



PUBLIC CHARTER SCHOOL

ANNUAL REPORT

2017-2018

Sela Public Charter School
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SY 2017-18 Report Narrative

I. School Description:

A. Mission Statement:

Sela Public Charter School will offer children of all ethnic and socioeconomic backgrounds in the District of Columbia, from pre-kindergarten to 5th grade, the opportunity to achieve academic excellence in a safe, nurturing environment that focuses on Hebrew language immersion, promotes the value of diversity and provides the skills for taking action in the world.

Our Name: The school's name, Sela, is derived from the Hebrew word for "rock" or "foundation." Sela PCS is founded on a steadfast commitment to ensuring that all students have access to a strong foundational education that ensures high levels of academic excellence in a diverse, nurturing environment.

Our Pillars: Five pillars to which we hold ourselves accountable and that form the basis of our educational program are: Academic Excellence, Innovation, Diversity, Global Citizenship, and Trustworthiness.

- **Academic Excellence:** Sela PCS is committed to high academic standards for all students. We strive for excellence in everything we do from recruitment of teachers to our students' academic achievement.
- **Innovation:** Sela PCS is the first Hebrew Language Immersion Public Charter School in the District of Columbia. It is also the only Hebrew Language Charter School in the United States where children will learn all subjects in both English and Hebrew. Sela PCS has an innovative learning culture and continues to innovate as it grows.
- **Diversity:** The students, teachers, board of directors and administration of Sela PCS reflect the diversity of the nation's capital. Sela PCS not only recruits and retains students from all backgrounds, but also celebrates the diverse experiences and backgrounds of everyone in the Sela community.
- **Global/21st Century Skills:** The combination of foreign language acquisition and 21st century skills equip Sela PCS students to begin a lifelong encounter with people and cultures beyond our borders, enriching their lives and preparing them to be truly global citizens.

- **Trustworthiness:** Parents and students can count on Sela PCS to fulfill its obligation to bring them a first-class education in a safe, nurturing environment where we cultivate a life-long love of learning in our students.

B. School Program:

1. Curriculum Design & Instructional Approaches:

Hebrew Language Immersion:

Sela PCS is founded on the premise that fluency in more than one language develops a greater ability to communicate with and to understand other cultures.

Research indicates that in order to gain fluency in a language, students need to spend significant time in an environment saturated in the language they are learning. At Sela PCS, students receive instruction for all subjects in both English and Hebrew. By immersing students in Hebrew at key times throughout the day, we provide the greatest opportunity for Sela PCS students to graduate bilingual and bi-literate.

As a dual-language school committed to immersion, Sela PCS helps students achieve language proficiency in two languages – including reading and oral proficiency - and will set high learning standards for both English Language Arts and Hebrew Language, choosing curricula that will provide its teachers with the instructional resources to successfully develop these skills and abilities in its students.

Hebrew is a unique target language because it serves as a model of an ancient language that has been revived in modern times; it is an entrée to Semitic languages, and contemporary Israeli culture fosters characteristics and learning about the culture of a country very different from our own teaches children to be global citizens.

Because mastery of the written and spoken language is critical to success in all subject areas, Sela PCS will engage a rigorous and balanced curriculum in both languages.

The Proficiency Approach:

Proficiency is an approach used in teaching a foreign language that aims to assist learners in developing their ability to perform in the learned language in all four skills: Reading, Writing, Listening, and Speaking.

Why Proficiency?

It allows a flexible curriculum: The goal of the Proficiency Approach is to promote the learners' functional abilities to a fixed set of criteria. Therefore, it allows each teacher and institution to select the most suitable material or teaching method that will maximize his or her learners' language acquisition process.

It helps articulate learning goals: By describing the nature of each level of performance in each language skill, the guidelines provide us with the tools to create a path for our learners to move from one stage to the next. The criteria used in the guidelines help language educators create and articulate specific performance goals for their learners of all language skills.

