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**The SEED Public Charter School of Washington, DC**

**A N N U A L   R E P O R T**  
**Academic Year 2017-2018**

**Presented to**  
**The District of Columbia Public Charter School Board**

*Submitted by*  
*Mecha Inman, Head of School*  
*Vasco Fernandes, Chair*

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## ANNUAL REPORT NARRATIVE

### I. SCHOOL DESCRIPTION

#### A. Mission and Belief Statements

The SEED School of Washington, D.C. (SEED DC), a 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 and in life beyond.

***SEED DC met its mission for the 2017-18 school year with a 100% College Acceptance Rate.***

SEED DC began operating in 1998 under authorization from DC PCSB and operates one campus in Ward 7 serving scholars in grades six through twelve. SEED DC was founded by the SEED Foundation, a nonprofit organization that provides management and support services to the school, and which controls the composition of the SEED DC Board of Trustees. SEED DC is one of two DC charter schools that operates a boarding program, and it receives additional public funding to operate this residential component. All SEED DC scholars live on campus from Sunday evening to Friday afternoon.

SEED DC offers a college preparatory curriculum in small classroom settings. From 4:00 - 7:45 pm each day, scholars participate in the Student Life Program, where they engage in academic enrichment, character programming with the Habits for Achieving Life-Long Success (HALLS) curriculum, and also receive academic intervention services.

#### *SEED'S Belief Statements*

##### *College-Bound Culture*

SEED provides scholars with the academic, organizational, and life skills that enable them to attend and graduate from college.

##### *A 24-Hour Learning Environment*

SEED commits to keeping every scholar safe and secure, to using the gift of time, and to providing fulfilling academic and life experiences.

##### *Positive Culture of High Expectations*

SEED scholars and staff are expected to relentlessly pursue excellence and to consistently exhibit the SEED core values

##### *Integrated & Engaging Program to Foster Love of Learning*

SEED helps each scholar find his or her passion through academics, enrichment programs, social/emotional supports, and authentic experiences.

##### *Individual Scholar Support*

SEED commits to targeted scholar support and coordinated communication between scholar, parents, and practitioners.

*Focus On Data & Continuous Improvement*

SEED school use assessments and data analysis to show scholars their own progress and to keep practitioners focused and accountable.

*Recruiting & Nurturing Outstanding Educators*

SEED school commits to hiring exceptional adults, and to supporting them so that they can better guide the achievement and success of SEED scholars.

*Family & School Partnership*

SEED collaborates with families to support the success of SEED scholars.

*Community Relationships*

SEED is committed to establishing relationships with community organizations to enhance the college readiness process for SEED scholars.

Core Values

SEED DC believes that everyone deserves a safe, supportive, and orderly learning environment and the foundation of our school culture rests on our five core values, Respect, Responsibility, Self-Discipline, Integrity, and Compassion:

*Respect* is being civil, cordial, courteous, and polite toward peers and adults and tolerating differences by treating others as you want to be treated.

*Responsibility* is taking ownership of and being accountable for your actions and doing what you are supposed to do for the betterment of yourself and the SEED community.

*Self-Discipline* is controlling your behavior and actions and doing what is expected of you without reminders.

*Integrity* is doing the right thing, even when no one is looking.

*Compassion* is being concerned, helpful, and supportive toward other people and the community, and thinking about how another person will feel before you act.

**B. School Program**

Grade and age level served

In the 2017-2018 school year, The SEED Public Charter School served 363 young men and women, age ten to twenty, in grades six through twelve. It marked SEED's fifteenth year graduating class.

To ensure that our scholars are prepared academically for college, we offered a rigorous college-preparatory curriculum which incorporated the appropriate mix of content areas, deep development of writing and critical thinking skills so that scholars were prepared for college-level coursework.

### *Curriculum Design*

The majority of scholars entered The SEED Public Charter School were two to three years behind grade level. To address this, we developed a supportive middle school curriculum, focusing heavily on reading and math. Therefore, the school adopted the EL Education Curriculum, to foster a culture of literacy and prepared our middle school scholars for its aggressive college-preparatory upper school curriculum Eureka Math-Great Minds is a robust curriculum that includes tools that equipped educators with formative items and analytical tools designed to help track scholars' progress and identify areas of growth. In science and social studies classes scholars, embraced the Discover Education Curriculum, which was a customized curriculum that supported the Common Core standards by using digital content. Scholars access to computers and research materials assisted them with their work, both of which were available during the academic day and the schools evening programming.

### **C. Middle School Academic Curriculum**

The middle school, which includes grades six through eight. Scholars transitioned to the school's academic rigor from their previous elementary school classrooms which was the foundation of the program. The goal for the middle school program was to prepare scholars for success in an academically demanding high school. We adopted the EL Curriculum, Eureka Math Curriculum, and the Discovery Education's digital curriculum suite. The school's goal was to foster a culture of exploratory learning and literacy in order to have prepared our middle school scholars for the schools aggressive college-preparatory upper school curriculum.

