or more as peers with comparable starting scores attending other public charter and traditional schools in the District of Columbia.



Source: OSSE

Biology Proficiency

SEED PCS high school has exceeded the state biology proficiency rate since 2008-09.



Source: OSSE

Social Studies Passage Rates

Because the District of Columbia does not administer a statewide social studies assessment, SEED PCS submitted its high school students' passage rates of their social studies classes, which are detailed in the table below, to demonstrate student proficiency in social studies.

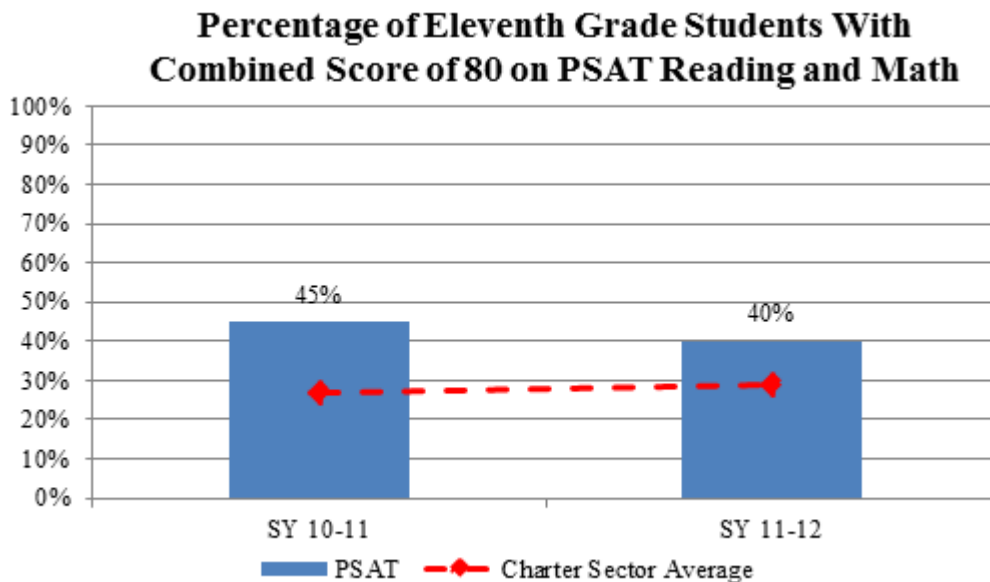
	2009-10	2010-11	2011-12
Ninth Grade	59%	71%	66%
Tenth Grade	90%	78%	58%
Eleventh Grade	86%	84%	82%
Twelfth Grade	97%	92%	89%

3. Development of the academic skills required for success in college and/or in the professional world.

Assessment: **SEED PCS has partially met this goal.** While SEED PCS' PSAT and SAT performance on the PMF exceeds the DC charter sector average, its AP passage rate is low.

PSAT

The percentage of eleventh grade students scoring an eighty or higher on the PSAT reading and math sections exceeded the charter sector average in 2010-11 and 2011-12.

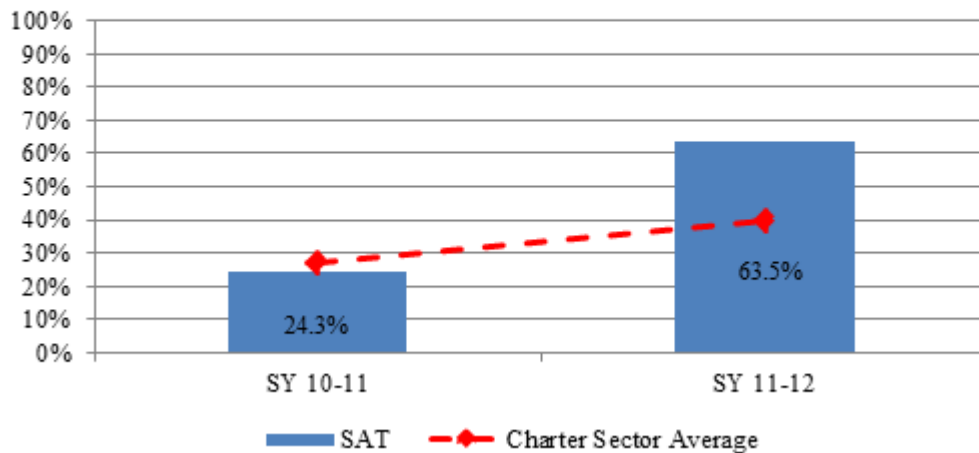


Source: PMF

SAT

The percentage of SEED PCS twelfth grade students scoring 800 or higher on the SAT reading and math sections was below the charter sector average in 2010-11 by less than 3 percentage points, but exceeded the charter sector rate in 2011-12.

Percentage of Twelfth Grade Students With Combined Score of 800 on SAT Reading and Math



Source: PMF

Advanced Placement Opportunities and Performance

SEED PCS offers six Advanced Placement (“AP”) classes, detailed in the table below.¹⁰ Students are selected for AP classes through an application process that includes a written statement, interviews, and faculty recommendations.

Course and Grade Level	2012-13 Enrollment
AP Language & Composition (11th grade)	9
AP Literature & Composition (12th grade)	18
AP US History (11th Grade)	8
AP US Government & Politics (12 th Grade)	7
AP Biology (12th Grade)	8
AP Calculus (12th Grade)	4

¹⁰ See SEED PCS Renewal Application, p 24. AP calculus is the only class students cannot apply to; they are placed into it based on their performance in math classes.

Year	# of Students enrolled in AP Courses	# of AP exams administered	# of students passing AP exams
2009-10	27	27	5
2010-11	48	85	4
2011-12	35	65	1

SEED PCS reports that it has modified its AP programming in light of its students’ low AP passage rates, including holding a quarterly intensive session for students to study AP content and testing skills.

Qualitative Evidence

During SEED PCS’ Qualitative Site Review conducted in 2012-13, the PCSB review team found evidence to support that SEED PCS has met this goal. A selection of this evidence is as follows.

- During its visit, the team observed that “most students were fully engaged in learning tasks, and teachers engaged students through a progression of low level and high level questioning, thereby supporting students in improving critical thinking skills required beyond SEED [PCS].”¹¹
- “Students described various ways that the school prepares them for college, mentioning that the school takes students ‘step-by-step’ through the college application process.”¹²

4. Appreciation for the value of education, including the motivation and desire to better oneself through learning.

Assessment: **SEED PCS has met this goal.**

In its charter renewal application, SEED PCS outlined the steps it had taken to meet this goal. A selection of this evidence is as follows:

- SEED PCS created an External Opportunities office in 2005-06, with a focus on “researching, coordinating and providing off-campus, local, regional, national and international experiences for our students. Students from grades six to grade twelve have the ability and opportunity to seek out

¹¹ See SEED PCS 2012-13 Qualitative Site Review, included in this document as Appendix F.

¹² See Appendix F.

experiences to enrich their educational journey.” The school reports that through the support of this office, 15-25 students, as well as staff members, travel internationally each year.

- SEED PCS also points to the importance of summer education and training programs. The school expanded its summer school offerings over the past five years. Additionally, it has “been able to provide our students with a continuation of their academic year relationships and studies. Our high school students have worked as summer reading librarians, worked and/or interned in our Development Office, supported our Facilities team and tutored their peers.”¹³

Qualitative Evidence

During SEED PCS’ Qualitative Site Review conducted in 2012-13, the PCSB review team found much evidence to support that SEED PCS has met this goal. A selection of this evidence is as follows.

- During a focus group, teachers “discussed their strategy for instilling an appreciation of learning into their students.” The review team observed “the constant positive reinforcements given to students to motivate students to continue doing better...during the student focus group, students generally expressed that SEED PCS helps them to be ‘better,’ by giving them a sense of responsibility for their learning.”¹⁴
- The review team observed that “students desire to learn and to share what they learned through their enthusiasm for sharing what they have done with a learning task with instructors.”¹⁵

¹³ SEED PCS Renewal Application, included in this document as Appendix G.

¹⁴ See Appendix F.

¹⁵ See Appendix F.

5. **Development of a core set of “living” skills, including healthy habits and decision-making, and a strong work ethic and sense of personal responsibility.**
6. **Development of non-academic task-related capabilities, including problem-solving skills, human interaction, and collaboration skills.**
7. **Adoption of the values of community involvement and community service, and a sense of social responsibility.**
8. **Creation of strong character and moral values.**
9. **Development of the social, behavioral, and personal skills required for success in life.**

Assessment: **SEED PCS has met these goals.** The school’s curriculum is infused with character education, based on the SEED core values of responsibility, respect, self-discipline, compassion, and integrity.

HALLS Curriculum

As part of its boarding program, which is discussed further below, the school has developed the HALLS (“Habits for Achieving Life-Long Success”) curriculum, which focuses on teaching skills detailed below.

HALLS Skill	Description
Professional Ethics	<ul style="list-style-type: none"> - Goal setting and management - Career development - Work ethic/attendance - Appearance/dress
Social and Interpersonal Relationships	<ul style="list-style-type: none"> - Distinction of behaviors in different settings - Appropriate language use - Volume/tone of voice changes - Respect of space/touching; privacy distinction - Conflict resolution - Personal introductions - How to interrupt a conversation
Caring for Your Environment	<ul style="list-style-type: none"> - Respect of property (own, others, school) - Awareness of community news/issues - Community service
Healthy Lifestyles	<ul style="list-style-type: none"> - Drugs/alcohol/tobacco education - Sex education - Physical fitness/exercise - Stress and anger management - Personal hygiene
Study Skills	<ul style="list-style-type: none"> - Time management - Study strategies and organization - Test taking prep
Ethical and Moral Decision-making	<ul style="list-style-type: none"> - Making decisions with others in mind - Accountability; evaluating decisions
Leadership	<ul style="list-style-type: none"> - Understanding human behavior - Volunteering - Cooperative/collaborative problem solving - Responsibility - Leadership of school projects - Taking initiative

Developmental Assets

More recently, SEED PCS began to incorporate the Search Institute’s Developmental Assets into its programming. The Search Institute is a non-profit organization that researches child development. It has identified 40 building blocks of healthy development, which it has identified as “Developmental Assets.” These 40 Assets are detailed below.

<p style="text-align: center;">Support</p> <ol style="list-style-type: none"> 1. Family Support 2. Positive family communication 3. Other adult relationships 4. Caring neighborhood 5. Caring school climate 6. Parent involvement in schooling 	<p style="text-align: center;">Empowerment</p> <ol style="list-style-type: none"> 7. Community values youth 8. Youth as resources 9. Service to others 10. Safety 	<p style="text-align: center;">Boundaries & Expectations</p> <ol style="list-style-type: none"> 11. Family boundaries 12. School boundaries 13. Neighborhood boundaries 14. Adult role models 15. Positive peer influence 16. High expectations 	<p style="text-align: center;">Constructive Use of Time</p> <ol style="list-style-type: none"> 17. Creative activities 18. Youth programs 19. Religious community 20. Time at home
<p style="text-align: center;">Commitment to Learning</p> <ol style="list-style-type: none"> 21. Achievement motivation 22. School engagement 23. Homework 24. Bonding to school 25. Reading for pleasure 	<p style="text-align: center;">Positive Values</p> <ol style="list-style-type: none"> 26. Caring 27. Equality and social justice 28. Integrity 29. Honesty 30. Responsibility 31. Restraint 	<p style="text-align: center;">Social Competencies</p> <ol style="list-style-type: none"> 32. Planning and decision making 33. Interpersonal competence 34. Cultural competence 35. Resistance skills 36. Peaceful conflict resolution 	<p style="text-align: center;">Positive Identity</p> <ol style="list-style-type: none"> 37. Personal power 38. Self-esteem 39. Sense of purpose 40. Positive view of personal future

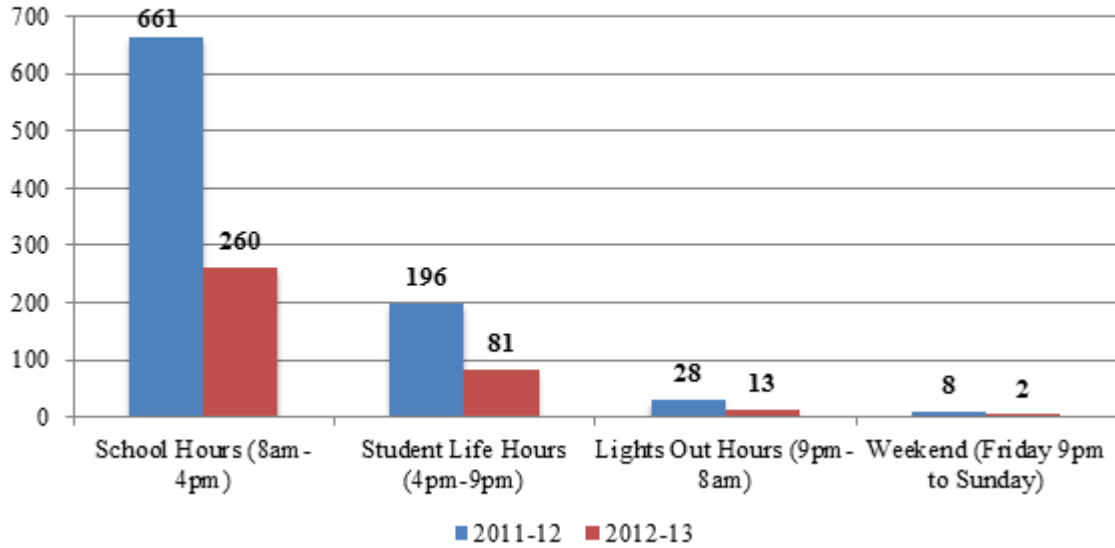
Discipline

The school’s suspension and expulsion rates are significantly higher than that of the charter sector average. According to the school, two factors affect the school’s discipline data: (1) how the school’s behavior management system (the “SEED Model of Care”) operates; and (2) the extended time SEED PCS students spend on campus.

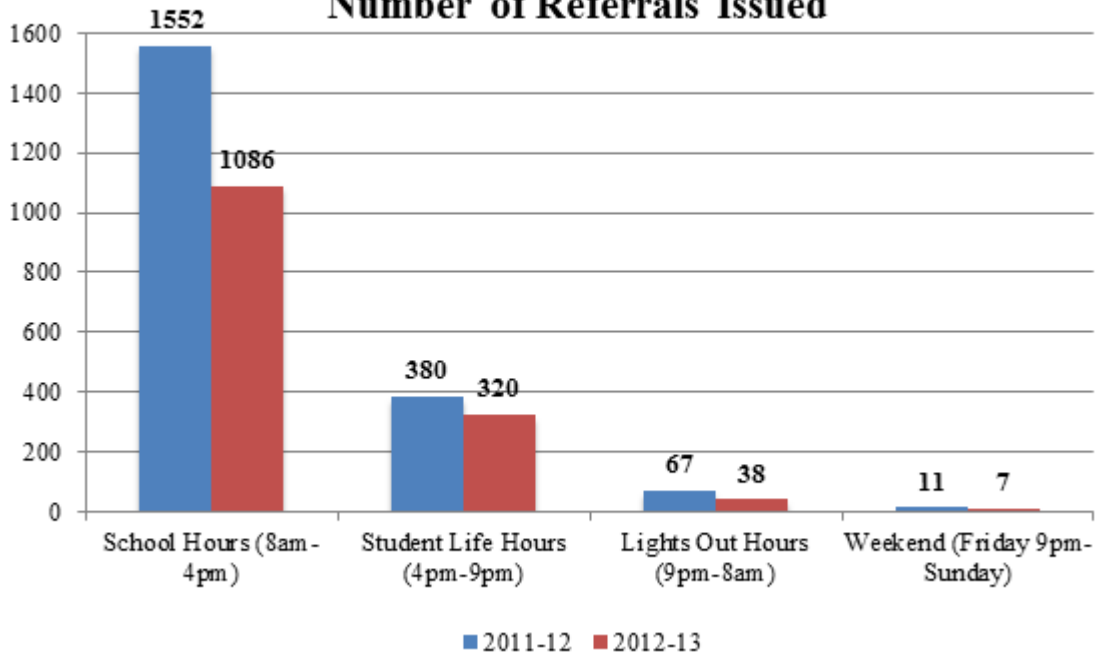
Students receive a “referral” if they exhibit an unwanted behavior as defined by the SEED Model of Care. Referrals are issued for a spectrum of unwanted behavior, from the very severe (fighting with students) to the less severe (students receive a referral if they break the school’s uniform code three times in a week). Referrals can be issued from 6am, when students start eating breakfast, until 11pm, when students are required to turn off their lights in their dorm rooms.

The school submitted its total number of referrals for the past two years, as detailed in the graphs below. In both middle school and high school, between 22-30% of referrals over the past two years have been issued outside of traditional school hours. The rate of referrals decreased from 2011-12 to 2012-13.

SEED PCS High School Number of Referrals Issued



SEED PCS Middle School Number of Referrals Issued



The following tables detail SEED PCS' discipline rates since 2009-10. PCSB has calculated charter sector averages for these data points starting in 2011-12. Red shading indicates that SEED PCS' rate is above the charter sector average; green shading indicates that SEED PCS' rate is below the charter sector average. The school's out-of-school suspension and expulsion rates have decreased from 2011-12 to 2012-13.

Percentage of Students Receiving Out-of-School Suspensions

Total Out of School Suspensions	SY 09-10	SY 10-11	SY 11-12	SY 12-13 (through December)
Charter Sector Average			13.2%	6.6%
SEED PCS	34.7%	40.2%	48.8%	13.2%

Percentage of Students Receiving Out-of-School Suspensions of 10+ Days

Out of School Suspensions of 10+ Days	SY 09-10	SY 10-11	SY 11-12	SY 12-13 (through December)
Charter Sector Average			1.1%	0.3%
SEED PCS	2.0%	3.0%	0%	0%

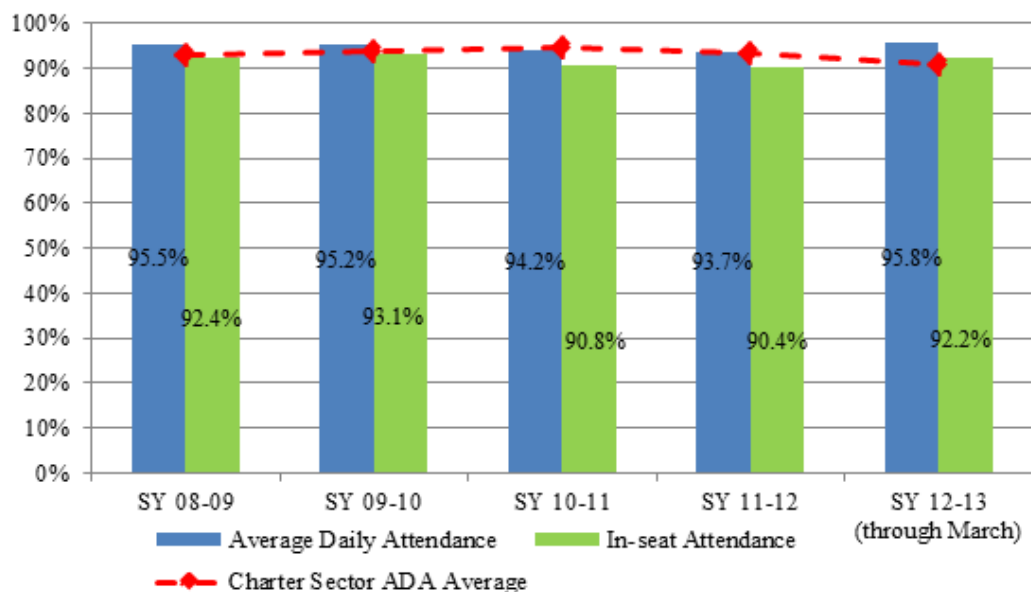
Percentage of Students Expelled During the School Year

Expulsions	SY 09-10	SY 10-11	SY 11-12	SY 12-13 (through December)
Charter Sector Average			0.7%	0.2%
SEED PCS	2.0%	3.0%	4%	2%

Student Attendance

The SEED PCS LEA attendance rate has remained consistently close to the charter sector average, exceeding the average for four of the past five years.

SEED PCS Attendance Rate



Source: ProActive

Qualitative Evidence

During SEED PCS' Qualitative Site Review conducted in 2012-13, the PCSB review team found much evidence to support that SEED PCS has met this goal. A selection of this evidence is as follows.

- “During the student focus group, students expressed the feeling that SEED PCS reinforces ‘the little things’ that will make them responsible adults.”¹⁶
- Through focus groups, the team observed “the consistent implementation of SEED’s Model of Care, a behavior and social support system that encourages students to develop Habits for Achieving Lifelong Success (HALLS)...based on classroom observations, reviewers noted that students and teachers demonstrated mutual respect, creating an orderly environment conducive to learning.”¹⁷
- Reviewers observed “SEED Notes at the middle school level and Core Values Cards at the high school level. Observers saw students carrying these with them from class to class, and teachers monitoring and tracking student behavior, both positive and negative.”¹⁸

¹⁶ See Appendix F.

¹⁷ See Appendix F.

¹⁸ See Appendix F.

10. Creating a successful residential and educational community which nurtures its students and inspires the highest capability of its faculty.

Assessment: **SEED PCS has met this goal.**

Outside of traditional school hours, SEED PCS operates a boarding program, which the school calls its “student life” program. Students live on the SEED PCS campus from Monday through Friday in “houses” of 12-15 students, returning home on weekends. A Resident Advisor (“RA”) leads each house, and the same group of students and RA house together throughout the students’ time at the school. As a house, students establish daily routines, including study hall, meal time, book clubs, and extracurricular activities, including field trips and community service.

The student life program also executes the following program for SEED PCS students.¹⁹

- Monthly science nights exposing students to people working in STEM fields;
- Weekly small group and one-on-one tutoring sessions provided by over 50 volunteer tutors;
- Three hours of weekly academic intervention through the “Drop Everything and Learn” and “Drop Everything and Read” programs;
- Independent nightly reading;
- Organized study hall sessions;
- Additional special education support;
- Extracurricular Activities, including robotics, cultural crew, drama, and creative writing clubs; and
- Weekly service learning sessions.

11. Creating and maintain community, corporate, and institutional relationships.

Assessment: **SEED PCS has met this goal.**

SEED PCS has created and maintained numerous partnerships with various organizations. A selection of these partnerships is included below.

- Every year since 2002, in partnership with The Greek Embassy, the Society for the Preservation of Greek Heritage, and private donors, 8-12 SEED PCS students, led by two SEED PCS staff members, study Greek culture and history through the SEED PCS DC Greek Classics Program, which culminates in a summer trip to Greece.²⁰
- For several years, the school participated in a PEN/Faulkner Foundation program that "provided books to our students in advance of the author leading a class discussion with students."²¹

¹⁹ See Appendix G.

²⁰ See SEED Annual Report 2002-03, p. 23, included in this document as Appendix H.

²¹ See Appendix H.

- For several years, in partnership with Learn Serve Ethiopia, SEED PCS faculty members and students traveled to Ethiopia to learn about its famine crisis.²²
- In 2005-06, in partnership with the Casey Trees Endowment, students created a tree plan for SEED PCS' campus and planted new trees on the campus.²³
- For several years, students have been awarded full college scholarships by the Posse Foundation.
- For several years, in partnership with LearnServe Zambia, faculty and students traveled to Zambia to participate in service learning and study HIV/AIDS awareness programming.
- In 2006-07, a student was selected to participate in the Chinese Cultural Community Center's China Exchange program, culminating in a two-week trip to China.²⁴
- In a multiyear partnership, George Washington University student teachers lead summer classes at SEED PCS.²⁵
- In 2009-10, the school was awarded a \$1.5 million, five-year 21st Century Community Learning Center grant to support its science and mathematics programming.²⁶
- The school built lasting partnerships with North Outward Bound, City Kids, and Space Camp.²⁷

12. Impacting positively on the lives of its students, their families, their communities, as well as the national discourse on urban education.

Assessment: **SEED PCS has met this goal.** SEED PCS has positively impacted the lives of its students and their families, among other ways, by preparing students for college and assisting them in the college application process. Additionally, the school has positively impacted the national discourse on urban education.

²² See SEED PCS Annual Report 2003-04, p. 14, included in this document as Appendix I.

²³ See SEED PCS Annual Report 2005-06, p. 17, included in this document as Appendix J.

²⁴ See SEED PCS Annual Report 2006-07, p. 16, included in this document as Appendix K.

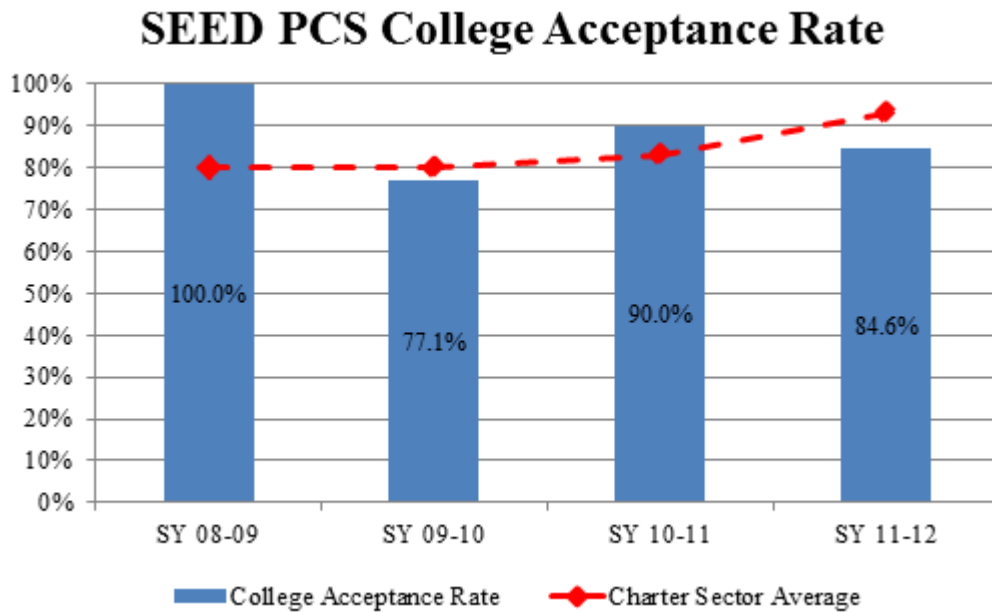
²⁵ See Appendix G.

²⁶ See SEED PCS Annual Report 2009-10, p. 13, included in this document as Appendix L.

²⁷ See SEED PCS Annual Report 2010-11, p. 10, included in this document as Appendix M.

College Acceptance

Since 2008-09, the majority of SEED PCS' graduating seniors was accepted into college, with the school exceeding the charter sector college acceptance rate in 2008-09 and 2010-11.

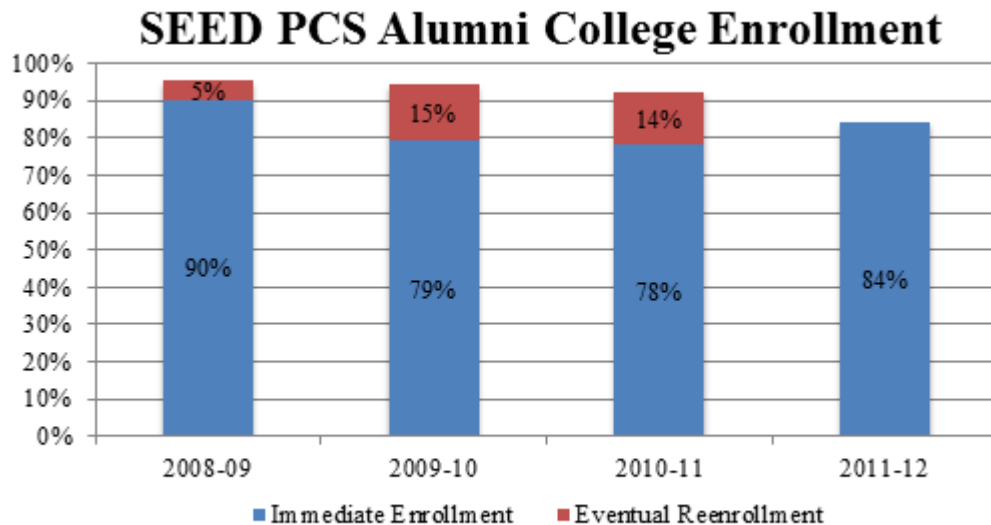


SEED PCS College Transition & Support Program

Through its College Transition & Support Program, SEED PCS provides much support to students as they transition from high school to college. It organizes student trips to visit college campuses, assists students in the college application process, and educates students and their families about financing college. There are two college scholarships that SEED PCS graduates can apply to. One is the SEED Foundation scholarship, and the other is the Jahmal Taylor scholarship, founded by Tawara Goode in memory of her son, who worked as a student life member at the school.

College Enrollment

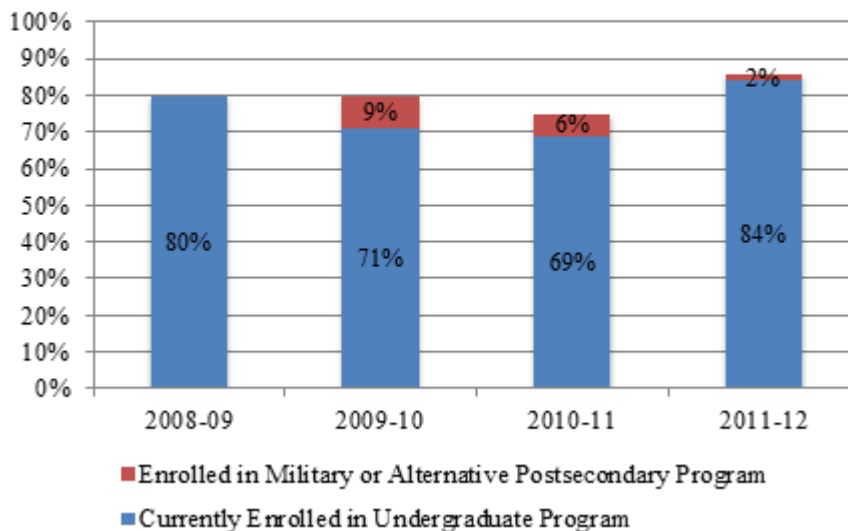
SEED PCS reports that 85% of its nine graduating classes enrolled immediately in college. The following graph details alumni college enrollment rates reported by SEED PCS since 2008-09.



Fall 2012 College Graduation and Enrollment Status

SEED PCS reports that 32% of students that graduated from the school at least six years ago have earned a bachelor's and/or master's degree. It reports that 71% of SEED PCS graduates have college degrees, are currently enrolled in college, or are in the military or another alternative postsecondary program. SEED PCS alumni graduation and enrollment status for the past four years is detailed in the graph below.

SEED PCS Fall 2012 Snapshot: College Enrollment Status



A selection of universities that SEED PCS alumni currently attend or have graduated from is detailed below.

Alabama State University	Kent State University	Tufts University
American University	Ithaca College	University of the District of Columbia
Brown University	Louisiana State University	University of Oregon
Case Western Reserve University	Montgomery College	University of Pennsylvania
Connecticut College	Morehouse College	University of Southern California
Delaware State University	Ohio Wesleyan University	University of Tennessee
Georgia State University	Princeton University	Virginia State University
Howard University	South Carolina State University	West Virginia University
James Madison University	Temple University	Xavier University

SEED PCS' Impact on National Urban Education Discourse

SEED PCS has positively impacted the national discourse on urban education.

- In 2003-04, articles about SEED PCS appeared in *Time Magazine*, *The Christian Science Monitor*, *Newsweek*, and *The Washington Post*. In the same year, the school was featured on ABC's Good Morning America, PBS-WETA's Ethics and Religion, and CNN's NewsNight.²⁸
- In 2004-05, SEED PCS was awarded the Innovations in American Government Award by the Ash Institute for Democratic Governance and Innovation at Harvard University's Kennedy School of Government. In the same year, the school was also featured in *The Washington Post*, *The New Republic*, and the NBC Nightly News.²⁹
- In 2005-06, the school won the District of Columbia High Performing Schools Incentive Award. In the same year, the school was visited by Prince Charles, Lady Camilla, First Lady Laura Bush, and Mayor Anthony A. Williams.³⁰
- In 2009-10, the school was featured on CBS' *60 minutes*, The Today Show, and in the documentary *Waiting for Superman*.

²⁸ See Appendix I.

²⁹ See SEED PCS Annual Report 2004-05, included in this document as Appendix N.

³⁰ See Appendix J.

COMPLIANCE WITH APPLICABLE LAWS

The SRA provides that PCSB shall not approve a charter renewal application if it determines that the school has committed a material violation of applicable laws.³¹ The SRA contains a non-exhaustive list of applicable laws, and the PCSB also monitors charter schools for compliance with additional laws. The following section identifies these laws and includes a determination of whether SEED PCS has consistently complied with these laws over the past fifteen years.

General Laws

In its 2012-13 Compliance Review, PCSB found that SEED PCS was in full compliance with all applicable laws. However, in previous years, SEED PCS had some instances of incompliance, as described below.

Health and Safety

The SRA requires schools to maintain the health and safety of its students.³² To ensure that schools adhere with this clause, PCSB monitors schools for various health and safety indicators, including but not limited to whether schools have qualified staff members that can administer medications, that schools conduct background checks for all school employees and volunteers, and that schools have a “School Emergency Response Plan” in place and conduct emergency drills as required by the District of Columbia Fire Department.

In 2008-09, SEED PCS did not perform background checks of all its school employees and volunteers, had no certificate of DC Fire Department inspections, and student health records were not up to date.³³ SEED PCS cured those points of incompliance and has since remained compliant with health and safety requirements.

Discipline

PCSB reviews school disciplinary policies to ensure that they afford students due process³⁴ and that students and parents are made aware of these due process safeguards. Over the past five years, SEED PCS has had disciplinary policies that ensure students' due process, and has communicated those policies to students and parents.

Enrollment and Attendance

The SRA requires that schools have a fair and open enrollment process that randomly selects applicants and does not discriminate against students. PCSB requires that schools announce a cutoff date for enrollment. SEED PCS has been compliant with these requirements over the last five years.

³¹ SRA § 38.1802.12 (c).

³² SRA § 38.1802.04 (c)(4)(A).

³³ See SEED Compliance Review Report 2008-09, included in this document as Appendix O.

³⁴ As required by *Goss v. Lopez*, 419 U.S. 565 (1975).

Maintenance and Dissemination of Student Records

The Family Educational Rights and Privacy Act requires that schools properly maintain and disseminate student records.³⁵ SEED PCS has been in compliance with these requirements over the past five years.

Title I of the Elementary and Secondary Education Act

Because SEED PCS receives Title I funds, it is required to adhere to a number of requirements under the Elementary and Secondary Education Act (“ESEA”), including hiring “Highly Qualified Teachers” and communicating certain information to parents about its participation in No Child Left Behind (“NCLB”) program.³⁶ In 2008-09, SEED PCS did not ensure that all of its teachers were Highly Qualified.³⁷ However SEED PCS has since cured this issue.

Civil Rights Statutes and Regulations

Charter schools must comply with all applicable local and federal civil rights statutes.³⁸ There is no indication that SEED PCS has violated any civil rights statutes.

Governance

The SRA requires that a school's board of trustees have an odd number of members, not exceeding fifteen, two of which must be parents of students currently attending the school. A majority of the board must be District of Columbia residents.³⁹ In 2008-09, SEED PCS did not have an odd number of trustees, and did not have two members who were parents of students attending the school.⁴⁰ The SEED PCS Board is currently in compliance with the SRA.

Special Education Laws

Charter Schools are required to comply with Subchapter B of the Individuals with Disabilities Education Act⁴¹ and Section 504 of the Rehabilitation Act of 1973.⁴² In 2012, PCSB conducted a desktop audit to assess SEED PCS’ compliance with these laws and the educational progress of its special education students.⁴³

Academic Performance of SEED PCS’ Special Education Students

Federal special education laws are in place, among other reasons, to ensure that schools adequately assist

³⁵ 20 U.S.C. § 1232g.

³⁶ 20 U.S.C. § 6300, *et. seq.*

³⁷ See Appendix O.

³⁸ SRA § 38-1802.02 (11). This includes the Age Discrimination Act of 1985, the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, § 504 of the Rehabilitation Act of 1973, part B of the Individuals with Disabilities Act of 1990.

³⁹ SRA § 38-1802.05 (a).

⁴⁰ See Appendix P.

⁴¹ 20 USC §1413(a)(5).

⁴² 20 USC §794.

⁴³ See SEED PCS – Online Desktop Audit, included in this document as Appendix P.

students with disabilities in making academic progress. As part of the special education desktop audit, PCSB reviews how a school’s students with disabilities performed on the DC-CAS.

In 2010 and 2012, the reading proficiency rate of SEED PCS students with disabilities was slightly lower than the state reading proficiency rate for students with disabilities, as detailed in the table below. Math proficiency rates of SEED students with disabilities have been consistently above the state average for students with disabilities.

Year	Reading proficiency rate of SEED PCS students with disabilities	State reading proficiency rate of students with disabilities	Math proficiency rate of SEED PCS students with disabilities	State math proficiency rate of students with disabilities
2009-10	14%	17%	29%	19%
2010-11	22%	16%	39%	19%
2011-12	17%	17%	31%	20%

DC-CAS reading and mathematics proficiency rates, however, indicate that a persistent academic achievement gap, ranging from 33% to 48%, exists between SEED students with disabilities and the school’s general population.

Compliance Review of SEED PCS by DC OSSE

As part of the desktop audit, PCSB examines special education compliance and monitoring documentation prepared by the District of Columbia Office of the State Superintendent of Education (“OSSE”). In 2011, OSSE determined that SEED PCS was 93% compliant with special education requirements, with OSSE noting that the school “Meets Requirement” in fulfilling all applicable federal and local special education regulations.⁴⁴

Charter Application

Another component of the desktop audit includes reviewing a school’s charter to ensure that references to students with disabilities are in line with special education laws. SEED PCS’ Charter includes the following potentially discriminatory language.

The SEED Public Charter School will have at least one instructor with experience working with learning disabled children who have Level I or Level II IEPs. However, we do not expect to have the expertise and resources to properly serve children who have severe learning disabilities...It

⁴⁴ See 2011 OSSE report, included in this document as Appendix Q. OSSE uses the same determination levels as the United States Department of Education: (1) meets requirements; (2) needs assistance; (3) needs intervention; or (4) needs substantial intervention.

is our expectation that most of our students will not be severely learning disabled.⁴⁵

Moving forward, the school must revise this language so that its charter will reflect that it serves all students with disabilities with a full continuum of services.

Financial Laws

Procurement Contracts

SRA §38-1802.04(c)(1) requires DC charter schools to utilize a competitive bidding process for any procurement contract \$25,000 or more, and within three days of awarding such a contract, to submit to PCSB all bids received, the contractor selected, and the rationale for which contractor was selected. To ensure compliance with this law, PCSB requires schools to submit a Determinations and Findings form to detail any qualifying procurement contract entered into. SEED PCS submitted all required Determination and Findings forms during the previous five years.

Timely Audits

The SRA requires schools to submit to PCSB an annual financial audit conducted by an independent certified public accountant or accounting firm.⁴⁶ Over the past four years, SEED PCS has submitted all financial audits in a timely manner.

Submission of Information about Donors and Grantors

The SRA requires schools to submit to PCSB an annual list of all donors and grantors that have contributed monetary or in-kind donations having a value equal to or exceeding \$500.⁴⁷ SEED has fulfilled this requirement by reporting this information in its annual reports.

⁴⁵ See Appendix E.

⁴⁶ SRA §38-1802.04(c)(11)(ix).

⁴⁷ SRA §38-1802.04(c)(11)(xi),

FISCAL MANAGEMENT AND ECONOMIC VIABILITY

The SRA requires the Board to revoke a charter at any time if it determines that the school:

- Has engaged in a pattern of nonadherence to generally accepted accounting principles;
- Has engaged in a pattern of fiscal mismanagement; or
- Is no longer economically viable.

As part of the renewal process, PCSB has reviewed SEED PCS's financial record regarding these areas.

Adherence to Accounting Principles

The school has consistently adhered to generally accepted accounting principles, as established by the Financial Accounting Standards Board.

Fiscal Management

Per its audited financial statements, SEED PCS has not engaged in fiscal mismanagement. The school's audit reports reflect sound accounting and internal controls, and no instances of incompliance that are required to be reported per the U.S. Government Accountability Office's Auditing Standards. The school has consistently submitted all necessary financial documents to PCSB in a timely manner.

Economic Viability

A review of annual audits indicates SEED PCS is economically viable.⁴⁸ One indicator of economic viability is a positive year-end annualized net income. SEED PCS produced positive net income results in three of the past five audited financial periods. In the two fiscal years with negative net income results (FY2009 and FY2012), the impact was minimal with annual net asset declines below \$30,000.

Total net asset reserve is another indicator of economic viability. PCSB recommends that schools accrue net asset reserves equal to three to six months of operational expenditures. SEED PCS's total net asset reserves stood at \$15.8 million in FY2012, and have remained relatively stable since 2008. In FY2012, the school's net asset reserves equals to approximately 13.3 months of expenditures with monthly expenditures averaging about \$1.2 million.

Fiscal Period	2008	2009	2010	2011	2012
Net Income	\$792,034	(\$29,662)	\$48,616	\$134,833	(\$25,199)
Cumulative Reserves	\$15,623,126	\$15,593,464	\$15,642,080	\$15,776,913	\$15,751,714

⁴⁸ See SEED PCS activities and financial analysis sheet, included in this document as Appendix R.

Net working capital⁴⁹ and liquidity ratio⁵⁰ are indicators of short-term economic viability. Sufficient net working capital allows a school to meet immediate financial obligations. The table below details SEED PCS’ net working capital over the past five years, which sufficiently allowed the school to manage its short-term financial obligations successfully. The school’s net working capital declined steadily from FY2010 to FY2012, but stood above \$1 million during those financial periods. SEED PCS’s net working capital stood at about \$1.4 million in FY2012, which is about \$400,000 lower than that in the prior year.

A liquidity ratio greater than one also points to a school’s ability to satisfy its immediate financial obligations. Despite declining liquidity over the last five financial periods, SEED PCS’ liquidity ratio (detailed in the table below) was greater than two during four of the last five fiscal periods.

Fiscal Period	2008	2009	2010	2011	2012
Net working capital	\$2,558,721	\$1,837,017	\$1,911,469	\$1,780,553	\$1,362,339
Liquidity ratio	2.77	2.65	2.27	2.32	1.87

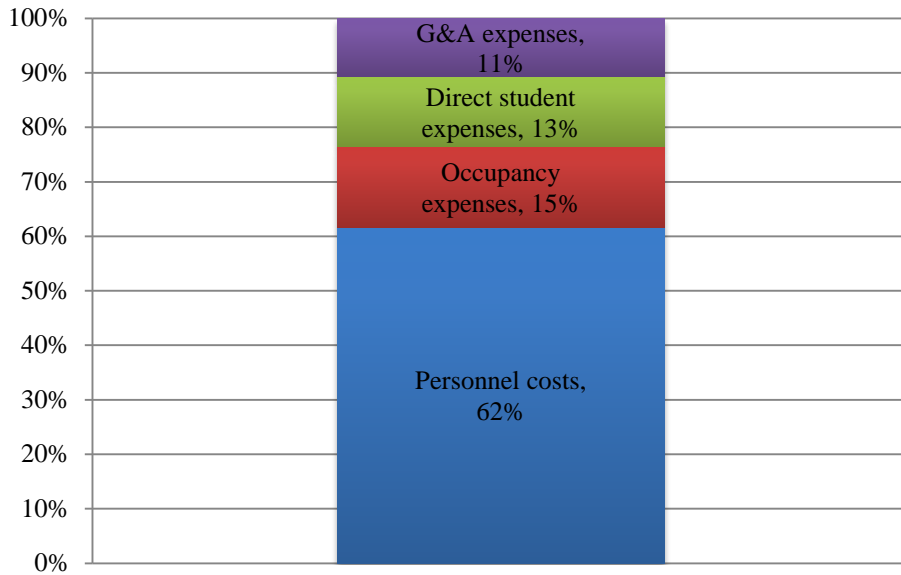
SEED PCS makes spending decisions appropriate for managing education programs. From FY2008 to FY2012, SEED PCS’s school operations expenses averaged approximately 90%, which was followed by management and general expenses at about 8% and fundraising expenses at about 1%. The chart on the following page highlights SEED PCS’s expenditures as a percentage of revenues in FY2012.⁵¹ Program service costs and general and administrative (G&A) costs are in line with comparable industry amounts and PCSB financial metrics for general education charter schools.

⁴⁹ To calculate net working capital, subtract current liabilities from current assets.

⁵⁰ To calculate a liquidity ratio, divide current assets by current liabilities.

⁵¹ Note that the chart on expenditures as percentage of revenues does not equal 100% because expenditures exceeded revenues in FY2012.

SEED: Expenditures as % of Revenues (FY 2012)⁵¹



Additional Funding for Residential Program

SEED PCS is allocated additional public funding per pupil for its residential programming, as detailed in the table below.

SEED PCS Total Residential Funding						
	2013-14 (projected)	2012-13	2011-12	2010-11	2009-10	2008-09
General population student	\$5,379,140	\$5,289,125	\$5,170,210	\$5,083,969	\$5,054,151	\$4,904,906
Level 1 special education student	\$41,767	\$40,948	\$16,727	\$13,120	\$16,680	\$3,280
Level 2 special education student	\$392,357	\$384,664	\$291,965	\$369,743	\$345,889	\$226,610
Level 3 special education student	\$136,850	\$134,167	\$157,843	\$206,341	\$232,133	\$361,085
Level 4 special education student	\$0	\$0	\$26,155	\$0	\$0	\$0
Total	\$5,848,904	\$5,662,900	\$5,673,173	\$5,648,853	\$5,495,881	\$5,848,904

Appendix A

Narrative Analysis on SEED's Performance Based on Fifth Year Review Framework

ACADEMIC PERFORMANCE

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

SEED has 11 academic targets. Therefore, the school needs to meet 6 of 11 targets. SEED has met 1 target.

Overall, SEED did not meet this criterion.

SEED has 11 academic targets; however few of these targets measured performance from year-to-year, therefore improvement on a majority of academic goals over the two most recent years could not be tracked.

Overall, SEED did not meet this criterion.

SEED had 9 targets related to SAT-9 performance and met 1 of them. Additionally, one SAT-9 related target involving mean p-value was not considered for this criterion, as it was not quantified, as well as one target related to NCE gain in math (which was met in the fifth year, but not annually as stated in SEED's fifth year target). Of the 6 remaining targets that were not met, the school came within 80% of 2 of them.

Overall, SEED did not meet this criterion.

NON-ACADEMIC PERFORMANCE

A school becomes a candidate for revocation if it fails to meet 2 of the 4 academic standards below:

SEED has 10 non-academic targets, and exceeded 4 of them. The school came within 80% of 1 of them. Because the majority of SEED's fifth year targets were to achieve its annual targets consistently, an average of the school's annual performance was used to determine if they came within 80% of their annual target.

Overall, SEED did not meet this criterion.

SEED had an average attendance rate of over 95% over the four years for which data was available, therefore meeting its target of having a daily attendance rate above 95%.

**Narrative Analysis on SEED's Performance
Based on Fifth Year Review Framework**

Overall, SEED did meet this criterion.

SEED's student enrollment has steadily increased over the years. The enrollment numbers will not threaten the fiscal viability of the school.

Overall, SEED did meet this criterion.

SEED reported re-enrollment rates of 91% and 77% for SY 2002-2003 and 2001-2002 respectively.

Overall, SEED did meet this criterion.

Summary:

SEED had a mixed review, failing to meet any of the academic performance standards, and meeting the non-academic performance standards. The school's repeated use of a fifth-year target to meet annual targets "consistently" put the school at a disadvantage, and caused them to miss the fifth-year target if it failed to meet the annual target one year. Additionally, the school's measures seem to limit its ability to see how students are performing over the long-term when focus is given to performance in one particular grade.

Accountability Plan Performance Analysis
School: SEED

ACADEMIC PERFORMANCE STANDARDS						
Fifth Year Target	Performance/Data Provided				Target Met?	
	Baseline	Year 3	Year 4	Year 5	Y	N
Students mean scores will increase at least five points between the 9 th and 10 th grade administrations of the PSAT consistently.	<u>SY 2000</u> <u>Class of 2004</u> Verbal – 29 Math – 29 Writing – 35 <u>SY 2001</u> <u>Class of 2005</u> Verbal – 27 Math – 32 Writing – 35	<u>SY 2001</u> <u>Class of 2004</u> Verbal – 35 Math – 35 Writing – 35	<u>SY 2002</u> <u>Class of 2005</u> Verbal – 30 Math – 32 Writing – 35			X
Students will demonstrate an average NCE gain greater than 0 on the SAT-9 in reading consistently.	2000 - NCE gain of 0.3	NCE gain of 0.1	NCE loss of - 1.0	NCE gain of 0.9	X	
Students will demonstrate an average NCE gain greater than 0 on the SAT-9 in math consistently. ¹	2000 – NCE gain of 4.5	NCE gain of 4.91	NCE gain of 0	NCE gain of 0.5 ²		X ³
At least 50% of our students will demonstrate an NCE gain in reading consistently.	2000 – 48%	53.5%	52% ⁴	46.3%		X ⁵

¹ Many of SEED’s five-year targets were to achieve their annual targets consistently. Therefore, in some cases, although the school may have met the annual target for Year Five, they may not have met the five-year target if the annual target was not achieved in one or more years.

² SEED reported a different NCE gain than that computed by PCBS in Years 4 and 5; however both SEED’s and PCBS’s calculations showed an average NCE gain greater than 0 in Year 5.

³ Although the school did not consistently demonstrate an average NCE gain in reading greater than zero, the average NCE gain over four years was 2.47.

⁴ SEED reported that 65% of its students demonstrated an NCE gain in reading in 2002.

⁵ Although SEED did not consistently have at least 50% of students demonstrating an NCE gain in reading, on average 49.95% of students demonstrated an NCE gain in reading.

Accountability Plan Performance Analysis
School: SEED

ACADEMIC PERFORMANCE STANDARDS						
Fifth Year Target	Performance/Data Provided				Target Met?	
	Baseline	Year 3	Year 4	Year 5	Y	N
At least 50% of our students will demonstrate an NCE gain in math consistently.	2000 – 76%	76.7%	49% ⁶	42.5%		X ⁷
The percentage of students in the below basic reading performance standard will decrease by 20% between grades 7 and 8 consistently.	<u>Class of 2004</u> -41% <u>Class of 2005</u> -30% <u>Class of 2006</u> -14% <u>Class of 2007</u> -2%					X ⁸
The percentage of students in the below basic reading performance standard will decrease by 20% between grades 9, 10, and 11 consistently.	<u>Class of 2004</u> +9% – grades 9 to 10; -11% – grades 10 to 11 <u>Class of 2005</u> +46% grades 9 to 10					X
The percentage of students in the below basic mathematics performance standard will decrease by 15% between grades 7	<u>Class of 2004</u> -18%					X ⁹

⁶ SEED reported that 50% of its students demonstrated an NCE gain math in 2002.

⁷ Although SEED did not consistently have at least 50% of its students demonstrating an NCE gain in math, on average 61% of students demonstrated such a gain.

⁸ Although the five-year target of consistently meeting the annual target was not achieved, the classes of 2004 and 2005 did demonstrate a 20% decrease in below basic performance in reading on the SAT-9 from grades 7 to 8. Additionally, on average, students achieved a 21.75% decrease in below basic performance in reading on the SAT-9 between grades 7 and 8.

⁹ Although the five-year target of consistently meeting the annual target was not achieved, the classes of 2004 and 2006 did demonstrate a 15% decrease in below basic math performance on the SAT-9 from grades 7 to 8. On average, students achieved an 11% decrease in below basic performance in math on the SAT-9 between grades 7 and 8

Accountability Plan Performance Analysis
School: SEED

ACADEMIC PERFORMANCE STANDARDS						
Fifth Year Target	Performance/Data Provided				Target Met?	
	Baseline	Year 3	Year 4	Year 5	Y	N
and 8 consistently.	<u>Class of 2005</u> -8% <u>Class of 2006</u> -15% <u>Class of 2007</u> -6%					
The percentage of students in the below basic mathematics performance standard will decrease by 15% between grades 9, 10, and 11 consistently.	<u>Class of 2004</u> +29% - grades 9 to 10; +4% - grades 10 to 11 <u>Class of 2005</u> +64% grades 9 to 10					X
The mean p-Value in every subtest will increase consistently.						X
Students earning 4 and 5 on writing assessment will increase by 10% annually.	2001 – 40%		37%	37%		X
Attained majority of 5-year academic performance goals?					1	10
Improvement on a majority of academic goals over the two most recent years?						X ¹⁰
Within 80% of SAT-9 (or alternative assessment) targets?					2	4 ¹¹

¹⁰ SEED had few targets which measured performance from year-to-year; therefore improvement on a majority of academic goals over the two most recent years could not be tracked.

¹¹ SEED had 9 SAT-9 related measures. This computation is based on actual fifth year performance and excludes the 1 SAT-9 related target that was met, the measure related to NCE gain in math (which was met in the fifth year, but not annually as stated in its fifth year target), and the one measure related to mean p-value, as the target was not quantified.

Accountability Plan Performance Analysis
School: SEED

Comments:

SEED meets 0 out of 3 academic performance standards.

Accountability Plan Performance Analysis
School: SEED

NON-ACADEMIC PERFORMANCE STANDARDS				
Fifth Year Target	Performance/Data Provided		Target Met?	
	Baseline	Year 5	Y	N
By spring 2003, 95% of the students in the class of 2004 will indicate an aspiration to attend a professional or graduate school.	1999 – 43%	2003 – 58%		X ¹²
By spring 2003, 80% of all students will indicate an aspiration to attend a two- or four-year post-secondary educational institution.	No data provided.	No data provided.		X ¹³
Our average daily attendance will remain above 95% consistently.	1999 – 98%	95%		X ¹⁴
Student suspensions will remain under 5% consistently.	1999 – 4%	4%		X ¹⁵
Student expulsions will remain under 5% consistently.	1999 – 1%	10%		X ¹⁶
The percent of students re-enrolled will remain above 95% consistently.	1999 – 98%	91%		X ¹⁷
Students will be able to complete daily life skill routines independently.	2001 – 100%	100%	X	

¹² In its Annual Report, SEED reported that it met its target of 95% of students in the class of 2004 indicating an aspiration to attend professional or graduate school. However, the data presented showed that 58% indicated such an interest. It is not clear if the percentage represents 58% of the class, or 58% of the 38% of the students who indicated an aspiration to attend a four-year college. A total of 95% indicated an aspiration of obtaining a four-year degree or higher. The school would benefit from reporting its survey size and the number of respondents for each survey question.

¹³ The school did not report on students aspiring to attend a two-or four-year post-secondary education institution, only those desiring a four-year degree or higher. Additionally, data was presented by class only, and not for the school as a whole.

¹⁴ While the attendance did not consistently remain above 95%, the average attendance rate over 4 years was 95.8%.

¹⁵ Although the school did not consistently maintain suspensions under 5%, the 4-year average on suspensions was 4.4%.

¹⁶ The school did not consistently maintain an expulsion rate of under 5%; however, the 4-year average on expulsions was 3.7%.

¹⁷ The 4-year average re-enrollment rate was 91.25%.

Accountability Plan Performance Analysis
School: SEED

NON-ACADEMIC PERFORMANCE STANDARDS				
Fifth Year Target	Performance/Data Provided		Target Met?	
	Baseline	Year 5	Y	N
The number of students by grade level earning qualifying scores in 3 events will increase each year consistently.	2001 - 9	No data provided.		X
The number of students by grade level earning qualifying scores in 4 events will increase each year consistently.	2001 - 3	No data provided.		X
By 11 th grade, 25% of students by class will qualify in 3 or more events.	No data provided.	No data provided.		X
Schoolwide average within or exceeding 80% of five-year targets?			5 ¹⁸	5
Attendance targets met?			X ¹⁹	
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? 2002 – 2003 re-enrollment rate = 91% 2001 – 2002 re-enrollment rate = 77%			X	

Comments:

SEED met 3 of the 4 non-academic performance standards.

- Student expulsions jumped from 3.8% in 2001-2002 to 10% in 2002-2003. There were no expulsions in 2000-2001.
- The school has reported difficulty in measuring progress on its boarding component using HALLS. The results are complimentary at 100% (and have been for the past 2 years). The school is examining whether to continue using this measure in the future, and if so, in what form.

¹⁸ Because the majority of SEED's fifth year targets were to achieve their annual targets consistently, an average of the school's annual performance was used to determine if they came within 80% of their annual target. This calculation excluded the target related to daily life skill routines, as the school did not quantify that target and they achieved 100%.

¹⁹ Based on the average attendance rate over the four years for which data was available.

Appendix B

Revocation Warning – School for Educational Evaluation and Development (SEED)

Based upon the fifth year review criteria, the Public Charter School Board (PCSB) finds School for Educational Evaluation and Development (SEED) Public Charter School's academic performance over its five-year period of operation to be below the PCSB's academic standard. SEED met only one of the academic targets set in its accountability plan, which is of grave concern for the PCSB. Therefore, the PCSB staff recommends that a Notice of Revocation Warning be issued to School for Educational Evaluation and Development Public Charter School.

The intention of the Revocation Warning is two-fold. First, the PCSB is informing a school that they are at-risk of closure due to poor performance. Second, the PCSB is providing the conditions for school continuance.

Conditions for School Continuance

The PCSB recommends the adoption of the following strategies to School for Educational Evaluation and Development (SEED) Public Charter School. Failure to address the conditions below in a satisfactory manner will result in revocation of SEED's charter as of July 2005.

- Develop internal assessments for reading and math subject areas that are aligned with the school's curriculum and standards by September 1, 2004.
- Develop an assessment to measure the efficacy of the student residence program, particularly addressing acquired life skills for students by August 1, 2004.
- Present evidence of professional development activities and/or the schedule of planned professional development activities for all staff related to the student residence program by October 1, 2004.
- Develop an assessment to measure indicators of school climate and culture as demonstrated through the Cornerstones of Community model by December 1, 2004.
- Revise the current assessment for student discipline to be aligned with the school's promotion of positive social behavior by December 1, 2004.

Appendix C

November 16, 2004

Eric Adler
Board of Trustees Chair
The SEED Foundation
1712 Eye Street, NW, Suite 300
Washington, DC 20006

Dear Mr. Adler:

The District of Columbia Charter School Board (PCSB) voted unanimously to lift the School for Education Evolution and Development (SEED) Public Charter School's Notice of Conditional Continuance at its monthly meeting held on November 15, 2004. School leaders submitted documentation to the PCSB satisfying the following conditions in order for the Notice of Conditional Continuance to be lifted:

- 1) Develop internal assessments for reading and math subject areas that are aligned with the school's curriculum and standards by September 1, 2004.
- 2) Develop an assessment to measure the efficacy of the boarding program, particularly addressing acquired life skills for students by August 1, 2004.
- 3) Present evidence of professional development activities and/or the schedule of planned professional development activities for staff related to the boarding program and assessments for math and reading by October 1, 2004.

The Board commends the school for working diligently to address the issues cited in the Notice of Conditional Continuance. We hope that SEED Public Charter School continues its efforts to provide challenging educational and exceptional boarding school opportunities for students in Washington, D. C.

Sincerely,

Thomas Nida
Chair

cc: Dr. Richard Jung, Head of School
Josh Edelman, Director of Programs

Appendix D

**Five Year Charter Review Analysis
The SEED Public Charter School
Based On Charter Review Framework**

Executive Summary

The SEED Public Charter School is in its eleventh year of operation. SEED Public Charter School met the academic, governance and compliance performance standards for the Charter Review. Based on the standards of the Charter Review Framework, the school is not a candidate for charter revocation. SEED's most recent Program Development Review was conducted in October 2008 (*See fig. 1.1*)

Academic

The SEED School has met seven of seven academic performance targets. The school also met 2 of the 3 academic performance standards. The SEED School met the state performance standard on the DC CAS in mathematics (55.81%). The school did not achieve AYP in the area of reading (48.84%); and therefore did not meet the state performance standard on the DC CAS in the reading. Overall, however, **The SEED School met the standard for academic performance.**

Non-Academic

The SEED School did not meet three of the three non-academic performance targets. However, The SEED School did meet **two of four non-academic performance standards; therefore, the school did meet the standard for non-academic performance.** Current enrollment levels are sufficient to sustain the school's economic viability, and the re-enrollment figures for the past two years have increased substantively, under the new administration.

Organizational – Governance

The SEED School's board has performed well in governing the school; it has demonstrated fully functioning or exemplary performance in 7 of 7 categories; thus the school met this standard for organizational performance. The board holds regular meetings and recognizes the needs of the school. The board minutes reflect active participation and involvement of board members and exemplary levels of performance by sub-committees.

Organizational – Compliance

The SEED Public Charter School demonstrated fully functioning or exemplary levels of performance in 7 of 7 categories; and thus met the standard for organizational performance. Overall, The SEED School's performance in this area has been in compliance with applicable rules, laws, and regulations. Areas of concern are related to full compliance with NCLB's highly qualified teacher requirements; completing all background checks and inventories; updating some certificate documentation; and reporting key personnel changes (administrative) to the DC Public Charter School Board.

Organizational – Fiscal Management

Based on the information available, PCSB believes that the SEED Public Charter School has solid fiscal management processes in place. The school's audit reports reflect sound accounting and internal controls policies. The school has done an extremely good job

**Five Year Charter Review Analysis
The SEED Public Charter School
Based On Charter Review Framework**

submitting all necessary documents to PCSB for review when required. Its annual budgets are extremely thoughtful and reflect careful planning and financial savvy. The school continues to be amongst the top performers in terms of cash flow management and liquidity performance metrics primarily because of its reduced dependency on the debt markets. For the year ending June 30, 2008, the school's net assets approached \$15.6 million and its liquidity ratio of 7.43 indicates that the school possessed \$7.43 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 also seek to continuously improve its fiscal management and internal controls.

**Charter Review Narrative Analysis – The SEED Public Charter School
Based On Charter Review Framework**

ACADEMIC PERFORMANCE

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

The SEED Public Charter School has **seven** academic performance goals. They met **seven** of the **seven** goals.

Overall, The SEED Public Charter School met this criterion.

SEED's middle performance level in reading was **61.98%** while the middle performance level in math was **53%**.

Overall, The SEED Public Charter School met this criterion.

The SEED Public Charter School met AYP in reading: 55.81%; but did not meet AYP in mathematics: 48.84%.

Overall, The SEED Public Charter School did not meet this criterion.

**Charter Review Analysis – The SEED Public Charter School
Based On Charter Review Framework**

NON-ACADEMIC PERFORMANCE

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

The SEED Public Charter School met none of three non-academic performance goals. The school-wide averages did not meet or exceed 80% of five year targets.

Overall, SEED Public Charter School did not meet this criterion.

The SEED Public Charter School’s fifth year attendance target was to achieve a 5-year mean of 94% or higher in average daily attendance. The 5-year mean of average daily attendance was 93.3%. The SEED Public Charter School did not meet the 5-year attendance target.

Overall, The SEED Public Charter School did not meet this criterion.

SEED’s enrollment is stable and sufficient to sustain the economic viability of the school.

Overall, SEED Public Charter School met this criterion.

The SEED PCS re-enrollment rate for 2006-2007 was 78%; for 2007-2008, the re-enrollment rate was 87.76. Therefore, the school did meet the re-enrollment standard.

Overall, The SEED Public Charter School met this criterion.

ORGANIZATIONAL PERFORMANCE – GOVERNANCE

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

**Charter Review Analysis – The SEED Public Charter School
Based On Charter Review Framework**

**Charter Review Analysis – The SEED Public Charter School
Based On Charter Review Framework**

ORGANIZATIONAL PERFORMANCE - COMPLIANCE

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

**Charter Review Analysis – The SEED Public Charter School
Based On Charter Review Framework**

ORGANIZATIONAL PERFORMANCE – FISCAL MANAGEMENT

Category	Performance Level/Rating
1. Accounting Policies	5
2. Financial Reporting	4.75
3. Internal Controls	5
4. Transparency of Financial Management	5
5. Fiscal Prudence	4.94

**Charter Review Analysis – The SEED Public Charter School
Based On Charter Review Framework**

Summary

Organizational – Fiscal Management

**Accountability Plan Performance Analysis
School: The SEED School**

ACADEMIC PERFORMANCE STANDARDS						
Fifth Year Target	Performance/Data Provided				Target Met?	
	Baseline	Year 2 Year 3	Year 4	Year 5 Mean Average	Y	N
1.1) The five-year mean of 15% of eleventh grade students at or above PSAT <u>verbal</u> national mean.	7.6%	41.1% 5.3%	15%	10% 15.8% Mean	X	
1.2) The five-year mean of 10% of eleventh grade students at or above PSAT <u>math</u> national mean.	0.0	23.5% 10.5%	15%	5.2% 10.8% Mean	X	
1.3) The five-year mean of 70% of graduating students scoring at or above SAT I <u>Verbal</u> DCPS-Control Group mean.	95%	48.4% 76%	83%	80% 76% Mean	X	
1.4) The five-year mean of 70% of graduating students scoring at or above SAT I <u>Math</u> DCPS-Control Group mean.	90%	53.3% 81%	91.6%	90% 81% Mean	X	
1.5) The five-year mean of 93% or higher documented college acceptances.	100%	100% 67%	100%	100% 93.4% Mean	X	
1.6) The SEED School is “not identified for improvement” under NCLB-AYP target score requirements- math sub-test	49.38%	37.33%	44.7%	55.81%	X	
1.7) The SEED School is “not identified for improvement” under NCLB-AYP target score requirements- reading sub-test	55.68%	48.13%	53.51%	48.4%	X	

ACADEMIC PERFORMANCE STANDARDS						
Fifth Year Target	Performance/Data Provided				Target Met?	
	Baseline	Year 2 Year 3	Year 4	Year 5 Mean Average	Y	N
Attained majority of five-year performance goals?					X	
Currently meets the State Education Agency's standard for AYP in reading and math?	Math:	Met AYP - 55.81%				X
	Reading:	Did not meet AYP - 48.84%				
Achieved no less than the middle performance on DC CAS in reading and math?	Math:	53%			X	
	Reading:	61.98%				

Comments: The SEED School met **7** of **7** academic performance targets and **two** of **three** academic performance standards.

**Accountability Plan Performance Analysis
School: The SEED Public Charter School**

NON-ACADEMIC PERFORMANCE STANDARDS				
Fifth Year Target	Performance/Data Provided		Target Met?	
	Baseline	Year 5 5-Year Mean	Y	N
2.1) By 2008, students will demonstrate a college preparatory, boarding school culture demonstrating a 5-year mean of 94% or higher in average daily attendance.	94%	93.74% 93.3% - Mean		X
2.2) A five-year mean of 85% re-enrollment rate.	85%	87.76% 82% - Mean		X
2.3) 8.7% of students earn national or Presidential award recognition.	4.7%	5% 6% - Mean		X
School-wide average within 80% of five-year 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? 2006-2007 re-enrollment rate = 78% 2007 – 2008 re-enrollment rate = 87.76%			X	

Comments: The SEED School met none of the three non-academic performance targets and two of the four non-academic performance standards.

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
<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>

COMMENTS: The SEED School Board holds regular meetings and recognizes the needs of the Seed School. Although minutes are not always submitted by the school, those that are reflect active participation and exemplary committee structures that are optimally operational. The Board implements action plans to address the issues that impact the school. The Board has hired a new Head Master, (2007-2008 SY), who in turn, has implemented a new leadership configuration and hired a new leadership team.

PERFORMANCE LEVEL: 3

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 school has demonstrated above average to average performance, requiring no remedial action from PCSB.

PERFORMANCE LEVEL: 4

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: 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. Data for the SAT control group target were not collected. Procedures to collect data related to accountability plan targets need to be institutionalized.

PERFORMANCE LEVEL: 3

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: The SEED School Board and administration deploy resources that further the academic and organizational success of the school. The school’s instructional and residential staffs have consistently confirmed that adequate resources have been made available.

PERFORMANCE LEVEL: 4

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 SEED School Board and the administrative team fully understand the school design. The Board demonstrates transparency and openness; thus, the atmosphere among all stakeholders has resulted in one of professionalism and collegiality. The Board has a formalized schedule to educate themselves in the area of best practices, as they relate to their roles and responsibilities and the school’s academic mission. The new leadership brings new initiatives and strategic approaches that have resulted in a marked decline of student dismissals, substantive increases in student re-enrollment, and increased progress towards effective implementation of the school’s mission and design.

PERFORMANCE LEVEL: 4

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: The Board has established stability through its leader in a school that maintains above average to average performance. The new Head of School, by creating the new positions of Principal and Managing Director, has created a synergy and commitment among all stakeholders to ensure full implementation of the SEED vision for **exceptional** learner performance.

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 school operates substantially within its bylaws. The Board’s composition and participation are reflective of its bylaws.

PERFORMANCE LEVEL: 4

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: The School has a record of substantial compliance with applicable laws, rules and regulations, and is currently in substantial compliance with relevant authorities. Areas of concern include: NCLB highly qualified teacher requirements, completing back-ground checks inventories; some certificate documentation and reporting key personnel changes to the DC Public Charter School Board.

PERFORMANCE LEVEL: 3

Appendix E

EXECUTIVE SUMMARY

The SEED Foundation, a District of Columbia not-for-profit corporation, is pleased to present this application for a charter. The SEED Foundation proposes establishing a boarding school for at risk inner-city children in Washington, D.C. The school will provide a residential, coed learning environment for students in grades 7-12, and eventually for grades 6-12 when the District of Columbia Public Schools convert to a middle school format. The proposed name for the school is The SEED Public Charter School of Washington, D.C.

The school's target population will be academic underperformers whose residential settings -- either their homes or their neighborhoods -- are disruptive to their educations, and who have the desire to attend the boarding school. The school will be prepared to address minor learning, emotional, physical and speech disabilities and to assist students whose primary language is not standard English. The school's program will be designed to take 7th graders, many of whom may be performing one to four grade levels below standards and may be in serious jeopardy of dropping out of school, and transform them into highly qualified college and job applicants.

The SEED Public Charter School of Washington, D.C. will be located at Capital Children's Museum. Renovations are being undertaken to upgrade the boarding facility at the site, and space is already available within the Museum for the classrooms.

The SEED Foundation has assembled a group of talented and experienced individuals to help create and implement this program. The SEED Foundation's Board of Directors and Advisory Council include parents and people with experience in public school teaching and administration, private school teaching and administration, charter school establishment and operation, inner-city education, residential education, tutoring, mentoring, coaching, social services delivery, neighborhood advocacy, fundraising, business consulting, financial management, local and national politics, and law. With this group, we have created an innovative program: a replicable model for addressing the needs of the school's target population and target communities.

The program has received input and support from hundreds of individuals and organizations in The District of Columbia and around the nation. (**Appendix F** contains a list of these individuals and organizations.) Further, we have received endorsements from community leaders and organizations. (These letters are attached in **Appendix H**.) The SEED Foundation will form partnerships with local universities to provide students contact with college-aged role models, and to facilitate cross-learning opportunities and sharing of resources. Partnerships with local businesses will also provide students contact with professional role models, and generate student internships. In addition, The SEED Public Charter School of Washington, D.C. will look to work intensively with parents so that they remain significantly involved in the children's lives.

The school will provide the structured, safe living environment that students deserve and need, and will establish a community of teachers and learners where instructors, mentors, and much-needed role models teach and live on campus alongside their students; where students participate in academic, athletic, developmental, and social activities; and where the learning and teaching environment inspires the highest capabilities of instructors as well as students

In establishing the first residential college preparatory program in Washington, D.C. specifically targeted to at risk inner-city children, The SEED Public Charter School of Washington will focus on the academic, personal, and social growth of each student:

- **Academic Growth:** The SEED Public Charter School will administer a rigorous, highly structured, and individualized academic program which takes into account the needs and builds on the strengths of each student. We will provide high-quality college preparatory education that stimulates students to expand their knowledge, develop their potential, and challenge their limitations.
- **Personal Growth:** The SEED Public Charter School will create a supportive and nurturing environment, both academically and socially, which emphasizes the value, importance, and utility of education. We will provide a comprehensive character education emphasizing honesty, integrity, kindness and other moral values.
- **Social Growth:** The SEED Public Charter School will teach students to take their experiences, skills, and intelligence into the community to act as agents of social, educational, and economic development.

The SEED Public Charter School will aim to affect more than its students. We will support families by inviting parents/guardians and loved ones onto the campus regularly to share in activities and be involved in their child's educational experience; by offering seminars in health, job skills, literacy, and other useful topics to the adult relatives of SEED Public Charter School students; and by coordinating and expediting social services to families who are in need, including the delivery of some services on the school campus.

If granted a charter, The SEED Foundation will open the school in July, 1998 with up to 40 seventh grade students, and will progressively populate the school with a new class of seventh graders each year. The school eventually will house as many as 300 students in grades seven through twelve (or 350 in grades six through twelve, if the District of Columbia Public Schools convert to a middle school format.)

A. EDUCATIONAL PLAN

1. Mission and Purposes of the Proposed Public Charter School

a. Educational Needs of the Target Student Population

Grade levels of the student population:

The SEED Foundation, a District of Columbia not-for-profit corporation, is pleased to present this application for a charter. The SEED Foundation proposes establishing a boarding school for at risk inner-city children in Washington, D.C. The school will provide a residential, coed learning environment for students in grades 7-12, and eventually for grades 6-12 when the District of Columbia Public Schools convert to a middle school format.

Student characteristics:

The school's target population will be academic underperformers whose residential settings -- either their homes or their neighborhoods -- are disruptive to their educations, and who have the desire to attend the boarding school. The school will be prepared to address minor learning, emotional, physical and speech disabilities, and will have a program for students whose primary language is not standard English. The school will elect not to be a Local Educational Agency for purposes of special education. The school will be open to any DC public school student who applies, but will be targeted to underperforming students in specific inner-city communities where many of the problems which disrupt students' educations are most prevalent.

Student educational needs:

In preparation for this project, members of the SEED Foundation Board of Directors conducted exhaustive interviews with educators around the country at such institutions as The Milton-Hershey School in Pennsylvania, City on a Hill Charter School in Boston, and St. Ignatius Loyola Academy in Baltimore. These interviews confirmed that the conditions required for students in our target population to succeed in school are:

- A highly-structured academic program, with very clear performance expectations and clear consequences for failing to meet those expectations, but with sufficient flexibility to take account of students' strengths and weaknesses.
- Lots of individual attention from caring teachers.

- A highly structured, safe, secure, supportive, and nurturing learning environment, with very clear behavioral expectations and clear consequences for failing to meet those expectations.
- A safe, secure, supportive, and nurturing residential environment.
- Positive contact with family, and with role models in the community, in the academic world, and in the professional world.

What is special and promising about the school:

What is special and promising about the SEED Public Charter School of Washington, D.C. is that it will competently provide all of these things to the students it serves. Specifically, The SEED Public Charter School of Washington, D.C. will:

- Establish the first residential college preparatory program in Washington, D.C. specifically targeted to at risk inner-city children.
- Provide students the structured, safe living environment that they deserve and need, helping them to develop both personally and academically.
- Administer a rigorous, highly structured, and individualized academic program which takes into account the needs and builds on the strengths of each student.
- Provide high-quality college preparatory education that stimulates students to expand their knowledge, develop their potential, and challenge their limitations.
- Create a supportive and nurturing environment, both academically and socially, which emphasizes the value, importance, and utility of education.
- Establish a community of teachers and learners where instructors, mentors, and much-needed role models teach and live on campus alongside their students; where students participate in academic, athletic, developmental, and social activities; and where the learning and teaching environment inspires the highest capabilities of instructors as well as students.
- Foster meaningful relationships between students and faculty members.

- Cultivate strong relationships between the school and the communities it serves. The SEED Public Charter School will focus on particular neighborhoods in Washington -- “target communities,” where its services are especially needed.
- Support families by inviting parents/guardians and loved ones onto the campus regularly to share in activities and be involved in their child’s educational experience; by offering seminars in health, job skills, literacy, and other useful topics to the adult relatives of SEED Public Charter School students; and by coordinating and expediting social services delivery to families who are in need, including the delivery of some services on campus.
- Form partnerships with local universities to provide students contact with college-aged role models, and to facilitate cross-learning opportunities and sharing of resources.
- Form partnerships with local businesses to provide students contact with professional role models, and to facilitate student internships.
- Facilitate the creation of summer experiences for students which enrich their academic, social, and personal development.
- Foster and encourage the means for students to make connections with the outside world, such as through mentors and internships.
- Provide a comprehensive character education -- through both words and examples -- emphasizing honesty, integrity, kindness and other moral values.
- Teach students to take their experience, skills, and intelligence into the community to act as advocates of social, educational, and economic development.
- Admit 7th graders, many of whom may be performing one to four grade levels below standards and may be in serious jeopardy of dropping out of school, and transform them into highly qualified college applicants.
- Provide students with guidance and support, not only while they attend The SEED Public Charter School, but throughout their college or professional careers.

Relationship between the student population & geographic location of school:

Because The SEED Public Charter School will be a boarding school, it need not be located within daily commuting distance of students' homes. In fact, we believe that the school's campus should be located a moderate distance from students homes. The school's campus will be:

- In the District of Columbia, but far enough from target communities to provide distance -- both physical and psychological -- between the students we serve and the distractions which might otherwise inhibit their positive development and their academic pursuits.
- Close enough to target communities and to public transportation to facilitate visits home, and to allow family to visit students on campus.
- A safe, secure place where students and faculty will feel safe and comfortable.
- An attractive place, of which students will be able to feel proud.
- An appropriate size to house a boarding school of the population anticipated in The SEED Public Charter School's first few years.
- Zoned and permitted properly to be used as a residential school, or possible to get zoned and permitted for this purpose.

A unique educational partnership has been formed in the District which promises to provide outstanding educational opportunities to public school children in need. The grounds of Capital Children's Museum, in Northeast Washington, are becoming a campus for three separate institutions devoted to young people: Capital Children's Museum and The Options Public Charter School have been sharing a building for seven years; now The SEED Public Charter School of Washington, DC will be opening on the campus, as well.

The SEED Public Charter School of Washington, DC will have its classrooms on the fifth floor of The Children's Museum building. The residential quarters (for at least the first two years) will be in the Options building, which faces 3rd Street, NE. This building is currently vacant and used to be the convent building for the Little Sisters of the Poor.

Rationale for the proposed enrollment:

If granted a charter, The SEED Foundation will open the school in July, 1998 with as many as 40 seventh grade students, and will progressively populate the school with a new class of seventh graders each year. As students meet academic requirements, they will be promoted to succeeding grades, so that the school eventually will encompass grades 7 through 12. (Also, a sixth grade will be added if the District of Columbia Public

Schools go to a middle school format. This will prevent students from having to change schools after fifth grade, and then having to do so again just one year later, in order to attend the SEED Public Charter School.)

We feel that it is important to start the school with the entering class size of only forty because it is critical that students be given the individual attention that they need. Over time, the student population will be increased to 50 per grade. We want to be sure to meet the needs of our students, and keeping the school small at first will help us to do so. As we collected input from educators around the country, the importance of starting small enough to succeed while refining the program from the outset was repeatedly stressed to us, especially by the organizers of other charter programs. We intend to follow this advice.

Expectation for development of school:

Students will only be accepted into the school in the seventh grade (or, after a sixth grade is added to the school, in the sixth grade). As they meet academic requirements, students will be promoted to subsequent grades, but there are no plans to add new students to the school in the higher grades. The carefully designed curriculum at the SEED Public Charter School will be highly integrative and cumulative. It would be inappropriate to place a student in the middle of the program who had not already been through the earlier remedial part of the program.

Attrition that could result in smaller class sizes in the upper grades will be minimized by providing every student with the academic and social support he or she needs to flourish. Nonetheless, we know that some attrition will occur. Without attrition, the school would eventually have 300 students in grades seven through twelve. Because of attrition, we expect this number might actually be about 270 after the first six years. Naturally, we anticipate the attrition rate declining over time as we become better at identifying and recruiting appropriate student candidates, and providing them the support that they need once they are students in the school. In addition, projects which integrate the parents into the overall program will be important to minimizing attrition at the school.

b. Mission and Philosophy

The mission of the proposed SEED Public Charter School of Washington is **to provide an outstanding intensive residential education program to at risk inner-city children that prepares them, both academically and socially, for success in college and/or in the professional world.**

The SEED Foundation intends to positively impact not only the children attending the school, but also their families, their communities, as well the national discourse on urban education. By forming close, long-term ties to the community which the school serves, and demonstrating over time the value of education to that community, The SEED Foundation intends to change local attitudes about the merits of investing effort in education and to change national attitudes about the value of investing in education.

The school's program is grounded in the philosophy that all children deserve a high quality education and that all students will learn, if given the challenges and opportunities that they need. To that end, the school will provide an academic and residential setting that is conducive to healthy student development, a strong remedial program to bring students up to their current grade level, a high school curriculum and program that is similar to that found in some of the best college preparatory schools in the nation, and abundant enrichment experiences.

It is the philosophy of the SEED Foundation that when a student fails, his or her school, teachers, family, and support network all have failed. We will endeavor to develop every student to his or her highest potential.

c. Educational Focus

The SEED Public Charter School will focus on college preparatory education, not because every student should go to college, but because a college preparatory education prepares students to be life-long learners, gives them the most options, and best prepares them to become professional men and women who will be equipped to serve their communities in leadership capacities. The school will transform incoming seventh graders (and eventually sixth graders), many of whom may be performing one to four grade levels below standards, into highly qualified college and job applicants.

All the core academic areas -- math, the language arts, science, and social studies will be stressed. However, in the seventh and eighth grades, English speaking, reading, and writing skills will receive the greatest academic emphasis. Foreign language will not be introduced until the high school level, after the use of standard English has been cemented. Non-academic cross-curricular skills including problem solving; critical thinking; working collaboratively with others; and proper, responsible, and healthy social and personal conduct will also be a high priority.

Computers, teleconferencing, and other forms of technology will be employed as learning tools. Consistent excellence, delivered by teachers and learned by students every day, will be the central theme cutting across every aspect of the curriculum.

The school's primary focus will be to serve at-risk students whose educations would benefit from their placement in a boarding school. We will serve these students regardless of their academic abilities, including those with minor learning disabilities and those who are highly talented students. It is our expectation that most of the children we serve will enter the school as academic underperformers, but without severe learning or emotional disabilities.

d. Goals

The SEED Public Charter School will seek to achieve goals in three broad categories:

1. Student academic achievement:

- Tutoring and remediation for every student to at least a standard grade level ability in Language Arts, Math, Science, and Social Studies, prior to entering the ninth grade.
- Maintenance of standard grade level ability by all students, and the achievement by many students of above-average capability in all academic subjects, throughout the high school years.
- Development of the academic skills required for success in college and/or in the professional world.
- Appreciation for the value of education, including the motivation and desire to better oneself through learning.

2. Student non-academic achievement:

- Development of a core set of "living" skills, including healthy habits and decision-making, and a strong work ethic and sense of personal responsibility.
- Development of non-academic task-related capabilities, including problem-solving skills, human interaction, and collaboration skills.
- Development of the social, behavioral, and personal skills required for success in life.

- Creation of strong character and moral values.
- Adoption of the values of community involvement and community service, and a sense of social responsibility.