It supports language acquisition: The Proficiency Approach is the most efficient framework that allows the acquisition of a learned language in an academic setting in which the contact hours are relatively limited. By adopting the notion of performance as the core principle, the Proficiency Approach focuses on the learners' abilities in the target language by concentrating simply on what the learners know about the language. This approach helps learners internalize the language.

It creates a learner-centered environment: Aiming to bring learners to a high level of performance in the target language demands an understanding of who they are as learners. Language educators must know their learners' characteristics and take them into consideration while creating the curriculum. These characteristics include their motivation, appropriate language learning style and learning strategies, level of anxiety, predisposition toward the language, and current level of language acquisition.

It helps assess learners' performance: Using the guidelines criteria makes it easier to assess learners' language abilities in all four skills for the purpose of making instructional decisions.

Pre-School (PK3) and Pre-Kindergarten (PK4):

In the pre-kindergarten classrooms, Sela PCS will use a majority immersion model, meaning that the majority of the activities taking place in the classroom will take place in Hebrew. Each early-childhood classroom will be staffed by one teacher and one instructional assistant to implement this model.

The classroom will be organized as a primarily Hebrew environment, with the majority of the content and activities in the classroom focused on helping children acquire the vocabulary and proficiency in Hebrew that will prepare them for kindergarten. Approximately 20% of the day in pre-

kindergarten will be set aside every day for English literacy, which will ensure that the children are ready to enter kindergarten with skills for early literacy in English.

Kindergarten through Grade 4:

Beginning in Kindergarten and throughout the students' school careers at Sela PCS, the school will study both Hebrew and English in an immersion framework. Instruction will be taught in that language, meaning that English Language Arts will be taught in English, and the Hebrew Language in Hebrew. Other content areas, such as math, social studies, science, and STEM will also be taught in both English and Hebrew (by a team of two to three teachers who will share the teaching in order to meet the needs of each student).

Pre-K Program:

High Scope

High Scope's educational approach emphasizes "active participatory learning." Active learning means students have direct, hands-on experiences with people, objects, events, and ideas. Children's interests and choices are at the heart of High Scope programs. They construct their own knowledge through interactions with the world and the people around them. Children take the first step in the learning process by making choices and following through on their plans and decisions. Teachers, caregivers, and parents offer physical, emotional, and intellectual support. In active learning settings, adults expand children's thinking with diverse materials and nurturing interactions.

Kindergarten thru 4th Grade:

English Language Arts Program

We use a balanced literacy model, which includes the *Reading Workshop* model and the *Writing Workshop* model. Reading Workshop is a teaching method in which the goal is to teach students strategies for reading and comprehension. The workshop model allows teachers to differentiate and meet the needs of all their students. Reading Workshop helps to foster a love of reading and gives students chances to practice reading strategies independently and with guidance. The Writing Workshop, similar to the Reading Workshop, is a method of teaching writing using a workshop method. Students are given opportunities to write in a variety of genres that help foster a love of writing. The Writing Workshop allows teachers to meet the needs of their students by differentiating their instruction and gearing instruction based on information gathered throughout the workshop. The components of the workshop model include the following: Read-aloud sessions, mini-lessons, independent reading, independent writing, conferring, guided reading, guided writing, and sharing.

Investigations in Numbers, Data and Space

The curriculum is designed to:

- Support students to make sense of mathematics and learn that they can be mathematical thinkers
- Focus on computational fluency with whole numbers as a major goal of the elementary grades
- Provide substantive work in important areas of mathematics—rational numbers, geometry, measurement, data, and early algebra—and connections among them
- Emphasize reasoning about mathematical ideas
- Communicate mathematics content and pedagogy to teachers
- Engage the range of learners in understanding mathematics

History Alive

Students don't just read textbooks and answer questions. They discover information for themselves. They feel the emotions of historical figures. They reason through problems. They debate complex issues. Students interact in pairs and groups so they are engaged in their own learning. There are also opportunities for personal reflection and processing. Giving students a variety of ways to experience content helps them better retain and recall key information. Most importantly, when students are engaged, they love learning.