The passage from middle school to high school was determined by the use of assessments, which demonstrated standards-based mastery. The assessment system included ACT Aspire assessment, which holds scholars accountable to a performance framework of benchmarks based on national college readiness standards. Scholars who failed a core subject: ELA, math, social studies or science were required to attend remediation and/or summer school. SEED DC ensured that middle school scholars were prepared to succeed through the college-preparatory school experience.

The school kicked off its STEAM project for a select group of middle school scholars' who worked on building bridges learning about basic processes of bridge building, truss structures, structural strength, resilience, capacity as well as the main forces that affected the bridge components, tensile strength, twisting, torsion, load-bearing testing, creativity and experimental bridge designs.

Moreover, the school established the Acceleration Academy whereas thirty-seven students participated. We had two math teachers and one English teacher who were

tasked to create PARCC pre and post assessments. The teachers set instructional outcomes by creating lesson plans based on PARCC pre-assessment data (20 hours of required planning and preparation). Increased Grade 6 by 29% and Grade 7 63% - math in assessment non-calculator graph and increased Grade 8 by 48% - English in informational text.

The conclusion of PARCC for the 2017-18 school year was used to support the end of year project - based assessments to include the Research Writing Project for scholars in grades 6-8.

During the Student Life Program (4:00 pm -7:45 p.m.) scholars were exposed to a variety of curricular programs in the areas of STEM, Arts, Health/Fitness and Well Being, Entrepreneurialism/Leadership and a literacy enrichment through DEAR (Drop Everything and Read).

#### **D. High School Academic Curriculum**

The SEED Public Charter School of Washington, D.C. high school program provided rigorous and relevant courses and experiences that prepared scholars to be admitted to success in college-level education. Scholars are required to earn twenty-four credits to graduate. SEED DC offered an additional three and one-half credits in electives, giving scholars the opportunities to enrich learning and build a competitive pre-collegiate profile.

During the 2017-2018 school year, high school scholars enrolled in the following course areas: English, mathematics, science, social studies, music, art, physical education/health, and Spanish. In addition, scholars were given the opportunity to enroll in elective courses such as public speaking, SAT prep, Street Law, and urban planning. Advanced Placement courses were also offered in US History, Government, Biology, English Language and English Literature. Every scholar who enrolled in an AP course took the appropriate exam. There were eight scholars who enrolled in Advanced Placement classes.

#### **E. Parent Involvement**

With the understanding that all families want the best for their scholars, SEED DC recognizes families as full partners in their scholars' education and welcomes their active involvement. To this end, families had access to their scholars' progress at any time via the PowerSchool Parent Portal and climate data via Kickboard. Parents/guardians were encouraged to contact staff via phone, email, informal meet and greet sessions, and attend scheduled family day celebrations. Staff members were required to reach out to families & caregivers on a regular basis, via phone calls, postcards, and home visits. Conferences were held on a quarterly basis for staff and parents/guardians. Parents/Guardians were welcome to shadow their children in the classroom and in the residence halls, request meetings with faculty and staff, and/or offer feedback around programming via online Google surveys.

SEED DC allocated funding towards family engagement activities through the Office of Family and Community Engagement (FACE). The FACE Office created a parent involvement policy and plan of action to support families throughout the school year. We had monthly family events/celebrations as well as weekly information sessions on topics such as Common Core State Standards, Parent Education, College Readiness, PARCC, SAT/ACT, and much more. The team hosted book and article reviews on parenting and education.

The FACE Office managed the school's website, social media accounts, Blackboard messaging and administers numerous parental surveys after events as a way to stay in constant communication with our families. The FACE Office has also created the Parent Action Team that promoted educational excellence and opportunities for scholars and encouraged a strong community. The team included family representatives by grade level and gender to facilitate celebrations, family networking events, educational opportunities, and a strong culture. The team also included committees such as beautification, family and scholar events, advocacy, communication, and education.

The Parent Action Team scheduled regular family coffees coupled with parent/guardian learning opportunities, and family and child events. All parents/guardians and community support workers were encouraged to participate. Furthermore, families were also encouraged to participate in workshops and information sessions held throughout the 2017-2018 school year designed to support raising adolescents in the 21st Century. More specifically, workshops on social media and teens, effective communication, healthy eating, conflict resolution, managing finances, and decision making provided families with an opportunity to grow within their parenting and support of their child's academic success.

The FACE Office partnered with the YWCA and Safer Stronger Families to provide GED classes, job placement, and literacy and math classes for families. The college counseling days were scheduled for freshman and sophomore families to get information and support around the college application and college financing process. The FACE Office continues to partner with The Flamboyant Foundation to support family engagement and autonomous parent leadership. Through our high school Program Leadership Community (PLC), we implemented a parent and scholar representative position to serve on our team.

The Director of Family and Community Engagement (FACE) is the McKinney-Vento liaison for homeless, migrant, and runaway scholars. The tasks are to identify and ensure that scholars in this subgroup discreetly receive the services necessary to achieve academic success. Because of the schools boarding component, SEED scholars and their families do not necessarily encounter the same transportation issues as scholars who attend a more traditional public school. However, upon request, the FACE Office provided transportation assistance to families in need to attend school meetings, student performances, as well as transportation home at the end of the week.