3. Institutional achievement:

- On-going viability of the institution, in terms of fund-raising, cash-flow, number of student applications, and availability of high-quality faculty who want to work at the school.
- Creating a successful residential and educational community which nurtures its students and inspires the highest capabilities of its faculty.
- Creating and maintaining community, corporate, and institutional relationships.
- Impacting positively on the lives of its students, their families, their communities, as well as the national discourse on urban education.

2. Academic Design

a. Student Content and Performance Standards

The SEED Foundation has adopted specific standards across the following subject area: Language Art, Math, Social Studies, Science, Life Skills, Foreign Language, Arts & Music, Physical Education, Computer Technology.

The standards and achievement benchmarks are based on the standards for schools developed by the Mid-continent Regional Educational Laboratory (McREL) in conjunction with the Office of Educational Research and Improvement of the U.S. Department of Education. McREL has received national and international recognition for its work in standards-based education. While the McREL standards have been modified slightly to better reflect the needs of the school's target population, they have been adopted largely intact.

These standards and benchmarks were created through an exhaustive process of compiling and comparing educational programs, standards, curricula, and course content from scores of teachers' associations (e.g.: National Council of Teachers of English), state education departments (e.g.: State of California Standards for Schools), and other educational and professional organizations (e.g.: Edison Project, Modern Red Schoolhouse/New American Schools). In all, 116 national- and state-level documents that address standards and benchmarks were consulted. The result is a comprehensive set of rigorous but achievable standards, and an exhaustive set of age-appropriate benchmarks for each standard.

The benchmarks are broken down into four categories:

- Level I: Primary (Grades K-2)
- Level II: Upper Elementary (Grades 3-5)
- Level III: Middle School/Jr. High (Grades 6-8)
- Level IV: High School (Grades 9-12)

The benchmarks reproduced here are broken into these same categories. This has been done for simplicity, and also to provide benchmarks for elementary aged students, should The SEED Public Charter School of Washington, D.C. ever amend its charter to serve this age category. The achievement benchmarks for earlier age categories are assumed into the benchmarks for all older categories. For example, a student completing the eighth grade at The SEED Public Charter School of Washington, D.C. would be expected to have achieved all the benchmarks for Levels I and II and III.

Students at The SEED Public Charter School of Washington, D.C. will not take formal classes in foreign language until the high school level. Therefore, they will not be expected to meet the Level I, II, or III benchmarks for the standards for foreign language learning by the end of eighth grade. These benchmarks will be folded into the Level IV

benchmarks, and students will be expected to achieve all foreign language benchmarks by the end of the twelfth grade. The same is true of the benchmarks for economics.

The school's student content and performance standards will be compared to those adopted by the District of Columbia Public Schools, to ensure that our standards equal or surpass those of the Public Schools. Any standards which do not meet the DCPS levels will be revised so that they do.

The comprehensive standards are outlined in Appendix A3.

b. Curriculum

Overview of the curriculum:

Below are overviews of the curriculum which The SEED Foundation has designed to achieve these objectives. While many of these curriculum areas, such as the Residential Program or Summer Programs, are not ordinarily considered part of the curriculum, we believe that they are all extremely important in the delivery of education to the target population in this unique school. A listing of academic content areas at each grade level is included in **Appendix A2**. The full academic curriculum is listed in **Appendix A1**.

Academic Curriculum

The primary purpose of the academic curriculum is to provide students with the skills and knowledge necessary to succeed in college and in the professional world. Students will complete a core curriculum focused on mathematics; science; social studies; and the reading, writing, and speaking of standard English. Art, music, and athletics will also be important parts of the program at every level. A course dealing with social behavior, healthy living, sexuality, goal-setting, and the value of education will be taught in the first two years. Computer skills and public speaking will also be taught. Foreign language will not be introduced until the high school level, after the use of standard English has been cemented. A course in the college application process, and then in adjusting to college life, will also be taught in the high school.

It is expected that most students will enter the program in the 7th grade with deficient academic skills; the 7th and 8th grade curriculum will include an intensive "jump-start" program to ensure that all students meet a minimum competency level prior to entering the 9th grade. SEED believes that creating a strong foundation for education at the 7th and 8th

grade levels will increase the self-esteem, curiosity, and educational interest of students. A rigorous college preparatory program can challenge students in high school, but only after a solid academic foundation has been established at the middle school level.

Please see **Appendix A1** for a listing of proposed curriculum and **Appendix A2** for content at every grade and subject level in the school.

Residential Program

Students will live on campus full-time during the normal school year, and will leave only on organized trips, or with other advanced permission. Campus borders will be considered "closed," and students may not leave or have visitors without permission. The goal of the residential program will be to create, maintain, and instill a sense of community among the students, faculty, administration, and residential advisers. The school community will have as its basic tenets an emphasis upon support, respect, honesty, trust, and an understanding that open communication is the best means for addressing and solving problems.

Students will live in single-sex dormitories and will be assigned roommates. Same-sex residential advisors (RA's) will be available throughout non class-hours, providing supervision, academic support, and general residential support. They will participate in student life from mid-afternoon until after midnight as hall monitors. RA's will be the first level of emotional support for students, and will be expected to develop strong, ongoing relationships with their students throughout the year. RA's will be encouraged to participate in other student activities, such as sports teams and field trips.

Other RA's will be graduate students in education, psychology, social work, and other related fields, from nearby universities. RA's will be the most consistent point of contact between students and the school. They will need to be capable evaluators of student behavior, and will be expected to identify potential problems and intervene when necessary. They will require strong communications skills in order to convey ideas between faculty, administration, and the students. The RA corps will be led by two full-time staff members, one of each gender, who will have extensive experience working with school-aged children .

RA's will be responsible for 10 - 12 students, and will be in constant communication with faculty to create a consistent and supportive living environment. RA's will receive training to prepare them for work

with SEED Public Charter School Students. This training will focus on support, evaluation, intervention, and conflict resolution.

In addition to RA's, classroom instructors will also be available on a rotating basis in the evening hours to provide additional academic support, and to foster stronger relationships with students.

Each student will take part in a Campus Chores program. One hour each week will be devoted to cleaning, mowing, or otherwise maintaining the campus. Students will work in small groups, supervised by RA's. This program will not only serve to help keep down the school's maintenance costs, but will make each student an active contributor to the well-being of the community. Students in good academic standing may also be allowed to work a limited number of additional hours on campus each week for pay.

Character Education

The SEED Foundation is committed to the ideals of the Aspen Declaration on Character Education, which states in part: "Effective character education is based on core ethical values which form the foundation of democratic society, in particular, respect, responsibility, trustworthiness, caring, justice and fairness, and civic virtue and citizenship." We have had discussions with the Character Education Partnership regarding integration of character education into our community and curriculum. The basis for our values education program will be the 24 values taken from the U.S. Constitution and Bill of Rights identified by Baltimore's Task Force on Values Education and Ethical Behavior:

compassion, courtesy, critical inquiry, due process, equality of opportunity, freedom of thought and action, honesty, human worth and dignity, integrity, justice, knowledge, loyalty, objectivity, order, patriotism, rational consent, reasoned argument, respect for others, responsibility, responsible citizenship, rule of law, self-respect, tolerance, truth

Character education will be integrated into every facet of The SEED Public Charter School program. Character is taught most effectively by example. The ability of Teachers and RA's to model the values listed above will be of the utmost importance in the hiring process. It will be the goal of the program to teach character by word and by example. Opportunities for discussion of values will be pursued in every course,

from English to Science to Social Studies, as well as on the athletic field, on community service projects, and during other activities.

In addition to integrating character education into other academic courses, there will also be a full seventh grade course on values, ethics, social responsibility, and standards of conduct, and a half course in the eighth grade.

Extra-Curricular Activities

The SEED Foundation believes strongly in the learning that takes place outside the classroom. Student government, school newspaper and yearbook, and music and drama performances will be part of the program from the outset, and will be integrated into the weekly schedule. As the school grows in size, additional extracurricular activities will be added to the program. Students will be encouraged to take the initiative in developing and planning additional activities. When appropriate, individuals and groups from outside communities will be encouraged to volunteer time and resources to provide new perspectives and instruction.

Although leadership activities and responsibilities will be part of both the academic and co-curricular programs, additional leadership training will be offered through weekend programs and expeditionary learning, in some cases in conjunction with existing programs such as Meet the Wilderness.

Physical Education and Athletics

The SEED Foundation believes that physical education and athletics are very important to individual student development and the sense of unity among students. All students for whom it is physically appropriate will be required to participate in a team sport. Students unable for physical reasons to participate in team sports will have a physical activity and education program tailored for them in conjunction with appropriate therapy and medical personnel. The goals of the athletics program are to encourage the development of fitness habits, enhance collaboration skills, develop camaraderie among schoolmates, provide a healthy outlet for energy and competitiveness, help keep students occupied, and complement and enhance the overall experience of each participant.

The school will provide all necessary athletic equipment. In the early years of the school's operation, a very limited number of team sports

will be offered and all athletic instruction will be provided by faculty and staff. Outside athletic specialists will be brought in as required or as permitted by growth in the size of the student population.

Community Service

The SEED Foundation intends to provide a model for community improvement through the benefits of education. The success of this vision relies on students achieving a comprehensive knowledge of self-improvement and community revitalization. To this end, all students will be required to participate in various community service activities in their own communities. Students in the 7th-10th grades will participate in rotating activities, such as rehabilitating housing, planting city gardens, and visiting the aged in retirement homes.

In addition to these activities, tutoring younger students will be an important focus of The SEED Public Charter School community service program. Each SEED Public Charter School student who is in the eighth grade or above will be assigned a 4th, 5th, or 6th grade student in a target community, and regular meetings will be arranged throughout the school year. This program will allow SEED Public Charter School students to realize their ability to help others, and will make the school a source of educational support to the entire community.

Eleventh and twelfth grade students will design year-long community service projects, either individually or in groups. These student programs will focus on their own communities, determining the strengths resident in their communities, and identifying opportunities to create improvements in the quality of life of residents. The school will connect students with community leaders and organizations -- such as the Boys' and Girls' Clubs of Washington, the local chapter of Habitat for Humanity, the Marshall Heights Community Development Organization, and the Northwest Settlement House -- to establish long-range programs.

Summer Programs

Unless properly structured, the summer could be a time when students become distracted from their educational development and get involved in unhealthy activities. The SEED Foundation believes that its ability to help students use summer time constructively will be one of the most critical determinants of the school's success. The SEED Foundation believes that, where family dynamics allow, students should spend a portion of the year with their families and in their communities. However,

we intend to help shape students' activities during that time, to increase the value of the student's experience and to help insure the student's return to the program in the fall. The school will work with students and parents/guardians to identify productive summer activities.

Some students will be encouraged to take courses on local college campuses, or elsewhere in the country through the auspices of the Johns Hopkins University Center for Talented Youth. This will broaden their academic skills and give them valuable exposure to college campuses and students.

The SEED Public Charter School will offer summer courses tailored to the needs of students who are struggling to meet minimum academic requirements. The dormitories will also be available and supervised, with group activities in the evenings, for the benefit of those students who have no other appropriate home in which to spend the summer.

The school will work to help place every one of its students in an appropriate academic program, a summer job in the community, or in another supervised summer enrichment program, such as with the Sierra Club, Outward Bound, Summerbridge, Meet the Wilderness, or DC Works. School faculty and staff will maintain close contact with students throughout the summer, working to ensure that students return to classes in the fall having had a positive experience.

Summer Orientation

The school will provide a two week summer orientation program for incoming seventh graders, starting in late July. The two weeks will be full-time residential, on the school's campus. The program will consist primarily of community-building and enrichment activities, such as athletics, cook-outs, hikes, movies, and trips to museums, but will also include academic activities. This will be a time for the students, faculty, and administrators to become comfortable with each other. Most important, students will be introduced to the school's rules, policies and expectations.

The purpose of the program is to introduce students and their families to the school, to each other, and to the realities of boarding school life. This is a difficult process for most students and families, and it is important that they be given the opportunity to adjust before being subject to academic demands. Further, some students or families may decide, after experiencing the boarding program, that a boarding school is not

right for them. These students need to be given the opportunity to recognize this prior to the opening of the school year, to facilitate the transfer to another school. In addition, each student will be tested to create the Yeas (Individual Educational A...), by the time the school year opens. A second orientation will be held in August for any new students who may have joined the school from the waiting list.

Suitability of curriculum to the school's mission and goals:

The curriculum outlined above is consistent with the mission and goals of the school. It provides inner-city children the outstanding residential education which they deserve, preparing them, both academically and socially, for success in college or in the professional world. This curriculum provides an academic and residential setting that is conducive to healthy student development, a strong remedial program to bring students up to their current grade level, a high school curriculum and program that is similar to that found in some of the best college preparatory schools in the nation, and abundant enrichment experiences. In so doing, this curriculum is directly responsive to The SEED Foundation's goal of giving our students the challenges and opportunities that they need in order to succeed in learning.

Suitability of curriculum for language minority students:

All of the courses, events, and activities of The SEED Public Charter School, except foreign language classes, will be conducted in English. Part of the SEED Foundation's mission is to provide a complete remediation program to students deficient in their use of the English language. We believe that many of our students will enter the school performing between one and four grade levels below standard in their English reading, writing, and verbal skills. Our program is designed to bring these students to a standard level of proficiency by the 9th grade. Students for whom English is a second language will have the advantage of progressing through the same remediation program as other students. Further, the school will work to accommodate these students' needs by providing individual attention and instruction.

We anticipate that each year The SEED Public Charter School will serve a small number of language minority students. In most cases, we will be able to modifying the standard classroom instruction to meet their needs. Our small class size will make it possible to give them the individualized attention required to improve their English proficiency in pursuit of fluency. In addition, we will employ tutors who speak the student's native language, and also English, to help them master English language skills. This will allow us to provide most language minority students with the additional support and services they need to become proficient in the use of English. However, in cases where we can not meet students' special needs, we will work with the appropriate representatives from DCPS to insure that students' language needs are met.

Additionally, the SEED Foundation feels that it is very important for every student who attends the school to have their background and culture supported. The positive affirmation of the children's ethnicities and language is an important aspect of the general culture which will pervade throughout the campus. In doing this, The SEED Public Charter School will make sure to integrate the ideas, thoughts, and language into the culture of the school, so that every student, parent, and family feels that they are part of the school and its extended family.

Suitability of curriculum for students with disabilities:

The SEED Public Charter School will have at least one instructor with experience working with learning disabled children who have Level I or Level II IEPs. However, we do not expect to have the expertise and resources to properly serve children who have severe learning disabilities. The SEED Public Charter School will elect not to be a Local Education Agency for purposes of special education. **The school will work with the District of Columbia Public Schools Office of Special Education to plan the special education program, to test and screen students referred for special education services, to see that every child is appropriately placed, and to meet reporting responsibilities.** Students with potential learning disabilities will be identified during the summer orientation. When students exhibit signs of learning disabilities, we will expect that they be tested by the District of Columbia Public Schools Office of Special Education.

It is our expectation that most of our students will not be severely learning disabled. However, if students in the school are assessed with learning disabilities which The SEED Public Charter School is not adequately prepared to address, working very closely with the District of Columbia Public Schools Office of Special Education, we will make every reasonable effort to see to it that the needs of the student are met. Until the specific policies and process of the District of Columbia Public Schools Office of Special Education is outlined, we cannot know our specific process in this regard. To the extent that the Principal of our school (Lesley Poole) has expertise in teaching and directing schools with similar populations, we are confident that deal with any issues in a proactive manner. It is our expectation that our relationship with DCPS will be positive, and we have had discussions with the Deputy Superintendent to that fact.

c. Methods of Instruction

The SEED Foundation seeks to establish a learning and teaching environment that inspires the highest capabilities of instructors as well as students. The SEED Public Charter School will hire outstanding teachers, and hold them accountable for their *outcomes*, rather than their methods. Instructors will be given the freedom to use their talents in whatever manner they see most fit, to implement a challenging program tailored to the special needs of their students. Teachers will be required to constantly evaluate the

effectiveness of their methods, and to invent new techniques to complement traditional teaching paradigms.

While granting this creative independence to its faculty, The SEED Public Charter School academic program will use certain methods of instruction which have proven themselves to be important tools for effective student learning. These methods include:

Individualized Classroom Instruction

The SEED Foundation understands that every child learns differently. Therefore, The SEED Public Charter School will seek to teach students through whatever method they most readily learn. Each class, regardless of the material content, will provide instruction via visual and auditory means, and will present concepts in both a part-to-whole, and whole-to-part orientation.

In cases where class instruction fails to meet students' needs, individual attention will be available. Personal, individualized instruction will be offered to help struggling students overcome their difficulties. If, despite extra attention from instructors, students continue to display greater difficulty learning than most of their classmates, they will be assessed for learning disabilities, and, if appropriate, an IEP will be prepared.

Similarly, individual advanced programs will be created for students whose talents allow them to go beyond the program being offered to their classmates. These students will be challenged to produce innovative projects, undertake in-depth studies, or write highly integrative research papers. Every student at The SEED Public Charter School will be challenged to grow academically and intellectually at their own pace.

Project-Based Individual and Cooperative Learning

Individual and group projects will be utilized in order to engender collaboration skills, develop planning and time management skills, facilitate integration of course information, and provide significant pieces of completed work to demonstrate student accomplishments.

Thematic Integration

Each year, a theme will be chosen to integrate the learning in each academic subject area. For example, "water" could be studied in science

class, investigating its chemical make-up, physical properties, impact on weather, and critical role in sustaining life. In the study of math, water's volume, mass, and density could be the subject of algebraic exercises. In the study of history, the special place of water in the location and development of cities, the use of water for transportation, and the control of water sources during war could be explored. In English class, students could read Moby Dick.

The creation of such themes not only serves to integrate the concepts taught in a diverse and far-reaching curriculum, but also helps bind the community socially and academically. Students of different ages in different grades may be studying very different material, but the implementation of a thematic unit will give them something in common, and provide topics around which the entire community can organize.

Use of Technology

SEED Public Charter School students will be proficient in the use of computers. Students will be taught to use word processing, graphics and slide presentation, graphing, statistical analysis, and spreadsheet software, and will be required to use these skills in their course work.

Equally important, computers will be utilized as learning tools. Innovative software for such purposes as providing mathematical drill practice, or simulating scientific principles, will be utilized. As the school forms partnerships with key businesses, the addition of teleconferencing equipment to connect students and their classroom computer to organizations and individuals undertaking scientific, engineering, archeological, or other projects in the real world will provide students the experience of being involved with exciting projects across town, or around the globe.

Students will also be taught and required to use the internet. This will vastly increase their research capabilities, and will help them become aware of, and make connections to, the outside world.

Enrichment Experiences

It is The SEED Foundation's contention that students learn best when they are given the opportunity to go out into the world and experience that which they study. SEED Public Charter School students will not only read Shakespeare, they will go to the theater to see his plays performed. They will not only study water pollution, they will take water

samples from nearby rivers, and track pollution over time. They will not only study the Constitution, they will see it at the National Archives, and see Congress, the White House, and the Supreme Court.

Consistency

Children learn quickly to meet expectations when standards are consistently enforced, but learn slowly or not at all when they receive mixed messages. One of the most powerful teaching tools employed by The SEED Public Charter School will be the consistency with which its faculty, staff, and administration enforce rules, demand effort and high quality work from students, and praise positive behavior.

3. Student Performance

a. Student Assessment

Students will be assessed on normative, academic and behavioral achievement. Each student's assessments will be reviewed with parents/guardians, teachers, and Resident Advisors. Together with the student, these parties will work to develop an Individualized Educational Plan to improve any deficiencies, and to leverage strengths.

Normative Assessment: Students will enter The SEED Public Charter School with evaluation scores from norm-referenced standardized academic skill evaluations administered by their previous District of Columbia Public Schools (Stanford – 9). Also, as explained in section C.1.a. of this application, “Timetable for Registering and Admitting,” in June of the year that they enter the school, new students will be administered a standardized test of cognitive ability, such as the Secondary School Aptitude Test. These tests will be used together to gauge each student's baseline performance, in evaluating his or her academic progress at The SEED Public Charter School. Further, these assessments will provide important information to the faculty which will be used to ensure that the proper challenges and supports are built into each student's Individualized Educational Agreement.

Each year, students' academic performance will be evaluated using norm-referenced standardized achievement tests, including the Stanford – 9 Achievement Test, and perhaps others as well. Because quarterly evaluations by teachers will provide information throughout the year regarding students' progress toward meeting performance goals, poor performance on annual standardized tests will be anticipated and averted. Information from quarterly evaluations will be used to identify those students who may be failing to progress properly, and their programs will be adjusted to give them the additional help and support they need in areas where weaknesses are appearing. (See section c, below.) Students' will also be challenged to excel in areas where they are showing signs of particular promise. The results of each student's annual achievement tests will be used to adjust his or her program for the following year.

Behavioral Assessment: In the first weeks of the seventh grade, new students will be evaluated qualitatively by teachers on a subjective basis, for behavioral and non-academic skills. These evaluations will provide a broad baseline against which to evaluate students' progress in developing healthy, polite, constructive, and self-disciplined behavioral patterns, as they move through the school. The results of these evaluations will be used in developing each student's Individualized Educational

Agreement, where students will be challenged to improve in areas of weakness and to excel in their areas of strength.

Each student's behavioral progress will be monitored by all of his or her teachers, and also by his or her Resident Advisor. Grades will not be assigned for behavioral achievement, but detailed written evaluations will be made four times per year. These evaluations will be distributed to the student's teachers, Resident Advisor, and mentor, to allow them all to work together in encouraging the student toward emotional and behavioral development.

Academic Assessment: Progress in each student's academic achievement will be evaluated by their teachers four times each year, except in the seventh grade, where, because students are new to the school, evaluations will be provided eight times throughout the year. Students will be evaluated on both objective and subjective standards, using such evaluation tools as tests, quizzes, written exercises, group projects, effort, and class participation. The emphasis in the first two years will be on improvement, effort, intellectual curiosity, and determination. These evaluations will be used to periodically update each student's educational plan, placing greater attention and resources in areas where students need support, and working with them to define areas in which they are capable of achieving more fully.

Each students' work will be kept in a portfolio, a folder of completed projects and assignments for review and evaluation. The earliest work in the portfolio will serve as a baseline against which the student's progress can be measured. The improvement demonstrated by the portfolio will providing motivation to students, and will teach them to recognize opportunities to grow and develop their capabilities .

b. Basis for Promotion and Graduation

Each curriculum subject area will have specific student performance objectives at each grade level. In order to pass each course of study, students will be required to demonstrate success in achieving the performance objectives associated with that course. Students will be promoted to the next grade when they have passed all of the required courses at their present level and met all other requirements, such as physical education and community service. Students unable to pass all of their courses will be given the opportunity to do summer study or other additional work which may bring them up to required standards. If they are still unpromotable, they may be given the opportunity to repeat their present grade. However, students will not be promoted to the next grade until they can demonstrate the specific performance abilities required for promotion from the previous grade.

Students will graduate when they have passed all of their twelfth grade courses and met all other requirements, such as physical education and community service.

c. Student Intervention

It is the philosophy of the SEED Foundation that when a student fails, his or her school, teachers, family, and support network all have failed. We will endeavor to activate all our resources to prevent such a failure. The school's assessment, evaluation, and intervention programs will be important tools in the execution of The SEED Foundation's commitment to work exhaustively with any student who works hard on behalf of his or her own education.

Quarterly evaluations will be used to flag students with academic difficulties. Any student who is failing to reach required performance standards will be assisted to improve his or her performance. Large amounts of personal, individualized instruction will be offered. The struggling student's teachers, Resident Advisor, and parents/guardians (if appropriate) will work together to devise a support system to help the student. These are the steps the school will take to intervene before a student becomes dependent upon remediation.

If these actions prove insufficient, the student will be assessed for learning disabilities, and, if appropriate, an IEP will be prepared.

Students who, despite the school's intervention efforts, are unable to meet the school's academic requirements to graduate from their grade level will be given the opportunity to do summer work to make up the deficiencies. If, after summer work, the student still fails to meet the school's requirements for promotion to the next grade, the possibility of repeating the previous grade will be considered. If, in the school's opinion, such a repetition might be useful, it will be allowed. However, if at any point it becomes the opinion of the school's Principal and Executive Director, after consultation with the student's parents/guardians, teachers, RA, and mentor, that the student is incapable of meeting the school's academic standards, the student will no longer be allowed to continue in the program. Such a condition will be considered a withdrawal, not an expulsion, and the school will work with the student's family to help find a more appropriate academic setting for the student.

4. Support for Learning

a. Parent Involvement

Parent/family involvement is arguably the single most significant difference between students who excel and those who never realize their full potential. We recognize the important role parents and other care providers must play in our success, and we are making every effort to insure the highest quality and level of parent/family involvement possible.

Our approach to parent/family involvement takes into account that boarding school maybe a foreign concept to many of our students and parents. Addressing this issue has been one of our top priorities. For example, three of the most important characteristics we looked for in our search for a head-of-school was someone (1) who could identify with the needs and challenges facing our students; (2) who could lead an intense parent outreach campaign; and (3) who could foster strong ties to the local community.

We hired Dr. Thomas Stewart with these characteristics in mind. Dr. Stewart is not only a native Washingtonian, but as a youth he was challenged by an unstable home life which resulted in foster care placement and sub-par academic achievement. He overcame these obstacles and will be a living example of what our students can achieve (A more substantive discussion of Dr. Stewart and other key personnel is included in the Personnel Information). In addition, he has over five years of experience working directly with inner-city children and families.

We also plan to hire a Parent and Community Coordinator (we have submitted a proposal to the Public Welfare Foundation to fund this position). Working very closely with Dr. Stewart, the Parent and Community Relations Director will lead an aggressive parent/family outreach campaign. Our parent/family outreach strategy has several basic components:

1. Information sessions before and during the application process;
2. Assessment of parent/family needs, concerns and suggestions during the application phase;
3. One-on-one interviews between students, parents/families and SEED staff once selections are made;
4. Monthly parent/families workshops and social activities;
5. Parent/family resource center and clearinghouse; and
6. Parent/family volunteer and community service activities.

We will begin by hosting a series of information sessions during the application period to provide prospective candidates and the families with detailed information about

the SEED School; and to provide technical support with preparing the application. Each parent will also receive a parent/family survey which will solicit information about their needs, concerns and suggestions.

Parent/family interviews will be conducted with each student and parent (or care provider) before the student begins at the school. The interviews will allow us to begin building rapport with students and parents. The interviews will also provide an opportunity to address any questions the students and parents may have so that they can make an informed decision about whether the student truly wants to attend the SEED School. The information obtained by the surveys and interviews will form the basis for a series of going parent./family workshops and other activities. A tentative list of topics will include:

- Adjusting to boarding school
- Distance parenting
- Understanding adolescent and young adult development
- Effective communication strategies
- Self improvement and empowerment

Parent involvement will begin every summer before school starts. All families will be invited on campus to familiarize themselves with the faculty, staff, facilities and other important features of the school.

We envision the SEED School as more than a place where parents visit their children periodically. We intend to create opportunities for parents/families to be an active part of School life. For instance, a parent resource center will be located on the campus to meet basic needs of the families. These basic services might include adult literacy and financial management workshops. In addition to serving parents/families, we also want to provide them with opportunities to give back to the School and community. Therefore, we will encourage parents to volunteer their time and services to community service projects.

Parents/guardians will receive their child's report card four times each year, except for seventh grade parents/guardians, who will receive reports eight times each year. Faculty and staff also will maintain informal communication with parents/guardians on a more frequent basis, beginning in the very first week of school and continuing throughout the year. One of the most important functions of this communication will be to pass on *good* news to parents/guardians about their child's progress.

b. Community Participation

The SEED Public Charter School will seek to build a strong relationship with the communities it serves. A Parent and Community Relations Director will spearhead the

school's efforts. We have already established close links with organizations such as the Marshall Heights Community Development Organization, the Anacostia • Congress Heights Partnership, and the Northwest Settlement House. We have met, and will continue to meet, with parents/guardians and school guidance counselors and principals to solicit their input into the design of our program. In addition, we have had significant discussions with Dr. Arlene Ackerman (Deputy Superintendent of DCPS), Judge George Mitchell (presiding judge of the DC Family Division of DC Superior Court), the DC Collaborative (Child Welfare), and parents. A list of the individuals and organizations with whom we have consulted is included in **Appendix F**. In addition, see **Appendix H** for endorsements from the following individuals and organizations:

- Linda Cropp, Chairperson, District of Columbia City Council
- Lloyd Smith, President & CEO, Marshall Heights CDO
- Dr. Veronica Thomas, Interim Dean, Howard University School of Education
- Bruce O'Neal, Executive Director, Anacostia • Congress Heights Partnership
- Jamie Foroughi, Vice President (Community Development), NationsBank

Many of the students we serve will be referred to us by educators, counselors, clergy people, and social service agencies in the community. The input of these community members will also be sought to help provide guidance and counseling to the students they refer to us, and in order to allow the school to help coordinate and expedite the delivery of social services to SEED Public Charter School families in need. Indeed, we will work with appropriate social service agencies to actually make the SEED Public Charter School campus a delivery point for students' families to receive social services at the same time as they visit their children. This will help to make family visits to the campus a more useful, welcoming, and relevant experience for families; will encourage family involvement with the school; and will help to make the school a resource for the entire community.

The SEED Public Charter School will create partnerships with local colleges and universities. This will give our students contact with academic role models, and will give us access to the resources and expertise available on those campuses. This will give students the opportunity to participate in internships and summer programs, and have a college-aged mentor. We have so far secured an initial commitment from Howard University to engage in such a partnership, and we are actively pursuing additional schools. The partnership with Howard University is already paying dividends, as the School of Education is consulting to The SEED Foundation in the creation and definition of the school's curriculum.

The SEED Public Charter School will also create partnerships with local businesses. Using a program modeled after that developed by the organization Philadelphia Futures, local businesses will each be asked to sponsor a single child throughout his or her time as a student in The SEED Public Charter School. Beginning in the seventh grade, and continuing through graduation, that firm will:

- Provide an employee volunteer to mentor the student, help with schoolwork, or just take him or her out for ice cream.
- Provide internship or summer employment opportunities.
- Pay the difference between the cost of the student's education at The SEED Public Charter School, and the amounts raised from all other sources (including the charter per capita allotment, Title I funds, and any others). It is estimated that companies' financial commitments through this program will be \$3,000 per year.

c. School Organization and Culture

-- and --

d. Safety, Order, and Student Discipline

The SEED Foundation believes that safety, order, and discipline are indivisible from school organization and culture. It is the responsibility of the school to create an organization and culture which engender safety, order, and student discipline. Accordingly, our responses to these two sections of the application guidelines are combined.

The goals of the SEED Foundation include the creation of a community which values education, whose culture is supportive and nurturing, and which inspires the highest capabilities and character of its instructors and students. Setting the proper tone within a school community helps to create order, safety, and discipline; to inspire the best within each member of the community; and to strengthen the bonds among the community's residents. The SEED Foundation believes that establishing an environment conducive to learning, academic risk-taking, and civil interaction between students is absolutely essential. All aspects of the living, working, and learning environment will be designed with the goal of developing adolescents into self-assured and well-educated young adults.

The organization of the school's administration and faculty is complex, and is an integral part of the SEED Foundation's program for operating the school. An organizational chart is included in **Appendix C** to this application.

The school's students will be organized into residential groups, called "houses," of about ten students. The students in a given house will sleep in contiguous dormitory rooms, will eat breakfast together every day, and will participate in certain school activities together as a group. Each house will be headed by a Resident Advisor. By organizing the school around this constructed family, we will be better able to provide each student with the oversight, guidance, and support he or she needs. Resident Advisors will keep abreast of students' emotional and physical health, and their progress toward academic and behavioral goals. The house system will provide students with the individual attention they need and identify problems early to facilitate intervention. It will also foster close emotional bonds within the group.

The effectiveness of school uniforms in reducing competitive or aggressive behavior, easing gender tensions, and eliminating overt signs of socio-economic differences between students is highly regarded. The SEED Foundation also contends that being well dressed and groomed will give students a greater sense of pride and self-confidence. The dress code during the school day will be neat, simple, clean, and uniform, without being overly formal. Boys will wear khaki pants, brown leather shoes,

and a solid colored polo shirt or oxford to all classes and meals during the week. Girls will wear the same, except that they will wear khaki skirts or pants. Students will be required to be well-groomed in public. During off hours, students may dress more informally. For certain occasions, including Sunday dinners and other special events, more formal attire will be expected; including a jacket and tie for boys. These clothes will all be provided to students, so that the cost will not represent an economic hardship to families.

Though faculty will be given considerable freedom to operate their classrooms as they see fit, there will be certain uniform behavioral expectations throughout the school. The SEED Foundation believes that students rise to the standards set before them, both academically and socially. Therefore, the highest standards of conduct and comportment will be demanded of students. Anti-intellectualism will not be tolerated, and students will be expected to actively participate in a wide variety of school activities. They will be required to interact with each other and with faculty in a civil, polite, kind and respectful fashion; to speak standard English effectively; to dress appropriately; and to behave honorably in all facets of school life.

While the requirement to meet these high behavioral standards will begin as soon as new seventh graders enter the campus, we recognize that students will need to be taught -- in a course, as well as in their daily interactions with the school's adults -- how to meet these expectations, and ample margin for error will initially be granted. Discipline will be stern but fair, and will be flexible enough to consider not only the student's present actions, but also his or her effort and progress toward meeting the expectations of the community. SEED Public Charter School students, like all children, need to learn proper behavior, and their failures are expected to be a part of that process.

The school's discipline system, therefore, will be proactive, designed to teach more than to punish. A faculty member for each grade will be assigned the position of Grade Dean. He or she will work with the Resident Advisors for that grade, and all faculty members who teach students in that grade, to monitor the health, welfare, and academic and behavioral progress of each student in that grade. One senior Grade Dean - the Dean of Students -- will serve as the head of the group, mentoring and supporting the others in their jobs, and working with the principal to establish discipline policies and address difficult cases.

When a student commits a minor behavioral infraction, a notice of a "demerit" will be sent to the student's Resident Advisor and to the Grade Dean. The Resident Advisor and Grade Dean each will speak to the student about the infraction, making the event a learning experience. More major infractions may earn two or three demerits. A student who accumulates three demerits will lose the privilege of participating in a certain fun activity, such as an ice cream social or going to the movies.

A student who accumulates a large number of demerits will trigger action from the Grade Dean, who will meet with the student's teachers and Resident Advisor, consult

with the parents/guardians and mentor (if appropriate), and then meet with the student. If the student's behavior does not improve, a Discipline Committee will convene, consisting of the Grade Deans, and, once the school includes them, several eleventh and twelfth grade students. The student will appear before the committee, will be accompanied by his or her Resident Advisor, and will be given the opportunity to be heard. The committee will attempt to educate the student about any unacceptable behavioral, and will recommend to the Principal and Executive Director a response from the school, which might range anywhere from no action to expulsion. The Principal and Executive Director, who will have final approval, will consult with the student's parents/guardians, and then accept or modify the committee's recommendation. Students may go directly to the discipline committee for very serious infractions.

The behavioral failures of most students are the result of inconsistent messages received from adults and peers. Every effort will be made to avoid such inconsistencies at The SEED Public Charter School. All school staff -- teachers, administrators, and Resident Advisors -- will receive special training in the understanding, communication, and maintenance of school behavioral standards. Faculty will also be evaluated, promoted, and compensated based, in part, upon their skills in the area of helping students reach their behavioral goals, and modeling appropriate behaviors and attitudes.

Faculty will be aided in this task by the students' families, and by outside mentors who will be assigned to each student. Parents/guardians will be given frequent information about their child's behavioral progress, and will be asked for input when difficult issues arise. Also, as explained in section A.4.b. of this application, "Community Participation," each student will be assigned a mentor from the local community. The existence of these mentors will allow students to develop a friendly and informal relationship with an adult, to explain any frustrations with the school to an outsider (who can then provide constructive feedback to the school), and to receive individual attention and advice from an interested adult. Mentors will receive training before entering the program.

The establishment of an effective school organization and culture is the single most important means of maintaining student discipline and avoiding violence and confrontation. However, it is recognized that failures will occur, and some students will threaten or use violence. The use of violence absolutely will not be tolerated, and may be an expellable offense. Further, the mere threat of violence will be taken very seriously and will lead to serious disciplinary action. Any student bringing a weapon on campus will risk expulsion. Any member of the school community who threatens or uses violence or possesses a weapon while representing the school in public, or while wearing or carrying anything bearing the school name or logo, will risk expulsion.

Drug possession or use will not be tolerated among students or faculty, either on campus or off.

The SEED Public Charter School will be a drug-free environment. The unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance by any student or staff member will be prohibited. The school will establish a drug-free awareness program to inform students and employees about:

- the dangers of drug abuse;
- the school's policy of maintaining a drug-free environment;
- available drug counseling, rehabilitation, and employee and student assistance programs; and
- the penalties that may be imposed upon employees and students for drug abuse violations.

The school will abide by any regulations regarding the use of controlled substances, such as The Federal Drug-Free Workplace Law (41USC(a) section 701 *et sec*). The school will work to accommodate the needs of any student or employee who comes forward on his or her own to acknowledge a drug or alcohol problem and seek help. However, any member of the community whose drug use is otherwise discovered will risk removal from the community.

Use of alcohol and tobacco by students will be prohibited at all times. The school will work with any student addicted to tobacco, to provide a medically supervised smoking cessation program. The use by anyone of alcohol or tobacco on campus, or at off-campus school events, will be prohibited. Any member of the community who uses alcohol, tobacco, or other drugs, or is under their influence, while representing the school in public, or while wearing or carrying anything bearing the school name or logo, will risk expulsion from the community.

The SEED Foundation will take all appropriate steps to ensure that the campus is a safe and secure place. An independent security firm will be retained to help protect the campus and its residents. Background security checks will be run on all new school employees and on volunteer mentors, and fingerprint analysis will be used to search for convictions for violent, sexual, or drug-related offenses. All visitors to the campus will be required to check in and out at the reception desk, and to wear a visitor badge. Faculty, staff, and security personnel will be trained in the appropriate means of engaging strangers on campus who are not wearing visitor badges. No student will be remanded to the custody of an adult other than a parent or legal guardian, or allowed to leave campus without being in the custody of an adult, unless written permission to do so is received in advance from the parent or legal guardian.

e. Professional Development for Teachers, Administrators, and Other School Staff

One of the goals of the SEED Foundation is to create a teaching environment which inspires the highest capabilities of instructors. Professional development will be an important priority for The SEED Public Charter School faculty. A Dean of Faculty will be employed to run the faculty development program, and to assist the Executive Director with all aspects of faculty management.

One of the most important faculty development tools is proper supervision, which will be the responsibility of The SEED Public Charter School's Principal and Executive Director. Faculty will be assessed annually, and will have part of their compensation tied to these assessments. Further, merit based promotions will be made. The school will have three types of instructors -- Associate Teachers, Full Teachers, and Master Teachers -- each with its own pay scale. Promotions will depend entirely upon performance, rather than upon seniority.

Associate Teachers generally will be newer teachers. They will be hired because of demonstrated potential to be excellent teachers, but may require some mentoring. Master Teachers will be experienced educators who have demonstrated themselves to be outstanding at their craft, and who provide leadership in the mentoring of others. They will be asked to take on considerable responsibility throughout the operation of the school. All faculty members who have been promoted beyond Associate Teacher will be considered Full Teachers.

Many administrative responsibilities will be divided into small, manageable pieces each of which will then be assigned to faculty members. This will allow faculty to learn to run various parts of the school program, and allow greater opportunity for development and promotion.

In-service training sessions also will be offered. The SEED Foundation will seek to hire teachers of diverse backgrounds and experience. Our own faculty will possess a tremendous wealth of powerful ideas, techniques, and personality traits which should be shared among the entire faculty. The first place we will look to organize faculty in-service programs will be to our own talented people.

The school also will support, financially and otherwise, faculty wishing to take advantage of development opportunities offered elsewhere, or to bring speakers or other opportunities to campus for the benefit of The SEED Public Charter School faculty. For example, Teach For America has offered to make its summer training program for teachers available to The SEED Public Charter School faculty, and David Mallery, the National Association for Independent Schools' consultant for professional development, has offered to provide courses for our faculty.

f. Structure of the School Day and Year.

The school year will consist of approximately 200 weekdays, but important school-related activities also will be occurring on weekends. The academic year will begin in late August and will end in mid June. A summer program for the incoming seventh grade will commence in July. Because students will be living in the same place that they go to school, there will be no snow days and it is unlikely that the academic calendar will be disrupted. In all, most students will live on campus about 285 days each year, although the campus will be available and supervised during summer and holidays for those students who have no other appropriate home.

In general, the schedule will be rigorous and structured, leaving students with limited free time, especially during the week. Weekend schedules will be structured, but less tightly, and will include non-academic instruction; athletic and extra-curricular periods; campus chores; community service, cultural, social, and enrichment field trips; and the opportunity for students to earn pocket money by performing maintenance tasks on campus. Students will have options for some weekend activities, and may earn the right to participate in certain “reward” activities, based upon behavioral criteria. Older students may also have some additional freedom. Students will be provided the time and transportation necessary to participate in religious observances.

Family, friends, and community members will be invited on campus many weekends during the year to see performances, learn about school activities and their children’s progress, observe athletic competitions and choral and dramatic productions, participate in programs, and to be able to share in the experiences of their children. Parents/guardians may also take part in education programs of their own which will be offered on campus. For the benefit of students who have no family to visit them, the school will work to bring the student’s mentor, pastor, or some other adult to campus on family weekends. For students for whom no adult is available, RA’s will organize family-style activities during family activity periods.

Sample weekday and weekend schedules are provided in **Appendix B**.

B. BUSINESS PLAN

1. Planning and Establishment

a. Profile of Founding Group

Application for this charter is made by The SEED Foundation, Inc., a District of Columbia not-for-profit corporation with offices located at 1225 Eye Street, N.W., Suite 350, Washington, DC 20005. The SEED Foundation is dedicated to helping inner city children by founding and supporting schools for academic underperformers who would benefit from a change in their residential environment.

The SEED Foundation Board of Directors and Advisory Council include education and business professionals from Washington, D.C. and across the nation. Both the Board and the Council include parents and people with experience in public school teaching and administration, private school teaching and administration, charter school establishment and operation, inner-city education, residential education, tutoring, mentoring, coaching, social services delivery, neighborhood advocacy, fundraising, business consulting, financial management, local and national politics, and law.

This expertise has allowed The SEED Foundation to conceive and design a school of extraordinary quality, and begin to gather many of the resources needed to make it a reality. This group will continue to offer The SEED Foundation its expertise, contacts, funds, and fundraising, contributing to the long-term success of the school.

The Board of Directors and Advisory Council of The SEED Foundation each have additional seats, and appropriately talented candidates are constantly sought.

Brief resumes of the current Directors and Advisors of The SEED Foundation are included in **Appendix D**.

b. Planning Process

The SEED Foundation was created by ten individuals, today all Directors or Advisors of the corporation, whose goal was to design and open a school to benefit inner-city children. Months of interviews were conducted with educators, support agencies, foundations, officers of the juvenile justice system, and social service providers all across the country to learn about the needs of the target student population, the successes and failures of existing programs, the costs of operating a successful program, and other important aspects of developing and running the proposed school. A list of the individuals and organizations with whom we have consulted is included in **Appendix F**.

In addition, see **Appendix H** for endorsements from some of these individuals and organizations.

In February 1997, the founding group met to synthesize the information that had been gathered, and designed several key elements of the school, including the age range of the students to be served, and the decisions to provide coeducation and a boarding program. Washington, D.C. was chosen as the site.

Beginning in March 1997, two Directors of the Foundation began working full-time, unpaid, on behalf of the school. They have conducted dozens of interviews in the Washington area, with community and political leaders, public and private school educators, administrators of the District of Columbia Public Schools, potential funders of the school, child welfare advocates, charter school organizers, and parents/guardians. Input from these sources was used in the design of nearly every aspect of the school, from the curriculum to the decision to seek a charter. Funds were also raised to defray the start-up costs of the school, and fundraising activities continue.

The broad base of opinions and expertise which we have sought -- and continue to seek -- in this process has contributed greatly to the quality of the program that has been designed. The SEED Foundation will continue to seek input from this wide range of sources. Additionally, the search has begun for a Executive Director, who will work full-time on behalf of the school to further define the program, continue to establish and grow relationships with organizations and individuals in the community, and aid in the fundraising program. A list of individuals who have been consulted by The SEED Foundation in the process of designing the proposed school is included in **Appendix F**.

c. Corporate Structure and Nonprofit Status of the School

The SEED Public Charter School of Washington will be incorporated under the District of Columbia Nonprofit Corporation Act as a subsidiary of The SEED Foundation, Inc. (which is also a nonprofit District of Columbia corporation), and will apply to the IRS for 501(c)(3) status. Articles of incorporation and bylaws have been drafted, and are supplied in **Appendix E**.

The SEED Foundation will perform certain organizational, fundraising, and due diligence tasks on behalf of the SEED Public Charter School. A Development Director will be retained by The SEED Foundation to provide these services to The SEED Public Charter School at no cost. All other responsibilities associated with the operation of the school will reside with The SEED Public Charter School Board of Trustees, except that The SEED Foundation Directors shall have the responsibility of overseeing the school's Trustees to ensure that the institution meets the SEED Foundation's basic standards, as set forth in this application. See **Appendix C** for a diagram of the organizational structure.

2. Governance and Management

a. Board of Trustees

The school's Board of Trustees will be elected by the Directors of the SEED Foundation to serve three year terms. The Board will be representative of a range of interested parties: parents/guardians, community leaders, and Directors of the SEED Foundation. The proposed SEED Public Charter School Board of Trustees will include at least the following:

3 SEED Foundation Directors

1 Executive Director of The SEED Public Charter School

2 SEED Public Charter School parents/guardians

1 Community Representative

In addition, other community leaders, parents, and/or SEED Foundation Directors may reside on the Board of Trustees. The make-up of The SEED Public Charter School Board of Trustees will comply with all requirements set forth in section 2205 of the DC School Reform Act.

The roles and responsibilities of the Board of Trustees will be those of fiduciaries. The Trustees will set policy and oversee the programmatic operations of the school and monitor its success and progress. In turn, the school's teachers and administrators may inform the Board of staff needs and request assistance when necessary. Parents/guardians and students may also bring issues before the board for action. The Board will function in making executive decisions about the operation of the school according to standard rules of order, and decisions will be made by majority vote.

In order to address the complicated issues that are likely to arise in the school's early existence, an Executive Committee of the Board of Trustees will be formed to serve as a resource for the Executive Director and the administration. This body will be comprised of experts who can provide knowledge and guidance for the proper functioning of the school. These individuals will possess expertise in child development and psychology, conflict management, student residential life, faculty management and development, and parent participation. This Committee will have two roles: (1) constantly monitor the functioning of the school and (2) serve in an advisory capacity to the administration.

A model of the by-laws is included in **Appendix E**.

b. Rules and Policies

Rules and policies for the operation of the school are detailed throughout this application. They will be further refined by the Executive Director and Principal, once

hired. For the benefit of students, parents/guardians, and employees, a handbook will be created to bring together all operating rules and policies in one simple volume.

Rules and policies for the governance of the school will be enumerated in the corporation's bylaws, which will be drafted and submitted immediately upon the granting of a charter. Those bylaws are included in **Appendix E**.

c. Administrative Structure

The SEED Public Charter School of Washington will be incorporated in the District of Columbia as a nonprofit subsidiary of The SEED Foundation, Inc., which is also a nonprofit District of Columbia corporation. The school's Board of Trustees will be as described in B.2.a. of this application, "Board of Trustees."

The SEED Foundation will perform certain organizational, fundraising, and due diligence tasks on behalf of the SEED Public Charter School. A Development Director will be retained by The SEED Foundation to provide these services to The SEED Public Charter School at no cost. All other responsibilities associated with the operation of the school will reside with The SEED Public Charter School Board of Trustees, except that The SEED Foundation Directors shall have the responsibility of overseeing the school's Trustees to ensure that the institution meets the SEED Foundation's basic standards, as set forth in this application.

Faculty input:

The SEED Public Charter School Trustees will employ an Executive Director, who shall act in the capacity of chief executive of the corporation, to carry out the Trustees' plans. The Executive Director will hire teachers, administrators, and other staff members as he or she sees fit in order to carry out these responsibilities. While the Executive Director and Trustees may work together to refine the administrative structure of the school, it is anticipated that the structure will be as drawn in **Appendix C**. It is expected that most administrative positions will be filled on a part-time basis by members of the school's full-time faculty and staff.

The SEED Public Charter School will be a small school, highly dependent upon the input and professionalism of its faculty. That input will be actively sought by the Principal and Executive Director on a daily basis. Unsolicited suggestions and criticisms will be channeled through the Dean of Faculty, who will be responsible for organizing and developing the faculty, collecting its input, and effectively communicating it to the Principal and Executive Director.

Parent/Guardian input:

Parents/guardians will be given substantial opportunity to provide input into school decision-making:

- Parents/guardians of students involved in serious disciplinary cases will be consulted before the school acts.
- The school's Board of Trustees will have two seats reserved for parents/guardians.
- The parents' council will provide a formal vehicle for parents to organize themselves, and for providing input and registering concerns.
- The Principal and Executive Director will be available for informal meetings with parents/guardians on days when the campus is opened to families, or at other times by appointment.

Parents/guardians will be included in many school events, especially on weekends, and will be encouraged to participate in matters pertaining to school programming.

Student Input:

Students will also be given the opportunity to influence decisions which will affect them:

- Students will sit on the Discipline Committee.
- Students will be invited to report and provide input at each meeting of the school's Board of Trustees.
- The student council will provide a formal vehicle for students to organize themselves, and for providing input and registering concerns. Participation in student government will be an excellent learning opportunity for students, who will not only have the opportunity to influence school decisions and programming, but also to learn from the process of being involved in school operations and decisions.
- The Principal and Executive Director will be available for informal meetings with students, as will each student's residential advisor and mentor. Each member of the school's faculty and staff -- including teachers, coaches, Resident Advisors, administrators, and mentors -- will be trained to respond to student input in an appropriate manner and to effectively communicate that input to the school's administration.

3. Finance

a. Anticipated Sources of Funds

The SEED Foundation anticipates the following sources of funds:

Charter Per-Pupil Allocation

The SEED Foundation has used an estimate of \$5,500 per-pupil allocation for junior high school students, and \$6,600 for senior high school students, in budgeting for the first five years. These numbers come from the task force working on defining the formulas for allocation of charter funds. As part of this formula, students who reside at a public charter boarding school will receive an additional 1.7X of the base figure for the residential school. Thus, The SEED Public Charter School should receive in excess of \$14,500 for each junior high school student. Senior high school students should receive in excess of \$15,000. For the sake of conservative assumption, we assume a low per-pupil allocation. **We expect to receive a larger reimbursement than is modeled in our financials.**

Our funding calculation does not include additional allocations which may be included in the formula, including special education add-ons, changes to account for the costs of employee pensions, or to account for the costs of charter school facilities. As a conservative estimate, the calculations will not include that additional revenue stream.

Charter School Planning and Start-Up Sub-Grant

Upon receipt of a provisional charter, The SEED Public Charter School will apply for a sub-grant from The Federal Grant Program to Support Charter Schools. The average award to an eligible District of Columbia charter school will be roughly \$100,000, and new schools are eligible for their first three years. We therefore estimate that The SEED Public Charter School will receive approximately \$225,000 over the first three years for planning and operation. These funds will be used for planning and program design, including paying the Executive Director's salary during the planning phases.

Title I and Other Grants

The SEED Foundation expects that nearly all its students will be eligible for free lunch and other support, and will apply to receive funding from Title I grants. The SEED Foundation is also investigating District Housing subsidies and grants for the residential component of the program. However, it is unclear how much funding will ever be secured through these programs, and no funding is expected in the school's first year. Therefore, no funding from these sources is included in our current budget calculations.

Food, Laundry, and Field Trip Costs

The SEED Public Charter School will not charge tuition. However, it will charge parents or legal guardians a food cost of \$2 per day, a laundry cost of \$.50 per day, and a field trip cost of \$50 per year -- each of which is well below the school's cost for these services. This totals to an estimated \$737 per student per year. However, because these costs will be partially or completely waived for families unable to afford them, it is expected that an average of \$200 per student per year will be collected.

Funds Raised From Foundations, Corporations, and Individuals

The SEED Foundation has recruited a group of experienced and well-connected fund-raisers -- including the Directors of Annual Giving and of Corporate and Foundation Grants at Princeton University, the Director of Development at the Corcoran Gallery of Art in Washington, D.C., and several school Headmasters who are knowledgeable about the fundraising process for independent schools -- to lend their expertise to our fundraising efforts.

We are in the process of soliciting several leadership gifts in order to kick-off the campaign. We have already raised over \$200,000 from individuals and foundations. In addition, discussions with several of the major foundations in The District -- The Cafritz Foundation, The Graham Fund, Public Welfare Foundation, Fannie Mae Foundation, and others -- have led us to estimate that we will be receiving more than \$200,000 per year from these sources. Due to the various funding cycles for foundations, we will not be receiving these gifts until sometime between April and June.

Corporate Sponsorships

The SEED Foundation is establishing a program modeled after a very successful one in Pennsylvania called "Philadelphia Futures." Businesses and individuals in the Washington area will each be recruited to make specific, finite, on-going commitments to sponsor a single seventh grader entering The SEED Public Charter School. The businesses will be committed to providing support in a variety of capacities over the entire period that each child is a student at the school:

- Covering the gap between The SEED Public Charter School's cost of educating the student, and funds raised by The SEED Public Charter School from all other sources combined.
- Assigning an employee of the company to be a mentor to the student.
- Providing the student with summer internship or work experiences.
- Covering the cost of any other program the student may need. For example, the business may be asked to pay the cost of a summer program at a local college which is especially appropriate for the particular student involved.

The program will represent a six-year commitment on the part of each business involved, and will create a tangible means for businesses to invest in the children of the community. Philadelphia Futures raises about \$3,000 per student through the program and has agreed to provide assistance in setting up our program. It is expected that The SEED Foundation will raise \$3,000 per student per year through this program. We have already received a warm response to this program, and have received commitments on a number of slots even before having selected our students.

Corporate In-Kind Donations

The SEED Foundation will solicit in-kind donations from a range of corporate donors. We have had extensive discussions with a fund-raiser who specializes in procuring in-kind donations. Examples of potential in-kind donations are the shirts, pants, and skirts which will be used as

student uniforms. We will solicit the donation of these items from The Gap, or a similar retailer. Similarly, we will solicit the donation of students' leather shoes from Bass Company, or a similar manufacturer. These in-kind donations are expected to have a retail value of approximately \$1,000 per child per year.

Budget and cash flow projections are shown in Section F of this application.

b. Planned Fundraising Efforts

All sources of funds to The SEED Foundation are listed above in part a above. The sources of funds which will be raised by The SEED Foundation as charitable donations are repeated below. In addition, a listing and overview of our fundraising goals is included in **Appendix J**:

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Budget and cash flow projections are shown in Section F of this application.

c. Financial Management

The SEED Foundation will create and maintain stringent accounting policies for the school. The Directors of the SEED Foundation possess extensive business experience and training, including MBAs from some of the world's most respected business schools. They have extensive experience providing consulting advice on financial matters to Fortune 500 companies, and in managing the finances of not-for-profit community organizations and charter schools. The SEED Foundation has ample expertise to properly manage the school's finances.

Fiscal controls will include continuous oversight by the Budget/Finance Committee of The SEED Foundation Directors, a semi-annual review of the finances by the entire Board of Directors, and an annual audit by an independent accounting firm. A professional accountant will be involved in the process of establishing the school's accounting procedures, along with the Treasurers of The SEED Foundation and of the SEED Public Charter School of Washington, and the members of the Finance/Budgeting Committee of The SEED Foundation Board of Directors.

The SEED Foundation is currently in discussions with two "Big Six" accounting firms, who have agreed to review our initial budget estimates and provide professional advice. In addition, they are considering furnishing on-going accounting services to the school on a *pro bono* basis.

The accounting procedures will monitor income and expense statement, balance sheet, and cash flow statement in day-to-day operations. Thus, potential cash flow problems will be foreseen well in advance of the materialization of any actual problems. In order to address the cash flow problems associated with the start of charter school operations in the first year, The SEED Foundation is examining several potential funding plans:

- Obtain a bridge loan from a bank in order to float the organization until receipt of public funds in October. Discussions on this issue have already been conducted with a number of financial institutions and Foundations in the area, some of whom have expressed interest in loaning the funds.
- Use Federal Grant Program to Support Charter Schools funds awarded directly to The SEED Public Charter School to maintain positive cash flow during the start-up.
- Use private funds raised independently to cover initial costs until receiving public funds in October.

In subsequent years it will be possible to maintain positive cash flow from the start of school until charter funds are received in October, by the judicious allocation of

revenues from the previous year. The SEED Foundation envisions parceling a portion of each year's revenue to maintain cash flow into the following year.

d. Civil Liability and Insurance

The SEED Foundation and The SEED Public Charter School of Washington will obtain adequate insurance coverage for general liability, property loss, and the liability of trustees, directors, and employees. The process of obtaining insurance, including the determination of appropriate coverage levels, will be undertaken by our legal counsel in conjunction with the Directors of the SEED Foundation, after a charter has been received and the school has been incorporated.

e. Provision for Audit

The SEED Foundation will audit the school's finances twice annually, and will hire an independent accountant to audit the school's finances every year in accordance with government auditing standards for financial audits issued by the Comptroller General of the United States.

The SEED Foundation will audit the school's administrative and programmatic operations twice each year. In addition, an independent audit of the school's programs will be undertaken every seven to nine years by the Middle States Association, or comparable organization. This audit will focus on the specific standards and goals stipulated in this application, and the success of the program in achieving those goals. Accreditation by the Middle States Association or comparable organization will be secured and maintained.

4. Facilities

a. Identification of a site

A unique educational partnership has been formed in the District which promises to provide outstanding educational opportunities to public school children in need. The grounds of Capital Children's Museum, in Northeast Washington, are becoming a campus for three separate institutions devoted to young people: Capital Children's Museum and The Options Public Charter School have been sharing a building for seven years; now The SEED Public Charter School of Washington, DC will be opening on the campus, as well.

Capital Children's Museum fosters love of learning by encouraging exploration, imagination, expression, and discovery. The Museum's philosophy is to encourage and champion the work of parents, guardians, and educators as they join their children in the adventure of learning. For two decades, children have grown up at Capital Children's Museum. Memories have been created and relationships have been cemented. Lifetime dreams and interests have been born as youngsters sent their imaginations spinning while running, jumping, and playing throughout the Museum.

The Museum is an exciting place where children can see, touch, and do while exploring science, technology, communications, art, and other cultures as well as their own. It attracts families from around the Capital region, the nation, and the world. Capital Children's Museum entertains and educates approximately 175,000 visitors annually in its 40,000 square feet of exhibit space. It is one of the ten largest and most visited children's museums in the world.

The Museum was one of the first children's museums in the country. It has become the nation's acknowledged leader in cultural exhibits for children. Now Capital Children's Museum is at the forefront of another burgeoning movement: exploring the partnerships that can exist between museums and schools.

The Options Public Charter School, located on the fourth floor of the Museum, educates 100 fifth through eighth graders who are considered most at-risk of dropping out of their inner-city public schools. Despite having arguably the most at-risk student population of any school in the city, Options has achieved amazing results. While the DC Public Schools have a 48% drop-out rate, 92% of Options graduates have stayed in school, some even going on to college. The combination of innovative teaching methods and personal attention given to Options students has saved hundreds of children and given hope, that is so desperately needed, to their families.

The SEED Public Charter School of Washington, DC will have its classrooms on the fifth floor of The Children's Museum building. The residential quarters (for at least the first two years) will be in the Options building, which faces 3rd Street, NE. This

building is currently vacant and used to be the convent building for the Little Sisters of the Poor.

The partnership between these three institutions which are devoted to the education and development of the District's children will provide remarkable opportunities for learning, sharing of resources, and the building of community. The schools will be able to make use of the museum's extraordinary resources and exhibits, and share key resources, people and space. Even the cost of acquiring food preparation, janitorial, and other services will be reduced.

Even more importantly, the three institutions will become a community. SEED School's older students will serve as mentors to the younger ones at Options. Each school can provide an audience for the other's dramatic, musical, and artistic presentations. Visiting speakers, and other opportunities will be shared. Ideas born in one of the three institutions may develop with the input of the others, providing a richer source of quality programs. And the campus will become known throughout the city as a center of learning and nurturing for children. We excited about the opportunities available to all three institutions thorough this partnership. (Cathy Martens, President and Executive Director of Capital Children's Museum, is also on the Board of Directors of The SEED Foundation.)

b. Site Renovation

The creation of this partnership requires some reconfiguration of the campus. The greatest need is to renovate the building -- formerly the convent of the Little Sisters of the Poor -- to serve as the SEED School's dormitory. Some lesser improvements will also be required on the fourth and fifth floors of the museum building to allow the schools to function properly in those spaces. Lastly, the increased traffic in the museum building will necessitate the improvement of certain common and traffic flow spaces, including the upgrading of an elevator.

The SEED Foundation and Capital Children's Museum are affirmatively committed to meeting all environmental, health, safety, building code, and occupancy requirements; and to providing for students and employees with special needs, as required by the Americans with Disabilities Act. An architect has nearly completed drawing the plans necessary for renovation. Shortly, we will begin the process of choosing a construction company to manage the project. Facilities renovation will be completed and approved for occupancy before the school opens in July.

c. Financing Plans for Facilities

After consultation with our architect and Capital Children's Museum, we envision a cost of \$500,000 to renovate and upgrade the site to meet all requirements. To cover

this cost, the SEED Foundation, in conjunction with Capital Children's Museum, has applied for a \$3.2 million grant from The Department of Housing and Economic Development. We presented our grant at the city-wide finals, and received a very positive response from the panel, both on an individual and group basis. The Director of DHCD has told us that we should know if we have received the funds by Friday, February 20th. In addition, we have had extensive discussion with four different individuals and foundations, each of whom have expressed an interest in donating the necessary amount if the DHCD proposal does not adequately meet our needs. We will begin work on the site during the first week of March.

d. Building Maintenance

The school's Executive Director, in conjunction with the business officer, will be responsible for continuously monitoring the condition of the school's physical plant, and for arranging for the performance of any work required to maintain the health, safety, function, and appearance of the facility. The Executive Director will be responsible for ensuring that all applicable codes and standards are continuously met. Capital Children's Museum employs a group of individuals who have responsibility for the plant. These individuals will also help oversee all of the issues involved with The SEED Public Charter School site.

Funds for such maintenance have been allocated in budget projections in Section F of this application, and will continue to be allocated as these estimates are updated and the school commences its operations.

5. Recruiting and Marketing

a. Outreach to the Community

The SEED Public Charter School will seek to build a strong relationship with the communities it serves, and will employ a Parent and Community Relations Director to do so. We have already established close links with organizations such as the Marshall Heights Community Development Organization, the Anacostia • Congress Heights Partnership, the D.C. Forum for Collaboration and Support, the D.C. Collaborative, Dr. Arlene Ackerman of DCPS, Judge George Mitchell (presiding judge of the DC Family Division of DC Superior Court) and the Northwest Settlement House. We have met, and will continue to meet, with parents, guardians, school principals and guidance counselors, social workers, and clergy people, to make them aware of the program that we offer to students, and to solicit their input into the design and continuous improvement of that program.

Many of the students we serve will be referred to us by educators, counselors, members of the clergy, and social service agencies in the community. Their input will also be sought to help provide guidance and counseling to the students they refer to us, and in order to allow the school to help coordinate and expedite the delivery of social services to SEED Public Charter School students and families. Indeed, we will work with appropriate social service agencies to actually make the SEED Public Charter School campus a delivery point for students' families to receive social services at the same time as they visit their children. This will help to make family visits to the campus a more useful, welcoming, and relevant experience for families; will encourage family involvement with the school; and will help to make the school a resource for the entire community.

SEED Public Charter School students will be required to work in target communities, tutoring younger students and working on other community service projects. In this way, the school will benefit not only its students, but also the communities from which those students are drawn. This will also help to raise awareness in the community about the school, and the program that it offers.

b. Recruitment of Students

As explained in part **a** above, The SEED Public Charter School will seek to build a strong relationship with the communities it serves, and will employ a Parent and Community Relations Director to do so. Many of the students we serve will be referred to us by educators, counselors, clergy people, and social service agencies in the community. The Parent and Community Relations Director will specifically market the school to potential students whose parents/guardians have not approached the school on their behalf. Eventually, our own students will refer us to potential candidates, and the Parent and Community Relations Director will be responsible for outreach efforts to these candidates and their families as well.

The SEED Public Charter School will operate a weekend outreach program for sixth grade students and their parents/guardians, beginning in early March of each year. These two to three hour sessions, held every week-end through the end of April, will consist of art, drama, music, athletic, and social enrichment activities, and will be open to all children from the community who wish to participate, and to their parents/guardians. Most sessions will be held in communities which The SEED Public Charter School is targeting for potential students, but some sessions will be held on the school's campus. These sessions will allow students and parents/guardians to meet representatives of the school, learn about the program, and help them to decide if they are interested in attending The SEED Public Charter School. Weekend sessions will be offered in order to make enrichment activities available to neighborhood children, and to give families the opportunity to become acquainted and comfortable with The SEED Public Charter School.

If more students apply to The SEED Public Charter School than there are places to accommodate them, selection will be made through a lottery in accordance with section 2206(c) of the DC School Reform Act.

Obviously, as for any charter school, the viability of The SEED Public Charter School would be challenged if significantly fewer students applied than were expected. However, because charter funding will provide a smaller percentage of our operating funds than is the case for most other charter schools, the impact of under-enrollment on the school's viability would be less severe than it would be for most other charter schools. More important, if we operate The SEED Public Charter School in a competent and professional manner, the school, like most charter schools everywhere, will not be under-enrolled.

c. Future Expansion and Improvements

If granted a charter, The SEED Foundation will open the school in July, 1998 with as many as 40 seventh grade students, and will progressively populate the school with a new class of seventh graders each year. As students meet academic requirements, they will be promoted to succeeding grades, so that the school eventually will encompass grades 7 through 12. (Also, a sixth grade will be added if the District of Columbia Public Schools go to a middle school format. This will prevent students from having to change schools after fifth grade, and then having to do so again just one year later, in order to attend the SEED Public Charter School.)

We feel that it is important to start the school with the entering class size of only forty because it is critical that students be given the individual attention that they need. Over time, the student population will be increased to 50 per grade. We want to be sure to meet the needs of our students, and keeping the school small at first will help us to do so. As we collected input from educators around the country, the importance of starting small enough to succeed while refining the program from the outset was repeatedly stressed to us, especially by the organizers of other charter programs. We intend to follow this advice.

Students will only be accepted into the school in the seventh grade (or, after a sixth grade is added to the school, in the sixth grade). As they meet academic requirements, students will be promoted to subsequent grades, but there are no plans to add new students to the school in the higher grades. The carefully designed curriculum at the SEED Public Charter School will be highly integrative and cumulative. It would be inappropriate to place a student in the middle of the program who had not already been through the earlier remedial part of the program.

Attrition that could result in smaller class sizes in the upper grades will be minimized by providing every student with the academic and social support he or she needs to flourish. Nonetheless, we know that some attrition will occur. Without attrition, the school would eventually have 300 students in grades seven through twelve. Because of attrition, we expect this number might actually be about 270 after the first six years. Naturally, we anticipate the attrition rate declining over time as we become better at identifying and recruiting appropriate student candidates, and providing them the support that they need once they are students in the school. The following table lists the school's enrollment targets for the first five years:

Grade Level	Year 1	Year 2	Year 3	Year 4	Year 5
7	40	40	40	40	40
8		32	34	36	38
9			27	31	34
10				24	29
11					23
12					

Total	40	72	101	131	164
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As currently configured, Capital Children's Museum is large enough to accommodate the school through its first two years. The Museum is undergoing a strategic study to determine what options exist for The SEED School to remain on campus indefinitely. In addition, The SEED Foundation will begin looking for other suitable sites during the first year of operations. If the Museum will not be able to accommodate the growing size of the school, we will identify and renovate a site in the second year, so that we can move into a new building by year 3. Our financial analysis assumes that we will be able to stay at the Museum past year two.

The Executive Director will be responsible for identifying and hiring additional outstanding faculty as the school expands. While all four faculty members in the school's first year will need to be Full Teachers and Master Teachers, as the school expands it will be able to hire some Associate Teachers. Also, it will allow for greater specialization.

C. PLAN OF OPERATION

1. Student Policies and Procedures

a. Timetable for Registering and Admitting

All students will be required to apply for admission to the school during their 6th grade year. The SEED Public Charter School will operate a weekend program for interested sixth grade students and their parents/guardians, beginning in early March of each year. These two to three hour sessions, held about every other week-end through the end of April, will consist of art, drama, music, athletic, and social enrichment activities, and will be open to all children from the community who wish to participate, and to their parents/guardians. Most sessions will be held in target communities, but some will be held on the school's campus. These sessions will allow students and parents/guardians to meet representatives of the school, learn about the program, and help them to decide if they are interested in attending The SEED Public Charter School. Weekend sessions will be offered in order to make enrichment activities available to neighborhood children, and to give families the opportunity to become acquainted with The SEED Public Charter School. Attendance at these sessions will not be required in order to apply to The SEED Public Charter School.

A short initial application expressing interest in attending The SEED Public Charter School will be due by the end of April of each year. During the month of May, students will interview with school personnel. The purpose of this interview will be to insure that students qualify for (e.g., DC Residency) and fully understand the type of school to which they are applying. In cases where it is reasonable to expect so, parents/guardians will also be expected at these interviews, for the purpose of insuring that parents/guardians fully understand the type of school to which their child is applying.

Students will be required to attend the schedule interview and submit a signed enrollment contract by the end of May. Deadlines will be extended only if the school is under-enrolled. All District of Columbia Public School students who have applied on time will be admitted, unless the school is over-subscribed, in which case selection will be made in accordance with section 2206(c) of the DC School Reform Act.

In the month of June, new students will be administered a standardized test of cognitive ability, such as the Secondary School Aptitude Test. These tests, along with norm-referenced standardized tests of academic skill areas administered in students' previous District of Columbia Public Schools, will be used to gauge each student's baseline performance in evaluating his or her academic progress at The SEED Public Charter School.

A summer orientation program for incoming students will begin in late July.

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b. Policies and Procedures for Selection, Admission, Enrollment, Withdrawal, Suspension, and Expulsion of Students

Selection and Admission

The SEED Public Charter School will seek to educate academic under-performers from the inner city who would benefit from a change in residential setting. We will actively seek to recruit such students. However, as stated in part (a) above, any District of Columbia Public School student who applies on time will be admitted, unless the school is over-subscribed, in which case selection will be made in accordance with section 2206(c) of the District of Columbia School Reform Act.

Enrollment

Students will be enrolled in the month of June, and will begin a summer program shortly thereafter. The purpose of this program will be to introduce students to their new school, and the issues involved in living in a boarding school. From the outset of this program, students will be enrolled in the school and will be subject to the school's rules and policies.

Withdrawal

The SEED Public Charter School will make every effort to meet the educational needs of each of its students. However, in cases where a student wishes to withdraw, or his or her parent or legal guardian wishes to have him or her withdrawn, the school will work with the family and the school system to aid in the transition of the student to another school. Once withdrawn, a student will not be allowed to re-enter The SEED Public Charter School.

Suspension

Students may be suspended for a period of 1 to 7 days for serious behavioral offenses. The purpose of the suspension is to remove temporarily the student's right to be a part of the community. However, the student will not be sent home. Instead, he or she will be involved in activities designed to reflect upon the misconduct, and will also be required to keep up with all academic responsibilities.

The procedure for issuing a suspension is enumerated in part A.4.d. of this application, "Safety, Order, and Student Discipline." Repeated or more serious offenses may merit a longer removal from the community, or perhaps even permanent removal. If appropriate, it will be required that the student's parent or legal guardian meet with the principal before the student is allowed to return to school. This will allow the school and

the family to work together to support the student's effort toward improved behavior. Students will never be suspended for academic reasons.

Expulsion

Repeated rule violations may result in expulsion, and certain infractions may be immediately expellable offenses. Such infractions include, but are not limited to, the possession or use of illicit drugs, the possession or use of any sort of weapon, or the threat or use of violence. Expellable infractions may occur on campus, or off. Before expelling any student, the school will give the student the opportunity to be heard.

Expulsion is intended as an unaccordable response to behavioral infractions that endanger the community or threaten to undermine the integrity of the institution, not as a remedy for academic failures. Students with academic difficulties will be given the school's full support, as outlined in section A.3.c. of this application, "Student Intervention." Students who, despite the school's intervention efforts, are unable to meet the school's academic requirements to graduate from their grade level will be given the opportunity to do summer work to make up the deficiencies. If, after summer work, the student still fails to meet the school's requirements for promotion to the next grade, the possibility of repeating the previous grade will be considered. If, in the school's opinion, such a repetition might be useful, it will be allowed. However, if at any point it becomes the opinion of the school's Principal and Executive Director, after consultation with the student's parents/guardians, teachers, RA, and mentor, that the student is incapable of meeting the school's academic standards, the student will no longer be allowed to continue in the program. Such a condition will be considered a withdrawal, not an expulsion, and the school will work with the student's family to help find a more appropriate academic setting for the student.

2. Human Resources Information

a. Key Leadership Roles

Executive Director

Dr. Thomas Stewart is the Founding Executive Director for The SEED Public Charter School of Washington, D.C. Tom was born and raised in Washington, D.C., spending two years of his childhood in the District of Columbia Junior Village (foster care facility). He graduated from McKinley High School in 1979. After spending three years in the military, Tom graduated with academic honors from the University of the District of Columbia in 1986. He matriculated at Harvard University in the fall of 1987, and received his Ph.D. in Government in 1994. He was President of the National Black Graduate Student Association, and was the first African American ever to receive a post-doctoral fellowship from the Harvard Society of Fellows in 1993. He has served as an Associate Professor of Political Science and Senior Research Associate at UDC for the past 18 months.

In addition to his academic related activities, Tom has done extensive work with urban children and families over the last five years. For example, Tom played a lead role in the planning, organizing and implementation of the Boston Parent Mobilization Project. This initiative focused on bringing “hard to reach parents” into the fold of public education in Boston. He also was a consultant to several not-for-profit organizations which provide services to children and families in the Washington metropolitan area, and he sits on the board of the National Parents Day Coalition. Tom has been working full time at SEED since January 15th. Tom’s complete Curriculum Vitae is included in **Appendix K**.

Curriculum Leader/Principal

The position of acting curriculum leader is currently shared by Dr. Thomas Stewart, Eric Adler, Ron Wilmore and Jeff Sindler.

Eric Adler has eight years experience teaching and designing curriculum at the secondary school level, and as a high school administrator. His most recent education-related job was as Dean of Students at St. Paul’s School in Baltimore, where he was departmental curriculum coordinator in preparation for the school’s accreditation evaluation. Eric holds degrees in engineering and economics from Swarthmore College, and an MBA from the Wharton School of the University of Pennsylvania. He has been working full time on behalf of The SEED Foundation since March 1997.

Jeff Sindler is Headmaster of Saint Ignatius Loyola Academy in Baltimore, an all-scholarship independent Jesuit middle school for boys

from low-income backgrounds. Previously, Jeff taught middle school and high school English, coached, and served in a variety of administrative capacities in both public and private schools in Baltimore and Houston. He holds a Bachelor's degree in English from Duke University, and a Master's degree from the Bread Loaf School of English. Jeff is a Baltimore native and a graduate of the McDonogh School, a boarding school.

Ron Wilmore taught for more than two decades in the Public School Systems and private schools in Washington, DC and New Haven, Connecticut, and at St. Alban's School. For thirteen years he has served as the Executive Director of the Northwest Settlement House, which provides support and enrichment activities to inner city children. Ron is a graduate of Yale University.

These members of The SEED Foundation Board of Directors are leading the creation of the school's curriculum. The school's Principal will become the permanent curriculum leader, and will be responsible for implementing the curriculum:

Lesley Poole is the Principal of The SEED Public Charter School of Washington, D.C. She began as a Math instructor and has been the Service Area Director of the School Division of San Francisco Educational Services (SFED) for the past 2 years. She is primarily responsible for the oversight of 5 programs working with inner-city children with special needs in San Francisco. She has worked at SFED in different capacities for the past 4 years. Prior to working at SFED, Lesley was the Store Planning and Architecture Project Coordinator at Nordstrom, acting as construction coordinator and manager on large store remodels. Lesley has a two Bachelor Degrees -- one from San Diego State University/San Francisco State University in Chemistry and in Engineering and one from Patten College in Organizational Management. Lesley will begin working at The SEED Public Charter School in June. Additional information about Lesley is included in **Appendix K**.

Business Officer

The position of Business Officer is currently shared by Geoff Nordloh and Rajiv Vinnakota.

Geoff Nordloh is a captain in the United States Air Force, who has been responsible for launch and operations of military communications satellites. His duties have included budgeting for launches and oversight of operations finances, totaling over \$7,000,000 annually. Geoff is an MBA candidate at Stanford Business School. He received his Bachelor's degree in Mechanical and Aerospace Engineering from Princeton

University, and his Master's degree in Aeronautics and Astronautics from Stanford University.

Rajiv Vinnakota graduated from Princeton University, where he was one of two students to fulfill all requirements for two majors. For the past four years, Rajiv has been a consultant at Mercer Management Consulting, and has been involved in strategic and financial projects in many industries. He has conducted a number of financial audits of specific companies, industries, and business opportunities for clients. Rajiv is the founder of The SEED Foundation, and has been working full time on its behalf since March 1997.

The SEED Foundation intends to maintain these positions, in order to provide the school with all of the business and development services that it needs, and to relieve the school of the costs that it would otherwise incur in providing these services for itself. Mr. Vinnakota will devote 80% of his time to the position. Mr. Nordloh will devote approximately 5% of his time to the position.

Legal Counsel

Tom Kenney, Jr. is legal counsel for The SEED Foundation, and will serve as counsel to The SEED Public Charter School of Washington. Mr. Kenney is a partner in the firm of Venable, Baetjer, and Howard, LLP. Mr. Kenney's resume, and a description of the firm, are attached to this application in **Appendix G**.

b. Qualifications of School Staff

The SEED Foundation believes that an important feature of its faculty will be diversity. The school will seek to hire teachers and administrators with broad representation across race, ethnicity, gender, and professional backgrounds. The school will actively and affirmatively solicit diverse candidates.

Candidates with a proven track record of success in teaching -- either in the inner-city or in preparatory schools -- will be sought, but non-traditional candidates -- individuals who have excelled in business or military careers -- will also be considered. A devotion to children, the competence and determination to succeed with The SEED Public Charter School's target student population, and congruence of the candidate's interests with the goals of The SEED Public Charter School will all be considered carefully. One of the most important qualifications will be outstanding recommendations from former employers, instructors, or students.

Each faculty member will be reviewed annually by the Principal and Executive Director. The review process will be designed to provide faculty members with constructive feedback which they can use to develop their professional skills. Faculty members will work on a single school year contract, which will allow the Executive Director the freedom to replace ineffective teachers from year to year, and to reward teachers with salary increases based on demonstrated performance. However, any teacher who is offered a contract for two consecutive years will be given warning if the Executive Director contemplates non-renewal of the contract in any subsequent year. Such warning will be given constructively, and with sufficient lead time to give the faculty member the opportunity to improve his or her performance. Any faculty member may be dismissed at any time for misconduct.

Equal employment opportunity:

The SEED Public Charter School of Washington will be an equal opportunity employer. It shall be the policy of The SEED Public Charter School not to discriminate in hiring or employment on the basis of race, creed, color, national origin, gender, sexual orientation, age, physical disability, or religious beliefs or affiliation or lack thereof. It shall be the responsibility of the Executive Director to ensure that The SEED Public Charter School complies with all civil rights statutes and regulations of the Federal Government and the District of Columbia. Important characteristics sought in candidates for the position of Executive Director will be the administrative competence to carry out this responsibility, and a personal passion for making equal opportunity a reality.

Drug-free workplace:

The SEED Public Charter School will be a drug-free workplace. The unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance by any faculty member will be prohibited. The school will establish a drug-free awareness program to inform employees about:

- the dangers of drug abuse in the workplace;
- the school's policy of maintaining a drug-free workplace;
- available drug counseling, rehabilitation, and employee assistance programs; and
- the penalties that may be imposed upon employees for drug abuse violations.

The school will abide by any regulations regarding the use of controlled substances, such as The Federal Drug-Free Workplace Law (41USC(a) section 701 *et sec*). The school will work to accommodate the needs of any faculty member who comes forward on his or her own to acknowledge a drug or alcohol problem and seek help. However, any member

d. Employment Policies

Contracts:

All employees will work with a one year contract. Starting salaries will be competitive with those offered by other independent schools, but salary increases offered to those employees who are asked to stay on in future years will be above market rates. By offering generous increases to excellent teachers who choose to make a career at The SEED Public Charter School, The SEED Foundation will build and maintain an outstanding faculty.

Protection of rights of DCPS employees:

A benefits package including medical coverage, a retirement plan, and other benefits will be offered to employees. However, no employee who is a former employee of the District of Columbia Public Schools will be required to transfer to The SEED Public Charter School's retirement plan. In cases where the employee chooses not to join The SEED Public Charter School's retirement plan, the school will make the same contribution to the District of Columbia Public Schools retirement system on behalf of the employee as the District of Columbia would have been required to make had the employee remained an employee of the District of Columbia Public Schools.

Salaries and Benefits:

The details of the benefits package will be determined by the Executive Director and the school's Board of Trustees. Benefits in comparable private and public schools will be benchmarked to determine the most appropriate package to offer SEED Public Charter School employees. An estimate of compensation packages is shown below:

	<u>Salaries</u>	<u>Total Compensation Package</u>
Salaries of starting teachers:	\$30,000	\$39,000
Increase per year served;	\$2,500	\$3,250

Hiring:

Background security checks will be run on all new school employees and on volunteer mentors, and fingerprint analysis will be used to search for convictions for violent, sexual, or drug-related offenses.

Evaluation and dismissal:

Character education will be integrated into every facet of The SEED Public Charter School program. Character is taught most effectively by example. The ability of Teachers and RA's to model the ideals which the school values will be of the utmost importance in the hiring process.

Highly effective current and former District of Columbia Public School teachers are being sought, as will teachers from other backgrounds. All candidates will be required to hold a bachelors degree, and it is anticipated that many may hold advanced degrees.

The SEED Public Charter School of Washington D.C. has already identified 2 teachers for our staff. They bring years of educational and community experience, and exemplify the attributes of academic excellence and community service which we seek to promote among our student body. They will assume major roles in teaching and developing our core curriculum – language arts, social studies, and science. These two individuals will be hired once we have officially received our charter.

The school will retain private investigators to run independent background checks on all new school employees and on volunteer mentors, and fingerprint analysis will be used to search for convictions for violent, sexual, or drug-related offenses.

c. Staffing Plan

In the school's first year, when there are only about 40 students, there will be approximately four full time teachers, plus an Executive Director. In addition, there will be four Resident Advisors. As the school grows, a Student:Faculty ratio of about 12:1 will be maintained, and a Student:Resident Advisor ratio of 10:1.