F.O.S.S – Full Option Science System

One of the goals of F.O.S.S. is Scientific Literacy - Provides all students with science experiences that are appropriate to their cognitive stages of development and serve as a foundation for more advanced ideas that prepare them for life in an increasingly complex scientific and technological world.

Enrichment

Physical Education - Physical Education is an integral part of the total education program of each student in our school. Through the medium of sport and movement all students will participate in a sequential, differentiated program that fosters each student's personal health, fitness and safety. Through exposure to a wide variety of activities, students will gain the necessary knowledge to understand the importance of and make educated decisions around opportunities to achieve and maintain a healthy lifestyle. The curriculum is based on the standards developed by D.C.P.S. standards in P.E.

Visual Arts (Hebrew) and Music Education – Students will demonstrate an understanding of the arts in relation to history and culture. They will make connections between visual arts and other disciplines. Music and art will be integrated in the content curriculum.

Science, Technology, Engineering, and Mathematics (STEM) is integrated throughout English and Hebrew instruction on a daily basis. Our STEM program prepares our students for careers that require math and science, collaboration, critical thinking, and problem solving. Our STEM program also gives students a boost through the acquisition of skills and experiences that inspires them and equips them with practical values and skills for life. Our STEM Specialist provides support to teachers with planning STEM integrated lessons and coaching on a weekly basis comprised of targeted classroom observations and feedback focused on the implementation of STEM activities. Our teachers will integrate effective STEM classroom activities as well as assess students' understanding on a daily basis in order to adjust their instruction to meet the individual needs of our students.

2. Parent Involvement Efforts:

At Sela PCS, we empower parents to have a voice in their child's education. We believe that when families become actively involved, students, schools, and communities all benefit because strong home-school partnerships help all stakeholders focus on student achievement. Below is a summary of ways in which Sela Public Charter School welcomes family engagement.

Tuesday Folder - Each week the school admin team with input from teachers sends home a newsletter with opportunities for classroom involvement and ideas for extending learning at home. In addition to the Tuesday Folder, supplemental announcements are sent home as reminders for upcoming events or deadlines.

School Open Houses and School Tours - Open houses and school tours occur frequently. School open houses and school tours provide potential parents and families with opportunities to learn more about our schools' academic and socio-emotional learning environments.

Parent-Teacher School Association (PTSA) - Parents have a voice in operational, learning, community, and fundraising issues through the Parent-Teacher School Association (PTSA), which meets monthly and is in communication with the Head of School and Director of Student Culture.

School and Teacher Websites - Sela provides links to essential information and forms for current and prospective parents via the school website and through regularly updated teacher websites.

School Performance:

Performance and Progress:

How Sela Is Meeting Its Mission:

Sela Public Charter School is meeting its mission to offer children of all ethnic and socioeconomic backgrounds in the District of Columbia, from pre-kindergarten to 4th grade, the opportunity to achieve academic excellence in a safe, nurturing environment that focuses on Hebrew language immersion, promotes the value of diversity and provides the skills for taking action in the world. In its first year of operation, Sela PCS enrolled students from almost all ethnic and/or socioeconomic backgrounds. Starting in Pre-K (age 3), all of our children have been able to learn Hebrew (through the Proficiency Approach) and matriculate to the next grade-level.

2017-2018 PARCC Results:

**Sela Current 4th Grade Cohort –
2017-2018 3rd Grade**

Testing Area	Performance Level	# of Students	% of Students
MATH	Lvl. 1	2	8.33%
	Lvl. 2	5	20.83%
	Lvl. 3	5	20.83%
	3 and 4	17	70.83%
	Lvl. 4+	12	50.00%
ELA	Lvl. 1	5	20.83%
	Lvl. 2	4	16.67%
	Lvl. 3	8	33.33%
	3 and 4	15	62.50%
	Lvl. 4+	7	29.17%