Additionally, SEED DC had programs in place via the McKinney-Vento Act that provided scholars with educational supplies, such as backpacks, books, school supplies, field trip and activity funds, and uniforms, as well as dormitory supplies (e.g. towels, bedding, and personal toiletries), if there is a need.

Finally, we had two parent trustees on the schools Board of Trustees who represented the parent voice in an official capacity and “meet and greet” sessions that were scheduled periodically during check-out to encourage conversation with school leadership.

#### F. Key Mission-Related Programs

The unique nature and mission of The SEED Public Charter School provided round-the-clock learning opportunities. The boarding program incorporated study habits, life skills development, athletics, and enrichment activities into the daily life of all scholars. Scholars also were required to participate in community service programs. Scholars resided on-campus Sunday evening through Friday afternoon.

#### G. Donors List

<b>Donors who gave \$500 or More</b>	
<b>Name</b>	<b>Amount</b>
<b>Total Donation Amount</b>	<b>\$37,800.00</b>
Robert Ware Adams	\$5,000.00
Adler Family Foundation, Inc.	\$2,000.00
Adam K. Bernstein	\$1,000.00
Toussaint Crawford	\$1,200.00
Royce Dalby	\$5,000.00
Share Fund	\$10,000.00
Michael P. Galvin	\$5,000.00
Ronald Haskins	\$800.00
Mecha Inman	\$500.00
Richard W King	\$1,000.00
Patricia Locke	\$1,200.00
Kinnari Patel	\$600.00
Clyde Relick	\$2,000.00
Jennifer Saulino	\$500.00
Higgins-Trapnell Family Foundation	\$2,000.00

#### H. Hour of Operation

The 2017-2018 school year began on August 21, 2017, and ended on June 7, 2018. Regular school hours are from 7:55 am to 4:00 pm, except on Friday's school hours are from 8:00 am to 3:30 pm.

## II. School Performance

### A. Evidence of Performance and Progress

#### Summary of Performance Management Measures

##### Goal #1 Scholar Academic Performance

Our 2017-2018 sixth through eighth grade results on the annual high stakes PARCC assessment showed our scholars' individual growth is vivid but our school's success is still underperforming.

- 55 out of 176 (31.3%) and 77 out of 177 (43.8%) middle school scholars obtained standards of Approaching College and Career Ready and Above in ELA and math.
- 14 out of 176 (8.0%) and 19 out of 177 (10.8%) middle school scholars obtained standards of College and Career Ready and Above in ELA and math.
- \*Median growth percentile data was not available.
- Scholars in grade 6 performed with the highest average of 29% proficiency on the ACT
- Aspire math summative assessment (national average was 43%) had the smallest gap in performance towards the national average while all other grades performed at least 20 percentage points below the national average.

Our 2017-2018 ninth through twelfth grade results on the annual high stakes PARCC assessment, showed our scholars' individual growth, as well as our school's success, is slow and underperforming.

- 12 out of 39 (30.8%) and 9 out of 37 (24.3%) high school scholars obtained standards of Approaching College and Career Ready and Above in ELA and Math, respectively.
- 5 out of 39 (12.8%) and 0 out of 37 (0%) high school scholars obtained standards of College and Career Ready and Above in ELA and Math, respectively
- 1 out of 26 (3.8%) scored a 3 on Advanced Placement exams which is the gateway mark aligned to College and Career Readiness.
- \*Median growth percentile data not available at the time of this submission.
- Scholars in grade 10 performed with the highest average of 5% proficiency on the ACT Aspire Reading summative assessment (national average was 34%) and had the smallest gap in performance towards the national average while all other grades performed at least 20 percentage points below national average.

##### Goal #2 Goals and Academic Achievements

- For ELA, there was a slight decrease in the percentage of SEED DC middle school scholar who obtained standards of College and Career Ready and Above.

However, the percentage of high school scholars at SEED DC who obtained standards of College and Career Ready and Above dropped by 9%.

- For Math, SEED DC experienced an increase, dramatically, in the percentage of scholars who obtained standards of College and Career Ready and Above in all grade levels, with the exception of 10th grade.
- SEED Middle School scholars rapidly increased in standards of Approaching College and Career Ready and Above. There was a significant increase in the ELA and math percentages of 7<sup>th</sup> and 8<sup>th</sup> graders who scored into the standards of Approaching College and Career Ready and Above.
- Our 2018 middle school 8th grade scholars experienced more difficulties and did not meet with as much success as we had hoped. More remedial support and services are required as they moved to high school.

Below are the quick wins that we have noticed.

- 53.5% of 6th grade scholars scored Approaching College and Career Ready and Above on the Math test, up from 39.7% in 2016-2017. 14.1% of 6th grade scholars scored College and Career Ready and Above on the Math test, up from 8.2% in 2016-2017.
- 40.4% of 7th grade scholars scored Approaching College and Career Ready and Above on the ELA test, up from 36.5% in 2016-2017. 15.8% of 7th grade scholars scored College and Career Ready and Above on the ELA test, up from 9.5% in 2016-2017. 45.6% of 7th grade scholars scored Approaching College and Career Ready and Above on the math test, up from 34.9% in 2016-2017. 7% of 7th grade scholars scored College and Career Ready and Above on the math test, up from 6.3% in 2016-2017.
- 22.9% of 8th grade scholars scored Approaching College and Career Ready and Above on the ELA test, up from 18.5% in 2016-2017. 27.1% of 8th grade scholars scored Approaching College and Career Ready and Above on the math test, up from 24.6% in 2016-2017. 10.4% of 8th grade scholars scored College and Career Ready and Above on the math test, up from 6.2% in 2016-2017.
- 50% is scored 80 or above on the PSAT performance in the high school, compared to 34.6% in 2016- 2017.
- 100% of our senior scholars received college acceptance letter, compared to 95.2% in 2016-17.
- 91.5% of 9th grade scholars were on track to graduate, compared to 83.1% in 2016-17.