The school will have three types of instructors -- Associate Teachers, Full Teachers, and Master Teachers -- each with its own commensurate pay scale. Promotions will depend entirely upon performance, rather than upon seniority. Master Teachers will be expected to be leaders among their peers, and to help develop Associate Teachers.

Many of the school's administrative responsibilities will be divided into small, manageable pieces each of which will then be assigned to faculty members. This will allow faculty to learn to run various parts of the school program, and allow greater opportunity for development and promotion.

of the community whose drug use is otherwise discovered will risk removal from the community.

General standards of conduct:

Use or possession of alcohol or tobacco on campus will be prohibited at all times. The use by any school employee of alcohol or tobacco on campus, or at off-campus school events, will be prohibited. Using alcohol, tobacco, or other drugs, or being under their influence, while representing the school in public, or while wearing or carrying anything bearing the school name or logo, will be considered misconduct. Other offenses considered misconduct include, but are not limited to, rude, insolent, or grossly unprofessional behavior toward students, colleagues or superiors, or to members of the public while representing the school or while wearing or carrying anything bearing the school name or logo; sexual harassment; or sexual involvement with any SEED Public Charter School student.

e. Use of Volunteers

Volunteers will serve as mentors to SEED Public Charter School students. The existence of these mentors will allow students to develop a friendly and informal relationship with an adult, to explain any frustrations with the school to an outsider (who can then provide constructive feedback to the school), and to receive individual attention and advice from an interested adult.

Before entering the program, mentors will receive several hours of training from school personnel so that they will understand the school's program, the backgrounds of the students with whom they work, and the ways in which they can most positively affect the students to whom they are assigned. Background security checks will be run on all new volunteer mentors, and fingerprint analysis will be used to search for convictions for violent, sexual, or drug-related offenses.

3. Arrangements for Meeting District and Federal Requirements

a. Health & Safety

The SEED Foundation will seek to ensure the health and safety of all students, employees, and guests of the school and to comply with applicable health and safety laws, using a proactive program administered by the school's Executive Director. The Executive Director will be responsible for continuously monitoring all health and safety issues related to the school's physical plant, and to its operational policies, and for undertaking any changes required to maintain the health and safety of the school's students, employees, and guests. The Executive Director will be responsible for ensuring that all applicable health and safety laws are continuously met, and an important characteristic sought in candidates for the position of Executive Director will be the administrative competence to carry out this responsibility.

The SEED Public Charter School of Washington will always have a staff member on duty who is trained in first aid and CPR, and will have access to a registered nurse.

b. Safety and Fire Codes for Buildings

The Executive Director will be responsible for ensuring that all applicable safety and fire codes for buildings are continuously met, including compliance with the Americans with Disabilities Act. An important characteristic sought in candidates for the position of Executive Director will be the administrative competence to carry out this responsibility.

c. Transportation

While students at The SEED Public Charter School of Washington will not be commuting to school each day, they will have occasional transportation needs between their homes and the school's campus. The SEED Public Charter School will participate in the Metro student bus token program, and token blanks will be available to students on campus. SEED Public Charter School students who ride Metrorail to and from campus will also be eligible for reduced fares.

The SEED Public Charter School will seek assistance from District of Columbia Public Schools in providing transportation to any student whose disability makes transportation in a standard bus or van impossible.

d. Average Daily Attendance / Average Daily Membership Count

Because the SEED Public Charter School will be a boarding program, each student will be present every school day. Even students who are unable to attend class due to illness will be present on campus. The only exception will be students who are excused from campus because of serious illness or injury requiring hospitalization, or because of a family emergency.

The SEED Public Charter School will keep careful enrollment and attendance records to ensure that every student is accounted for, and will transmit those records to the District of Columbia Board of Education whenever and however requested. In addition, this information will be provided in the school's annual report.

e. Maintenance and Dissemination of Student Records

The Executive Director, with the aid of any assistant(s) he or she may hire for the purpose, shall be responsible for the establishment and operation of record-keeping systems as may be required to ensure that proper student records regarding enrollment, attendance, grades, disciplinary and support actions, immunizations, and other medical issues are maintained and disseminated only to appropriate receivers of the information. It shall be the Executive Director's responsibility to ensure that all other records of the institution are so maintained. An important characteristic sought in candidates for the position of Executive Director will be the administrative competence to carry out this responsibility.

f. Compulsory Attendance Laws

Because the SEED Public Charter School will be a boarding program, each student will be present every school day. Even students who are unable to attend class due to illness will be present on campus, in the school's infirmary. The only exception will be students who are excused from campus because of serious illness or injury requiring hospitalization, or because of a family emergency.

The SEED Public Charter School will keep careful enrollment and attendance records to ensure that every student is accounted for, and will bring disciplinary action against any student who fails to report to any class or other commitment. Students who persist in such behavior, or in any rule infraction, risk suspension or expulsion.

g. Subchapter B of the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973

The SEED Public Charter School will elect not to be a Local Education Agency for purposes of special education. The school will work with the District of Columbia Public Schools Office of Special Education to plan the special education program, to test

and screen students referred for special education services, to see that every child is appropriately placed, and to meet reporting responsibilities.

The school will work to have its special education program approved and developed in conjunction with the District of Columbia Public Schools Office of Special Education.

h. Title I of the Improving America's School's Act

The SEED Foundation expects that nearly all its students will be eligible for free and subsidized breakfast and lunch through the U.S. Department of Agriculture. Therefore, the school will apply to receive funding from Title I grants. We are currently in discussions with Mary Jean LeTandre, the U.S. Department of Education's Title I expert, and with Dr. Mitzi Beach, DCPS' designated SEA coordinator, in order to assure that we are in compliance with all requirements for receiving and using the funds.

i. Compliance with Civil Rights Statutes and Regulations of the Federal Government and the District of Columbia

It shall be the policy of the SEED Public Charter School not to discriminate in hiring, employment, admissions, nor in the administration of its educational and residential programs, on the basis of race, creed, color, national origin, gender, sexual orientation, physical disability, or religious beliefs or affiliation or lack thereof. Further, the school will not discriminate in admissions, nor in the administration of its educational and residential programs, on the basis of a student's language spoken, intellectual or athletic ability, measures of achievement or aptitude, or status as a student with special needs; nor in hiring or employment on the basis of age. It shall be the responsibility of the Executive Director to ensure that The SEED Public Charter School complies with all civil rights statutes and regulations of the Federal Government and the District of Columbia. Important characteristics sought in candidates for the position of Executive Director will be the administrative competence to carry out this responsibility, and a personal passion for making equal opportunity a reality.

j. Other

The SEED Public Charter School of Washington will comply with all District and federal regulations regarding the housing and maintenance of boarding school students, including District of Columbia Municipal Regulation (MR) 14, section 402.3.

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4. Implementation of the Charter

a. Timetable and Tasks for Implementation of Charter

The following schedule details the courses of action over the next 12 months in preparation for opening the school in July, 1998:

<u>Charter School Process</u>	
Final Application submitted	2-17-97
Incorporation	3-1-98
Final Charter granted	4-1-98
Student application deadline	5-31-98
Selection lottery	5-31-98
Baseline testing of Students	6-98
<u>Site Renovation</u>	
Site Plan finalized	2-23-98
Funds raised for renovation	3-6-98
Renovation complete	7-1-98
<u>Program Refinement</u>	
Identify Partnership Candidates for Program	on-going
Faculty Hired	4-15-98
<u>Community Outreach</u>	
Parent and Community Relations Director Hired	4-98
Publicity	on-going
Partnership creation	on-going
- Public School System	early 98
- Communities	early 98
- Student's Families	on-going
Weekend Program (Children and Families) Begins	3-98
<u>Funds Procurement - Public and Private</u>	
Application for planning sub-grant	2-20-98
Application to major foundations	on-going
Response from major foundations	on-going
Application to smaller foundations and individuals	2-15-98
Corporate in-kind donations secured	6-1-98
Corporate commitments to sponsoring students	7-1-98
<u>School</u>	
Summer Program Begins	7-15-98

b. Major Contracts Planned

At this time, The SEED Foundation has no contracts with a value equal to or exceeding \$10,000. We will inform The Public Charter School Board immediately upon the consideration of any such contract.

c. Orientation of Parents/Guardians, Teachers, and Other Community Members

Parents/Guardians

Parents/guardians will have the opportunity to be informed about The SEED Public Charter School program beginning with the weekend enrichment program for sixth grade students. Further, on the application interview day, parents/guardians will participate in an interview designed to ensure that they understand the expectations of the school to which their child is applying, and to solicit their input and opinions.

When students actually enroll, in June, parents/guardians will be invited to an orientation session to more fully describe the program to them, and the various ways in which students' families can and should be involved in the student's education. Educational and assistance programs offered by the school to the families will also be explained at this time.

Finally, in July, when the residential program begins, parents/guardians will be invited to another orientation session the day that students begin living on campus, to help parents/guardians understand the residential program, and to help them adjust to life with the child living on The SEED Public Charter School campus. Throughout the academic year, parents will be invited to a series of social activities and workshops to maintain their on-going support and involvement.

Teachers

In the school's first year, there will be only about four full-time teachers, each of whom will be an experienced professional. These teachers will be oriented and led by the Executive Director in the process of defining the school's program.

In subsequent years, the school's administration and Master Teachers will train new teachers, first through a formal training program lasting several days, and then through a mentoring program lasting an entire year, in which each new teacher will be assigned to a Master Teacher.

Community Members

It will be the responsibility of the Parent and Community Relations Director to seek out educators, clergy people, social service providers, and potential students and parents/guardians in the school's target communities, and inform them about the school's program.

Volunteer mentors will be assigned to students, as described earlier in this application in section A.4.b., "Community Participation," section A.4.c., "School Organization and Culture," and section C.2.e., "Use of Volunteers." These mentors will receive specialized training from the school, so that they will understand the school's program, the backgrounds of the students with whom they work, and the ways in which they can most positively affect the students to whom they are assigned.

d. Services Sought from the District of Columbia Public Schools

The services which The SEED Public Charter School will seek to receive from the District of Columbia Public Schools include the following:

- Timely testing of any SEED Public Charter School student suspected of having a learning disability.
- Access to student's prior records for those individuals attending the SEED Public Charter School of Washington, D.C.
- Provision of special educational assistance, as described previously in section C.3.g. of this application.
- Transportation of any SEED Public Charter School student whose disability makes transportation in a standard bus or van impossible, as described previously in section C.3.c. of this application.

D. PUBLIC CHARTER SCHOOL ACCOUNTABILITY PLAN

1. Goals Against Which the School's Success Will be Judged

The SEED Public Charter School will seek to achieve goals in three broad categories:

1. Student academic achievement:

- Tutoring and remediation for every student to at least a standard grade level ability in Language Arts, Math, Science, and Social Studies, prior to entering the ninth grade.
- Maintenance of standard grade level ability by all students, and the achievement by many students of above-average capability in all academic subjects, throughout the high school years.
- Development of the academic skills required for success in college and/or in the professional world.
- Appreciation for the value of education, including the motivation and desire to better oneself through learning.

2. Student non-academic achievement:

- Development of a core set of "living" skills, including healthy habits and decision-making, and a strong work ethic and sense of personal responsibility.
- Development of non-academic task-related capabilities, including problem-solving skills, human interaction, and collaboration skills.
- Development of the social, behavioral, and personal skills required for success in life.
- Creation of strong character and moral values.
- Adoption of the values of community involvement and community service, and a sense of social responsibility.

3. Institutional achievement:


- On-going viability of the institution, in terms of fund-raising, cash-flow, number of student applications, and availability of high-quality faculty who want to work at the school.
- Creating a successful residential and educational community which nurtures its students and inspires the highest capabilities of its faculty.
- Creating and maintaining community, corporate, and institutional relationships.
- Impacting positively on the lives of its students, their families, their communities, as well as the national discourse on urban education.

Assurances Form
(This form must be submitted with the application.)

As the duly authorized representative of the applicant, I certify that the proposed public charter school:

THE SEED PUBLIC CHARTER SCHOOL OF WASHINGTON, DC

- 1 Will seek, obtain, and maintain accreditation for the public charter school from at least one of the accrediting bodies listed in Part B of the District of Columbia School Reform Act. See §2203(h), DC School Reform Act.
- 2 Will, if the school's educational program includes preschool or prekindergarten, be licensed as a child development center by the District of Columbia government not later than the first date on which such program commences. See §2203(h)(2), DC School Reform Act.
- 3 Will not charge tuition, fees, or other mandatory payments for attendance at the public charter school or for participation in its programs, except to non-resident students or for field trips or similar activities. See §2204(c)(2), DC School Reform Act.
- 4 Will provide the District of Columbia Public Schools Emergency Board of Trustees with student enrollment data needed to fulfill its responsibilities. See §2204(c)(12), DC School Reform Act.
- 5 Will establish an informal complaint resolution process not later than two months prior to the first date on which instruction commences. See §2204(c)(13), DC School Reform Act.
- 6 Will be nonsectarian and will not be affiliated with a sectarian school or religious institution. See §2204(c)(15), DC School Reform Act.
- 7 Will hold non-profit status under terms stated in the District of Columbia Non-profit Corporation Act prior to receiving a charter. See §2204(c)(16), DC School Reform Act.
- 8 Will offer open enrollment to all students who are residents of the District of Columbia, and will use a random selection process when the school receives more applications from students of the District of Columbia than there are spaces available. See §2206(a), (b), (c), & (d), DC School Reform Act.
- 9 Will give the District of Columbia Public Charter School Board and the District of Columbia Public Schools Emergency Board of Trustees access to and the right to examine all records or documents related to the award, as well as any documents and records, including audit findings, needed to determine the performance of the school under the terms of its charter.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL 	TITLE PRESIDENT
APPLICANT ORGANIZATION THE SEED FOUNDATION, INC.	DATE SUBMITTED SEPTEMBER 15, 1997

2. Standards for Performance

The performance objectives for students and the benchmarks which will be used to measure progress towards these objectives are included in **Appendix A3**.

Following are performance objective for the school. The performance objectives for The SEED Public Charter School as an institution include, but are not limited to:

- Provide students the structured, safe living environment that they deserve and need, helping them to develop both personally and academically.
- Administer a rigorous, highly structured, and individualized academic program which takes into account the needs and builds on the strengths of each student.
- Provide high-quality college preparatory education that stimulates students to expand their knowledge, develop their potential, and challenge their limitations.
- Create a supportive and nurturing environment, both academically and socially, which emphasizes the value, importance, and utility of education.
- Establish a community of teachers and learners where instructors, mentors, and much-needed role models teach and live on campus alongside their students; where students participate in academic, athletic, developmental, and social activities; and where the learning and teaching environment inspires the highest capabilities of instructors as well as students.
- Foster meaningful relationships between students and faculty members.
- Cultivate strong relationships between the school and the communities it serves.
- Support families by inviting parents/guardians and loved ones onto the campus regularly to share in activities and be involved in their child's educational experience; by offering seminars in health, job skills, literacy, and other useful topics to the adult relatives of SEED Public Charter School students; and by coordinating and expediting social services delivery to families who are in need, including the delivery of some services on campus.

- Form partnerships with local universities to provide students contact with college-aged role models, and to facilitate cross-learning opportunities and sharing of resources.
- Form partnerships with local businesses to provide students contact with professional role models, and to facilitate student internships.
- Facilitate the creation of summer experiences for students which enrich their academic, social, and personal development.
- Foster and encourage the means for students to make connections with the outside world, such as through mentors and internships.
- Teach students to take their experience, skills, and intelligence into the community to act as advocates of social, educational, and economic development.
- Admit 7th graders, many of whom may be performing one to four grade levels below standards and may be in serious jeopardy of dropping out of school, and transform them into highly qualified college applicants.
- Provide students with guidance and support, not only while they attend The SEED Public Charter School, but throughout their college or professional careers.

3. Baseline Performance

Students' baseline performance in behavioral and academic skills will be evaluated at the beginning of their SEED Public Charter School careers.

Normative baseline: Students will enter The SEED Public Charter School with evaluation scores from norm-referenced standardized academic skill evaluations administered by their previous District of Columbia Public Schools (Stanford - 9). Also, as explained in section C.1.a. of this application, "Timetable for Registering and Admitting," in June of the year that they enter the school, new students will be administered a standardized test of cognitive ability, such as the Secondary School Aptitude Test. These tests will be used together to gauge each student's baseline performance, in evaluating his or her academic progress at The SEED Public Charter School.

Behavioral baseline: In the first weeks of the seventh grade, new students will be evaluated qualitatively by teachers on a subjective basis, for non-academic skills such as:

- Intellectual curiosity.
- Cultural, social, and behavioral literacy.
- Goal-orientation.
- Appreciation for physical fitness.
- Appreciation for the value of education.
- Integrity
- Kindness
- Courage
- Responsibility
- Perseverance
- Self-respect.
- Teamwork.

These evaluations will provide a broad baseline against which to evaluate students' progress, as they move through the school.

Academic baseline: Each student's work will be kept in a portfolio, a folder of completed projects and assignments for review and evaluation. The earliest work in the portfolio will serve as a baseline against which the student's progress can be measured. In addition, we will ask DCPS for any additional report cards and information which they can make available to our program

4. Measurement

The SEED Foundation believes that evaluation of the school's program is one of the most important functions of oversight. To that end, criteria have been carefully selected, and students' progress will be rigorously monitored and tracked, not only as they progress through the SEED Public Charter School, but also throughout their college and professional careers. The only way we can evaluate how well we serve our client population is to measure our long-term impact.

The SEED Public Charter School of Washington, DC will work with The District of Columbia Public Charter School Board to develop a revised Accountability Plan. This plan will be submitted within six months after charter approval.

In addition, The SEED Foundation has been in intensive discussions with the Ford and Rockefeller Foundations to fund a scientific evaluation of our program. This funding would be available in order to conduct a strong quantitative and qualitative study of our residential program. An overview of this project is detailed below:

Ford and Rockefeller Project

The project will demonstrate the need for, and public benefit to be derived from, the establishment of structured and academically challenging, publicly funded residential schools that specifically target at-risk, inner-city student populations. The project will also underscore the feasibility and viability of creating a sustainable boarding school model for replication in the nation's capital and in urban areas throughout the United States. It will be possible to begin to determine whether the additional cost of a residential program is justified.

Over a three-year period, the project will independently and scientifically study and report on the success of – and lessons learned from – the implementation of a prototype residential school, The SEED Public Charter School. Using controlled quantitative and qualitative assessment measures, and rich formative evaluations, the study will document heightened academic achievement, positive personal growth, and enhanced socialization of inner-city youth who, until admittedly to The SEED School through a random lottery, were performing far below grade level in traditional public schools, lacked focus, stability, and a positive sense of future in their lives, and thus were likely drop-outs, if not crime statistics.

Plans to Accomplish Goals and Objectives

The challenge for publicly-funded, inner-city residential schools is the same as for any urban school: to conclusively demonstrate that at-risk students can meet or exceed prescribed academic goals, and thereby foster a belief among students, teachers, and faculty, parents, community leaders and local and national policymakers that the program

is important, if not critical, to the overall well-being of the community. The performance of a quantitative assessment of student achievement at the SEED Public Charter School is thus the **first**, and fundamental, objective of the project.

Student performance will be measured against: 1) academic goals established by the SEED Public Charter School as a derivative of baseline grade-equivalent competency of enrolling students; 2) peer public school student performance on the Stanford Nine and other test instruments administered by the District of Columbia Public Schools; and, 3) the academic progress of a demographically and sociologically similar control group.

In light of the SEED Public Charter School's unique residential, college preparatory program for inner-city youth, its initial small size, its location, and the dearth of quality middle and secondary public schools in the District of Columbia, student applications will greatly exceed the program's capacity. (The SEED Public Charter School will enroll 40 seventh grade students in August 1998, and eventually grow into a grade seven through 12 boarding school with a population of 300 students.) A random lottery will be conducted to select students for admission. Because the lottery will be genuinely random, the populations of students lotteried in and lotteried out of the school can be expected to be demographically and sociologically identical. Applicants who are not chosen in the lottery are expected to re-enroll in the district of Columbia Schools. These students will comprise the study's control group.

To facilitate the execution of the project – the purity of which depends on including all student applications to the SEED Public Charter Schools for the Fall of 1998 semester, the Chief Academic Officer of the District of Columbia Public Schools has agreed to make available individual test results from the Spring 1998 administration of the Stanford Nine for all student applicants. For students who are actually enrolled in the SEED Public Charter School, the Stanford Nine test data will be used to establish grade-equivalent competency levels and performance baselines, individualized programs of instruction, and clearly defined academic achievement goals for year one, two and three, respectively.

The Chief Academic Officer of the District of Columbia Public Schools has also agreed to provide on an on-going basis Stanford Nine and other test data for students who applied to the SEED Public Charter School but were not selected in the admissions lottery. This will enable comparison of the academic achievement of students attending the SEED Public Charter School with that of students in the control group. All test data will be provided directly to the independent team of evaluators who will be responsible for carrying out all aspects of the project. In no instance will evaluations or any project reports disseminated publicly identify the name of students participating in the study.

A **second**, and distinctive, objective of the project is to qualitatively assess academic interest and matriculation, as well as the personal and social development of students enrolled in the SEED Public Charter School and those in the control group over a three-year period. Verifiable data will be used to determine for students in each group the regularity of daily school attendance, promotion and retention rates, grade-by-grade annual drop-out percentages, participation in organized athletics and extracurricular activities, general health and medical status, encounters with the juvenile and criminal justice systems, and incidence of death.

To identify and examine underlying factors contributing to scholastic success and improved citizenship, or the Lack thereof, students in both groups will undergo attitudinal and behavioral evaluations designed to elicit their feelings toward school and learning, self-responsibility and economic independence, the status of their own lives and the future they foresee for themselves, family and community, friendships and personal relationships, their avocation, skills and career or employment expectations, and their adult role models – both positive and negative. Over the three year duration of the study, students in both groups will be closely tracked and monitored to determine whether they are succeeding or failing, academically and socially, and the extent to which their school environment contributed to either outcome.

The **third** objective of the project is to conduct a formative evaluation of the SEED Public Charter School by periodically interviewing students, teachers, faculty, and parents to ascertain their perceptions on the importance of residential schools, the difference in their personal lives or situations stemming from their involvement with the SEED Public Charter School specifically, and the extent to which they believe boarding schools for inner-city youth should be replicated in the District of Columbia and in other urban areas across the country.

This assessment component will also provide an opportunity for the staff and key beneficiaries of the SEED Public Charter School to share their observations as to the program's strongest and weakest features, be it the educational design, curriculum and teaching methodology, the supportiveness and structure of the residential environment, prescribed or established academic standards, required codes of personal conduct, or the responsiveness and accountability of the school to parents and the larger community. Comments and suggestions elicited from students, faculty, and parents will ensure that that administration of the SEED Public Charter School is aware of the aspects of the overall program that are perceived to be working well and those that are not, particularly elements of the school model that warrant refinement or improvement.

A **fourth**, and final, objective of the project is to disseminate the conclusions of this study, which are expected to validate the initial success, effectiveness, and perceived important of the SEED Public Charter School to the Washington, D.C. community, to all residential schools now operating in the united States, to the rapidly growing network of charter school friends, supporters and operators, and to national and local elected officials. In addition, the report will be disseminated through The SEED Foundation website, which is currently being created. The project may well stimulate the development of publicly funded residential schools serving at-risk inner-city youth and thus begin to level an extremely unequal academic and social playing field for upcoming generations. By focusing specifically on the SEED Public Charter School, the project will assess the initial impact of a prototype residential charter school that can serve as a model for similar publicly funded programs.

Names, Qualifications, and Descriptions of Key Staff

Dr. Patrice Flynn is a labor economist and social worker with experience teaching, providing program assistance, and conducting research on economic and social issues in the U.S. and abroad. She has worked broadly in the field of measurement with a particular focus on developing models and indicators to assess quality-of-life; designing survey instruments; fielding national surveys; and analyzing large micro data bases. She is one of the founders of Patrice Flynn & Associates Research Corporation, a new firm established to provide state-of-the-art research on salient economic, social, workplace and environmental issues. Previously, Dr. Flynn worked as Vice President of Research at *Independent Sector*, a labor economist at the Urban Institute, and an adjunct professor at Catholic University of America.

Dr. David Banks is the Director of Research and Evaluation at the National Office of Volunteers of America. He provides research technical assistance for programs of national non-profit health and human services. Dr. Banks received his Ph.D. in the Department of Human Development/Institute of Child Study at the University of Maryland at College Park. He also holds a M.P.H. from the Department of Health Education/Health Behavior at the University of North Carolina at Chapel Hill. He is an adjunct professor at Trinity University and the University of Maryland – University College.

Dr. Therese van Houten is an independent consultant at Duprez Associates. She has recently been involved in projects assessing the feasibility of customer satisfaction survey of child support enforcement clients, evaluated a multi-year outreach program to prevent activities for youth at-risk for HIV/AIDS, served as evaluator for a comprehensive care program for teen mother and their infants, and determined outcomes of children placed in foster care with relatives. She was also the principal investigator of a national study conducted on the cause and characteristics of youth homelessness. Prior to this work, she was the Evaluation Director at Macro International, Inc. Dr. van Houten received her D.S.W. in social work/research from The Catholic University of America.

Dr. Rosalie Boone is an associate professor and chairman of the Department of Curriculum and Instruction at Howard University, Washington, DC. During the course of her 25-year career in special education, Dr. Boone has had extensive experience as a special education personnel trainer, researcher, project director/coordinator, grant writer, and service provider. In each of these capacities she has been involved in program development and in the design and implementation of a wide variety of evaluation activities for preschool, elementary, and post secondary programs. Dr. Boone has consistently provided professional service and expertise to local, national, and international agencies and organizations: she has often been a reviewer for grant proposals submitted to the U.S. Department of Education's Office of Special Education Programs (OSEP). Dr. Boone currently serves on the editorial board of two professional journals.

Dr. Mark Berends, a Social Scientist at RAND, is a consultant on the project. Trained in the sociology of education, stratification, and organizations, he is experienced in both quantitative and qualitative methodologies. Most of his recent work involves

quantitative analyses of national databases to assess the effect of families, schools, and communities on student outcomes. Currently, he is leading several projects, including an (1) examination of family and school factors related to minority and nonminority test score trends over the past two decades and (2) analysis of a longitudinal sample of schools implementing New American Schools (NAS) designs to better understand school transformation processes and their effects on teacher and students. Mark received his degree in sociology from the University of Wisconsin-Madison. **Thomas Glennan, Jr.**, Senior Advisor for Education Policy at RAND, has also offered to consult with the project.

5. Reporting Performance and Progress to Parents, the Community, and the Chartering Authority

The SEED Public Charter School will submit an annual report to its parents/guardians and to the District of Columbia Public Charter School Board after the close of each school year. The annual report shall also be made available to the public. The contents of the report shall include, but may not be limited to:

- A report on the extent to which the school is meeting its mission, goals, and performance measure targets, as stated in this charter application.
- Student performance on any District-wide assessments.
- Grade advancement for the school's enrolled students.
- The graduation rate, college admission test scores, and college admission rate.
- Types and levels of parental/Guardian involvement.
- Official student enrollment, including all information required for the Board of Education to comply with section 3 of article II of the Act of February 4, 1925 (D.C. Code, sec. 31-404).
- Average daily attendance.
- Average daily membership.
- A financial statement audited by an independent certified public accountant in accordance with Government auditing standards for financial audits issued by the Comptroller General of the United States.
- A report on school staff indicating the qualifications and responsibilities of such staff.
- A list of all donors and grantors that have contributed monetary or in-kind donations having a value equal to or exceeding \$500 during the year that is the subject of the report.

E. CERTIFICATIONS

F. BUDGET

1. Startup Budget

The SEED Foundation envisions costs of roughly \$150,000 school opening. These costs include salary or consulting fees for the Executive Director before the start of the school year, educational materials (books, supplies, etc.), furniture, residential furnishings (linens, towels, etc.), and the costs of orientation activities in the summer before the start of the school year. All of these costs will be covered through fundraising efforts which have **already** raised the necessary funds.

Cash flow problems associated with commencing school operations prior to receiving charter funding will be addressed through one or more of the following methods:

- Obtain a bridge loan from a bank in order to float the organization until receipts of public funds in October. Discussions on this issue have already been conducted with a number of financial institutions and foundations in the area, some of whom have expressed interest in possibly loaning the funds.
- Use federal charter planning and program design sub-grant funds to maintain positive cash flow during the start-up.
- Use private funds raised independently to cover initial costs until receiving public funds in October.

2. Two-Year Operating Budget

A rigorous financial analysis has been conducted in order to assess the yearly operating costs, annual levels of funding, and the long-term sustainability and potential replicability of this program.

The calculations represent SEED's best estimates of the costs and funds necessary to operate the school. The inputs may be modified, but SEED believes that this analysis represents a general, accurate overview of the costs involved.

Methodology

The model was constructed after extensive discussions with people involved in financial operations of schools, including headmasters and business managers from existing independent schools (day and boarding), trustees of start-up schools, and representatives of national educational institutions. A set of key inputs were identified costs. From this range, an estimate was made of the actual number to input into the model. The inputs necessary to calculate the costs were determined through conversations and analysis of the financial reports of the respective schools.

After several iterations of the model had been run, the information was disseminated to a subset of the people involved in the initial conversations. Further modifications were performed after these follow-up conversations.

The revenue scenarios have undergone extensive modifications and updates as our understanding of the public/private fund relationship has evolved. These numbers will continue to be modified as legislative issues become clarified.

Assumptions

The financial models were calculated using **very conservative** estimates so that we can understand the worst case scenario for The SEED Public Charter School of Washington, D.C. For instance, we expect to receive a larger per-pupil allocation than is modeled in our calculations. In addition, our estimate for costs are higher, in order to compensate for potential costs which we may not currently envision.

Charter Budget

Public Charter School Two-Year Operating Budget		
Worksheet		
DESCRIPTION	Year One: FY	Year Two: FY
STUDENTS	40	72
REVENUES		
Per Pupil Charter Payments	\$580,000	\$1,044,000
Federal Entitlements (1)	\$100,000	\$75,000
Grants and Donations (2)	\$ 358,015	\$ 513,241
Loans		
Other Revenues (3)	\$10,000	\$18,000
Total	\$1,048,015	\$1,650,241
EXPENSES		
<i>Personnel Salaries and Benefits</i>		
Principal/Executive	\$75,000	\$85,000
Teachers	\$90,000	\$217,500
Teacher Aides/Assistants		
Other Educational Professionals (4)	\$40,000	\$43,000
Clerical/Administrative	\$0	\$15,000
Custodian (5)	\$0	\$0
Other Staff (6)	\$78,462	\$78,462
Employee Benefits (7)	\$85,039	\$131,689
Staff Development (8)		
<i>Subtotal</i>	<i>\$368,501</i>	<i>\$570,651</i>
<i>Direct Student Costs</i>		
Textbooks, Supplies and Materials (9)	\$60,000	\$72,000
Library and Media Center Materials (10)		
Computers and Materials (11)	\$0	\$0
Other Instructional Equipment (12)	\$3,200	\$5,760
Classroom Furnishings (13)		
Student Assessment Materials (14)		
Contracted Instructional/Student Services		
Other (14a)	\$4,000	\$7,200
<i>Subtotal</i>	<i>\$67,200</i>	<i>\$84,960</i>
<i>Occupancy</i>		
Rent/Lease (15)	\$125,000	\$125,000
Mortgage		

Charter Budget

Maintenance and Repairs (16)	\$51,000	\$56,000
Renovation (Including Reserves)		
Utilities (17)		
Janitorial Supplies (17)		
Equipment Rental and Maintenance		
Contracted Services (18)		
<i>Subtotal</i>	<i>\$176,000</i>	<i>\$181,000</i>
<i>Office Expenses</i>		
Supplies and Materials		
Furnishings		
Equipment Rental and Maintenance		
Telephone/Telecommunications		
Accounting and Payroll		
Printing and Copying		
Postage and Shipping		
Other		
<i>Subtotal (19)</i>	<i>\$12,000</i>	<i>\$19,000</i>
<i>General Expenses</i>		
Insurance (20)	\$20,000	\$34,700
Debt Service		
Transportation	\$40,000	\$43,000
Food Service (21)		
Administration Charter Fee	\$5,214	\$8,210
Other (22)	\$5,000	\$10,000
<i>Subtotal</i>	<i>\$70,214</i>	<i>\$95,910</i>
<i>Residential Costs</i>		
Salaries (23)	\$84,500	\$91,000
Facilities (24)	\$0	\$125,000
Materials (25) (26)	\$269,600	\$482,720
<i>Subtotal</i>	<i>\$354,100</i>	<i>\$698,720</i>
Total Expenses	\$1,048,015	\$1,650,241
EXCESS (OR DEFICIENCY)	\$0	\$0

Charter Budget

NOTES

(1) Charter sub-grants from U.S. Dept. of Education

(2) Funds from private foundations, individuals, and corporations

(3) Includes equipment/residential fees for boarding students

(4) Principal salary, if necessary as an independent occupation

(5) Job requirements dealt by students and residents until too large to handle

(6) Includes summer program manager, business manager/development, nurse, and community relations functions, where appropriate

(7) Calculated at 30% of salaries/wages

(8) Staff development program received pro bono, through independent grants, and additionally

(9) Benchmark of Five (5) different boarding and day schools in the region: includes

(10) Library and furniture already donated. Upgrade included in cost of supplies.

(11) Donations from organizations (talks in progress)

(12) Science lab materials

(13) Furniture already donated. Upgrade included in cost of supplies

(14) Included in general materials

(14a) Includes start-up materials for every year (miscellaneous items)

(15) Academic portion of lease payment

Charter Budget

(16) Includes utilities and janitorial supplies
(17) Included in Maintenance and Repairs
(17) Included in Maintenance and Repairs
(18) Cost included in janitor function (outsourced contract)
(19) Benchmark of Five (5) different boarding and day schools in the region. Cost includes materials, equipment maintenance, telephone costs, printing, postage, and payroll
(20) Includes student and employee insurance
(21) Included in residential costs
(22) Public relations/marketing costs + legal costs
(23) Residential staff will include two full-time advisors who will be required to remain on campus a majority of the time. In addition, younger college graduate and advisors will be hired for live-in
(24) Residential portion of lease payment, and lease of field for athletics
(25) Residential materials sums all of the live-in costs for the students and the faculty. The analysis assumes that all student and faculty will be living full-time on campus. Costs include
(26) Medical supplies are assumed to be obtained through donations from hospitals and Athletic and club fees are also included, as well as cost of enrichment programs

3. Estimated Five-Year Budget Projections

Backup information demonstrating how the overall numbers were obtained is included along with the summary sheet.

**Public Charter School Five-Year Estimated Budget
Worksheet**

DESCRIPTION	Year One: FY	Year Two: FY	Year Three: FY	Year Four: FY	Year Five: FY
STUDENTS	40	72	101	131	164
REVENUES					
Per Pupil Charter Payments	\$ 580,000	\$ 1,044,000	\$ 1,464,500	\$ 1,911,500	\$ 2,404,000
Federal Entitlements	\$ 100,000	\$ 75,000	\$ 50,000	\$ -	\$ -
Grants and Donations					
- General Fundraising	\$ 238,015	\$ 297,241	\$ 96,333	\$ -	\$ -
- Directed Student Sponsorship	\$ 80,000	\$ 144,000	\$ 202,000	\$ 262,000	\$ 328,000
- In-Kind Donations	\$ 40,000	\$ 72,000	\$ 101,000	\$ 131,000	\$ 164,000
Loans	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
Other Revenues	\$ 10,000	\$ 18,000	\$ 25,250	\$ 32,750	\$ 41,000
Total	\$ 1,048,015	\$ 1,650,241	\$ 1,939,083	\$ 2,337,250	\$ 2,937,000
EXPENSES					
Personnel Salaries and Benefits	\$ 368,501	\$ 570,651	\$ 655,801	\$ 788,401	\$ 947,001
Direct Student Costs	\$ 67,200	\$ 84,960	\$ 91,910	\$ 117,245	\$ 146,780
Occupancy (Academic)	\$ 176,000	\$ 181,000	\$ 198,500	\$ 216,000	\$ 235,500
Office Expenses	\$ 12,000	\$ 19,000	\$ 24,000	\$ 29,000	\$ 35,000
General Expenses	\$ 70,214	\$ 95,910	\$ 77,997	\$ 92,967	\$ 109,768
Residential Costs	\$ 354,100	\$ 698,720	\$ 890,875	\$ 1,091,400	\$ 1,313,400
Total Expenses	\$ 1,048,015	\$ 1,650,241	\$ 1,939,083	\$ 2,335,013	\$ 2,787,449
DEFICIENCY (OR EXCESS)	\$ 0	\$ 0	\$ 0	\$ (2,237)	\$ (149,551)

Start-Up Faculty/Staff Calculations

	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
# of Students	10	40	72	101	131	164	199

ACADEMIC INSTRUCTORS

Students/Instructors	10	10	10	12	12	12	12
# of Non-Principal Instructors	1	3	7	8	10	13	16
# of Total Instructors	2	4	8	9	11	14	17
Include Principal as Teacher ?				Y			
Yearly attrition (%)				12.5%			
1st year instr	1	3	4	1	2	3	6
2nd year instr	0	0	3	4	1	2	3
3rd year instr	0	0	0	3	4	1	2
4th year instr	0	0	0	0	3	4	1
5th year instr	0	0	0	0	0	3	4
Salary							
1st year instr	\$5,000	\$30,000	\$30,000	\$30,000	\$30,000	\$30,000	\$30,000
2nd year instr	\$5,000	\$32,500	\$32,500	\$32,500	\$32,500	\$32,500	\$32,500
3rd year instr	\$5,000	\$35,000	\$35,000	\$35,000	\$35,000	\$35,000	\$35,000
4th year instr	\$5,000	\$37,500	\$37,500	\$37,500	\$37,500	\$37,500	\$37,500
5th year instr	\$5,000	\$40,000	\$40,000	\$40,000	\$40,000	\$40,000	\$40,000
Salary	\$ 5,000	\$ 90,000	\$ 217,500	\$ 265,000	\$ 345,000	\$ 460,000	\$ 545,000
Benefits Addition				30%			
Total Academic Expenses	\$6,500	\$117,000	\$282,750	\$344,500	\$448,500	\$598,000	\$708,500

ADMINISTRATIVE FTE

Headmaster	1	1	1	1	1	1	1
Principal (Curriculum)	0	1	1	1	1	1	1
Summer Prg Manager	0	0	0	0	0	0	0
Bus Manager	0	1	1	1	1	1	1
Medical (Full time RN)	0	1	1	1	1	1	1
Community Relations	0	1	1	1	1	1	1
Support (Mktg. PR)	0	0	1	1	2	2	2
Janitorial Support (part-time)	0	0	0	1	1	1	1
# of Administrators	1	5	6	7	8	8	8
Salary							
Headmaster	\$30,000	\$75,000	\$85,000	\$88,000	\$91,000	\$94,000	\$97,000
Principal (Curriculum)	\$10,000	\$40,000	\$43,000	\$46,000	\$49,000	\$52,000	\$55,000
Summer Prg Manager	\$7,500	\$7,500	\$7,500	\$7,500	\$7,500	\$7,500	\$7,500
Bus Manager	\$20,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
Medical (Full time RN)	\$0	\$30,000	\$30,000	\$30,000	\$30,000	\$30,000	\$30,000
Community Relations	\$10,000	\$38,462	\$38,462	\$38,462	\$38,462	\$38,462	\$38,462
Support (Mktg. PR)	\$7,500	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000
Janitorial Support	\$10,000	\$10,000	\$11,000	\$12,000	\$13,000	\$14,000	\$15,000
Admin Salaries	\$30,000	\$193,462	\$221,462	\$239,462	\$261,462	\$268,462	\$275,462
Benefits Addition				30%			
Total Admin Expenses	\$39,000	\$251,501	\$287,901	\$311,301	\$339,901	\$349,001	\$358,101

RESIDENTIAL FTE

Start-Up Faculty/Staff Calculations

	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
# of Students	10	40	72	101	131	164	199
<i>Employees</i>							
Student/ResEd	20	12	12	12	12	12	12
Head ResEd FTE	0.5	2	2	2	2	2	2
Other ResED FTE (non-educator)	0.5	2	4	7	9	12	15
Actual ResED Staff #'s	1	2	4	7	9	12	15
Total ResED Staff	1	4	6	9	11	14	17
<i>Salaries</i>							
ResEd Salary	\$30,000	\$30,000	\$30,000	\$30,000	\$30,000	\$30,000	\$30,000
Other ResED FTE (non-educator)	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500
Benefits Addition			30%				
ResEd Salary	\$15,000	\$65,000	\$70,000	\$77,500	\$82,500	\$90,000	\$97,500
Total ResEd Expense	\$19,500	\$84,500	\$91,000	\$100,750	\$107,250	\$117,000	\$126,750

Input_Materials (Page 1)

Materials

	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
# of students	10	40	72	101	131	164	199

Academic Costs Per Student

- General	\$0	\$1,500	\$1,000	\$750	\$750	\$750	\$750
- Technology (e.g., computers)	\$25,000	\$250	\$250	\$250	\$250	\$250	\$250
- Technology % by Donation	100%	100%	100%	100%	100%	100%	100%
- Actual Technology Costs	\$0	\$0	\$0	\$0	\$0	\$0	\$0
- Start-up Materials	\$0	\$100	\$100	\$100	\$100	\$100	\$100
- Art/Music	\$5,000	\$250	\$250	\$250	\$250	\$250	\$250
- Art/Music % by Donation	100%	100%	100%	100%	100%	100%	100%
- Actual Art/Music Costs	\$0	\$0	\$0	\$0	\$0	\$0	\$0
- Science Lab	\$5,000	\$80	\$80	\$60	\$45	\$45	\$45

Total Student Academic Material Cost

	\$5,000	\$67,200	\$84,960	\$91,910	\$117,245	\$146,780	\$178,105
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Non-Academic Cost Per Student

- Res Ed	\$5,620	\$5,620	\$5,620	\$5,620	\$5,620	\$5,620	\$5,620
- Food	\$3,420	\$3,420	\$3,420	\$3,420	\$3,420	\$3,420	\$3,420
- Actual Housing Cost	\$400	\$400	\$400	\$400	\$400	\$400	\$400
- Health/Counseling	\$400	\$400	\$400	\$400	\$400	\$400	\$400
- Misc	\$1,400	\$1,400	\$1,400	\$1,400	\$1,400	\$1,400	\$1,400
- Athletic	\$0	\$0	\$80	\$45	\$70	\$70	\$70
- Clubs	\$60	\$60	\$60	\$60	\$60	\$60	\$60
- Enrichment	\$100	\$100	\$100	\$100	\$100	\$100	\$100

Total Student Res Ed Material Cost

	\$57,800	\$231,200	\$421,920	\$588,325	\$766,350	\$959,400	\$1,164,150
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Input_Materials (Page 2)

Non-Academic Cost Per Faculty <u>Total Faculty (including ResEd)</u>	3	12	19	24	29	35	41
- Res Ed	\$3,200	\$3,200	\$3,200	\$3,200	\$3,200	\$3,200	\$3,200
-Food	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000
-Actual Housing Cost	\$400	\$400	\$400	\$400	\$400	\$400	\$400
-Health/Counseling	\$400	\$400	\$400	\$400	\$400	\$400	\$400
- Misc (Inc. Laundry)	\$400	\$400	\$400	\$400	\$400	\$400	\$400

Total non-student ResED material cost	\$9,600	\$38,400	\$60,800	\$76,800	\$92,800	\$112,000	\$131,200
# of non-administrative educators	1	3	7	8	10	13	16
# of administrators	1	5	6	7	8	8	8
# of non-educator res eds	1	4	6	9	11	14	17
Total People	3	12	19	24	29	35	41

Admin per employee	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
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Total Admin Cost	\$3,000	\$12,000	\$19,000	\$24,000	\$29,000	\$35,000	\$41,000
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Site Analysis

Site_Expenses

Scenario

2 Leased Site

Options Available:

Yearly Costs	Donated Site		Leased		Shared		Purchased Total Cost		Percent Financed		Years Financed		Rate		1st Year		
		\$0	\$125,000	\$5,000	n/a					100%	100%	30	30	9%	9%	1	3
Academic		\$0	\$125,000	\$5,000				\$3,000,000									
Res Ed		\$0	\$125,000	n/a				\$1,500,000									

ACADEMIC FACILITIES

	Year 0	1	2	3	4	5	6	
Donated Site	\$0	\$0	\$0	\$0	\$0	\$0	\$0	Site is donated
Leased Site	\$0	\$125,000	\$125,000	\$125,000	\$125,000	\$125,000	\$125,000	Site is leased
Leased/ Don	\$0	\$125,000	\$125,000	\$0	\$0	\$0	\$0	Site is leased
Shared Site	\$0	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	Site is shared
Shared/ Don	\$0	\$5,000	\$5,000	\$0	\$0	\$0	\$0	Site is shared
Shared/ Pur	\$0	\$5,000	\$5,000	\$0	\$289,664	\$289,664	\$289,664	Site is shared
Purchase	\$0	\$289,664	\$289,664	\$289,664	\$289,664	\$289,664	\$289,664	Site is purchased
Cost Assessed?		Y	Y	Y	Y	Y	Y	
Scenario	\$0	\$125,000	\$125,000	\$125,000	\$125,000	\$125,000	\$125,000	

RES ED FACILITIES

	Year 0	1	2	3	4	5	6	
Donated Site	\$0	\$0	\$0	\$0	\$0	\$0	\$0	Site is donated
Leased Site	\$0	\$125,000	\$125,000	\$125,000	\$125,000	\$125,000	\$125,000	Site is leased
Leased/ Don	\$0	\$125,000	\$125,000	\$0	\$0	\$0	\$0	Site is leased
Purchase	\$0	\$0	\$0	\$144,832	\$144,832	\$144,832	\$144,832	Site is purchased
Cost Assessed?		N	Y	Y	Y	Y	Y	
Scenario	\$0	\$0	\$125,000	\$125,000	\$125,000	\$125,000	\$125,000	

Site Operating Costs

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	EHS Benchmark
Utilities (light, power, gas, sewage)	\$26,000	\$45,500	\$62,500	\$80,000	\$99,500	\$120,000	500
Furniture - Purchase	\$15,000	\$0	\$0	\$0	\$0	\$0	pro bono/dona
Furniture - Upkeep	\$0	\$500	\$1,000	\$1,000	\$1,000	\$1,000	
Water	\$0	\$0	\$0	\$0	\$0	\$0	costs included
Athletic Field	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	
Total	\$51,000	\$56,000	\$73,500	\$91,000	\$110,500	\$131,000	

4. Cash Flow Analysis for Year 1

Cash Flow Analysis
Year One Worksheet

	Month 1 July	Month 2 August	Month 3 September	Month 4 October	Month 5 November	Month 6 December	Month 7 January	Month 8 February	Month 9 March	Month 10 April	Month 11 May	Month 12 June
INITIAL CASH LEVEL (1)	\$250,000	\$109,416	\$97,889	\$17,363	\$275,836	\$294,809	\$291,925	\$231,399	\$174,872	\$409,345	\$377,818	\$324,902
REVENUE (IN-FLOWS)												
Per-Pupil Charter Payments (2)	\$0	\$0	\$0	\$290,000	\$0	\$0	\$0	\$0	\$290,000	\$0	\$0	\$0
Federal Charter Entitlements (3)	\$0	\$0	\$0	\$0	\$100,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Federal Non-Charter Entitlements (4)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
General Fundraising (Foundation/Individuals) (5)	\$0	\$50,000	\$0	\$50,000	\$0	\$100,000	\$0	\$25,000	\$25,000	\$50,000	\$0	\$50,000
Directed Student Sponsorship (Corporations) (6)	\$0	\$20,000	\$0	\$0	\$0	\$0	\$20,000	\$0	\$0	\$0	\$0	\$0
In-Kind Donations (7)	\$20,000	\$0	\$0	\$0	\$0	\$20,000	\$0	\$0	\$0	\$0	\$0	\$0
Equipment/Residential Fees (8)	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$0	\$0
Total	\$271,000	\$71,000	\$1,000	\$341,000	\$101,000	\$121,000	\$21,000	\$28,000	\$316,000	\$51,000	\$0	\$50,000
ACADEMIC COSTS (OUT-FLOWS)												
Personnel Salaries and Benefits (9)	\$30,708	\$30,708	\$30,708	\$30,708	\$30,708	\$30,708	\$30,708	\$30,708	\$30,708	\$30,708	\$30,708	\$30,708
Direct Student Costs (10)	\$27,600	\$4,400	\$4,400	\$4,400	\$4,400	\$4,400	\$4,400	\$4,400	\$4,400	\$4,400	\$0	\$0
Occupancy (11)	\$14,667	\$14,667	\$14,667	\$14,667	\$14,667	\$14,667	\$14,667	\$14,667	\$14,667	\$14,667	\$14,667	\$14,667
Office Expenses (12)	\$6,000	\$500	\$500	\$500	\$1,000	\$500	\$500	\$500	\$500	\$500	\$500	\$500
General Expenses (13) (13a) (13b)	\$32,607	\$2,250	\$1,250	\$2,250	\$1,250	\$23,607	\$1,250	\$2,250	\$1,250	\$2,250	\$0	\$0
RESIDENTIAL COSTS (OUT-FLOWS)												
Salaries (14)	\$7,042	\$7,042	\$7,042	\$7,042	\$7,042	\$7,042	\$7,042	\$7,042	\$7,042	\$7,042	\$7,042	\$7,042
Facilities (15)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Materials (16)	\$42,960	\$22,960	\$22,960	\$22,960	\$22,960	\$42,960	\$22,960	\$22,960	\$22,960	\$22,960	\$0	\$0
Total	\$161,584	\$82,527	\$81,527	\$82,527	\$82,027	\$123,884	\$81,527	\$82,527	\$81,527	\$82,527	\$52,917	\$52,917
CASH FLOW	\$109,416	\$97,889	\$17,363	\$275,836	\$294,809	\$291,925	\$231,399	\$174,872	\$409,345	\$377,818	\$324,902	\$321,985

FOOTNOTES FOR CASH FLOW ANALYSIS

- (1) Assumes initial fundraising level of \$250,000 before start of school year. \$200,000 has already been raised this year (of which \$50,000 can already be allocated to first year of operations).
- (2) Per-pupil allocation paid out in October and March
- (3) Given historical issues with receipt of sub-grants, conservative estimate of being able to receive funds by end of year
- (4) Title I and Housing funds, if obtained
- (5) Fundraising will be on-going for year. Initial funds will be available for Year 1 costs. End-of-year funds raised will be allocated to Year 2 costs.
- (6) Corporations will be asked to make pledges at beginning of each semester of the school year (September, January)
- (7) Donation of clothing and materials for residential living
- (8) Fees of \$25 assessed on a monthly basis for transportation and residential costs. NOT ASSESSED IF COST PROHIBITIVE
- (9) Personnel will be paid on a 12-month basis (head of school, teachers)
- (10) Textbook and equipment costs are assumed to be up-front. All other supplies and materials are allocated over the 10-month span of the school year
- (11) Leasing of building assumed to be on a monthly basis. rent due at beginning of each month. Total financing for initial building allocated within academic costs (incl. Maintenance)
- (12) Majority of expenses will be at start of school year, with some constant costs for supplies. Small spike will also occur at beginning of second semester
- (13) Insurance cost is paid out a six-month basis. Premiums will be paid in the first and seventh month of the school year. Half of charter administration fee is also paid on a six-month basis
- (13a) Transportation are allocated in the following manner: \$20K to obtain the vans in Month 1; another \$10K for the vans in Month 6; and the rest of the transportation cost is allocated over the span of the other school-
- (13b) Publicity material is allocated for every two months (\$1,000 each)
- (14) Personnel will be paid on a 12-month basis (RAs)
- (15) Financing of new site of building only begins in Year 3
- (16) Costs assumed to be allocated over the 10-month span of the school year. Clothing bought in beginning of each semester.

4. Cash Flow Analysis for Year 1

Charter Budget - 10%

Public Charter School Two-Year Operating Budget		
10% Fundraising Total		
DESCRIPTION	Year One: FY	Year Two: FY
STUDENTS	40	72
REVENUES		
Per Pupil Charter Payments	\$580,000	\$1,044,000
Federal Entitlements (1)	\$100,000	\$75,000
Grants and Donations (2)	\$ 76,667	\$ 126,333
Loans		
Other Revenues (3)	\$10,000	\$18,000
Total	\$766,667	\$1,263,333
EXPENSES		
<i>Personnel Salaries and Benefits</i>		
Principal/Executive	\$75,000	\$85,000
Teachers	\$60,000	\$125,000
Teacher Aides/Assistants		
Other Educational Professionals (4)	\$40,000	\$43,000
Clerical/Administrative	\$0	\$15,000
Custodian (5)	\$0	\$0
Other Staff (6)	\$30,000	\$30,000
Employee Benefits (7)	\$41,000	\$59,600
Staff Development (8)		
<i>Subtotal</i>	<i>\$246,000</i>	<i>\$357,600</i>
<i>Direct Student Costs</i>		
Textbooks, Supplies and Materials (9)	\$60,000	\$72,000
Library and Media Center Materials (10)		
Computers and Materials (11)	\$0	\$0
Other Instructional Equipment (12)	\$0	\$0
Classroom Furnishings (13)		
Student Assessment Materials (14)		
Contracted Instructional/Student Services		
Other (14a)	\$4,000	\$7,200
<i>Subtotal</i>	<i>\$64,000</i>	<i>\$79,200</i>
<i>Occupancy</i>		
Rent/Lease (15)	\$0	\$0
Mortgage		
Maintenance and Repairs (16)	\$49,000	\$53,000

Charter Budget - 10%

Renovation (Including Reserves)		
Utilities (17)		
Janitorial Supplies (17)		
Equipment Rental and Maintenance		
Contracted Services (18)		
<i>Subtotal</i>	\$49,000	\$53,000
<i>Office Expenses</i>		
Supplies and Materials		
Furnishings		
Equipment Rental and Maintenance		
Telephone/Telecommunications		
Accounting and Payroll		
Printing and Copying		
Postage and Shipping		
Other		
<i>Subtotal (19) (19a)</i>	\$4,000	\$6,500
<i>General Expenses</i>		
Insurance (20)	\$18,000	\$31,700
Debt Service		
Transportation	\$40,000	\$3,000
Food Service (21)		
Administration Charter Fee	\$3,738	\$5,952
Other (22)	\$0	\$0
<i>Subtotal</i>	\$61,738	\$40,652
<i>Residential Costs</i>		
Salaries (23)	\$75,000	\$81,000
Facilities (24)	\$0	\$125,000
Materials (25) (26)	\$251,600	\$453,440
<i>Subtotal</i>	\$326,600	\$659,440
Total Expenses	\$751,338	\$1,196,392
EXCESS (OR DEFICIENCY)	\$15,329	\$66,941

Charter Budget - 10%

NOTES
10% Fundraising Total
(1) Charter sub-grants from U.S. Dept. of Education
(2) Funds from private foundations, individuals, and corporations
(3) Includes equipment/residential fees for boarding students
(4) Principal salary
(5) Job requirements dealt by students and residents until too large to handle
(6) Business manager/development is pro bono; nurse hired full-time
(7) Calculated at 20% of salaries/wages
(8) Staff development program received pro bono, through independent grants, and additionally
(9) Benchmark of Five (5) different boarding and day schools in the region: includes
(10) Library and furniture already donated. Upgrade included in cost of supplies.
(11) Donations from organizations (talks in progress)
(12) Science lab material shared with existing school
(13) Furniture already donated. Upgrade included in cost of supplies
(14) Included in general materials
(14a) Includes start-up materials (miscellaneous items)
(15) Lease deferred until payable
(16) Includes utilities and janitorial supplies

Charter Budget - 10%

(17) Included in Maintenance and Repairs
(17) Included in Maintenance and Repairs
(18) Cost included in janitor function (outsourced contract)
(19) Benchmark of Five (5) different boarding and day schools in the region. Cost includes materials, equipment maintenance, telephone costs, printing, postage, and payroll
(19a) Costs decreased by 50% due to budget decrease
(20) Includes student and employee insurance
(21) Included in residential costs
(22) Public relations/marketing costs + legal costs pro bono
(23) Residential staff will include two full-time advisors who will be required to remain on campus a majority of the time. In addition, younger college graduate and advisors will be hired for live-in
(24) Lease deferred until payable
(25) Residential materials sums all of the live-in costs for the students and the faculty. The analysis assumes that all student and faculty will be living full-time on campus. Costs include
(26) Medical supplies are assumed to be obtained through donations from hospitals and Athletic and club fees are also included, as well as cost of enrichment programs

**Public Charter School Five-Year Estimated Budget
10% Fundraising Scenario**

DESCRIPTION	Year One: FY	Year Two: FY	Year Three: FY	Year Four: FY	Year Five: FY
STUDENTS	40	72	101	131	164
REVENUES					
Per Pupil Charter Payments	\$ 580,000	\$ 1,044,000	\$ 1,464,500	\$ 1,911,500	\$ 2,404,000
Federal Entitlements	\$ 100,000	\$ 75,000	\$ 50,000	\$ -	\$ -
Grants and Donations					
- General Fundraising	\$ 36,667	\$ 54,333	\$ 70,083	\$ 85,028	\$ 107,667
- Directed Student Contribution	\$ -	\$ -	\$ -	\$ -	\$ -
- In-Kind Donations	\$ 40,000	\$ 72,000	\$ 101,000	\$ 131,000	\$ 164,000
Loans	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
Other Revenues	\$ 10,000	\$ 18,000	\$ 25,250	\$ 32,750	\$ 41,000
Total	\$ 766,667	\$ 1,263,333	\$ 1,710,833	\$ 2,160,278	\$ 2,716,667
EXPENSES					
Personnel Salaries and Benefits	\$ 246,000	\$ 357,600	\$ 463,200	\$ 579,600	\$ 684,000
Direct Student Costs	\$ 64,000	\$ 79,200	\$ 85,850	\$ 117,245	\$ 146,780
Occupancy	\$ 49,000	\$ 53,000	\$ 195,500	\$ 213,000	\$ 481,500
Office Expenses	\$ 4,000	\$ 6,500	\$ 9,000	\$ 23,000	\$ 27,000
General Expenses	\$ 61,738	\$ 40,652	\$ 108,889	\$ 88,670	\$ 105,372
Residential Costs	\$ 326,600	\$ 659,440	\$ 853,885	\$ 1,052,710	\$ 1,263,240
Total Expenses	\$ 751,338	\$ 1,196,392	\$ 1,716,324	\$ 2,074,225	\$ 2,707,892
DEFICIENCY (OR EXCESS)	(\$15,329)	(\$66,941)	\$ 5,491	(\$86,053)	(\$8,775)

Cash Flow Analysis (10%)

Cash Flow Analysis
10% Fundraising Scenario

	Month 1 July	Month 2 August	Month 3 September	Month 4 October	Month 5 November	Month 6 December	Month 7 January	Month 8 February	Month 9 March	Month 10 April	Month 11 May	Month 12 June
INITIAL CASH LEVEL (1)	\$205,000	\$93,138	\$56,794	\$451	\$234,108	\$276,864	\$220,902	\$164,559	\$108,215	\$361,872	\$305,529	\$274,595
REVENUE (IN-FLOWS)												
Per-Pupil Charter Payments (2)	\$0	\$0	\$0	\$290,000	\$0	\$0	\$0	\$0	\$290,000	\$0	\$0	\$0
Federal Charter Entitlements (3)	\$0	\$0	\$0	\$0	\$100,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Federal Non-Charter Entitlements (4)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
General Fundraising (Foundation/Individuals) (5)	\$0	\$20,000	\$0	\$0	\$0	\$20,000	\$0	\$0	\$20,000	\$0	\$0	\$50,000
Directed Student Sponsorship (Corporations) (6)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
In-Kind Donations (7)	\$20,000	\$0	\$0	\$0	\$0	\$20,000	\$0	\$0	\$0	\$0	\$0	\$0
Equipment/Residential Fees (8)	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$0	\$0
Total	\$226,000	\$21,000	\$1,000	\$291,000	\$101,000	\$41,000	\$1,000	\$1,000	\$311,000	\$1,000	\$0	\$50,000
ACADEMIC COSTS (OUT-FLOWS)												
Personnel Salaries and Benefits (9)	\$20,500	\$20,500	\$20,500	\$20,500	\$20,500	\$20,500	\$20,500	\$20,500	\$20,500	\$20,500	\$20,500	\$20,500
Direct Student Costs (10)	\$28,000	\$4,000	\$4,000	\$4,000	\$4,000	\$4,000	\$4,000	\$4,000	\$4,000	\$4,000	\$4,000	\$0
Occupancy (11)	\$4,083	\$4,083	\$4,083	\$4,083	\$4,083	\$4,083	\$4,083	\$4,083	\$4,083	\$4,083	\$4,083	\$4,083
Office Expenses (12)	\$2,000	\$100	\$100	\$100	\$1,000	\$100	\$100	\$100	\$100	\$100	\$100	\$100
General Expenses (13) (13a)	\$30,869	\$1,250	\$1,250	\$1,250	\$1,250	\$20,869	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$100
RESIDENTIAL COSTS (OUT-FLOWS)												
Salaries (14)	\$6,250	\$6,250	\$6,250	\$6,250	\$6,250	\$6,250	\$6,250	\$6,250	\$6,250	\$6,250	\$6,250	\$6,250
Facilities (15)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Materials (16)	\$41,160	\$21,160	\$21,160	\$21,160	\$21,160	\$41,160	\$21,160	\$21,160	\$21,160	\$21,160	\$21,160	\$21,160
Total	\$132,862	\$57,343	\$57,343	\$57,343	\$58,243	\$96,962	\$57,343	\$57,343	\$57,343	\$57,343	\$30,933	\$30,933
CASH FLOW	\$93,138	\$56,794	\$451	\$234,108	\$276,864	\$220,902	\$164,559	\$108,215	\$361,872	\$305,529	\$274,595	\$293,662

Cash Flow Analysis (10%)

FOOTNOTES FOR CASH FLOW ANALYSIS

- (1) Assumes initial fundraising level of \$205,000 before start of school year. \$200,000 has already been raised this year (of which \$50,000 can already be allocated to first year of operations).
- (2) Per-pupil allocation paid out in October and March
- (3) Given historical issues with receipt of sub-grants, conservative estimate of being able to receive funds by end of year
- (4) Title I and Housing funds, if obtained
- (5) Fundraising will be on-going for year. Initial funds will be available for Year 1 costs. End-of-year funds raised will be allocated to Year 2 costs.
- (6) Corporations will be asked to make pledges at beginning of each semester of the school year (September, January)
- (7) Donation of clothing and materials for residential living
- (8) Fees of \$25 assessed on a monthly basis for transportation and residential costs. NOT ASSESSED IF COST PROHIBITIVE
- (9) Personnel will be paid on a 12-month basis (head of school, teachers)
- (10) Textbook and equipment costs are assumed to be up front. All other supplies and materials are allocated over the 10-month span of the school year
- (11) Leasing of building assumed to be on a monthly basis: rent due at beginning of each month. Total financing for initial building allocated within academic costs(incl. Maintenance)
- (12) Majority of expenses will be at start of school year, with some constant costs for supplies. Small spike will also occur at beginning of second semester
- (13) Insurance cost is paid out a six-month basis. Premiums will be paid in the first and seventh month of the school year. Half of charter administration fee is also paid on a six-month basis
- (13a) Transportation are allocated in the following manner: \$20K to obtain the vans in Month 1; another \$10K for the vans in Month 6; and the rest of the transportation cost is allocated over the span of the other school-months (8 months)
- (14) Personnel will be paid on a 12-month basis (RAs)
- (15) Financing of new site of building only begins in Year 3
- (16) Costs assumed to be allocated over the 10-month span of the school year. Clothing bought in beginning of each semester.

Charter Budget - 0%

Public Charter School Two-Year Operating Budget		
Per-Pupil Allocation Only		
DESCRIPTION	Year One: FY	Year Two: FY
STUDENTS	40	72
REVENUES		
Per Pupil Charter Payments	\$580,000	\$1,044,000
Federal Entitlements (1)	\$100,000	\$75,000
Grants and Donations (2)	\$ -	\$ -
Loans		
Other Revenues (3)	\$10,000	\$18,000
Total	\$690,000	\$1,137,000
EXPENSES		
<i>Personnel Salaries and Benefits</i>		
Principal/Executive	\$75,000	\$85,000
Teachers	\$60,000	\$125,000
Teacher Aides/Assistants		
Other Educational Professionals (4)	\$40,000	\$43,000
Clerical/Administrative	\$0	\$0
Custodian (5)	\$0	\$0
Other Staff (6)	\$0	\$0
Employee Benefits (7)	\$35,000	\$50,600
Staff Development (8)		
<i>Subtotal</i>	<i>\$210,000</i>	<i>\$303,600</i>
<i>Direct Student Costs</i>		
Textbooks, Supplies and Materials (9)	\$40,000	\$54,000
Library and Media Center Materials (10)		
Computers and Materials (11)	\$0	\$0
Other Instructional Equipment (12)	\$0	\$0
Classroom Furnishings (13)		
Student Assessment Materials (14)		
Contracted Instructional/Student Services		
Other (14a)	\$4,000	\$7,200
<i>Subtotal</i>	<i>\$44,000</i>	<i>\$61,200</i>
<i>Occupancy</i>		
Rent/Lease (15)	\$0	\$0
Mortgage		

Charter Budget - 0%

Maintenance and Repairs (16)	\$48,500	\$52,000
Renovation (Including Reserves)		
Utilities (17)		
Janitorial Supplies (17)		
Equipment Rental and Maintenance		
Contracted Services (18)		
<i>Subtotal</i>	<i>\$48,500</i>	<i>\$52,000</i>
<i>Office Expenses</i>		
Supplies and Materials		
Furnishings		
Equipment Rental and Maintenance		
Telephone/Telecommunications		
Accounting and Payroll		
Printing and Copying		
Postage and Shipping		
Other		
<i>Subtotal (19) (19a)</i>	<i>\$3,500</i>	<i>\$5,500</i>
<i>General Expenses</i>		
Insurance (20)	\$17,500	\$30,700
Debt Service		
Transportation	\$40,000	\$3,000
Food Service (21)		
Administration Charter Fee	\$3,335	\$5,365
Other (22)	\$0	\$0
<i>Subtotal</i>	<i>\$60,835</i>	<i>\$39,065</i>
<i>Residential Costs</i>		
Salaries (23)	\$75,000	\$81,000
Facilities (24)	\$0	\$125,000
Materials (25) (26)	\$228,400	\$411,040
<i>Subtotal</i>	<i>\$303,400</i>	<i>\$617,040</i>
Total Expenses	\$670,235	\$1,078,405
EXCESS (OR DEFICIENCY)	\$19,766	\$58,595

Charter Budget - 0%

NOTES

Per-Pupil Allocation Only

(1) Charter sub-grants from U.S. Dept. of Education

(2) No funds from private corporations

(3) Includes equipment/residential fees for boarding students

(4) Principal salary

(5) Job requirements dealt by students and residents until too large to handle

(6) Business manager/development and nurse acquired through pro bono basis

(7) Calculated at 20% of salaries/wages

(8) Staff development program received pro bono, through independent grants, and additionally

(9) Benchmark of Five (5) different boarding and day schools in the region, including assessment costs. Materials decreased as a result of smaller budget (\$1000/student)

(10) Library and furniture already donated. Upgrade included in cost of supplies.

(11) Donations from organizations (talks in progress)

(12) Science lab material shared with existing school

(13) Furniture already donated. Upgrade included in cost of supplies

(14) Included in general materials

(14a) Includes start-up materials (miscellaneous items)

(15) Lease deferred until payable

Charter Budget - 0%

(16) Includes utilities and janitorial supplies
(17) Included in Maintenance and Repairs
(17) Included in Maintenance and Repairs
(18) Cost included in janitor function (outsourced contract)
(19) Benchmark of Five (5) different boarding and day schools in the region. Cost includes materials, equipment maintenance, telephone costs, printing, postage, and payroll
(19a) Costs decreased by 50% due to budget decrease
(20) Includes student and employee insurance
(21) Included in residential costs
(22) Public relations/marketing costs + legal costs - pro bono
(23) Residential staff will include two full-time advisors who will be required to remain on campus a majority of the time. In addition, younger college graduate and advisors will be hired for live-in
(24) Lease deferred until payable
(25) Residential materials sums all of the live-in costs for the students and the faculty. The analysis assumes that all student and faculty will be living full-time on campus. Costs include
(26) Medical supplies are assumed to be obtained through donations from hospitals and Athletic and club fees are also included, as well as cost of enrichment programs

**Public Charter School Two-Year Estimated Budget
Per-Pupil Allocation Only**

DESCRIPTION	Year One: FY	Year Two: FY
STUDENTS	40	72
REVENUES		
Per Pupil Charter Payments	\$ 580,000	\$ 1,044,000
Federal Entitlements	\$ 100,000	\$ 75,000
Grants and Donations		
- General Fundraising	\$ -	\$ -
- Directed Student Contribution	\$ -	\$ -
- In-Kind Donations	\$ -	\$ -
Loans	\$ 0	\$ 0
Other Revenues	\$ 10,000	\$ 18,000
Total	\$ 690,000	\$ 1,137,000
EXPENSES		
Personnel Salaries and Benefits	\$ 210,000	\$ 303,600
Direct Student Costs	\$ 44,000	\$ 61,200
Occupancy	\$ 48,500	\$ 52,000
Office Expenses	\$ 3,500	\$ 5,500
General Expenses	\$ 60,835	\$ 39,065
Residential Costs	\$ 303,400	\$ 617,040
Total Expenses	\$ 670,235	\$ 1,078,405
DEFICIENCY (OR EXCESS)	(\$ 19,766)	(\$ 58,595)

Cash Flow Analysis (0%)

**Cash Flow Analysis
Per-Pupil Allocation Only**

	Month 1 July	Month 2 August	Month 3 September	Month 4 October	Month 5 November	Month 6 December	Month 7 January	Month 8 February	Month 9 March	Month 10 April	Month 11 May	Month 12 June
INITIAL CASH LEVEL (1)	\$205,000	\$102,651	\$51,269	(\$113)	\$228,506	\$276,424	\$205,875	\$154,493	\$93,112	\$331,730	\$280,348	\$252,557
REVENUE (IN-FLOWS)												
Per-Pupil Charter Payments (2)	\$0	\$0	\$0	\$290,000	\$0	\$0	\$0	\$0	\$290,000	\$0	\$0	\$0
Federal Charter Entitlements (3)	\$0	\$0	\$0	\$0	\$100,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Federal Non-Charter Entitlements (4)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
General Fundraising (Foundation/Individuals) (5)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Directed Student Sponsorship (Corporations) (6)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
In-Kind Donations (7)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Equipment/Residential Fees (8)	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$0	\$0
Total	\$206,000	\$1,000	\$1,000	\$291,000	\$101,000	\$1,000	\$1,000	\$1,000	\$291,000	\$1,000	\$0	\$0
ACADEMIC COSTS (OUT-FLOWS)												
Personnel Salaries and Benefits (9)	\$17,500	\$17,500	\$17,500	\$17,500	\$17,500	\$17,500	\$17,500	\$17,500	\$17,500	\$17,500	\$17,500	\$17,500
Direct Student Costs (10)	\$22,400	\$2,400	\$2,400	\$2,400	\$2,400	\$2,400	\$2,400	\$2,400	\$2,400	\$2,400	\$2,400	\$2,400
Occupancy (11)	\$4,042	\$4,042	\$4,042	\$4,042	\$4,042	\$4,042	\$4,042	\$4,042	\$4,042	\$4,042	\$4,042	\$4,042
Office Expenses (12)	\$1,900	\$100	\$100	\$100	\$800	\$100	\$100	\$100	\$100	\$100	\$100	\$100
General Expenses (13) (13a)	\$20,418	\$1,250	\$1,250	\$11,250	\$1,250	\$10,418	\$1,250	\$11,250	\$1,250	\$1,250	\$0	\$0
RESIDENTIAL COSTS (OUT-FLOWS)												
Salaries (14)	\$6,250	\$6,250	\$6,250	\$6,250	\$6,250	\$6,250	\$6,250	\$6,250	\$6,250	\$6,250	\$6,250	\$6,250
Facilities (15)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Materials (16)	\$30,840	\$20,840	\$20,840	\$20,840	\$20,840	\$30,840	\$20,840	\$20,840	\$20,840	\$20,840	\$20,840	\$20,840
Total	\$103,349	\$52,382	\$52,382	\$62,382	\$53,082	\$71,549	\$52,382	\$62,382	\$52,382	\$52,382	\$27,792	\$27,792
CASH FLOW	\$102,651	\$51,269	(\$113)	\$228,506	\$276,424	\$205,875	\$154,493	\$93,112	\$331,730	\$280,348	\$252,557	\$224,765

Cash Flow Analysis (0%)

FOOTNOTES FOR CASH FLOW ANALYSIS

(1) Assumes initial fundraising level of \$205,000 before start of school year. \$200,000 has already been raised this year (of which \$50,000 can already be allocated to first year of operations).

(2) Per-pupil allocation paid out in October and March

(3) Given historical issues with receipt of sub-grants, conservative estimate of being able to receive funds by end of year

(4) Title I and Housing funds, if obtained

(5) No fundraised revenue

(6) No corporation revenue

(7) no in-kind donations

(8) Fees of \$25 assessed on a monthly basis for transportation and residential costs. NOT ASSESSED IF COST PROHIBITIVE

(9) Personnel will be paid on a 12-month basis (head of school, teachers)

(10) Textbook and equipment costs are assumed to be up-front. All other supplies and materials are allocated over the 10-month span of the school year

(11) Leasing of building assumed to be on a monthly basis: rent due at beginning of each month. Total financing for initial building allocated within academic costs(incl. Maintenance)

(12) Majority of expenses will be at start of school year, with some constant costs for supplies. Small spike will also occur at beginning of second semester

(13) Insurance cost is paid out a six-month basis. Premiums will be paid in the first and seventh month of the school year. Half of charter administration fee is also paid on a six-month basis

(13a) Transportation are allocated in the following manner: \$10K to obtain the vans in Month 1; another \$10K for the vans in Months 4 and 8; and the rest of the transportation cost is allocated over the span of the other school-months (8 months)

(14) Personnel will be paid on a 12-month basis (RAs)

(15) Financing of new site of building only begins in Year 3

(16) Costs assumed to be allocated over the 10-month span of the school year. Clothing bought in beginning of each semester.

Appendix F



April 1, 2013

Vasco Fernandez, Board Chair
SEED Public Charter School
4300 C Street, SE
Washington, DC 20019

Dear Mr. Fernandez:

The Public Charter School Board (PCSB) conducts Qualitative Site Reviews to gather and document authentic evidence to support the oversight of PCSB schools. According to the School Reform Act § 38-1802.11, PCSB shall monitor the progress of each school in meeting student academic achievement expectations specified in the charter granted to such school. Your school was selected to undergo a Qualitative Site Review during the 2012-13 school year for the following reason(s):

- School eligible to petition for 15-year Charter Renewal

Qualitative Site Review Report

On January 18 and 29, 2013, a Qualitative Site Review team conducted on-site reviews of SEED PCS. The purpose of the site review is for PCSB to gauge the extent to which the school's goals and student academic achievement expectations were evident in the everyday operations of the public charter school. To ascertain this, PCSB staff and consultants evaluated your classroom teaching by using an abridged version of the Charlotte Danielson *Framework for Teaching* observation rubric. We also visited a board meeting, a parent event, and conducted focus groups with a random selection of students, a group of teachers, and your administrators.

Enclosed is the team's report. You will find that the Qualitative Site Review Report is focused primarily on the following areas: mission/goals of the school's charter, classroom environments, instructional delivery, meeting the needs of all learners, professional development, and school climate.

We appreciate the assistance and hospitality that you and your staff gave the monitoring team in conducting the Qualitative Site Review at SEED PCS. Thank you for your continued cooperation as the PCSB makes every effort to ensure that SEED PCS is in compliance with its charter.

Sincerely,

Naomi DeVeaux
Deputy Director

Enclosures

cc: School Leader

CHARTER GOALS AND ACADEMIC ACHIEVEMENT EXPECTATIONS

This table summarizes SEED PCS goals and academic achievement expectations as detailed in its charter and subsequent Accountability Plans, and the evidence that the Qualitative Site Review (“QSR”) team observed of the school meeting the goal during the Qualitative Site Visit. These goals are what the school and PCSB’s Charter Agreement Team agreed on.

Goal as Identified by the School	Evidence
<p>Development of the academic skills required for success in college and/or in the professional world.</p>	<p>During the focus group discussion, school leaders and teachers described their strategies for student academic success, including targeting instruction to the students’ skill and knowledge level, based on continuous data, regardless of the level on which students enter. Observers noted that instruction seemed differentiated, as evidenced by teachers constantly circling throughout classrooms to check on student progress and to support individual students where they needed support. Administrators also described the use of technology, such as iPads, to support differentiation and academic success. One observer noticed the use of iPads in an English/Language Arts class that the instructor used to differentiate instruction. Administration and teachers in focus groups described the collaboration that happens across subject areas in order to reinforce instruction beyond core subjects. Administrators and teachers also described the Teacher Assistant Team, which is a team of teachers that comes together regularly to support individual students; this provides an opportunity for teachers to collaborate around strategies that will support student academic and social success. Administrators, teachers, and students described tutoring support available for students beyond the regular school day. Teachers described, and the school’s schedule confirmed, various Advanced Placement classes offered to students to prepare them for a collegiate level of academic rigor. Teachers during the focus group described the College Café, which is a program for juniors and seniors that exposes them to both the skills and experiences they will need for college. These include sessions on academic writing at the college level, visits to local colleges, and college application assistance. The school offers College Café and tutoring opportunities as part of its Residential Program, beyond the normal school day. Students described various ways that the school prepares them for college, mentioning that the school takes students “step-by-step” through the college application process. Observers noted a prevalence of on-task behavior throughout classrooms, as well as high expectations for completing learning tasks on the part of teachers. According to observations, most students were fully engaged in learning tasks, and teachers engaged students through a progression of low level and high level questioning, thereby supporting students in improving critical thinking skills required beyond SEED.</p>

Goal as Identified by the School	Evidence
<p>Appreciation for the value of education, including the motivation and desire to better oneself through learning.</p>	<p>During the teacher focus group, teachers discussed their strategy for instilling an appreciation of learning into their students. One strategy they described was to make explicit connections for students between subject areas, such as art and math. Teachers described their frequent collaboration, which supports interconnectedness of subjects. Teachers described, and reviewers observed, the constant positive reinforcements given to students to motivate students to continue doing better. Teachers described frequent recognition events, such as quarterly Honor Roll assemblies, Grit awards (for students who demonstrate “grit”), and informal recognition at community meetings; such events are, according to the school leaders, intended to reinforce positive behaviors and motivate students to better themselves through school. During the student focus group, students generally expressed that SEED PCS helps them to be “better,” by giving them a sense of responsibility for their learning. Students felt that SEED Notes helped instill this sense of self-discipline and responsibility; reviewers saw very consistent use of SEED notes, supporting students in instilling this sense of responsibility and discipline. Observers noted students’ desire to learn and to share what they learned through their enthusiasm for sharing what they have done with a learning task with instructors.</p>
<p>Development of the social, behavioral, and personal skills required for success in life.</p>	<p>Focus group discussions and classroom observations revealed SEED’s strategies for preparing students socially, behaviorally, and personally for success in life. The administrators described the “Model of Care,” which is a support system model. Administrators, students, and teachers described, and reviewers observed, SEED Notes at the middle school level and Core Values Cards at the high school level. Observers saw students carrying these with them from class to class, and teachers monitoring and tracking student behavior, both positive and negative. According to focus group discussions with administrators, teachers, and students, and based on reviewer observations, students receive feedback in each class on how they have demonstrated a particular social skill. During the student focus group, students expressed the feeling that SEED PCS reinforces “the little things” that will make them responsible adults.</p>

SCHOOL MISSION

This rubric summarizes the school's performance on aligning its operations with the mission and goals of its charter.

School Mission	Limited	Satisfactory	Proficient	Exemplary
The school's mission and educational goals as articulated in the charter application and subsequent amendments are implemented in the day to day operations of the school.	Limited observations of day to day observations as aligned with mission and educational goals by any school stakeholders.	Day to day operations and activities as aligned with mission and educational goals are demonstrated by some staff members.	Day to day operations and activities as aligned with mission and educational goals are demonstrated by nearly all staff members.	Day to day operations and activities as aligned with the mission and educational goals are demonstrated by students throughout the school building.
The Board and school administrators govern and manage in a manner consistent with the school's design and mission.	Administrators and Board members demonstrate a limited understanding of the school's design. Evidence of its use in the management and governance of the school is substantially lacking.	Administrators and Board members demonstrate an adequate understanding of the school's design. There is evidence that understanding of the design is sometimes used to effectively manage and govern the school.	Administrators and Board members demonstrate a good understanding of the school's design. There is evidence that understanding of the design is used to effectively manage and govern the school.	All key administrators and Board members demonstrate an excellent understanding of the school's design. There is significant evidence that understanding of the design is used to effectively manage and govern the school.
The school's curriculum and instruction are aligned with the school's mission and educational goals.	School curriculum and instruction are not aligned with the mission and educational goals and/or are utilized in limited/no classrooms.	School curriculum and instruction are aligned with the mission and educational goals and are utilized in some classrooms.	School curriculum and instruction are aligned with the mission and educational goals and are utilized in most classrooms.	School curriculum and instruction are aligned with the mission and educational goals and are utilized in all classrooms.
The school has met or is making progress toward meeting the educational goals of its charter.	The school demonstrates limited evidence of progress towards monitoring and making progress towards few of the goals of its charter.	The school demonstrates adequate evidence of progress towards monitoring and making progress towards some of the goals of its charter.	The school demonstrates proficient evidence of progress towards monitoring and making progress towards most of the goals of its charter.	The school demonstrates exemplary evidence of progress towards monitoring and making progress towards all of the goals of its charter.

School Mission Summary

According to the charter application, the mission of SEED PCS is to provide an outstanding intensive residential education program to at-risk inner-city children that prepares them, both academically and socially, for success in college and/or in the professional world. This is what PCSB staff and consultants looked for when visiting the classrooms and conducting the focus groups.

In focus groups and classroom visits, the QSR team found that day-to-day operations and activities were aligned with the mission of SEED PCS. During focus groups with administrators, teachers, and students, stakeholders described various strategies used to prepare students academically and socially for success beyond the school. All the focus groups described, and classroom observations confirmed, that the school uses various strategies to meet students at their level academically and to push them beyond.

Reviewers observed many teachers assessing student progress on an immediate and individual basis in order to provide scaffolding where necessary for students to achieve mastery of the content. Students confirmed during the focus group that staff provides individual support constantly, both during class time and during after class tutoring sessions. The teacher focus group described the heavy use of data, both academic and social, in order to ensure that students receive customized academic and social support to prepare them for success. With students who are having particular challenges succeeding academically or socially, teachers described the use of the Teacher Assistant Team, whereby a team of teachers convenes to discuss the student's challenges and to come up with a solution.

SEED PCS uses the Model of Care support system, which allows for monitoring of student progress towards Habits for Achieving Lifelong Success (HALLS). Focus groups described, and reviewers observed, students receiving feedback from teachers after every class period on their progress towards these habits. Generally, reviewers observed structures and operations at the school aligned to its mission and vision.