**Sela Current 5th Grade Cohort -
2017-2018 4th Grade**

Testing Area	Performance Level	# of Students	% of Students
MATH	Lvl. 1	2	18.18%
	Lvl. 2	2	18.18%
	Lvl. 3	2	18.18%
	3 and 4	7	63.64%
	Lvl. 4+	5	45.45%
ELA	Lvl. 1	1	9.09%
	Lvl. 2	3	27.27%
	Lvl. 3	4	36.36%
	3 and 4	7	63.64%
	Lvl. 4+	3	27.27%

Sela 2017-2018 - All Testing Students

Testing Area	Performance Level	# of Students	% of Students
MATH	Lvl. 1	4	11.43%
	Lvl. 2	7	20.00%
	Lvl. 3	7	20.00%
	3 and 4	24	68.57%
	Lvl. 4+	17	48.57%
ELA	Lvl. 1	6	17.14%
	Lvl. 2	7	20.00%
	Lvl. 3	12	34.29%
	3 and 4	22	62.86%
	Lvl. 4+	10	28.57%

How Sela Is Meeting Its Goals and Expectations:

Along with the Early Childhood and Elementary School Performance Management Frameworks (PMFs) developed by PCSB, the school selected the following goals in which to determine academic achievement:

	Goal or Expectation	Evidence/Measure	Met/Not Met
1	By the end of second grade, 75% of students will: 1. comprehend language consisting of simple vocabulary and structures in face-to-face conversation with peers and familiar adults; 2. comprehend the main idea of more extended conversations with some unfamiliar	If 75% of second grade students meet or exceed a rating of two on an internally modified test based on a template provided by Hebrew Public which included measurements of students' abilities in four facets of language acquisition: speaking, listening, reading, and writing. For the purposes of his goal, the	Met <ul style="list-style-type: none"> • 22/24 students (91.7%) tested received a rating of two or above in the Speaking Subtest • 22/24 students (91.7%) tested received a rating of two or above in the Listening Subtest

	<p>vocabulary and structures as well as cognates of English words;</p> <p>3. call upon repetition, rephrasing, and nonverbal cues to derive or convey meaning from a language other than English</p> <p>4. use appropriate strategies to initiate and engage in simple conversations with more fluent or native speakers of the same age group, familiar adults and providers of common public services.</p>	<p>SPEAKING and LISTENING subtests are used to measure proficiency with vocabulary, comprehension, and ability to maintain a conversation.</p> <p>SEE ATTACHED TESTING INFORMATION IN APPENDICES SECTION</p>	
2	<p>By the end of fifth grade, 75% of students will:</p> <ol style="list-style-type: none"> 1. comprehend messages and short conversation when listening to peers, familiar adults, and providers of public services either in face-to-face interactions or on the telephone; 2. understand the main idea and some discrete information in television, radio, or live presentations; 3. initiate and sustain conversations, face-to-face or on the phone, with native-speaking or more fluent individuals; 4. select vocabulary appropriate to a range of topics, employ simple and complex 	<p>If 75% of fifth grade students meet or exceed a rating of three on the OPI assessment</p>	<p>Our students are in progress for meeting this goal; however, our highest grade-level was 4th grade for 2017-2018 school year. *</p>

	<p>sentences in present, past and future time frames, and express details and nuances by using appropriate modifiers; and</p> <p>5. exhibit spontaneity in their interactions, particularly when the topic is familiar, but often rely on family utterances.</p>		
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*In our fifth year of operation, we enrolled students in Pre-Kindergarten through Grade 4. Therefore, we were able to assess the proficiency of our students based on the Oral Proficiency Interview (OPI) by the end of 2nd grade during the 2017-2018 school year, AND we will be able to assess their proficiency by the end of 5th grade during the 2018-2019 school year.

Unique Accomplishments:

In our fifth year of operation we have continued to expand our program into offering a fourth-grade program to our families. We are looking forward to expanding to fill fifth grade in our next school year.