## **B. Discipline**

The school submitted its total number of referrals for the 2017-18 school year. The suspension rate was 20.9%, decreased from 32.4% as of last year. The expulsion rate was 1.65%, the same rate as in 2016-17. A series of strategic measures were put in place to decrease out of school suspensions. We instituted weekly community meetings, restorative circles, an in-school suspension program and a series of data driven changes based on our analysis of behavioral records. For example, we noticed a high rate of suspensions that occurred for incidents that took place during hallway

transitions. We concluded that the transition time (5 minutes) was too long and that scholars only needed 3 minutes to transition effectively. Once we made the change and added more hallway supervision, there was a sharp decline in referrals for incidents occurring during transitions. We look forward to cutting suspensions by 50% or more for the 2018-19 school year. We are expanding our restorative practice model and training for our faculty in these measures.

**C. Lessons Learned and Actions Taken Based on Performance Management Framework and Accountability Plan Data and Review Findings**

We invested heavily in adopting a new curriculum that was aligned with the academic rigor of the Common Core State Standards. We adopted a new curriculum in our high school program and included implementation of the Engage New York to provide teachers with scholar data aligned to the Common Core Standards.

The SEED School of Washington, D.C. developed a School Improvement Plan that addressed scholars' needs assessment and targeted goals that were identified for the 2017-2018 school year. Additional, SEED DC utilized data driven strategies and protocols to make all decisions that impacted teaching and learning.

**D. Reporting Performance Management Framework and/or Accountability Plan Information to Scholars, Teachers, Parents and the Public.**

The school calendar and website is the primary vehicle used to communicate the dates of scholar 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 2017-2018 school year:

- Parent Teacher Scholar Association
- Back to School Night
- Parent-Teacher Conferences
- Bulletins to all staff
- Staff/faculty meetings
- Parent copies of PARCC results and scholar/parent information sessions
- Financial Aid Nights for Families
- Scholar assemblies
- Mandatory cohort specific (Middle School, Freshmen, Upper School) School Kick-Off parent meetings
- Social Media Liaison
  - Improved 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) and emails

#### **E. Unique Accomplishments**

SEED scholars enjoyed a range of valuable opportunities during the school year and the summer months that promoted growth in social and cultural awareness, leadership skills, personal development, and service to the community. Our belief is that these rich educational experiences ensured we were doing all that we can do to prepare scholars academically, socially and emotionally for success in college and beyond.

The summer of 2017-2018 approximately 30 scholars participated in experiential learning and external opportunities programming. Scholars, and a few chaperones, engaged in local, national, and international experiences focused on STEM enrichment, social innovation, cultural and language studies, environmental restoration and conservation, and community service and development. Scholars traveled to Greece, Jamaica, Brazil, Morocco, India, China, and state-side to Alabama, Massachusetts, Virginia, and Wyoming through our external partnerships. These partnerships, such as Experiment in International Living, LearnServe, Fish & Richardson, The Anbryce Foundation, and The Princeton-Blairstown Center, provided great support in our goal to strengthen the scholar experience and maximize scholar learning and development.

The At-Risk funds provided were used for the schools academic and Student Life Programs for access to resources such as technology, books and various program offerings, including summer school.

#### **F. 2017 – 2018 TEACHING STAFF LISTINGS and BOARD MEMBERS**

The Board, the school's administration and its teaching staff, ensured 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 scholars, and additional funding by effectively deploying resources to further the academic and organizational success of the school. The Administrators and Board members had a strong understanding of the school design and refer to it regularly in managing and governing the school. Changes in the school leadership either lead to exceptional performance or have not negatively impacted the school's exceptional performance.

**Appendix 1  
2017 - 2018 Data Report**

Source	Data Point
<b>GENERAL</b>	
PCSB	<b>LEA Name: SEED DC</b>
PCSB	<b>Campus Name: The SEED Public Charter School of Washington, D.C.</b>
PCSB	<b>Ages served: 6-12</b>
PCSB	<b>Overall Audited Enrollment: 363</b>

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

Grade	PK3	PK4	KG	1	2	3	4	5	6
<b>Scholar Count</b>	0	0	0	0	0	0	0	0	85
Grade	7	8	9	10	11	12	Alternative	Adult	SPED*
<b>Scholar Count</b>	64	54	57	48	29	26	0	0	0