PCSB staff did not attend a board meeting because of scheduling challenges, though PCSB did review one set of board minutes. Among other reports given during the May 2012 board meeting (the last meeting for which Board minutes are available), the minutes included a discussion from the Head of School and the Head of the Education Program Committee. The Head of School is looking to increase resources and innovation around the arts, young men, technology, and blended learning at SEED PCS. The Head of School said that of the 42 seniors who were eligible to graduate, 36 had been accepted into at least one college. In the same minutes, the education program committee members of the board said that "today's iteration of Student Life is the best they have seen so far," though specifics as to why were not included in the board minutes.

CLASSROOM ENVIRONMENTS

This rubric summarizes the school's performance on the Classroom Environments elements of the rubric during the scheduled and unscheduled visits.

Class Environment	Limited	Satisfactory	Proficient	Exemplary
Creating an Environment of Respect and Rapport	Classroom interactions, both between the teacher and students and among students, are negative or inappropriate and characterized by sarcasm, putdowns, or conflict	Classroom interactions are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity.	Classroom interactions reflect general warmth and caring, and are respectful of the cultural and developmental differences among groups of students.	Classroom interactions are highly respectful, reflecting genuine warmth and caring toward individuals. Students themselves ensure maintenance of high levels of civility among member of the class.
Establishing a Culture for Learning	The classroom does not represent a culture for learning and is characterized by low teacher commitment to the subject, low expectations for student achievement, and little student pride in work.	The classroom environment reflects only a minimal culture for learning, with only modest or inconsistent expectations for student achievement, little teacher commitment to the subject, and little student pride in work. Both teacher and students are performing at the minimal level to "get by."	The classroom environment represents a genuine culture for learning, with commitment to the subject on the part of both teacher and students, high expectations for student achievement, and student pride in work.	Students assumes much of the responsibility for establishing a culture for learning in the classroom by taking pride in their work, initiating improvements to their products, and holding the work to the highest standard. Teacher demonstrates as passionate commitment to the subject.
Managing Classroom Procedures	Classroom routines and procedures are either nonexistent or inefficient, resulting in the loss of much instruction time.	Classroom routines and procedures have been established but function unevenly or inconsistently, with some loss of instruction time.	Classroom routines and procedures have been established and function smoothly for the most part, with little loss of instruction time.	Classroom routines and procedures are seamless in their operation, and students assume considerable responsibility for their smooth functioning.
Managing Student Behavior	Student behavior is poor, with no clear expectations, no monitoring of student behavior, and inappropriate response to student misbehavior.	Teacher makes an effort to establish standards of conduct for students, monitor student behavior, and respond to student misbehavior, but these efforts are not always successful.	Teacher is aware of student behavior, has established clear standards of conduct, and responds to student misbehavior in ways that are appropriate and respectful of the students.	Student behavior is entirely appropriate, with evidence of student participation in setting expectations and monitoring behavior. Teacher's monitoring of student behavior is subtle and preventive, and teachers' response to student misbehavior is sensitive to individual student needs.

Class Environment	Limited	Satisfactory	Proficient	Exemplary
Organizing Physical Space	Teacher makes poor use of the physical environment, resulting in unsafe or inaccessible conditions for some students or a serious mismatch between the furniture arrangement and the lesson activities.	Teacher's classroom is safe, and essential learning is accessible to all students, but the furniture arrangement only partially supports the learning activities.	Teacher's classroom is safe, and learning is accessible to all students; teacher uses physical resources well and ensures that the arrangement of furniture supports the learning activities.	Teacher's classroom is safe, and students contribute to ensuring that the physical environment supports the learning of all students.

Classroom Environments Summary

Approximately 85% of all classroom observations scored proficient or exemplary on elements of the Classroom Environment Rubric, which includes five elements: Environment of Respect, Culture of Learning, Managing Classroom Procedures, Managing Student Behavior, and Organization of Physical Space.

In Creating an Environment of Respect and Rapport, 85% of classrooms observed scored proficient or exemplary. Reviewers observed that teachers and students interacted with each other in polite and friendly ways. Students frequently demonstrated their trust in teachers, as many asked for help completing learning tasks. Most teachers positively reinforced on-task behavior by students, which school leaders discussed as an example of how the school carries out its mission in day-to-day instruction.

In Establishing a Culture of Learning, approximately 80% of classrooms observed scored proficient or exemplary. Teachers clearly and consistently enforced rules and expectations in class. In most classrooms, boards included “Do Now” activities, agendas, and subject-specific strategies (such as those around essay-writing or answering word problems). Observers saw inconsistent rigor across all classrooms; in some cases, students seemed ready to move on to more content or explore content in a deeper way. In these classrooms, students required very little wait-time in order to answer questions, and/or students moved on to the next part of the learning task even though the teacher had not done so.

Approximately 85% of classrooms observed scored proficient or exemplary in Managing Classroom Procedures. Classroom routines functioned seamlessly. Teachers had expectations posted and reinforced consistently throughout classrooms. Transitions during class, between activities, were quick, with students moving between learning tasks without incident. Throughout the classrooms observed, most students were generally productive as evidenced by their time completing the learning task and engaged in academically focused conversation with peers or their teacher.

Eighty percent of classrooms observed scored proficient or exemplary in Managing Student Behavior. In the vast majority of classrooms, students behaved appropriately. Teachers' responses to infrequent student misbehavior were generally effective and worked to get students back on task. Teachers responded to students in age-appropriate ways. In a small number of classrooms, some students seemed disengaged with the

instruction, as demonstrated by their lack of participation in discussion or by not doing the learning activity, though they weren't disruptive. Some teachers seemed to make little attempt to re-engage these few students who were not participating in the learning activities.

In the Organization of Physical Space, 90% of classrooms observed scored proficient or exemplary. Generally, classrooms seemed safe and orderly. Observers noted classrooms where teachers used technology in innovative, instructive ways, such as putting stories on iPads and asking students to identify various elements (conflict, setting, etc.). Teachers generally had arranged classrooms to support instructional goals and learning, whether this arrangement included small clusters of desks to facilitate group work or pairs of desks to enable pair-share.

INSTRUCTIONAL DELIVERY

This rubric summarizes the school's performance on the Instructional Delivery elements of the rubric during the scheduled and unscheduled visits.

Instructional Delivery	Limited	Satisfactory	Proficient	Exemplary
Communicating with Students	Teacher's oral and written communication contains errors or is unclear or inappropriate to students. Teacher's purpose in a lesson or unit is unclear to students. Teacher's explanation of the content is unclear or confusing or uses inappropriate language.	Teacher's oral and written communication contains no errors, but may not be completely appropriate or may require further explanations to avoid confusion. Teacher attempts to explain the instructional purpose, with limited success. Teacher's explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	Teacher communicates clearly and accurately to students both orally and in writing. Teacher's purpose for the lesson or unit is clear, including where it is situated within broader learning. Teacher's explanation of content is appropriate and connects with students' knowledge and experience.	Teacher's oral and written communication is clear and expressive, anticipating possible student misconceptions. Makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking purpose to student interests. Explanation of content is imaginative, and connects with students' knowledge and experience. Students contribute to explaining concepts to their peers.
Using Questioning and Discussion Techniques	Teacher makes poor use of questioning and discussion techniques, with low-level questions, limited student participation, and little true discussion.	Teacher's use of questioning and discussion techniques is uneven with some high-level question; attempts at true discussion; moderate student participation.	Teacher's use of questioning and discussion techniques reflects high-level questions, true discussion, and full participation by all students.	Students formulate many of the high-level questions and assume responsibility for the participation of all students in the discussion.
Engaging Students in Learning	Students are not at all intellectually engaged in significant learning, as a result of inappropriate activities or materials, poor representations of content, or lack of lesson structure.	Students are intellectually engaged only partially, resulting from activities or materials or uneven quality, inconsistent representation of content or uneven structure of pacing.	Students are intellectually engaged throughout the lesson, with appropriate activities and materials, instructive representations of content, and suitable structure and pacing of the lesson.	Students are highly engaged throughout the lesson and make material contribution to the representation of content, the activities, and the materials. The structure and pacing of the lesson allow for student reflection and closure.

Instructional Delivery	Limited	Satisfactory	Proficient	Exemplary
Using Assessment in Instruction	Students are unaware of criteria and performance standards by which their work will be evaluated, and do not engage in self-assessment or monitoring. Teacher does not monitor student learning in the curriculum, and feedback to students is of poor quality and in an untimely manner.	Students know some of the criteria and performance standards by which their work will be evaluated, and occasionally assess the quality of their own work against the assessment criteria and performance standards. Teacher monitors the progress of the class as a whole but elicits no diagnostic information; feedback to students is uneven and inconsistent in its timeliness.	Students are fully aware of the criteria and performance standards by which their work will be evaluated, and frequently assess and monitor the quality of their own work against the assessment criteria and performance standards. Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information; feedback is timely, consistent, and of high quality.	Students are fully aware of the criteria and standards by which their work will be evaluated, have contributed to the development of the criteria, frequently assess and monitor the quality of their own work against the assessment criteria and performance standards, and make active use of that information in their learning. Teacher actively and systematically elicits diagnostic information from individual students regarding understanding and monitors progress of individual students; feedback is timely, high quality, and students use feedback in their learning.
Demonstrating Flexibility and Responsiveness	Teacher adheres to the instruction plan in spite of evidence of poor student understanding or of students' lack of interest, and fails to respond to students' questions; teacher assumes no responsibility for students' failure.	Teacher demonstrates moderate flexibility and responsiveness to students' needs and interests, and seeks to ensure success of all students.	Teacher seeks ways to ensure successful learning for all students, making adjustments as needed to instruction plans and responding to student interest and questions.	Teacher is highly responsive to students' interests and questions, making major lesson adjustments if necessary, and persists in ensuring the success of all students.

Instructional Delivery Summary

Approximately 80% of classrooms observed were proficient or exemplary in areas of Instructional Delivery: Communicating with Students, Using Questioning and Discussion Techniques, Engaging Students in Learning, Using Assessment in Instruction, and Demonstrating Flexibility.

In Communicating with Students, 85% of classrooms observed scored proficient or exemplary. Teachers generally presented content in clear and correct ways, with explanations in student-friendly language. Teachers generally told students what they would be doing during the class time, and throughout the class, re-stated the specific steps students should be taking to complete a learning task. In the vast majority of classrooms, teachers attempted to make content engaging and relevant by tapping into student interest. The review team did observe a few classrooms where teachers missed opportunities to connect content to real life experiences.

In Using Questioning and Discussion Techniques, three-quarters of classrooms observed scored proficient or exemplary. Observers generally saw teachers using a logical progression of questioning complexity, establishing base-knowledge with low-rigor questions and then moving on to more complex, critical thinking questions. In some classrooms, low rigor questions dominated the discussion, with little progression towards more open-ended, critical thinking questions. Most students seemed actively engaged in group discussions. Most students seemed enthusiastic about raising their hands and demonstrating their knowledge.

In Engaging Students in Learning, 75% of classrooms observed scored proficient or exemplary. Continuous student engagement in transitions throughout the lesson provided evidence of appropriate pacing by teachers in most classrooms. In some classrooms, students had choices in the way they completed a learning task, whereas in other classrooms, teachers expected students to complete learning tasks in one particular way. In many classrooms, observers noticed teacher and/or class-made learning materials, such as character trait charts or charts outlining processes for completing word problems, ensuring that instructional materials were relevant to lessons (as opposed to store-bought materials, which may be generic). Observers noticed predominantly teacher-led, whole-group instruction.

In Using Assessment in Instruction, approximately 90% of classrooms observed scored proficient or exemplary. During the QSR team's unannounced visit, when the school had low attendance due to a power issue the previous evening, teachers seemed to capitalize on having a small number of students in class by working with them on an individual basis. Observers noted that teachers frequently elicited feedback from students to provide evidence of their mastery of content, or their need for more support. Teachers, in turn, provided constant and immediate feedback to students around their progress towards mastery of content. Reviewers observed few instances of student to student assessment and self-assessment.

In Demonstrating Flexibility, 75% of classrooms observed scored proficient or exemplary. In the majority of classrooms, teachers scaffolded instruction when students had difficulty understanding concepts. Teachers were persistent in supporting students to understand material, and used various strategies to do so, such as explaining concepts in different ways, using additional examples, and appealing to different learning modalities (audio, visual, and hands-on).

MEETING THE NEEDS OF ALL LEARNERS

This rubric summarizes the school's performance on the elements of the rubric related to meeting the needs of all learners.

All Learners' Needs	Limited	Satisfactory	Proficient	Exemplary
The school has strategies in place to meet the needs of students at risk of academic failure.	The school has implemented a limited number of programs to help students who are struggling academically to meet school goals. Resources for such programs are marginal; or the programs experience low participation given the students' needs.	The school has implemented programs and provided adequate resources to help students who are struggling academically to meet school goals. Based on individual needs, student participation is moderate.	The school has implemented special programs and provided significant resources to help students who are struggling academically to meet school goals. Based on individual needs, student participation is moderate to high.	The school has implemented research- based and/or special programs and provided a full complement of resources to help students who are struggling academically to meet school goals. Based on individual needs, student participation is high.
The school has strategies in place to meet the needs of English Language Learners ("ELLs").	The school has a program in place to meet the needs of English Language Learners who enroll at the school. In order to comply with federal regulations, however, the program could benefit from increased staffing, improved staff qualifications and/or additional resources.	The school has a program in place to meet the needs of English Language Learners who enroll at the school. The services are in keeping with federal regulations, which include sufficient staffing with requisite training and resources.	The school has a successful program in place to meet the needs of English Language Learners who enroll at the school. The services are in keeping with federal standards for sufficient staffing with requisite training, qualifications and resources.	The school has a successful program(s) in place to meet the needs of any English Language Learners who enroll at the school. The services are in keeping with, and in some ways, exceed federal standards for staffing with requisite training, qualifications and resources.

Meeting the Needs of All Learners Summary

Based on the review team's observations and discussions with focus groups, SEED PCS has implemented programs and provided resources to help students who are struggling academically to meet school goals, with an individualized approach to the education of each student. Administrators and teachers discussed the heavy use of academic and social data in order to ensure all students, both special education students and their general education peers, are progressing, and to identify which students need extra support. Teachers described "Data Day" on Fridays where they come together to examine data, and list students they are concerned about; this serves as a way of ensuring "no one slips through the cracks." The student support team described how SEED staff grade student interim assessments as a team to identify students who are doing well and those who need additional support. The Teacher Assistant Team provides an opportunity for teachers to come together as a team and focus on individual students identified as struggling to meet the school's academic and social goals. Administrators, teachers, and students described tutoring as part of its residential program, beyond regular class hours, when students who are not progressing towards mastery of

content can get additional support. Students described “study zone” which seemed to be a type of study hall where students were able to get support, if needed, from Resident Assistants or teachers.

SEED PCS’s special education program operates with an inclusion model. Teachers reported, and reviewers observed, multiple adults in many classrooms; these adults were usually circulating throughout the room, working with individual students to support them on learning tasks. Students described frequent support from teachers when they “speak up,” or raise their hands indicating confusion over a learning task. During the focus group with the student support team, the life skills counselor and the special education department head described their collaboration to support all students, from those requiring additional academic support to those requiring mental health services. Rather than treat special education students as a separate population, multiple systems at SEED PCS seem to support the individualized approach to learning for all students. The inclusion model, with multiple adults supporting student progress in all classrooms, facilitates individualized attention. The school schedule reflected, and reviewers observed, that the special education teachers (one for ELA and one for Math) circulated throughout the school, and provided specialized instruction and support for all students in classrooms. Reviewers observed that teachers consistently checked for student understanding throughout the lessons, and provided scaffolding to individual students where needed to complete learning tasks. Overall, SEED PCS seems to support learners on a very individual basis to ensure their success.

The administrators reported that they do not have ELL students. Thus, the school’s performance on this element of the rubric was not assessed.

PROFESSIONAL DEVELOPMENT

This rubric summarizes the school's performance on the Professional Development elements of the rubric during the scheduled and unscheduled classroom observations and as discussed during the focus groups with administrators, faculty, and staff.

Professional Development	Limited	Satisfactory	Proficient	Exemplary
Time is made available throughout the year.	The school offers very few professional development days throughout the school year, and teachers indicate that they do not have enough time for ongoing professional development and planning.	The school offers several professional development activities throughout the school year, although teachers indicate they could use more time for planning.	The school day and the annual calendar reflect a strong focus on professional development and planning. Most teachers agree that they are given sufficient time for professional development and planning.	The school day and the annual calendar reflect a high priority given to professional development and planning. All teachers agree that they are given sufficient time for a variety of professional development opportunities and planning.
Extra support is in place for novice teachers.	The school offers limited formal or informal support and guidance for novice teachers. These teachers do not think that the support is adequate.	The school offers formal or informal support and guidance to novice teachers. These teachers think that the support is adequate.	The school has implemented a support system that is effective in meeting the needs of novice teachers.	The school has implemented a highly structured support system that is highly effective in meeting the needs of novice teachers.

Professional Development Summary

During the teacher focus group, teachers described various opportunities for professional development, both in-house and beyond the school. Every August, the school offers a two-week professional development institute for teachers, in which some sessions are mandatory and others are optional. Mandatory sessions include a professional development on the school-wide behavior support system, Model of Care, as well as CPR training. Teachers also described various other opportunities for professional development outside the school, and expressed that they feel like their administration supports any professional development that they may find useful. The school provides professional development in Readers and Writers Workshop every summer, and sends interested teachers to Teachers College during the fall, according to teachers. Coaches also provide support on an ongoing, as-needed basis. Teachers said that their administration is constantly asking them about the areas around which they need coaching as a way of providing differentiated support.

The QSR team did not observe any evidence related to a specific professional development program targeted towards novice teachers.

SCHOOL CLIMATE

This rubric summarizes the school's performance on the School Climate elements of the rubric during the scheduled and unscheduled classroom observations and as discussed during the focus groups with students, faculty, and staff.

School Climate	Limited	Satisfactory	Proficient	Exemplary
The school is a safe and orderly learning environment.	The school's discipline policies and practices are not well-articulated or understood by most of the staff, students and parents. Such policies and practices are partially implemented due to the lack of clarity or understanding and, as a result, the learning environment provides limited safety and order.	The school's discipline policies and practices are adequately articulated and understood by the administration and by most of the staff, students and parents. Such policies and practices may not be fully implemented, due to a lack of clarity or understanding. The learning environment, however, is relatively safe and orderly.	The school's discipline policies and practices are clearly articulated and understood by the administration, staff, students and parents. Such policies and practices are consistently implemented, providing for a safe and orderly learning environment.	The school's discipline policies and practices are clearly articulated and understood by the administration, staff, students and parents. Such policies and practices are fully implemented by students and staff, providing for a consistently safe and orderly learning environment.

School Climate Summary

Through focus group discussions with students, teachers, and administrators, and based on school observations, the review team concluded that SEED PCS provides an orderly and safe learning environment for students. Administrators, teachers, and students described, and reviewers observed, the consistent implementation of SEED's Model of Care, a behavior and social support system that encourages students to develop Habits for Achieving Lifelong Success (HALLS). Teachers described the yearly professional development they attend based on successful implementation of the Model of Care. Observers witnessed the use of SEED Notes in the middle school and Core Values Cards in the high school, which gave teachers the opportunity to provide individual feedback on progress (both positive and negative) towards HALLS for students after each class. All students reported feeling safe at the school during their focus group discussion. Based on classroom observations, reviewers noted that students and teachers demonstrated mutual respect, creating an orderly environment conducive to learning.

Appendix G

SEED Public Charter School of Washington, D.C.

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APPLICANT INFORMATION SHEET
AND REQUEST FOR RENEWAL

Name of School: The SEED School of Washington, D.C.

Address of School: 4300 C Street, S.E., Washington, D.C. 20019

Telephone Number: 202.248.3007 Fax: 202.248.3021

School Board of Trustees' Certification Statement:

I, Vasco Fernandes, hereby certify that the information submitted in this Application for Charter Renewal is accurate to the best of my knowledge and that this application has been received by the school's Board of Trustees.

Authorized Signature:  _____

(Must be a member of the Board of Trustees and not serving as a consultant or affiliated with an educational service provider.)

Print Name: Vasco Fernandes Date: April 11, 2013

Address: 1615 L Street, NW #1200, Washington, DC 20036

Daytime Telephone: 202-280-6830 Email: vfernandes@avascent.com

Fax: 202-280-6801

Name of Educational Service Provider (if applicable): _____

PART ONE:
SEED Public Charter School of Washington, D.C.
Application for Charter Renewal

Executive Summary

Founded in 1998, the SEED Public Charter School of Washington, DC (SEED PCS) was established to offer an alternative educational structure to meet the needs of students and families who are living with social and economic indicators that can adversely affect the academic performance and potential of vulnerable students. SEED PCS is located on four acres in the Southeast quadrant of the District of Columbia and operates within the confines of purpose-built facilities, including separate boys' and girls' dorms, an academic building and a full-size gymnasium. Rising sixth graders who reside in the District of Columbia are encouraged to submit an application to enter our annual lottery. Historically, we receive three to four applications for every available slot, underscoring the high demand for the comprehensive, 24-hour learning environment offered by SEED PCS' program.

The majority of our students reside in Wards 5, 7 and 8, the three most economically disadvantaged sections in the city. SEED Public Charter School's student body is ninety-nine percent African American and one percent Latino. Approximately eighty percent of our students come from a single parent or non-biological parent home. Seventy-six percent of our students are eligible to receive free or reduced-priced lunches.

Research conducted by The SEED Foundation (a separate 501(c)3 that we are affiliated with) identified four key "levers" which increase the likelihood of a first-generation, low-income student completing postsecondary education –

- Academic rigor and a challenging curriculum,
- College matching,
- Social and non-cognitive skills, and
- Financial aid and scholarships.

To ensure that our students are prepared academically for college, we offer a rigorous college preparatory curriculum which incorporates the appropriate mix of content areas, deep development of writing and critical thinking skills so that students are prepared for college level coursework. The majority of SEED Public Charter School students enter our program two to three years behind grade level. To address this, we have developed a supportive middle school curriculum, focusing heavily on reading and math. We have adopted the Reading and Writing Workshop model, developed by Teachers College at Columbia University, to foster a culture of literacy and prepare our middle school students for our aggressive college-preparatory upper school curriculum. We also offer six Advanced Placement Courses and continue to expand our course offerings.

SEED Public Charter School's boarding school environment provides additional staff, time and flexibility to implement these levers in ways that traditional day schools cannot. As a boarding

school, SEED Public Charter School has a unique opportunity to foster learning opportunities after school and in the evenings through the Student Life Program which provides academic support to students through structured study halls and homework centers; extracurricular activities such as dance, chess, robotics, theatre and athletics; and life skills instruction through the HALLS (Habits for Achieving Life-Long Success) curriculum. We also offer a wide range of External Opportunities such as international trips, internships and community service learning projects so that our students feel greater satisfaction and are better positioned for success in college.

Since the majority of SEED Public Charter School students are bound to be the first in their families to attend or graduate from college, students and families alike need significant support to navigate the college admissions process to meet the academic and financial obligations that college entails so that ultimately, every SEED Public Charter School graduate may earn a college degree. Our College Café promotes the college-bound culture at SEED Public Charter School and collaborates with the School's faculty, families and community partners to expose students to colleges across the country, teach them how to identify the college that is best for them, build a competitive college application and ultimately, ensure that 100% of SEED Public Charter School graduates are accepted to college and graduate.

Being a part of our college preparatory community makes all the difference for students who may be struggling academically or living in distressed communities. The successes of SEED Public Charter School students and alumni continue to demonstrate that our program, uniquely designed to serve students who are at risk of academic failure, does work. SEED Public Charter School students met and exceeded Adequately Yearly Progress requirements under No Child Left Behind. Additionally, we are proud to have been recognized as a Tier One Middle and High School by the DC Public Charter School Board. We are equally proud to share that one of our 2013 seniors has been accepted to the University of Wisconsin, Madison via the Posse Program—a program that awards four-year, full-tuition leadership scholarships from Posse's partnering institutions of higher education. Most important, Posse Scholars graduate at a rate of 90 percent and make a visible difference on campus and throughout their professional careers. In a city where 50 percent of students graduate from high school, 91 percent of SEED Public Charter School students who enter the ninth-grade graduate from high school and 96 percent have been accepted to four-year colleges and universities.

For our first fifteen years, the SEED Public Charter School consistently and continuously pursued three goals from its charter. By taking a wide angle look at the description of our school in the original charter as well as the goals described in our annual reports we believe the following three areas (with supporting overarching longitudinal data) serve as the most helpful indicators of our success to date.

- A) Development of the academic skills required for success in college and/or in the professional world.
- B) Appreciation for the value of education, including the motivation and desire to better oneself through learning.
- C) Development of the social, behavioral, and personal skills required for success in life.

These indicators most clearly align with our mission of providing an outstanding, intensive educational program that prepares our students, academically and socially, for college and life beyond. The original language in our charter has organically evolved from “the mission of SEED PCS is to provide an outstanding intensive residential education program to at-risk inner-city children that prepares them, both academically and socially, for success in college and/or in the professional world.” We now characterize our work and define our primary mission as *providing an outstanding, intensive educational program that prepares children, both academically and socially, for success in college and beyond.*

Articles of Incorporation

GOVERNMENT OF THE DISTRICT OF COLUMBIA
DEPARTMENT OF CONSUMER AND REGULATORY AFFAIRS
BUSINESS REGULATION ADMINISTRATION



CERTIFICATE

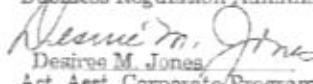
THIS IS TO CERTIFY that all applicable provisions of the DISTRICT OF COLUMBIA NONPROFIT CORPORATION ACT have been complied with and accordingly, this ***CERTIFICATE of INCORPORATION*** is hereby issued to

THE SEED PUBLIC CHARTER SCHOOL OF WASHINGTON, D.C.

as of ***MARCH 25TH, 1998*** .

W. David Watts
Director

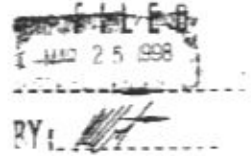
Patricia A. Montgomery
Administrator
Business Regulation Administration


Desiree M. Jones
Act. Asst. Corporate Program Manager
Corporations Division

Marion Barry, Jr.
Mayor

ARTICLES OF INCORPORATION
OF
THE SEED PUBLIC CHARTER SCHOOL OF WASHINGTON, D.C.

TO
DEPARTMENT OF CONSUMER AND REGULATORY AFFAIRS
BUSINESS REGULATION ADMINISTRATION
CORPORATIONS DIVISION
614 H STREET, N.W. ROOM 407
WASHINGTON, D.C. 20001



We, the undersigned natural persons of the age of twenty-one years or more, acting as incorporators of a corporation under the NON-PROFIT CORPORATIONS ACT (D.C. Code 1981 edition, Title 29, Chapter 5), adopt the following Article of Incorporation:

- FIRST The name of the corporation is The SEED Public Charter School of Washington, D.C.
- SECOND The period of its duration is perpetual.
- THIRD The purposes for which the corporation is organized is the operation of a not-for-profit school consistent with Section 501(c)(3) of the Internal Revenue Code and other applicable statutes pertaining to the operation of tax-exempt entities. Said corporation is organized exclusively for charitable, religious, educational, and scientific purposes, including, for such purposes, the making of distribution to organizations that qualify as exempt organizations under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code.
- FOURTH The corporation shall have members.
- FIFTH The corporation shall have a single class of members. The members shall select any additional members at their discretion. The members shall have the right to vote on any matter reserved to them in these Articles or in the Bylaws of the corporation. The qualifications of such members shall be provided in the Bylaws of the corporation.
- SIXTH The Board of Directors (herein designated as "Board of Trustees") shall be elected by a vote of the members as delineated in the Bylaws of the corporation.

SEVENTH The approval of the members as a group, and the approval of the trustees as a group, shall be required to amend these Articles or the Bylaws of the corporation. The trustees shall have power over all activities of the corporation not reserved to the members in the Bylaws, both internal and external.

EIGHTH The address of the initial registered office of the corporation is

1 Massachusetts Ave., NW Suite 800
Washington, DC 20001

The initial Registered Agent of the corporation is

Mr. Marc Miller

NINTH The initial number of trustees constituting the Board of Trustees is three.

The names and addresses of the persons who are to serve as initial trustees until the first annual meeting or until their successors are elected and shall qualify are

Rajiv Vinnakota
6835A Washington Blvd.
Arlington, VA 22213

Thomas Stewart
410 11th St., NE, #22
Washington, D.C. 20002

Eric Adler
5610 Wisconsin Ave., #1204
Chevy Chase, MD 20815

TENTH The names and addresses of the incorporators are

Rajiv Vinnakota
6835A Washington Blvd.
Arlington, VA 22213

Thomas Stewart
410 11th St., NE, #22
Washington, D.C. 20002


Eric Adler
5610 Wisconsin Ave., #1204
Chevy Chase, MD 20815


ELEVENTH: No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to its members, trustees, officers, or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for the services rendered and to make payments and distributions in furtherance of the purposes set forth in Article Third hereof. No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office. Notwithstanding any other provision of these articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by the corporation exempt from federal income tax under Section 501 (c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or (b) by corporation, contributions, to which are deductible under section 170 (c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

TWELFTH: Upon the dissolution of the corporation, assets shall be distributed for one or more exempt purposes within the meaning of section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a court of competent jurisdiction of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine, which are organized and operated exclusively for such purposes.

In witness whereof, we have hereunto subscribed our names this 17th day of March 1998:




Eric Adler


Sharon Mostowski, Notary Public
Montgomery County
State of Maryland
My Commission Expires Oct. 23, 1998
March 17, 1998

**AMENDED AND RESTATED BYLAWS
OF
The SEED Public Charter School of Washington, D.C.
(A Charitable Corporation of the District of Columbia)
May 17, 2012**

Article 1

General Provisions

Section 1.1 Name. The name of the corporation shall be The SEED Public Charter School of Washington, D.C. and shall be referred to herein as “the corporation.”

Section 1.2 Offices. The principal office of the corporation shall be 1776 Massachusetts Avenue NW, Suite 600, Washington, DC 20036 or such other place as determined by the Board of Trustees.

Section 1.3 Fiscal Year. The fiscal year of the corporation shall be July 1 to June 30.

Article 2

Statement of Purpose

The corporation is organized for the purposes of operating a public charter school for children residing in Washington, D.C. The corporation has two principal goals: first, to prepare the children attending its school for admission to the nation’s finest colleges and universities and/or success in the professional world; and second, to develop a model for education targeted at inner-city children which can be successfully duplicated in urban areas throughout the United States. The corporation may undertake any and all activities toward or related to these purposes, including the making of distributions to and the provision of funding for other entities under Section 501(c)(3) of the Internal Revenue Code. The corporation may also engage in all activities which may lawfully be carried on by a corporation formed under Chapter 29 of the laws of the District of Columbia which are not inconsistent with the corporation’s qualification as an organization described under Section 501(c)(3) of the Internal Revenue Code or corresponding section of any future tax code.

Article 3

Members

Section 3.1 Determination of Members. The members of the corporation shall initially be [•] (the “Original Members”) and any additional members admitted in accordance with these Bylaws (the “Additional Members” and, together with the Original Members, the “Members”). The Original Members shall determine the number and method of selection of any Additional Members.

Section 3.2 Tenure. The number of Members shall be determined by the Original Members. Terms of the Original Members shall be [•]. Terms of each Additional Member shall be as determined by the Original Members.

Section 3.3 Powers and Rights. The Members, by majority vote except where specifically provided otherwise in these Bylaws, shall have the following powers and rights of the corporation: to elect Trustees of the corporation as provided in Article 4 of these Bylaws; to approve all amendments to the Articles of Incorporation; to approve all amendments to these Bylaws as provided in Section 11.4; to approve the dissolution of the corporation and the sale and distribution of all or substantially all of its assets; such other powers and rights as are vested in Members by law, the Articles of Incorporation, and these Bylaws; and other such powers and rights as the Members may designate.

Section 3.4 Meetings. There shall be an annual meeting of Members held within the forty-fifth day following the end of the corporation's fiscal year at the principal office of the corporation, unless another time and place for the annual meeting is established by the Members. Special meetings of the Members may be called by any Member by giving written notice of the date, time, place, and purpose of such meeting to each Member at least seven days in advance of such meeting. Written notice may include the use of electronic mail if the receipt of the notice is confirmed by the Member. A waiver of notice signed by a Member at any time shall be equivalent to the giving of such notice. Members may participate in a meeting of the Members by means of a conference telephone, Internet or other communications technology in a fashion pursuant to which the members have the opportunity to read or hear the proceedings substantially concurrently with their occurrence, vote on matters submitted to the members, pose questions and make comments; in such event, participation by such means shall constitute presence in person at a meeting.

Section 3.5 Actions of the Members With and Without a Meeting. When a quorum is present at any meeting of the Members, a majority of the Members present and entitled to vote (excluding abstentions) shall decide any question unless otherwise provided by law, the Articles of Incorporation, or these Bylaws. Except as provided in Section 3.7, any action required or permitted to be taken at any meeting of the Members may be taken without a meeting, if each Member signs a consent in the form of a record bearing the date of signature and describing the action taken and delivers the record to the corporation to be filed with the records of the meetings of the Members. Such consents shall be treated for all purposes as a vote at a meeting.

Section 3.6 Quorum. At any meeting of the Members, a majority of the Members shall constitute a quorum. Each Member shall have one vote. Any meeting may be adjourned by a majority of the votes cast upon the question, whether or not a quorum is present. It shall not be necessary to notify any Member of any adjournment of less than 120 days if the time and place, if any, of the adjourned meeting, and the means of remote communication, if any, by which Members may be deemed to be present in person and vote at such adjourned meeting, are announced at the meeting at which adjournment is taken, unless after the adjournment a new record date is fixed for the adjourned meeting. At the adjourned meeting, the corporation may transact any business which might have been transacted at the original meeting.

Section 3.7 Resignation and Removal. Any Member may resign at any time by written notice to the President of the Corporation and the Chairperson of the Board. Any Member may be removed for any reason or no reason by majority vote of the Members. To effect such a removal, a meeting must be called in accordance with Section 3.4 above and must state the removal of the Member as a specific item of business.

Article 4

Board of Trustees

Section 4.1 General. The Board of Trustees (the “Board”) shall have and may exercise all powers of the corporation not reserved to the Members by law, the Articles of Incorporation, or these Bylaws. The Board may from time to time delegate to Officers (defined below) such powers as it may see fit in addition to those outlined in these Bylaws.

Section 4.2 Composition and Tenure. The Board shall consist of one ex-officio Trustee, which shall be the President (the “Ex-Officio Trustee”), and such number of elected Trustees (the “Elected Trustees” and together with the Ex-Officio Trustee, the “Trustees”) as shall be fixed by vote of the Members. The Board shall consist of an odd number of Trustees, numbering no fewer than seven and no more than fifteen. The Elected Trustees shall be divided into three classes of approximately equal size, the term of one class expiring each year. At each annual meeting of the Members, the Members shall fix the number of Trustees and shall elect for a term of three years (“Term”) the appropriate number of successors to the class whose term is then expiring, and the Members may also elect additional Trustees to other classes to the extent necessary to maintain approximate equality in size among the classes. No person may be elected to serve as a Trustee for more than [2 or 3] consecutive full Terms that begin on or after [January 1, 20__]. The Members may delegate their authority to fix the number of Trustees and elect Trustees to the Board. The delegation of this authority may be revoked at any meeting of Members.

Section 4.3 Chairperson of the Board; Vice Chairperson of the Board. The Board may appoint from its members a Chairperson of the Board (the “Chairperson”) and one or more Vice Chairperson of the Board (each, a “Vice Chairperson”), none of whom need be an Officer or employee of the corporation. Such Chairperson or Vice Chairperson shall perform such duties and possess such powers as are assigned by the Board.

Section 4.4 Classes and Term of Office. Effective [_____], 2012, the Board shall be made up of the following classes of Elected Trustees:

Class A - Huck O’Connor; Katrina Lewis-Brown; Penelope Peskowitz; David Steinberg

Class B - Lisa Bernstein; Vasco Fernandes; Joseph Wright; Eric Adler; Rajiv Vinnakota

Class C - Brooke Coburn; Marina Ottaway; Clarice Walker; Ken Slaughter

The term of each Class A Trustee shall expire immediately after the annual meeting of the Board in 2012. The term of each Class B Trustee shall expire immediately after the annual meeting of the Board in 2013. The term of each Class C Trustee shall expire immediately after the annual meeting of the Board in 2014.

Section 4.5 Resignation and Removal. A Trustee may resign by delivering his resignation in writing to the President and the Chairperson of the Board. Such resignation shall be effective upon its receipt or upon such date (if any) as is stated in such resignation, unless otherwise determined by the Board. A Trustee may be removed from office at any time with or without cause, by vote of a majority of the Board at a special meeting called for that purpose or by a unanimous vote of the Members at a special meeting called for that purpose. A Trustee may be removed for cause only if notice of such action shall have been given to all of the Trustees or Members, as the case may be, prior to the meeting at which such action is to be taken and if the Trustee so to be removed shall have been given reasonable notice and opportunity to be heard before the body proposing to remove him.

Section 4.6 Vacancies. Any vacancy in the Board, including a vacancy resulting from the enlargement of the Board, may be filled by the Members by vote of a majority of the Members present at a meeting of Members at which quorum is present or by the Trustees by vote of a majority of the remaining Trustees present at a meeting of Trustees at which a quorum is present or by appointment of all of the Trustees if less than a quorum shall remain in office. Each such Trustee elected or appointed to fill a vacancy for the unexpired term of the Trustee whom he replaced shall hold office until a successor is elected and qualified, or until his earlier death, resignation or removal. The Trustees shall have and may exercise all of their powers notwithstanding the existence of one or more vacancies in their number.

Section 4.7 Regular and Special Meetings. The Board shall meet at least four times each year, once per calendar quarter, one of which the Chairperson of the Board shall designate as the annual meeting of the Board. Any other meetings of the Board may be called by the President or the Chairperson or by a majority of the Trustees then in office by giving written notice of the date, time, place and purpose of such meeting to each Trustee at least seven days in advance of such meeting. Written notice may include the use of electronic mail if the receipt of the notice is confirmed by the Trustee. A waiver of notice signed by a Trustee at any time shall be equivalent to the giving of such notice. Trustees may participate in a meeting of the Trustees by means of a conference telephone or similar communications equipment, provided that all persons participating in the meeting can hear each other at the same time; in such event, participation by such means shall constitute presence in person at a meeting.

Section 4.8 Actions of Board With and Without a Meeting. When a quorum is present at any meeting of the Trustees or a committee thereof, a majority of the Trustees present and entitled to vote (excluding abstentions) shall decide any question, including the election of Officers, unless otherwise provided by law, the Articles of Incorporation or these Bylaws. Any action required or permitted to be taken at any meeting of the Board or a committee thereof may be taken without a meeting, if each Trustee entitled to vote on the action signs a consent in the form of a record bearing the date of signature and describing the action to be taken and delivers the record

to the corporation to be filed with the records of the meetings of the Board. Such consents shall be treated for all purposes as a vote at a meeting.

Section 4.9 Quorum. At any meeting of the Board or a committee, a majority of the Trustees then in office, or appointed to such committee, shall constitute a quorum. Each Trustee shall have one vote.

Section 4.10 Executive Committee. The Board shall appoint from among its members an Executive Committee of not less than three members, one of whom shall be the Chairperson. The Board may also designate one or more Trustees to serve as alternate members of the Executive Committee in the absence of a regular member or members. The Executive Committee shall possess and exercise all of the powers of the Board during the intervals between meetings, subject to the limitations set forth in Section 4.12.

Section 4.11 Committees. In addition to the Executive Committee, the Board may designate and appoint one or more standing or special committees, each of which shall consist of one or more Trustees, and shall designate a chairperson for each committee. Each committee may exercise the powers of the Board, to the extent delegated by the Board and permissible under the law, the Articles of Incorporation and these Bylaws.

Section 4.12 Limitations. No committee shall have the authority to:

- (i) Fill vacancies on the Board or the Executive Committee;
- (ii) Amend these Bylaws;
- (iii) Approve or ratify any self-dealing transactions;
- (iv) Approve the corporation's operational budget or financial plan;
- (v) Take any action prohibited by the Articles of Incorporation, the corporation's Charter School Agreement, and these Bylaws, any resolution of the Board or any applicable laws.

Section 4.13 Advisory Committees. The Board may create or authorize the creation of one or more standing or special advisory committees whose members need not be Trustees. An advisory committee shall not be a committee of the Board and shall not exercise any of the powers of the Board.

Section 4.14 Compensation. Trustees as such shall not receive salaries for their services on the Board or committee (whether a Board or advisory committee), but are not precluded from serving the corporation as a compensated employee in other capacities.

Article 5

Officers

Section 5.1 In General. The officers of the corporation shall be a President, a Treasurer and such other officers and assistant officers as the Board may elect from time to time (collectively, the "Officers"). An individual may hold up to two offices simultaneously, except that the President and the Treasurer shall be held by two separate Officers.

Section 5.2 Appointment. The Board may appoint Officers at any meeting of the Board. Any vacancy may be filled by the Board.

Section 5.3 Resignation and Removal. Any Officer may resign at any time by written notice to the President and the Chairperson of the Board. Any Officer may be removed with or without cause by vote of a majority of the Board or a majority of the Members.

Section 5.4 President. The President shall be responsible for the management of the corporation. The President, or other Officer or agent authorized by the Board, may sign any contracts, deeds, mortgages, or other instruments which the Board has authorized to be executed. The President shall execute such other duties as may be prescribed by the Board. Unless otherwise determined by the Board, the Head of School shall be the President.

Section 5.5 Treasurer. The Treasurer shall be responsible for the financial affairs of the corporation. The Treasurer shall have charge and custody of all funds and securities of the corporation, receive and give receipts for all money due the corporation, and keep the financial records of the corporation. The Treasurer shall, upon request, make available the financial records of the corporation to any Member or Trustee. In general, the Treasurer shall execute all duties incident to the office and other duties as the President or the Board may designate. Unless otherwise determined by the Board, the Director of Finance shall be the Treasurer.

Section 5.6 Secretary. The Secretary shall keep all minutes of meetings and actions of the Board, be the custodian of all corporate records other than financial records, ensure that all notices are given in accordance with the provisions of these Bylaws, and in general perform such duties as assigned by the Board. The Secretary shall, upon request, make available any or all of the corporate records to any Member or Trustee. If the office of Secretary is vacant, the Treasurer, or such other Officer determined by the Board, shall fulfill the duties of the Secretary.

Section 5.7 Other Powers and Duties. Each Officer shall have, in addition to the powers and duties specifically set forth in these Bylaws, such powers and duties as are customarily incident to his office, and such powers and duties as the Board may designate from time to time.

Section 5.8 Compensation. No Officer shall receive compensation for service as such to the corporation, but are not precluded from serving the corporation as a compensated employee in other capacities. Officers may be allowed reimbursement by resolution of the Board for expenses incurred on behalf of the corporation.

Article 6

Notice of Non-Discriminatory Policy as to Students

The corporation shall admit students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It will not discriminate on the basis of race, color, national, and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school administered programs.

Article 7

Corporate Transactions

Section 7.1 Contracts. The Board may authorize any Officers of the corporation or other agents to enter into any contract or execute and deliver any instrument in the name of and on behalf of the corporation. Such authority may be general or specific.

Section 7.2 Payments. All checks, drafts, or orders for the payment of money, notes, or other evidence of indebtedness of the corporation shall be signed by such Officers or agents of the corporation designated by resolution of the Board. In the absence of such resolution, such instruments shall be signed by the Treasurer.

Section 7.3 Deposits. All funds of the corporation shall be deposited in such banks or other depositories the Board may select.

Section 7.4 Contributions. The Board may accept on behalf of the corporation any gift or bequest for general or specific purposes of the corporation.

Article 8

Restrictions on Activities

No Trustee, Officer, employee, agent or any other representative of the corporation shall take any action or carry on any activity by or on behalf of the corporation not permitted to be taken by an organization exempt under Section 501(c)(3) of the Internal Revenue Code or corresponding provision of any future United States Internal Revenue law or not in accordance with the laws of the District of Columbia. The Trustees of the corporation shall, in the event of dissolution, dispose of the assets of the corporation (after payment of liabilities) in accordance with these same statutes.

Article 9

Indemnification

The corporation shall, to the extent legally permissible, indemnify each person who may serve or who has served at any time as a Trustee, Officer, Member, employee, or agent of the corporation against all expenses and liabilities reasonably incurred by or imposed on such person in connection with any legal action taken against him or her in connection with service to the corporation. No indemnification shall be provided for such person with respect to any matter or conduct he or she shall not have been finally adjudicated to have acted in good faith; and, in the case of conduct in an official capacity, in such person's reasonable belief that the conduct was in the best interests of the corporation; and, in all other cases, in such person's reasonable belief that the conduct was at least not opposed to the best interests of the corporation; and, in the case of any criminal proceeding, such person had no reasonable cause to believe his conduct was unlawful. Any compromise or settlement payment shall be approved by majority vote of the Trustees who are not at the time parties to the proceeding.

No amendment or repeal of the provisions of this Article which adversely affects the right of an indemnified person shall apply to such person with respect to acts or omissions which occurred at any time prior to such amendment or repeal.

Article 10

Books and Records

The corporation shall keep as permanent records minutes of all meetings of its Members and Board, a record of all actions taken by the Members or Board without a meeting, and a record of all actions taken by a committee of the Board. The corporation shall maintain appropriate accounting records. The corporation shall maintain a record of its Members. The corporation shall maintain its records in written form or in another form capable of conversion into written form within a reasonable time.

The corporation shall keep a copy of the following records at its principal office:

- (i) The Articles of Incorporation;
- (ii) The Bylaws;
- (iii) The minutes and records for the past three years;
- (iv) A list of the names and business addresses of its Trustees and Officers;
- (v) It's most recent annual report.

Article 11

Miscellaneous Provisions

Section 11.1 Dissolution. The corporation shall dissolve if the charter for the corporation has been revoked, has not been renewed, or has been voluntarily relinquished. Any assets to be distributed pursuant to a plan of distribution under D.C. Code Ann. § 29-301.48(3) shall be transferred to the State Education Office of the District of Columbia, to be controlled by the Office of Education Facilities and Partnerships and used solely for educational purposes.

Section 11.2 Pronouns. All pronouns used in these Bylaws shall be deemed to refer to the masculine, feminine or neuter, singular or plural, as the identity of the person or persons may require.

Section 11.3 Articles of Incorporation. All references in these Bylaws to the Articles of Incorporation shall be deemed to refer to the Articles of Incorporation of the corporation, as amended and in effect from time to time.

Section 11.4 Amendments to Bylaws. Any amendment to these Bylaws must be approved by majority vote of all the Members and a majority vote of all Trustees.

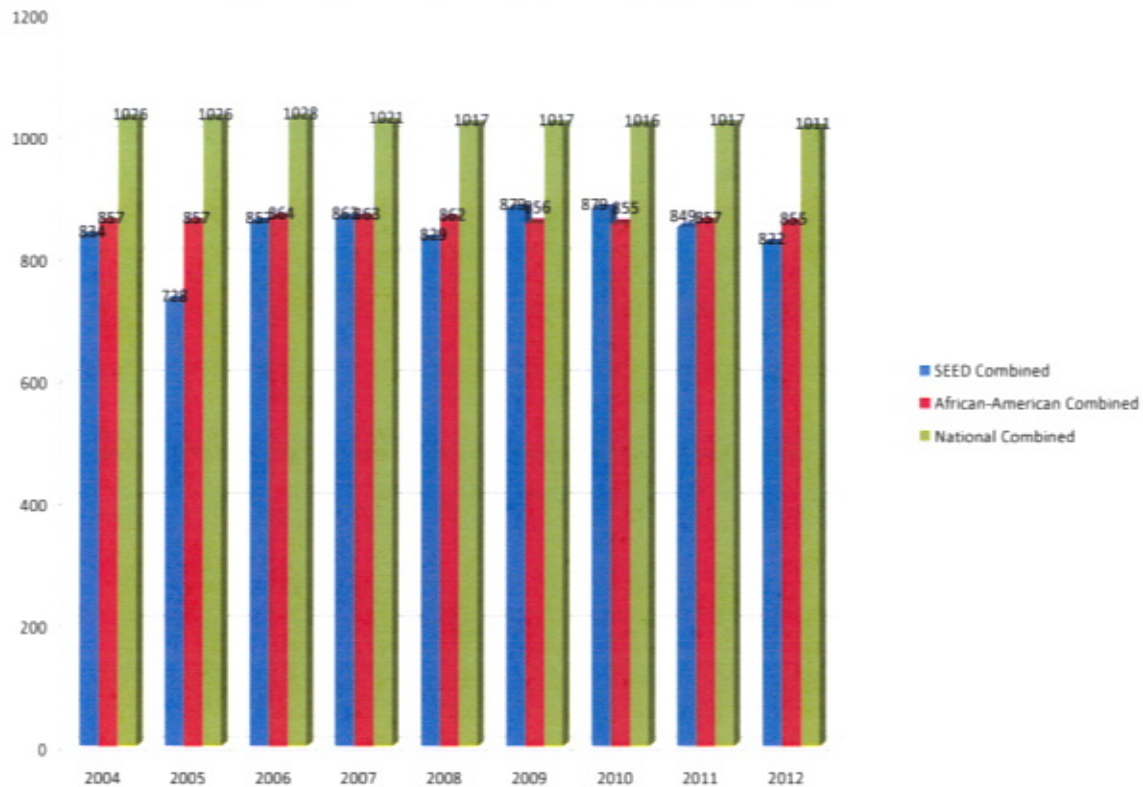
Audited Financial Statements (preceding four years)

(See Attached Hereto)

Fulfillment of Charter Goals Academic and Non-Academic

SEED PCS SAT Scores Historical Analysis

A. Development of the academic skills required for success in college and/or in the professional world.



The above chart illustrates an interesting narrative from the 2007-2008 data. The combined score for the class of 2008 (829) was slightly lower than 2007 (863) and 2006 (857), but higher than 2005 (728). At that time, however, we trailed the national average by a range of 150-200 points. So, while we have experienced a slight decline in recent years overall, we have actually narrowed the gap with the national average over the long term. The lowest score for which we have data is the 728 combined from 2005; that seems like it was an anomaly, as it had been 834 the prior year, and rebounded the 857 the following year.

The positive news is that we gained on the African American average and finally surpassed it in 2009. A slight decline began in 2011, but even with the challenges that high stakes testing have presented us we are still closer than we were nine years ago. While we are in no way pleased with the SAT plateau that we seem to have reached, there is a lot of learning to be had and understanding we have gained.

- The national average SAT score for African Americans has also plateaued. We have closed the spread but neither of the scores are appealing.
- The average score for us disguises the increased range of scores that our student shave received. As our junior senior classes have increased in size, albeit still small classes as designed, we have a number of students who are significantly above the 800-900 range.
- We now have a participation goal for our juniors and seniors to prepare and sit for the ACT. Even though this is a relatively recent change, we do fine that having two separate scores makes our students' college applications more attractive and also there has been a better than average showing for students. The improvement curve seems shorter for the ACT.
- Lastly, our challenges with SAT scores has forced us to reflect on our PSAT results and the preparation we provide.
 - We have shifted test prep companies more than once during the past five years.
 - Also, we now strategically prepare our freshmen and sophomore students for the PSAT.

State Assessment Performance

Grade	Subject	Gender	% proficiency at or above 08-09	% proficiency at or above 09-10	% proficiency at or above 10-11
6	Reading	Overall		33%	45%
6	Math	Overall		73%	78%
7	Reading	Overall	40%	45%	58%
7	Composition	Overall	58%	46%	63%
7	Math	Overall	77%	55%	82%
8	Reading	Overall	64%	65%	73%
8	Math	Overall	67%	88%	89%
8	Science	Overall	33%	58%	46%

Teaching & Assessing Reading Growth

In 2008, SEED began using the Readers/Writers Workshop methodology as a means of differentiating instruction for all learners and addressing stagnant DC CAS scores. The Readers and Writers Workshop curriculum is designed to meet students at their present levels of performance and advance them to standards of academic excellence as readers and as writers. Lessons are designed to take into account student's academic, cultural, and social needs, and taught through 10 minute mini-lessons, one on one conferencing, active engagement, and extended independent daily practice in the areas of reading and writing. Over the years, faculty have been supported in their implementation of this curriculum through extensive professional development in this area to include regular training at Teachers College to support their implementation of Workshop methodology as well as their effective use of the Fountas and Pinnell leveled reading assessment system.

As students at SEED transition from our middle to high school program, our focus expands from strengthening reading comprehension skills, fluency, and decoding, to more intensive reading, writing, and research practice and higher order reading and thinking skills. In practice, this means that beyond possessing the basic skills of reading, analyzing and making meaning of a text on grade level by the time they matriculate from SEED, we also expect students to have the skills to discuss works of literature intelligently in a group setting.

The following outcomes guide our practice with students and are purposefully and appropriately scaffolded at each grade level. SEED graduates will demonstrate proficiency through their ability to:

- Live like readers and writers and demonstrate the habits associated with good readers and writers
- Become actively engaged with grade level appropriate nonfiction and fiction texts
- Think critically and respond to text.
- Engage in Accountable Talk with peers and adults that demonstrate higher order thinking.
- Understand, apply and interpret literary devices.
- Know, apply, and choose language conventions in their writing.
- Master steps of the writing process (generating, drafting, revising, editing, publishing)
- Identify a topic about a given issue & conduct effective research on that topic.
- Generate a well-informed and articulated thesis, and write a coherent, organized, and logically argued paper on that thesis.
- Recognize different styles and purposes of writing.
- Interpret these styles and purposes and adapt their own writing according to a given purpose.
- Know and demonstrate the fundamental skills for effective oral communication in both formal and informal settings.
- Make connections between their world and texts and use these connections to synthesize a broader understanding of themselves and their worlds.

Summer Reading Loss

Based on teacher feedback and a general concern that some students at SEED were experiencing summer reading loss, the 2009 literacy team began to develop a plan to measure summer reading loss and develop programs to advance our practice in this area. These efforts began by systematically measuring reading levels at the end and start of each school year so that we could establish baseline data and measure growth from year to year. We then began a series of efforts to promote summer reading which included:

- Developing a summer lending library
- Partnering with parents by providing them with information regarding summer reading loss and generating new ideas to address the concern
- Taking all SEED students to the local library to get a library card
- Expanding our summer reading requirements
- Expanding our summer school program

As the sample below illustrates with our ninth graders, over time we have decreased our summer reading level loss rates.

	Students enrolled in 9 th grade in fall 2009	Students enrolled in 9 th grade in fall 2010	Students enrolled in 9 th grade in fall 2011
Dropped in reading level over the summer	60%	24%	31%
Stayed the same in reading level over the summer	21% (who were not already on Z)	20% (who were not already on Z)	7% (who were not already on Z)
Improved in reading level over the summer	15%	27%	38%
Stayed on Z	4%	29%	24%

Mathematics Instruction

As SEED mathematicians progress through our curriculum, evidence of mathematical preparedness will be demonstrated by knowing and being able to:

- independently utilize mathematical skills in general problem solving tasks beyond the classroom

- demonstrate a mathematical foundation sufficient for all levels of further study
- apply logical reasoning skills, both inductive and deductive
- understand connections between mathematics and the real world

The mission of The SEED Public Charter School's Advanced Placement Program is to provide students with an opportunity to take rigorous, nationally recognized college-level coursework. We hope to use this strategy to strengthen our students' writing, critical thinking and problem-solving skills. The curriculum, instruction and demonstration of learning in Advanced Placement courses aims to simulate the college learning experience.

All SEED students selected to partake in AP coursework will demonstrate consistent intellectual curiosity and a proven commitment to academic excellence in their high school coursework. The AP application and interview process will insure that students in AP classes are not only excited about the experience but also ready to work hard. We understand that not every child will reach or prepare for this challenge at the same time or in the same way. Through a comprehensive application process including a written statement, an interview(s), and faculty recommendations, students will be selected by administrators and teachers for admission into Advanced Placement courses.

We are not looking for a perfect, worry free student. Here is an opportunity for all students, a goal for all to reach. To continue our alignment with our schools' mission we want to use AP as a vehicle to expose students to an aspect of college readiness. We want our students to not only take AP classes, but also to perform well on the exams. Excellent results and sustained effort are the ultimate goals. We hope that all students are interested, many are prepared and more than a few earn a score that influences their college admissions process and success while in school.

Advanced Placement coursework is expected to be dynamic and rigorous. We are pushing students to engage in debate and dialogue while appropriately expressing their ideas both verbally and in writing. Advanced Placement instructors are expected to demonstrate content area expertise, a passion for the subject matter and an unyielding effort to promote student success. We clearly understand that success in AP classes and on the exams is the result of knowledge and skills accumulated over the course of a student's high school career.

Advanced Placement Program

Academic Year 2012-2013	
Course (Grade Level)	Enrollment
AP Language & Composition (11)	9
AP Literature & Composition (12)	18
AP US History (11)	8
AP US Government & Politics (12)	7
AP Biology (12)	8
AP Calculus (12)	4

B. Appreciation for the value of education, including the motivation and desire to better oneself through learning.

- Excellence- The quality of being outstanding or extremely good.
- Effort- A vigorous or determined attempt
- Exposure- The state of experiencing something new.

Our school community moves with each of the three themes above in mind. These are not goals. They are not catch phrases. This is what we believe in. Our students deserve an excellent education. They have the potential and opportunity to get smarter each and every day, as long as they put forth the effort. Lastly, we want our students to see the world, literally and figuratively.

As SEED has matured we not only continue to espouse the value of education as a logical (if not also an unfortunate clichéd) concept and life path but within the last five years especially we purposefully put structures in place and resources behind ideas that reinforced the desire to better oneself through learning. Many of these initiatives and changes may be unique to SEED.

An example of that is our office of External Opportunities that began seven years ago as a part time position once titled the Summer Opportunities Coordinator and has grown into a full time position, which is now titled External Opportunities Coordinator. This is relevant to this goal because the responsibilities of this staff member focus on researching, coordinating and providing off campus, local, regional, national and international experiences for our students. Students from grades six to grade twelve have the ability and opportunity to seek out experiences to enrich their educational journey. Our philosophical belief is that students will, of their own volition, internalize their daily schooling and realize their potential once they witness the world's offerings and wonderful differences, be they geographic, artistic, intellectual and experiential. Our hope is that our students find their internal spark and see more than and more in Southeast DC. Each year approximately fifteen students travel internationally. Not only did we create the position we also have a veritable plethora of partnerships that buttress these efforts.

In partnership with the philosophical shift outlined immediately above, and as time has passed we refocused our summer school programming to include the traditional remedial four to six weeks of summer school. Students and families have demonstrated their appreciation of the value of a SEED education by taking steps during the summer break to continue their learning and broaden their experiences. Approximately three years ago we created a high school component to run parallel to our middle school summer school offerings. Prior to that, our high school students were only able to take summer school classes at their local DCPS high school. Changes in the citywide summer school framework both motivated and forced us to do this.

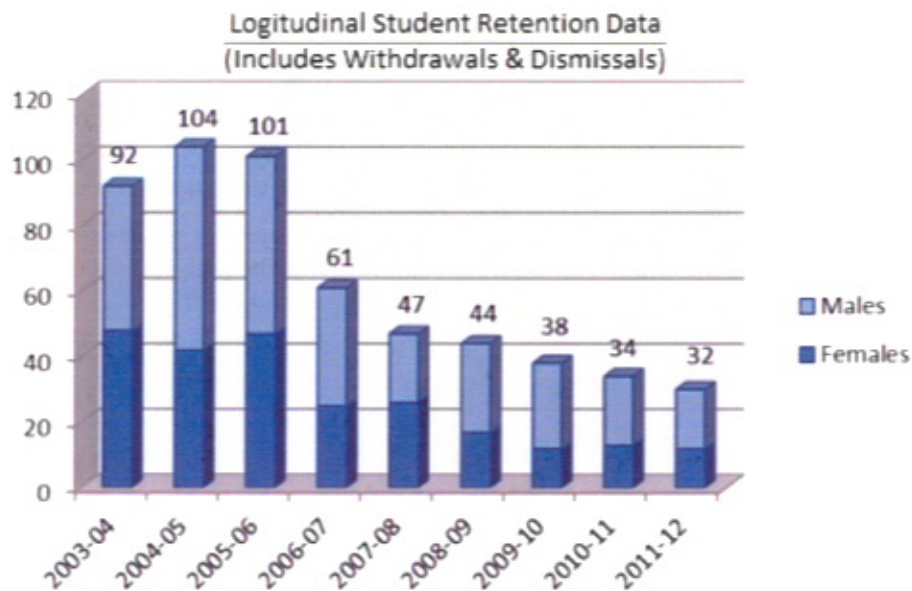
More importantly, we have been able to provide our students who are struggling academically as well as those who are simply mediocre with a continuation of their academic year relationships and studies. Our high school students have worked as summer reading librarians, worked and/or interned in our Development Office, supported our Facilities team and tutored their peers. We have buttressed our teacher led summer school instruction with student teachers from George Washington University. This multiyear partnership has grown into a similar experience during the full academic year. Our high school students may have to attend summer school for one subject or even two and they often push into or are assigned classes that they did not struggle in

or fail.

The expansive and philosophical shift in our summer school programming has influenced our understanding and work with each individual high school student's trajectory. Beginning in the 2007-2008 school year when we studied the David Conley *College Knowledge* text and work around being college-career ready, we revamped our overall school structure. As rising eighth graders our soon-to-be freshmen are involved in a year of preparation for high school. We begin with an end of the year team building camp based trip. We follow that with a post summer school Freshmen Summer Bridge experience where high school faculty from our Academic, Student Life (Boarding) and Student Support teams introduce students to the language, habits, schedule, expectations and routines of high school. We end the Summer Bridge with a whole grade step up celebration known as the Gates Ceremony that marks both the successful promotion from our middle school to our high school and the collective entry into our high school. For a number of years we also incorporated a Freshmen Seminar into their block schedule. Freshmen Seminar now happens within our homerooms.

C. Development of the social, behavioral, and personal skills required for success in life.

Beginning during the 2006-2007 academic years a concerted effort began to reduce our dismissals and withdrawals. This effort had several angles and was in response to our worrisome attrition data. See the data chart below.



1. We looked to determine our natural attrition, meaning if we wanted to know if did everything in our power to minimize voluntary student withdrawals and reduce involuntary, behavior related, student dismissals where would our student attrition land. We even went so far to change the semantics and now speak of, promote and analyze retention as opposed to battling attrition.

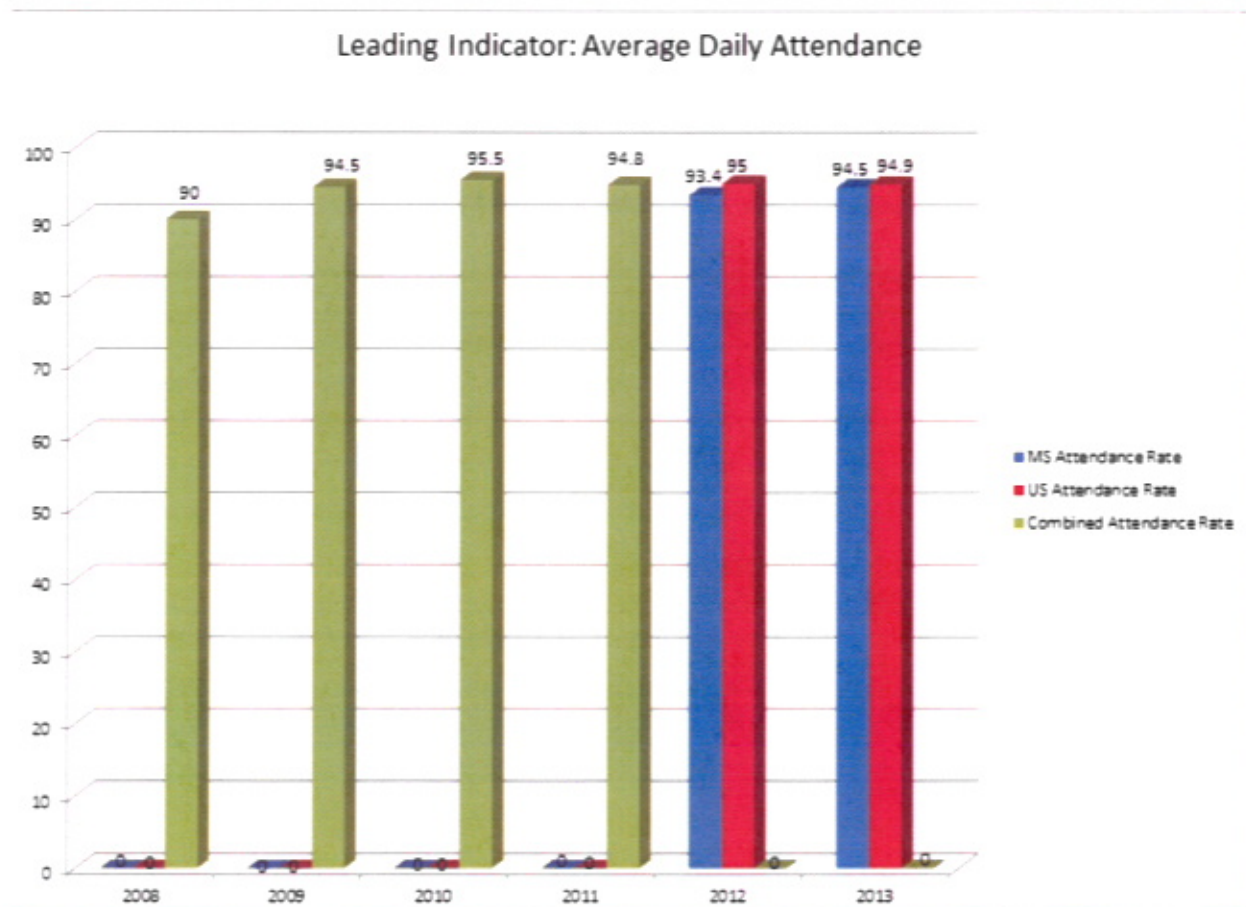
Within two to three academic years (mainly from 2007-2008 to 2009-2010) we hit a sweet spot and found that annually approximately 9-14% of our students separate from SEED, including graduates, withdrawals and dismissals. Within our first 9 years we experienced a turnover of 15-35% of our student body. We continue to put energy, thought and resources into not only stabilizing but also lowering the percentage. We wholeheartedly recognize our responsibility as a public school and welcome all students who enroll at SEED.

2. By revamping our summer school programming we insured it focused on remediation, provided second chances and did not solely create a punitive, stigmatized response to earlier academic failures. The result of this effort did not immediately increase the number of students attending summer school. It did in fact increase the number of students who were successful in summer school. Unlike during prior years, this window of academic success experienced by our students who often struggle the most has created a culture of support and empowered our students to own their education.
3. We have also supported this effort with transparent dialogue with the students and their

families that outlines how they can and will get to graduation from SEED. We adjusted the academic team's leadership structure to have a High School Coordinator. The person in this position is the student and family's point person for all questions and solutions focused on credit accumulation and trajectory. We now involve them in the discussion and decision making process. This respectful and sensible move seems simple and logical but for whatever reason we did not have structures and routines that accomplished this.

4. We also began to celebrate not only the students who consistently demonstrated academic excellence via but also those who have demonstrated sustained effort and improved either their academics and/or their decision making.
5. Essentially we aimed to and continue that aim o create a balance of support and second chances for students most of whom come from communities often provided with neither from institutions and authority.

Average Daily Attendance Analysis



Once we began to regularly meet our attendance goal, we decided to split the upper school and middle school reporting to determine if programmatic changes were needed in either program as illustrated in the chart above.

In response to varying and unpredictable attendance rates the Board of Trustees and the school's leadership decided to set a clear and measurable goal for average daily attendance (ADA). This goal became a part of the quarterly data dashboard review. We focused on solving the problem in three ways.

- Improving our systems (mainly technology and software) and processes (the path of data)
- Eliminating human error from the equation (mainly via internal accountability systems and training)
- Upgrading the attendance expectations of our student and their families (mainly through an ongoing dialogue about learning loss and missed instructional time)

Fortunately, the ADA has gradually improved, hit our internal goal and had marked positive effects on our students' individual academic performance as well as our overall school culture. The longitudinal graph above demonstrates this year to year progress. Our timing coincided nicely with the DCPCSB's focus on leading indicators such as ADA, re-enrollment and student retention.

While the Qualitative Site Review and the Performance Management Framework do not either explicitly or formally look at, review and comment on our most unique feature, the boarding program, we think the structure and supports it provides are the best way to prove the accomplishment of this particular goal. Below is a list of several of the programs and activities that sit in our boarding program, which in SEED PCS parlance is called Student Life.

- Weekly hour-long HALLS lessons (Habits for Achieving LifeLong Success) for each student. These are our character and life skills lessons.
- Provide a minimum of 40 hours of service learning opportunities, available to all US students
- Monthly science nights exposing students to people working in STEM fields
- Over 50 volunteer tutors provide weekly small group and one-on-one tutoring sessions
- Provide three hours of weekly academic intervention through Drop Everything and Learn (DEAL) and Drop Everything and Read (DEAR).
- DEAL-Drop Everything And Learn is a 30-minute nightly program for middle school students. Students receive academic support and interventions in areas of need. Students are evaluated every 6 weeks and these temporary homogenous skill based groups are appropriately changed as progress is measured and validated.
- DEAR-Students 6th-9th grade do 40 minutes of independent reading nightly prior to lights out.
- Monthly Science Events-International Neuroscience Network Foundation (INNF) works with us to provide monthly speakers and presentations.

http://www.innf.net/april_2012.php

- Study Hall: Students receive 90-120 minutes of study hall support each night. This time is used for homework completion and general studying. Via workshops and small group support, staff works with students to develop specific study skills.
- Tutoring-Several students participate in multiple tutoring interventions. These include one-on-one, small group, and peer-to-peer tutoring. Volunteers under the direction of our Evening Academic Intervention Coordinator primarily provide these services.
- Special Education Support-Special education teachers work with a group of special education students twice per week for an hour. They work on homework completion and other academic content.
- Activities/Clubs-Students participate in clubs one day each week. They are selected based on student interest. These include robotics, cultural crew, drama, and creative writing.
- Service Learning-Based on student interest, students participate in weekly service learning sessions. Students are in groups of others who are interested in responding to the same issues. Students plan and execute service projects.

Example of our Internal, Trustee Approved Annual Performance Plan and Quarterly Data Dashboard

Attendance/Enrollment		
1. By June 2012, the students will have an average daily attendance rate of 95% or better.	<ul style="list-style-type: none"> • Monthly attendance data • 2010 Results-96% • 2011 Results-95% 	Not met. <ul style="list-style-type: none"> • Average daily attendance – 94.1%
2. By June 2012, 85% or more of all current end of the 2011-2012 school year SEED Public Charter School students will re-enroll for the 2012-2013 school year as indicated by the SEED enrollment records and as reported to the DCPCSB.	<ul style="list-style-type: none"> • Annual re-enrollment data • 2010-11 re-enrollment – 95% 	Met <ul style="list-style-type: none"> • 86% 2011-12 re-enrollment
3. By June 2012, 85% of middle school students enrolled at SEED Public Charter School at the beginning of school will have continued enrollment throughout the entire year.	<ul style="list-style-type: none"> • August and June enrollment data • 2009-2010: MS – 88%; HS – 90% • 2010-2011: MS – 86%; HS – 88% 	1. Met. <ul style="list-style-type: none"> • 87.8% of MS students with continued enrollment.
4. By June 2012, 85% of high school students enrolled at SEED Public Charter School at the beginning of school will have continued enrollment throughout the entire year.		2. Met. <ul style="list-style-type: none"> • 95.1% of HS students with continued enrollment.

Categories for Future Monitoring		
Attendance/Enrollment		
By May 30, 2012, student recruitment data will indicate a ___% increase in the ratio of eligible applications received to slots available, from 2010-2011.	<ul style="list-style-type: none"> • Application data • 2010 lottery – 2.6 applications/slot (169 applications/66 slots) • 2011 lottery – 1.8 applications/slot 	<ul style="list-style-type: none"> • 4.1 applications slot (203 applications/50 slots).

Categories for Future Monitoring		
	(148 applications/83 slots)	
Safety		
By June 2012, fewer than ___ students will have an academic day suspension, including in school and out of school suspensions.	<ul style="list-style-type: none"> • Suspension data 	<ul style="list-style-type: none"> • 130 students received either an in school or out of school academic day suspension.

ORGANIZATIONAL PERFORMANCE		
Budget and Finance		
<ol style="list-style-type: none"> 1. The financial audit, when completed and reviewed, will indicate a balanced budget with no significant errors or irregularities as reported in the end of the year financial audit. 2. By June 2012, the annual budget will indicate a balanced budget. 	<ul style="list-style-type: none"> • Results as reported in the annual financial audit • 2010 -No errors/irregularities; balanced budget • 2011- No errors/irregularities; balanced budge 	<ol style="list-style-type: none"> 1. Met <ul style="list-style-type: none"> • No errors/irregularities (expected) 2. Met <ul style="list-style-type: none"> • Balanced budget
<ol style="list-style-type: none"> 1. By June 2012, 85% of all current staff will be retained in positions at SEED Public Charter School for the following year as recorded on the official SEED roster (excluding staff that was dismissed or not renewed). 	<ul style="list-style-type: none"> • SEED employment roster for 2011-2012 • 2010 - 95% of all staff retained (not including non-renewals/dismissals) • 2011 - 90% of staff retained (not including non-renewals/dismissals) 	<p>Not met</p> <ul style="list-style-type: none"> • 84% of all staff retained (not including non-renewals/dismissals)

General Laws

SEED Public Charter School of Washington, DC Fiscal Policy Handbook is attached hereto.

Special Education Laws

See OSSE for its Quality Assurance and Monitoring System Onsite Report completed on 10/16/12 and 10/17/12.

Financial Laws

SEED is within compliance. No conflict of interest of rewarding a contract. (See Appendix B attached hereto)

Appendix H

The SEED Public Charter School
of Washington, D.C.

NOV 13 2003

A N N U A L R E P O R T

A c a d e m i c Y e a r 2 0 0 2 - 2 0 0 3

Presented to the
District of Columbia Public Charter School Board
on
November 1, 2003

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I. School Description

A. Mission Statement

The SEED Public Charter School is a public, college preparatory boarding school whose primary mission is to provide an outstanding, intensive educational program that prepares children, both academically and socially, for success in college.

B. Program Description

In the 2002-2003 school year, The SEED Public Charter School served 230 young men and women, age eleven to seventeen, in grades seven through eleven. In the 2003-2004 school year, we expanded to include a twelfth grade and serve students eleven to eighteen years of age.

The curriculum of the school, constantly being refined and updated, is designed to prepare our students for college acceptance and graduation from college. Students have access to computers and research materials to assist them with their work, both of which are available during school hours and afterwards.

Boarding Curriculum

The unique nature and mission of The SEED Public Charter School provides round-the-clock learning opportunities. The boarding program incorporates study habits, life skill development, athletics, and enrichment activities into the daily life of all students. Students are assessed based on the HALLS (Habits for Achieving Life-Long Success, the standards for the boarding curriculum) similar to any academic class, and receive a detailed HALLS report card evaluating their development. Students also are required to participate in health and wellness programs. Experiential and interdisciplinary approaches to learning include innovative programs such as our Greece Summer Study Program described in II. § B.

Middle School Academic Curriculum

The middle school, which includes the seventh and eighth grades, is a transitional period for our students. Adjusting our students to the academic rigor of the middle school from their previous self-contained elementary school classrooms is the foundation of our program. The goal of the middle school program is to prepare them for success in an academically demanding upper school. Passage from middle school to high school at SEED is determined by use of The Ninth Grade Gate. The Gate is a SEED-developed assessment system that holds students accountable to a performance framework of benchmarks based on national standards. The Ninth Grade Gate ensures that students who enter upper school are equipped with the skills to be successful in a college preparatory curriculum. The Ninth Grade Gate forces extreme focus on basic skill development for everyone in the middle school. We believe that this focus is the only way to ensure that our high school students are prepared to tackle the college preparatory upper school curriculum.

All students are encouraged to strive for excellence, to think critically and creatively, and to appreciate and respect other individuals and cultures. Middle school students enrolled in language arts, mathematics, science, social studies, technology, music, and health & wellness courses.

Upper School Academic Curriculum

In the 2002-2003 school year, our curriculum expanded to include an upper school program meeting the needs of our first eleventh grade students. The upper school provides rigorous and relevant courses and experiences that will prepare students to be admitted to and be successful in college-level education. Upper school students were enrolled in grade level appropriate courses in the following areas: English, mathematics, science, social studies, music, technology, physical education/health, and Spanish. In addition, students enrolled in elective courses in either constitutional law, leadership, web design, creative writing, or ethics. Advanced Placement courses were added at the start of the 2003-2004 school year, for students who will be in the twelfth grade during the 2003-2004 year.

The Special Education Program at SEED is based on the inclusion and resource room models. The special education teachers work in collaboration with regular education teachers to assist students with content and

instructional planning; activities and texts are modified for the special education students; study guides and test preparation sessions are arranged; and, students are presented with information based on their learning styles. The special education teachers use the resource room to instruct students who are not at grade level or who need services outside of the regular classroom

Teacher / Student Ratio is 1:11

Note: This ratio is based on 230 students and 22 classroom teachers. Additional staff are present for special programs that can reduce this ratio to 1:9.

C. School Staff

School Leadership

Dr. Richard Jung, *Head of School* (Ms. Charlise Biard, *Head of School, 2002-2003*)

Mr. John Ciccone, *Assistant Head of School*

Mr. Josh Edelman, *Director of Academic Programs*

Ms. Jacqueline Stennett, *Director of Residential Programs*

Mr. John Howe, *Director of Business Operations*

Ms. Lesley Poole, *Director of Admissions and Community & Parent Relations*

Position	Number	Number with Bachelors degree	Number with Masters degree or higher	Number with degree in field	Number with license in field
Head of School	1	1	1	1	1
Directors / Administrators	5	5	5	5	3
Boarding Instructors / Floor Coordinators	14	7	0	N/A	N/A
Special Education Teachers (included in NCLB summary below)	2	2	1	2	2
Counselors	2	2	2	2	2
Support Staff	7.5	4.5	1.5	N/A	N/A

Classroom Teacher – No Child Left Behind Act Data

Classroom Teachers – 22 total classroom teachers	Number	Percentage
Classroom teachers with at least a Baccalaureate degree	22	100%
Classroom teachers with a Masters degree	9	41%
Classroom teachers with a Doctoral degree	0	N/A
Classroom teachers who are “highly qualified” based on NCLB	15	68%
Aggregate number of class sections taught during the academic year	94	N/A
Aggregate number of class sections taught by NCLB “highly qualified” teachers	60	62%

Teacher Attrition Rate: 32%. During the period of 2002-2003 to 2003-2004, 15 of 22 teachers (68%) were retained.

D. Student Characteristics

Enrollment by Grade Level

First Year Middle School (Grade Seven)	91
Second Year Middle School (Grade Eight)	62
Ninth Grade	34
Tenth Grade	19
Eleventh Grade	24
Total Students	230

Gender

% Male	48%
% Female	52%

Race

% African- American	98.6%
% Hispanic	1.4%

Student Services

% Limited English	0
% Special Education	12%
% Free or reduced lunch	78%

Attendance Data

Average Daily Membership	219
% Average Daily Attendance	95%

Student Attrition & Re-enrollment

# of students eligible that re-enrolled for 2003-2004	209
# of students transferring out of SEED	21
Attrition rate	9%

Grade Advancement

% of second-year MS students entering 9 th grade in 2003-2004	54%
% of 9 th grade students promoted to 10 th grade in 2003-2004	75%
% of 10 th grade students promoted to 11 th grade in 2003-2004	80%
% of 11 th grade students promoted to 12 th grade in 2003-2004	100%

E. Governance/ Board of Trustees 2002-2003

Eric Adler, *Chairman*

The SEED Foundation
 1712 Eye St, NW
 Washington, DC 20006
 Executive Committee
 Finance Committee
 Education Committee

Donald Brown

JBG Companies
 5301 Wisconsin Avenue, Ste. 300
 Washington, DC 20015
 Finance Committee

Kim Bell (Parent)

DC Action For Children
 1616 P Street, NW Ste. 420
 Washington, DC 20036
 Parent & Community Relations Committee

Wallace Christner, *Treasurer*

Venable, Baetjer, Howard & Civiletti
 1201 New York Avenue, 10th Fl.
 Washington, DC 20005
 Finance Committee

Charlsie Biard

President & Head of School (02-03)
The SEED School
 4300 C Street, SE
 Washington, DC 20019

Kate Clark

4 East Kirke Street
 Chevy Chase, MD 20815
 Education Committee

Elizabeth Frazier, *Secretary*

The SEED Foundation

Katherine Bradley

Advisory Board Foundation
 600 New Hampshire Avenue, NW
 Washington, DC 20037
 Parent & Community Relations Committee

Marc Miller

McLeod, Watkinson & Miller
 1 Massachusetts Avenue, NW, Ste. 800
 Washington, DC 20001
 Executive Committee

Marina Ottaway

Carnegie Endowment for International Peace
 1779 Massachusetts Avenue, NW
 Washington, DC 20036
 Executive Committee
 Education Committee

Jeff Sindler

St. Ignatius School
 740 N. Calvert Street
 Baltimore, MD 21202
 Education Committee

Kenneth Slaughter

Venable, Baetjer, Howard & Civiletti
 1201 New York Avenue, 10th Fl.
 Washington, DC 20005
 Executive Committee
 Education Committee

David Steinberg

Swapdrive
 1313 F Street, NW,
 Washington, DC 20004
 Development Committee

Rajiv Vinnakota

The SEED Foundation
 1712 Eye Street, NW, Ste. 300
 Washington, DC 20006
 Executive Committee
 Finance Committee
 Parent & Community Relations Committee
 Education Committee

Clarice Walker

Howard University
 9101 Crosby Road
 Silver Spring, MD 20910
 Parent & Community Relations Committee

Jacqueline Wilkerson (Parent)

5128 South Dakota Avenue, N.E.
 Washington, DC 20017
 Parent & Community Relations Committee
 Education Committee

Board of Trustee Meetings, 2002-2003

September 26, 2002
 December 9, 2002
 March 20, 2003
 May 15, 2003

Advisory Committee

Name	Affiliation
Derek Abruzzese	
Adam Bock	<i>Early Stage Research, LLC</i>
Julia Baker Jones	<i>Roberts Enterprise Development Fund</i>
John Brothers	<i>America's Promise</i>
Emmanuel Carr	<i>Friends of Choice in Urban Schools</i>
James Comer, MD	<i>Yale University</i>
Anne Fleming	
Dr. Antoine Garibaldi	<i>Gannon University</i>
Bill Hardt	<i>Princeton University</i>
Scott Hutchinson	<i>The Webb Lower School</i>
Ruth Leffall	
Charlie Lord	<i>National Cathedral School</i>
Gay Lord	<i>Sustainable Development Institute</i>
John Neiswender	<i>The Pingry School</i>
Johnny Parham	<i>Thurgood Marshall Scholarship Fund</i>

F. Finance

The following is a list of donors whose contributions were equal to or exceeded \$500.00 for the year ending June 30, 2003:

The Annie E. Casey Foundation
Atlantic Philanthropies
Diane & Norman Bernstein Foundation
Ann, Don, Cathy, and Laura Brown Family Fund of The Community Foundation for the National Capital Region
The Laura Bush Foundation for America's Libraries
Patricia and David Butler
The Carlisle Foundation
The Clark-Winchcole Foundation
Nancy Y. and Martin Cohen Family Charitable Trust
Lucy and Brian Conboy
Brittain Cudlip
Mark Ein
Fannie Mae Foundation
Fight For Children
Freddie Mac Foundation
Cindy and Matt Galumbeck
Katie and Steven Gewirz
Margy and Philip Gottfried
Pamela Green
Seymour Hersh
The Jaharis Family Foundation
S. Kann Sons Company Foundation
Judy and Peter Kovler
Marpat Foundation
Marc E. Miller and Stephanie deSibour
Ann and Robert Mueller
James M. and Virginia W. Newmyer Family Fund of The Community Foundation for the National Capital Region
The Nicholas B. Ottaway Foundation
Marina and David Ottaway
Penelope and Edwin Peskowitz
Ted Seides
Hattie M. Strong Foundation
The Venable Foundation
Martha and David Webb
Denie and Frank Weil
WVSA School for Arts in Learning Public Charter School

2002-2003 Operating Budget

REVENUES	Year to Date Actual
Per Pupil Charter Payments	5,331,396
Federal Entitlements	187,110
Income from Grants and Donations	395,514
Other Income	34,771
TOTAL REVENUES	\$5,948,791
EXPENSES	
Personnel Salaries and Benefits	
Principal/Executive Salary	112,375
Teachers Salaries	1,332,244
Other Ed. Professionals Salary	664,821
Other Staff Salaries	236,570
Employee Benefits	426,905
Special Education Contractors	78,261
Subtotal: Personnel Costs	\$2,851,176
Direct Student Costs	
Textbooks	33,146
Catering	369,912
Contracted Services	11,568
Instructional Materials	22,864
Standardized Testing	7,383
Staff Development	29,554
Student Programs	40,003
Office Supplies	16,220
Yearbook	1,770
Student Supplies	441
Subtotal: Direct Student Costs	\$532,861
Occupancy Expenses	
Contracted Services	145,124
Lease	12,000
Repairs and Maintenance	73,625
Security Services	116,794
Utilities	175,318
Subtotal: Occupancy Expenses	\$522,861
Office Expenses	
Awards/incentives	4,538
Cellular Phone Services	21,897
Computer Supplies	1,324
External Connections	16,863
Postage	4,094
Printing	5,607
Server Maintenance Services	102,179
Telephone-landlines	42,596
Subtotal: Office Expenses	\$199,098

EXPENSES (cont'd.)	Year to Date Actual
General Expenses	
Administrative Software	41,675
Advertising	4,719
Athletic Equipment and Fees	40,937
Charter Administrative Fee	28,670
Clothing	110
Conference	10,746
Consultants	37,793
Contingency	0
Employee Recruitment	23,089
Employee Uniforms	600
Equipment Leasing	19,619
Equipment Purchases	5,637
Gasoline, Oil and Grease	1,004
General Expenses	43,859
General Supplies	21,429
Insurance	76,861
Legal Services	6,868
Service Agreements	142,713
Student Recruitment	6,671
Student Affairs	15,314
Transportation	34,514
Transportation Reimbursements	594
Vehicle Repair	1,719
Interest	248,581
Depreciation	636,000
Subtotal: General Expenses	\$1,449,722
TOTAL EXPENSES	\$5,555,718
EXCESS (OR DEFICIENCY)	\$393,073

II. School Performance

A. Evidence of Performance and Progress

A c a d e m i c P e r f o r m a n c e G o a l s

Performance Goal 1.1 Students are prepared for college admission

Measure

Preliminary Scholastic Aptitude Test (PSAT)

The PSAT is used nationwide to prepare students for the SAT. The PSAT is targeted to 11th grade performance levels. In the 11th grade year, the PSAT also serves as the National Merit Scholarship Qualifying Test (NMSQT). This test is administered to SEED PCS students in grades 9-11 in October of each year. The first group of SEED 9th grade students were administered the test on October 17, 2000. PSAT results will be used as a diagnostic tool to identify student strengths and weaknesses in order to support instruction. The PSAT also serves as a college admissions process and preparation tool. Each section of the PSAT is scored out of 80 possible points.