List of Donors:

Date of Donation	Donor	Amount of Donation (US \$)
12/01/2017	The Sullivan Family Charitable Foundation	5,000.00
11/28/2017	Jessica Lieberman	775.00
04/24/2018	Christina Austin	701.00
11/28/2017	Heather Bramble	518.00
11/28/2017	Bryce Jacobs	500.00
12/30/2017	Eric Wachter	500.00
11/28/2017	Susan Lieberman	500.00

SY 2017-18 Data Report

General Information

Source	Data Point
PCSB	LEA Name: Sela PCS
PCSB	Campus Name: Sela PCS
PCSB	Grades served: PK3--4
PCSB	Overall Audited Enrollment: 202

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

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	39	40	31	33	24	24	11	0	0
Grade	7	8	9	10	11	12	Alternative	Adult	SPED
Student Count	0	0	0	0	0	0	0	0	26

Student Data Points

School	Total number of instructional days: 182
PCSB	Suspension Rate: 3.0%
PCSB	Expulsion Rate: 0.00%
PCSB	Instructional Time Lost to Out-of-School Suspension Rate: 0.03%
PCSB	In-Seat Attendance: 92.8%
PCSB	Average Daily Attendance: The SRA requires annual reports to include a school's average daily membership. To meet this requirement, PCSB will provide following verified data points: (1) audited enrollment; (2) mid-year withdrawals; and (3) mid-year entries. (No action necessary.)
PCSB	Midyear Withdrawals: 2.5% (5 students)*
PCSB	Midyear Entries: 0.0% (0 students)*
PCSB	Promotion Rate (LEA): 98.5%
PCSB (SY16-17)	College Acceptance Rates: Not Applicable

PCSB (SY16-17)	College Admission Test Scores: Not Applicable
PCSB(SY16-17)	Graduation Rates: Not Applicable

Faculty and Staff Data Points

School	Teacher Attrition Rate: 27.6%
School	Number of Teachers: 29 "Teacher" is defined as any adult responsible for the instruction of students at least 50% of the time, including, but not limited to, lead teachers, teacher residents, special education teachers, and teacher fellows.
School	Teacher Salary 1. Average: \$50,877.65 2. Range - Minimum: \$51,500.00 (Step 1: teacher with BA and no previous experience) Maximum: \$77,634.59 (Step 10: teacher with PhD or MA +60 credits and 10 and beyond years of experience)

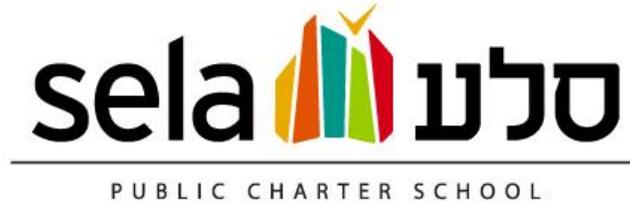
Appendices:

Appendix I - SY 2017-2018 Staff Roster w/Qualifications & Responsibilities:

Staff Last Name	Staff First Name	Job Title (Responsibilities)	Qualifications
Aleem	Inshirah	Special Ed Teacher	MA
Alexander	Franque	Teaching Fellow	AA
Ashley	William	Pre-K Teacher	BA
Barbour	Bridgett	Teacher	BA
Baruch	Hana	Teaching Assistant	BA
Bayer	Julie	Hebrew Teacher	MA
Benton	Valeria	Director of Extended Learning	BA
Bey	Quaneesha	Teacher	BA
Bezie	Shira	Pre-K Teacher	BA
Blivis	Ronit	Pre-K Teacher	BA
Bose	Mohua	Admin/HR Specialist	BA
Brunner	Alyssa	Elementary Teacher	MA
Brunner-Bayer	Anna	Pre-K Teacher	MA
Buchris	Liran	Pre-K Teacher	BA
Edwards	Chezmine	Dedicated Aide	AA
Exume	Dominique	Elementary Teacher	BA
Farmer	Eboni	Special Education and ELL Coordinator/ Teacher	MA
Flora	Sean	Director of Operations	BA
Goldberg	Stephanie	Elementary Teacher	MA
Grossman	Ben	Intern	
Harris	Damien	Director of Culture and Student Support	MA
Hatzav	Orit	Hebrew Teacher	MA
Hilliard	Katrina	Elementary Teacher	MA
Hinson	Darnell	Dedicated Aide	HS
Hvid	Carmit	Hebrew Curriculum Coordinator	PhD
Janco-Golan	Orit	Teaching Assistant	BA
McClaine	Sharne	Teaching Assistant	BA
Mild	Samantha	Pre-K Teacher	MA
Mitchell	Kimberly	Elementary Teacher	MA