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

<b>SCHOLAR DATA POINTS</b>	
School	<b>Total number of instructional days:</b> <b>Grade 6-11: 173 days</b> <b>Seniors: 161 days</b> Number of instructional days, not including holidays or professional
PCSB	<b>Suspension Rate – 20.9%</b> $\frac{\text{number of scholars with out of school suspensions and in the school's 2017 audit}}{\text{number of scholars in the Oct. 2017}} \times 100$
PCSB	<b>Expulsion Rate – 1.65%</b> $\frac{\text{number of scholars expelled and in the school's 2017 audit}}{\text{number of scholars in the Oct. 2017 audit}} \times 100$
PCSB	<b>Instructional Time Lost to Discipline – 0.56%</b> (sum of all suspension days for all scholars due to out of school suspensions) $\frac{\text{sum of all suspension days for all scholars due to out of school suspensions}}{\text{sum of enrollment days for all scholars for the SY 2017 – 18 school year}} \times 100$
PCSB	<b>In-Seat Attendance – 94.7%</b> (sum of all days for which scholars were present for 80% of the day) $\frac{\text{sum of all days for which scholars were present for 80\% of the day}}{\text{sum of enrollment days for all scholars for the SY 2017 – 18 school year}} \times 100$

PCSB	<p><b>Average Daily Attendance</b> The SRA requires annual reports to include a school’s average daily membership. To meet this requirement, DC PCSB will provide following verified data points: (1) audited enrollment; (2) mid-year withdrawals; and (3) mid-year entries. <b>(No action necessary.)</b></p>
<b>Source</b>	<b>Data Point</b>
PCSB	<b>Midyear Withdrawals: 11.0% (40 scholars)</b>
PCSB	<p><b>Midyear Entries – 0% (0 scholars)</b> number of scholars who enroll after Oct. 2017 audit and remained enrolled through May 31, 2018</p> $\frac{\text{number of scholars who enroll after Oct. 2017 audit and remained enrolled through May 31, 2018}}{\text{number of scholars enrolled as of Oct. 2017 audit}} \times 100$ <p><b>NOTE:</b> OSSE may adjust the business rules for Midyear Entries as part of its development of the ESSA Report Card. If this occurs, DC PCSB may align with OSSE business rules for the purposes of the Annual Report Data Report.</p>
PCSB	<p><b>Promotion Rate – 96.7%</b> number of scholars who advanced <math>\geq 1</math> grade level in the LEA based on the grade level in the Oct. 2016 and Oct. 2017 audited enrollment files number of returning scholars enrolled as of Oct. 2017 audit</p>
PCSB (SY16-17)	<p><b>College Acceptance Rates – 95.2%</b> number of 12 grade scholars accepted to a full time college or university</p> $\frac{\text{number of 12 grade scholars accepted to a full time college or university}}{\text{number of 12 grade scholars}} \times 100$
PCSB (SY16-17)	<p><b>College Admission Test Scores – 85.7%</b> number of grade 12 scholars scoring at least 800 on SAT OR at least 16 on ACT</p> $\frac{\text{number of grade 12 scholars scoring at least 800 on SAT OR at least 16 on ACT}}{\text{number of grade 12 scholars}} \times 100$
PCSB (SY16-17)	<p><b>Graduation Rates: Not Publicly Reported</b> number of scholars in cohort who graduated by June or August 2017 with a standard diploma</p> $\frac{\text{number of scholars in cohort who graduated by June or August 2017 with a standard diploma}}{\text{number of first time grade 9 scholars in fall 2013 + transfers in – transfers out emigrants – scholars who pass away}} \times 100$

### Faculty and Staff Data Points

School	<b>Teacher Attrition Rate: 32%</b>
School	<b>Number of Teachers: 43</b> “Teacher” is defined as any adult responsible for the instruction of scholars at least 50% of the time, including, but not limited to, lead teachers, teacher residents, special education teachers, and teacher fellows.
School	<b>Teacher Salary</b> 1. Average: \$50,071 2. Range -- Minimum: \$27,000 Maximum: \$91,200