Annual Targets

Proposed targets:

1. Students mean scores will increase at least five points between 9th and 10th grade administrations.
SEED DID NOT MEET THIS GOAL FOR 2002-2003.

Five-Year Targets

Proposed targets:

1. To meet our annual targets consistently.

Performance Results

Class of 2004 – Mean PSAT/NMSQT Scores

Area / Year	2000 – 9 th Grade	2001 – 10 th Grade	2002 – 11 th Grade
Verbal	29	35	40
Math	29	35	38
Writing	35	35	39

Class of 2005 – Mean PSAT/NMSQT Scores

Area / Year	2001 – 9 th Grade	2002 – 10 th Grade	2003 – 11 th Grade
Verbal	27	30	
Math	32	32	
Writing	35	35	

Class of 2006 – Mean PSAT/NMSQT Scores

Area / Year	2002 – 9 th Grade	2003 – 10 th Grade	2004 – 11 th Grade
Verbal	32		
Math	31		
Writing	38		

Performance Goal 1.2 Students are literate and numerate using their abilities to critically process and apply their knowledge.

Performance Measures

Stanford-9 Achievement Test (SAT-9)

The SAT-9 is administered to students in the spring of each year. We use three measures within the SAT-9 results to gauge student achievement.

1. We use the "Average Normal Curve Equivalent (NCE) Gain in Reading and Math" to account for students whose performance is at either extreme in the range of scores. The gain refers to accelerated growth, that is, student growth beyond one year's growth. A gain of zero NCEs indicates that students made one-year of improvement. A gain greater than zero indicates that students made more than one year of improvement. We measure our success by demonstrating an NCE gain greater than zero. This measure allows for a matched-comparison of individual student growth and is the most accurate accountability measure for the SAT-9.
2. We also use the "Performance Standards," which are criterion-referenced levels. These are performance levels based on the judgment of a panel of experts assembled by the test publisher. The "Below Basic" level indicates little to no mastery of the fundamental skills at that grade level. "Basic" indicates mastery of the basic skills at that grade level, while "Proficient" denotes superior mastery, and "Advanced" signifies mastery of skills beyond grade level as determined by the test publisher's panel of experts. The performance standards change over grade levels and the shift between middle school and upper school standards is significant. Therefore, we expect to see a downward turn in performance between the 8th and 9th grade results; our targets reflect this expectation. This performance standard is not comparable across grade levels.
3. To further demonstrate our students' improvement we use the "Mean p-Value." The p-Value is the percentage of students that answer a test item correctly. The mean p-Value is a simple average of the p-Values for all items in the sub-test. We expect to see an annual increase in the Mean p-Value in every sub-test. This will demonstrate that our students are increasingly answering questions in a sub-test correctly. This performance is not reflected in the NCE gains or performance standards.

Statistically, NCE gain results and performance standard results cannot be compared. The method of determining the scores can produce a paradoxical result. A student with above average NCE results can be reported as at the below basic performance standard. No comparison can be drawn between the measures.

Below are our annual targets and our performance results. Our targets are based on annual measures; therefore, we have not stated five-year targets. Meeting our annual targets in each of the five-years is our overall target. The [bracketed data] in the tables below represent our intended targets.

Annual Targets

1. Our students will demonstrate an average NCE gain greater than zero.
SEED MET THIS TARGET FOR 2002-2003.
2. At least 50% of our students will demonstrate a NCE gain in reading and math.
SEED DID NOT MEET THIS TARGET FOR 2002-2003.
3. The percentage of students in the below basic reading performance standard will decrease by 20% between grades 7 and 8 and between grades 9,10, and 11.
SEED MET THIS TARGET FOR 1 OF 3 APPLICABLE GRADE LEVELS FOR 2002-2003
Class of 2004 did not meet this target.
Class of 2005 and 2007 did not meet this target.

4. The percentage of students in the below basic mathematics performance standard will decrease by 15% between grades 7 and 8 and between grades 9,10, and 11.
SEED DID NOT MEET THIS TARGET FOR 2002-2003.

5. The Mean p-Value in every sub-test will increase.
SEED MET THIS TARGET FOR AT LEAST ONE SUB-TEST AT EACH GRADE LEVEL IN 2002-2003

Class of 2004 increased in Reading-Vocabulary and Reading Comprehension.

Class of 2005 increased in Reading-Vocabulary

Class of 2006 increased in all three sub-tests

Class of 2007 increased in Reading-Comprehension and Mathematics-Problem Solving

Five-Year Target

- To meet our annual targets consistently.

Performance Results

Note: The [bracketed data] indicates our intended target

School-wide Average NCE Gains and the Percent of Students with Gains

Test Date	Average NCE Reading Gain	% of Students with Reading Gain	Average NCE Math Gain	% of Students with Math Gains
2000	.28 >0]	48 % [50%]	4.5 >0]	76 % [50%]
2001	.06 >0]	54 % [50%]	4.91 >0]	77 % [50%]
2002	-0.53 >0]	65 % [50%]	1.07 >0]	50 % [50%]
2003	0.5 >0]	46.3% [50%]	0.9 >0]	42.5% [50%]

Class of 2004

Class of 2004 Percent of Students meeting Stanford-Nine Reading Performance Standards

Test Date	Grade	Below Basic	% Change	Basic	Proficient	Advanced
1999	7	31%	N/A	51%	18%	0
2000	8	18%	-41% [-20%]	56%	26%	0
2001	9	39 %	N/A	52%	10%	0
2002	10	43%	+9% [-20%]	39%	17%	0
2003	11	32%	[-20%]	50%	14%	5%

Class of 2004 Percent of Students meeting Stanford-Nine Math Performance Standards

Test Date	Grade	Below Basic	% Change	Basic	Proficient	Advanced
1999	7	72%	N/A	25%	3%	0
2000	8	59%	-18% [-15%]	38%	3%	0
2001	9	55%	N/A	35%	10%	0
2002	10	78%	+29% [-15%]	17%	4%	0
2003	11	82%	[-15%]	18%	0	0

Class of 2004 Mean p-Values by Sub-Test

Test Date	Grade	Mean p-Values			
		Reading Vocabulary	Reading Comprehension	Mathematics: Problem Solving	Mathematics: Procedures
1999	7				
2000	8	60%	63%	44%	44%

				Mathematics ¹ :	
2001	9	63 %	56 %	46 %	--
2002	10	67 %	63 %	44 %	--
2003	11	70%	70%	42%	--

Note: Data for 1999 is not available.

Class of 2005

Class of 2005 Percent of Students meeting Stanford-Nine Reading Performance Standards

Test Date	Grade	Below Basic	% Change	Basic	Proficient	Advanced
2000	7	30%	N/A	59%	7%	4%
2001	8	21%	-30%[-20%]	61%	18%	0
2002	9	29%	N/A	71%	0	0
2003	10	75%	[-20%]	25%	0	0

Class of 2005 Percent of Students meeting Stanford-Nine Math Performance Standards

Test Date	Grade	Below Basic	% Change	Basic	Proficient	Advanced
2000	7	62%	N/A	35%	0	4%
2001	8	57%	-8% [-15%]	36%	7%	0
2002	9	36%	N/A	64%	0	0
2003	10	100%	[-15%]	0	0	0

Class of 2005 Mean p-Values by Sub-Test

Test Date	Grade	Mean p-Values			
		Reading Vocabulary	Reading Comprehension	Mathematics: Problem Solving	Mathematics: Procedures
2000	7	65%	56%	45%	47%
2001	8	62%	61%	47%	39%
				Mathematics	
2002	9	58%	54%	46%	--
2003	10	63%	47%	35%	--

Class of 2006

Class of 2006 Percent of Students meeting Stanford-Nine Reading Performance Standards

Test Date	Grade	Below Basic	% Change	Basic	Proficient	Advanced
2001	7	21%	N/A	66%	13%	0
2002	8	19%	-14% [-20%]	62%	19%	0
2003	9	20%	N/A	64%	16%	0
2004	10		[-20%]			
2005	11		[-20%]			

Class of 2006 Percent of Students meeting Stanford-Nine Math Performance Standards

Test Date	Grade	Below Basic	% Change	Basic	Proficient	Advanced
2001	7	79%	N/A	19%	2%	0
2002	8	67%	-15% [-15%]	30%	2%	0
2003	9	44%	N/A	44%	12%	0
2004	10		[-15%]			
2005	11		[-15%]			

¹ At the 9th grade level, the Stanford-Nine has only one mathematics sub-test.

Class of 2006 Mean p-Values by Sub-Test

Test Date	Grade	Mean p-Values			
		Reading Vocabulary	Reading Comprehension	Mathematics: Problem Solving	Mathematics: Procedures
2001	7	60%	58%	41%	39%
2002	8	60%	62%	42%	36%
				Mathematics:	
2003	9	67%	63%	51%	
2004	10				
2005	11				

Class of 2007

Class of 2007 Percent of Students meeting Stanford-Nine Reading Performance Standards

Test Date	Grade	Below Basic	% Change	Basic	Proficient	Advanced
2002	7	19%	N/A	63%	19%	0
2003	8	17%	[-20%]	56%	27%	0
2004	9		N/A			

Class of 2007 Percent of Students meeting Stanford-Nine Math Performance Standards

Test Date	Grade	Below Basic	% Change	Basic	Proficient	Advanced
2002	7	66%	N/A	32%	2%	0
2003	8	60%	[-15%]	34%	6%	0
2004	9		N/A			

Class of 2007 Mean p-Values by Sub-Test

Test Date	Grade	Mean p-Values			
		Reading Vocabulary	Reading Comprehension	Mathematics: Problem Solving	Mathematics: Procedures
2002	7	67	59	46	40
2003	8	62%	65%	49%	38%
2004	9				

Class of 2008

Class of 2008 Percent of Students meeting Stanford-Nine Reading Performance Standards

Test Date	Grade	Below Basic	% Change	Basic	Proficient	Advanced
2003	7	36%	N/A	47%	17%	0

Class of 2008 Percent of Students meeting Stanford-Nine Math Performance Standards

Test Date	Grade	Below Basic	% Change	Basic	Proficient	Advanced
2003	7	65%	N/A	27%	5%	3%

Class of 2008 Mean p-Values by Sub-Test

Test Date	Grade	Mean p-Values			
		Reading Vocabulary	Reading Comprehension	Mathematics: Problem Solving	Mathematics: Procedures
2003	7	62%	58%	45%	44%

Performance Goal 1.3 The SEED Public Charter School improves student writing abilities.

Performance Measure

SEED Writing Assessment

The SEED Writing Assessment is administered through our Ninth Grade Gate described in I § B. We are expanding this type of assessment to other grade level cohorts. The assessment consists of a writing rubric and prompt. The rubric is based on a one to five scale, with 5 indicating the highest level of writing performance. Students scoring a three or higher have performed basic grade level writing ability. Higher scores indicate a better than basic writing level performance. The writing assessment and rubric is used within the instructional program as a tool for writing development and improvement. The first field test administration took place in winter 2001.

Annual Targets

Proposed targets

1. Students earning 4 and 5 will increase by 10% annually.
SEED DID NOT MEET THIS GOAL FOR 2002-2003

Five-Year Targets

Proposed targets

1. To meet our annual targets consistently.

Performance Results

Class of 2005 Writing Assessment Results by Percent at Rubric Score Level

Test / Score	% earning 4 or 5	5 (Highest)	4	3	2	1 (Lowest)
Winter 2001 – 9 th Grade Gate	40%	7%	33%	50%	10%	0%

Class of 2006 Writing Assessment Results by Percent at Rubric Score Level

Test / Score	% earning 4 or 5	5 (Highest)	4	3	2	1 (Lowest)
Winter 2002 – 9 th Grade Gate	37%	17%	20%	33%	23%	7%

Class of 2007 Writing Assessment Results by Percent at Rubric Score Level

Test / Score	% earning 4 or 5	5 (Highest)	4	3	2	1 (Lowest)
Winter 2003 – 9 th Grade Gate	37%	7%	30%	25%	16%	22%

Evidence of Attainment of IEP Objectives for Students with Disabilities

All SEED students with IEPs made progress on meeting the goals of their Individual Educational Plans (IEP). The special education program is described in I § B.

Year / Attainment	% of Students that Mastered more than 50% of IEP Goals	% of Students that Mastered more than 65% of IEP Goals.	% of Students that Mastered 100% of IEP Goals.
2000-2001	58%	42%	33%
2001-2002	72%	69%	9%
2002-2003	81%	49%	32%

**N o n - A c a d e m i c S t u d e n t P e r f o r m a n c e
G o a l s**

Performance Goal 2.1 Students desire post-secondary education.

Performance Measure

Student Education Aspiration Survey

This survey has been administered since our first year. It is a specific survey measure designed to capture a student's highest educational aspiration and the obstacles they recognize in achieving that educational level. It is administered each spring through an independent evaluation conducted by Randolph Associates on behalf of The SEED Foundation. A member of the independent evaluation team interviews students and scores their responses to create this measurement.

Annual Targets

- 70% or more of first-year students completing that year report an aspiration to attend college for a four-year degree or higher.
SEED MET THIS TARGET IN 2002-2003
- 80% or more of second-year students completing that year report an aspiration to attend college for a four-year degree or higher.
SEED MET THIS TARGET IN 2002-2003
- 90% or more of third-year students completing that year report an aspiration to attend college for a four-year degree or higher.
SEED DID NOT MEET THIS TARGET IN 2002-2003

Five-Year Targets

- By spring 2003, 95% of the students in the class of 2004 will indicate an aspiration to attend professional or graduate school.
SEED MET THIS TARGET
- By spring 2003, 80 % of all students will indicate an aspiration to attend a two- or four-year post-secondary educational institution.
SEED MET THIS TARGET

Performance Results

Class of 2004 Student Education Aspiration Survey Results

Aspiration Level	1998-1999 Year One	1999-2000 Year Two	2000-2001 Year Three	2001-2002 Year Four	2002-2003 Year Five
Four-year college	33%	29%	19%	26%	38%
Professional / Graduate School	43%	50%	77%	30%	58%
Total Reporting 4-year degree or higher	76%	86%	96%	56%	96%

Class of 2005 Student Education Aspiration Survey Results

Aspiration Level	1999-2000 Year One	2000-2001 Year Two	2001-2002 Year Three	2002-2003 Year Four
Four-year college	16%	24%	22%	47%
Professional / Graduate School	59%	72%	22%	41%
Total Reporting 4-year degree or higher	75%	96%	44%	88%

Class of 2006 Student Education Aspiration Survey Results

Aspiration Level	2000-2001 Year One	2001-2002 Year Two	2002-2003 Year Three
Four-year college	31%	32%	20%
Professional / Graduate School	59%	36%	63%
Total Reporting 4-year degree or higher	90%	68%	83%

Class of 2007 Student Education Aspiration Survey Results

Aspiration Level	2001-2002 Year One	2002-2003 Year Two
Four-year college	33%	29%
Professional / Graduate School	36%	55%
Total Reporting 4-year degree or higher	68%	84%

Class of 2008 Student Education Aspiration Survey Results

Aspiration Level	2002-2003 Year One
Four-year college	23%
Professional / Graduate School	57%
Total Reporting 4-year degree or higher	80%

Performance Goal 2.2 Students will demonstrate behaviors that promote a positive learning environment.

Performance Measures

To assess this goal we use several standard school performance measures that are reported to the DC Public Charter School Board. These are traditional school climate and learning environment measures.

1. Average Daily Attendance

This measure tracks our daily attendance as it is reported in the DC Public Charter School Board.

2. Student Suspensions

The number and percent of students suspended longer than 5 days as reported to the DC Public Charter School Board.

3. Students Expulsions

The number and percent of permanent student expulsions as reported to the DC Public Charter School Board.

4. Percent Re-Enrolled

This is our “school holding power” measure. It is the percentage of students who were eligible to re-enroll and did so.

Below are targets and performance results. Our targets are based on annual measures; therefore, we have not stated five-year targets. Meeting our annual targets in each of the five years is our overall goal.

Annual Targets

1. Our average daily attendance will remain above 95%.
SEED MET THIS TARGET FOR 2002-2003
2. Student suspensions will remain under 5%.
SEED MET THIS TARGET FOR 2002-2003
3. Student expulsions will remain under 5%.
SEED DID NOT MEET THIS TARGET FOR 2002-2003
4. The percent of students re-enrolled will remain above 95%.
SEED DID NOT MEET THIS TARGET FOR 2000-2001

Five-Year Target

- We will meet our annual targets consistently.

Performance Results

Learning Environment

Measure	1998-1999 ²	1999-00	2000-01	2001-02	2002-03
Average Daily Attendance		98%	95%	95.5%	95%
Suspensions		3 / 4%	0	15 / 9.7%	10 / 4%
Expulsions		1 / 1%	0	6 / 3.8%	24 / 10%
% Re-Enrolled		98%	99%	77%	91%

² This data is not available for the first year of student enrollment.

Performance Goal 2.3 Students will be able to complete daily life skill routines independently.

Performance Measure

Habits for Achieving Life-Long Success (HALLS) Assessment

SEED students are observed and assessed daily on life skill routines and behaviors (i.e., personal hygiene, room cleanliness, management of personal property, and other behaviors that demonstrate their ability to complete daily life skill routines as young adults). 2000-2001 was the first year we administered this assessment. We collect this performance data as a part of our Ninth Grade Gate described in I § B. We will use this data to inform our parents of student performance and to adjust our programming to support student needs.

Annual & Five-Year Targets

Performance Results

100% of second-year middle school students met this measure. This is the same result as that reported in previous Annual Reports. We are pleased with this performance, but are reviewing whether or not to include the HALLS as an Accountability Plan measure and in what form. (See II § C for further discussion of this measure.) HALLS is a useful incremental, internal measure, but on an annual basis it is difficult to use this measure to evaluate progress.

Performance Goal 2.4 Students will learn social, intellectual, and physical aspects of fitness.

Performance Measure

- **The President's Council on Physical Fitness Program**

Students participate in the National and Presidential Physical Fitness Program by taking each Fitness Challenge, a tool to help young people increase their strength, flexibility and endurance as they learn the basic principles of activity and fitness. The Challenge tests are administered annually and students who meet the program's goals are awarded recognition. Each Challenge is comprised of five athletic events. In order to earn the National or Presidential Award a student must meet the event level/measure in each of the five events. We measure the number and percent of students by grade level and gender that qualify for the program recognition categories.

Annual Targets

NOTE: The President's Physical Fitness Challenge data is not available as of the printing of this report. The SEED School will provide this data to The DC Public Charter School Board as it becomes available.

Proposed Targets:

1. The number of students by grade level earning qualifying scores in 3 and 4 events will increase each year.
2. By 11th grade, 25% of students by class will qualify in 3 or more events

Five-Year Targets

Proposed Targets:

1. To meet our annual targets consistently.

Performance Results

NOTE: Despite the downward trend reported in the data below, SEED students' physical fitness saw noted improvement. Not noted in this report is the number of students that qualified for one or more event. This number dramatically increased from the 2000-2001 school year.

School-Wide Event and Award Results by Total Number and Percent

Year/Placement	No./% Qualifying in 3 Events	No./% Qualifying in 4 Events	No./% Earning National Award	No./% Earning Presidential Award
2000-2001	9 / 7.5%	3 / 2.5%	0	0
2001-2002	3 / 2%	0	0	0
2002-2003				

Class of 2004 Event and Award Results by Total Number and Gender

Year/Placement	No. Qualifying in 3 Events	No. Qualifying in 4 Events	No. Earning National Award	No. Earning Presidential Award
2000-2001 – 9 th Gr.	3M+1F=4	1M=1	0	0
2001-2002 --10 th Gr.	0	0	0	0
2002-2003 – 11 th Gr.				

Class of 2005 Event and Award Results by Total Number and Gender

Year/Placement	No. Qualifying in 3 Events	No. Qualifying in 4 Events	No. Earning National Award	No. Earning Presidential Award
2000-2001 – 8 th Gr.	2M=2	0	0	0
2001-2002 – 9 th Gr.	1M=1	0	0	0
2002-2003 – 10 th Gr.				

Class of 2006 Event and Award Results by Total Number and Gender

Year/Placement	No. Qualifying in 3 Events	No. Qualifying in 4 Events	No. Earning National Award	No. Earning Presidential Award
2000-2001 – 7 th Gr.	2M+1F=3	1M=1F=2	0	0
2001-2002 – 8 th Gr.	2M=2	0	0	0
2002-2003 – 9 th Gr.				

Class of 2007 Event and Award Results by Total Number and Gender

Year/Placement	No. Qualifying in 3 Events	No. Qualifying in 4 Events	No. Earning National Award	No. Earning Presidential Award
2001-2002 – 7 th Gr.	0	0	0	0
2002-2003 – 8 th Gr.				

Class of 2008 Event and Award Results by Total Number and Gender

Year/Placement	No. Qualifying in 3 Events	No. Qualifying in 4 Events	No. Earning National Award	No. Earning Presidential Award
2002-2003 – 7 th Gr.				

O r g a n i z a t i o n & M a n a g e m e n t
P e r f o r m a n c e G o a l s

Performance Goal 3.1 The SEED School will create a supportive environment to partner with families in the holistic education of our students.

Performance Measures

We use three measures to assess our performance for this goal.

1. Parent Satisfaction

As a part of an independent evaluation of our school conducted by The SEED Foundation, our parents participate in focus group discussions that collect an anecdotal record of our parents' perceptions of their experience at the SEED PCS. The independent evaluators produce a "Likes" and "Dislikes" statement for parents and students. The focus group statements are not a survey of the entire parent population, but only reflect a random sampling of our parents. A general satisfaction survey is administered each spring, beginning in 2001. This survey will be the measure we use to gauge parent satisfaction.

2. Percent of Parents Who Participate in The SEED Public Charter School Parent Organization

The percent of parents and/or legal guardians that participate in the SEED PCS Parent Organization is calculated for this measure. Our parent organization meets regularly to discuss school related issues. The organization has three parent-chaired Committees (academic, discipline, and boarding) as well as the Parents Advisory Council to the Head of School. The Council and Committees meet regularly to discuss school policy with the leadership of the School.

3. Percent of Parents who participate in SEEDs of Success Programs

The SEED School offers regular programs to parents addressing parenting and college preparation activities. These programs occur on a quarterly basis and we measure the percent of parents that attend at least one program session within an academic year.

Annual Target

1. Increase parent participation by 5% over previous years' participation
SEED CONTINUED TO HAVE 100% PARENT PARTICIPATION.
2. Each year the number of families who participate in at least one SEEDs of Success Program that year will increase by 10%.
SEED MET THIS TARGET FOR 2002-2003
3. Proposed target:
75% or more of our parents will agree or strongly agree with that statements asked in the climate survey.
SEED MET THIS TARGET FOR 2002-2003

Five-Year Target

1. To meet annual targets consistently.

Performance Results

Parent Participation

Measure/Year	No. of Parents in SOS	Mean No. of Parents in SOS Programs
2000-2001	120	57
2001-2002	154	62
2002-2003	230	115

Parent Satisfaction – Spring 2003

Item	% Responding “Strongly Agree”	% Responding “Agree”	% Responding “Neutral”	% Responding “Disagree”	% Responding “Strongly Disagree”
My child is safe in this school.	60	30	5	0	5
Teachers and administrators in this school care about students	66	18	8	3	5
This school makes sure that students learn.	59	21	13	5	2
I am able to talk to my child’s teachers when I need to	53	21	13	5	5
I would recommend this school to other parents	73	13	8	3	3

Parent Satisfaction – Spring 2002

Item	% Responding “Strongly Agree”	% Responding “Agree”	% Responding “Neutral”	% Responding “Disagree”	% Responding “Strongly Disagree”
My child is safe in this school.	60	33	6	0	0
Teachers and administrators in this school care about students	33	60	6	0	0
This school makes sure that students learn.	47	53	0	0	0
I am able to talk to my child’s teachers when I need to	40	40	20	0	0
I would recommend this school to other parents	40	47	6	6	0

Parent Satisfaction – Spring 2001

Item	% Responding “Strongly Agree”	% Responding “Agree”	% Responding “Neutral”	% Responding “Disagree”	% Responding “Strongly Disagree”
My child is safe in this school.	39	44	13	4	0
Teachers and administrators in this school care about students	31	49	18	2	0
This school makes sure that students learn.	34	33	21	9	2
I am able to talk to my child’s teachers when I need to	27	44	11	11	7
I would recommend this school to other parents	32	45	14	7	2

B. Unique Accomplishments

- **New Head of School:** At the end of the 2002-2003 school year, Dr. Richard Jung began his tenure as Head of School. Dr. Jung served as the Headmaster at The Bullis School in Potomac, Maryland for the past eleven years. He earned a doctorate in educational administration and policy analysis from Stanford University in 1983. He served as a research fellow at Stanford's Institute for Research on Educational Finance and Governance, as the research director for the National Advisory Council on the Education of Disadvantaged Children and as a senior analyst at the National Institute of Education. Dr. Jung's career in education spans more than 30 years and includes experience as a high school English teacher, as a college professor and senior positions in inner-city schools, private schools and the U.S. Department of Education. Dr. Jung began his transition to assume Head of School duties in December 2002.
- **Leadership Stability:** SEED's leadership team, with the exception of the new Head of School appointment, saw no attrition. This is not noted in the staff statistics section of the report, but is a significant accomplishment that has brought program stability and continued development of a positive school culture.
- **Continued Facilities Construction:** At the start of the 2002-2003 school year, SEED opened its third campus building, Brown Hall. This is a female dormitory housing 150 students and additional boarding faculty. In early winter, we began construction on the fourth and final structure, the student center/gym, which opened in September 2003.
- **Middle States Accreditation Candidacy:** In January 2003, SEED had a site visit by Dr. Susan Nicholas of the Middle States Association of Schools and Colleges. SEED was official status as a candidate for Middle States Accreditation. SEED anticipates gaining accreditation at the end of the 2003-2004 school year.
- **Greece Summer Scholars:** Eight middle and upper school students traveled to Greece for a 14-day study trip supported by The Greek Embassy and The Society for The Preservation of Greek Heritage. The student-travelers participated in an after-school Greek studies course during the 2002-2003 school year. High-performing students are provided an all-expense-paid opportunity to travel to Greece in June and July 2003. Students visited Athens, Thessaloniki, Delphi, and traveled to the island of Spetse.
- **College Preparation Program:** SEED hired a full-time college counselor to oversee all college admissions activities beginning in the 2002-2003 school year. Numerous college representatives began visiting SEED. All members of the first graduating class, 2004, embarked on a one-week college tour through the South during April vacation.
- **Writers in The Schools:** In 2002-2003, SEED continued to participate in a PEN/Faulkner Foundation program that provided books to our students in advance of the author leading a class discussion with students. Several authors visited the school in 2002-2003. SEED is continuing this program in 2003-2004.
- **Marshall-Brennan Fellows Program:** The 2002-2003 school year was the second year that SEED partnered with the American University School of Law to bring third year law students to SEED's campus daily to teach a constitutional law class to upper school students. SEED is continuing this program in 2003-2004.
- **Quarter for Kids/Ethiopia:** In 2002-2003, SEED began to participate with a new DC area project working on creating local sustainable solutions to hunger issues. With support from the Case Foundation and Share our Strength, SEED was able to send a boarding instructor to Ethiopia to learn about the current famine crisis with four other DC teachers. That boarding instructor is spearheading efforts at SEED to teach students about the hunger issues in Ethiopia and here in DC. Students participate in community service projects meeting the needs of the hungry. The goal of the program is to send students to Ethiopia in summer 2004.
- **Experience in International Living:** Two Twelfth-grade students traveled to Mexico and Costa Rica with the Experience in International Living program. Each five-week program placed the student with a host family and provided guided travel throughout the country.
- **National Outdoor Leadership School (NOLS):** One boarding faculty member attended an outdoor leadership program in the Pacific Northwest with NOLS.

- **City Kids Wilderness Program:** Twenty-seven middle school students spent three weeks at a ranch in Wyoming with the City Kids Wilderness Program. In late June, they traveled to Wyoming to horseback ride, backpack in the northern Rockies, and canoe the wild rivers of the north country. This is SEED's third year participating with City Kids.
- **City Year – Young Heroes Partnership:** SEED continued a strong relationship with City Year-Washington, D.C. City Year Corps Members volunteered on-campus two days a week throughout the school year and our students participated in City Year's Young Heroes Corp serving the DC community.

C. Lessons Learned and Actions Taken Based on Accountability Information

- Although we have made modest improvement as measured by Stanford-Nine gains, we recognize that we need to better prepare our students for the challenges that standardized testing presents. This applies to our PSAT performance as well as SAT-9. We continue to review and revise our teaching and learning practices in order to improve student performance on the SAT-9/PSAT. SEED school leadership continues to review test scores, best practices, and take action to revise organizational practices. We implemented an action plan for both classroom and boarding instruction during the 2002-2003 school year based on item analysis of the SAT-9 and PSAT results. We believe this action plan helped guide the more consistent improvement that we note in our 2003 scores. The practices adopted through the implementation of the action plan are being refined and continue as organizational practices in the 2003-2004 school year.
- In our non-academic student performance section, we detail and include the HALLS as a measure. The HALLS is our social, boarding life skills measure that provides a mechanism for capturing data on student social-life skill behaviors. The HALLS currently focuses on our middle school population as a part of our Ninth Grade Gate (see I § B). We are actively expanding the program into our upper school. The HALLS data is useful to parents to note student progress throughout the year. As a routine, internal measure HALLS is useful. We need to consider not having HALLS as an Accountability Plan measure or revise how the measure is tracked in this report.
- In our non-academic student performance section, we detail and include the Presidential Fitness Program as a measure. We are not pleased with our overall performance. In 2003-2004 we hired a new athletic director who has proposed changes to our physical fitness and athletic program. We are enthusiastic about the future growth of our athletics and physical education program under his leadership.

D. Reporting Accountability Information

The school calendar is the primary vehicle used to communicate the dates of student meetings, parent meetings, staff meetings, assessment report dissemination, professional development activities, and in-service training sessions. We implemented the following methods of sharing accountability information during the 2002-2003 school year:

- Parent Chaired Committees (Academic, Discipline & Residential),
- Parent Advisory Committee to the Head of School,
- Monthly Parent News Letters,
- Bulletins to all staff,
- Staff/faculty meetings,
- Parent copies of Stanford-9 results and student/parent information sessions,
- Parent assemblies,
- Student assemblies.

E. Improving the School's Accountability Plan

The DC Public Charter School Board approved our Accountability Plan in June 2001. We view the Accountability Plan as an evolving document that will continue to be shaped by the experiences of the school and our students.

After the fifth-year review in early 2003-2004, we plan on significantly revising our Accountability Plan to have less, but more focused measures that reflect school priorities. We will also merge our Charter Board Accountability Plan with our Middle States Accreditation Plan to have one seamless guiding document.

Over the five years of operation, SEED has learned a great deal about its organizational culture and how to better leverage the organization to produce results. We need to focus on more external assessments and measures that gauge student performance in comparison to a larger college preparatory base of students. We are exploring external assessment options and thinking about how our Plan needs to better reflect SEED's mission and priorities. We look forward to revising our Accountability Plan for the next five-year duration.

III. Financial Audit

The Seed Public Charter School's certified public accounting firm, McGladrey & Pullen, LLP, has not completed their annual financial audit for the 2003 fiscal year. Once the audit is completed and the report received, The SEED School will provide a copy to The DC Public Charter School Board.

Appendix I

OCT 29 RECD

The SEED Public Charter School
of Washington, D.C.

A N N U A L R E P O R T

A c a d e m i c Y e a r 2 0 0 3 - 2 0 0 4

Presented to
The District of Columbia Public Charter School Board
on
November 1, 2004

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I. School Description

A. Mission and Belief Statements

The SEED Public Charter School is a public, college preparatory boarding school whose primary mission is to provide an outstanding, intensive educational program that prepares children, both academically and socially, for success in college.

The SEED School believes:

- A sense of belonging and community makes achievement possible.
- Students provided learning opportunities will become educated contributors to society through perseverance, reflection, and practice.
- Educators provide learning opportunities within a sustainable adult culture that values perseverance, reflection, and practice.
- A boarding school learning environment is critical to improve our students' ability to be fully prepared for success in college and life.
- The community of students, parents, faculty, and school leaders are partners for successful learning
- The community should support cohesiveness among all school components including boarding, academic, athletics, and the arts.
- The cohesiveness of a community is dependent upon clear and consistent speaking, listening, and dialogue.
- The SEED core values educate the choices we make as a school community

B. School Program

In the 2003-2004 school year, The SEED Public Charter School served 300 young men and women, age eleven to eighteen, in grades seven through twelve. This school year was the first for SEED to have a graduating class. These inaugural graduates, the class of 2004, entered SEED's program six-years ago as the first cohort of students. Every graduate in the class of 2004 was accepted to a college or university.

The 2003-2004 school year began on September 3, 2003 and closed on June 18, 2004.

The curriculum of the school is designed to prepare our students for college acceptance and graduation from college. Students have access to computers and research materials to assist them with their work, both of which are available during school hours and afterwards.

Boarding Curriculum

The unique nature and mission of The SEED Public Charter School provides round-the-clock learning opportunities. The boarding program incorporates study habits, life skills development, athletics, and enrichment activities into the daily life of all students. Students are assessed based on the boarding curriculum standards entitled HALLS (Habits for Achieving Life-Long Success), and receive a detailed HALLS report card evaluating their development. Students also are required to participate in community service programs. Students reside on-campus Sunday evening through Friday evening weekly and on rotating weekends throughout the school year.

Middle School Academic Curriculum

The middle school, which includes the seventh and eighth grades, is a transitional period for our students. Transitioning our students to the academic rigor of the middle school from their previous self-contained elementary school classrooms is the foundation of our program. The goal of the middle school program is to prepare them for success in an academically demanding upper school.

Passage from middle school to high school at SEED is determined by use of The Ninth Grade Gate. The Gate is a SEED-developed assessment system that holds students accountable to a performance framework of benchmarks based on national standards. The Ninth Grade Gate ensures that students who enter upper

school are equipped with the skills to be successful in a college preparatory curriculum. The Ninth Grade Gate focuses on basic skill development for everyone in the middle school. Students who do not meet The Ninth Grade Gate expectations remain in middle school until they achieve those standards. We believe that this is the only way to ensure that our high school students are prepared to tackle the college preparatory upper school curriculum.

Middle school students enrolled in language arts (separate writing and reading courses), mathematics, science, social studies, technology, music, art, and health & wellness courses.

Upper School Academic Curriculum

In the 2003-2004 school year, our curriculum expanded to include an upper school program meeting the needs of our first twelfth grade students. The upper school provides rigorous and relevant courses and experiences that will prepare students to be admitted to and be successful in college-level education. Upper school students were enrolled in the following course areas: English, mathematics, science, social studies, music, technology, art, physical education/health, and Spanish. In addition, students enrolled in elective courses in either constitutional law, leadership, web design, creative writing, or finance. Advanced Placement courses were offered in US Government and Politics as well as English Language and Composition. Every student enrolled in an AP course took the exam. Fourteen AP exams were administered in the 2003-2004 school year. Students must earn 26 credits to graduate.

The Special Education Program at SEED is based on the inclusion and resource room models. The special education teachers work in collaboration with regular education teachers to assist students with content and instructional planning. For example, activities and texts are modified for the special education students, study guides and test preparation sessions are arranged, and students are presented with information in a manner that is conducive to their learning styles. The special education teachers use the resource room to instruct students who are not at grade level or who need services outside of the regular classroom

C. School Staff

School Leadership

Dr. Richard Jung, *Head of School*

Mr. John Ciccone, *Assistant Head of School*

Mr. Josh Edelman, *Director of Academic Programs*

Ms. Shantelle Hughes, *Director of Boarding Program, (Ms. Jacqueline Stennett, Director 2003-2004)*

Mr. John Howe, *Director of Business Operations*

Ms. Lesley Poole, *Director of Admissions and Community & Parent Relations*

Position	Number	Number with Bachelors degree	Number with Masters degree or higher	Number with degree in field	Number Meeting NCLB HQF Requirements
Head of School	1	1	1	1	N/A
Directors / Administrators	10	10	10	9	N/A
Boarding Instructors / Boarding Community Coordinators	29	25	6	N/A	N/A
Classroom Teachers <i>full-time</i>	24	24	13	22	22
Special Education Teachers <i>full-time</i>	3	3	2	2	N/A
Librarian/Media Specialist	1	1	1	1	N/A
Counselors	2	2	2	2	N/A
Support Staff	20	12	3	N/A	N/A

Teacher Attrition Rate is 18 %. During the period of 2003-2004 to 2004-2005, 22 of 27 (82%) full-time classroom and special education teachers were retained into the 2004-2005 school year.

Teacher / Student Ratio is 1:12

Note: the ratio is based on 305 students and 26 classroom teachers.

D. Student Characteristics

Enrollment

Total Students Grades 7-12	305
----------------------------	-----

Gender

% Male	48%
% Female	52%

Race

% African- American	98%
% Hispanic	2%

Student Services

% Limited English	0
% Special Education	13%
% Free or reduced lunch	74.35%

Attendance Data

Average Daily Membership	287
% Average Daily Attendance	93.68%

Student Attrition & Re-enrollment

Re-enrollment rate (the percentage of students that were eligible to re-enroll in Fall 2004 and did so)	80%
# of students transferring out of SEED	92 ¹
# of dropouts (students not enrolling in other educational program)	0

¹Reflects withdrawn and dismissed students between 9/03 and 9/04

Grade Advancement

% of second-year MS students entering 9 th grade in 2004-2005	75%
% of 9 th grade students promoted to 10 th grade in 2004-2005	83%
% of 10 th grade students promoted to 11 th grade in 2004-2005	96%
% of 11 th grade students promoted to 12 th grade in 2004-2005	86%

Class of 2004 Graduation Data

Number of students graduating	21
Number in graduating class at start of 2003-2004 school year	21
Number taking SAT	21
Average Verbal SAT Score	437
Average Math SAT Score	453
Number of AP courses	2
Number enrolled in AP Courses	14
Number enrolling in college	21

E. Governance/ Board of Trustees

Board of Trustee Meetings, 2003-2004

September 25, 2003

December 11, 2003

March 18, 2004

May 20, 2004

Board of Trustees 2003-2004

<i>Name</i>	<i>Affiliation</i>	<i>Address</i>	<i>Committee Memberships</i>
Eric Adler <i>Chairman of the Board</i>	Adler Associates	5530 Wisconsin Avenue, Ste 1460 Chevy Chase, MD 20815	Executive Committee Education Committee Budget, Finance, & Audit Committee
Katherine Bradley	Advisory Board Foundation	600 New Hampshire Avenue, NW Washington, DC 20037	Parent & Community Relations
Don Brown	JBG Companies	5301 Wisconsin Avenue, NW, Ste. 300 Washington, DC 20015	Budget, Finance, & Audit
Wallace Christener <i>Treasurer</i>	Venable, Baetjer, Howard & Civiletti	1201 New York Avenue, NW Ste. 1000 Washington, DC 20005	Budget, Finance, & Audit
Kate Clark		4 East Kirke Street Chevy Chase, MD 20815	Education Committee
Dr. Richard K. Jung <i>President & Head of School</i> <i>Ex Officio Member</i>	The SEED School	4300 C Street, SE Washington, DC 20019	
Rita Maverick <i>Parent</i>		4521 17 th Street, NE Washington, DC 20017	Parent & Community Relations
Marc Miller	McLeod, Watkinson & Miller	1 Massachusetts Avenue, NW, Ste. 800 Washington, DC 2001	Executive Committee
Marina Ottaway	Carnegie Endowment for International Peace	1779 Massachusetts Avenue, NW Washington, DC 20036	Executive Committee Education Committee
Penelope Peskowitz		4817 Essex Avenue Chevy Chase, MD 20815	
Jeff Sindler	St. Ignatius School	740 North Calvert Street Baltimore, MD 21202	Education Committee
Kenneth Slaughter	Venable, Baetjer, Howard & Civiletti	1201 New York Avenue, NW, 10 th Floor Washington, DC 20005	Executive Committee Education Committee
David Steinberg	SwapDrive, Inc.	1313 F Street, NW	Budget, Finance, & Audit

		Washington, DC 20004	Committee
Rajiv Vinnakota	The SEED Foundation	1712 Eye Street, NW, Ste. 300 Washington, DC 20006	Executive Committee Budget, Finance, & Audit Committee Construction Committee Parent & Community Relations
Clarice Walker	Howard University	9101 Crosby Road Silver Spring, MD 20910	Parent & Community Relations
Jacquelyn Wilkerson <i>Parent</i>		5128 South Dakota Avenue, NE Washington, DC 20017	Education Committee Parent & Community Relations Committee

Advisory Committee

Name	Affiliation
Derek M. Abruzzese	
Lisa Berstein	Bernstein Management
Adam Bock	
Garland Branch	
John Brothers	America's Promise
Emmanuel Carr	
Dr. James Comer	Yale University
Peter Edelman	
Ann Fleming	
Matt Galumbeck	
Antoine Garibaldi	
William M. Hardt	Princeton University
Scott Hutchinson	The Webb School of Knoxville
Ruth Leffall	
Charles P. Lord	
Gay Lord	
John Neiswender	
Johnny E. Parham	Thurgood Marshall Scholarship Fund
Helen Philon	
Eileen Shields-West	
Bruce Stewart	Sidwell Friends School
Lucinda Sullivan	
William Weil	

F. Finance

The following is a list of donors whose contributions were equal to or exceeded \$500.00 for the year ending June 30, 2004:

American Trading and Production Corporation
Robert Anderson
The Annie E. Casey Foundation
John T. Beaty
Adam K. Bernstein
Richard Binder
Calvin Cafritz
The Carlisle Foundation
Kate D. Clark
Martin Cohen
Diane & Norman Bernstein Foundation
Fannie Mae Foundation
Tawara D. Goode
Pauline Gray
John C. Harris
John W. Hechinger
Anita B. Jones
Lindsey Jurist-Rosner
Ann Korologos
Glen S. Lewy
Max and Victoria Dreyfus Foundation
Charlie Mercer
The Nicholas B. Ottaway Foundation
John G. Patterson
Helen Philon
Settlement Fund
Eileen Shields-West
The Society for the Preservation of the Greek Heritage
David J. Steinberg
The HSC Foundation
The Kirstein Family Foundation
Kevin P. Tighe
The Venable Foundation
Clarice D. Walker
Frank Weil
William G. McGowan Charitable Fund, Inc.

2003-2004 Operating Budget

REVENUES		Annual Budget
Per Pupil Charter Payments		7,900,000
Federal Entitlements		270,000
Income from Grants and Donations		340,000
Other Income		<u>117,000</u>
TOTAL REVENUES		8,627,000
EXPENSES		
<i>Personnel Salaries and Benefits</i>		
Principal/Executive Salaries		622,000
Teacher Salaries		1,414,000
Other Ed. Professionals Salary		1,085,000
Other Staff Salaries		354,000
Employee Benefits		695,000
Special Education Contractors		<u>125,000</u>
Subtotal: Personnel Costs		4,295,000
<i>Direct Student Costs</i>		
Textbooks		35,000
Catering		718,000
Contracted Services		177,000
Field Trips		2,800
General Expenses		64,240
Instructional Materials		19,000
Copier Paper		2,900
Printing		7,100
Standardized Testing		15,000
Staff Development		58,134
Student Programs		75,585
Office Supplies		7,500
Yearbook		2,000
Student Supplies		<u>1,800</u>
Subtotal: Direct Student Costs		\$1,186,059
<i>Occupancy Expenses</i>		
Contracted Services		56,000
Lease		12,000
Repairs and Maintenance		88,000
Security Services		193,858
Utilities		<u>224,000</u>
Subtotal: Occupancy Expenses		\$573,858

EXPENSES
(cont'd.)
Office Expenses

Awards/incentives	5,561
Special Meals	1,250
Cellular Phone Services	15,000
Cable TV Services	2,000
External Connections	12,000
General Expenses	5,000
Postage	8,300
Printing	750
Server Maintenance Services	163,200
Office Supplies	14,065
Storage Media	200
Technology Consumables	2,000
Telephone-landlines	45,000
Subtotal: Office Expenses	\$274,326

General Expenses

Administrative Software	100
Advertising	4,550
Athletic Equipment and Fees	24,200
Books	700
Catering	25,000
Charter Administrative Fee	36,000
Clothing	1,200
Athletic Clothing	14,500
Consultants	3,700
HOS supplemental	100,000
Contingency	100,000
Employee Recruitment	37,500
Employee Uniforms	1,100
Equipment Leasing	29,600
Gasoline, Oil and Grease	3,912
Membership Dues	22,000
General Supplies	33,000
Insurance	103,000
Legal Services	6,000
Tuition Reimbursement	8,000
Signage	500
Service Agreements	138,000
Student Recruitment	3,250
Transportation	44,000
Transportation Reimbursements	1,627
Vehicle Repair	5,618
Interest	525,000
Depreciation	816,000
Subtotal: General Expenses	\$2,088,057

TOTAL EXPENSES	\$8,417,300
EXCESS (OR DEFICIENCY)	\$209,700

II. School Performance

The SEED School's second, five-year cycle Accountability Plan has not been approved by the DC Public Charter School Board. The Accountability Plan that appears on the following pages is a draft document. As of the submission of this Annual Report, SEED and the DC Public Charter School Board are discussing revisions. The entire Accountability Plan that appears on the following pages is subject to revision and final approval by The SEED School.

A. Evidence of Performance and Progress

Academic Goal 1: By June 2008, SEED upper school students will demonstrate increased academic preparation for college admission

<u>Assessment Tool</u>	<u>Performance Indicator</u>	<u>Baseline Performance (2003-2004)</u>	<u>Annual Improvement</u>	<u>Five-Year Target (2007-08)</u>
PSAT	Percent of 11th grade students scoring at or above the PSAT verbal national mean	7.6%	N/A	5-year mean of 12% of 11th grade students at or above PSAT verbal national mean
PSAT	Percent of 11th grade students scoring at or above the PSAT math national mean	0.0%	N/A	5-year mean of 7% of 11th grade students at or above PSAT math national mean
SAT 1	Percent of graduating students score at or above the SAT 1 verbal DCPS-Control Group ¹ mean	95%	N/A	5-year mean of 80% of graduating students scoring at or above SAT 1 verbal DCPS-Control Group mean OR 90% of last three years
SAT 1	Percent of graduating students score at or above the SAT 1 math DCPS-Control Group ¹ mean	90%	N/A	5-year mean of 80% of graduating students scoring at or above SAT 1 Math DCPS-Control Group mean OR 90% of the last three years
Documented college acceptances	Weighted average percent of students accepted at 1 or more post-secondary institutions	100%	N/A	5-year mean of 93% or higher

Academic Goal 2: By June 2008, SEED students will demonstrate improved academic achievement

Stanford-9 Achievement Test ² (SAT-9)	% of students meeting AYP target on the reading sub-test	38.2	Meet or exceed AYP Target	SEED is not "identified for improvement" under NCLB-AYP target score requirements
Stanford-9 Achievement Test ² (SAT-9)	% of students meeting AYP target on the math sub-test	49.4	Meet or exceed AYP Target	SEED is not "identified for improvement" under NCLB-AYP target score requirements
SEED Ninth Grade Gate Math Assessment	Change between first and fourth quarter of the percent of MS 1 students earning passing evaluation on an annually selected ³ Ninth Grade Gate Math category	increase of 19 for Data Analysis Category (2) for 03-04 school year	An increase of 12 or more points in the percentage of students earning passing scores between 1st and 4th quarters of their MS1 year	Exceed annual target in at least 2 of the years reported
SEED Ninth Grade Gate Literacy Assessment	Change between first and fourth quarter of the percent of MS 1 students earning passing evaluation on an annually selected ³ Ninth Grade Gate Literacy category	increase of 15 for Revision Process Category for 03-04 school year	An increase of 12 or more points in the percentage of students earning passing scores between 1st and 4th quarters of their MS1 year	Exceed annual target in at least 2 of the years reported

Non-Academic Goal 3: By 2008, students will demonstrate a college preparatory, boarding school culture

<p>Boarding Program Measure -- Habits for Achieving Life-Long Success (HALLS) Assessment</p>	<p>Change between first and fourth quarter of the percent of MS 1 students earning passing evaluation on an annually selected³ HALLS boarding program category</p>	<p>Baseline to be developed</p>	<p>An increase of x of more points in the percentage of students earning passing scores between 1st and 4th quarters of their MS1 year</p>	<p>Target to be developed once baseline performance is available</p>
<p>Average Daily Attendance</p>	<p>Trend in average daily attendance</p>	<p>94%</p>	<p>N/A</p>	<p>a five -year mean of 94% or higher</p>
<p>Re-enrollment rate⁴</p>	<p>Percent of students re-enrolled⁴</p>	<p>85%</p>	<p>N/A</p>	<p>a five -year mean of 85% or higher</p>
<p>Presidential Physical Fitness Test</p>	<p>Percent of students earning National or Presidential Award recognition</p>	<p>4.7%</p>	<p>Meet or exceed the following annual increases of students earning National or Presidential Awards: 04-05 to 5.7%, 05-06 to 6.7%, 06-07 to 7.7%, 07-08 to 8.7%</p>	<p>Exceed annual target in at least 2 of the years reported</p>

B. Unique Accomplishments

- **SEED Held Its First Graduation:** The inaugural graduating class of 2004 had 21 students receive their diplomas with all being accepted at one or more of their college or university of choice. Class of 2004 graduates matriculated to many institutions of higher learning including the following: Art Institute of Washington, D.C., Georgetown University, Howard University, Johnson and Wales University, North Carolina Agriculture and Technical State University, Princeton, and the University of Pennsylvania. The Class of 2004 graduated on Saturday, June 19, 2004 on The SEED Campus in the Adler-Vinnakota Student Center. Mrs. Alma Powell, author and wife of Secretary of State Colin Powell, addressed the graduates. Mrs. Powell; Mr. Donald Brown, Trustee and SEED supporter; and Ms. Charlise Biard, former Head of School received honorary degrees.
- **SEED In the Media:** SEED and its inaugural graduating class were in the news media throughout the school year. Articles about SEED appeared in *TIME Magazine*, *The Christian Science Monitor*, *Newsweek*, and *The Washington Post*. Video Segments were aired on ABC's Good Morning America, PBS' WETA's Ethics and Religion, as well as CNN's NewsNight.
- **Continued Facilities Construction and Expansion:** At the start of the 2003-2004 school year, SEED opened its fourth and final campus building, The Adler-Vinnakota Student Center. The Student Center houses a full gymnasium with a stage and locker rooms, multi-purpose rooms, a student union lounge, and a full kitchen and dining hall. The school also purchased a nearby residence as the first phase of expanding and diversifying boarding faculty housing options.
- **Middle States Accreditation Candidacy:** Throughout the 2003-2004 school year, SEED remained a candidate for accreditation with the Middle School Association of Schools and Colleges. A successful site visit was held in September 2004 and SEED anticipates receiving accreditation during the 2004-2005 school year.
- **Expanded Arts Program:** SEED expanded its Arts program in the 2003-2004 school year. Students enhanced its music program with additional choir opportunities and added studying guitar with support from The Levine School of Music. In addition, for the first time in four years, SEED students performed a theatrical production. In May 2004, students performed *The Wiz* in the Adler-Vinnakota Center over several nights.
- **Leadership Stability:** SEED's leadership team saw no attrition during the 2003-2004 school year. This is not noted in the staff statistics section of the report, but is a significant accomplishment that has brought program stability and continued development of a positive school culture.
- **Writers in The Schools:** In 2003-2004, SEED continued to participate in a PEN/Faulkner Foundation program that provided books to our students in advance of the author leading a class discussion with students. Several authors visited the school in 2003-2004. SEED is continuing this program in 2004-2005.
- **Marshall-Brennan Fellows Program:** The 2003-2004 school year was the second year that SEED partnered with the American University School of Law to bring third year law students to SEED's campus daily to teach a constitutional law class to upper school students. SEED is continuing this program in 2004-2005 with an additional class in criminal law being offered.
- **Learn Serve Ethiopia:** In 2003-2004, with support from the Case Foundation and Share our Strength, SEED was able to send two faculty members and three students to Ethiopia to learn about the current famine crisis with faculty and students from four other DC area schools. SEED is continuing its relationship with Learn Serve Ethiopia in the 2004-2005 school year.
- **Cornerstones of Community:** As a part of its accreditation process, SEED developed new belief statements, including that "A sense of belonging and community makes achievement possible." Accordingly, the school emphasized this year's focus on our "Cornerstones of Community." The Cornerstones are family-style meals, regular school assembly meetings, new traditions, and boarding/academic faculty collaboration.

C. Lessons Learned and Actions Taken Based on Accountability Information

Based on The DC Public Charter School Board's Fifth-year Review process, SEED created a new Accountability Plan for its second five-year cycle beginning with the 2003-2004 school year. That process aided SEED by making it reflect on its performance and the ways in which SEED measures its tremendous success.

D. Reporting Accountability Information

The school calendar is the primary vehicle used to communicate the dates of student meetings, parent meetings, staff meetings, assessment report dissemination, professional development activities, and in-service training sessions. We implemented the following methods of sharing accountability information during the 2003-2004 school year:

- Our newly formed SEED Advisory Commission to monitor student achievement through the Middle States Accreditation process protocol,
- Parent Chaired Committees (Academic, Discipline & Residential),
- Parent Advisory Committee to the Head of School,
- Monthly Parent News Letters,
- Bulletins to all staff,
- Staff/faculty meetings,
- Parent copies of Stanford-9 results and student/parent information sessions,
- Parent assemblies, and
- Student assemblies.

E. Improving the School's Accountability Plan

As of the submission of the report, the new Accountability Plan has not been finalized. The SEED School and The DC Public Charter School Board are still discussing modifications prior to Charter Board approval.

III. Financial Audit

A. Independent Auditor's Report

Independent Auditor's Report

To the Board of Trustees
The SEED Public Charter School of Washington, D.C.
Washington, D.C.

We have audited the accompanying balance sheet of The SEED Public Charter School of Washington, D.C. (the School), as of June 30, 2004, and the related statements of activities and cash flows for the year then ended. These financial statements are the responsibility of the School's management. Our responsibility is to express an opinion on these financial statements based on our audit. The prior year summarized comparative information has been derived from the School's 2003 financial statements and in our report dated September 12, 2003; we expressed an unqualified opinion on those statements.

We conducted our audit 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 of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

In our opinion, the 2004 financial statements referred to above present fairly, in all material respects, the financial position of The SEED Public Charter School of Washington, D.C., as of June 30, 2004, and the changes in its net assets and its cash flows for the year then ended, in conformity with accounting principles generally accepted in the United States of America.

In accordance with *Government Auditing Standards*, we have also issued our report dated September 29, 2004, on our consideration of the School'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 the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and should be considered in assessing the results of our audit.

McGladrey & Pullen, LLP

Bethesda, Maryland
September 29, 2004

The SEED Public Charter School Of Washington, D.C.

Balance Sheet

June 30, 2004

(With Comparative Totals For 2003)

Assets	2004	2003
Cash and Cash Equivalents	\$ 1,331,354	\$ 1,316,352
Restricted Cash	1,097,405	1,252,137
Accounts Receivable	10,976	13,938
Due from The SEED Foundation, Inc.	106,047	5,000,371
Property and Equipment, net	23,532,007	12,928,051
Bond Issuance Costs, net	364,920	420,906
	\$ 26,442,709	\$ 20,931,755

Liabilities And Net Assets

Liabilities

Accounts payable and accrued expenses	\$ 86,948	\$ 156,111
Capital lease obligation	84,853	102,462
Bonds payable	12,610,000	13,080,000
	12,781,801	13,338,573

Commitments and Contingencies (Notes 7 and 10)

Net Assets:

Unrestricted	13,466,490	7,500,561
Temporarily restricted	194,418	92,621
	13,660,908	7,593,182
	\$ 26,442,709	\$ 20,931,755

See Notes to Financial Statements.

The SEED Public Charter School Of Washington, D.C.

Statement Of Activities
 Year Ended June 30, 2004
 (With Comparative Totals For 2003)

	2004			Total 2003
	Unrestricted	Temporarily Restricted	Total	
Support and Revenue:				
Pupil allocation	\$ 7,917,182	\$ -	\$ 7,917,182	\$ 5,345,694
Contributions from Donors	236,323	156,047	392,370	347,746
Facility contribution from Foundation (Note 9)	5,966,425	-	5,966,425	-
Gifts-in-kind	-	-	-	77,180
Government entitlements	483,941	-	483,941	177,584
Other	103,338	-	103,338	100,970
Net assets released from restrictions	54,250	(54,250)	-	-
Total support and revenue	14,761,459	101,797	14,863,256	6,049,174
Expenses:				
Salaries and benefits	4,646,603	-	4,646,603	2,767,497
Supplies and services	2,936,108	-	2,936,108	2,007,538
Depreciation and amortization	952,549	-	952,549	594,953
Interest expense	260,270	-	260,270	256,533
Total expenses	8,795,530	-	8,795,530	5,626,521
Change in net assets	5,965,929	101,797	6,067,726	422,653
Net Assets:				
Beginning	7,500,561	92,621	7,593,182	7,170,529
Ending	\$ 13,466,490	\$ 194,418	\$ 13,660,908	\$ 7,593,182

See Notes to Financial Statements.

The SEED Public Charter School Of Washington, D.C.

Statement Of Cash Flows
 Year Ended June 30, 2004
 (With Comparative Totals For 2003)

	2004	2003
Cash Flows from Operating Activities		
Change in net assets	\$ 6,067,726	\$ 422,653
Adjustments to reconcile change in net assets to net cash provided by operating activities		
Depreciation and amortization	952,549	594,953
Non-cash contribution - Facility contribution of building from Foundation	(5,966,425)	-
Gifts in kind	-	(77,180)
Changes in assets and liabilities:		
Decrease in:		
Accounts receivable	2,962	35,197
Promises to give	-	589,820
(Decrease) in:		
Accounts payable and accrued expenses	(69,163)	(60,135)
Net cash provided by operating activities	<u>987,649</u>	<u>1,505,308</u>
Cash Flows from Investing Activities		
Purchases of property and equipment	(406,907)	(600,585)
Decrease (increase) in Due from SEED Foundation	(232,863)	(1,674,322)
Decrease in restricted cash	154,732	2,155,199
Net cash (used in) investing activities	<u>(485,038)</u>	<u>(119,708)</u>
Cash Flows from Financing Activities		
Principal payments on capital lease obligation	(17,609)	(3,218)
Principal payments on bonds payable	(470,000)	(845,000)
Net cash (used in) financing activities	<u>(487,609)</u>	<u>(848,218)</u>
Net increase in cash and cash equivalents	15,002	537,382
Cash and Cash Equivalents:		
Beginning	1,316,352	778,970
Ending	<u>\$ 1,331,354</u>	<u>\$ 1,316,352</u>

(Continued)

The SEED Public Charter School Of Washington, D.C.

Statement Of Cash Flows (Continued)
 Year Ended June 30, 2004
 (With Comparative Totals For 2003)

	2004	2003
Supplemental Disclosure of Cash Flow Information:		
Cash paid during the year for interest	\$ 260,270	\$ 256,533
Supplemental Schedule of Non Cash Investing and Financing Activities:		
Facility contribution of completed building from Foundation to School		
Cost basis of buildings transferred	\$ 11,093,612	\$ -
Reduction of inter-company receivable	5,127,187	-
Net contribution	\$ 5,966,425	\$ -
Gifts in kind	\$ -	\$ 77,180
Property and equipment acquired under capital lease obligations	\$ -	\$ 105,680

See Notes to Financial Statements.

The Seed Public Charter School Of Washington, D.C.

Notes To Financial Statements

Note 1. Nature of Activities and Significant Accounting Policies

Nature of activities: The SEED Public Charter School of Washington, D.C. (the School), is a corporation organized for the purpose of operating a public charter school for children residing in Washington, D.C. The School's two principal goals are first to prepare the children attending The School for admission to the nation's finest colleges and universities and/or success in the professional world, and second to develop a model for education targeted at inner-city children which can be successfully duplicated in urban areas throughout the country.

A summary of the School's significant accounting policies follows:

Basis of accounting: The accompanying financial statements are presented in accordance with the accrual basis of accounting, whereby, revenue is recognized when earned and expenses are recognized when incurred.

Basis of presentation: The financial statement presentation follows the recommendation of the Financial Accounting Standards Board in its Statement of Financial Accounting Standards (SFAS) No. 117, *Financial Statements of Not-for-Profit Organizations*. Under SFAS No. 117, the School is required to report information regarding its financial position and activities according to three classes of net assets: unrestricted net assets, temporarily restricted net assets, and permanently restricted net assets. The School did not have any permanently restricted net assets at June 30, 2004.

Charter school agreement: On September 4, 1998, the School entered into a 15-year Charter School Agreement with the District of Columbia Public Charter School Board. Under the terms of this agreement the School will operate a school for students of certain ages and in grades 7 through 12 in accordance with the mission established in the School's by-laws.

Cash and cash equivalents: For purposes of reporting cash flows, the School considers all money market accounts and certificates of deposit with an original maturity of three months or less to be cash equivalents.

Financial risk: The School maintains cash in bank deposit accounts, which at times may exceed Federally insured limits. The School has not experienced any losses in such accounts. The School believes it is not exposed to any significant financial risk on cash.

Property and equipment: Property and equipment are recorded at cost and are being depreciated using the straight-line method over the estimated useful life of the related asset ranging from five to forty years. Artwork is not being depreciated. Normal repairs and maintenance are expensed as incurred. The School capitalizes all property and equipment purchased with a cost of \$1,000 or more.

Impairment of long-lived assets: The School accounts for the valuation of long-lived assets under Statement of Financial Accounting Standards (SFAS) No. 144, *Accounting for the Impairment or Disposal of Long-Lived Assets*. SFAS No. 144 requires that long-lived assets and certain identifiable intangible assets be reviewed for impairment whenever events or changes in circumstances indicate that the carrying amount of an asset may not be recoverable. Recoverability of the long-lived asset is measured by a comparison of the carrying amount of the assets to future undiscounted net cash flows expected to be generated by the assets. If such assets are considered to be impaired, the impairment to be recognized is measured by the amount by which the carrying amount of the assets exceeds the estimated fair value of the assets. Assets to be disposed of are reportable at the lower of the carrying amount or fair value, less costs to sell.

The Seed Public Charter School Of Washington, D.C.

Notes To Financial Statements

Note 1. Nature of Activities and Significant Accounting Policies (Continued)

Bond issuance costs: Legal, accounting, printing costs and other expenses associated with bond issuances are being amortized on the straight-line method over the term of the bonds.

Net assets: Unrestricted net assets are the net assets that are neither permanently restricted nor temporarily restricted by donor-imposed stipulations.

Temporarily restricted net assets result from contributions whose use is limited by donor-imposed stipulations that either expire by passage of time or can be fulfilled and removed by actions of the School pursuant to these stipulations. Temporarily restricted net assets are reported as unrestricted net assets if the restrictions are met in the same period received. Net assets may be temporarily restricted for various purposes, such as use in future periods or use for specified purposes. At June 30, 2004, temporarily restricted net assets represent amounts restricted for specific education related expenses.

Gifts in kind: Gifts in kind are reported at their fair value on the date of the gift.

Pupil allocation: The School receives a student allocation from the District of Columbia to cover the cost of residential and academic expenses. The revenue is recognized in the period when it is earned, which is the school year for which the allocation is made. Unearned pupil allocation received is recorded as deferred revenue.

Recognition of salary expense: Salary expense is recognized in the year the service is rendered which coincides with an academic year. Salaries unpaid at June 30 are recognized as expense and accrued.

Tax status: The School is a tax-exempt organization under Section 501(c)(3) of the Internal Revenue Code and is not considered to be a private foundation. Under Section 501(c)(3) of the Internal Revenue Code, the School is exempt from Federal taxes on income other than unrelated business income. The School did not have any net unrelated business income for the year ended June 30, 2004.

Estimates: The preparation of financial statements requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

Comparative financial information: The financial statements include certain prior-year summarized comparative information in total but not by net asset class. Such information does not include sufficient detail to constitute a presentation in conformity with accounting principles generally accepted in the United States of America. Accordingly, such information should be read in conjunction with the School's financial statements for the year ended June 30, 2003, from which the summarized information was derived.

The Seed Public Charter School Of Washington, D.C.

Notes To Financial Statements

Note 2. Restricted Cash

Restricted cash represents bond proceeds, which have been placed with a bond trustee for the following purposes at June 30, 2004:

Operating reserve	\$ 485,088
Principal sinking fund	224,627
Interest and program expense reserve	218,060
Debt service reserve	136,481
Insurance reserve	21,106
Lease payment reserve	12,043
	\$ 1,097,405

Note 3. Property and Equipment

Property and equipment as of June 30, 2004, consisted of the following:

<u>Asset Category</u>	
Buildings and improvements	\$ 23,431,007
Furniture and fixtures	1,626,202
Computer equipment	637,283
Books	97,205
Vans	100,110
	25,891,807
Less accumulated depreciation	2,359,800
	\$ 23,532,007

Note 4. Bonds Payable

The School issued \$8,105,000 of District of Columbia Pooled Loan Program Revenue Bonds in April 2001, and another \$6,000,000 of bonds in October 2001. All bonds mature on January 1, 2021, with principal due in variable semi-annual installments on July 1st and January 1st. The interest rate is reset weekly based on a competitive auction. At June 30, 2004, this rate is approximately 1.00%. The bonds are supported by a bank letter of credit that expires in March 2006 and is guaranteed by The SEED Foundation, Inc. (the Foundation). The letter of credit balance is reduced on a pro rata basis with each principal payment. Substantially all the assets of the School, as well as future pupil allocation revenues, are pledged as collateral for the loan. The bonds require that certain financial covenants be met, including debt service coverage, and limits on further indebtedness.

The Seed Public Charter School Of Washington, D.C.

Notes To Financial Statements

Note 4. Bonds Payable (Continued)

As a condition to the letter of credit, the School entered a reimbursement agreement, which requires it to make monthly sinking fund payments to debt service escrow accounts for the payment of principal, interest and any bond redemptions payable to the Trustee for the bonds. (See Note 2 for balances at June 30, 2004).

Principal maturities of the bonds payable at June 30, 2004 are due in future years as follows:

Years ending June 30,	
2005	\$ 495,000
2006	520,000
2007	550,000
2008	575,000
2009	610,000
Thereafter	9,860,000
	<u>\$ 12,610,000</u>

Interest expense on the bonds for the year ended June 30, 2004, was \$251,479.

Note 5. Capital Lease Obligation

The School is indebted under an equipment lease, which has been capitalized at the present value of future lease payments. The cost of the equipment approximates \$105,680 at June 30, 2004 and the depreciation expense of the leased asset amounted to \$21,136 for the year ended June 30, 2004. As of June 30, 2004, accumulated depreciation of the leased asset amounted to \$24,659.

Interest expense on the capital lease obligation amounted to \$8,791 for the year ended June 30, 2004.

The future minimum lease payments discounted to reflect their net present value as of June 30, 2004, are as follows:

Years ending June 30,	
2005	\$ 26,400
2006	26,400
2007	26,400
2008	22,000
Total minimum lease payments	<u>101,200</u>
Less imputed interest	16,347
Present value of minimum lease payments	<u>\$ 84,853</u>

The Seed Public Charter School Of Washington, D.C.

Notes To Financial Statements

Note 6. Temporarily Restricted Net Assets

Temporarily restricted net assets are available for the following purposes:

	Balance June 30, 2003	Additions	Release from Restriction	Balance June 30, 2004
Purpose restriction:				
Seeds for Classics - field trips	\$ 71,616	\$ 106,047	\$ -	\$ 177,663
Heffer Family Foundation - professional development	6,774	-	-	6,774
Microsoft	5,081	-	-	5,081
Sriramulu Vinnakota	4,900	-	-	4,900
Annie E. Casey Foundation	-	50,000	50,000	-
Miscellaneous	4,250	-	4,250	-
	<u>\$ 92,621</u>	<u>\$ 156,047</u>	<u>\$ 54,250</u>	<u>\$ 194,418</u>

Note 7. Lease Commitments

The School entered into a 15-year-operating lease for land use beginning February 4, 2000. The base rent shall be \$1,000 per month through April 2005, with scheduled annual rent increases of 2% over the remaining term of the lease. The School has the right to renew the lease for three additional 15-year terms.

The lease agreement provides for rent credits relating to capital improvements at the site. The School will receive a dollar for dollar credit based on capital improvements except that the School shall pay minimum rental of at least \$1,000 per month. The School made improvements in excess of the total rent provided over the lease term. The future minimum lease payments under this arrangement are as follows:

Years ending June 30,	
2005	\$ 12,040
2006	12,281
2007	12,526
2008	12,777
2009	13,032
Thereafter	83,855
	<u>\$ 146,511</u>

Rent expense under the above leasing arrangements was \$12,000 for the year ended June 30, 2004.

The Seed Public Charter School Of Washington, D.C.

Notes To Financial Statements

Note 8. Defined Contribution Retirement Plan

The School participates in a defined contribution retirement plan covering eligible employees. The School contributes an amount equal to 3% of all eligible participants' base salary. For every 1% of salary that each employee contributes to their retirement account through payroll deductions up to 6%, the School will add another 0.5%. The maximum total contribution including matching contributions made by the School would be 6% of salary. Total expense under this plan amounted to approximately \$196,000 for the year ended June 30, 2004.

Note 9. Related Party Transactions

The Foundation has both an economic interest in and controls membership of the School's Board of Trustees. During the year ended June 30, 2004, the School incurred development and other fees for services from the Foundation totaling \$138,000.

During the year ended June 30, 2004 the Foundation transferred the second dormitory building on the grounds of the School to the School in exchange for a reduction in substantially all of the inter-company receivable balance. The School recorded the excess of the transaction of \$5,966,425 as contribution revenue.

Note 10. E-Rate Dispute

The School has been notified of Universal Service Administrative Company's (USAC) assertion that the School is in violation of e-rate funds program's rules. According to USAC, the School must pay back funds used by the School to develop its information technology, which totaled approximately \$426,000. On behalf of the School, in April 2003, its attorneys filed an appeal of the USAC actions to the Federal Communications Commission. This appeal is still pending. No amounts have been accrued for this possible liability at June 30, 2004.

Note 11. Economic Dependency

During the year ended June 30, 2004, the School was heavily dependent on pupil allocations and entitlements from the District of Columbia. These funds aggregated 56.5% of the School's revenue for the year ended June 30, 2004. Reduction of funding from the District of Columbia would have a significant impact on the operations of the School.

McGladrey & Pullen

Certified Public Accountants

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

To the Board of Trustees
The SEED Public Charter School of Washington, D.C.
Washington, D.C.

We have audited the financial statements of The SEED Public Charter School of Washington, D.C. (the School) as of and for the year ended June 30, 2004, and have issued our report thereon dated September 29, 2004. We conducted our audit 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.

Internal Control Over Financial Reporting

In planning and performing our audit, we considered the School's internal control over financial reporting in order to determine our auditing procedures for the purpose of expressing our opinion on the financial statements and not to provide an opinion on the internal control over financial reporting. However, we noted certain matters involving the internal control over financial reporting and its operation that we consider to be reportable conditions. Reportable conditions involve matters coming to our attention relating to significant deficiencies in the design or operation of the internal control over financial reporting that, in our judgment, could adversely affect the School's ability to record, process, summarize, and report financial data consistent with the assertions of management in the financial statements. Reportable conditions are described in the accompanying schedule of findings and responses as items 2004-1 and 2004-2.

A material weakness is a reportable condition in which the design or operation of one or more of the internal control components does not reduce to a relatively low level the risk that misstatements caused by error in amounts that would be material in relation to the financial statements being audited may occur and not be detected within a timely period by employees in the normal course of performing their assigned functions. Our consideration of the internal control over financial reporting would not necessarily disclose all matters in the internal control that might be reportable conditions and, accordingly, would not necessarily disclose all reportable conditions that are also considered to be material weaknesses. However, we believe that reportable condition 2004-1, as described above, is a material weakness.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free of 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*.

This report is intended solely for the information and use of the Board of Directors and management and is not intended to be and should not be used by anyone other than these specified parties

McGladrey & Pullen, LLP

Bethesda, Maryland
September 29, 2004

The Seed Public Charter School Of Washington, D.C.

Schedule Of Findings And Responses
June 30, 2004

Finding 2004-1 Reconciliations

Criteria: An organization's system of internal control should provide for timely and complete reconciliations of general ledger accounts throughout the year.

Condition: Significant balance sheet accounts of the School had not been reconciled throughout the year in a timely fashion.

Cause: Communication of monthly expectations over general ledger reconciliations needs improvement.

Effect: Discrepancies in the accounting records undetected throughout the year. Also, management and the Board do not have accurate information to review throughout the year.

Recommendation: General ledger reconciliations should be prepared and reviewed by appropriate personnel throughout the year. A monthly checklist should be developed to ensure that certain key items are reconciled before preparation and release of internal financial statements.

Views of responsible officials and planned corrective actions: Starting in FY 2005 the CFO of the Seed Foundation (Foundation) will actively manage the finance department of the Seed Public Charter School (the School). As part of his active management of the School's finance department, the Foundation CFO will prepare an accounting policy and procedures manual for the School. This policy and procedures manual will include the requirement of monthly reconciliation of all significant balance sheet accounts, especially operating cash.

There will also be an immediate assessment of the School's Finance Department's personnel. The Foundation CFO will assess the relevant accounting experience and determine if hiring more experience accounting personnel is required.

Finding 2004-2 Segregation of Duties

Criteria: In an optimal system of internal controls, certain duties should be segregated among several individuals in order to achieve a level of checks and balances.

Condition: We noted that the same individual records cash receipts and cash disbursements and also receives the bank statements unopened to prepare the bank reconciliation.

Cause: The School has a small number of Accounting personnel.

Effect: Any misappropriation of assets may not be discovered timely by other employees in their normal duties.

Recommendation: Absent of hiring additional personnel, which may be cost prohibitive, we recommend that the bank statements be opened and reviewed by a separate employee. Ideally the bank reconciliation should be segregated as well from the person who records cash receipts and disbursements.

Views of responsible officials and planned corrective actions: Management recognizes that there are some limitations on segregating duties due to the small size of the School's finance department. In developing the School's accounting policy and procedure manual, management will explore ways to segregate accounting responsibilities. Starting immediately the Foundation CFO will open the monthly bank statements and review in detail the monthly cash reconciliation.

B. Response to The Independent Audit Report

The Seed Public Charter School's certified public accounting firm of McGladrey & Pullen, LLP have completed their annual financial audit for the 2004 fiscal year. We are pleased to report McGladrey & Pullen expressed an unqualified ("clean") opinion of our financial statements.

The School's public accounting firm of McGladrey & Pullen, LLP is one of the nation's largest certified public accounting and consulting firms, with more than 75 years of experience. They have a regional client base of more than 650 not-for-profit organizations, and over 75 private and public charter schools.

With McGladrey & Pullen's continued oversight and guidance, the School's financial statements will continue to represent a true and accurate representation of The Seed Public Charter School's operations and financial controls.

The Seed Public Charter School Of Washington, D.C.

Notes To Financial Statements

Note 1. Nature of Activities and Significant Accounting Policies (Continued)

Bond issuance costs: Legal, accounting, printing costs and other expenses associated with bond issuances are being amortized on the straight-line method over the term of the bonds.

Net assets: Unrestricted net assets are the net assets that are neither permanently restricted nor temporarily restricted by donor-imposed stipulations.

Temporarily restricted net assets result from contributions whose use is limited by donor-imposed stipulations that either expire by passage of time or can be fulfilled and removed by actions of the School pursuant to these stipulations. Temporarily restricted net assets are reported as unrestricted net assets if the restrictions are met in the same period received. Net assets may be temporarily restricted for various purposes, such as use in future periods or use for specified purposes. At June 30, 2004, temporarily restricted net assets represent amounts restricted for specific education related expenses.

Gifts in kind: Gifts in kind are reported at their fair value on the date of the gift.

Pupil allocation: The School receives a student allocation from the District of Columbia to cover the cost of residential and academic expenses. The revenue is recognized in the period when it is earned, which is the school year for which the allocation is made. Unearned pupil allocation received is recorded as deferred revenue.

Recognition of salary expense: Salary expense is recognized in the year the service is rendered which coincide with an academic year. Salaries unpaid at June 30 are recognized as expense and accrued.

Tax status: The School is a tax-exempt organization under Section 501(c)(3) of the Internal Revenue Code and is not considered to be a private foundation. Under Section 501(c)(3) of the Internal Revenue Code, the School is exempt from Federal taxes on income other than unrelated business income. The School did not have any net unrelated business income for the year ended June 30, 2004.

Estimates: The preparation of financial statements requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

Comparative financial information: The financial statements include certain prior-year summarized comparative information in total but not by net asset class. Such information does not include sufficient detail to constitute a presentation in conformity with accounting principles generally accepted in the United States of America. Accordingly, such information should be read in conjunction with the School's financial statements for the year ended June 30, 2003, from which the summarized information was derived.

The Seed Public Charter School Of Washington, D.C.

Notes To Financial Statements**Note 2. Restricted Cash**

Restricted cash represents bond proceeds, which have been placed with a bond trustee for the following purposes at June 30, 2004:

Operating reserve	\$ 485,088
Principal sinking fund	224,627
Interest and program expense reserve	218,060
Debt service reserve	136,481
Insurance reserve	21,106
Lease payment reserve	12,043
	<u>\$ 1,097,405</u>

Note 3. Property and Equipment

Property and equipment as of June 30, 2004, consisted of the following:

<u>Asset Category</u>	
Buildings and improvements	\$ 23,431,007
Furniture and fixtures	1,626,200
Computer equipment	637,200
Books	97,000
Vans	100,000
	<u>25,891,807</u>
Less accumulated depreciation	2,359,800
	<u>\$ 23,532,007</u>

Note 4. Bonds Payable

The School issued \$8,105,000 of District of Columbia Pooled Loan Program Revenue Bonds in April 2001, and another \$6,000,000 of bonds in October 2001. All bonds mature on January 1, 2021, with principal due in variable semi-annual installments on July 1st and January 1st. The interest rate is reset weekly based on a competitive auction. At June 30, 2004, this rate is approximately 1.00%. The bonds are supported by a bank letter of credit that expires in March 2006 and is guaranteed by The SEED Foundation, Inc. (the Foundation). The letter of credit balance is reduced on a pro rata basis with each principal payment. Substantially all the assets of the School, as well as future pupil allocation revenues, are pledged as collateral for the loan. The bonds require that certain financial covenants be met, including debt service coverage, and limits on further indebtedness.

The Seed Public Charter School Of Washington, D.C.

Notes To Financial Statements

Note 4. Bonds Payable (Continued)

As a condition to the letter of credit, the School entered a reimbursement agreement, which requires it to make monthly sinking fund payments to debt-service escrow accounts for the payment of principal, interest and any bond redemptions payable to the Trustee for the bonds. (See Note 2 for balances at June 30, 2004).

Principal maturities of the bonds payable at June 30, 2004 are due in future years as follows:

Years ending June 30,	
2005	
2006	\$ 495,000
2007	520,000
2008	550,000
2009	575,000
Thereafter	610,000
	9,860,000
	<u>\$ 12,610,000</u>

Interest expense on the bonds for the year ended June 30, 2004, was \$251,479.