Moore	Jenifer	Interim Head of School	MA
Murphy	Conor	Teaching Assistant	BA
Pompa	Tony	Health and PE Teacher	BA
Queen	Tajuana	Food Handler/Resource Teacher	AA
Simmons	Brittany	Teaching Assistant	AA
Smith	Kendria	Enrollment Manager	BA
Stokes	Tiffany	Dedicated Aide	AA
Watts	Ajeenah	Elementary Teacher	BA
Weissburg	Ariel	Director of Curriculum & Instruction	MA
Williams	LaTasha	Elementary Teacher	BA

Appendix II - SY 2017-2018 Board Roster:



SY2017-2018 Board Roster

Name	Email	Membership	Residency
Jenifer Moore	jmoore@selapcs.org	Non-Voting Member	MD Resident
Joy King-Pike	jking912@gmail.com	Chair, Voting Member	MD Resident
Dr. LaKeyetta Reed	lreedpsyd@gmail.com	Voting Member	MD Resident
Jessica Lieberman, PhD	jessica.lieberman@gmail.com	Parent & Voting Member	DC Resident
Christina Austin	Christina_m_austin@yahoo.com	Voting Member	DC Resident
Deena Fox	deena.fox@gmail.com	Voting Member	DC Resident
Maggie Marcus	mmarcus@umd.edu	Voting Member	MD Resident
Bryce Jacobs, Ph.D.	bryceajacobs@gmail.com	Voting Member	DC Resident
Samantha Cohen, EdLD	sbc713@mail.harvard.edu	Voting Member	MD Resident
Steve Messner	steve.messner.dc@gmail.com	Voting Member	DC Resident
Aster Allen-Patel	A_allenbrown@yahoo.com	Parent & Voting Member	DC Resident
Heather Capell Bramble	heatherlcapell@gmail.com	Parent & Voting Member	DC Resident
Rebecca Rubin Damari, Ph.D.	Rebecca.rubin@gmail.com	Voting Member	MD Resident

Appendix III - Unaudited Year-end 2017-2018 Financial Statement:

Income Statement

Sela

July 2017 through June 2018

Income Statement	Forecast
Revenue	
State and Local Revenue	3,750,568
Federal Revenue	441,736
Private Grants and Donations	15,127
Earned Fees	199,185
Total Revenue	4,406,616
Expenses	
Salaries	2,241,668
Benefits and Taxes	450,425
Contracted Staff	30,385
Staff-Related Costs	31,674
Rent	479,609
Occupancy Service	214,042
Direct Student Expense	456,488
Office & Business Expense	289,376
Contingency	0
Total Expenses	4,193,666
Operating Income	212,950
Extraordinary Expenses	
Interest	222
Depreciation and Amortization	84,352
Total Extraordinary Expenses	84,574
Net Income	128,376

Balance Sheet

Sela

As of June 30, 2018

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Balance Sheet	6/30/18
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Assets	Year End
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Assets

Current Assets

Cash	854,711
Accounts Receivable	297,837
Other Current Assets	119,332
Intercompany Transfers	0
Total Current Assets	1,271,880

Noncurrent Assets

Facilities, Net	143,260
Operating Fixed Assets, Net	71,917
Total Noncurrent Assets	215,176