## Appendix 2 2017 - 2018 Staff Roster

Last, First	BA/BS major	Master's field of study	Doctorate field of study	Job Title - Current	Hire Date - Current	Relire Date - Current	Termination Date - Current	Employee Status Type - Current
Aderinkola, Janet	BS, Biology			Middle School Science teacher	08/01/2016	05/06/2017		Active
Alexander, Sharron	No			Student Life Counselor	03/22/2013			Active
Alexander, Talal	No			Night Time Resident Assistant	08/01/2016		6/30/2018	Terminated
Alexander, Terrance	No			Physical Education Teacher	12/16/2007			Active
Allen, Elizabeth	BA, English			High School History Teacher	08/07/2017			Active
Allen, Eric	No			Overnight Morning Student Life Assistant	11/7/2017			Active
Alston, Ronald	No			HVAC Technician	09/07/2016			Active
Armstrong, Dianne	BA, Liberal Studies & Health Science	MS, Counseling and Human Development; Education Administration		Human Resources Manager	4/30/2018			Active
Arndt, Kenneth	BS, Accounting			Managing Director	04/04/2016			Active
Bagley, Lamar	BA, Theater/Education	MEd, Urban Education and Instructional Leadership K-12	EdD in Educational Leadership K-12	Director of Student Life	08/29/2005			Active
Barfield, Keisha	BS, Social Work			Math Teacher	01/04/2017			Active
Ballido, Daniel	BA, Africana Studies			Evening Dean of Students	8/15/2017			Active
Ban, Bombya	BS, Human Services			Part-Time Substitute	10/24/2011			Active
Bonnette, James	No			Dedicated Aide	08/30/2010	08/21/2017		Active
Bouknight, Kevin	BS, Human Development and Family Studies	MEd, Elementary Education and Special Education		Middle School SPED Teacher	09/12/2016			Active
Boat, Jason	No			Night Time Resident Assistant	08/13/2015		08/07/2017	Terminated
Bozzuto, Daniel	BS Chemistry and BA History	M.Ed., Education and MA, Sociology		Science Teacher/Testing Coordinator	08/15/2012		6/30/2018	Terminated
Broadus-Awuoha, Robin	BS, Accounting			Payroll Manager	03/20/2007			Active
Brown, Indian L	BA, Political Science			Student Life Coordinator	01/28/2002			Active
Brown, LaNasha	No			Night Time Resident Assistant	08/01/2016			Active
Brown, Matthew	BS, Child/Adolescent Studies			Life Skills Counselor	08/07/2017			Active
Butler, Jessica	BA, History	M.Ed., Education and MA, Sociology		Special Education Teacher	08/07/2017			Active
Campbell, Kiah	BS, Interdisciplinary Studies	MS, Counseling and Human Development; Education Administration		Director of Climate and Culture	07/25/2017		4/16/2018	Terminated
Cannon, Ellen	BA, Liberal Arts	MS, School Administration Supervision		Middle School Social Studies T	08/15/2016			Active
Carroll, Jenice	No			Student Life Counselor	08/09/2011			Active
Castro, Rodolfo	BA, Political Science and Spanish			Spanish Teacher	07/01/2006		6/30/2018	Terminated
Childress, Anthony	No			Campus Operation Technician	03/07/2017			Active
Clayton Jones, Denise	BS, Psychology	MA, Elementary Education		Student Life Counselor Cohort Lead	09/08/2009			Active
Coak, Christine	BA, English	MS, Teaching		Middle School ELA Teacher	08/15/2016			Active
Cousley, Dale	No			Part-Time Substitute	09/23/2013			Active
Cox, Seville	BA, Sociology			Student Life Counselor	08/01/2016			Active
Curtis, Vikki Michelle	BS, Psychology and Early Childhood	MS, Counseling and Mental Health		Student Life Counselor Cohort Lead	03/10/2008			Active
Dawkins, Bobby	BA, Graphic Design Advertising			Student Life Counselor	08/08/2011		6/30/2018	Terminated
Douglas, Christopher	BS, Psychology			Student Life Counselor	08/06/2014			Active
Dowd, Brendan	No			Campus Operations Manager	11/03/2015			Active
Elliott, Vanessa	BS, Psychology/MAED	MA, Elementary Education	PhD, Educational Leadership	Science Teacher	07/16/2012		8/1/2018	Terminated
Epps, Thomas	BS, Public Administration	MS, City and Regional Planning		Enrollment Coordinator	08/15/2012			Active
Evens, Khalilah	No			Part-Time Substitute	11/17/2014			Active
Farmer, Dequan	No			Evening Nurse	03/22/2004	08/01/2007		Active
Farmer, Dequan	BA, Criminal Justice			Student Life Assistant	3/14/2017			Active
Fazett, Jasmine	BS Psychology	MA, Developmental Psychology	PhD, School Psychology	School Psychologist	08/03/2016			Active
Fitzgerald, John	No			Student Life Counselor	08/01/2016			Active
Fletcher, Calvin	BS, Social Work/Sociology			Student Life Counselor	8/20/2017			Active
Ford, Bryon	BA English			Student Life Counselor Cohort Lead	08/01/2016			Active
Glover, Delante	No			Systems Administrator 1	09/26/2016			Active
Grant, Randee	No			Night Time Manager	08/08/2011			Active
Greenaway, Karwin	BS, Pre-Medicine	MS, Education		High School Science Teacher	08/07/2017			Active
Green-Ellis, Jordan	BS, Sports Management			Life Skills Counselor	08/07/2017		6/30/2018	Terminated
Gudger, Ridy	BS, Administration of Justice/Public Administration			Night Time Resident Assistant	08/06/2014			Active
Hall, William	BA, Mass Communication			Student Life Counselor Cohort Lead	09/28/2016			Active
Harley, Christian	BA History			High School History Teacher	08/07/2017			Active
Harrison, Princess	BS, Mathematics	MA, Secondary Mathematics		Math Teacher	07/01/2008		7/13/2018	Terminated
Harrod, Charita	BS, Chemistry	MS, Educational Administration		Intervention Coordinator	07/01/2009	10/24/2016	6/30/2018	Terminated
Harrod, Davyon	BS, Business Administration			Data Administrator/Substitute Resident Advisor	11/13/2012	12/22/2016		Active
Hicks, Gina	No			Assistant to the Principal	11/10/2009			Active
Hillard, Leah	BA, Elementary Education	M. Ed. Multicultural Education		Student Life Counselor Cohort Lead	08/17/2015		6/30/2018	Active
Holloway, Alexis	BA Criminal Justice			School Receptionist	09/09/2015			Active