Note 5. Capital Lease Obligation

The School is indebted under an equipment lease, which has been capitalized at the present value of future lease payments. The cost of the equipment approximates \$105,680 at June 30, 2004 and the depreciation expense on the leased asset amounted to \$21,136 for the year ended June 30, 2004. As of June 30, 2004, accumulated depreciation of the leased asset amounted to \$24,659.

Interest expense on the capital lease obligation amounted to \$8,791 for the year ended June 30, 2004.

The future minimum lease payments discounted to reflect their net present value as of June 30, 2004, are as follows:

Years ending June 30,	
2005	
2006	\$ 26,400
2007	26,400
2008	26,400
	22,000
Total minimum lease payments	<u>101,200</u>
Less imputed interest	16,347
Present value of minimum lease payments	<u>\$ 84,853</u>

The Seed Public Charter School Of Washington, D.C.

Notes To Financial Statements

Note 6. Temporarily Restricted Net Assets

Temporarily restricted net assets are available for the following purposes:

Purpose restriction:	Balance June 30, 2003	Additions	Release from Restriction	Balance June 30, 2004
Seeds for Classics - field trips	\$ 71,616	\$ 106,047	\$ -	\$ 177,663
Heffer Family Foundation - professional development	6,774	-	-	6,774
Microsoft	5,081	-	-	5,081
Sriramulu Vinnakota	4,900	-	-	4,900
Annie E. Casey Foundation	-	50,000	50,000	-
Miscellaneous	4,250	-	4,250	-
	<u>\$ 92,621</u>	<u>\$ 156,047</u>	<u>\$ 54,250</u>	<u>\$ 194,418</u>

Note 7. Lease Commitments

The School entered into a 15-year-operating lease for land use beginning February 4, 2000. The base rent shall \$1,000 per month through April 2005, with scheduled annual rent increases of 2% over the remaining term of the lease. The School has the right to renew the lease for three additional 15-year terms.

The lease agreement provides for rent credits relating to capital improvements at the site. The School will receive dollar for dollar credit based on capital improvements except that the School shall pay minimum rental of at least \$1,000 per month. The School made improvements in excess of the total rent provided over the lease term. The future minimum lease payments under this arrangement are as follows:

Years ending June 30,	
2005	\$ 12,040
2006	12,281
2007	12,526
2008	12,777
2009	13,032
Thereafter	83,855
	<u>\$ 146,511</u>

Rent expense under the above leasing arrangements was \$12,000 for the year ended June 30, 2004.

The Seed Public Charter School Of Washington, D.C.

Notes To Financial Statements

Note 8. Defined Contribution Retirement Plan

The School participates in a defined contribution retirement plan covering eligible employees. The School contributes an amount equal to 3% of all eligible participants' base salary. For every 1% of salary that each employee contributes to their retirement account through payroll deductions up to 6%, the School will add another 0.5%. The maximum total contribution including matching contributions made by the School would be 6% of salary. Total expense under this plan amounted to approximately \$196,000 for the year ended June 30, 2004.

Note 9. Related Party Transactions

The Foundation has both an economic interest in and controls membership of the School's Board of Trustees. During the year ended June 30, 2004, the School incurred development and other fees for services from the Foundation totaling \$138,000.

During the year ended June 30, 2004 the Foundation transferred the second dormitory building on the grounds of the School to the School in exchange for a reduction in substantially all of the inter-company receivable balance. The School recorded the excess of the transaction of \$5,966,425 as contribution revenue.

Note 10. E-Rate Dispute

The School has been notified of Universal Service Administrative Company's (USAC) assertion that the School is in violation of e-rate funds program's rules. According to USAC, the School must pay back funds used by the School to develop its information technology, which totaled approximately \$426,000. On behalf of the School, in April 2004, attorneys filed an appeal of the USAC actions to the Federal Communications Commission. This appeal is still pending. No amounts have been accrued for this possible liability at June 30, 2004.

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COST

DESCRIPTION		BEGINNING	ADDITIONS	DISPOSALS	ENDING		
COMPUTER EQUIPMENT	PY	577,889	46,467	4005 -	624,356	TB	
AUTOMOBILE		96,418	3,692	-	100,110		
TECHNOLOGY SETUP		-	12,925	-	12,925		
FURNITURE		1,516,204	109,998	-	1,626,202		
BOOKS		97,205	-	-	97,205		
LEASEHOLD IMPROVEMENTS		12,102,064	11,144,614	-	23,246,678		95 var
REAL ESTATE - D ST.		-	148,347	4007 -	148,347		
KITCHEN / CATERING		-	36,077	4005 -	36,077		
		<u>14,389,781</u>	<u>11,502,120</u>	<u>-</u>	<u>25,891,900</u>		
Misc. Difference-Additons			100				
Misc. Difference-Depreciation			1,500				
			<u>11,500,520</u>	FS			

ACCUMULATED DEPRECIATION

DESCRIPTION		BEGINNING	DEPRECIATION EXPENSE	DISPOSALS	ENDING	
COMPUTER EQUIPMENT		199,175	156,174	4004 -	355,349	TB, 4004
AUTOMOBILE		19,333	9,949	-	29,282	
TECHNOLOGY SETUP		-	215	-	215	
FURNITURE		477,058	141,618	-	618,676	
BOOKS		6,429	1,429	-	7,858	
LEASEHOLD IMPROVEMENTS		761,242	585,726	-	1,346,968	
KITCHEN / CATERING		-	1,452	-	1,452	
	PY	<u>1,463,237</u>	<u>896,563</u>	<u>-</u>	<u>2,359,800</u>	

Depr Expense Analytic:

Expectation: M&P expects depreciation expense as a percentage of fixed asset cost to be comparable to PY.

		2003	2004	Variance
Depreciation Expense	PY	538,966	896,563	
Asset Basis	PY	14,389,781	25,891,900	
Depr %		3.75%	3.46%	0.28%

Conclusion: Depreciation expense deemed reasonable without a material variance as of 6/30/04.

Seed Public Charter School

Net Book Value [Depreciation]

GAAP

For the Period July 1, 2003 to June 30, 2004

Asset ID	ASSET BALANCES				DEPRECIATION				Net Book Value	
	Beginning	Additions	Deletions	Ending	Beg. Balance	Depr Exp & AFYD	Deletions	End. Balance		
<i>Asset GL Acct #: 1400</i>										
000001	COMPUTERS	1,500.00	0.00	0.00	1,500.00	1,500.00	0.00	0.00	1,500.00	0.00
000002	TECH MATERIALS	1,601.72	0.00	0.00	1,601.72	1,601.72	0.00	0.00	1,601.72	0.00
000003	COMPUTER EQUIPMENT	442.91	0.00	0.00	442.91	442.91	0.00	0.00	442.91	0.00
000004	COMPUTER & PRINTER	2,200.00	0.00	0.00	2,200.00	2,200.00	0.00	0.00	2,200.00	0.00
000005	DONATED COMPUTERS	9,700.00	0.00	0.00	9,700.00	9,700.00	0.00	0.00	9,700.00	0.00
000006	DONATED SOFTWARE	58,496.00	0.00	0.00	58,496.00	58,496.00	0.00	0.00	58,496.00	0.00
000007	SIX COMPUTERS & NETWORK PRINTER	3,731.95	0.00	0.00	3,731.95	3,731.95	0.00	0.00	3,731.95	0.00
000011	TECHNOLOGY SET-UP	624.34	0.00	0.00	624.34	624.34	0.00	0.00	624.34	0.00
000013	TECH MATERIALS, CABLES, ETC	1,291.00	0.00	0.00	1,291.00	1,291.00	0.00	0.00	1,291.00	0.00
000023	15 Computers	7,028.85	0.00	0.00	7,028.85	7,028.85	0.00	0.00	7,028.85	0.00
000024	14 Computers	6,581.35	0.00	0.00	6,581.35	6,581.35	0.00	0.00	6,581.35	0.00
000025	Computer	1,527.00	0.00	0.00	1,527.00	1,527.00	0.00	0.00	1,527.00	0.00
000026	Computer	1,250.00	0.00	0.00	1,250.00	1,250.00	0.00	0.00	1,250.00	0.00
000027	Computer	1,339.44	0.00	0.00	1,339.44	1,339.44	0.00	0.00	1,339.44	0.00
000028	Computer	1,515.00	0.00	0.00	1,515.00	1,515.00	0.00	0.00	1,515.00	0.00
000240	Oprah Gift- Computers & Printers	312,000.00	0.00	0.00	312,000.00	78,000.00	104,000.00	0.00	182,000.00	130,000.00
000320	Gateway Computers	48,547.00	0.00	0.00	48,547.00	14,833.81	16,182.33	0.00	31,016.14	17,530.86
000330	CDW Government	9,787.00	0.00	0.00	9,787.00	2,718.61	3,262.33	0.00	5,980.94	3,806.06
000590	Dell Marketing	3,045.00	0.00	0.00	3,045.00	304.50	304.50	0.00	609.00	2,436.00
000600	CitiCorp Copiers, Printers, and Faxes Lease	105,680.00	0.00	0.00	105,680.00	3,522.67	21,136.00	0.00	24,658.67	81,021.33
000610	Computer	0.00	1,999.00	0.00	1,999.00	0.00	610.81	0.00	610.81	1,388.19
000620	Networks	0.00	4,780.00	0.00	4,780.00	0.00	1,195.00	0.00	1,195.00	3,585.00
000630	Computers	0.00	26,713.00	0.00	26,713.00	0.00	5,936.22	0.00	5,936.22	20,776.78
000640	Expert License Desk	0.00	1,824.00	0.00	1,824.00	0.00	354.67	0.00	354.67	1,469.33
000650	CDW	0.00	1,240.56	0.00	1,240.56	0.00	241.22	0.00	241.22	999.34
000660	Gateway	0.00	196.00	0.00	196.00	27.22	65.33	0.00	92.55	103.45
000670	CDW	0.00	7,381.50	0.00	7,381.50	820.17	2,460.50	0.00	3,280.67	4,100.83
000680	Gateway	0.00	1,062.60	0.00	1,062.60	118.07	354.20	0.00	472.27	590.33
001180	CDW Government (ck #7973)	0.00	1,270.32	0.00	1,270.32	0.00	70.57	0.00	70.57	1,199.75
<i>Subtotal: 1400 (29)</i>		577,888.56	46,466.98	0.00	624,355.54	199,174.61	156,173.68	0.00	355,348.29	269,007.25
		PY	4004		4005	PY	4004		4005	
<i>Asset GL Acct #: 1500</i>										
000020	Van	28,528.00	0.00	0.00	28,528.00	11,411.20	2,852.80	0.00	14,264.00	14,264.00
000220	Vans	33,990.00	0.00	0.00	33,990.00	4,532.00	3,399.00	0.00	7,931.00	26,059.00
000250	New Vans	33,900.00	0.00	0.00	33,900.00	3,390.00	3,390.00	0.00	6,780.00	27,120.00
000690	Rufus Auto Restorer	0.00	3,691.79	0.00	3,691.79	0.00	307.65	0.00	307.65	3,384.14

<i>Subtotal: 1500 (4)</i>					<i>Subtotal: 1560 (2)</i>				
	96,418.00	3,691.79	0.00	100,109.79	19,333.20	9,949.45	0.00	29,282.65	70,827.14
	PY	4004		4005	PY	4004		4005	
<i>Asset GL Acct #: 1560</i>									
001160 Gym Sound	0.00	6,462.50	0.00	6,462.50	0.00	161.56	0.00	161.56	6,300.94
001170 Gym Sound	0.00	6,462.50	0.00	6,462.50	0.00	53.85	0.00	53.85	6,408.65
<i>Subtotal: 1560 (2)</i>									
	0.00	12,925.00	0.00	12,925.00	0.00	215.41	0.00	215.41	12,709.59
	PY	4004		4005	PY	4004		4005	
<i>Asset GL Acct #: 1600</i>									
000015 BEDS	36,817.77	0.00	0.00	36,817.77	17,488.45	3,681.78	0.00	21,170.23	15,647.54
000016 CLOSETS IN RA'S DORMS	1,437.58	0.00	0.00	1,437.58	646.92	143.76	0.00	790.68	646.90
000021 This End Up Beds	22,957.95	0.00	0.00	22,957.95	8,226.61	2,295.80	0.00	10,522.41	12,435.54
000022 Lakewood Man. beds	7,743.60	0.00	0.00	7,743.60	2,710.26	774.36	0.00	3,484.62	4,258.98
000029 Furniture	3,499.00	0.00	0.00	3,499.00	933.07	349.90	0.00	1,282.97	2,218.03
000030 Furniture	8,049.00	0.00	0.00	8,049.00	2,146.40	804.90	0.00	2,951.30	5,097.70
000031 Furniture	2,560.00	0.00	0.00	2,560.00	640.00	256.00	0.00	896.00	1,664.00
000032 Furniture	2,560.00	0.00	0.00	2,560.00	618.67	256.00	0.00	874.67	1,685.33
000033 Furniture	1,120,000.00	0.00	0.00	1,120,000.00	415,424.61	93,943.39	0.00	509,368.00	610,632.00
000034 Furniture	1,970.00	0.00	0.00	1,970.00	443.25	197.00	0.00	640.25	1,329.75
000035 Furniture	3,050.00	0.00	0.00	3,050.00	686.25	305.00	0.00	991.25	2,058.75
000036 Furniture	3,125.00	0.00	0.00	3,125.00	703.13	312.50	0.00	1,015.63	2,109.37
000037 Furniture	2,218.00	0.00	0.00	2,218.00	499.05	221.80	0.00	720.85	1,497.15
000130 Cort Furniture	14,249.12	0.00	0.00	14,249.12	2,731.08	1,424.91	0.00	4,155.99	10,093.13
000140 Cort Furniture	14,249.12	0.00	0.00	14,249.12	2,612.34	1,424.91	0.00	4,037.25	10,211.87
000150 Furniture	1,232.62	0.00	0.00	1,232.62	215.71	123.26	0.00	338.97	893.65
000230 Oprah Gift-Furniture	255,000.00	0.00	0.00	255,000.00	19,125.00	25,500.00	0.00	44,625.00	210,375.00
000260 Furniture - Douron	2,947.66	0.00	0.00	2,947.66	245.64	294.77	0.00	540.41	2,407.25
000270 Furniture	1,650.09	0.00	0.00	1,650.09	137.51	165.01	0.00	302.52	1,347.57
000280 Furniture	2,848.28	0.00	0.00	2,848.28	213.62	284.83	0.00	498.45	2,349.83
000290 Furniture - Douron	1,232.00	0.00	0.00	1,232.00	92.40	123.20	0.00	215.60	1,016.40
000300 Furniture - Douron	1,734.05	0.00	0.00	1,734.05	144.50	173.41	0.00	317.91	1,416.14
000350 Adden Furniture	343.56	0.00	0.00	343.56	28.63	34.36	0.00	62.99	280.57
000360 Douron Furniture	3,494.18	0.00	0.00	3,494.18	291.18	349.42	0.00	640.60	2,853.58
000370 Douron furniture	367.00	0.00	0.00	367.00	18.35	36.70	0.00	55.05	311.95
000380 Tolson Incorporated	411.00	0.00	0.00	411.00	20.55	41.10	0.00	61.65	349.35
000390 Fuminture	353.68	0.00	0.00	353.68	11.79	35.37	0.00	47.16	306.52
000400 Douron Furniture	104.06	0.00	0.00	104.06	3.47	10.41	0.00	13.88	90.18
000700 Conversion Products	0.00	10,556.60	0.00	10,556.60	0.00	1,055.66	0.00	1,055.66	9,500.94
000710 Chairs & Desks for Classroom	0.00	6,273.00	0.00	6,273.00	0.00	575.03	0.00	575.03	5,697.97
000720 Adden Furniture	0.00	50,153.53	0.00	50,153.53	0.00	4,179.46	0.00	4,179.46	45,974.07
000730 Lockers	0.00	1,714.20	0.00	1,714.20	0.00	142.85	0.00	142.85	1,571.35
000740 Douron	0.00	4,337.16	0.00	4,337.16	0.00	325.29	0.00	325.29	4,011.87
000750 Douron	0.00	3,329.97	0.00	3,329.97	0.00	249.75	0.00	249.75	3,080.22
000760 Covermaster Inc,	0.00	4,083.00	0.00	4,083.00	0.00	306.23	0.00	306.23	3,776.77
000770 Reliable	0.00	399.87	0.00	399.87	0.00	26.66	0.00	26.66	373.21
000780 Covermaster	0.00	205.00	0.00	205.00	0.00	13.67	0.00	13.67	191.33
000790 Reliable	0.00	209.99	0.00	209.99	0.00	14.00	0.00	14.00	195.99
000800 Ryan Floors Inc.	0.00	1,374.00	0.00	1,374.00	0.00	91.60	0.00	91.60	1,282.40

000900	Sodexo	0.00	20,742.53	0.00	20,742.53
001120	S. Freedman & Sons	0.00	4,053.88	0.00	4,053.88
001130	S. Freedman & Sons	0.00	5,007.62	0.00	5,007.62
001150	IMC Water Coolers	0.00	6,273.00	0.00	6,273.00
Subtotal: 1750 (4)		0.00	36,077.03	0.00	36,077.03
	PY		4004		4004

		0.00	691.42	0.00	691.42	20,051.11
		0.00	270.26	0.00	270.26	3,783.62
		0.00	333.84	0.00	333.84	4,673.78
		0.00	156.83	0.00	156.83	6,116.17
		0.00	1,452.35	0.00	1,452.35	34,624.68
	PY		4004		4005	

D Street		0.00	148,347.00	0.00	148,347.00
-----------------	--	------	------------	------	------------

		0.00	0.00	0.00	0.00	148,347.00
--	--	------	------	------	------	------------

Grand Total		14,389,780.13	11,502,119.46	0.00	25,891,899.59
	4003	4003	4003		

	PY	4004	4005			
		1,463,236.43	896,563.23	0.00	2,359,799.66	23,532,099.93
	4003	4003	4003			



District of Columbia Fire and EMS Department

Fire Prevention Division
441 4th Street N.W., Suite 370
Washington, D.C. 20001
202-727-1600

Fire Inspection Approval

This notice serves as a verification of approval and acknowledges that the property or business
Name The Seed Public Charter School located at 4300 C Street, S.E. was
found to be in compliance with all fire codes and regulations as set forth by the District of
Columbia and enforced by the Fire Chief or his designated representative, on 11 day
of March, 2004

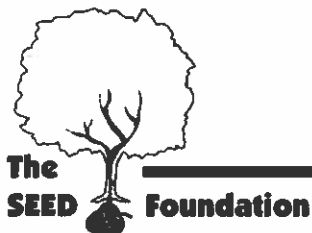
Remarks: The above address has been inspected and found to be in compliance with the D.C.
Fire Prevention code.

*Fire drill - OK *[Signature]* 03/17/2004

PLEASE NOTE: This approval notice is valid for the period 1 year/year. The property
of business listed above must be maintained in the present compliant state to maintain its validity.
The Fire Chief or his designee has the authority to revoke this approval anytime a violation exist
that would pose a threat to the well being of the public and/or the surrounding environment.

Owner or Representative Name: *[Signature]* Title: *F. Moore*
Code Official Name: *[Signature]* Title: *FIRE INSPECTOR*

REMEMBER, SMOKE DETECTORS SAVE LIVES!



Schools for
Educational
Evolution and
Development

February 7, 2004

Dear Friends,

Upon review of our annual report, we realized that several names were omitted from the donor list.

We offer our sincere apologies to the following, each of whom gave major support in excess of \$10,000 during the 2002-2003 school year. This level of generosity empowers all that we do. Therefore, we are deeply grateful for the support and truly sorry for the omission.

The Abramson Family Foundation
Lois & Richard England Family Foundation
Philip Merrill Family
Hattie M. Strong Foundation
Joan & John Vassos

We also apologize to Mark Bailen and Marla & Richard Moroscak whose names were left out of the report and who also supported SEED last year.

SEED's establishment and success would not have been possible without our donors. We thank those listed above and all of our other generous donors for their continued support.

Warmest regards,

A handwritten signature in black ink, appearing to read "Eric S. Adler".

Eric Adler
Co-Founder

A handwritten signature in black ink, appearing to read "Rajiv Vinnakota".

Rajiv Vinnakota
Co-Founder

Appendix J

**The SEED Public Charter School
of Washington, D.C.**

A N N U A L R E P O R T

A c a d e m i c Y e a r 2 0 0 5 - 2 0 0 6

**Presented to
The District of Columbia Public Charter School Board
on
September 1, 2006
(Updated 10.10.06)**

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I. School Description

A. Mission and Belief Statements

The SEED Public Charter School is a public, college preparatory boarding school whose primary mission is to provide an outstanding, intensive educational program that prepares children, both academically and socially, for success in college.

The SEED School believes:

- A sense of belonging and community make achievement possible.
- Students provided learning opportunities will become educated contributors to society through perseverance, reflection, and practice.
- Educators provide learning opportunities within a sustainable adult culture that values perseverance, reflection, and practice.
- A boarding school learning environment is critical to improve our students' ability to be fully prepared for success in college and life.
- The community of students, parents, faculty, and school leaders are partners for successful learning
- The community should support cohesiveness among all school components including boarding, academic, athletics, and the arts.
- The cohesiveness of a community is dependent upon clear and consistent speaking, listening, and dialogue.
- The SEED core values educate the choices we make as a school community

B. School Program

In the 2005-2006 school year, The SEED Public Charter School served 324 young men and women, age eleven to eighteen, in grades seven through twelve. This school year marked SEED's third graduating class. Every graduate in the class of 2006 pursued a college, university, or postsecondary education afterwards.

The 2005-2006 school year began on August 31, 2005 and closed on June 16, 2006.

The curriculum of the school is designed to prepare our students for college acceptance and graduation from college. Students have access to computers and research materials to assist them with their work, both of which are available during school hours and afterwards.

Boarding Curriculum

The unique nature and mission of The SEED Public Charter School provides round-the-clock learning opportunities. The boarding program incorporates study habits, life skills development, athletics, and enrichment activities into the daily life of all students. Students are assessed based on the boarding curriculum standards entitled HALLS (Habits for Achieving Life-Long Success), and receive a detailed HALLS report card evaluating their development. Students also are required to participate in community service programs. Students weekly reside on-campus Sunday evening through Friday evening.

Middle School Academic Curriculum

The middle school, which includes the seventh and eighth grades, is a transitional period for our students. Transitioning our students to the academic rigor of the middle school from their previous self-contained elementary school classrooms is the foundation of our program. The goal of the middle school program is to prepare them for success in an academically demanding upper school.

Passage from middle school to high school at SEED is determined by use of The Ninth Grade Gate. The Gate is a SEED-developed assessment system that holds students accountable to a performance framework of benchmarks based on national standards. The Ninth Grade Gate ensures that students who enter upper

school are equipped with the skills to be successful in a college preparatory curriculum. The Ninth Grade Gate focuses on basic skill development for everyone in the middle school. Students who do not meet The Ninth Grade Gate expectations remain in middle school until they achieve those standards. We believe that this is the only way to ensure that our high school students are prepared to tackle the college preparatory upper school curriculum.

Middle school students enrolled in language arts (separate writing and reading courses), mathematics, science, social studies, technology, music, art, and health & wellness courses.

Upper School Academic Curriculum

The upper school provides rigorous and relevant courses and experiences that will prepare students to be admitted to and be successful in college-level education. Upper school students were enrolled in the following course areas: English, mathematics, science, social studies, music, technology, art, physical education/health, and Spanish. In addition, students enrolled in elective courses in either constitutional law, youth justice, knitting, web design, yearbook, film, or drama. Advanced Placement courses were offered in US History as well as English Language and Composition. Every student enrolled in an AP course took the exam. 39 AP exams were administered in the 2005-2006 school year. Students must earn 26 credits to graduate.

Special Education

The Special Education Program at SEED is based on the inclusion and resource room models. The special education teachers work in collaboration with regular education teachers to assist students with content and instructional planning. For example, activities and texts are modified for the special education students, study guides and test preparation sessions are arranged, and information is presented to students in a manner that is conducive to their learning styles. The special education teachers use the resource room to instruct students who are not at grade level or who need services outside of the regular classroom.

C. School Staff

2005-2006 School Leadership

- Mr. John Ciccone, *Head of School*
- Ms. Erika Woods, *Assistant Head of School*
- Mr. Josh Edelman, *Assistant Head of School for Academic Affairs*
- Ms. Shantelle Wright, *Assistant Head of School for Student Life* (July 2005-November 2005)
- Ms. Lesley Poole, *Interim Assistant Head of School for Student Life* (November 2005-June 2006)
- Ms. Lesley Poole, *Director of Admissions and Community & Parent Relations*
- Mr. Paul Darlington, *Director of Campus Operations*
- Mrs. Kimberly Harrison, *Director of Finance*
- Ms. Robin Lewis, *Development Manager*
- Ms. Keisha Goode, *Assistant to the Head of School*

Position	Number	Number with Bachelors degree	Number with Masters degree or higher	Number with degree in field	Number Meeting NCLB HQT Requirements
Head of School	1	1	1	1	N/A
Directors / Administrators	11	11	7	11	N/A
Resident Assistants/Life Skills Counselors/Student Life Coordinators	43	40	10	N/A	N/A
Classroom Teachers (<i>full-time</i>)	28	28	18	24	24
Special Education Teachers (<i>full-time</i>)	5	5	3	5	N/A
Librarian/Media Specialist	1	1	1	1	N/A
Counselors	4	4	4	4	N/A
Support Staff	14	5	1	N/A	N/A

Teacher Attrition Rate is 50 %. During the period of 2005-2006 to 2006-2007, 14 of 28 (50%) full-time classroom and special education teachers were retained into the 2006-2007 school year.

Teacher/Student Ratio is 1:12

Note: the ratio is based on 324 students and 28 classroom teachers.

D. Student Characteristics

Enrollment

Total Students Grades 7-12	324
MS1	137
MS2	76
9 th	41
10 th	27
11 th	20
12 th	23

Gender

% Male	48%
% Female	52%

Race

% African- American	98%
% Hispanic	2%

Student Services

% Limited English	0%
% Special Education	11%
% LEP/NEP	0%
% Free of reduced lunch	73%

Attendance Data

Average Daily Membership	307
% Average Daily Attendance	93.4%

Student Attrition & Re-enrollment

Re-enrollment rate (the percentage of students that were eligible to re-enroll in Fall 2006 and did so)	79%
# of students transferring out of SEED	101
# of dropouts (students not enrolling in other educational program)	0

¹Reflects withdrawn and dismissed students between 9/04 and 9/05

Grade Advancement

% of second-year MS students entering 9 th grade in 2006-2007	78%
% of 9 th grade students promoted to 10 th grade in 2006-2007	90%
% of 10 th grade students promoted to 11 th grade in 2006-2007	96%
% of 11 th grade students promoted to 12 th grade in 2006-2007	96%

Class of 2006 Graduation Data

Number of students graduating	23
Number in graduating class at start of 2005-2006 school year	23
Number taking SAT	23
Average Verbal SAT Score	435
Average Math SAT Score	426
Number of AP courses	4
Number enrolled in AP Courses	13
Number enrolling in college	21

E. Governance/ Board of Trustees***Board of Trustee Meetings, 2005-2006***

September 22, 2005

November 17, 2005

February 15, 2006

May 18, 2006

Board of Trustees 2005-2006

Name	Affiliation	Address	Committee Memberships
Eric Adler <i>Chairman of the Board</i>	SEED Foundation	1712 Eye Street, NW Suite 300 Washington, DC 20006	Development Committee Executive Committee Education Committee Governance Committee
Katherine Bradley	City Bridge Foundation	600 New Hampshire Avenue, NW Washington, DC 20037	Governance Committee
Wallace Christener <i>Treasurer</i>	Venable LLP	575 7 TH Street, NW Washington, DC 20004	Finance Committee
John Ciccone <i>Head of School</i> <i>President</i>	The SEED School	4300 C Street, SE Washington, DC 20019	
Rita Maverick Rattley <i>Parent</i>		4521 17 th Street, NE Washington, DC 20017	Education Committee
Marc Miller	McLeod, Watkinson & Miller	1 Massachusetts Avenue, NW, Suite. 800 Washington, DC 2001	Executive Committee Finance Committee
Marina Ottaway		327 A Street, SE Washington, DC 20003	Education Committee Executive Committee
Penelope Peskowitz		4817 Essex Avenue Chevy Chase, MD 20815	Education Committee
Kenneth Slaughter	Venable LLP	575 7 th Street, NW Washington, DC 2004	Education Committee Executive Committee
David Steinberg		2722 O Street, NW Washington, DC 20007	Development Committee Finance Committee
Theresa Thomas <i>Parent</i>		3600 Ely Place, SE Apartment 207 Washington, DC 20019	Finance Committee
Clarice Walker		9101 Crosby Road Silver Spring, MD 20910	Education Committee Finance Committee Governance Committee
Rajiv Vinnakota	The SEED Foundation	1712 Eye Street, NW Suite 300 Washington, DC 20006	Development Committee Executive Committee Finance Committee Governance Committee
Don Brown <i>Trustee Emeritus</i>		2734 Rhone Drive Palm Beach Gardens, FL 33410	

**Members of the Board of Trustees attended conferences including the New Schools Conference and the State Education Office Meeting of School Board Chairs and Trustees.*

Advisory Committee

Name	Affiliation
Lisa Berstein	Bernstein Management
Garland Branch	
Rod Chandler	America's Promise
Dr. James Comer	Yale University
Peter Edelman	Georgetown Law School
Mark Ein	
Ann Fleming	
Cindy and Matt Galumbeck	
Dr. Antoine Garibaldi	
William M. Hardt	Princeton University
Barbara Harman	
Scott Hutchinson	The Webb School of Knoxville
Julia Baker Jones	
Ruth and LaSalle Leffall, Jr.	
Gay and Charles Lord	
JR Neiswender	
John Neiswender	
Geoff Nordloh	
John Patterson	
Helen Philon	
Eileen Shields-West	
Bruce Stewart	Sidwell Friends School
William Weil	

F. Finance

The following is a list of donors whose contributions were equal to or exceeded \$500.00 for the year ending June 30, 2006:

James Adler
Judith H. Bishop
Boeing Gift Matching Program
Katherine B. Bradley
The Braitmayer Foundation
Kenneth D. Brody
Donald A. Brown
Wiley T. Buchanan
Will Catto
James W. Charrier
Chesapeake Bay Foundation
Armeane M. Choksi
Brian Conboy
George S. Coumantaros
Brian Cox
Crowell & Moring Foundation
Ralph P. Davidson
Jack Davies
DC Public Charter School Board
Thomas Dippel
District of Columbia
Paul C. Dougherty
Max and Victoria Dreyfus Foundation, Inc.
Eastdil
Page Evans
Richard M. Fairbanks
A. H. Farouki
Nancy M. Folger
The Freddie Mac Foundation
Ann B. Friedman
Alfred Friendly
Michael P. Galvin
C. B. Gray
Yardly Gray
John Hadijipataras
John C. Harris
Hattie M. Strong Foundation
Joseph W. Henderson
John G. Holland
Joseph F. Horning
HSBC - North America
Meehee Hwang
Benjamin T. Ingram
Ann Korologos
Nathan K. Kotz
Sperry Lea

Ruth Leffall
Robert Lehrman
Lemon Foundation
The Lois and Richard England Family Foundation
Malek Family Charitable Trust
MBIA Inc.
Artemis McDonald
Laurence H. Meyer
Herbert S. Miller
James Moshovitis
Ann S. Mueller
Dane A. Nichols
The Noyce Foundation
Henry R. O'Connor
Nels B. Olson
Nick Pappas
Malcolm E. Peabody
James Pedas
Theodore Pedas
Edwin Peskowitz
Helen Philon
David B. Pollin
Alma J. Powell
Sharon L. Quarles
Steven M. Rales
The Rockwood Fund, Inc.
Jennifer S. Rogers
Stuart F. Ross
Marilyn Rouvelas
Michael G. Ryan
Saint Mark's Episcopal Church
Roger W. Sant
Allison Shaw
Eileen Shields-West
Albert H. Small
James R. Socas
Jose E. Solis
David J. Steinberg
Jake Tarr
Mariella Trager
The Venable Foundation
Mallory Walker
Sheila Walker
Trevor Watt
Martha R. Webb
Webber Family Foundation
Cristy West
Sybil Wolin

2005-6 Budget

Ordinary Income/Expense

Income

4000 · Per-pupil allocation	9,836,421.50
4100 · Government entitlements	310,000.00
4200 · Grants	400,000.00
4400 · Other revenues	
4405 · Medicaid Billings	40,000.00
4410 · Interest income	30,000.00
4400 · Other revenues - Other	10,000.00
Total 4400 · Other revenues	<u>80,000.00</u>

Total Income	<u>10,626,421.50</u>
---------------------	----------------------

Gross Profit	10,626,421.50
---------------------	---------------

Expense

5000-1 · Personnel Costs	
Total 5000-1 · Personnel Costs	5,989,085.35

5000-2 · Direct Student Costs*

5300 · Textbooks	31,600.00
5305 · Instructional Supplies	12,350.00
5310 · Student Catering	641,680.00
5315 · Student Activities	92,330.00
5320 · Transportation, incl fid trips	43,787.00
5325 · Field Trips -excl'g transp&food	9,000.00
5330 · Instructional Materials	32,500.00
5335 · Student Testing/Evaluation	7,500.00
5340 · Summer School	40,500.00
5345 · Special Education	100,000.00
5350 · Internet Connections	11,988.00
5355 · Technology Maintenance	139,656.30
5360 · Tech Software/Supplies	27,499.00
5365 · Athletic Equipment	2,000.00
5370 · Athletic League/Org Fees	5,000.00
5375 · Athletic Clothing	1,344.00
5380-1 · Graduation/Sr Banquet	21,000.00
5380-2 · Junior/Senior Prom	1,500.00
5380-3 · College Visits/Tours	33,000.00
5380-4 · Musical/Drama	11,000.00
5380-5 · Student Government	3,000.00
5381 · Library Supplies	12,600.00
5385 · Student Orientation	3,000.00
5390 · Health/Medical	100,000.00
5395 · Clothing	6,150.00
Total 5000-2 · Direct Student Costs*	<u>1,389,984.30</u>

5000-3 · Occupancy Expenses*	
5400 · Cleaning Services	138,804.00
5410 · Security Services	119,017.00
5420 · Trash	31,800.00
5430 · Carpet Cleaning/Exterminate	33,560.00
5440 · Repairs & Maintenance	97,000.00
5450 · Snow Removal	4,000.00
5460 · Lawn Landscaping	4,500.00
5470 · Elevator/HVAC/Gate	29,551.00
5480 · Equipment Service Repairs	21,991.00
5485 · Equipment Leasing	28,266.00
5490 · Utilities	261,842.96
5495 · Land Lease	12,000.00
Total 5000-3 · Occupancy Expenses*	782,331.96
5000-4 · Office Expenses	
5500 · Postage	18,154.50
5510 · Printing	12,750.00
5520 · Cable TV Services	708.00
5530 · Legal Services	30,000.00
5540 · Audit & Bank Fees	48,700.00
5550 · HR/Finance Support	125,000.00
5560 · Telephone - Land Line	35,000.00
5570 · Telephone - Cell	11,300.00
5580 · Office Supplies	44,620.00
Total 5000-4 · Office Expenses	326,232.50
5000-5 · General Expenses*	
5600 · HOS Contingency	100,000.00
5605 · Development Office Support	5,000.00
5610 · HOS Discretionary	7,000.00
5620 · Advertising	15,650.00
5630 · Insurance	198,000.00
5640 · Development Support	75,500.00
5650 · Interest Expense	500,000.00
5660 · Depreciation Expense	1,020,000.00
5670 · Charter School Fee	49,000.00
5680 · Staff Catering	22,350.00
5685 · Incentive Awards	13,050.00
5690 · Consultants	76,450.00
5695 · Staff Recruiting	41,948.18
Total 5000-5 · General Expenses*	2,123,948.18
Total Expense	10,611,582.29
Net Ordinary Income	14,839.21
Net Income	14,839.21

II. School Performance

The SEED School's second, five-year cycle Accountability Plan has been approved by the DC Public Charter School Board and is pending approval by the SEED School Board of Trustees. The Accountability Plan that appears on the following pages is a draft document. The entire Accountability Plan that appears on the following pages is subject to revision and final approval by The SEED School.

A. Evidence of Performance and Progress

a. Academic Goal 1: By June 2008, SEED upper school students will demonstrate increased academic preparation for college admission.

<u>Assessment Tool</u>	<u>Performance Indicator</u>	<u>Baseline Performance (2003-2004)</u>	<u>Annual Performance</u>	<u>Five-Year Target (2007-08)</u>
PSAT	Percent of 11th grade students scoring at or above the PSAT verbal national mean	7.6%	04-05: 41.1% 05-06: 5.3%	5-year mean of 12% of 11th grade students at or above PSAT verbal national mean
PSAT	Percent of 11th grade students scoring at or above the PSAT math national mean	0.0%	04-05: 23.5% 05-06: 10.5%	5-year mean of 7% of 11th grade students at or above PSAT math national mean
SAT 1	Percent of graduating students score at or above the SAT 1 verbal DCPS-Control Group mean	95%	04-05: 46.6% 05-06: 85.7%	5-year mean of 70% of graduating students scoring at or above SAT 1 verbal DCPS-Control Group mean
SAT 1	Percent of graduating students score at or above the SAT 1 math DCPS-Control Group mean	90%	04-05: 53.3% 05-06: 81%	5-year mean of 70% of graduating students scoring at or above SAT 1 Math DCPS-Control Group mean
Documented college acceptances	Weighted average percent of students accepted at 1 or more post-secondary institutions	100%	04-05: 100% 05-06: 100%	5-year mean of 93% or higher

Academic Goal 2: By June 2008, SEED students will demonstrate improved academic achievement.

DC-CAS	% of students meeting AYP target on the reading sub-test	38.17%	Meet or exceed AYP Target 04-05: AYP met (55.68%) 05-06: AYP met (48.13%)	SEED is not "identified for improvement" under NCLB-AYP target score requirements
DC-CAS	% of students meeting AYP target on the math sub-test	49.38%	Meet or exceed AYP Target 04-05: AYP met (55.58%) 05-06: AYP not met (37.85%)	SEED is not "identified for improvement" under NCLB-AYP target score requirements

**Note: The 2006 AYP results have not yet been confirmed. Once confirmed, SEED will update the accountability plan and submit to the DC Public Charter School Board.*

b. Non-Academic Goal 3: By 2008, students will demonstrate a college preparatory, boarding school culture.

Average Daily Attendance	Trend in average daily attendance	94%	04-05: 92% 05-06: 93.4%	a five -year mean of 94% or higher
Re-enrollment rate	Percent of students re-enrolled*	85%	04-05: 79% 05-06: 79%	a five -year mean of 85% or higher
Presidential Physical Fitness Test	Percent of students earning National or Presidential Award recognition	4.7%	Meet or exceed the following annual increases of students earning National or Presidential Awards: 04-05 to 5.7%, 05-06 to 6.7%, 06-07 to 7.7%, 07-08 to 8.7% 04-05 met: 21.25% 05-06 met: 7.41%	Exceed annual target in at least 2 of the years reported

Evidence of Attainment of IEP Objectives for Students with Disabilities

Year/Attainment	% of Students that Mastered more than 50% of IEP Goals	% of Students that Mastered more than 65% of IEP Goals	% of Students that Mastered 100% of IEP Goals
2005-6	50%	10%	5%

Grade advancement, graduation rates, college admission test scores, and college admission rate can be found in the "Student Characteristics" section of this report.

c. Organizational Goals and Performance

Category	Summary
1. Meetings and Board Structure	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.
2. Requirement for PCSB Action	The school has demonstrated exceptional performance, thereby requiring no medial action from the PCSB.
3. Annual Reporting	The school 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.
4. 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, services for special needs students, and additional funding.	The Board and the school's administration deploy resources effectively to further the academic and organizational success of the school.
5. The Board and school leadership ensure effective implementation of the school design.	Administrators and Board members have a strong understanding of the school design and refer to it regularly in managing and governing the school.
6. The Board has ensured strong and stable school leadership.	The Board has established a school that maintains exceptional performance and stability through its school leadership. Changes in the school leadership either lead to exceptional performance or have not negatively impacted the school's exceptional performance.
7. The Board is operating within its bylaws.	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.

Parent and Community Satisfaction and Support

The SEED school continues to have an oversubscribed admission and lottery coupled with a strong re-enrollment. We continue to have a strong and dependable system of parent volunteers and a significant majority of parents attending parent/teacher conference nights. In 05-06, we had several Parent/Staff/Student Book Club events and potluck community events coordinated with parents and SEED staff.

School Authorizations

All authorizations (certificate of occupancy, insurance, lease, etc.) required to operate the school are up-to-date and in full force and effect.

B. Unique Accomplishments

- **The District of Columbia High Performing Schools Incentive Award:** The SEED School was awarded a significant monetary award for performance on district standardized tests, receiving accreditation, outstanding academic and operational reviews, continued professional development, and timely and thorough reporting.
- **POSSE program:** The Posse Foundation identifies, recruits, and trains incredible youth leaders from urban public high schools and sends these groups as "Posses" to top colleges and universities in the country. Two 12th grade students were chosen for the program and received scholarships valued at \$100,000 to attend Lafayette College and Grinnell College.
- **Global Classrooms:** On Thursday, May 18, 2006, seven SEED students, representing the Democratic Republic of Congo, participated in the Model UN Conference. A 10th grade SEED student won an award for "Best Position Paper."
- **Campaign Against Youth Violence:** All 7th grade students participated in the Campaign Against Youth Violence sponsored by the Embassy of Kuwait. The Campaign includes a writing contest open to 7th and 8th graders. Two of our students were chosen as semifinalists for Washington, DC.
- **2005 Charter School Student Visual Art Contest:** A 9th grade SEED student won first place in the high school division.
- **National Congressional Art Competition:** In May, 4 students displayed artwork at the Phillips Collection as finalists in this competition.
- **LearnServe Ethiopia:** This summer, the second group of SEED faculty and students participated in the LearnServe Ethiopia program where worked with local residents to install clean water pipes to remote villages and held teacher training workshops on the use of manipulatives to teach fractions and measurement.
- **SEED Classics Program:** The SEED School's Classics Program developed in partnership with the Embassy of Greece and the Society for the Preservation of the Greek Heritage. The Classics Program allows students in 8th, 9th and 10th grade to study classical Greek culture, including mythology, architecture, government and art. Top-performing students traveled to Greece to see the history and culture they studied for themselves.
- **Casey Trees Endowment:** The Casey Trees Endowment is a non-profit organization that hopes to restore the tress of Washington, DC. Working in coloration with the Casey Trees Endowment, 10th grade students created a tree plan for SEED's campus, including locations for tree planting, species of trees, and a maintenance plan. In May, SEED students, the Casey Tree endowment team, and other volunteers planted five new trees on campus, including four Dogwoods and one Elm.
- **Royal Visit:** On November 2, 2005, the SEED School was visited by Prince Charles, Lady Camilla, First Lady Laura Bush, and Mayor Anthony A. Williams.

C. Lessons Learned and Actions Taken Based on Accountability Information

With on-going support from The DC Public Charter School Board and the Middle School Association of Colleges and Schools, SEED created a new Accountability Plan for its second five-year cycle beginning with the 2003-2004 school year. That process aided SEED by making it reflect on its performance and the ways in which SEED measures its tremendous success.

D. Reporting Accountability Information

The school calendar is the primary vehicle used to communicate the dates of student meetings, parent meetings, staff meetings, assessment report dissemination, professional development activities, and in-service training sessions. We implemented the following methods of sharing accountability information during the 2005-2006 school year:

- SEED Advisory Commission to monitor student achievement through the Middle States Accreditation process protocol,
- Parent's Organization,
- Parent Advisory Committee to the Head of School,
- Monthly Parent News Letters,
- Bulletins to all staff,
- Staff/faculty meetings,
- Parent copies of Stanford-9 results and student/parent information sessions,
- Parent school night meetings, and
- Student assemblies.

E. Improving the School's Accountability Plan

The SEED School looks forward to future DC Public Charter School Board feedback about potential improvements to our accountability plan.

Appendix K

**The SEED Public Charter School
of Washington, D.C.**

A N N U A L R E P O R T

A c a d e m i c Y e a r 2 0 0 6 - 2 0 0 7

**Presented to
The District of Columbia Public Charter School Board
on
September 1, 2007**

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I. School Description

A. Mission and Belief Statements

The SEED Public Charter School is a public, college preparatory boarding school whose primary mission is to provide an outstanding, intensive educational program that prepares children, both academically and socially, for success in college.

The SEED School believes:

- A sense of belonging and community make achievement possible.
- Students provided learning opportunities will become educated contributors to society through perseverance, reflection, and practice.
- Educators provide learning opportunities within a sustainable adult culture that values perseverance, reflection, and practice.
- A boarding school learning environment is critical to improve our students' ability to be fully prepared for success in college and life.
- The community of students, parents, faculty, and school leaders are partners for successful learning
- The community should support cohesiveness among all school components including boarding, academic, athletics, and the arts.
- The cohesiveness of a community is dependent upon clear and consistent speaking, listening, and dialogue.
- The SEED core values educate the choices we make as a school community

B. School Program

In the 2006-2007 school year, The SEED Public Charter School served 327 young men and women, age eleven to eighteen, in grades seven through twelve. This school year marked SEED's fourth graduating class. Every graduate in the class of 2007 pursued a college, university, or postsecondary education afterwards.

The 2006-2007 school year began on August 27, 2006 and closed on June 15, 2007.

The curriculum of the school is designed to prepare our students for college acceptance and graduation from college. Students have access to computers and research materials to assist them with their work, both of which are available during school hours and afterwards.

Boarding Curriculum

The unique nature and mission of The SEED Public Charter School provides round-the-clock learning opportunities. The boarding program incorporates study habits, life skills development, athletics, and enrichment activities into the daily life of all students. Students are assessed based on the boarding curriculum standards entitled HALLS (Habits for Achieving Life-Long Success), and receive a detailed HALLS report card evaluating their development. Students also are required to participate in community service programs. Students weekly reside on-campus Sunday evening through Friday evening.

Middle School Academic Curriculum

The middle school, which includes the seventh and eighth grades, is a transitional period for our students. Transitioning our students to the academic rigor of the middle school from their previous self-contained elementary school classrooms is the foundation of our program. The goal of the middle school program is to prepare them for success in an academically demanding upper school.

Passage from middle school to high school at SEED is determined by use of The Ninth Grade Gate. The Gate is a SEED-developed assessment system that holds students accountable to a performance framework of benchmarks based on national standards. The Ninth Grade Gate ensures that students who enter upper

school are equipped with the skills to be successful in a college preparatory curriculum. The Ninth Grade Gate focuses on basic skill development for everyone in the middle school. Students who do not meet The Ninth Grade Gate expectations remain in middle school until they achieve those standards. We believe that this is the only way to ensure that our high school students are prepared to tackle the college preparatory upper school curriculum.

Middle school students are enrolled in language arts (writing and reading courses), mathematics, science, social studies, technology, music, art, and health & wellness courses.

Upper School Academic Curriculum

The upper school provides rigorous and relevant courses and experiences that will prepare students to be admitted to and be successful in college-level education. Students must earn 26 credits to graduate.

Upper school students were enrolled in the following course areas: English, mathematics, science, social studies, music, technology, art, physical education/health, and Spanish. In addition, students enrolled in elective courses in either constitutional law, youth justice, jewelry making, web design, yearbook, film, or drama. Advanced Placement courses were offered in US History, US Government, and English Language and Composition. Every student enrolled in an AP course took the exam. 15 AP exams were administered in the 2006-2007 school year.

Special Education

The Special Education Program at SEED is based on the inclusion and resource room models. The special education teachers work in collaboration with regular education teachers to assist students with content and instructional planning. For example, activities and texts are modified for the special education students, study guides and test preparation sessions are arranged, and information is presented to students in a manner that is conducive to their learning styles. The special education teachers use the resource room to instruct students who are not at grade level or who need services outside of the regular classroom.

C. School Staff

2006-2007 Schpol Leadership

- Mr. John Ciccone, *Head of School*
- Ms. Erika Woods, *Assistant Head of School*
- Mrs. Katie Severn, *Assistant Head of School for Academic Affairs*
- Mr. Eric Collins, *Assistant Head of School for Student Life*
- Mr. Aaron Woodward, *Director of Admissions and Community & Parent Relations*
- Ms. Charlene Wimbish, *Director of Campus Operations*
- Mrs. Kimberly Harrison, *Director of Finance*
- Ms. Robin Lewis, *Development Manager*
- Ms. Keisha Goode, *Assistant to the Head of School*

Position	Number	Number with Bachelors degree	Number with Masters degree or higher	Number with degree in field	Number Meeting NCLB HQT Requirements
Head of School	1	1	1	1	N/A
Directors / Administrators	11	10	7	10	N/A
Resident Assistants/Life Skills Counselors/Student Life Coordinators	43	38	9	N/A	N/A
Classroom Teachers (<i>full-time</i>)	30	30	22	25	22
Special Education Teachers (<i>full-time</i>)	5	5	4	5	N/A
Librarian/Media Specialist	1	1	1	1	N/A
Counselors	7	7	7	7	N/A
Support Staff	18	6	0	N/A	N/A

Teacher/Student Ratio is 1:13

Note: the ratio is based on 327 students and 25 classroom teachers.

Teacher Attrition Rate is 87 %. During the period of 2006-2007 to 2007-2008, 26 of 30 (87%) of full-time classroom and special education teachers were retained into the 2007-2008 school year.

Salary Range for Teachers is \$44,733.31 to \$ 79,747

Average Teacher Salary is \$53,330.82

Salary Range for School Administrators is \$53,560-\$140,000

Number of School Administrators is 11

D. Student Characteristics

Enrollment

Total Students Grades 7-12	327
MS1	145
MS2	82
9 th	46
10 th	21
11 th	21
12 th	12

Gender

% Male	48%
% Female	52%

Race

% African- American	99%
% Hispanic	1%

Student Services

% Limited English	0%
%Special Education	11%
% LEP/NEP	0%
% Free or reduced lunch	72%

Attendance Data

Average Daily Membership	307
% Average Daily Attendance	92%

Student Attrition & Re-enrollment

Re-enrollment rate (the percentage of students that were eligible to re-enroll in Fall 2006 and did so)	79%
# of students transferring out of SEED ¹	52
# of dropouts (students not enrolling in other educational program)	0

Grade Advancement

% of second-year MS students promoted to 9 th grade in 2006-2007	83%
% of 9 th grade students promoted to 10 th grade in 2006-2007	84%
% of 10 th grade students promoted to 11 th grade in 2006-2007	95%
% of 11 th grade students promoted to 12 th grade in 2006-2007	95%

Class of 2007 Graduation Data

Number of students graduating	12
Number in graduating class at start of 2006-2007 school year	12
Number taking SAT	12
Average Verbal SAT Score	437
Average Math SAT Score	415
Number of AP courses	4
Number enrolled in AP Courses	6
Number enrolling in college	12

¹ Reflects withdrawn and dismissed students between 9/06 and 9/07

E. Governance/ Board of Trustees**Board of Trustee Meetings, 2006-2007**

September 12, 2006

November 16, 2006

February 22, 2007

May 24, 2007

Board of Trustees 2006-2007

Name	Affiliation	Address	Committee Membership
Eric Adler <i>Chairman of the Board</i>	SEED Foundation	1776 Massachusetts Avenue, NW Suite 600 Washington, DC 20036	Development Committee Executive Committee Education Committee
Angela Allen <i>Parent</i>		226 54 th Street, SE Washington, DC 20019	Parent Committee Education Committee
Lisa Bernstein		4401 Cathedral Avenue, NW Washington, DC 20016	Education Program Committee
Katherine Bradley	City Bridge Foundation	600 New Hampshire Avenue, NW Washington, DC 20037	Governance Committee
Wallace Christener <i>Treasurer</i>	Venable LLP	575 7 th Street, NW Washington, DC 20004	Finance Committee
John Ciccone <i>Head of School</i> <i>Ex-Officio Board Member</i>	The SEED School	4300 C Street, SE Washington, DC 20019	
Marc Miller	McLeod, Watkinson & Miller	1 Massachusetts Avenue, NW, Suite. 800 Washington, DC 2001	Executive Committee Finance Committee
Marina Ottaway		327 A Street, SE Washington, DC 20003	Education Committee Executive Committee
Penelope Peskowitz		4817 Essex Avenue Chevy Chase, MD 20815	Education Committee Development Committee
Kenneth Slaughter	Venable LLP	575 7 th Street, NW Washington, DC 2004	Education Committee Executive Committee
David Steinberg		2722 O Street, NW Washington, DC 20007	Development Committee Finance Committee
Lisa Tillman <i>Parent</i>		5034 Mead Street, NE Washington, DC 20019	Development Committee
Clarice Walker		9101 Crosby Road Silver Spring, MD 20910	Education Committee Parent Committee Governance Committee
Rajiv Vinnakota	SEED Foundation	1776 Massachusetts Avenue, NW Suite 600 Washington, DC 20036	Development Committee Executive Committee Finance Committee Governance Committee

*Members of the Board of Trustees attended a Trustee Orientation Training on December 1, 2006.

F. Finance

The following is a list of donors whose contributions were equal to or exceeded \$500.00 for the year ending June 30, 2007

James Adler
Judith H. Bishop
Boeing Gift Matching Program
Katherine B. Bradley
The Braitmayer Foundation
Kenneth D. Brody
Donald A. Brown
Wiley T. Buchanan
Will Catto
James W. Charrier
Chesapeake Bay Foundation
Armeane M. Choksi
Brian Conboy
George S. Coumantaros
Brian Cox
Crowell & Moring Foundation
Ralph P. Davidson
Jack Davies
DC Public Charter School Board
Thomas Dippel
District of Columbia
Paul C. Dougherty
Max and Victoria Dreyfus Foundation, Inc.
Eastdil
Page Evans
Richard M. Fairbanks
A. H. Farouki
Nancy M. Folger
The Freddie Mac Foundation
Ann B. Friedman
Alfred Friendly
Michael P. Galvin
C. B. Gray
Yardly Gray
John Hadijipataras
John C. Harris
Hattie M. Strong Foundation
Joseph W. Henderson
John G. Holland
Joseph F. Horning
HSBC - North America
Meehee Hwang
Benjamin T. Ingram
Ann Korologos
Nathan K. Kotz
Sperry Lea

Ruth Leffall
Robert Lehrman
Lemon Foundation
The Lois and Richard England Family Foundation
Malek Family Charitable Trust
MBIA Inc.
Artemis McDonald
Laurence H. Meyer
Herbert S. Miller
James Moshovitis
Ann S. Mueller
Dane A. Nichols
The Noyce Foundation
Henry R. O'Connor
Nels B. Olson
Nick Pappas
Malcolm E. Peabody
James Pedas
Theodore Pedas
Edwin Peskowitz
Helen Philon
David B. Pollin
Alma J. Powell
Sharon L. Quarles
Steven M. Rales
The Rockwood Fund, Inc.
Jennifer S. Rogers
Stuart F. Ross
Marilyn Rouvelas
Michael G. Ryan
Saint Mark's Episcopal Church
Roger W. Sant
Allison Shaw
Eileen Shields-West
Albert H. Small
James R. Socas
Jose E. Solis
David J. Steinberg
Jake Tarr
Mariella Trager
The Venable Foundation
Mallory Walker
Sheila Walker
Trevor Watt
Martha R. Webb
Webber Family Foundation
Cristy West
Sybil Wolin

2006-7 Budget

Ordinary income/Expense

Income

4000 · Per-pupil allocation	9,836,421.50
4100 · Government entitlements	310,000.00
4200 · Grants	400,000.00
4400 · Other revenues	
4405 · Medicaid Billings	40,000.00
4410 · interest income	30,000.00
4400 · Other revenues - Other	10,000.00
Total 4400 · Other revenues	<u>80,000.00</u>

Total income	<u>10,626,421.50</u>
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Gross Profit	10,626,421.50
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Expense

5000-1 · Personnel Costs	
Total 5000-1 · Personnel Costs	5,989,085.35
5000-2 · Direct Student Costs*	
5300 · Textbooks	31,600.00
5305 · instructional Supplies	12,350.00
5310 · Student Catering	641,680.00
5315 · Student Activities	92,330.00
5320 · Transportation, inci fld trips	43,787.00
5325 · Field Trips -exci'g transp&food	9,000.00
5330 · Instructional Materials	32,500.00
5335 · Student Testing/Evaluation	7,500.00
5340 · Summer School	40,500.00
5345 · Special Education	100,000.00
5350 · Internet Connections	11,988.00
5355 · Technology Maintenance	139,656.30
5360 · Tech Software/Supplies	27,499.00
5365 · Athletic Equipment	2,000.00
5370 · Athletic League/Org Fees	5,000.00
5375 · Athletic Clothing	1,344.00
5380-1 · Graduation/Sr Banquet	21,000.00
5380-2 · Junior/Senior Prom	1,500.00
5380-3 · College Visits/Tours	33,000.00
5380-4 · Musical/Drama	11,000.00
5380-5 · Student Government	3,000.00
5381 · Library Supplies	12,600.00
5385 · Student Orientation	3,000.00
5390 · Health/Medical	100,000.00
5395 · Clothing	<u>6,150.00</u>
Total 5000-2 · Direct Student Costs*	1,389,984.30

5000-3 · Occupancy Expenses*	
5400 · Cleaning Services	138,804.00
5410 · Security Services	119,017.00
5420 · Trash	31,800.00
5430 · Carpet Cleaning/Exterminate	33,560.00
5440 · Repairs & Maintenance	97,000.00
5450 · Snow Removal	4,000.00
5460 · Lawn Landscaping	4,500.00
5470 · Elevator/HVAC/Gate	29,551.00
5480 · Equipment Service Repairs	21,991.00
5485 · Equipment Leasing	28,266.00
5490 · Utilities	261,842.96
5495 · Land Lease	12,000.00
Total 5000-3 · Occupancy Expenses*	782,331.96
5000-4 · Office Expenses	
5500 · Postage	18,154.50
5510 · Printing	12,750.00
5520 · Cable TV Services	708.00
5530 · Legal Services	30,000.00
5540 · Audit & Bank Fees	48,700.00
5550 · HR/Finance Support	125,000.00
5560 · Telephone - Land Line	35,000.00
5570 · Telephone - Cell	11,300.00
5580 · Office Supplies	44,620.00
Total 5000-4 · Office Expenses	326,232.50
5000-5 · General Expenses*	
5600 · HOS Contingency	100,000.00
5605 · Development Office Support	5,000.00
5610 · HOS Discretionary	7,000.00
5620 · Advertising	15,650.00
5630 · Insurance	198,000.00
5640 · Development Support	75,500.00
5650 · Interest Expense	500,000.00
5660 · Depreciation Expense	1,020,000.00
5670 · Charter School Fee	49,000.00
5680 · Staff Catering	22,350.00
5685 · Incentive Awards	13,050.00
5690 · Consultants	76,450.00
5695 · Staff Recruiting	41,948.18
Total 5000-5 · General Expenses*	2,123,948.18
Total Expense	10,611,582.29
Net Ordinary Income	14,839.21
Net Income	14,839.21

II. School Performance

The SEED School's second, five-year cycle Accountability Plan has been approved by the DC Public Charter School Board and is pending approval by the SEED School Board of Trustees. The Accountability Plan that appears on the following pages is a draft document. The entire Accountability Plan that appears on the following pages is subject to revision and final approval by The SEED School.

A. Evidence of Performance and Progress

a. Academic Goal 1: By June 2008, SEED upper school students will demonstrate increased academic preparation for college admission.

<u>Assessment Tool</u>	<u>Performance Indicator</u>	<u>Baseline Performance (2003-2004)</u>	<u>Annual Performance</u>	<u>Five-Year Target (2007-08)</u>
PSAT	Percent of 11th grade students scoring at or above the PSAT verbal national mean	7.6%	04-05: 41.1% 05-06: 5.3% 06-07: 15%	5-year mean of 12% of 11th grade students at or above PSAT verbal national mean
PSAT	Percent of 11th grade students scoring at or above the PSAT math national mean	0.0%	04-05: 23.5% 05-06: 10.5% 06-07: 15%	5-year mean of 7% of 11th grade students at or above PSAT math national mean
SAT 1	Percent of graduating students score at or above the SAT 1 verbal DCPS-Control Group mean	95%	04-05: 46.6% 05-06: 85.7% 06-07: <i>see enclosed letter</i>	5-year mean of 70% of graduating students scoring at or above SAT 1 verbal DCPS-Control Group mean
SAT 1	Percent of graduating students score at or above the SAT 1 math DCPS-Control Group mean	90%	04-05: 53.3% 05-06: 81% 06-07: <i>see enclosed letter</i>	5-year mean of 70% of graduating students scoring at or above SAT 1 Math DCPS-Control Group mean
Documented college acceptances	Weighted average percent of students accepted at 1 or more post-secondary institutions	100%	04-05: 100% 05-06: 100% 06-07: 100%	5-year mean of 93% or higher

Academic Goal 2: By June 2008, SEED students will demonstrate improved academic achievement.

DC-CAS	% of students meeting AYP target on the reading sub-test	38.17%	Meet or exceed AYP Target 04-05: AYP met (55.68%) 05-06: AYP met (48.13%) 06-07: AYP met (53.51%)	SEED is not "identified for improvement" under NCLB-AYP target score requirements
DC-CAS	% of students meeting AYP target on the math sub-test	49.38%	Meet or exceed AYP Target 04-05: AYP met (55.58%) 05-06: AYP not met (37.85%) 06-07: AYP met (44.74%)	SEED is not "identified for improvement" under NCLB-AYP target score requirements

b. Non-Academic Goal 3: By 2008, students will demonstrate a college preparatory, boarding school culture.

Average Daily Attendance	Trend in average daily attendance	94%	04-05: 92% 05-06: 93.4% 06-07: 92.2%	a five -year mean of 94% or higher
Re-enrollment rate	Percent of students re-enrolled	85%	04-05: 79% 05-06: 79% 06-07: 79%	a five -year mean of 85% or higher
Presidential Physical Fitness Test	Percent of students earning National or Presidential Award recognition	4.7%	Meet or exceed the following annual increases of students earning National or Presidential Awards: 04-05 to 5.7%, 05-06 to 6.7%, 06-07 to 7.7%, 07-08 to 8.7% 04-05: 21.25% 05-06: 7.41% 06-07: see enclosed letter	Exceed annual target in at least 2 of the years reported

Evidence of Attainment of IEP Objectives for Students with Disabilities

Year/Attainment	% of Students that Mastered more than 50% of IEP Goals	% of Students that Mastered more than 65% of IEP Goals	% of Students that Mastered 100% of IEP Goals
2005-6	50%	10%	5%

Year/Attainment	Number of Students with IEP Objectives	Total Number of IEP Objectives	Total Number of Goals Mastered by Students	Percentage of Goals Mastered
2006-2007	40	144	70	49%

**Grade advancement and graduation rates, along with college admission test scores and college admission rates are reported in the "Student Characteristics" section of this report.*

c. Organizational Goals and Performance

Category	Summary
1. Meetings and Board Structure	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.
2. Requirement for PCSB Action	The school has demonstrated exceptional performance, thereby requiring no medial action from the PCSB.
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The SEED school continues to have an oversubscribed admission and lottery coupled with a strong re-enrollment. We continue to have a strong and dependable system of parent volunteers and a significant majority of parents attending parent/teacher conference nights. In 06-07, we had several Parent/Staff/Student Book Club events, potluck community events, and other on-and off campus activities coordinated with parents and SEED staff.

School Authorizations

All authorizations (certificate of occupancy, insurance, lease, etc.) required to operate the school are up-to-date and in full force and effect.

B. Unique Accomplishments

- **National Congressional Art Competition:** In May, two upper school students displayed artwork at the Phillips Collection as finalists in the 26th year of this competition.
- **LearnServe Zambia:** This summer, the third group of SEED faculty and students participated in the LearnServe Zambia program where they did service learning in Zambian schools and gathered information on current HIV/AIDS awareness programming in Zambia.
- **SEED Classics Program:** The SEED School's Classics Program developed in partnership with the Embassy of Greece and the Society for the Preservation of the Greek Heritage. The Classics Program allows students in 8th, 9th and 10th grade to study classical Greek culture, including mythology, architecture, government and art. Top-performing students traveled to Greece to see the history and culture they studied for themselves.
- **China Exchange Program:** A tenth grade female student was selected to participate in the Chinese Cultural Community Center's (CCCC) China Exchange program. In a ten-month long program with 14 other D.C. public and charter school students, she attended classes in Chinese language and culture, field trips, and community projects at CCCC and the DC area. The program culminated in a two-week trip to China where students toured major cities and rural communities, visited sites such as the Great Wall, Forbidden City and Emperor Qin's terra cotta warriors, and practiced their Chinese skills with native Chinese.
- **Letters About Literature:** Three upper school students were the First, Second, and Third Place DC Regional Winners in this competition in which they are tasked to write a personal letter to an author, living or dead, from any genre-- fiction or nonfiction, contemporary or classic,-- explaining how that author's work changed the student's way of thinking about the world or themselves. Two 8th grade students were regional finalists.
- **SEED School Dramatic Productions:** In the 06-07 school year, SEED students presented *Sketches of Color* (an original production) in the fall and *High School Musical* in the spring.
- **Special Visits to The SEED School:** During the 06-07 school year, The SEED School welcomed a number of special visits. Mr. John Dau from the documentary *God Grew Tired of Us: The Story of Lost Boys of Sudan* visited 8th grade students in The SEED School's Africa celebration. Minister Maria van der Hoeven, Minister of Education in the Netherlands, visited SEED and was given a tour of the campus by a 12th grade student. The First Lady of Chad toured SEED and visited two classes.
- **Athletic Program Highlights:** The SEED School Cheerleading Squad participated in their first competition at Six Flags of America in Largo, MD, and won first place in the competition. SEED's varsity basketball team won first place in the Chelsea Holiday Tournament and a SEED student was awarded MVP. SEED's volleyball team won third place in the Washington Bible College Tournament.
- **Parent Teacher Association (PTA):** The SEED School's Admissions Office, in conjunction with SEED parents, revived The SEED School's Parent Teacher Association. They have established a governing committee and are very active in the SEED community.

C. Lessons Learned and Actions Taken Based on Accountability Information

1. No significant issues occurred in collecting and reporting data on the school's accountability plan performance with the exception of no Presidential Physical Fitness Test data to report for the 06-07 school year (*see the enclosed letter*). Most immediately, The SEED School's Physical Education Department will have all students complete the Presidential Physical Fitness Test during the 07-08 school year. We are working to centralize all school data to ensure the timeliness, efficiency, and accessibility of all SEED School performance data.

2. Based on the school leadership's evaluation of accountability plan performance and other performance data, the SEED School is committed to maximizing instruction to ensure we meet AYP, being vigilant about taking and reporting attendance data to increase our average daily attendance, making school-wide efforts to partner with and support families to increase our re-enrollment rate, ensuring that the Presidential Physical Fitness is completed by all students, and providing 12th grade students with off-campus SAT preparation to limit distraction and ensure maximum performance on the SAT Test.

3. Based on the most recent Program Development Review findings, the SEED School is partnering with the Center for Performance Assessment to ensure we have a clearly defined, quality curriculum that is effectively implemented and aligned with state standards. The Special Education Department has created a tracking system to ensure that students with IEP's are making progress in meeting IEP and overall school goals.

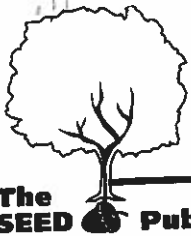
D. Reporting Accountability Information

The school calendar is the primary vehicle used to communicate the dates of student meetings, parent meetings, staff meetings, assessment report dissemination, professional development activities, and in-service training sessions. We implemented the following methods of sharing accountability information during the 2006-2007 school year:

- Parent Teacher Association,
- Back to School Night,
- Parent-Teacher Conferences,
- Monthly Parent News Letters,
- Bulletins to all staff, Staff/faculty meetings,
- Parent copies of DC-CAS results and student/parent information sessions, and
- Student assemblies.

E. Improving the School's Accountability Plan

The SEED School looks forward to future DC Public Charter School Board feedback about potential improvements to our accountability plan.



The SEED Public Charter School of Washington, D.C.

SEED

October 10, 2006

Ms. Tamara Lumpkin
DC Public Charter School Board
3333 14th Street, NW
Suite 210
Washington, DC 20010

RECEIVED
OCT 11 2006

BY:

Dear Ms. Lumpkin,

In the process of preparing for the compliance review, we have made some additions and noted some errors in our Annual Report originally submitted on Friday, September 1, 2006.

As of September 1, 2006, we did not have the Average Daily Membership or % Average Daily Attendance. They have been added to the report under the "Student Characteristics" section on page 5. The Average Daily Attendance has been included in section B of School Performance on page 15.

There was an error in reporting our SAT data in section A of School Performance on page 13. The percent of graduating students scoring at or above the SAT 1 verbal DCPS-Control Group mean noted in the original report was 57.1% when it should have been 85.7%. The percent of graduating students scoring at or above the SAT 1 math DCPS-Control Group mean noted in the original report was 85.7% when it should have been 81%.

Also in section A of School Performance on page 13, the weighted average percent of students accepted at 1 or more postsecondary institutions (documented college acceptances) was noted on page 13 at 80.9% when it should have been 100%.

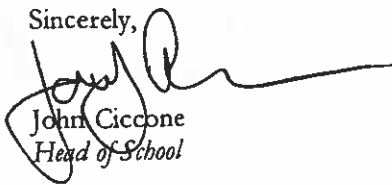
Finally, at the time of submission, we did not have the final AYP results. They are included in section A of School Performance on page 14 of the report.

We will provide all necessary documentation to support these additions and changes at the Compliance Review visit.

If you have questions or concerns, please contact me at 202.248.3007.

Thank you.

Sincerely,



John Ciccone
Head of School

**The SEED Public Charter School
of Washington, D.C.**

A N N U A L R E P O R T

A c a d e m i c Y e a r 2 0 0 5 - 2 0 0 6

**Presented to
The District of Columbia Public Charter School Board
on
September 1, 2006
(Updated 10.10.06)**

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I. School Description

A. Mission and Belief Statements

The SEED Public Charter School is a public, college preparatory boarding school whose primary mission is to provide an outstanding, intensive educational program that prepares children, both academically and socially, for success in college.

The SEED School believes:

- A sense of belonging and community make achievement possible.
- Students provided learning opportunities will become educated contributors to society through perseverance, reflection, and practice.
- Educators provide learning opportunities within a sustainable adult culture that values perseverance, reflection, and practice.
- A boarding school learning environment is critical to improve our students' ability to be fully prepared for success in college and life.
- The community of students, parents, faculty, and school leaders are partners for successful learning
- The community should support cohesiveness among all school components including boarding, academic, athletics, and the arts.
- The cohesiveness of a community is dependent upon clear and consistent speaking, listening, and dialogue.
- The SEED core values educate the choices we make as a school community

B. School Program

In the 2005-2006 school year, The SEED Public Charter School served 324 young men and women, age eleven to eighteen, in grades seven through twelve. This school year marked SEED's third graduating class. Every graduate in the class of 2006 pursued a college, university, or postsecondary education afterwards.

The 2005-2006 school year began on August 31, 2005 and closed on June 16, 2006.

The curriculum of the school is designed to prepare our students for college acceptance and graduation from college. Students have access to computers and research materials to assist them with their work, both of which are available during school hours and afterwards.

Boarding Curriculum

The unique nature and mission of The SEED Public Charter School provides round-the-clock learning opportunities. The boarding program incorporates study habits, life skills development, athletics, and enrichment activities into the daily life of all students. Students are assessed based on the boarding curriculum standards entitled HALLS (Habits for Achieving Life-Long Success), and receive a detailed HALLS report card evaluating their development. Students also are required to participate in community service programs. Students weekly reside on-campus Sunday evening through Friday evening.

Middle School Academic Curriculum

The middle school, which includes the seventh and eighth grades, is a transitional period for our students. Transitioning our students to the academic rigor of the middle school from their previous self-contained elementary school classrooms is the foundation of our program. The goal of the middle school program is to prepare them for success in an academically demanding upper school.

Passage from middle school to high school at SEED is determined by use of The Ninth Grade Gate. The Gate is a SEED-developed assessment system that holds students accountable to a performance framework of benchmarks based on national standards. The Ninth Grade Gate ensures that students who enter upper

school are equipped with the skills to be successful in a college preparatory curriculum. The Ninth Grade Gate focuses on basic skill development for everyone in the middle school. Students who do not meet The Ninth Grade Gate expectations remain in middle school until they achieve those standards. We believe that this is the only way to ensure that our high school students are prepared to tackle the college preparatory upper school curriculum.

Middle school students enrolled in language arts (separate writing and reading courses), mathematics, science, social studies, technology, music, art, and health & wellness courses.

Upper School Academic Curriculum

The upper school provides rigorous and relevant courses and experiences that will prepare students to be admitted to and be successful in college-level education. Upper school students were enrolled in the following course areas: English, mathematics, science, social studies, music, technology, art, physical education/health, and Spanish. In addition, students enrolled in elective courses in either constitutional law, youth justice, knitting, web design, yearbook, film, or drama. Advanced Placement courses were offered in US History as well as English Language and Composition. Every student enrolled in an AP course took the exam. 39 AP exams were administered in the 2005-2006 school year. Students must earn 26 credits to graduate.

Special Education

The Special Education Program at SEED is based on the inclusion and resource room models. The special education teachers work in collaboration with regular education teachers to assist students with content and instructional planning. For example, activities and texts are modified for the special education students, study guides and test preparation sessions are arranged, and information is presented to students in a manner that is conducive to their learning styles. The special education teachers use the resource room to instruct students who are not at grade level or who need services outside of the regular classroom.

C. School Staff

2005-2006 School Leadership

- Mr. John Ciccone, *Head of School*
- Ms. Erika Woods, *Assistant Head of School*
- Mr. Josh Edelman, *Assistant Head of School for Academic Affairs*
- Ms. Shantelle Wright, *Assistant Head of School for Student Life* (July 2005-November 2005)
- Ms. Lesley Poole, *Interim Assistant Head of School for Student Life* (November 2005-June 2006)
- Ms. Lesley Poole, *Director of Admissions and Community & Parent Relations*
- Mr. Paul Darlington, *Director of Campus Operations*
- Mrs. Kimberly Harrison, *Director of Finance*
- Ms. Robin Lewis, *Development Manager*
- Ms. Keisha Goode, *Assistant to the Head of School*

Position	Number	Number with Bachelors degree	Number with Masters degree or higher	Number with degree in field	Number Meeting NCLB HQT Requirements
Head of School	1	1	1	1	N/A
Directors / Administrators	11	11	7	11	N/A
Resident Assistants/Life Skills Counselors/Student Life Coordinators	43	40	10	N/A	N/A
Classroom Teachers (<i>full-time</i>)	28	28	18	24	24
Special Education Teachers (<i>full-time</i>)	5	5	3	5	N/A
Librarian/Media Specialist	1	1	1	1	N/A
Counselors	4	4	4	4	N/A
Support Staff	14	5	1	N/A	N/A

Teacher Attrition Rate is 50 %. During the period of 2005-2006 to 2006-2007, 14 of 28 (50%) full-time classroom and special education teachers were retained into the 2006-2007 school year.

Teacher/Student Ratio is 1:12

Note: the ratio is based on 324 students and 28 classroom teachers.

D. Student Characteristics

Enrollment

Total Students Grades 7-12	324
MS1	137
MS2	76
9 th	41
10 th	27
11 th	20
12 th	23

Gender

% Male	48%
% Female	52%

Race

% African- American	98%
% Hispanic	2%

Student Services

% Limited English	0%
% Special Education	11%
% LEP/NEP	0%
% Free of reduced lunch	73%

Attendance Data

Average Daily Membership	307
% Average Daily Attendance	93.4%

Student Attrition & Re-enrollment

Re-enrollment rate (the percentage of students that were eligible to re-enroll in Fall 2006 and did so)	79%
# of students transferring out of SEED	101
# of dropouts (students not enrolling in other educational program)	0

Reflects withdrawn and dismissed students between 9/04 and 9/05

Grade Advancement

% of second-year MS students entering 9 th grade in 2006-2007	78%
% of 9 th grade students promoted to 10 th grade in 2006-2007	90%
% of 10 th grade students promoted to 11 th grade in 2006-2007	96%
% of 11 th grade students promoted to 12 th grade in 2006-2007	96%

Class of 2006 Graduation Data

Number of students graduating	23
Number in graduating class at start of 2005-2006 school year	23
Number taking SAT	23
Average Verbal SAT Score	435
Average Math SAT Score	426
Number of AP courses	4
Number enrolled in AP Courses	13
Number enrolling in college	21

E. Governance/ Board of Trustees**Board of Trustee Meetings, 2005-2006**

September 22, 2005

November 17, 2005

February 15, 2006

May 18, 2006

Board of Trustees 2005-2006

Name	Affiliation	Address	Committee Memberships
Eric Adler <i>Chairman of the Board</i>	SEED Foundation	1712 Eye Street, NW Suite 300 Washington, DC 20006	Development Committee Executive Committee Education Committee Governance Committee
Katherine Bradley	City Bridge Foundation	600 New Hampshire Avenue, NW Washington, DC 20037	Governance Committee
Wallace Christener <i>Treasurer</i>	Venable LLP	575 7 th Street, NW Washington, DC 20004	Finance Committee
John Ciccone <i>Head of School</i> <i>President</i>	The SEED School	4300 C Street, SE Washington, DC 20019	
Rita Maverick Rattley <i>Parent</i>		4521 17 th Street, NE Washington, DC 20017	Education Committee
Marc Miller	McLeod, Watkinson & Miller	1 Massachusetts Avenue, NW, Suite. 800 Washington, DC 2001	Executive Committee Finance Committee
Marina Ottaway		327 A Street, SE Washington, DC 20003	Education Committee Executive Committee
Penelope Peskowitz		4817 Essex Avenue Chevy Chase, MD 20815	Education Committee
Kenneth Slaughter	Venable LLP	575 7 th Street, NW Washington, DC 2004	Education Committee Executive Committee
David Steinberg		2722 O Street, NW Washington, DC 20007	Development Committee Finance Committee
Theresa Thomas <i>Parent</i>		3600 Ely Place, SE Apartment 207 Washington, DC 20019	Finance Committee
Clarice Walker		9101 Crosby Road Silver Spring, MD 20910	Education Committee Finance Committee Governance Committee
Rajiv Vinnakota	The SEED Foundation	1712 Eye Street, NW Suite 300 Washington, DC 20006	Development Committee Executive Committee Finance Committee Governance Committee
Don Brown <i>Trustee Emeritus</i>		2734 Rhone Drive Palm Beach Gardens, FL 33410	

**Members of the Board of Trustees attended conferences including the New Schools Conference and the State Education Office Meeting of School Board Chairs and Trustees.*

Advisory Committee

Name	Affiliation
Lisa Berstein	Bernstein Management
Garland Branch	
Rod Chandler	America's Promise
Dr. James Comer	Yale University
Peter Edelman	Georgetown Law School
Mark Ein	
Ann Fleming	
Cindy and Matt Galumbeck	
Dr. Antoine Garibaldi	
William M. Hardt	Princeton University
Barbara Harman	
Scott Hutchinson	The Webb School of Knoxville
Julia Baker Jones	
Ruth and LaSalle Leffall, Jr.	
Gay and Charles Lord	
JR Neiswender	
John Neiswender	
Geoff Nordloh	
John Patterson	
Helen Philon	
Eileen Shields-West	
Bruce Stewart	Sidwell Friends School
William Weil	

F. Finance

The following is a list of donors whose contributions were equal to or exceeded \$500.00 for the year ending June 30, 2006:

James Adler
Judith H. Bishop
Boeing Gift Matching Program
Katherine B. Bradley
The Braitmayer Foundation
Kenneth D. Brody
Donald A. Brown
Wiley T. Buchanan
Will Catto
James W. Charrier
Chesapeake Bay Foundation
Armeane M. Choksi
Brian Conboy
George S. Coumantaros
Brian Cox
Crowell & Moring Foundation
Ralph P. Davidson
Jack Davies
DC Public Charter School Board
Thomas Dippel
District of Columbia
Paul C. Dougherty
Max and Victoria Dreyfus Foundation, Inc.
Eastdil
Page Evans
Richard M. Fairbanks
A. H. Farouki
Nancy M. Folger
The Freddie Mac Foundation
Ann B. Friedman
Alfred Friendly
Michael P. Galvin
C. B. Gray
Yardly Gray
John Hadjipataras
John C. Harris
Hattie M. Strong Foundation
Joseph W. Henderson
John G. Holland
Joseph F. Horning
HSBC - North America
Meehee Hwang
Benjamin T. Ingram
Ann Korologos
Nathan K. Kotz
Sperry Lea

Ruth Leffall
Robert Lehrman
Lemon Foundation
The Lois and Richard England Family Foundation
Malek Family Charitable Trust
MBIA Inc.
Artemis McDonald
Laurence H. Meyer
Herbert S. Miller
James Moshovitis
Ann S. Mueller
Dane A. Nichols
The Noyce Foundation
Henry R. O'Connor
Nels B. Olson
Nick Pappas
Malcolm E. Peabody
James Pedas
Theodore Pedas
Edwin Peskowitz
Helen Philon
David B. Pollin
Alma J. Powell
Sharon L. Quarles
Steven M. Rales
The Rockwood Fund, Inc.
Jennifer S. Rogers
Stuart F. Ross
Marilyn Rouvelas
Michael G. Ryan
Saint Mark's Episcopal Church
Roger W. Sant
Allison Shaw
Eileen Shields-West
Albert H. Small
James R. Socas
Jose E. Solis
David J. Steinberg
Jake Tarr
Mariella Trager
The Venable Foundation
Mallory Walker
Sheila Walker
Trevor Watt
Martha R. Webb
Webber Family Foundation
Cristy West
Sybil Wolin

2005-6 Budget

Ordinary Income/Expense

Income

4000 · Per-pupll allocation	9,836,421.50
4100 · Government entitlements	310,000.00
4200 · Grants	400,000.00
4400 · Other revenues	
4405 · Medicaid Billings	40,000.00
4410 · Interest Income	30,000.00
4400 · Other revenues - Other	10,000.00
Total 4400 · Other revenues	<u>80,000.00</u>
Total Income	<u>10,626,421.50</u>

Gross Profit

10,626,421.50

Expense

5000-1 · Personnel Costs	
Total 5000-1 · Personnel Costs	5,989,085.35
5000-2 · Direct Student Costs*	
5300 · Textbooks	31,600.00
5305 · Instructional Supplies	12,350.00
5310 · Student Catering	641,680.00
5315 · Student Activities	92,330.00
5320 · Transportation, incl fld trips	43,787.00
5325 · Field Trips -excl'g transp&food	9,000.00
5330 · Instructional Materials	32,500.00
5335 · Student Testing/Evaluation	7,500.00
5340 · Summer School	40,500.00
5345 · Special Education	100,000.00
5350 · Internet Connections	11,988.00
5355 · Technology Maintenance	139,656.30
5360 · Tech Software/Supplies	27,499.00
5365 · Athletic Equipment	2,000.00
5370 · Athletic League/Org Fees	5,000.00
5375 · Athletic Clothing	1,344.00
5380-1 · Graduation/Sr Banquet	21,000.00
5380-2 · Junior/Senior Prom	1,500.00
5380-3 · College Vlsits/Tours	33,000.00
5380-4 · Musical/Drama	11,000.00
5380-5 · Student Government	3,000.00
5381 · Library Supplies	12,600.00
5385 · Student Orientation	3,000.00
5390 · Health/Medical	100,000.00
5395 · Clothing	6,150.00
Total 5000-2 · Direct Student Costs*	<u>1,389,984.30</u>

5000-3 · Occupancy Expenses*	
5400 · Cleaning Services	138,804.00
5410 · Security Services	119,017.00
5420 · Trash	31,800.00
5430 · Carpet Cleaning/Exterminate	33,560.00
5440 · Repairs & Maintenance	97,000.00
5450 · Snow Removal	4,000.00
5460 · Lawn Landscaping	4,500.00
5470 · Elevator/HVAC/Gate	29,551.00
5480 · Equipment Service Repairs	21,991.00
5485 · Equipment Leasing	28,266.00
5490 · Utilities	261,842.96
5495 · Land Lease	<u>12,000.00</u>
Total 5000-3 · Occupancy Expenses*	782,331.96
5000-4 · Office Expenses	
5500 · Postage	18,154.50
5510 · Printing	12,750.00
5520 · Cable TV Services	708.00
5530 · Legal Services	30,000.00
5540 · Audit & Bank Fees	48,700.00
5550 · HR/Finance Support	125,000.00
5560 · Telephone - Land Line	35,000.00
5570 · Telephone - Cell	11,300.00
5580 · Office Supplies	<u>44,620.00</u>
Total 5000-4 · Office Expenses	326,232.50
5000-5 · General Expenses*	
5600 · HOS Contingency	100,000.00
5605 · Development Office Support	5,000.00
5610 · HOS Discretionary	7,000.00
5620 · Advertising	15,650.00
5630 · Insurance	198,000.00
5640 · Development Support	75,500.00
5650 · Interest Expense	500,000.00
5660 · Depreciation Expense	1,020,000.00
5670 · Charter School Fee	49,000.00
5680 · Staff Catering	22,350.00
5685 · Incentive Awards	13,050.00
5690 · Consultants	76,450.00
5695 · Staff Recruiting	<u>41,948.18</u>
Total 5000-5 · General Expenses*	<u>2,123,948.18</u>
Total Expense	<u>10,611,582.29</u>
Net Ordinary Income	<u>14,839.21</u>
Net Income	<u><u>14,839.21</u></u>

II. School Performance

The SEED School's second, five-year cycle Accountability Plan has been approved by the DC Public Charter School Board and is pending approval by the SEED School Board of Trustees. The Accountability Plan that appears on the following pages is a draft document. The entire Accountability Plan that appears on the following pages is subject to revision and final approval by The SEED School.