Total Assets	1,487,056
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Liabilities and Equity	Year End
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Liabilities and Equity

Current Liabilities

Accounts Payable	63,611
Other Current Liabilities	582,492
Accrued Salaries and Benefits	19,026
Total Current Liabilities	665,129

Equity

Unrestricted Net Assets	605,530
Net Income	128,376
Temporarily Restricted Net Assets	80,000
Total Equity	813,906

Long-Term Liabilities

Other Long-Term Liabilities	8,022
Total Long-Term Liabilities	8,022

Total Liabilities and Equity	1,487,056
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Appendix IV - Approved 2018-2019 Budget:

Sela

	SY18-19
Revenue	
State and Local Revenue	4,486,234
Federal Revenue	299,337
Private Grants and Donations	30,000
Earned Fees	245,609
Revenue Total	5,061,180
Expenses	
Salaries	2,730,041
Benefits and Taxes	498,992
Contracted Staff	20,000
Staff-Related Costs	23,724
Rent	486,810
Occupancy Service	198,669
Direct Student Expense	516,195
Office & Business Expense	308,236
Contingency	50,000
Expenses Total	4,832,667
NET ORDINARY INCOME	228,513
Extraordinary Expenses	
Depreciation and Amortization	90,523
Extraordinary Expenses Total	90,523
TOTAL EXPENSES	4,923,190
NET INCOME	137,990

Appendix V - Spring 2018 Hebrew Testing Results:

2nd Grade		Assessment 1 - [January 2018]				Assessment 2 - [June 2018]				Assessment 3 - [MONTH, YR]				Assessment 4				
Last Name	First Name	Yrs. in Hebrew	Speaking	Listening	Reading	Writing	Average	Speaking	Listening	Reading	Writing	Average	Speaking (OPI)	Listening	Reading	Writing	Class Name	Teacher
Adigun	Kamryn	4	3	3	1	4	2.8										Netanya	Goldberg
Brooks	Samantha	3	2	2	1	2	1.8										Netanya	Goldberg
Brown-Jackson	Natalia	3	2	2	1	2	1.8										Netanya	Goldberg
Claire	Eden	3	2	3	1	3	2.3										Netanya	Goldberg
Etheridge	Riley	3	1	1	1	1	1										Netanya	Goldberg
Garret	Allysa	3	1	2	1	1	1.3										Netanya	Goldberg
Ghimenti-Mendouga	Syler	3	3	3	2	4	3										Netanya	Goldberg
Gibson	Sanai	4	2	2	3	2	2.3										Netanya	Goldberg
Jiofack	Cowell	3	1	2	1	1	1.3										Netanya	Goldberg
Jackson	Addison	2	2	2	1	1	1.5										Netanya	Goldberg
Jones	Jordin	3	2	2	2	1	1.8										Netanya	Goldberg
Kea Jr.	Erick	4	1	2	1	1	1.3										Netanya	Goldberg
Lewis	Lillian	4	3	4	4	4	3.8										Netanya	Goldberg
Marshall	Shahme	4	2	2	1	4	2.3										Netanya	Goldberg
Odom	Genevieve	1	1	3	1	1	1.5										Netanya	Goldberg
Pierre	Ambrille	4	2	3	1	2	2										Netanya	Goldberg
Reid	Brooklyn	2	1	2	1	1	1.3										Netanya	Goldberg
Rogers	Giselle	1	1	1	1	2	1.3										Netanya	Goldberg
Sloley	Kingston	2	2	2	1	1	1.5										Netanya	Goldberg
Smith	Aaron	2	1	2	1	1	1.3										Netanya	Goldberg
Thompson	Carsin	3	2	2	2	2	1.8										Netanya	Goldberg
Williams	Amir	4	2	3	3	1	2.3										Netanya	Goldberg
Williams	Carter	4	2	4	1	1	2										Netanya	Goldberg
Harrington	Lola	3	2	1	2	1	1.5										Netanya	Goldberg
Average			1.8	2.3	1.5	1.8	1.8											