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Holman-Jones, Rashida	BA, Political Science, African-American Studies	MA, Public Administration		Director of Family and Community Engagement	07/01/2008			Active
Honore, Shyrdine	BA, Communication Marketing			Student Life Counselor	08/15/2012			Active
Hopkins, Allison	BS, Communication Sciences and Disorder	MA, Psychology		School Psychologist	08/15/2016		2/9/2018	Active
Howard, Marjorie	No	No		Development Coordinator	08/07/2015			Active
Huggins III, Romie	BS, Business Administration			Student Life Counselor Cohort Lead	09/12/2005			Active
Hughes, Terence	BA, Vocal Performance	MA, Music		Music Teacher	01/03/2017			Active
Inman, LaShaun	BA, American Studies	M.Ed., Educational Leadership		Head of School	08/01/2007	01/01/2017		Active
Inyig, Marshaé	No			Part-Time Substitute	02/01/2015			Active
Jackson, Brielyn	No			Substitute Student Life Assistant	10/06/2017			Active
Jackson, Juwence	No			Driver	11/21/2017		6/30/2018	Terminated
January, Ikeya	No			Substitute Resident Advisor	03/08/2005	03/19/2016		Active
Jessup, Michalah	BS, Family & Consumer Sciences			Student Life Counselor	8/14/2017			Active
Jones (Burley), Yelva	BA, Liberal Arts	MA, Education		Middle School ELA Teacher	08/15/2016			Active
Jones, Brian	BA, Legal Studies and Anthropology	MA Humanistic Multicultural Education		Student Life Counselor Cohort Lead	08/01/2016			Active
Jones, Camella	Licensed Practical Nurse			School Nurse	07/31/2017			Active
Jones, Danielle	BA, English			English Teacher	08/13/2014		6/30/2018	Terminated
Jones, Danielle M	No			Hall Monitor	04/18/2016		6/30/2018	Terminated
Jones, Jonathan	BA, Anthropology & Pan African Studies			Student Life Assistant	8/16/2017		5/31/2018	Terminated
Kandik, Christopher	BA, English	M.Ed., Secondary English and Special Education		English Teacher	07/01/2007		6/30/2018	Terminated
Lee, Davon	BS, Mathematics			Special Education Teacher	08/14/2014	08/07/2017		Active
Lewis, Mark	BS, Business Management			Health Teacher	04/30/2010			Active
Lilly, Sherril	BS, Physical Education	MA, Dance and MS, Education		Physical Education Teacher	01/04/2016			Active
Mack, Emmanuel	No			Student Worker	06/13/2016			Active
Mahon, Zenada	BA, Secondary Education and English			Principal	11/10/2015		6/30/2018	Terminated
Makie, Vita	BS, Business Management			Executive Assistant to the Office of the Head of School	12/01/2012			Active
Manns, Eric	BS, Mass Communication	MS, Higher Education Administration		Middle School Social Studies Teacher	08/07/2017		6/30/2018	Terminated
Marr, Ryan	No			Student Worker	06/20/2016	06/30/2017		Active
Marrh, Jacob	No			SLA Student Life Assistant	09/19/2016			Active
Marrh, Melody	BA, Administration of Justice	MA teaching		Middle School Social Studies Teacher	08/15/2016			Active
Mason, Melissa	No			SLA Student Life Assistant	10/12/2016		6/30/2018	Terminated
Mey, Brittany	BA, Africana Studies			Night Time Resident Assistant	08/15/2012		08/03/2017	Terminated
McCambley, Andrew	BA History			Life Skills Counselor	08/15/2012	08/07/2017		Active
McCuley, Jeffrey	BA, Visual Arts Design	MFA, Painting, Illustration, Print-Making		Physical Education Teacher	09/06/2011			Active
Meadow, Frank	BS, Social Science			Student Life Counselor	08/22/2016			Active
Miller, Keryatle	BA, Psychology			Student Life Counselor	8/3/2016			Active
Morgan, Janita	No			Substitute Resident Advisor	08/01/2016			Active
Morris, Karim	BA, Political Science and Biology	MS, Legal Studies		Middle School Science Teacher	8/14/2017		6/30/2018	Terminated
Murphy, Sean-Michael	BS, Biology			Student Life Counselor Cohort Lead	11/17/2008			Active
Nutridge, Davette	BS, Criminal Justice	MA, Special Education		Special Education Teacher	08/31/2015			Active
Ochsendorf, Elizabeth	BS, Child and Family Studies	MA, Child and Family Studies		Director of Student Life	08/01/2005			Active
Park, Clifford	BS, Sociology			Student Life Counselor	08/22/2016			Active
Park, Robert	No			Campus Operations Techn	01/03/2017			Active
Parrott Gaffney, Janique	BA, English	MA, English		Special Education Teacher	10/19/2015		8/3/2018	Terminated
Payton, Angela	No			SLA Student Life Assistant	08/07/2017		08/09/2017	Terminated
Pearl, Stacy M.	BS, Special Education	M.Ed., Special Education		Dir Student Support Svcs	07/01/2009			Active
Reyes, Joselyn	BA, Teaching of English			Spanish I Teacher	08/07/2017		7/16/2018	Terminated
Richardson, Colleen	BA, Psychology			Finance and Operations Coordinator	07/01/2010			Active
Roberts, Daniel	BA, Education/Liberal Studies			Night Time Manager	06/01/2006	08/01/2008	6/30/2018	Terminated
Rooks, Christopher	BA, Accounting			Math Teacher	01/06/2014			Active
Saunders, Emmanuel	No			Night Time Resident Assistant	10/14/2009			Active
Scott, Quirron	BA, Communication	MA, Urban Studies	EdD, Urban Education Leadership	Director of Middle School Academics	12/12/2016			Active
Serrano, Daniel	No			Facilities Assistant	09/24/2012	07/24/2017	6/30/2018	Terminated
Sheehan, Terence	BA, Rhetoric	MA, Teaching		English Teacher	08/17/2009		6/30/2018	Terminated
Shelton, Beverly	No			Part-Time Substitute	02/01/2015			Active
Shields, Lakisha	No			SLA Student Life Assistant	08/07/2017		4/13/2018	Active
Shuford, Angela	BA, Finance and Economics	Med. Special Education MA Teaching(Secondary Education, Mathematics) and MA, Mathematics		Special Education Teacher	08/15/2012	08/15/2017	8/3/2018	Terminated
Shuman, Amande	BS, Mathematics			High School Math Teacher	08/07/2017		6/30/2018	Terminated
Simmons, Katharine	BS, Business Administration			Director of Human Resources	08/02/2016		08/31/2017	Terminated
Sindler, Roberts				Student Life Counselor	01/19/2016			Active