A. Evidence of Performance and Progress

a. Academic Goal 1: By June 2008, SEED upper school students will demonstrate increased academic preparation for college admission.

<u>Assessment Tool</u>	<u>Performance Indicator</u>	<u>Baseline Performance (2003-2004)</u>	<u>Annual Performance</u>	<u>Five-Year Target (2007-08)</u>
PSAT	Percent of 11th grade students scoring at or above the PSAT verbal national mean	7.6%	04-05: 41.1% 05-06: 5.3%	5-year mean of 12% of 11th grade students at or above PSAT verbal national mean
PSAT	Percent of 11th grade students scoring at or above the PSAT math national mean	0.0%	04-05: 23.5% 05-06: 10.5%	5-year mean of 7% of 11th grade students at or above PSAT math national mean
SAT 1	Percent of graduating students score at or above the SAT 1 verbal DCPS-Control Group mean	95%	04-05: 46.6% 05-06: 85.7%	5-year mean of 70% of graduating students scoring at or above SAT 1 verbal DCPS-Control Group mean
SAT 1	Percent of graduating students score at or above the SAT 1 math DCPS-Control Group mean	90%	04-05: 53.3% 05-06: 81%	5-year mean of 70% of graduating students scoring at or above SAT 1 Math DCPS-Control Group mean
Documented college acceptances	Weighted average percent of students accepted at 1 or more post-secondary institutions	100%	04-05: 100% 05-06: 100%	5-year mean of 93% or higher

Academic Goal 2: By June 2008, SEED students will demonstrate improved academic achievement.

DC-CAS	% of students meeting AYP target on the reading sub-test	38.17%	Meet or exceed AYP Target 04-05: AYP met (55.68%) 05-06: AYP met (48.13%)	SEED is not "identified for improvement" under NCLB-AYP target score requirements
DC-CAS	% of students meeting AYP target on the math sub-test	49.38%	Meet or exceed AYP Target 04-05: AYP met (55.58%) 05-06: AYP not met (37.85%)	SEED is not "identified for improvement" under NCLB-AYP target score requirements

**Note: The 2006 AYP results have not yet been confirmed. Once confirmed, SEED will update the accountability plan and submit to the DC Public Charter School Board.*

b. Non-Academic Goal 3: By 2008, students will demonstrate a college preparatory, boarding school culture.

Average Daily Attendance	Trend in average daily attendance	94%	04-05: 92% 05-06: 93.4%	a five -year mean of 94% or higher
Re-enrollment rate	Percent of students re-enrolled ⁴	85%	04-05: 79% 05-06: 79%	a five -year mean of 85% or higher
Presidential Physical Fitness Test	Percent of students earning National or Presidential Award recognition	4.7%	Meet or exceed the following annual increases of students earning National or Presidential Awards: 04-05 to 5.7%, 05-06 to 6.7%, 06-07 to 7.7%, 07-08 to 8.7% 04-05 met: 21.25% 05-06 met: 7.41%	Exceed annual target in at least 2 of the years reported

Evidence of Attainment of IEP Objectives for Students with Disabilities

Year/Attainment	% of Students that Mastered more than 50% of IEP Goals	% of Students that Mastered more than 65% of IEP Goals	% of Students that Mastered 100% of IEP Goals
2005-6	50%	10%	5%

Grade advancement, graduation rates, college admission test scores, and college admission rate can be found in the "Student Characteristics" section of this report.

c. Organizational Goals and Performance

Category	Summary
1. Meetings and Board Structure	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.
2. Requirement for PCSB Action	The school has demonstrated exceptional performance, thereby requiring no medial action from the PCSB.
3. Annual Reporting	The school 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.
4. 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, services for special needs students, and additional funding.	The Board and the school's administration deploy resources effectively to further the academic and organizational success of the school.
5. The Board and school leadership ensure effective implementation of the school design.	Administrators and Board members have a strong understanding of the school design and refer to it regularly in managing and governing the school.
6. The Board has ensured strong and stable school leadership.	The Board has established a school that maintains exceptional performance and stability through its school leadership. Changes in the school leadership either lead to exceptional performance or have not negatively impacted the school's exceptional performance.
7. The Board is operating within its bylaws.	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.

Parent and Community Satisfaction and Support

The SEED school continues to have an oversubscribed admission and lottery coupled with a strong re-enrollment. We continue to have a strong and dependable system of parent volunteers and a significant majority of parents attending parent/teacher conference nights. In 05-06, we had several Parent/Staff/Student Book Club events and potluck community events coordinated with parents and SEED staff.

School Authorizations

All authorizations (certificate of occupancy, insurance, lease, etc.) required to operate the school are up-to-date and in full force and effect.

B. Unique Accomplishments

- **The District of Columbia High Performing Schools Incentive Award:** The SEED School was awarded a significant monetary award for performance on district standardized tests, receiving accreditation, outstanding academic and operational reviews, continued professional development, and timely and thorough reporting.
- **POSSE program:** The Posse Foundation identifies, recruits, and trains incredible youth leaders from urban public high schools and sends these groups as "Posses" to top colleges and universities in the country. Two 12th grade students were chosen for the program and received scholarships valued at \$100,000 to attend Lafayette College and Grinnell College.
- **Global Classrooms:** On Thursday, May 18, 2006, seven SEED students, representing the Democratic Republic of Congo, participated in the Model UN Conference. A 10th grade SEED student won an award for "Best Position Paper."
- **Campaign Against Youth Violence:** All 7th grade students participated in the Campaign Against Youth Violence sponsored by the Embassy of Kuwait. The Campaign includes a writing contest open to 7th and 8th graders. Two of our students were chosen as semifinalists for Washington, DC.
- **2005 Charter School Student Visual Art Contest:** A 9th grade SEED student won first place in the high school division.
- **National Congressional Art Competition:** In May, 4 students displayed artwork at the Phillips Collection as finalists in this competition.
- **LearnServe Ethiopia:** This summer, the second group of SEED faculty and students participated in the LearnServe Ethiopia program where worked with local residents to install clean water pipes to remote villages and held teacher training workshops on the use of manipulatives to teach fractions and measurement.
- **SEED Classics Program:** The SEED School's Classics Program developed in partnership with the Embassy of Greece and the Society for the Preservation of the Greek Heritage. The Classics Program allows students in 8th, 9th and 10th grade to study classical Greek culture, including mythology, architecture, government and art. Top-performing students traveled to Greece to see the history and culture they studied for themselves.
- **Casey Trees Endowment:** The Casey Trees Endowment is a non-profit organization that hopes to restore the tress of Washington, DC. Working in coloration with the Casey Trees Endowment, 10th grade students created a tree plan for SEED's campus, including locations for tree planting, species of trees, and a maintenance plan. In May, SEED students, the Casey Tree endowment team, and other volunteers planted five new trees on campus, including four Dogwoods and one Elm.
- **Royal Visit:** On November 2, 2005, the SEED School was visited by Prince Charles, Lady Camilla, First Lady Laura Bush, and Mayor Anthony A. Williams.

C. Lessons Learned and Actions Taken Based on Accountability Information

With on-going support from The DC Public Charter School Board and the Middle School Association of Colleges and Schools, SEED created a new Accountability Plan for its second five-year cycle beginning with the 2003-2004 school year. That process aided SEED by making it reflect on its performance and the ways in which SEED measures its tremendous success.

D. Reporting Accountability Information

The school calendar is the primary vehicle used to communicate the dates of student meetings, parent meetings, staff meetings, assessment report dissemination, professional development activities, and in-service training sessions. We implemented the following methods of sharing accountability information during the 2005-2006 school year:

- SEED Advisory Commission to monitor student achievement through the Middle States Accreditation process protocol,
- Parent's Organization,
- Parent Advisory Committee to the Head of School,
- Monthly Parent News Letters,
- Bulletins to all staff,
- Staff/faculty meetings,
- Parent copies of Stanford-9 results and student/parent information sessions,
- Parent school night meetings, and
- Student assemblies.

E. Improving the School's Accountability Plan

The SEED School looks forward to future DC Public Charter School Board feedback about potential improvements to our accountability plan.

Appendix L

The SEED Public Charter School of Washington, D.C.

4300 C Street, SE, Washington, D.C. 20019

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A N N U A L R E P O R T
Academic Year 2009-2010

Presented to
The District of Columbia Public Charter School Board

Submitted by
Charles B. Adams, Head of School

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2009-2010 BOARD MEMBERS AND SCHOOL LEADERS LISTING

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, services for special needs students, and additional funding by effectively deploying resources to further the academic and organizational success of the school. The Administrators and Board members have a strong understanding of the school design and refer to it regularly in managing and governing the school. The Board has established a school that maintains exceptional performance and stability through its school leadership. Changes in the school leadership either lead to exceptional performance or have not negatively impacted the school's exceptional performance.

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ANNUAL REPORT NARRATIVE

I. SCHOOL DESCRIPTION

A. Mission and Belief Statements

The SEED Public Charter School is a public, college preparatory boarding school whose primary mission is to provide an outstanding, intensive educational program that prepares children, both academically and socially, for success in college.

The SEED School believes:

- A sense of belonging and community make achievement possible.
- Students provided learning opportunities will become educated contributors to society through perseverance, reflection, and practice.
- Educators provide learning opportunities within a sustainable adult culture that values perseverance, reflection, and practice.
- A boarding school learning environment is critical to improve our students' ability to be fully prepared for success in college and life.
- The communities of students, parents, faculty and school leaders are partners for successful learning.
- The community should support cohesiveness among all school components including boarding, academic, athletics, and the arts.
- The cohesiveness of a community is dependent upon clear and consistent speaking, listening, and dialogue.
- The SEED core values educate the choices we make as a school community.

B. School Program

1. *Grade and age levels served*
In the 2009-2010 school year, The SEED Public Charter School served 337 young men and women, age eleven to nineteen, in grades six through twelve. This school year marked SEED's seventh graduating class. Every graduate in the class of 2010 pursued a college, university, or postsecondary education.
2. *Curriculum Design*
Our instructional approach is focused on academic intensity and college readiness. We recognize that we must simultaneously repair the educational negligence many of our youngest students have experienced and prepare our older young people for college and beyond. To do so we provide a systematic targeted intervention approach and a standards-driven curriculum. As we push for excellence, we pay close attention to what our students actually know and are able to do. We do not separate our students based on current ability. Therefore, we offer an inclusion model for our students with disabilities and, when appropriate, researched supports; we expect them to succeed just like their counterparts.

Middle School Academic Curriculum

The middle school, which includes the seventh and eighth grades, is a transitional period for our students. Transitioning our students to the academic rigor of the middle school from their previous self-contained elementary school classrooms is the foundation of our program. The goal of the middle school program is to prepare them for success in an academically demanding upper school.

Passage from middle school to high school at SEED is determined by use of The Ninth Grade Gate. The Gate is a SEED-developed assessment system that holds students accountable to a performance framework of benchmarks based on national standards. The Ninth Grade Gate ensures that students who enter upper school are equipped with the skills to be successful in a college preparatory curriculum. The Ninth Grade Gate focuses on basic skill development for everyone in the middle school. Students who do not meet The Ninth Grade Gate expectations remain in middle school until they achieve those standards. We believe that this is the only way to ensure that our high school students are prepared to tackle the college preparatory upper school curriculum.

Middle school students are enrolled in language arts (writing and reading courses), mathematics, science, social studies, technology and physical education.

Upper School Academic Curriculum

The upper school provides rigorous and relevant courses and experiences that will prepare students to be admitted to and be successful in college-level education. Students must earn 26 credits to graduate.

Upper school students were enrolled in the following course areas: english, mathematics, science, social studies, music, technology, art, physical education/health, and Spanish. In addition, students enrolled in elective courses in Leadership, Performing Arts, SEED Students in Action ("SSI"), Advanced Problem Solving, Financial Literacy, Health, Literacy Bridge, Geometry Bridge, and Algebra Bridge. Advanced Placement courses were offered in US History, Government, Language and Literature. Every student enrolled in an AP course took the exam. 27 AP exams were administered in the 2009-2010 school year.

Special Education

The Special Education Program at SEED is based on the inclusion and resource room models. The special education teachers work in collaboration with regular education teachers to assist students with content and instructional planning. For example, activities and texts are modified for the special education students, study guides and test preparation sessions are arranged, and information is presented to students in a manner that is conducive to their learning styles. The special education teachers use the resource room to instruct students who are not at grade level or who need services outside of the regular classroom.

3. *Key Mission-Related Programs*

As a college preparatory boarding school, we put considerable effort and resources into providing additional academic supports during the early morning, afternoon and evening. We have developed a school-wide requirement that all students complete a year-end Presentation of Learning. This initiative was spurred by David Connelly's work around College and Career Readiness.

4. *School Year and Hours of Operation*

The 2009-2010 school year began on August 31, 2009 and ended on June 11, 2010. Our school day runs from 7:55 a.m. to 4:00 p.m. on Tuesday, Wednesday and Thursday, and from 7:55 a.m. to 3:30 p.m. on Monday and Friday.

C. School Staff

1. *Key Leadership:*

Charles Barrett Adams, Head of School
 George Boateng, Managing Director
 Juanita Spears, Executive Associate
 Kara Stacks, Principal
 Mecha Inman, Director of Admissions
 Erika Woods, Director of Student Support Services
 Jon Tucker, Director of Student Life
 Thomas J. Posey, Director of Finance
 Tamala Jones, Director of Human Resources
 Ricardo Ramirez, Data and Technology Integration Officer
 Robin Lewis-Baker, Director of Development
 Margaret Ward, Development Manager
 Kerry Richardson, Director of College Counseling

2. Number of teachers: 34

3. Number of teacher aides: 1

4. Average class size: 18

5. Qualifications and assignments of school staff:

Position	Number	Number with Bachelors degree	Number with Masters degree or higher	Number with degree in field	Number Meeting NCLB HQT Requirements
Head of School	1	1	1	1	N/A
Principal	1	1	1	1	N/A
Assistant Principal	1	1			
Directors / Administrators	12	11	7	10	N/A
Classroom Teachers (full-time)	34	33	10	25	33
Resident Assistants/Life Skills ounselors/Student Life Coordinators	46	29	4	N/A	N/A
Special Education Teacher (full-time)	4	4	2	4	N/A
Librarian/Media Specialist	1	1	N/A	1	N/A
Counselors	6	6	3	6	N/A
Support Staff	15	10			N/A

6. Staff attrition rate: 16%
7. Salaries:
Salary range for teachers – \$45,194 - \$84,147
Average salary for teachers – \$64,670
Salary range for administrators – \$56,650 - \$127,308
Average salary for administrators - \$67,855

D. Student Characteristics

1. *Number of students enrolled by grade level:*
6th – 40
7th - 40
8th – 53
9th – 64
10th – 66
11th – 39
12th - 25
2. *Student attrition rate during 2009-2010:* 13%
3. *Student re-enrollment rate:* 867
Number of transfers – 44
Number of expulsions – 0
Promotion rate – 93%
Graduation rate – 99%
Number retained at grade level – 12%
4. *Demographics*
Male – 47.5%
Female – 52.5%
African-American – 99%
Hispanic – 1%
5. Percentage of limited- and non-English proficient students: 0%
6. Percentage of students with special education IEPs: 13%
7. Percentage of students qualifying for free or reduced price lunch programs: 76%
8. Average daily membership: 94.4%
9. Average daily attendance: 95.9%
10. Number of students taking PSAT: 35
11. Average PSAT Scores:
Verbal – 40
Math – 41
Writing – 39

12. Number of students taking SAT: 32
13. Average SAT scores:
Verbal – 455
Math – 424
Writing – 450
14. Number of AP courses: 4
15. Number of students enrolling in AP courses: 27
16. Number of students passing AP exams: 5
17. Percent of 9th grade students on track to graduate: 100%
18. Number of students accepted into a two or four year college: 31

E. Governance

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'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.

2009-2010 Board of Trustee Meetings

September 24, 2009
December 3, 2009
February 11, 2010
May 20, 2010

Board of Trustees

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F. Finance

1. 2009-10 Approved Budget

	<u>TOTAL</u> <u>FY2010 Budget</u>
Per Pupil Revenue (CY's Budget)	11,931,848.00
Nat'l School Lunch Program (CY)	108,000.00
Interest Income (CY)	30,000.00
Federal Entitlements (CY)	554,656.39
Grants and Donations (CY)	300,000.00
VPP	0.00
Other Income	0.00
TOTAL INCOME	<u>12,924,504.39</u>

Supplies and Service - excluding mid-year adjustments

Office Supplies	22,010.00
Instructional Supplies	19,885.00
Catering - incl box lunch f/trips	694,174.00
Staff Catering	14,798.32
Consultants	26,860.00
Dues/Membership	7,425.35
Staff Development	68,700.25
Postage	17,823.75
Printing	18,832.55
Incentive Awards	16,229.26
Recruiting	19,594.00
Student Activities	70,664.50
Transportation - incl field trips	29,053.85
Sponsorship/Grants Management	0.00
Tuition Reimbursement (Hd)	11,640.00
Contingency (Hd of School only)	23,522.50
Discretionary (Hd of School only)	23,522.50
Textbooks	24,250.00
Field Trips - excl transpo & food	485.00
Instructional Materials	24,735.00
Student Testing/Evaluation	1,940.00
Summer School	1,940.00
Special Education	72,750.00
Advertising	37,442.00
Clothing	6,780.30
Cable TV Services	3,007.00
Internet Connections	29,100.00
Technology Maintenance	115,245.73
Tech Software and Supplies	14,724.60
Athletic Equipment	2,910.00

*The SEED Public Charter School
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September 1, 2010*

Athletic League and Org'n Fees	6,887.00
Athletic Clothing	6,790.00
Graduation/Senior Banquet	2,910.00
Junior/Senior Prom	1,455.00
College visits/tours	24,250.00
Musical/Drama	14,550.00
Library Supplies - including books	0.00
Student Government	485.00
Cleaning Services	161,000.00
Security Services	300,991.00
Trash	42,000.00
Carpet Cleaning/Exterminate	14,802.20
Repairs and Maintenance	29,100.00
Snow Removal	2,910.00
Lawn Landscaping	9,700.00
Elevator/HVAC/Gate	30,070.00
Equipment Service Repairs	22,113.09
Equipment Leasing	36,035.50
Insurance	164,900.00
Legal Services	11,640.00
Audit and Bank Fees	67,900.00
Development Support	381,000.00
HR and Finance Support	0.00
Interest Expense	350,000.00
Depreciation Expense	1,007,634.00
CAPSTONE	0.00
Charter School Fee	61,110.00
Utilities	388,000.00
Telephone -Land Line	46,560.00
Telephone -Cell	1,164.00
Land Lease	11,640.00
Student Orientation	6,256.50
Closed Campus Weekend	0.00
Health/Medical	97,000.00
Living Stipend Offset	(390,000.00)
School Store	0.00
	<hr/>
	0.00
	<hr/>
Total Supplies and Services	4,330,898.75

Personnel

Salaries	6,883,283.55
Summer School Stipends/Other	50,000.00
Living Stipend	390,000.00
Stipends	62,000.00
Substitutes	35,000.00
Student workers	15,000.00
	<hr/>
Subtotal	7,435,283.55

Fica Tax - (~8%)	530,396.19
Employee Benefits	559,093.05
SUI	68,832.84
Total Personnel Costs	<u>8,593,605.63</u>
TOTAL EXPENSES	<u>12,924,504.39</u>
Surplus/Deficit	0.00

2. Donors/Grantors

The following is a list of donors and grantors that have contributed monetary or in-kind donations having a value equal to or exceeding \$500 for the year ending June 30, 2010.

Adam Ring	International Neuroscience Network
Aliya White	Foundation
Allison Shaw	Kenneth S. Slaughter
Ann S. Mueller	Marina S. Ottaway
Arthur Curry	Martin Cohen
CityBridge Foundation	Penelope F. Peskowitz
Clarice D. Walker	Phillips Brooks House Association -
Crowell & Moring Foundation	Harvard House
Daniel Engelhart	Richard England
David J. Steinberg	Scott Angstreich
David Sylvester	Share Our Strength
Deborah L. Harmon	The Barbara and Alan Iselin Family
Deborah Quazzo	Foundation
Debra Anderson	The Community Foundation for the
Design Cuisine	National Capital Region
Diane & Norman Bernstein	The Freddie Mac Foundation
Foundation	The George Preston Marshall
Eric S. Adler	Foundation
Finnegan Henderson Farabow Garrett	The LGG Uplift Foundation
& Dunner, LLP	Vasco F. Fernandes
Frank Vogl	Webber Family Foundation
Inner Spark Foundation	

II. School Performance

A. Evidence of Performance and Progress


1. Summary of Performance Management Measures

a. Student Academic Performance

- Our school-wide results on the 2010 DC CAS are 47.59% proficient in reading and 68.86% in mathematics. With the 2010 citywide AYP Goal now at 70.14% and 70.27% respectively we did not make AYP. Over the past three years our mathematics scores have risen over 20 percentage points while our reading scores have seesawed slightly above and below 50% proficiency.
- We believe the success in mathematics is a result of an acceleration of our vertical curriculum. We have reorganized the mathematics curriculum so all of our 8th grade students take algebra prior to becoming freshmen. This aspirational move coupled with our systematic interventions and enrichment supports allows the majority of our students to access the concepts, improve their computational skills and put their learning into practice. Our 8th grade students achieved an unforeseen proficiency rate of 88%. Our high expectations came to fruition in the form of the student success at this level and content area. We believe that this class will now serve as the benchmark for all of the 8th grade classes to follow. That being said, we are developing a curriculum for an Advanced Placement calculus course. We expect these students to be fully prepared for such a rigorous experience.
- The unintentional plateau that the DC CAS data seems to suggest is in fact not that simple. This was our first year of having a 6th grade. Each and every one of our incoming 6th graders arrived behind grade level expectations. The success we had in moving a solid third of our students to proficiency is rightfully eclipsed by the remaining two-thirds of their peers who did not make the same move. We had particular success in reading with our 8th grade students. This is a result of a well trained team of teachers and students who experienced the Teachers College Reading and Writing Project professional development and methodology for two years straight. With a stable corps of literacy teachers we expect similar results from both our 6th and 7th graders as they progress through the higher grades at SEED.
- For reading and mathematics both we administer cycles of interim assessments for each and every student in our school. We administer, score and discuss these assessments in cohort teams organized around the students. All adults responsible for the student are not only expected to experience the student's achievement data but also to develop a plan and a response. If a teacher the task is to re-teach whatever students struggled with or continue and expand the learning wherever students showed promise and success.
- *For students with disabilities, evidence of attainment of the objectives contained in their Individualized Educational Plans.*

School Authorizations


All authorizations (certificate of occupancy, insurance, lease, etc.) required to operate the school are up-to-date and in full force and effect.




The SEED Public Charter School of Washington, D.C.

OPERATIONAL AUTHORIZATION

This is to certify that all authorizations, including certificate of occupancy, insurance, lease, business license, etc., that are required to operate the school, are in full force and effect.


George Boateng
Managing Director


Date

4300 C Street, SE, Washington, D.C. 20019 - (202) 248-7773 - Fax (202) 248-3022

B. Unique Accomplishments

SEED students enjoy a range of enrichment experiences during the school year and during the summer. We believe that rigorous enrichment after school and during the summer months is yet another way to ensure that we are doing all we can to prepare students academically, socially and emotionally for success in college and beyond. Our External Opportunities Office yields additional opportunities during the school year for students who demonstrate academic excellence and mastery of SEED core values. The following list is just a sample of the kinds of activities our students participated in this past summer:

- On June 12, 2010, we graduated our largest senior class to date. In a celebratory fashion 34 of our 35 seniors walked across our stage and received their high school diploma. To add to that, and based on Councilmember Yvette Alexander's pronouncement at our commencement ceremony, we had the only African-American male valedictorian in Ward 7.
- We received a considerable amount of favorable media coverage this past academic year.
 - Our school was featured in a thirteen minute plus segment on the widely viewed CBS 60 Minutes program.
 - The Today show did a short piece on two of our graduating seniors and their parents.
 - The documentary *Waiting for Superman* was screened at SilverDocs documentary festival and received rave reviews. SEED DC features prominently in the film as a successful public charter school model.
- We secured a \$1.5 million, five year 21st Century Community Learning Center grant. This grant is focused on science and mathematics with a particular leaning towards tutoring and volunteering.
- Our annual spring college tour for our junior class ventured further south than ever before visiting schools such as Texas A&M, Tuskegee and Louisiana State University.
- We were approved by the College Board to begin an Advanced Placement Biology class in 2010-2011.
- SEED DC launched its own freestanding website and also has a presence on both Facebook and Twitter.
- International travel:
 - Via the Experiments in International Living program, we had four upper school students spend a significant amount of time in Japan, Ireland and Spain.
 - Our ongoing fully endowed trip to Greece allowed two teachers and five students to both study the culture and arts of that country as well as travel there for eight days.
 - The collaboration with LearnServe Zambia sent two of our students and two staff members to Zambia on a service learning experience.
- This marked the first year of a blossoming partnership with North Carolina Outward Bound. One rising junior successfully completed their 21-day wilderness experience and two of our teachers joined a cohort in their professional development program which kicked off with a 7 day outdoor wilderness experience as well.

C. Lessons Learned and Actions Taken Based on Performance Management Data and Review Findings.

1. Mission Specific Indicators

- We encountered significant and prohibitive hurdles in our relationship with CTB/McGraw Hill in purchasing, administering and scoring the Terra Nova assessments in our original design of the PMF. This reached a point of frustration which led us to terminate the relationship.. We do not have adequate or complete data to report but are thankful that we now have the flexibility to adjust our indicators. We have met with, and hope to begin, implementing NWEA's MAP Assessment Tool.
- Our experience with and use of, the Fountas and Pinnell Reading levels has not only been smooth and successful, but has also become an integral part of our middle school culture. Students, teachers, life skills counselors (the teachers' counterpart in our Boarding program), resident advisors and administrators are all cognizant of and bent on improving individual student reading ability. This traction can be witnessed in the attached graphs. (Appendix A)

D. Reporting Accountability Information to Students, Teachers, Parents and the Public.

The school calendar is the primary vehicle used to communicate the dates of student meetings, parent meetings, staff meetings, assessment report dissemination, professional development activities, and in-service training sessions. We implemented the following methods of sharing accountability information during the 2009-2010 school year:

- Parent Teacher Association
- Back to School Night
- Parent-Teacher Conferences
- Bulletins to all staff
- Staff/faculty meetings
- Parent copies of DC-CAS results and student/parent information sessions, and
- Student assemblies.

Parent and Community Satisfaction and Support

The SEED school continues to have an oversubscribed admission and lottery coupled with a strong re-enrollment. We continue to have a strong and dependable system of parent volunteers and a significant majority of parents attending parent/teacher conference nights. In 2008-2009, we had several Parent/Staff/Student Book Club events, potluck community events, and other on-and off campus activities coordinated with parents and SEED staff.

ANNUAL REPORT DATA COLLECTION TOOL WORKSHEETS

Use these sheets to enter your data in the ANNUAL REPORT DATA COLLECTION TOOL. Include the information from these sheets in your Annual Report.

1. Enter the school's Mission Statement in the space provided below.

The SEED Public Charter School is a public, college preparatory boarding school whose primary mission is to provide an outstanding, intensive educational program that prepares children, both academically and socially, for success in college.

2. Please choose your Campus/LEA's School Code, LEA Code, and Name from the drop down choices provided below. Each campus must submit a separate data sheet. (For Central Office submissions, use the CENTRAL OFFICE choice provided for your organization).

- | | | |
|--|--|---|
| 112 102 ALTA PCS | 130 115 D.C. Preparatory PCS – Edge Elem | 193 130 Latin American Montessori Bil PCS |
| 1100 155 Achievement Preparatory PCS | 1110 115 D.C. Preparatory Benning Road | 148 132 MM Bethune PCS - Crestwood |
| 141 103 AppleTree PCS - Riverside | C00 115 D.C. Preparatory Central Office | 135 132 MM Bethune PCS - Brookland |
| 139 103 AppleTree PCS - Amidon | 146 116 E.L. Haynes PCS | 101 133 Maya Angelou PCS Evans Campus |
| 140 103 AppleTree PCS - Columbia Heights | 195 117 Eagle Academy PCS | 164 133 Maya Angelou PCS Shaw Campus |
| C00 103 AppleTree Central Office | 138 118 Early Childhood Academy PCS | 133 133 Maya Angelou PCS Middle School |
| 181 104 Arts and Technology Academy PCS | 126 119 Education Strengthens Families PCS | C00 133 Maya Angelou Central Office |
| 192 105 Barbara Jordan PCS | 159 144 Elsie Whitlow Stokes PCS | 129 134 MEI Futures Academy PCS |
| 151 106 Booker T. Washington PCS | 1113 158 Excel Academy PCS | 165 135 Meridian PCS |
| 142 107 Bridges PCS | 186 120 Friendship Collegiate Academy PCS | 124 136 Nia Community PCS |
| 184 108 Capital City PCS Lower School | 157 120 Friendship Blow-Pierce | 168 145 Next Step - El Proximo Paso PCS |
| 1101 108 Capital City PCS Upper School | 155 120 Friendship PCS - Chamberlain | 169 137 Options PCS |
| C00 108 Capital City Central Office | 156 120 Friendship PCS - Woodridge | 170 138 Paul Junior High PCS |
| 1119 162 Carlos Rosario International PCS | 113 120 Friendship PCS - Southeast | 117 139 Potomac Lighthouse PCS |
| 1102 156 Center City PCS Brentwood | C00 120 Friendship PCS Central Office | 173 140 Roots PCS - Kennedy Street Campus |
| 1103 156 Center City PCS Brightwood | 114 121 Hope Community PCS - Tolson | 1732 140 Roots PCS - North Capitol Street |
| 1104 156 Center City PCS Capitol Hill Campus | 131 121 Hope Community PCS - Lamond | 000 140 Roots Central Office |
| 1105 156 Center City Congress Heights | C00 121 Hope Community PCS Central Office | 179 141 School for the Arts in Learning PCS |
| 1106 156 Center City Petworth Campus | 160 122 Hospitality PCS | 174 142 SEED PCS |
| 1107 156 Center City PCS Shaw Campus | 188 123 Howard Rd Academy PCS Howard | 123 161 Septima Clark PCS |
| 1108 156 Center City PCS Trinidad Campus | 1114 123 Howard Rd Academy PCS - Penn | 1047 143 St. Coletta Special Education PCS |
| C00 156 Center City Central Office | 1115 123 Howard Rd Academy PCS - G St | 1111 157 Thea Bowman Prep PCS |
| 153 109 Cesar Chavez PCS - Capitol Hill | C00 123 Howard Rd Academy Central Office | 191 146 Thurgood Marshall Academy PCS |
| 127 109 Cesar Chavez PCS - Bruce Prep | 115 124 Howard University Middle PCS | 183 147 Tree of Life PCS |
| 102 109 Cesar Chavez PCS - Parkside | 161 125 Hyde Leadership PCS Lower | 198 149 Two Rivers PCS |
| C00 109 Cesar Chavez PCS Central Office | 1612 125 Hyde Leadership PCS - Upper | 125 151 Washington Latin PCS – Mass Ave |
| 154 110 Children's Studio PCS | 163 126 Integrated Design & Electronic | 1118 151 Washington Latin PCS - 16th Street |
| 122 111 City Collegiate PCS | 134 127 Ideal Academy PCS - North Capitol | C00 151 Washington Latin Central Office |
| 108 113 Community Academy PCS Online | 162 127 Ideal Academy PCS - Peabody St. | 178 152 WMST PCS |
| 105 113 Community Academy PCS Amos I | C00 127 Ideal Academy Central Office | 1117 160 Washington Yu Ying PCS |
| 158 113 Community Academy PCS Amos II | 1116 159 Imagine Southeast PCS | 103 153 William E. Doar Jr. PCS Edge Lower |
| 1109 113 Community Academy PCS Amos III | 185 128 KAMIT Institute PCS | 1032 153 William E. Doar Jr. PCS Edge Upper |
| 106 113 Community Academy Butler | 189 129 KIPP-DC PCS - Key | 1033 153 William E. Doar Jr. PCS Armed NW |
| 107 113 Community Academy RAND PCS | 132 129 KIPP-DC PCS - Leap | C00 153 William E Doar Jr. Central Office |
| C00 113 Community Academy Central Office | 116 129 KIPP- DC - AIM Campus | 147 154 Young America Works PCS |
| 199 114 D.C. Bilingual PCS | 121 129 KIPP-DC - WILL Academy PCS | 128 131 YouthBuild LAYC PCS |
| 196 115 D.C. Preparatory PCS – Edge Middle | C00 129 KIPP Central Office | |

3. Is your organization accredited? If yes, please list the name (s) of the accrediting organization (s) and the accreditation term (month/year start- month/year end). If your accreditation is pending, meaning your organization has formally submitted an application to a nationally recognized accrediting organization, please provide details with the expected date of accreditation in the space provided below

<input checked="" type="checkbox"/>	YES
<input type="checkbox"/>	NO
Additional Comments	Middle States Commission on Secondary Schools 10/2004

4. Please list the complete contact information for the person completing the Online Annual Report for your Campus/LEA. This may or may not be a member of school leadership, however be advised that information collected will be used by the PCSB. Fill out all information completely. Contact information should be direct and current.

Name	Juanita Spears	School Ward		
	Executive Associate		Direct Phone Number	202-248-3007
	School Street Address	4300 C Street, SE	Email	jspears@seedschooldc.org
	School Zip	20019		

5. Please select the lowest grade level served by your Campus/LEA in the 2009-2010 school year.

<input type="checkbox"/>	PK3
<input type="checkbox"/>	PK4
<input type="checkbox"/>	K
<input type="checkbox"/>	1

<input type="checkbox"/>	2
<input type="checkbox"/>	3
<input type="checkbox"/>	4
<input type="checkbox"/>	5

<input checked="" type="checkbox"/>	6
<input type="checkbox"/>	7
<input type="checkbox"/>	8
<input type="checkbox"/>	9

<input type="checkbox"/>	10
<input type="checkbox"/>	11
<input type="checkbox"/>	12
<input type="checkbox"/>	Adult

<input type="checkbox"/>	Ed
<input type="checkbox"/>	GED
<input type="checkbox"/>	Program

6. Please select the highest grade level served by your Campus/LEA in the 2009-2010 school years.

<input type="checkbox"/>	PK3
<input type="checkbox"/>	PK4
<input type="checkbox"/>	K
<input type="checkbox"/>	1

<input type="checkbox"/>	2
<input type="checkbox"/>	3
<input type="checkbox"/>	4
<input type="checkbox"/>	5

<input type="checkbox"/>	6
<input type="checkbox"/>	7
<input type="checkbox"/>	8
<input type="checkbox"/>	9

<input type="checkbox"/>	10
<input type="checkbox"/>	11
<input checked="" type="checkbox"/>	12
<input type="checkbox"/>	Adult

<input type="checkbox"/>	Ed
<input type="checkbox"/>	GED
<input type="checkbox"/>	Program

7. **Hours of Operation: Enter the Start time for the REGULAR school day for the 09-10 school year.** For schools with Multiple Regular Start times please provide details in the additional comments section. Enter time as "8:05 AM" format (See "Definitions")

7:45 AM

8. **Please enter the End time for the REGULAR school day for the 09-10 school year.** For schools with Multiple Regular Bell Dismissal Times, please provide details in the additional comments section. (See "Definitions")

4:00 PM

9. Enter any additional comments regarding Start time/End time for Regular School Day.

On Monday, Tuesday & Thursday school ends at 4:00p; on Wednesday & Friday, school ends at 3:30pm

10. Please enter the Start and End Dates for the 2009-2010 School Year.

Start Date	August 31, 2009
End Date	June 11, 2010

11. Did your campus/LEA operate as a year-round school for the 2009-2010 school year?

YES (If Yes describe your school's year round structure in the space provided below. Include the dates that indicate the start and end of the academic school year.)

NO

Additional Comments

12. Race and Ethnicity: For the 2009-2010 school year, please enter the percentage of all students that have a race and ethnicity designation falling in the categories listed below. Enter the percentage as a decimal. For example 35.56% should be entered as ".3556"

<input type="checkbox"/> African-American (non-Hispanic)	99%
<input type="checkbox"/> Hispanic	1%
<input type="checkbox"/> Asian/Pacific Islander	0%
<input type="checkbox"/> Caucasian (non-Hispanic)	0%
<input type="checkbox"/> American Indian/Alaskan Native	0%
<input type="checkbox"/> Other	0%

13. Demographics: For the 2009-2010 school year, please list the total percentage of all students enrolled that have a designation in the categories listed below. Enter the percentage as a decimal.

<input type="checkbox"/> Low Income	76%
<input type="checkbox"/> SPED	13%
<input type="checkbox"/> LEP/NEP	0%
<input type="checkbox"/> Male	47.5%
<input type="checkbox"/> Female	52.5%

14. Please enter the average class size and student teacher ratio for the 2009-2010 school year in the space provided below.

<input type="checkbox"/> Average Class Size:	18
<input type="checkbox"/> Student/Teacher Ratio:	18:1

15. For the 2009-2010 school year, please enter the Average Daily Membership, Average Daily Attendance, and Re-enrollment Rate for all enrolled students.

<input type="checkbox"/> Average Daily Attendance Rate	95.5%
<input type="checkbox"/> Average Daily Membership Rate	94.4%
<input type="checkbox"/> Re-Enrollment Rate	87%

16. For the 2009-2010 school year, please provide the total number of students falling into each category listed below.

<input type="checkbox"/> # Transferring out of school	44
<input type="checkbox"/> # of Dropouts	0
<input type="checkbox"/> Promotion rate	93%
<input type="checkbox"/> Graduation rate	99%
<input type="checkbox"/> # Retained at grade level	12%

Questions 17-30: Staff Demographics Enter the Total Number of staff meeting criteria listed below in the spaces provided.

Position	Total Number	# with Bachelors degree	# with Masters degree or +	# with degree in field	# with license in field (optional)	# meeting NCLB HQT requirements	Percentage meeting NCLB HQT
Director	1	1	1	1			
Principal	1	1	1	1			
Assistant Principal	1						
Classroom Teachers	34	33	10	25		33	
Special Subject Teachers							
Bilingual/ESL Teachers							
Special Education Teachers	4	4	2	4			
Vocational/Career Teachers							N/A
Building Resource Teachers							
Counselors	6	6	3	6			N/A
Librarians/Media Specialists	1	1		1			N/A
Coordinators							
Classroom Aides	1	N/A	N/A	N/A	N/A		
Title I Educational Aides		N/A	N/A	N/A	N/A		

31. Are you a single-campus LEA or a central office?

- YES** Skip to Question 32
- NO** Skip to Question 33

32. Please complete the following entries regarding staffing statistics listed below.

<input checked="" type="checkbox"/> Staff Attrition Rate	16%
<input checked="" type="checkbox"/> Number of Teachers	34
<input checked="" type="checkbox"/> Salary Range for Teachers	\$45,194-\$84,147
<input checked="" type="checkbox"/> Average Teacher Salary	\$64,670
<input checked="" type="checkbox"/> Number of School Administrators	12
<input checked="" type="checkbox"/> Salary Range for School Administrators	\$56-650-\$127,308
<input checked="" type="checkbox"/> Average School Administrator Salary	\$67,855
<input checked="" type="checkbox"/> Number of Central Office Administrators	0
<input checked="" type="checkbox"/> Salary Range for Central Office Administrators	0
<input checked="" type="checkbox"/> Average School Administrator Salary	0
<input checked="" type="checkbox"/> Number of School Support Staff	4
<input checked="" type="checkbox"/> Salary Range for School Support Staff	\$30,900-\$45,000
<input checked="" type="checkbox"/> Average School Support Staff Salary	\$38,540

33. Does your school serve grades 9-12 and/or is considered a high school?

<input checked="" type="checkbox"/>	YES Skip to 34
<input type="checkbox"/>	NO Skip to 35
Additional Comments	

34. Please complete the fields below regarding secondary school students.

<input type="checkbox"/> Number of Students Taking PSAT	35
<input type="checkbox"/> Average PSAT Score Math	41
<input type="checkbox"/> Average PSAT Score Verbal	40
<input type="checkbox"/> Average PSAT Score Writing	39
<input type="checkbox"/> Number of Students Taking SAT	32
<input type="checkbox"/> Average SAT Score Math	424
<input type="checkbox"/> Average SAT Score Verbal	455
<input type="checkbox"/> Average SAT Score Writing	450
<input type="checkbox"/> Number of AP Courses Offered	4
<input type="checkbox"/> Number of Students enrolled in AP courses	27
<input type="checkbox"/> Number of Students passing AP courses	5
<input type="checkbox"/> Number of students passing AP courses with a "3" or better	1
<input type="checkbox"/> Total 9th grade students 09-10	64
<input type="checkbox"/> Total 9th grade students on track rate	100%
<input type="checkbox"/> Total 12th grade students 09-10	35
<input type="checkbox"/> Total 12th grade students accepted to college	31

35. To ensure that PCSB has up to date information for the 2010-2011 School Year, provide contact information in the fields listed below for the following: School/Organization Board Chair, Executive Director, Principal/Head of School, Assistant Principal, and Business Manager.

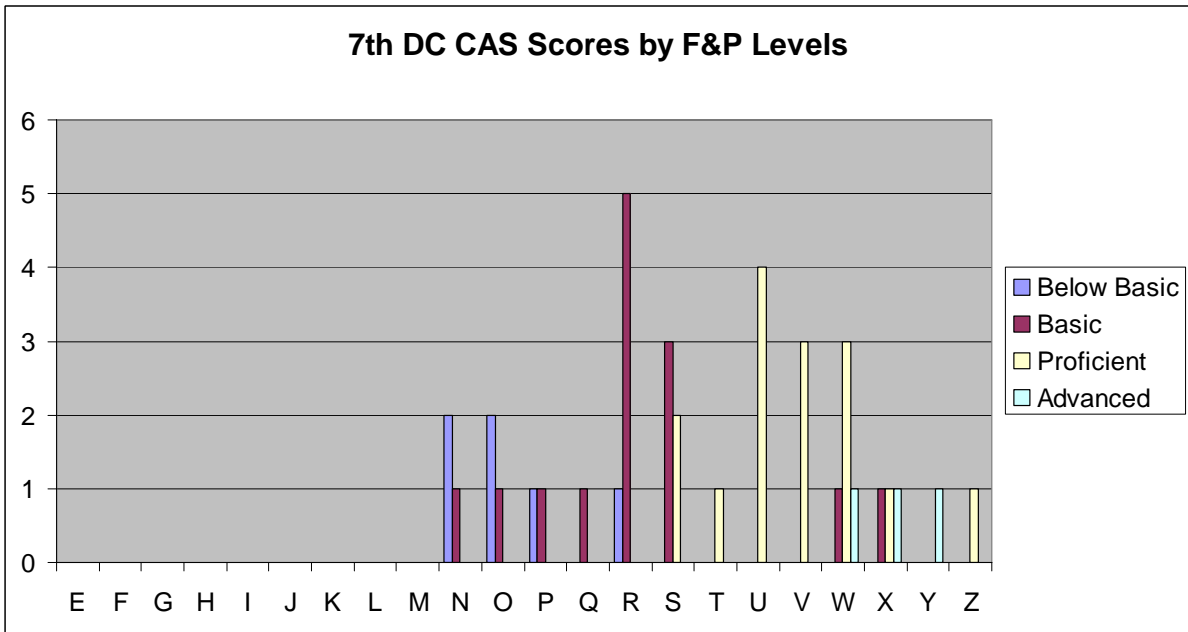
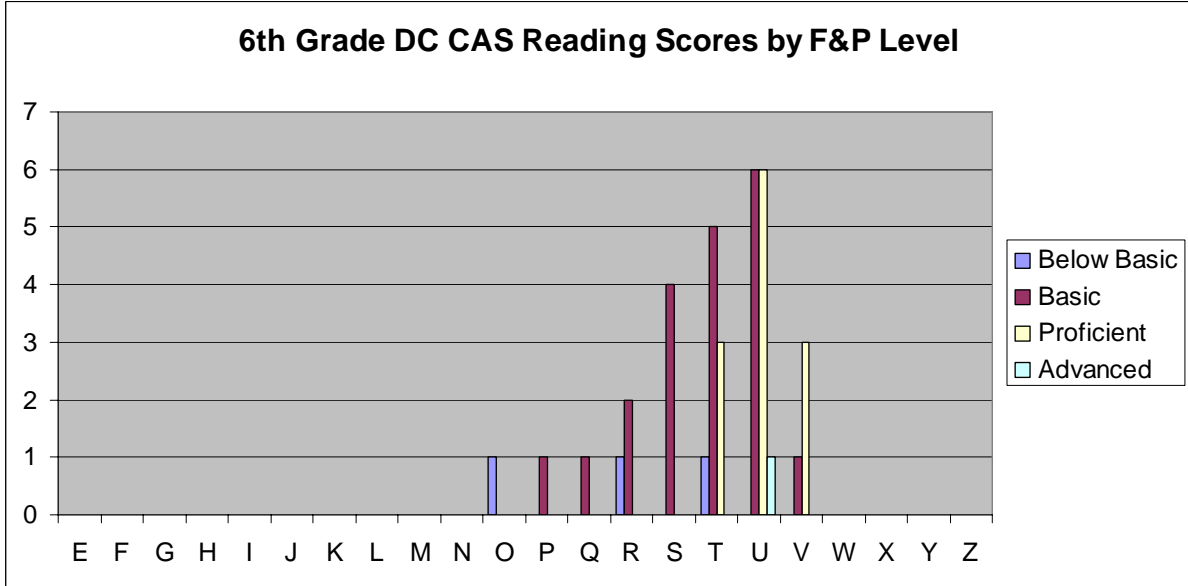
<input type="checkbox"/> Board Chair Name	Vasco Fernandes
<input type="checkbox"/> Board Chair Title	Chairman
<input type="checkbox"/> Board Chair Email	vascof@cox.net
<input type="checkbox"/> Board Chair Phone	703-623-9312
<input type="checkbox"/> Board Chair Mailing Address	1111 Old Cedar Road
<input type="checkbox"/> Board Chair Mailing City, State	McLean, VA
<input type="checkbox"/> Board Chair Mailing Zip	22102
<input type="checkbox"/> Exec. Director Name	Lisa Bernstein
<input type="checkbox"/> Exec. Director Title	Vice Chairman
<input type="checkbox"/> Exec. Director Email	lisa@bernfam.com
<input type="checkbox"/> Exec. Director Phone	202-244-1237
<input type="checkbox"/> Exec. Director Mailing Address	4401 Cathedral Avenue, NW
<input type="checkbox"/> Exec. Director Mailing City, State	Washington, DC
<input type="checkbox"/> Exec. Director Mailing Zip	20016
<input type="checkbox"/> Principal Name	Kara Stacks
<input type="checkbox"/> Principal Title	Principal
<input type="checkbox"/> Principal Email	kstacks@seedschooldc.org
<input type="checkbox"/> Principal Phone	202-248-3004
<input type="checkbox"/> Asst. Principal Name	Kenya Wilson
<input type="checkbox"/> Asst. Principal Title	Assistant Principal
<input type="checkbox"/> Asst. Principal Email	kwilson@seedschooldc.org
<input type="checkbox"/> Asst. Principal Phone	202-249-1915
<input type="checkbox"/> Business Manager Name	George Boateng
<input type="checkbox"/> Business Manager Title	Managing Director
<input type="checkbox"/> Business Manager Email	gboateng@seedschooldc.org
<input type="checkbox"/> Business Manager Phone	202-248-3016
<input type="checkbox"/> Business Manager Mailing Address	4300 C Street, SE
<input type="checkbox"/> Business Manager Mailing City, State	Washington, DC
<input type="checkbox"/> Business Manager Mailing Zip	20019

36. Parents, employees, and community members call the PCSB with individual and specific school-related issues and concerns. These issues and concerns include questions and at times, complaints about individual schools.

In the space provided below, list the desired representatives from your Campus/LEA's staff and one member of your school's Board of Trustees to receive all initial correspondence from PCSB regarding these concerns for the 2010-2011 school year.

Campus/LEA Staff Member Name	Charles B. Adams
Campus/LEA Staff Member Title	Head of School
Campus/LEA Staff Member Phone	202-248-3019
Campus/LEA Staff Member Email	cadams@seedschooldc.org
Board Member Name	Vasco Fernandes
Board Member Title	Chairman
Board Member Phone	703-623-9312
Board Member Email	vascof@cox.net

APPENDIX A



Appendix M

The SEED Public Charter School of Washington, D.C.

4300 C Street, SE, Washington, D.C. 20019

Phone: (202) 248-7773

Fax (202) 248-3021



The SEED Public Charter School of Washington, DC

A N N U A L R E P O R T
Academic Year 2010-2011

Presented to
The District of Columbia Public Charter School Board

Submitted by
Charles B. Adams, Head of School

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**2010-2011
BOARD MEMBERS, SCHOOL LEADERS and TEACHING STAFF LISTINGS**

The Board, the school's administration and it's teaching staff, ensure adequate resources to further the academic and organizational success of the school, including but not limited to, adequate facilities, appropriate professional development, services for special needs students, and additional funding by effectively deploying resources to further the academic and organizational success of the school. The Administrators and Board members have a strong understanding of the school design and refer to it regularly in managing and governing the school. The Board has established a school that maintains exceptional performance and stability through its school leadership. Changes in the school leadership either lead to exceptional performance or have not negatively impacted the school's exceptional performance.

BOARD MEMBERS

Charles Adams
202-248-3019
cadams@seedschooldc.org

Eric Adler
202-785-4123
enc@seedfoundation.com

Lisa Bernstein
202-244-1237
lisa@bernfam.com

Vasco Fernandes
703-623-9312
vascof@cox.net

Katrina A. Lewis-Brown
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katrinaalewis@yahoo.com

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(703) 245-8680
hconnor@orix.com

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202-966-2012
Penelope.peskowitz@gmail.com

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202-344-8385
kslaughter@venable.com

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steinberg@swapdrive.com

Clarice Walker
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claricedwalker@aol.com

Rajiv Vinnakota
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rajiv@seedfoundation.com

Dr. Joseph Wright
202-276-4930
jwright@cnmc.org

SCHOOL LEADERS

Charles Adams, Head of School
(202) 248-3019
cadams@seedschooldc.org

George Boateng, Managing Director
(202) 248-3016
gboateng@seedschooldc.org

Juanita Spears, Executive Associate
(202) 248-3007
jspears@seedschooldc.org

Kara Stacks, Principal
(202) 248-3004
kstacks@seedschooldc.org

Mecha Inman, Director of Admissions
(202) 248-3005
minman@seedschooldc.org

Erika Woods, Director of Student Support Services
(202) 248-7773 x5012
ewoods@seedschooldc.org

Jonathan Tucker, Director of Student Life
(202) 249-1916
jtucker@seedschooldc.org

Thomas J. Posey, Director of Finance
(202) 248-3028
tposey@seedschooldc.org

Tamala Jones, Director of Human Resources
(202) 249-1930
tjones@seedschooldc.org

Ricardo Ramirez, Data & Technology Integration Officer
(202) 248-5007
rramirez@seedschooldc.org

Margaret Ward, Director of Development
(202) 249-1937
mward@seedschooldc.org

Kerry Richardson, Director of College Counseling
(202) 248-3927
krichardson@seedschooldc.org

TEACHING STAFF

<u>FIRST NAME</u>	<u>LAST NAME</u>	<u>ASSGMT. CODE</u>
Terrance	Alexander	PE
Allison	Asher	SPEDINC
Dan	Brown	APENLIT & ENGLISH
Jason	Campion	DCGOHI
Rodolfo	Castro	SPANISH
Wendell	Council	ALGEBRA & CALCULUS
Angel	Decker	COMPLAB & WEBPAGE
Claire	Fenton	ENGLISH
Terilyn	Gaddis	ALGEBRA
Amanda	Gardner	SPANISH
Jawan	Harris	BIOLOGY & APBIO
Princess	Harrison	GENMATH
Sara	Harrison	LBRN
Cherita	Harrod	SPEDINC
Cassandra	Heath	LIFESC
Keith	Hindertie	PSYCLGST
Rashida	Holman	WRLDHIST
Staci	Holthus	ALGEBRA
Krystal	Jones	SPEDINC
Christopher	Kandik	APENLANG & ENGLISH
Edward	Kirkland	GEOMETRY
Samuel	Levine	ERTHSPSC & PHYSCI
Mark	Lewis	HEALTH, PE & WEIGHT
Mychuwan	Logan	ENGLISH
Sharita	Marshall	CNSLOR
Alicia	McCloud	WGEOGPHY & GEOGRPH
Lauren	McShane	SPANISH
Jessica	Miller	USGOV & APOVUS
Ian	Milne	CTZNCVCS
Jerrilyn	Montgomery-Lane	CNSLOR
Osanique	Odemwingie	ALGEBRA
Stacey	Pearl	SPEDCOORD
Kimberly	Potter-Cooper	ENGLISH
Kerry	Richardson	CAREERED
Renisha	Ricks	ATTNDNC
Kim	Riley	PHYSICS
Maria	Roldan	PE
Maritza	Rosas	ALGEBRA
Regina	Sanders	CNSLOR
Terence	Sheehan	ENGLISH
Theresa	Simmons	ALGEBRA
Kara	Stacks	PRINC1
William	Stevens	DCGOHI, USHIST & APUSHIST
Judy	Stovall	PE
Kamala	Subramanian	ART
Joseph	Thompson	PE
Gary	Tsai	CHMSTRY
Jackee	Webster	SPEDINC
Christina	Williams	ENGLISH
Elbie	Williams	GENMUSIC
Kenya	Wilson	PRINC2

ANNUAL REPORT NARRATIVE

I. SCHOOL DESCRIPTION

A. Mission and Belief Statements

The SEED Public Charter School is a public, college preparatory boarding school whose primary mission is to provide an outstanding, intensive educational program that prepares children, both academically and socially, for success in college.

The SEED School believes:

- A sense of belonging and community make achievement possible.
- Students provided learning opportunities will become educated contributors to society through perseverance, reflection, and practice.
- Educators provide learning opportunities within a sustainable adult culture that values perseverance, reflection, and practice.
- A boarding school learning environment is critical to improve our students' ability to be fully prepared for success in college and life.
- The communities of students, parents, faculty, and school leaders are partners for successful learning.
- The community should support cohesiveness among all school components including boarding, academic, athletics, and the arts.
- The cohesiveness of a community is dependent upon clear and consistent speaking, listening, and dialogue.
- The SEED core values educate the choices we make as a school community.

B. School Program

1. *Grade and age levels served*

In the 2010-2011 school year, The SEED Public Charter School served 343 young men and women, age ten to eighteen, in grades six through twelve. This school year marked SEED's eighth graduating class. Every graduate in the class of 2011 pursued a college, university, or postsecondary education.

2. *Curriculum Design*

The curriculum of the school is designed to prepare our students for college acceptance and graduation from college. Students have access to computers and research materials to assist them with their work, both of which are available during school hours and afterwards.

Middle School Academic Curriculum

The middle school, which includes the seventh and eighth grades, is a transitional period for our students. Transitioning our students to the academic rigor of the middle school from their previous self-contained elementary school classrooms is the foundation of our program. The goal of the middle school program is to prepare them for success in an academically demanding upper school.

Passage from middle school to high school at SEED is determined by use of The Ninth Grade Gate. The Gate is a SEED-developed assessment system that holds students accountable to a performance framework of benchmarks based on national standards. The Ninth Grade Gate ensures that students who enter upper school are equipped with the skills to be successful in a college preparatory curriculum. The Ninth Grade Gate focuses on basic skill development for everyone in the middle school. Students who do not meet The Ninth Grade Gate expectations remain in middle school until they achieve those standards. We believe that this is the only way to ensure that our high school students are prepared to tackle the college preparatory upper school curriculum.

Middle school students are enrolled in language arts (writing and reading courses), mathematics, science, social studies, technology and physical education.

Upper School Academic Curriculum

The upper school provides rigorous and relevant courses and experiences that will prepare students to be admitted to and be successful in college-level education. Students must earn 20 credits to graduate.

Upper school students were enrolled in the following course areas: English, mathematics, science, social studies, music, technology, art, physical education/health, and Spanish. In addition, students enrolled in elective courses in Entrepreneurship, Journalism, SEED Students in Action ("SSI"), Sports & Recreation Marketing, Financial Planning, Health, Literacy Bridge, and Algebra Bridge. Advanced Placement courses were offered in US History, Government, Language and Literature. Every student enrolled in an AP course took the exam. 85 AP exams were administered in the 2010-2011 school year.

Special Education

The Special Education Program at SEED is based on the inclusion and resource room models. The special education teachers work in collaboration with regular education teachers to assist students with content and instructional planning. For example, activities and texts are modified for the special education students, study guides and test preparation sessions are arranged, and information is presented to students in a manner that is conducive to their learning styles. The special education teachers use the resource room to instruct students who are not at grade level or who need services outside of the regular classroom.

3. Key Mission-Related Programs

The unique nature and mission of The SEED Public Charter School provides round-the-clock learning opportunities. The boarding program incorporates study habits, life skills development, athletics, and enrichment activities into the daily life of all students. Students are assessed based on the boarding curriculum standards entitled HALLS (Habits for Achieving Life-Long Success), and receive a detailed HALLS report card evaluating their development. Students also are required to participate in community service programs. Students weekly reside on-campus Sunday evening through Friday evening.

4. *School Year and Hours of Operation*
The 2010-2011 school year began on August 30, 2010 and ended on June 10, 2011
Regular school hours are from 7:55 am to 3:30 pm.

C. School Staff

1. *Key Leadership:*
Charles Adams, Head of School
George Boateng, Managing Director
Juanita Spears, Executive Associate
Kara Stacks, Principal
Mecha Inman, Director of Admissions
Erika Woods, Director of Student Support Services
Jon Tucker, Director of Student Life
Thomas J. Posey, Director of Finance
Tamala Jones, Director of Human Resources
Ricardo Ramirez, Data and Technology Integration Officer
Robin Lewis-Baker, Director of Development
Margaret Ward, Development Manager
Kerry Richardson, Director of College Counseling
2. Number of teachers: 40
3. Number of teacher aides: 1
4. Average class size: 11.16%
5. Qualifications and assignments of school staff:

Position	Number	Number with Bachelors degree	Number with Masters degree or higher	Number with degree in field	Number Meeting NCLB HQT Requirements
Head of School	1	1	1	1	N/A
Principal	1	1	1	1	N/A
Assistant Principal	1	1	1	1	N/A
Directors / Administrators	12	12	7	3	N/A
Classroom Teachers (<i>full-time</i>)	36	35	17	30	31
Resident Assistants/Life Skills Counselors/Student Life Coordinators	41	40	7	1	N/A
Special Education Teachers (<i>full-time</i>)	4	4	2	3	N/A
Librarian/Media Specialist	1	1	1	1	N/A
Counselors	4	4	4	3	N/A
Support Staff	23	16	5	4	N/A

6. Staff attrition rate: 25%
7. *Salaries:*
Salary range for teachers – \$45,194 - \$81,947
Average salary for teachers – \$57,789
Salary range for administrators – \$58,349 - \$166,500
Average salary for administrators - \$87,983

D. Student Characteristics

1. *Number of students enrolled by grade level:*
6th – 42
7th - 68
8th – 40
9th – 50
10th – 50
11th – 56
12th - 37
2. *Student re-enrollment rate:* 89.7%
Number of transfers – 23
Number of expulsions – 18
Promotion rate – 94%
Graduation rate – 97%
Number retained at grade level – 19
3. *Demographics*
Male – 48%
Female – 52%
African-American – 99%
Hispanic – 1%
4. Percentage of limited- and non-English proficient students: 0%
5. Percentage of students with special education IEPs: 13%
6. Percentage of students qualifying for free or reduced price lunch programs: 63%
7. Average daily membership: 94.18%
8. Average daily attendance: 95%
9. Number of students taking PSAT: 48
10. Average PSAT Scores:
Verbal – 37.5
Math – 38.3
Writing – 36.7
11. Number of students taking SAT: 33
12. Average SAT scores:
Verbal – 437
Math – 414
Writing – 443

13. Number of AP courses: 5
14. Number of students enrolling in AP courses: 48
15. Number of students passing AP exams: 4
16. Percent of 9th grade students on track to graduate: 100%
17. Number of students accepted into a two or four year college: 35

E. Governance

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'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.

2010-2011 Board of Trustee Meetings

September 23, 2010

December 2, 2010

February 10, 2011

May 19, 2011

Board of Trustees

Charles Adams

The SEED School 4300 C Street, SE
Washington, DC 20019
202-248-3019
cadams@seedschooldc.org

Eric Adler

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Rajiv Vinnakota

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1776 Massachusetts Avenue, NW
Suite 600
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rajiv@seedfoundation.com

F. Finance

1. 2010-11 Approved Budget

	TOTAL
	FY2011 Budget
Per Pupil Revenue (CY's Budget)	12,108,071.00
Nat'l School Lunch Program (CY)	130,000.00
Interest Income (CY)	30,000.00
Federal Entitlements (CY)	650,000.00
Grants and Donations (CY)	600,000.00
Other Income	0.00
TOTAL INCOME	13,518,071.00
<i>Supplies and Service - excluding mid-year adjustments</i>	
Office Supplies	32,900.00
Instructional Supplies/Materials	35,250.00
Catering - incl box lunch f/ trips	701,218.00
Staff Catering	11,530.04
Consultants	21,150.00
Dues/Membership	8,388.56
Staff Development	88,309.24
Postage	19,600.88
Printing	19,771.96
Incentive Awards	22,844.82
Recruiting	37,788.00
Student Activities	51,324.00
Transportation - incl field trips	31,688.34
Sponsorship/Grants Management	0.00
Tuition Reimbursement (Hd)	10,941.60
Contingency (Hd of School only)	22,111.62
Discretionary (Hd of School only)	22,111.62
Textbooks	24,111.00
Field Trips - excl transpo & food	940.00
Instructional Materials	0.00
Student Testing/Evaluation	44,180.00
Summer School	1,823.80
Special Education	75,200.00
	0.00
Advertising	33,538.26
Clothing	5,672.90
Cable TV Services	0.00
Internet Connections	29,102.40
Technology Maintenance	153,750.16
Tech Software and Supplies	12,144.80
	0.00
Athletic Equipment	2,820.00
Athletic League and Org'n Fees	6,110.00
Athletic Clothing	5,170.00
Graduation/Senior Banquet	6,495.40
Junior/Senior Prom	1,410.00

The SEED Public Charter School
Annual Report – 2010-2011 Academic School Year

College visits/tours	32,900.00
Musical/Drama	13,677.00
Library Supplies - including books	13,160.00
Student Government	470.00
	0.00
Cleaning Services	173,900.00
Security Services	197,400.00
Trash/Snow Removal	41,360.00
Carpet Cleaning/Exterminate	
	0.00
Repairs and Maintenance	37,600.00
Lawn Landscaping	9,118.00
Elevator/HVAC/Gate	32,900.00
Equipment Service Repairs	22,090.00
Equipment Leasing	35,626.00
Insurance	145,700.00
Legal Services	10,941.60
Audit and Bank Fees	56,400.00
SEED Foundation Fee	389,000.00
Charter School Fee	62,000.00
Utilities	364,720.00
Telephone -Land Line	48,880.00
Telephone -Cell	15,980.00
Land Lease	11,280.00
Student Orientation	7,172.20
Closed Campus Weekend	0.00
Health/Medical	112,800.00
School Store	0.00
	0.00
Total Supplies and Services	3,374,472.00
Living Stipend Offset	(462,000.00)
Personnel	
Salaries	7,220,504.02
Summer School Stipends/Other	52,000.00
Stipends	75,000.00
Substitutes	40,000.00
Student workers	15,000.00
Subtotal	7,402,504.02
Living Stipend	462,000.00
Other Benefits	
Fica Tax - (~8%)	552,368.56
Employee Benefits	652,511.34
SUI	72,205.04
Subtotal	1,277,084.94
Total Personnel Costs	9,141,588.96
TOTAL EXPENSES	12,054,060.96

2. Donors/Grantors

The following is a list of donors and grantors that have contributed monetary or in-kind donations having a value equal to or exceeding \$500 for the year ending June 30, 2010.

Adler Family Foundation, Inc.
Andrea Sotter and Vasco Fernandes
Barbara and Boisfeuillet Jones
Crowell & Moring Foundation
David F. Epstein
Diane & Norman Bernstein Foundation
Edna R. Vincent
Food Research and Action Center, Inc.
Hollingsworth LLP
Inner Spark Foundation
Judith Seligson
Lois England
LGG/Uplift Foundation
Marina and David Ottaway
Mary Weinmann
Max and Victoria Dreyfus Foundation, Inc.
Meriwether Godsey, Inc.
Nancy Y. and Martin Cohen Family Charitable Trust
Orix Foundation
Penelope and Edwin Peskowitz
Ruth and David Epstein
Sara Mark Lesk and Jeffrey Lesk
Sarah and David Steinberg
Share Our Strength
Special Libraries Association - Washington DC Chapter
Steven Mielnicki
The Community Foundation for the National Capital Region
The Nicholas B. Ottaway Foundation
The Venable Foundation
Timothy Stranges
United Way Of The National Capital Area
Verizon Washington DC
Wholesale Grocers

II. SCHOOL DESCRIPTION

A. Evidence of Performance and Progress

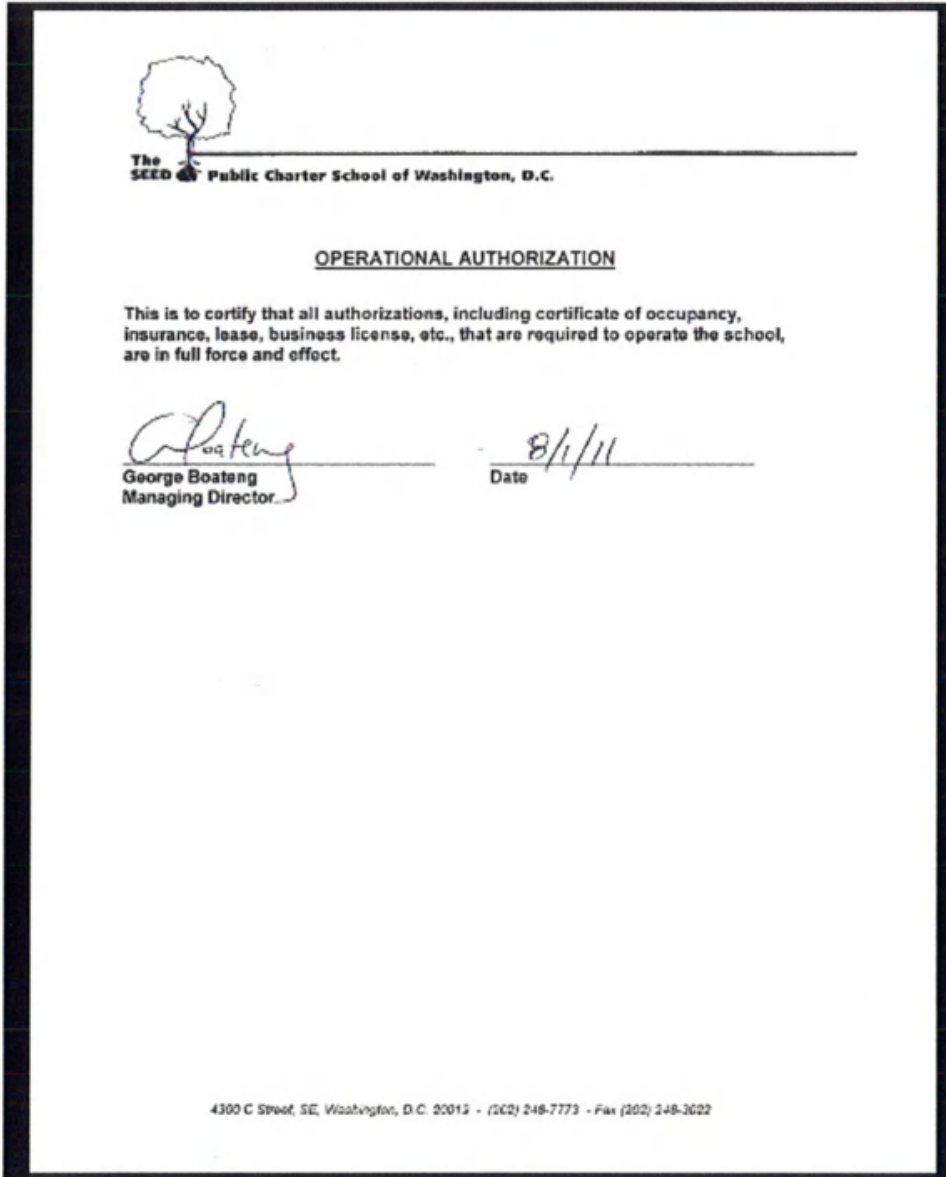
1. Summary of Performance Management Measures

a. Student Academic Performance

- Our 2011 school wide results on the annual high stakes assessment, the DC CAS, improved greatly. According to OSSE's website, only 25 schools out of a total of 193 made Adequate Yearly Progress in both reading and mathematics. We made AYP in both reading and mathematics. This is excellent news for two significant reasons. Within the past four to five years our mathematics scores have jumped 30 points. This past year is the first year that our reading scores rose above 60% of our testing students either being proficient or advanced readers.
- We strongly believe this is a result of our reading and writing balanced literacy work taking traction. We have made large investments in professional development; block scheduling, book leveling and teacher retention. This growth is also indicative of the benefits of a team of educators staying together and growing together.
- Our success in mathematics is a result of curricular upgrades and scheduling changes as well. However, we firmly believe that our steady upward movement in mathematics is due more to a philosophical shift. SEED students in our middle school all take the same mathematics classes. We believe intelligence is neither fixed nor determined at birth. Therefore, we expose all of our students to the same mathematical ideas and concepts. To make that intellectual exposure meaningful and long lasting we provide quick intervention, temporary scaffolding and enrichment opportunities for all of these students on a daily and mandatory basis.
- We continue to utilize interim assessments (IAs) to guide our day-to-day and week-to-week teaching. We use a school-wide cycle (grades 6-12) for 4-5 iterations of standards based assessments in reading and mathematics. We do our best to reproduce high stakes testing conditions when our students sit for our internal assessments. Also, we invest a full day of professional development during the same week our students sit for the IAs. These days, internally known as Data Days, provide time for correcting open ended responses and then, as a collaborative team, we use the remainder of the day to develop re-teaching action plans and lists of students of concern. This process, while refined every year and producing results in pedagogy and student achievement, is not as efficient as we would like. Moving forward we, like many of our fellow high flying charters schools, are partnering with the Achievement Network. We expect the upward trajectory to continue.

School Authorizations


All authorizations (certificate of occupancy, insurance, lease, etc.) required to operate the school are in full force and effect.



The SEED Public Charter School of Washington, D.C.

OPERATIONAL AUTHORIZATION

This is to certify that all authorizations, including certificate of occupancy, insurance, lease, business license, etc., that are required to operate the school, are in full force and effect.

 _____
George Boateng
Managing Director

_____ 8/1/11
Date

4300 C Street, SE, Washington, D.C. 20012 - (202) 248-7773 - Fax (202) 248-3022

B. Lessons Learned and Actions Taken Based on Performance Management Framework and Accountability Plan Data and Review Findings.

During the 2010-2011 school year, we met with and evaluated a number of assessment providers. We decided to use a vetted and proven interim assessment engine in the form of The Achievement Network, to gauge our performance and student achievement against our fellow District schools.

The deeply intertwined literacy supports of Fountas and Pinnell (F&P) and Teachers College Reading and Writing Project have proven to be essential aspects of our instructional practice and mission alignment. F&P continues to provide both a rudder in and a benchmark for our middle school community. We now use the grade specific reading level goals (e.g. Level Z for rising freshmen) with each and every one of our community stakeholders. The F&P level goals are within our Trustee approved performance plan and reported at each Board meeting. Parents and students are aware of the goals for their specific grade level. What started as a mission specific indicator has become a method to eradicate the stigma of hard work. Students and other stakeholders now recognize that sustained and effective effort is how we grow as readers and how we remain sharp, get smarter and read better.

C. Reporting Performance Management Framework and/or Accountability Plan Information to Students, Teachers, Parents and the Public.

The school calendar is the primary vehicle used to communicate the dates of student meetings, parent meetings, staff meetings, assessment report dissemination, professional development activities, and in-service training sessions. We implemented the following methods of sharing accountability information during the 2010-2011 school year:

- Parent Teacher Association
- Back to School Night
- Parent-Teacher Conferences
- Bulletins to all staff
- Staff/faculty meetings
- Parent copies of DC-CAS results and student/parent information sessions, and
- Student assemblies.
- Mandatory cohort specific (Middle School, Freshmen, Upper School) School Kick-Off parent meetings.
- Website
- Twitter
- Facebook
- Numerous flat screen monitors throughout campus in conspicuous and well traveled locations that continuously scrolling and updated information celebrating and informing the school community.
- Quarterly cohort specific Honors Assemblies
- Weekly grade based community meetings
- Automated telephone messages (PACE)

D. Unique Accomplishments

SEED students enjoy a range of enrichment experiences during the school year and during the summer. We believe that rigorous enrichment after school and during the summer months is yet another way to ensure that we are doing all we can to prepare students academically, socially and emotionally for success in college and beyond. Our External Opportunities Office yields additional opportunities during the school year for students who demonstrate academic excellence and mastery of SEED core values. The following list is just a sample of the kinds of activities our students participated in this past summer:

- Approximately 60 students participated in one or more opportunities this summer. Some spent three weeks in other countries like China, Mexico and Spain through the Experiment in International Living program, while others spent eight days in Greece through SEED's own Greek Scholars program.
- Two of our rising seniors completed the Learn Serve fellows program for the first time. After meeting every other week with other high school students from around the city, these two traveled to Zambia to begin implementing the service learning plan they developed all year.
- We are also so proud of our two US students that stepped up to the huge two week challenge presented by NOLS (National Outdoor Leadership School) in the wilderness of Alaska. Likewise, our students who traveled to the Farm and Wilderness camp in New England met a huge challenge by traveling north and stepping outside of their comfort zone.
- We are also extremely proud of our 5 rising sophomores who stayed right here in the District to participate in an intensive summer long enrichment program called Cathedral Scholars. They represented their families and SEED well and received outstanding reviews from their summer teachers.
- Finally, we are proud that our existing partnerships are gaining strength and that our students are continuing to participate in North Outward Bound, City Kids, and Space Camp.

Mission Statement

1. Enter your Campus/LEA's Mission Statement in the space provided below.

The SEED Public Charter School is a public, college preparatory boarding school whose primary mission is to provide an outstanding, intensive educational program that prepares children, both academically and socially, for success in college.

School Contact Information

2. Please choose your Campus/LEA's School Name. Each campus must submit a separate data sheet. (For Central Office submissions, use the CENTRAL OFFICE choice provided for your organization).

SEED

3. Was your organization accredited in the 2010-2011 school year? If yes, please list the name(s) of the accrediting organization(s) and the accreditation term (month/year start- month/year end). If your accreditation is pending, meaning your organization has formally submitted an application to a nationally recognized accrediting organization, please provide details with the expected date of accreditation in the space provided below.

No

4. Please list the complete contact information for the person completing the Online Annual Report for your Campus/LEA. This may or may not be a member of school leadership, however be advised that information collected will be used by the PCSB. Fill out all information completely. Contact information should be direct and current.

Name

Juanita Spears

Title

Executive Associate

School Street Address

4300 C Street, SE

School Zip

20019

School Ward

7

Direct Phone Number

202-248-3077

Email

jspears@seedcholdc.org

5. Please select the lowest grade level served by your Campus/LEA in the 2010-11 school year.

6

6. Please select the highest grade level served by your Campus/LEA in the 2010-11 school year.

12

7. Hours of Operation: Enter the Start time for the REGULAR school day for the 10-11 school year. For schools with Multiple Regular Start times, please provide details in the additional comments section. Enter time as 8:05 AM (See Definitions).

7:55

8. Please enter the End time for the REGULAR school day for the 10-11 school year. For schools with Multiple Regular Bell Dismissal Times, please provide details in the additional comments section. (See Definitions).

4:00

9. Enter any additional comments regarding Start time/End time for Regular School Day:

On Monday & Friday school ends at 3:30p; on Tuesday, Wednesday & Thursday school ends at 4:00p.

10. Please enter the Start and End Dates for the 2010-11 School Year:

Start Date

August 30, 2010

End Date

June 10, 2011

11. Did your campus/LEA operate as a year-round school for the 2010-2011 school year?

Yes

12. Please enter the average class size and student teacher ratio for the 2010-2011 school year in the space provided below. Average Class Size: Calculate using core subjects only; do not include specials. Student: Teacher Ratio: Calculate by using the total reported students divided by the number Full-Time (30+ hour) classroom teachers; do not include special needs teachers unless that is your school's focus. This value should be entered as "# of Students to # of Teachers" format. For example, a school with 300 students and 20 FTE teachers will enter the student teacher ratio 15 to 1.

Average Class Size:

11.16%

Student/Teacher Ratio:

10 to 1

Student Attrition and Grade Advancement

13. For the 2010-2011 school year, please provide the total number of students falling into each category listed below. (Suspension counts should reference the total number of incidents. For example, one student that is suspended short term 3 times will count as 3 "incidents" of short-term suspension.)

Transferring out/Withdrawals

23

Short Term Out of School Suspensions

199

Long Term Out of School Suspensions

0

Expulsions

18

of Dropouts

0

Retained at grade level

19

Staff Demographics

14. Please complete the following entries regarding the total number of Executive DIRECTORS that fall within the categories listed below.

of Directors

1

with Bachelors

1

with Masters

1

Degree in Field of Expertise

1

Licensed in Field of Expertise

N/A

Meeting NCLB Requirements

N/A

% Meeting NCLB Requirements

N/A

15. Please complete the following entries regarding the total number of PRINCIPALS that fall within the categories listed below.

of Principals

1

with Bachelors

1

with Masters

1

Degree in Field of Expertise

1

Licensed in Field of Expertise

N/A

Meeting NCLB Requirements

N/A

% Meeting NCLB Requirements

N/A

16. Please complete the following entries regarding the total number of ASSISTANT PRINCIPALS that fall within the categories listed below.

of Asst. Principals

1

with Bachelors

1

with Masters

1

Degree in Field of Expertise

1

Licensed in Field of Expertise

N/A

Meeting NCLB Requirements

N/A

% Meeting NCLB Requirements

N/A

17. Please complete the following entries regarding the total number of CLASSROOM TEACHERS that fall within the categories listed below.

of Classroom Teachers

36

with Bachelors

35

with Masters

17

Degree in Field of Expertise

30

Meeting NCLB Requirements

31

% Meeting NCLB Requirements

86%

18. Please complete the following entries regarding the total number of SPECIAL SUBJECT TEACHERS that fall within the categories listed below.

19. Please complete the following entries regarding the total number of Bilingual/ESL Teachers that fall within the categories listed below.

20. Please complete the following entries regarding the total number of Special Education Teachers that fall within the categories listed below.

of SPED Teachers

4

with Bachelors

4

with Masters

2

Degree in Field of Expertise

3

Licensed in Field of Expertise

3

Meeting NCLB Requirements

N/A

% Meeting NCLB Requirements

N/A

21. Please complete the following entries regarding the total number of VOCATIONAL/CAREER ED Teachers that fall within the categories listed below.

22. Please complete the following entries regarding the total number of BUILDING RESOURCE Teachers that fall within the categories listed below.

23. Please complete the following entries regarding the total number of COUNSELORS that fall within the categories listed below.

of Counselors

4

with Bachelors

4

with Masters

4

Degree in Field of Expertise

3

Licensed in Field of Expertise

3

24. Please complete the following entries regarding the total number of LIBRARIANS/MEDIA SPECIALISTS that fall within the categories listed below.

of Librarians/Media Specialists

1

with Bachelors

1

with Masters

1

Degree in Field of Expertise

1

25. Please complete the following entries regarding the total number of COORDINATORS that fall within the categories listed below.

26. Please complete the following entries regarding the total number of CLASSROOM AIDES that fall within the categories listed below.

of Classroom Aides

1

27. Please complete the following entries regarding the total number of TITLE I EDUCATIONAL AIDES that fall within the categories listed below.

28. Are you a single-campus LEA or a central office?

Yes

29. Please complete the following entries regarding staffing statistics listed below.

Staff Attrition Rate

25%

Number of Teachers

40

Salary Range for Teachers

45,194 to 81,947

Average Teacher Salary

57,789

Number of School Administrators

14

Salary Range for School Administrators

58,349 to 166,500

Average School Administrator Salary

87,983

Number of Central Office Administrators

N/A

Salary Range for Central Office Administrators

N/A

Average Central Office Administrator Salary

N/A

Number of School Support Staff

23

Salary Range for School Support Staff

25,560 to 73,075

Average School Support Staff Salary

49,296

30. To ensure that PCSB has up to date information for the 2011-2012 School Year, provide contact information in the fields listed below for the following: School/Organization Board Chair, Executive Director, Principal/Head of School, Assistant Principal, and Business Manager. * #31. Parents, employees, and community members call the PCSB with individual and specific school-related issues and concerns (Complaints). These issues and concerns include questions and at times, complaints about individual schools. In the space provided below, list the desired representatives from your Campus/LEA's staff and one member of your school's Board of Trustees to receive all initial correspondence from PCSB regarding these concerns for the 2011-2012 school year.

Board Chair Name

Vasco Fernandes

Board Chair Title

Chairman

Board Chair Email

vascof@cox.net

Board Chair Phone

703-623-9312

Board Chair Mailing Address

1111 Old Cedar Road

Board Chair Mailing City, State

McLean, VA

Board Chair Mailing Zip

22102

Exec. Director Name

Lisa Bernstein

Exec. Director Title

Vice Chairman

Exec. Director Email

lisa@bernfam.com

Exec. Director Phone

202-244-1237

Exec. Director Mailing Address

4401 Cathedral Avenue, NW

Exec. Director Mailing City, State

Washington, DC

Deployment Type: Web
Completion Time: Sep 7, 2011 11:03AM Page 9 of 10

Exec. Director Mailing Zip
20016

Principal Name
Kara Stacks

Principal Title
Principal

Principal Email
kstacks@seedschooldc.org

Principal Phone
202-248-3004

Asst. Principal Name
Kenya Wilson

Asst. Principal Title
Assistant Principal

Asst. Principal Email
kwilson@seedschooldc.org

Asst. Principal Phone
202-249-1915

Business Manager Name
George Boateng

Business Manager Title
Managing Director

Business Manager Email
gboateng@seedschooldc.org

Business Manager Phone
202-248-3016

Business Manager Mailing Address
4300 C Street, SE

Business Manager Mailing City, State
Washington, DC

Deployment Type: Web
Completion Time: Sep 7, 2011 11:03AM Page 10 of 10

Business Manager Mailing Zip
20019

Complaint Staff Member Name
Tamala Jones

Complaint Staff Member Title
Human Resource Director

Complaint Staff Member Phone
202-249-1930

Complaint Staff Member Email
tjones@seedschooldc.org

Complaint Board Member Name
Vasco Fernandes

Complaint Board Member Title
Chairman

Complaint Board Member Phone
703-623-9312

Complaint Board Member Email
vascof@cox.net

Appendix N

**The SEED Public Charter School
of Washington, D.C.**

A N N U A L R E P O R T

A c a d e m i c Y e a r 2 0 0 4 - 2 0 0 5

**Presented to
The District of Columbia Public Charter School Board
on
October 1, 2005**

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B. School Program	3
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I. School Description

A. Mission and Belief Statements

The SEED Public Charter School is a public, college preparatory boarding school whose primary mission is to provide an outstanding, intensive educational program that prepares children, both academically and socially, for success in college.

The SEED School believes:

- A sense of belonging and community makes achievement possible.
- Students provided learning opportunities will become educated contributors to society through perseverance, reflection, and practice.
- Educators provide learning opportunities within a sustainable adult culture that values perseverance, reflection, and practice.
- A boarding school learning environment is critical to improve our students' ability to be fully prepared for success in college and life.
- The community of students, parents, faculty, and school leaders are partners for successful learning
- The community should support cohesiveness among all school components including boarding, academic, athletics, and the arts.
- The cohesiveness of a community is dependent upon clear and consistent speaking, listening, and dialogue.
- The SEED core values educate the choices we make as a school community

B. School Program

In the 2004-2005 school year, The SEED Public Charter School served 320 young men and women, age eleven to eighteen, in grades seven through twelve. This school year marked SEED's second graduating class. Every graduate in the class of 2005 was accepted to a college or university.

The 2004-2005 school year began on September 2, 2004 and closed on June 17, 2005.

The curriculum of the school is designed to prepare our students for college acceptance and graduation from college. Students have access to computers and research materials to assist them with their work, both of which are available during school hours and afterwards.

Boarding Curriculum

The unique nature and mission of The SEED Public Charter School provides round-the-clock learning opportunities. The boarding program incorporates study habits, life skills development, athletics, and enrichment activities into the daily life of all students. Students are assessed based on the boarding curriculum standards entitled HALLS (Habits for Achieving Life-Long Success), and receive a detailed HALLS report card evaluating their development. Students also are required to participate in community service programs. Students reside on-campus Sunday evening through Friday evening weekly and on rotating weekends throughout the school year.

Middle School Academic Curriculum

The middle school, which includes the seventh and eighth grades, is a transitional period for our students. Transitioning our students to the academic rigor of the middle school from their previous self-contained elementary school classrooms is the foundation of our program. The goal of the middle school program is to prepare them for success in an academically demanding upper school.

Passage from middle school to high school at SEED is determined by use of The Ninth Grade Gate. The Gate is a SEED-developed assessment system that holds students accountable to a performance framework

of benchmarks based on national standards. The Ninth Grade Gate ensures that students who enter upper school are equipped with the skills to be successful in a college preparatory curriculum. The Ninth Grade Gate focuses on basic skill development for everyone in the middle school. Students who do not meet The Ninth Grade Gate expectations remain in middle school until they achieve those standards. We believe that this is the only way to ensure that our high school students are prepared to tackle the college preparatory upper school curriculum.

Middle school students enrolled in language arts (separate writing and reading courses), mathematics, science, social studies, technology, music, art, and health & wellness courses.

Upper School Academic Curriculum

The upper school provides rigorous and relevant courses and experiences that will prepare students to be admitted to and be successful in college-level education. Upper school students were enrolled in the following course areas: English, mathematics, science, social studies, music, technology, art, physical education/health, and Spanish. In addition, students enrolled in elective courses in either constitutional law, youth justice, knitting, web design, yearbook, film, or drama. Advanced Placement courses were offered in US History as well as English Language and Composition. Every student enrolled in an AP course took the exam. 28 AP exams were administered in the 2004-2005 school year. Students must earn 26 credits to graduate.

Special Education

The Special Education Program at SEED is based on the inclusion and resource room models. The special education teachers work in collaboration with regular education teachers to assist students with content and instructional planning. For example, activities and texts are modified for the special education students, study guides and test preparation sessions are arranged, and information is presented to students in a manner that is conducive to their learning styles. The special education teachers use the resource room to instruct students who are not at grade level or who need services outside of the regular classroom.

C. School Staff

2004-2005 School Leadership

- Dr. Richard Jung, *Head of School* (July 2004-December 2004)
- Mr. John Ciccone, *Head of School* (January 2005-Present)
- Mr. Josh Edelman, *Director of Academic Programs*
- Ms. Shantelle Hughes, *Director of Boarding Programs*
- Mr. John Howe, *Director of Business Operations* (July 2004-November 2004)
- Mr. Paul Darlington, *Director of Campus Operations* (February 2005-Present)
- Mrs. Kimberly Harrison, *Director of Finance* (January 2005-Present)
- Ms. Lesley Poole, *Director of Admissions and Community & Parent Relations*

Position	Number	Number with Bachelors degree	Number with Masters degree or higher	Number with degree in field	Number Meeting NCLB HQT Requirements
Head of School	1	1	1	1	N/A
Directors / Administrators	12	12	11	9	N/A
Boarding Instructors / Boarding Community Coordinators	30	27	6	N/A	N/A
Classroom Teachers (<i>full-time</i>)	30	30	17	28	28
Special Education Teachers (<i>full-time</i>)	5	5	2	5	N/A
Librarian/Media Specialist	1	1	1	1	N/A
Counselors	3	3	3	3	N/A
Support Staff	15	5	0	N/A	N/A

Teacher Attrition Rate is 23 %. During the period of 2004-2005 to 2005-2006, 23 of 30 (77%) full-time classroom and special education teachers were retained into the 2005-2006 school year.

Teacher/Student Ratio is 1:12

Note: the ratio is based on 320 students and 27 classroom teachers.

D. Student Characteristics

Enrollment

Total Students Grades 7-12	320
MS1	144
MS2	60
9 th	46
10 th	34
11 th	23
12 th	13

Gender

% Male	51%
% Female	49%

Race

% African- American	99%
% Hispanic	1%

Student Services

% Limited English	0%
%Special Education	13%
% LEP/NEP	0%
% Free of reduced lunch	78%

Attendance Data

Average Daily Membership	300
% Average Daily Attendance	96%

Student Attrition & Re-enrollment

Re-enrollment rate (the percentage of students that were eligible to re-enroll in Fall 2004 and did so)	79%
# of students transferring out of SEED	104
# of dropouts (students not enrolling in other educational program)	0

¹Reflects withdrawn and dismissed students between 9/04 and 9/05

Grade Advancement

% of second-year MS students entering 9 th grade in 2005-2006	76%
% of 9 th grade students promoted to 10 th grade in 2005-2006	95%
% of 10 th grade students promoted to 11 th grade in 2005-2006	96%
% of 11 th grade students promoted to 12 th grade in 2005-2006	100%

Class of 2005 Graduation Data

Number of students graduating	13
Number in graduating class at start of 2004-2005 school year	13
Number taking SAT	13
Average Verbal SAT Score	354
Average Math SAT Score	364
Number of AP courses	2
Number enrolled in AP Courses	0
Number enrolling in college	13

E. Governance/ Board of Trustees

Board of Trustee Meetings, 2004-2005

October 21, 2004
 December 9, 2004
 March 17, 2005
 May 19, 2005

Board of Trustees 2004-2005

Name	Affiliation	Address	Committee Memberships
Eric Adler <i>Chairman of the Board</i>	SEED Foundation	1712 Eye Street, NW Suite 300 Washington, DC 20006	Executive Committee Education Committee Governance Committee
Katherine Bradley	City Bridge Foundation	600 New Hampshire Avenue, NW Washington, DC 20037	Governance Committee
Don Brown		2734 Rhone Drive Palm Beach Gardens, FL 33410	Governance Committee
Wallace Christener <i>Treasurer</i>	Venable LLP	575 7 TH Street, NW Washington, DC 20004	Finance Committee
Kate Clark		4 East Kirke Street Chevy Chase, MD 20815	Education Committee
John Ciccone (01.05-Present) Dr. Richard Jung (07.04-12.04) <i>Head of School</i> <i>Ex Officio Member</i>	The SEED School	4300 C Street, SE Washington, DC 20019	
Rita Maverick Rattley <i>Parent</i>		4521 17 th Street, NE Washington, DC 20017	Parent & Community Relations Committee
Marc Miller	McLeod, Watkinson & Miller	1 Massachusetts Avenue, NW, Suite. 800 Washington, DC 2001	Executive Committee
Marina Ottaway		327 A Street, SE Washington, DC 20003	Executive Committee Education Committee
Penelope Peskowitz		4817 Essex Avenue Chevy Chase, MD 20815	
Jeff Sindler	St. Ignatius Loyola Academy	740 North Calvert Street Baltimore, MD 21202	Education Committee
Kenneth Slaughter	Venable LLP	575 7 th Street, NW Washington, DC 2004	Executive Committee
David Steinberg		2722 O Street, NW Washington, DC 20007	Finance Committee
Theresa Thomas <i>Parent</i>		3600 Ely Place, SE Apartment 207 Washington, DC 20019	Parent & Community Relations Committee
Clarice Walker		9101 Crosby Road Silver Spring, MD 20910	Parent & Community Relations Committee Governance Committee
Rajiv Vinnakota	The SEED Foundation	1712 Eye Street, NW Suite 300 Washington, DC 20006	Governance Committee Executive Committee Education Committee

**Members of the Board of Trustees attended conferences including the New Schools Conference and the State Education Office Meeting of School Board Chairs and Trustees.*

Advisory Committee

Name	Affiliation
Derek M. Abruzzese	
Lisa Berstein	Bernstein Management
Adam Bock	
Garland Branch	
John Brothers	America's Promise
Emmanuel Carr	
Dr. James Comer	Yale University
Peter Edelman	Georgetown Law School
Ann Fleming	
Matt Galumbeck	
Antoine Garibaldi	
William M. Hardt	Princeton University
Scott Hutchinson	The Webb School of Knoxville
Ruth Leffall	
Charles P. Lord	
Gay Lord	
John Neiswender	
Johnny E. Parham	Thurgood Marshall Scholarship Fund
Helen Philon	
Eileen Shields-West	
Bruce Stewart	Sidwell Friends School
Lucinda Sullivan	
William Weil	

F. Finance

The following is a list of donors whose contributions were equal to or exceeded \$500.00 for the year ending June 30, 2005:

Adler, Eric
Baker, Susan
The Bodman Foundation
Boeing Gift Matching Program
Bradley, Katherine G.
The Carlisle Foundation
Catto, Will
Chong, Nilda
The CNJ Foundation
Cohen, Martin
The Community Foundation for the National Capital Region
Community Partners Committee
Concord-Carlisle Teachers Association
Crowell & Moring Foundation
Diane & Norman Bernstein Foundation
Flynn, Peter M.
Frank, Judith E.
The Freddie Mac Foundation
The George Preston Marshall Foundation
Gewirz, Steven B.
Goode, Tawara D.
Hadjipaters, John
Ingram, Benjamin T.
Jordan Fundamentals Grant Program
Juniper Networks Foundation
Kaufmann, Gregory R.
Korologos, Ann
Kurr Foundation
Lea, Sperry
Lehrman, Robert
Lewy, Glen S.
The Lois and Richard England Family Foundation
Lumina Foundation for Education
Miller, Marc E.
Moshovitis, James
Mueller, Ann
Newmyer, Virginia W.
Obermayer, Herman J.
O'Connor, Henry R.
The Ohrstrom Family Foundation
Ottaway, Marina
Philon, Helen
Quarles, Sharon L.
Riordan, Brian R.
Ryan, Michael G.

Saint Mark's Church
Shields-West, Eileen
Steinberg, David Jay
The Kirstein Family Foundation
Van Dusen, Michael H.
The Venable Foundation
Vinnakota, Sriramulu
Vogl, Frank
Webb, Martha Rooney
Weil, Frank
Wilkie, Anne
Zickler, Leo E.

2004-5 Budget

	FY 04	FY 05	October	FY 05	January	FY 05	Academic	Boarding	Support	Bus Ops	Total
	Annual Budget	Annual Budget	Adjustments	Revised Budget	Adjustments	Revised Budget					
Per Pupil Charter Payments	7,800,000	8,017,000	627,391	8,644,391	278,001	8,922,392					
Federal Entitlements	270,000	385,000	0	385,000	(76,000)	309,000					
Income from Grants and Donations	340,000	350,000	0	350,000	0	350,000					
Other Income	217,000	185,000	0	185,000	(85,000)	100,000					
TOTAL REVENUES	\$8,627,000	\$8,937,000	\$627,391	\$9,584,391	117,001	\$9,681,392					
Personnel Costs											
Principal/Executive Salaries	643,200	610,000	0	610,000	0	610,000	89,270	75,000	111,000	334,730	
Teachers Salaries	1,483,000	1,572,000	0	1,572,000	0	1,572,000	1,572,000				
Other Ed. Professionals Salary	1,085,000	1,150,000	250,000	1,400,000	155,000	1,555,000		1,555,000			
Other Staff Salaries	411,000	527,000	0	527,000	0	527,000	84,908	86,180	240,039	115,873	
Employee Benefits	695,000	733,000	0	733,000	0	733,000	296,850	291,751	59,677	84,723	
Special Education Contractors	125,000	130,000	0	130,000	0	130,000			130,000		
Subtotal: Personnel Costs	\$4,442,200	\$4,722,000	\$250,000	\$4,972,000	155,000	\$5,127,000	\$2,043,028	\$2,007,931	\$540,716	\$535,326	\$5,127,000
Direct Student Costs											
Textbooks	35,000	36,400	0	36,400	0	36,400					
Catering	775,000	850,000	0	850,000	0	850,000					
Contracted Services	177,000	184,080	0	184,080	0	184,080					
Field Trips	2,800	2,912	0	2,912	0	2,912					
General Expenses	64,240	66,810	0	66,810	0	66,810					
Instructional Materials	19,000	19,760	0	19,760	0	19,760					
Copy Paper	2,900	3,016	0	3,016	0	3,016					
Printing	7,100	7,384	0	7,384	0	7,384					
Standardized Testing	15,000	15,600	0	15,600	0	15,600					
Staff Development	58,134	60,459	0	60,459	10,000	70,459					
Student Programs	75,585	78,608	0	78,608	0	78,608					
Office Supplies	7,500	7,800	0	7,800	0	7,800					
Yearbook	2,000	2,080	0	2,080	0	2,080					
Student Supplies	1,800	1,872	0	1,872	0	1,872					
Subtotal: Direct Student Costs	\$1,243,058	\$1,336,791	\$0	\$1,336,781	10,000	\$1,346,781					
Occupancy Expenses											
Contracted Services	56,000	58,240	0	58,240	0	58,240					
Lease	12,000	12,000	0	12,000	0	12,000					
Repairs and Maintenance	88,000	91,520	0	91,520	0	91,520					
Security Services	193,858	201,612	0	201,612	0	201,612					
Utilities	224,000	232,960	0	232,960	0	232,960					
Subtotal: Occupancy Expenses	\$573,958	\$596,332	\$0	\$596,332	0	\$596,332					

2004-5 Budget

Awards/incentives	5,561	5,783	0	5,783	0	5,783
Entertainment Fund	1,250	1,300	0	1,300	0	1,300
Cellular Phone Services	15,000	15,600	0	15,600	0	15,600
Cable TV Services	2,000	2,000	0	2,000	0	2,000
External Connections	12,000	13,000	0	13,000	0	13,000
General Expenses	5,000	5,200	0	5,200	0	5,200
Postage	8,300	8,632	0	8,632	0	8,632
Printing	750	780	0	780	0	780
Server Maintenance Services	163,200	171,000	0	171,000	0	171,000
Office Supplies	14,065	14,628	0	14,628	0	14,628
Storage Media	200	208	0	208	0	208
Technology Consumables	2,000	2,080	0	2,080	0	2,080
Telephone-landlines	45,000	46,800	0	46,800	0	46,800
Subtotal: Office Expenses	\$274,326	\$287,011	\$0	\$287,011	0	\$287,011

Administrative Software	100	100	0	100	0	100
Advertising	4,550	4,732	0	4,732	0	4,732
Athletic Equipment and Fees	24,200	25,168	0	25,168	0	25,168
Books	700	728	0	728	0	728
Catering	25,000	26,000	0	26,000	0	26,000
Charter Administrative Fee	36,000	37,440	0	37,440	0	37,440
Clothing	1,200	1,248	0	1,248	0	1,248
Athletic Clothing	14,500	15,080	0	15,080	0	15,080
Consultants	3,700	3,848	0	3,848	0	3,848
Contingency	100,000	100,000	0	100,000	0	100,000
Employee Recruitment	37,500	39,000	0	39,000	0	39,000
Employee Uniforms	1,100	1,174	0	1,174	0	1,174
Equipment Leasing	29,600	30,784	0	30,784	0	30,784
Gasoline, Oil and Grease	3,912	4,068	0	4,068	0	4,068
Membership Dues	22,000	23,000	0	23,000	0	23,000
General Supplies	33,000	48,000	50,000	98,000	0	98,000
Insurance	103,000	107,120	0	107,120	0	107,120
Legal Services	6,000	12,000	0	12,000	0	12,000
Tuition Reimbursement	8,000	8,320	0	8,320	0	8,320
Signage	500	520	0	520	0	520
Service Agreements	138,000	138,000	0	138,000	0	138,000
Student Recruitment	3,250	3,380	0	3,380	0	3,380
Transportation	44,000	52,000	0	52,000	0	52,000
Transportation Reimbursements	1,627	1,692	0	1,692	0	1,692
Vehicle Repair	5,618	6,000	0	6,000	0	6,000
Interest	525,000	450,000	0	450,000	0	450,000
Depreciation	816,000	848,640	0	848,640	0	848,640
Subtotal: General Expenses	\$1,988,057	\$1,988,043	\$50,000	\$2,038,043	0	\$2,038,043

TOTAL EXPENSES	\$8,521,500	\$8,930,167	\$300,000	\$9,230,167	165,000	\$9,395,167
Excess/Deficiency	\$105,500	\$6,833	\$327,391	\$334,224	(47,999)	\$286,225

Debt Service Coverage Ratio	
Operating Income (before Interest expense and Depreciation)	1,584,865
Projected FY05 Debt Service	945,000
Ratio	1.68
Requirement	1.20

II. School Performance

The SEED School's second, five-year cycle Accountability Plan has been approved by the DC Public Charter School Board and is pending approval by the SEED School Board of Trustees. The Accountability Plan that appears on the following pages is a draft document. The entire Accountability Plan that appears on the following pages is subject to revision and final approval by The SEED School.

A. Evidence of Performance and Progress

a. Academic Goal 1: By June 2008, SEED upper school students will demonstrate increased academic preparation for college admission.

<u>Assessment Tool</u>	<u>Performance Indicator</u>	<u>Baseline Performance (2003-2004)</u>	<u>Annual Performance</u>	<u>Five-Year Target (2007-08)</u>
PSAT	Percent of 11th grade students scoring at or above the PSAT verbal national mean	7.6%	04-05: 41.1%	5-year mean of 12% of 11th grade students at or above PSAT verbal national mean
PSAT	Percent of 11th grade students scoring at or above the PSAT math national mean	0.0%	04-05: 23.5%	5-year mean of 7% of 11th grade students at or above PSAT math national mean
SAT 1	Percent of graduating students score at or above the SAT 1 verbal DCPS-Control Group ¹ mean	95%	04-05: 46.6%	5-year mean of 70% of graduating students scoring at or above SAT 1 verbal DCPS-Control Group mean
SAT 1	Percent of graduating students score at or above the SAT 1 math DCPS-Control Group ¹ mean	90%	04-05: 53.3%	5-year mean of 70% of graduating students scoring at or above SAT 1 Math DCPS-Control Group mean
Documented college acceptances	Weighted average percent of students accepted at 1 or more post-secondary institutions	100%	04-05: 100%	5-year mean of 93% or higher

Academic Goal 2: By June 2008, SEED students will demonstrate improved academic achievement.

Stanford-9 Achievement Test ² (SAT-9)	% of students meeting AYP target on the reading sub-test	38.17%	Meet or exceed AYP Target 04-05: AYP met (55.68%)	SEED is not "identified for improvement" under NCLB-AYP target score requirements
Stanford-9 Achievement Test ² (SAT-9)	% of students meeting AYP target on the math sub-test	49.38%	Meet or exceed AYP Target 04-05: AYP met (55.58%)	SEED is not "identified for improvement" under NCLB-AYP target score requirements

b. Non-Academic Goal 3: By 2008, students will demonstrate a college preparatory, boarding school culture.

Average Daily Attendance	Trend in average daily attendance	94%	04-05: 92%	a five -year mean of 94% or higher
Re-enrollment rate ⁴	Percent of students re-enrolled ⁴	85%	04-05: 79%	a five -year mean of 85% or higher
Presidential Physical Fitness Test	Percent of students earning National or Presidential Award recognition	4.7%	Meet or exceed the following annual increases of students earning National or Presidential Awards: 04-05 to 5.7%, 05-06 to 6.7%, 06-07 to 7.7%, 07-08 to 8.7% 04-05 met: 22.22%	Exceed annual target in at least 2 of the years reported

Evidence of Attainment of IEP Objectives for Students with Disabilities

Year/Attainment	% of Students that Mastered more than 50% of IEP Goals	% of Students that Mastered more than 65% of IEP Goals	% of Students that Mastered 100% of IEP Goals
2004-5	50%	10%	5%

Grade advancement, graduation rates, college admission test scores, and college admission rate can be found in the "Student Characteristics" section of this report

c. Organizational Goals and Performance

Category	Summary
1. Meetings and Board Structure	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.
2. Requirement for PCSB Action	The school has demonstrated exceptional performance, thereby requiring no medial action from the PCSB.
3. Annual Reporting	The school 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.
4. 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, services for special needs students, and additional funding.	The Board and the school's administration deploy resources effectively to further the academic and organizational success of the school.
5. The Board and school leadership ensure effective implementation of the school design.	Administrators and Board members have a strong understanding of the school design and refer to it regularly in managing and governing the school.
6. The Board has ensured strong and stable school leadership.	The Board has established a school that maintains exceptional performance and stability through its school leadership. Changes in the school leadership either lead to exceptional performance or have not negatively impacted the school's exceptional performance.
7. The Board is operating within its bylaws.	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.

Parent and Community Satisfaction and Support

The SEED school continues to have an oversubscribed admission and lottery coupled with a strong re-enrollment. We continue to have a strong and dependable system of parent volunteers and a significant majority of parents attending parent/teacher conference nights. In 04-05, we had a highly successful Family Math Night and Family Literacy Night-both of which were solely organized through parent and teacher collaboration.

School Authorizations

All authorizations (certificate of occupancy, insurance, lease, etc.) required to operate the school are up-to-date and in full force and effect.

B. Unique Accomplishments

- **SEED Held Its Second Graduation:** The graduating class of 2005 had 13 students receive their diplomas with all being accepted at one or more of their college or university of choice. Class of 2005 graduates matriculated to many institutions of higher learning including the following: American University, Bennett College, Bethune Cookman College, Fayetteville University, Gibbs College, Hampton University, Lesley University, Michigan State University, North Carolina A & T, Tuskegee University, University of the District of Columbia, and Virginia Commonwealth University. Commencement was held on Saturday, June 18, 2005, at 10am in the Adler-Vinnakota student center on the SEED School campus. Mrs. Marian Wright Edelman, founder of the Children's Defense Fund, addressed the graduates. Mrs. Marian Wright-Edelman and Dr. Gloria Braithwaite, SEED supporter, received honorary degrees.
- **Middle States Accreditation:** In May of 2005, SEED received its official notice of accreditation by the Commission on Secondary Schools of the Middle States Association of Colleges and Schools. SEED is now accredited for grades 7-12.
- **SEED Wins Innovation Award:** The SEED School has won the prestigious Innovations in American Government Award. Often referred to as the "Oscars" of government, the Innovations Award is a program of the Ash Institute for Democratic Governance and Innovation at Harvard University's Kennedy School of Government and is administered in partnership with the Council for Excellence in Government. SEED was one of six award winners selected from more than 1,000 applicants for the 2005 Innovations in American Government Award that has recognized quality and responsiveness at all levels of government, has honored creative and effective government efforts, and has fostered the replication of innovative approaches to the challenges facing government.
- **SEED In the Media:** SEED has had much media coverage including *The Washington Post* article "Tight-Knit Group" on student knitters, "Poverty Line" article in *The New Republic*, NBC Nightly News, and President Bush's remarks on helping America's youth at Paul Public Charter School.
- **Writers in The Schools:** In 2004-2005, SEED continued to participate in a PEN/Faulkner Foundation program that provided books to our students in advance of the author leading a class discussion with students. Several authors visited the school in 2004-2005, including Joyce Carol Oates. SEED is continuing this program in 2005-2006.
- **Marshall-Brennan Fellows Program:** The 2004-2005 school year was the third year that SEED partnered with the American University School of Law to bring third year law students to SEED's campus daily to teach a constitutional law class to upper school students. SEED is continuing this program in 2005-2006 with two courses being offered: "We The Students" and "Youth Justice."
- **Learn Serve Ethiopia:** In 2004-2005, with support from the Case Foundation and Share our Strength, SEED was to send one faculty member and two students to Ethiopia to learn about the current famine crisis with faculty and students from four other DC area schools. Due to civil unrest, the trip to Ethiopia was cancelled but will be rescheduled.

C. Lessons Learned and Actions Taken Based on Accountability Information

With on-going support from The DC Public Charter School Board and the Middle School Association of Colleges and Schools, SEED created a new Accountability Plan for its second five-year cycle beginning with the 2003-2004 school year. That process aided SEED by making it reflect on its performance and the ways in which SEED measures its tremendous success.

D. Reporting Accountability Information

The school calendar is the primary vehicle used to communicate the dates of student meetings, parent meetings, staff meetings, assessment report dissemination, professional development activities, and in-service training sessions. We implemented the following methods of sharing accountability information during the 2004-2005 school year:

- Our newly formed SEED Advisory Commission to monitor student achievement through the Middle States Accreditation process protocol,
- Parent's Organization,
- Parent Advisory Committee to the Head of School,
- Monthly Parent News Letters,
- Bulletins to all staff,
- Staff/faculty meetings,
- Parent copies of Stanford-9 results and student/parent information sessions,
- Four parent school night meetings, and
- Student assemblies.

E. Improving the School's Accountability Plan

As of the submission of the report, the new Accountability Plan has not been finalized by the school's Trustees. The SEED School and The DC Public Charter School Board recently finalized improvements to the school's Accountability Plan.

III. Financial Audit

A. Independent Auditor's Report

Received 10/29/04
C.A.T.R.D.

Independent Auditor's Report

To the Board of Trustees
The SEED Public Charter School of Washington, D.C.
Washington, D.C.

We have audited the accompanying balance sheet of The SEED Public Charter School of Washington, D.C. (the School), as of June 30, 2004, and the related statements of activities and cash flows for the year then ended. These financial statements are the responsibility of the School's management. Our responsibility is to express an opinion on these financial statements based on our audit. The prior year summarized comparative information has been derived from the School's 2003 financial statements and in our report dated September 12, 2003; we expressed an unqualified opinion on those statements.

We conducted our audit 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 of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

In our opinion, the 2004 financial statements referred to above present fairly, in all material respects, the financial position of The SEED Public Charter School of Washington, D.C., as of June 30, 2004, and the changes in its net assets and its cash flows for the year then ended, in conformity with accounting principles generally accepted in the United States of America.

In accordance with *Government Auditing Standards*, we have also issued our report dated September 29, 2004, on our consideration of the School'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 the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and should be considered in assessing the results of our audit.

McGladrey & Pullen, LLP

Bethesda, Maryland
September 29, 2004

The SEED Public Charter School Of Washington, D.C.

Balance Sheet
 June 30, 2004
 (With Comparative Totals For 2003)

Assets	2004	2003
Cash and Cash Equivalents	\$ 1,331,354	\$ 1,316,352
Restricted Cash	1,097,405	1,252,137
Accounts Receivable	10,976	13,938
Due from The SEED Foundation, Inc.	106,047	5,000,371
Property and Equipment, net	23,532,007	12,928,051
Bond Issuance Costs, net	364,920	420,906
	<u>\$ 26,442,709</u>	<u>\$ 20,931,755</u>

Liabilities And Net Assets

Liabilities	2004	2003
Accounts payable and accrued expenses	\$ 86,948	\$ 156,111
Capital lease obligation	84,853	102,462
Bonds payable	12,610,000	13,080,000
	<u>12,781,801</u>	<u>13,338,573</u>

Commitments and Contingencies (Notes 7 and 10)

Net Assets:	2004	2003
Unrestricted	13,466,490	7,500,561
Temporarily restricted	194,418	92,621
	<u>13,660,908</u>	<u>7,593,182</u>
	<u>\$ 26,442,709</u>	<u>\$ 20,931,755</u>

See Notes to Financial Statements.

The SEED Public Charter School Of Washington, D.C.

Statement Of Activities
 Year Ended June 30, 2004
 (With Comparative Totals For 2003)

	2004			Total 2003
	Unrestricted	Temporarily Restricted	Total	
Support and Revenue:				
Pupil allocation	\$ 7,917,182	\$ -	\$ 7,917,182	\$ 5,345,694
Contributions from Donors	236,323	156,047	392,370	347,746
Facility contribution from Foundation (Note 9)	5,966,425	-	5,966,425	-
Gifts-in-kind	-	-	-	77,180
Government entitlements	483,941	-	483,941	177,584
Other	103,338	-	103,338	100,970
Net assets released from restrictions	54,250	(54,250)	-	-
Total support and revenue	14,761,459	101,797	14,863,256	6,049,174
Expenses:				
Salaries and benefits	4,646,603	-	4,646,603	2,767,497
Supplies and services	2,936,108	-	2,936,108	2,007,538
Depreciation and amortization	952,549	-	952,549	594,953
Interest expense	260,270	-	260,270	256,533
Total expenses	8,795,530	-	8,795,530	5,626,521
Change in net assets	5,965,929	101,797	6,067,726	422,653
Net Assets:				
Beginning	7,500,561	92,621	7,593,182	7,170,529
Ending	\$ 13,466,490	\$ 194,418	\$ 13,660,908	\$ 7,593,182

See Notes to Financial Statements.

The SEED Public Charter School Of Washington, D.C.

Statement Of Cash Flows
 Year Ended June 30, 2004
 (With Comparative Totals For 2003)

	2004	2003
Cash Flows from Operating Activities		
Change in net assets	\$ 6,067,726	\$ 422,653
Adjustments to reconcile change in net assets to net cash provided by operating activities		
Depreciation and amortization	952,549	594,953
Non-cash contribution - Facility contribution of building from Foundation	(5,966,425)	
Gifts in kind		(77,180)
Changes in assets and liabilities:		
Decrease in:		
Accounts receivable	2,962	35,197
Promises to give		589,820
(Decrease) in:		
Accounts payable and accrued expenses	(69,163)	(60,135)
Net cash provided by operating activities	<u>987,649</u>	<u>1,505,308</u>
Cash Flows from Investing Activities		
Purchases of property and equipment	(406,907)	(600,585)
Decrease (Increase) in Due from SEED Foundation	(232,863)	(1,674,322)
Decrease in restricted cash	154,732	2,155,199
Net cash (used in) investing activities	<u>(485,038)</u>	<u>(119,708)</u>
Cash Flows from Financing Activities		
Principal payments on capital lease obligation	(17,609)	(3,218)
Principal payments on bonds payable	(470,000)	(845,000)
Net cash (used in) financing activities	<u>(487,609)</u>	<u>(848,218)</u>
 Net increase in cash and cash equivalents	 15,002	 537,382
Cash and Cash Equivalents:		
Beginning	1,316,352	778,970
Ending	<u>\$ 1,331,354</u>	<u>\$ 1,316,352</u>

(Continued)

The SEED Public Charter School Of Washington, D.C.

Statement Of Cash Flows (Continued)
 Year Ended June 30, 2004
 (With Comparative Totals For 2003)

	2004	2003
Supplemental Disclosure of Cash Flow Information:		
Cash paid during the year for interest	\$ 260,270	\$ 256,533
Supplemental Schedule of Non Cash Investing and Financing Activities:		
Facility contribution of completed building from Foundation to School		
Cost basis of buildings transferred	\$ 11,093,612	\$ -
Reduction of inter-company receivable	5,127,187	-
Net contribution	\$ 5,966,425	\$ -
Gifts in kind	\$ -	\$ 77,180
Property and equipment acquired under capital lease obligations	\$ -	\$ 105,680

See Notes to Financial Statements.

The Seed Public Charter School Of Washington, D.C.

Notes To Financial Statements

Note 1. Nature of Activities and Significant Accounting Policies

Nature of activities: The SEED Public Charter School of Washington, D.C. (the School), is a corporation organized for the purpose of operating a public charter school for children residing in Washington, D.C. The School's two principal goals are first to prepare the children attending The School for admission to the nation's finest colleges and universities and/or success in the professional world, and second to develop a model for education targeted at inner-city children which can be successfully duplicated in urban areas throughout the country.

A summary of the School's significant accounting policies follows:

Basis of accounting: The accompanying financial statements are presented in accordance with the accrual basis of accounting, whereby, revenue is recognized when earned and expenses are recognized when incurred.

Basis of presentation: The financial statement presentation follows the recommendation of the Financial Accounting Standards Board in its Statement of Financial Accounting Standards (SFAS) No. 117, *Financial Statements of Not-for-Profit Organizations*. Under SFAS No. 117, the School is required to report information regarding its financial position and activities according to three classes of net assets: unrestricted net assets, temporarily restricted net assets, and permanently restricted net assets. The School did not have any permanently restricted net assets at June 30, 2004.

Charter school agreement: On September 4, 1998, the School entered into a 15-year Charter School Agreement with the District of Columbia Public Charter School Board. Under the terms of this agreement the School will operate a school for students of certain ages and in grades 7 through 12 in accordance with the mission established in the School's by-laws.

Cash and cash equivalents: For purposes of reporting cash flows, the School considers all money market accounts and certificates of deposit with an original maturity of three months or less to be cash equivalents.

Financial risk: The School maintains cash in bank deposit accounts, which at times may exceed Federally insured limits. The School has not experienced any losses in such accounts. The School believes it is not exposed to any significant financial risk on cash.

Property and equipment: Property and equipment are recorded at cost and are being depreciated using the straight-line method over the estimated useful life of the related asset ranging from five to forty years. Artwork is not being depreciated. Normal repairs and maintenance are expensed as incurred. The School capitalizes all property and equipment purchased with a cost of \$1,000 or more.

Impairment of long-lived assets: The School accounts for the valuation of long-lived assets under Statement of Financial Accounting Standards (SFAS) No. 144, *Accounting for the Impairment or Disposal of Long-Lived Assets*. SFAS No. 144 requires that long-lived assets and certain identifiable intangible assets be reviewed for impairment whenever events or changes in circumstances indicate that the carrying amount of an asset may not be recoverable. Recoverability of the long-lived asset is measured by a comparison of the carrying amount of the assets to future undiscounted net cash flows expected to be generated by the assets. If such assets are considered to be impaired, the impairment to be recognized is measured by the amount by which the carrying amount of the assets exceeds the estimated fair value of the assets. Assets to be disposed of are reportable at the lower of the carrying amount or fair value, less costs to sell.

The Seed Public Charter School Of Washington, D.C.

Notes To Financial Statements

Note 1. Nature of Activities and Significant Accounting Policies (Continued)

Bond issuance costs: Legal, accounting, printing costs and other expenses associated with bond issuances are being amortized on the straight-line method over the term of the bonds.

Net assets: Unrestricted net assets are the net assets that are neither permanently restricted nor temporarily restricted by donor-imposed stipulations.

Temporarily restricted net assets result from contributions whose use is limited by donor-imposed stipulations that either expire by passage of time or can be fulfilled and removed by actions of the School pursuant to these stipulations. Temporarily restricted net assets are reported as unrestricted net assets if the restrictions are met in the same period received. Net assets may be temporarily restricted for various purposes, such as use in future periods or use for specified purposes. At June 30, 2004, temporarily restricted net assets represent amounts restricted for specific education related expenses.

Gifts in kind: Gifts in kind are reported at their fair value on the date of the gift.

Pupil allocation: The School receives a student allocation from the District of Columbia to cover the cost of residential and academic expenses. The revenue is recognized in the period when it is earned, which is the school year for which the allocation is made. Unearned pupil allocation received is recorded as deferred revenue.

Recognition of salary expense: Salary expense is recognized in the year the service is rendered which coincides with an academic year. Salaries unpaid at June 30 are recognized as expense and accrued.

Tax status: The School is a tax-exempt organization under Section 501(c)(3) of the Internal Revenue Code and is not considered to be a private foundation. Under Section 501(c)(3) of the Internal Revenue Code, the School is exempt from Federal taxes on income other than unrelated business income. The School did not have any net unrelated business income for the year ended June 30, 2004.

Estimates: The preparation of financial statements requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

Comparative financial information: The financial statements include certain prior-year summarized comparative information in total but not by net asset class. Such information does not include sufficient detail to constitute a presentation in conformity with accounting principles generally accepted in the United States of America. Accordingly, such information should be read in conjunction with the School's financial statements for the year ended June 30, 2003, from which the summarized information was derived.

The Seed Public Charter School Of Washington, D.C.

Notes To Financial Statements

Note 2. Restricted Cash

Restricted cash represents bond proceeds, which have been placed with a bond trustee for the following purposes at June 30, 2004:

Operating reserve	\$ 485,088
Principal sinking fund	224,627
Interest and program expense reserve	218,060
Debt service reserve	136,481
Insurance reserve	21,106
Lease payment reserve	12,043
	<u>\$ 1,097,405</u>

Note 3. Property and Equipment

Property and equipment as of June 30, 2004, consisted of the following:

Asset Category	
Buildings and improvements	\$ 23,431,007
Furniture and fixtures	1,626,202
Computer equipment	637,283
Books	97,205
Vans	100,110
	<u>25,891,807</u>
Less accumulated depreciation	2,359,800
	<u>\$ 23,532,007</u>

Note 4. Bonds Payable

The School issued \$8,105,000 of District of Columbia Pooled Loan Program Revenue Bonds in April 2001, and another \$6,000,000 of bonds in October 2001. All bonds mature on January 1, 2021, with principal due in variable semi-annual installments on July 1st and January 1st. The interest rate is reset weekly based on a competitive auction. At June 30, 2004, this rate is approximately 1.00%. The bonds are supported by a bank letter of credit that expires in March 2006 and is guaranteed by The SEED Foundation, Inc. (the Foundation). The letter of credit balance is reduced on a pro rata basis with each principal payment. Substantially all the assets of the School, as well as future pupil allocation revenues, are pledged as collateral for the loan. The bonds require that certain financial covenants be met, including debt service coverage, and limits on further indebtedness.

The Seed Public Charter School Of Washington, D.C.

Notes To Financial Statements

Note 4. Bonds Payable (Continued)

As a condition to the letter of credit, the School entered a reimbursement agreement, which requires it to make monthly sinking fund payments to debt service escrow accounts for the payment of principal, interest and any bond redemptions payable to the Trustee for the bonds. (See Note 2 for balances at June 30, 2004).

Principal maturities of the bonds payable at June 30, 2004 are due in future years as follows:

Years ending June 30,	
2005	\$ 495,000
2006	520,000
2007	550,000
2008	575,000
2009	610,000
Thereafter	9,860,000
	<u>\$ 12,610,000</u>

Interest expense on the bonds for the year ended June 30, 2004, was \$251,479.

Note 5. Capital Lease Obligation

The School is indebted under an equipment lease, which has been capitalized at the present value of future lease payments. The cost of the equipment approximates \$105,680 at June 30, 2004 and the depreciation expense of the leased asset amounted to \$21,136 for the year ended June 30, 2004. As of June 30, 2004, accumulated depreciation of the leased asset amounted to \$24,659.

Interest expense on the capital lease obligation amounted to \$8,791 for the year ended June 30, 2004.

The future minimum lease payments discounted to reflect their net present value as of June 30, 2004, are as follows:

Years ending June 30,	
2005	\$ 26,400
2006	26,400
2007	26,400
2008	22,000
Total minimum lease payments	<u>101,200</u>
Less imputed interest	16,347
Present value of minimum lease payments	<u>\$ 84,853</u>

The Seed Public Charter School Of Washington, D.C.

Notes To Financial Statements

Note 6. Temporarily Restricted Net Assets

Temporarily restricted net assets are available for the following purposes:

	Balance June 30, 2003	Additions	Release from Restriction	Balance June 30, 2004
Purpose restriction:				
Seeds for Classics - field trips	\$ 71,616	\$ 106,047	\$ -	\$ 177,663
Heffer Family Foundation - professional development	6,774	-	-	6,774
Microsoft	5,081	-	-	5,081
Sriramulu Vinnakota	4,900	-	-	4,900
Annie E. Casey Foundation	-	50,000	50,000	-
Miscellaneous	4,250	-	4,250	-
	<u>\$ 92,621</u>	<u>\$ 156,047</u>	<u>\$ 54,250</u>	<u>\$ 194,418</u>

Note 7. Lease Commitments

The School entered into a 15-year-operating lease for land use beginning February 4, 2000. The base rent shall be \$1,000 per month through April 2005, with scheduled annual rent increases of 2% over the remaining term of the lease. The School has the right to renew the lease for three additional 15-year terms.

The lease agreement provides for rent credits relating to capital improvements at the site. The School will receive a dollar for dollar credit based on capital improvements except that the School shall pay minimum rental of at least \$1,000 per month. The School made improvements in excess of the total rent provided over the lease term. The future minimum lease payments under this arrangement are as follows:

Years ending June 30,	
2005	\$ 12,040
2006	12,281
2007	12,526
2008	12,777
2009	13,032
Thereafter	83,855
	<u>\$ 146,511</u>

Rent expense under the above leasing arrangements was \$12,000 for the year ended June 30, 2004.

The Seed Public Charter School Of Washington, D.C.

Notes To Financial Statements

Note 8. Defined Contribution Retirement Plan

The School participates in a defined contribution retirement plan covering eligible employees. The School contributes an amount equal to 3% of all eligible participants' base salary. For every 1% of salary that each employee contributes to their retirement account through payroll deductions up to 6%, the School will add another 0.5%. The maximum total contribution including matching contributions made by the School would be 6% of salary. Total expense under this plan amounted to approximately \$196,000 for the year ended June 30, 2004.

Note 9. Related Party Transactions

The Foundation has both an economic interest in and controls membership of the School's Board of Trustees. During the year ended June 30, 2004, the School incurred development and other fees for services from the Foundation totaling \$138,000.

During the year ended June 30, 2004 the Foundation transferred the second dormitory building on the grounds of the School to the School in exchange for a reduction in substantially all of the inter-company receivable balance. The School recorded the excess of the transaction of \$5,966,425 as contribution revenue.

Note 10. E-Rate Dispute

The School has been notified of Universal Service Administrative Company's (USAC) assertion that the School is in violation of e-rate funds program's rules. According to USAC, the School must pay back funds used by the School to develop its information technology, which totaled approximately \$426,000. On behalf of the School, in April 2003, its attorneys filed an appeal of the USAC actions to the Federal Communications Commission. This appeal is still pending. No amounts have been accrued for this possible liability at June 30, 2004.

Note 11. Economic Dependency

During the year ended June 30, 2004, the School was heavily dependent on pupil allocations and entitlements from the District of Columbia. These funds aggregated 56.5% of the School's revenue for the year ended June 30, 2004. Reduction of funding from the District of Columbia would have a significant impact on the operations of the School.

McGladrey & Pullen

Certified Public Accountants

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

To the Board of Trustees,
The SEED Public Charter School of Washington, D.C.
Washington, D.C.

We have audited the financial statements of The SEED Public Charter School of Washington, D.C. (the School) as of and for the year ended June 30, 2004, and have issued our report thereon dated September 29, 2004. We conducted our audit 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.

Internal Control Over Financial Reporting

In planning and performing our audit, we considered the School's internal control over financial reporting in order to determine our auditing procedures for the purpose of expressing our opinion on the financial statements and not to provide an opinion on the internal control over financial reporting. However, we noted certain matters involving the internal control over financial reporting and its operation that we consider to be reportable conditions. Reportable conditions involve matters coming to our attention relating to significant deficiencies in the design or operation of the internal control over financial reporting that, in our judgment, could adversely affect the School's ability to record, process, summarize, and report financial data consistent with the assertions of management in the financial statements. Reportable conditions are described in the accompanying schedule of findings and responses as items 2004-1 and 2004-2.

A material weakness is a reportable condition in which the design or operation of one or more of the internal control components does not reduce to a relatively low level the risk that misstatements caused by error in amounts that would be material in relation to the financial statements being audited may occur and not be detected within a timely period by employees in the normal course of performing their assigned functions. Our consideration of the internal control over financial reporting would not necessarily disclose all matters in the internal control that might be reportable conditions and, accordingly, would not necessarily disclose all reportable conditions that are also considered to be material weaknesses. However, we believe that reportable condition 2004-1, as described above, is a material weakness.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free of 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*.

This report is intended solely for the information and use of the Board of Directors and management and is not intended to be and should not be used by anyone other than these specified parties

McGladrey & Pullen, LLP

Bethesda, Maryland
September 29, 2004

The Seed Public Charter School Of Washington, D.C.

Schedule Of Findings And Responses
June 30, 2004

Finding 2004-1 Reconciliations

Criteria: An organization's system of internal control should provide for timely and complete reconciliations of general ledger accounts throughout the year.

Condition: Significant balance sheet accounts of the School had not been reconciled throughout the year in a timely fashion.

Cause: Communication of monthly expectations over general ledger reconciliations needs improvement.

Effect: Discrepancies in the accounting records undetected throughout the year. Also, management and the Board do not have accurate information to review throughout the year.

Recommendation: General ledger reconciliations should be prepared and reviewed by appropriate personnel throughout the year. A monthly checklist should be developed to ensure that certain key items are reconciled before preparation and release of internal financial statements.

Views of responsible officials and planned corrective actions: Starting in FY 2005 the CFO of the Seed Foundation (Foundation) will actively manage the finance department of the Seed Public Charter School (the School). As part of his active management of the School's finance department, the Foundation CFO will prepare an accounting policy and procedures manual for the School. This policy and procedures manual will include the requirement of monthly reconciliation of all significant balance sheet accounts, especially operating cash.

There will also be an immediate assessment of the School's Finance Department's personnel. The Foundation CFO will assess the relevant accounting experience and determine if hiring more experienced accounting personnel is required.

Finding 2004-2 Segregation of Duties

Criteria: In an optimal system of internal controls, certain duties should be segregated among several individuals in order to achieve a level of checks and balances.

Condition: We noted that the same individual records cash receipts and cash disbursements and also receives the bank statements unopened to prepare the bank reconciliation.

Cause: The School has a small number of Accounting personnel.

Effect: Any misappropriation of assets may not be discovered timely by other employees in their normal duties.

Recommendation: Absent of hiring additional personnel, which may be cost prohibitive, we recommend that the bank statements be opened and reviewed by a separate employee. Ideally the bank reconciliation should be segregated as well from the person who records cash receipts and disbursements.

Views of responsible officials and planned corrective actions: Management recognizes that there are some limitations on segregating duties due to the small size of the School's finance department. In developing the School's accounting policy and procedure manual, management will explore ways to segregate accounting responsibilities. Starting immediately the Foundation CFO will open the monthly bank statements and review in detail the monthly cash reconciliation.

B. Response to The Independent Audit Report

The Seed Public Charter School's certified public accounting firm of McGladrey & Pullen, LLP have completed their annual financial audit for the 2004 fiscal year. We are pleased to report McGladrey & Pullen expressed an unqualified ("clean") opinion of our financial statements.

The School's public accounting firm of McGladrey & Pullen, LLP is one of the nation's largest certified public accounting and consulting firms, with more than 75 years of experience. They have a regional client base of more than 650 not-for-profit organizations, and over 75 private and public charter schools.

With McGladrey & Pullen's continued oversight and guidance, the School's financial statements will continue to represent a true and accurate representation of The Seed Public Charter School's operations and financial controls.

Appendix 0

Charter School Annual Performance Review

SEED Public Charter School Compliance Review

I. STUDENT INFORMATION

A. Student Enrollment, Attendance, and Discipline

Has the enrollment process been conducted in a manner that is fair and consistent with the law, the Charter Agreement, and the school's announced procedures?

Indicator	Evidence	Compliant
i. Enrollment procedures were publicly announced.	Printed Newspaper	Yes
ii. Cutoff date for enrollment was announced in advance.	Flyer	Yes
iii. Lottery, if needed, was conducted fairly.	Waiting List	Yes
iv. Waiting list is accurately maintained. Students are enrolled in order from list.		Yes

Comments:

B. Student daily attendance and changes in student enrollment are carefully documented.

Indicator	Evidence	Compliant
i. Daily attendance reports are on file.	Attendance Roster	Yes
ii. Student roster is regularly updated.	Aug/Sept Rosters	Yes
iii. There is a functioning Student Support Team in place at the site level. An identified homeless liaison is required as part of the SST.	Schedule of planned SST meetings w/SST roster	Yes

Comments:

C. Student suspension and expulsion policies are fairly administered and due process procedures have been followed.

Indicator	Evidence	Compliant
i. Suspension and expulsion policies were disseminated to students, parents, & staff.	Signed Signature Page of Student Handbook on file.	Yes
ii. The school-wide discipline policy includes (a) clear explanation of infractions, (b) consequences, rewards, and interventions, and (c) clearly outlined due process procedures. The due process procedures must include (1) clearly outlined basis for suspensions and expulsion recommendations, (2) a recommendation step in the expulsion process, and (3) at least one distinct level of appeal (i.e. Principal, Hearing Officer, BOT, etc.).	Discipline policy in student handbook that includes all required components.	Yes
iii. There is evidence that due process procedures have been followed.		N/A

Comments:

Student and staff handbooks outline the due process procedure for students, did not have time to check for implementation evidence.

Charter School Annual Performance Review
SEED Public Charter School Compliance Review

I. STUDENT INFORMATION (Continued)

D. Student records are stored and managed within a secure environment.

Indicator	Evidence	Compliant
i. Records are available to authorized personnel.		Yes
ii. Records are stored in locked area.	Locked File Cabinet	Yes
iii. Policies and procedures exist for safeguarding student privacy.	Staff Policies and Procedures Manual	Yes

Comments:

E. Special Education and physically disabled students (section 504) are properly identified.

Are required special education assessments being conducted? Are IEPs on file for every student receiving special education services?

Indicator	Evidence	Compliant
i. Documentation of parent receipt of Special Education Procedural Manual for Parents exists.	Signed Parent Receipt of Manual	Yes
ii. Current IEPs are on file for students receiving special education services.	Current IEP in Student File	Yes
iii. Special education assessments are completed within 120 days of referral.	Referral Form	Yes
iv. Invoices are on file to show documentation of special education services.	SPED Vendor Contracts	Yes

Comments:

Good records keeping overall.

F. English Language Learners (ELLs) are properly identified, assessed and served.

Indicator	Evidence	Compliant
i. School has clear program of instruction for ELLs.	Written Plan for Educating ELLs	Yes
ii. ELL students are properly identified.		No
iii. Students identified as PHLOTE (Primary Home Language Other Than English) by the Home Language Survey, are administered the Kindergarten WIDA ACCESS Placement Test (K-WAPT) or the WIDA ACCESS Proficiency Test (W-APT), if they have not been previously identified or have recent ACCESS for ELLs scores.		N/A
iv. School has appropriate resources and supports available for ELLs.		N/A
v. Students are exited from language support programs when they have reached Level 5 English proficiency.		N/A
vi. All ELL students are assessed at least annually and English proficient students continue to be monitored for two years after being mainstreamed.		N/A
vii. School provides communication to homes in native languages that families can understand.	Translated Flyers, Application, Letters, etc.	Yes

Charter School Annual Performance Review

SEED Public Charter School Compliance Review

Comments:

Per previous reviewer notes, the ELL policy indicates "current DCPS" assessment instrument will be administered for ELL students. There are currently no ELL students enrolled. Home Language Surveys for 7th graders and new students only. Beginning 08/09 school year, will begin using Home Language Survey. ELL determined in previous years based on Enrollment application, line #11

Charter School Annual Performance Review
SEED Public Charter School Compliance Review

I. STUDENT INFORMATION (Continued)

G. Student health records, such as proof of immunization, evidence of allergies, and documentation of health problems are kept accurately and securely.

Indicator	Evidence	Compliant
i. There is a school nurse or staff certified to administer medicine.	Nurse on Staff	Yes
ii. Student health records exist and are up to date.	Updated Student Health Card	No
iii. Teachers are made aware of student health conditions that may require emergency response.	Memo from principal or other school administration informing relevant staff of student health conditions.	Yes
iv. Parents and students are notified of emergency response information (asthma and anaphylaxis).	Emergency Posters Displayed in Building	Yes

Comments:

Ten health files checked 9 out 10 files are found to be compliant Bowles, B., Butler, M., Etheridge, A., Herrod, D., Jones, C., Moore, T., Outlaw, A., Rhea, T., Spells, T., Spriggs, C. Health Certificate missing for student Outlaw, A.

H. Reporting Student Information

Are reports on student progress available to students and/or parents in regular intervals?

Indicator	Evidence	Compliant
i. Students and/or parents receive regular written reports of students performance.	Student Quarterly Report Cards	Yes

Comments:

Charter School Annual Performance Review
SEED Public Charter School Compliance Review

II. STAFF INFORMATION

A. The school maintains adequate personnel records for staff.

Indicator	Evidence	Compliant
i. Every employee has an employment agreement (contract) and a job description.	Employee Contract and Job Description	Yes

B. Background checks have been conducted for all employees and volunteers who work over 10 hours per week.

Indicator	Evidence	Compliant
i. Documentation of background checks for all new employees and volunteers is on file.	Most Employees have a Background Check	No

C. An employee handbook has been developed, distributed to personnel, and regularly updated.

Indicator	Evidence	Compliant
i. An employee handbook is on file and available to all staff (Check key sections: sexual harassment, equal opportunity hiring, drug-free workplace, etc.)	All key sections are in place	Yes

D. The school has a complaint resolution process for employees.

Indicator	Evidence	Compliant
i. The complaint resolution process is on file and available to staff.	Employee Handbook	No

Comments:

Employee handbook reflects only termination procedures, not complaint resolution.

E. Key personnel changes are promptly reported to the Charter Board.

Indicator	Evidence	Compliant
i. Documentation exists to demonstrate that the school has reported key personnel changes to the Board. (this applies to administrative positions)		No

Comments:

E-mail notifications submitted reflected Staff, SEED Staff, and Faculty, but not DC Public Charter School Board. Contact person at SEED: Ms. Juanita Spears and Ms. Erica Woods

Charter School Annual Performance Review
SEED Public Charter School Compliance Review

III. SITE INFORMATION

A. Required insurance certificates are on file at both the school and the Charter Board office, and are in force.

Indicator	Evidence	Compliant
i. Insurance certificates meeting charter requirements are on file at the school and the Charter Board office.	Current Insurance Certificate	Yes

Comments: 1) Copy of current certificate dated July 10th, 2008. 2) Effective from 07/01/08 through 07/01/09. 3) Photocopy to be included with this report to Ms. Miller.

B. The school maintains an accurate inventory of all school assets.

Indicator	Evidence	Compliant
i. Inventories are complete. (NOTE: Must include item, description, location, source of funds....)	View electronic copy of inventory	No
ii. Sources of funds are identified.		No
iii. Equipment and furnishings are properly labeled. (i.e. barcode or ID number)	Most Items are labeled	Yes

Comments: Ms. Baker provided the team with a copy of the school inventory, however, source of funding was missing.

C. There is a lease and an active certificate of occupancy on file.

Indicator	Evidence	Compliant
i. Lease and certificate (s) of occupancy are available for review.	C of O and Lease	Yes

Comments: Photocopy of Certificate of Occupancy to be included in report to be submitted to Ms. Monique Miller.

D. The school maintains copies of all building inspections, all Fire Marshall inspections, and emergency drills.

Indicator	Evidence	Compliant
i. There is a certificate showing DCFD inspections within the past year on file.		No
ii. There is an up to date school emergency response plan in place with a current School Emergency Response Team.	School Emergency Response Plan on file	Yes
iii. First emergency evacuation within the first 10 days of the beginning of the school year and monthly thereafter.	Fire Drill Held w/in First 10 Days of School and monthly	Yes

Charter School Annual Performance Review

SEED Public Charter School Compliance Review

Comments:

Contact person, Mr. Boozer, Campus Manager -i- No inspection has been scheduled, however, Mr. Boozer stated that DCFD should be coming sometime in September; -ii- Emergency Protocol with chain of command from Carothers, Jr. Matthew, Student Life Service Coord. to Huggins, Romia, dated 09/18/08; -iii- Report Sheet with a Start and End time and signature

E. The school engages in safe food practices as required in the D.C. Food Code.

Indicator	Evidence	Compliant
i. There is a BBL certificate on file from DCRA	BBL Certificate	Yes
ii. Hand washing posters are displayed at sinks and all public and private lavatories that employees may use.	Hand washing Posters are Viewed throughout the Building	Yes
iii. There is a certified food handler/manager at the school site.	Identification and/or Certificate for Certified Food Handler	Yes

Comments:

Copy of food handler certificate with exam # and certificate # on file. Contact person at school: Boozer, Calvin.

Charter School Annual Performance Review
SEED Public Charter School Compliance Review

III. SITE INFORMATION (Continued)

F. The school's Board of Trustees is structured in compliance with the School Reform Act.

Indicator	Evidence	Compliant
i. There is an odd number of Trustees, not exceeding 15.	Board of Trustee Roster w/Members Identified	No
ii. A majority are residents of the District of Columbia.	Board of Trustees Roster Lists Residential Addresses	Yes
iii. At least two Trustees are parents of a student attending the school.	Board of Trustee Roster w/Members Identified	No
iv. PCSB has been notified of all Board changes, with updated contact information.	Memo or letter to PCSB notifying staff of BOT changes and includes updated information.	Yes

Comments:

There is an even number of board members. The school noted on the roster provided to the PCSB that it in the process of recruiting another parent member.

G. The school is in compliance with the nonsectarian requirement of the School Reform Act.

Indicator	Evidence	Compliant
i. There is no evidence of religious affiliation or instruction.	No indication of any religious affiliation	Yes

Comments:

No indication of any sectarian activity noted either through posters or any other type of display.

IV. NO CHILD LEFT BEHIND

A. No Child Left Behind Notification & Corrective Actions

Indicator	Evidence	Compliant
i. The school's NCLB report card is posted in a location visible to the public.	Bulletin Board	Yes
ii. Offer all students the option to transfer to another school that has not been identified for improvement		N/A
iii. Request the option of transfer relationship with (3) schools not identified for improvement.		N/A
iv. Offer and provide supplemental services to identified low-income students.		N/A
v. Develop a School Improvement Plan		N/A

Charter School Annual Performance Review

SEED Public Charter School Compliance Review

Comments:

B. No Child Left Behind HQT

Indicator	Evidence	Compliant
i. Ensure that all elementary and secondary subject area teachers hired after the first day of the 2002-2003 school year are "highly qualified."	Licenses/Certificate	No
ii. Notify parents of their right to request information on the qualifications of their child's teacher.		Yes
iii. Parents must be notified if the child has been taught for four weeks by a teacher who is not considered "highly qualified."		Yes
iv. If the request is made, schools must inform parents whether the teacher has met the qualifications under NCLB to be considered "highly qualified."	Letter to Parents with Teacher Qualifications	Yes
v. Paraprofessionals meet the HQT requirements of NCLB.		N/A

Comments:

i. Evidence - OSSE HQT Progress Report, letter for parents not dated before September 1st. Will be distributed during Open House 9/25/08
 iii Evidence letters for individual teachers not HQT (teachers are not long-term substitutes), v.

Charter School Annual Performance Review
SEED Public Charter School Compliance Review

V. SPECIAL EDUCATION

Variable #/Variable	Specific Area	Federal Requirements	Evidence	Compliant
i. § 300.340-350 - Individualized Education Programs (IEPs)	Content of IEP	Required components included in IEP	Statement of services	Yes
		Additional components for transition services for students age 16 and over	Transition Plan	Yes
		Transfer of rights at least one year prior to the age of majority		N/A
	Provision of Services	Special education and related services are provided as indicated on IEPs	Copies of schedules for special education & related service providers	Yes
Comments:	<div style="border: 1px solid black; padding: 5px;"> Check 5 student SPED files. All were compliant. Student Simms, J. IEP meeting postponed per parent notification letter due to student doing study abroad until January 2009. Transfer of Rights - Didn't check for transfer of rights. Provision of Rights - Social Worker provides related services during out-of-school hours. </div>			
ii. §300.530-534 - Protection in Evaluation Procedures	Assessment in All Areas Related to the Suspected Disability	Students are assessed in all areas related to the suspected disability	Copies of MDT notes	Yes
	Assessment in Student's Native Language	Students are assessed in their native language		N/A
	Reevaluations	Students are evaluated at least every three years	Copies of current evaluation	Yes
Comments:	<div style="border: 1px solid black; height: 30px; width: 100%;"></div>			
iii. §300.540-543 - Additional Procedures for Evaluating Children with Specific Learning Disabilities	Additional Team Members	Multidisciplinary team which evaluates students suspected of having a specific learning disability includes required persons	MDT notes	Yes

Charter School Annual Performance Review

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	Observations	Observation conducted in regular classroom by team member other than regular teacher	Observation report or results	Yes
	Written Report	Written report contains all required components	Statement of whether the child has a specific learning disability	Yes

Comments:

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Charter School Annual Performance Review

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V. SPECIAL EDUCATION (Continued)				
iv. §300.550-556 - Least Restrictive Environment (LRE)	All LRE areas	To the maximum extent appropriate students with disabilities participate with their non-disabled peers in academic and non-academic activities		Yes
Comments:	<div style="border: 1px solid black; padding: 5px;"> Outlined in student handbook. </div>			

v. §300.300-208 - Free Appropriate Public Education	Staff Certification		Copies of staff certification	No
	Provision of Services	Related services included on students' IEPs are provided as specified	Current IEPs	Yes
	Extended School Year	Extended School Year eligibility is considered to ensure FAPE	Copy of ESY Form included in IEP	Yes
Comments:	<div style="border: 1px solid black; padding: 5px;"> i. 5 SPED staff records checked, 1 record indicates certification. Documentation indicates all others are currently registered to take certification exams within next 60 days. Records checked: Asher, A. Gardner, K., Jones, K., Maxwell, M., Pearl, S. iii. School determines ESY services based on IEP determination only. </div>			

§300.340-350 - Individualized Education Programs (IEPs)	Meetings	IEPs are developed/reviewed/revise d annually	Copies of current IEPs	Yes
	Participants in Meetings	Required persons participate in meetings to develop/review/revise IEPs General ed teacher, SPED teacher, LEA, Parent, and Student (when appropriate)	Copies of current IEPs	
		Include additional participants for transition planning for students age 16 and over.		Yes

Charter School Annual Performance Review

SEED Public Charter School Compliance Review

Parent Participation	Parents are notified and invited to participate in IEP meeting	Parent signature on IEP	Yes
	Additional procedures are implemented to ensure parent participation	Logs of attempts to involve parents	Yes

Comments:

Meeting notes included signatures of additional participants for transition services.

Charter School Annual Performance Review

SEED Public Charter School Compliance Review

V. SPECIAL EDUCATION (Continued)

vi. §300.560-576 - Confidentiality of Information	Record of Access	A record is maintained of all persons, except parents and authorized staff, who obtain access to students records. Record includes required components	Copies of record of access	Yes
	Records of More Than One Child	Parents have the right to inspect and review only information relating to their child (or be informed only of that information)	Policies and/or procedures	Yes

	Safeguards	Program maintains, for public inspection, a current list of the names and positions of all employees who may have access to personally identifiable information	Posted copy of list	Yes
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Comments:

Appendix P

DC Public Charter School Board
Phase I – Database Review by PCSB Special Education Monitor

DESK AUDIT: Database Review

School: School for Educational Evolution and Development (SEED) PCS		Date: October 26, 2012
Leader:	Special Education Manager: Stacey Pearl	
Current Total School Population: 349	Current Number of Students with Disabilities: 36	Section 504 Plans:

Supporting Law

Per District of Columbia School Reform Act (Chapter 18. DC Code 38-1800.01)

38-1802.04 (a) A public charter school shall comply with all of the terms and provisions of its charter.

- (11) “A public charter school shall submit an annual report” that includes
 - (ii) “Student performance on any districtwide assessments.”
 - (vi) “Official student enrollment.”
 - (vii) “Average daily attendance.”

38-1802.2 (B) “The methods that will be used, including classroom technology, to provide students with the knowledge, proficiency, and skills needed:

- (ii) To perform competitively on any districtwide assessments.”
- (10) “A description of the student enrollment, admission, suspension, expulsion, and other disciplinary policies and procedures of the proposed school, and the criteria for making decisions in such areas.”
- (11) “A description of the procedures the proposed school plans to follow...to comply with...all applicable civil rights statutes and regulations of the Federal government and the District of Columbia.” (includes ADA and handicapped accessibility)

Per PCSB’s Charter School Renewal Application

Legal Requirements for Charter Renewal: Renewal application includes: “A report on the progress of the public charter school in achieving the goals, student academic expectations, and other terms of the approved charter...”

Criterion 1: Mission and Vision Statement- “If your school’s vision and mission statement has changed since your charter was granted, in no more than three pages, provide an updated mission and vision statement applicable to the school’s next charter term. Provide a narrative description of how this mission and vision statement serves the students in your school including examples reflecting this service...”

Criterion 2: Academic Performance – “...summarize the school’s academic performance over the current fifteen year charter term,” including “percentage of students achieving proficient and advanced performance on the SAT-9 and DCCAS exams (include past and current AYP determinations; post-secondary readiness as demonstrated by graduation rates, PSAT/SAT scores, college acceptance rates, AP exams scores, etc.; and “student attendance and re-enrollment rates...”

“Reviewers will look for evidence of...Examples of school performance and reasons for those performance outcomes...”

Special Education Monitoring and Compliance Manual (IDEA Part B), OSSE, 2011

“The IDEA Part B regulations at 34 CFR §300.600 require that the SEA monitor the implementation of IDEA Part B, make annual determinations about the performance of each LEA, enforce compliance with IDEA Part B, and report annually on the performance of the SEA and each LEA. The primary focus of the SEA’s monitoring activities must be on improving educational results and functional outcomes for all children with disabilities and ensuring that LEAs meet the program requirements of IDEA Part B. In exercising its monitoring responsibilities, the SEA must ensure that when it identifies noncompliance with the requirements of IDEA Part B by LEAs, the noncompliance is corrected as soon as possible, and in no case later than one year after the SEA’s identification of the noncompliance.”

“The IDEA Part B regulations at 34 CFR §§300.600(c) and 300.603 require the SEA to make “determinations” annually about the performance of each LEA based on information provided in the SPP/APR, information obtained through monitoring visits, and any other public information made available.”

Performance Standards	Supporting Data, Evidence and Information	In Place	In Process	Not in Place	Does Not Exist	Comments & Documents	
1. School has made demonstrable improvements in the academic performance of students with disabilities (SWDs)	% of subgroup of SWDs achieving proficient or advanced on SAT-9 and DCCAS exams for the operation years listed:	YR: 5				X	2002 OSSE data only goes back to 2003
		10	X				2007: 23 SWD Reading: 30.43% P & A Math: 17.39% P & A State Reading: 17.84% P & A State Math: 11.70% P & A
		13	X				2010: 26 SWD Reading: 12.00% P & A Math: 20.00% P & A State Reading: 14.58% P & A State Math: 16.40% P & A
		14	X				2011: 24 SWD Reading: 21.74% P & A Math: 39.13% P & A State Reading: 13.83% P & A State Math: 17.69% P & A
		15	X				2012: 29 SWD Reading: 17.00% P & A Math: 31.00% P & A State Reading: 22.00% P & A State Math: 25.00% P & A
	Achievement gap by percentage between SWDs and whole school population on SAT-9 and DCCAS exams for the operation years listed:	5				X	
		10	X				2007: 23 SWD Reading: 23.72% Gap Math: 28.03% Gap
		13	X				2010: 26 SWD Reading: 35.15% Gap Math: 45.80% Gap
		14	X				2011: 24 SWD Reading: 38.91% Gap Math: 37.37% Gap
		15	X				2012: Reading: 48.00% Gap Math: 63.00% Gap
	(High Schools Only): Post-secondary readiness as demonstrated by PSAT/SAT scores for the operation years listed:	10					Information not received
		13					Information not received
		14					Information not received
		15					Information not received
	Data from all PCSB generated school performance profile and composite reports/reviews	X					PCSB <u>Program Development Review Report 09/10</u> 2.2 strategies in place to address variant student needs exemplary 2.4 strategies in place to ensure meeting of IEP goals exemplary instructional strategies in place exemplary resources in place exemplary related services and accommodations in place exemplary 3.2 collects and analyzes data exemplary 3.4 accurate and timely identification/evaluation exemplary

2. School has implemented key elements in its mission for SWDs as well as the whole school, and has implemented key elements of the charter application and agreement as they apply to SWDs	Charter application and agreement, and any amendments	X				<p>Charter agreement includes a statement that it will comply with all federal requirements regarding students with disabilities.</p> <p>SEED PCS' Charter includes the following potentially discriminatory language.</p> <p>The SEED Public Charter School will have at least one instructor with experience working with learning disabled children who have Level I or Level II IEPs. However, we do not expect to have the expertise and resources to properly serve children who have severe learning disabilities....It is our expectation that most of our students will not be severely learning disabled.</p>
3. The school is currently compliant with OSSE, IEP, and CAP reporting requirements.	List of students counted & not counted in SEDS per 2013 child count deadline and including student eligibility determination, placement and related services	x				<p>'11-'12 PCSB Enrollment Data –36 SWDs</p> <p>Level 1: 5 Level 2: 24 Level 3: 6 Level 4: 1 36 / 349 – 10.3%</p>
	School CAP reporting documentation for SWDs (IDEA Part B, Activities bolded under #4)					
4. The school provides data to the District on the 20 indicators in the OSSE State Monitoring & Compliance of Part B	OSSE documentation relevant to the charter school and the State Part B Compliance Monitoring	x				<p>OSSE FFY 2010 IDEA Part B LEA Performance Determinations</p> <p>93% Meets Requirement</p>
	Part I-FAPE in the LRE					
	Indicator A: The LEA educates students in the least restrictive environment. (5)					
	Indicator B: The LEA ensures IEPs are appropriately developed and implemented.					<p>According to SEDS (11/20/12), there are two overdue meetings for 2012: 1 Initial Eligibility and 1 IEP Review.</p>
	Indicator C: The LEA completes evaluations within the State-established timeline. (11)		x			<p>OSSE Quarterly Findings 12-12-11</p> <p>“OSSE’s review of SEED’s data revealed noncompliance for timely completion of reevaluations. This letter serves as notification of noncompliance from OSSE’s database review for the period of April 1, 2011 to September 30, 2011.”</p>
	Indicator D: The LEA ensures that students referred by Part C have an IEP implemented by their 3 rd birthday. (6)					
Indicator E: the LEA uses appropriate steps to successfully transition						

students from high school to postsecondary settings. (13)					
Indicator F: The LEA utilizes appropriate discipline processes and procedures. ((4)					
Indicator G: The LEA does not have a disproportionate representation of students in special education or specific disability categories. (9, 10)					
Indicator H: The LEA provides instructional materials to blind persons or other persons with print disabilities in a timely manner.				x	N/A
Part II-Dispute Resolution					
Indicator A: The LEA timely implements due process complaint requirements. (17)	x				OSSE FFY 2010 IDEA Part B Performance Determinations Indicator 3b -Dispute resolution findings (student and/or LEA level) LEA has 26-50 students with IEPs “1-4 findings of noncompliance”
Indicator B: The LEA timely responds to State complaint requests and decisions. (16)					
Indicator C: The LEA voluntarily engages in mediation when requested by parents/guardians. (19)					
Part III-Data					
Indicator A: A. The LEA submits timely, valid and reliable data. (20)	x				OSSE FFY 2010 IDEA Part B LEA Performance Determinations Item Number 2 Information regarding timely, valid and reliable data - “All data are valid and reliable and submitted timely”
Indicator B: The LEA uses data to inform decision-making. (20)	x				PCSB Program Development Report ‘09-‘10 Indicator 3.2 Exemplary Indicator 3.3 Adequate
Part IV – Fiscal					
Indicator A: The LEA expends IDEA Part B funds in accordance with Federal laws, state laws and approved budget and spending plans. E. The LEA does	x				OSSE FFY 2010 IDEA Part B LEA Performance Determinations Item 5- Timely submission of Phase I and II Applications and the sub-recipient sought valid reimbursement for a minimum of 45% of its IDEA, Section 611 funds within the first fifteen months of the FFY 2010 grant cycle

	Indicator B: The LEA uses IDEA Part B funds only to pay the excess costs of providing special education and related services to children with disabilities.	x				See Indicator A
	Indicator C: C. The LEA meets its maintenance of effort requirement	x				OSSE FFY 2010 IDEA Part B LEA Performance Determinations Item 6 “LEA in compliance with the IDEA Maintenance of Effort (MOE) requirement and reported on MOE to OSSE timely”
	Indicator D: The LEA properly calculates and expends CEIS funds.				x	N/A
	Indicator E: the LEA does not comingle IDEA Part B funds with other funds.					
5. The school has complied with reporting requirements for students with Section 504 Plans	TBD				x	N/A
6. School ensures facility is accessible to disabled students	Assurances that facility aligns with ADA requirements					

Recommendation for non renewal

No

Recommendation for Quality Assurance Review

No

Assessment scores for 2011 indicate SWDs begin to make some growth, although 2012 scores show a slight decline. Despite a slight widening of their achievement gap, SEED SWDs consistently test higher than the state average for students with disabilities. There seem to be no compliance issues as recorded by OSSE Monitoring data.

Appendix Q



Office of the
State Superintendent of Education

December 12, 2011

Charles Adams
Head of School
SEED Public Charter School
4300 C Street, SE
Washington, DC 20019

Dear Mr. Adams:

For the fifth consecutive year, the U.S. Department of Education, Office of Special Education Programs (OSEP) determined the District of Columbia to need intervention in meeting the requirements of Part B of the Individuals with Disabilities Education Act (IDEA). OSEP issued a letter to the Office of the State Superintendent of Education (OSSE) informing them that the U.S. Department of Education has imposed Special Conditions on OSSE's FFY 2011 grant awards under IDEA. OSSE was required to develop a Corrective Action Plan (CAP) to address noncompliance in specific areas. Pursuant to OSSE's CAP, which requires quarterly reporting of noncompliance in specific areas, OSSE has reviewed data in the Special Education Data System (SEDS) to identify noncompliance and assess progress toward federal and local targets for special education. On December 9, 2011, OSSE reviewed data in SEDS for your LEA to determine compliance in the following areas.

Initial and Reevaluation Timelines

In order to improve compliance with timely evaluations and reevaluations, OSSE is required to report to OSEP the percent of initial evaluations and reevaluations provided to children with disabilities whose evaluation deadlines fell within the reporting period that were conducted in a timely manner. OSSE is also required to report on the percent of initial evaluations and reevaluations that were provided for children whose initial evaluation and reevaluations had become overdue in a prior reporting period (backlog). For each quarterly reporting period, the level of compliance for timely evaluations must increase until 95% of initial evaluations and reevaluations are completed in a timely manner.

Early Childhood Transition Timelines

In order to improve compliance with early childhood transition timelines, OSSE is required to report to OSEP the percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays. In addition, OSSE is required to report to OSEP the range of days beyond the third birthday when eligibility was determined and the IEP developed and the reasons for the delays in providing a timely evaluation and IEP.

Secondary Transition Requirements

In order to improve compliance with secondary transition requirements, OSSE is required to complete a random sampling of at least 100 individualized education programs (IEPs) of youth aged 16 and above to be reviewed for IEP secondary transition content during each quarterly reporting period. For

each quarterly reporting period, the level of compliance for secondary transition requirements must increase until 95% of IEPs reviewed are compliant with secondary transition requirements.

Identification of Noncompliance

OSSE's review of SEED's data revealed noncompliance for timely completion of reevaluations. This letter serves as notification of noncompliance from OSSE's database review for the period April 1, 2011 to September 30, 2011.

To demonstrate correction of the LEA's noncompliance, the LEA must provide student level correction and ensure future LEA compliance. The LEA must also ensure future compliance with each requirement. This may be accomplished by demonstrating that the LEA has met full compliance via the following quarterly review.

OSSE is committed to supporting LEA efforts to improve results for children with disabilities and will continue to provide technical assistance opportunities to assist SEED Public Charter School as it works to improve performance under Part B of IDEA. If you have any questions about this communication, please do not hesitate to call your OSSE LEA Contact, Elaina Parrish at 202-741-0476 or Mary Boatright, Acting Director of Monitoring & Compliance at 202-741-0264.

Sincerely,



Amy Maisterra, Ed.D., MSW
Interim Assistant Superintendent of Special Education

Enclosures



Office of the



State Superintendent of Education

Office of the State Superintendent of Education
Quality Assurance & Monitoring Unit

Quarterly Database Findings

Name of LEA: SEED Public Charter School

LEA State Contact: Elaina Parrish, elaina.parrish@dc.gov

Date of Report: December 12, 2011

Area of Monitoring	Corrective Actions	Due Date
Evaluation: Initial & Reevaluation	Conduct evaluation/reevaluation, notify OSSE that evaluation is complete.	March 12, 2012
Early Childhood Transition	N/A	N/A
Secondary Transition	N/A	N/A

Appendix R

SEED: 5 YEAR BALANCE SHEET ANALYSIS					
	2008*	2009*	2010*	2011	2012
Assets					
Current Assets:					
Cash/Cash equivalents	\$ 3,699,174	\$ 2,550,263	\$ 2,727,730	\$ 2,349,291	\$ 2,313,556
Grants and accounts receivable	\$ 45,924	\$ 116,812	\$ 638,857	\$ 663,841	\$ 452,565
Promise to give	\$ 3,130	\$ -	\$ 37,827	\$ 69,352	\$ 74,359
Prepaid expenses	\$ 17,317	\$ 26,127	\$ 10,808	\$ 26,383	\$ 88,949
Due from The SEED Foundation, Inc.	\$ 239,166	\$ 258,827	\$ -	\$ 16,345	\$ -
Total Current Assets	\$ 4,004,711	\$ 2,952,029	\$ 3,415,222	\$ 3,125,212	\$ 2,929,429
Noncurrent Assets:					
Restricted cash and investments	\$ 1,067,523	\$ 1,504,075	\$ 1,596,840	\$ 1,736,116	\$ 1,815,415
Property and equipment	\$ 21,193,897	\$ 20,742,722	\$ 20,025,764	\$ 19,499,831	\$ 19,098,559
Bond issuance costs, net	\$ 222,985	\$ 289,650	\$ 218,007	\$ 160,413	\$ 125,401
Total Noncurrent Assets, net	\$ 22,484,405	\$ 22,536,447	\$ 21,840,611	\$ 21,396,360	\$ 21,039,375
Total assets	\$ 26,489,116	\$ 25,488,476	\$ 25,255,833	\$ 24,521,572	\$ 23,968,804
Liabilities and Net Assets					
Current liabilities					
Accounts payable and accrued expenses	\$ 479,069	\$ 284,034	\$ 416,093	\$ 421,436	\$ 353,820
Deferred revenue	\$ 203,725	\$ 67,088	\$ 83,490	\$ 152,519	\$ 189,677
Due to The SEED Foundation, Inc.	\$ -	\$ -	\$ 241,085	\$ -	\$ 246,927
Capital lease obligation	\$ 153,196	\$ 123,890	\$ 93,085	\$ 60,704	\$ 26,666
Current portion of bonds payable	\$ 610,000	\$ 640,000	\$ 670,000	\$ 710,000	\$ 750,000
Total current liabilities	\$ 1,445,990	\$ 1,115,012	\$ 1,503,753	\$ 1,344,659	\$ 1,567,090
Long-term liabilities					
Bond payable	\$ 9,420,000	\$ 8,780,000	\$ 8,110,000	\$ 7,400,000	\$ 6,650,000
Total liabilities	\$ 10,865,990	\$ 9,895,012	\$ 9,613,753	\$ 8,744,659	\$ 8,217,090
Net Assets:					
Net Income	\$ 792,034	\$ (29,662)	\$ 48,616	\$ 134,833	\$ (25,199)
Beg. Net Assets	\$ 14,831,092	\$ 15,623,126	\$ 15,593,464	\$ 15,642,080	\$ 15,776,913
Total Net Assets (Ending Net Assets)	\$ 15,623,126	\$ 15,593,464	\$ 15,642,080	\$ 15,776,913	\$ 15,751,714
Total liabilities and net assets	\$ 26,489,116	\$ 25,488,476	\$ 25,255,833	\$ 24,521,572	\$ 23,968,804
Long-term debt/ Total Equity ratio:	0.6030	0.5631	0.5185	0.4690	0.4222
Net-working capital:	\$ 2,558,721	\$ 1,837,017	\$ 1,911,469	\$ 1,780,553	\$ 1,362,339
Liquidity ratio:	2.77	2.65	2.27	2.32	1.87