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Stallworth, Tamara	BA, Biology	Med, Secondary Mathematics and Moderate Disabilities		Middle School Math Teacher	09/12/2016		7/15/2018	Terminated
Staton, Kevin	BS, Recreation Administration			SLA Student Life Assistant	08/07/2017			Active
Stevens, William H	BA, Social Studies	MA, History		Social Studies Teacher	08/16/2001		6/30/2018	Terminated
Street, Michael	No			Technical Support Manager	01/01/2015			Active
Subramanian, Kamala	BFA, Design/Printmaking, painting and minor Art Therapy			Art Teacher	08/01/2005			Active
Sun, Lijing	BS, Statistics	MS, Statistics		Data Analyst	08/01/2016	1/16/2018		Active
Taylor, Tina	BS Sport Management	MS, Educational Administration		Student Life Counselor	08/19/2015			Active
Templeton, Tammy	BS, Business Administration			Accounting Manager	01/19/2016			Active
Tereff, Raphael	No			Facilities Assistant	08/10/2013			Active
Terry, Carolyn	no			Night Time Resident Assistant	08/08/2011			Active
Thompson, Darryl	BS, Business Management			Assistant Dean of Students	01/04/2016			Active
Thompson, Joseph	No			Athletic Director	01/07/2008			Active
Thompson, Leslie	BA, African American Studies			Dir of Experiential Learning & External Opportunity	06/09/2005			Active
Tibbs, Keisha	BA, Social Work	MS, Social Work		Dedicated Aide	8/26/2017			Active
Totten, Ekisha	BS, Special Education	MS, Education Administration		Special Education Coordinator	01/03/2015	08/10/2015	7/27/2018	Terminated
Travers, Marcus	BS, Criminal Justice			Student Support Services Coordinator	9/18/2017			Active
Tyson, Angela	BA, Public Affairs			Dean of Students	08/13/2009			Active
Tyson, Chere'	BA, Psychology			Attendance Coordinator/Registrar	12/13/2016			Active
Udoff, Christina	BS Psychology			Night Time Resident Assistant	08/06/2014			Active
Vann, Deloris	BS Mathematics	MS, Mathematics	Ed. S, leadership pre-k-12th	Middle School Math Teacher	09/12/2016		12/19/2017	Terminated
Vasquez, Fidel	No			Campus Operations Techn	09/03/2013			Active
Vick, Christopher	BA, Education		Ph. D, Educational Administration	COLIC	11/02/2016		6/30/2018	Terminated
Vick, Sophia	BA, English	Med., Curriculum & Instruction		Student Support Services Coord	07/05/2016		08/16/2017	Terminated
Vines, Cameron	No			Temporary Worker			07/19/2017	Active
Walker, Nabeda	No			Administrative Assistant Stud	09/14/2015			Active
Walls, Renee	BA, Liberal Arts	MA, Special Education, Emotional and Behavioral Disabilities		Special Education Teacher	08/10/2015		6/30/2018	Terminated
Watkins, Ta' Wana	BS, Psychology	MS, Social Work		Program Coordinator Health/Wf	10/21/2012			Active
Watson, Talisha	BS, Family & Consumer Sciences			Student Life Counselor	08/15/2016			Active
West, Leticia	BA, Political Science			Middle School SLA Teacher	08/15/2016		5/13/2018	Terminated
Westbrook, Ebony	BS, Communication			Student Life Counselor Cohort Lead	08/06/2014			Active
Wheeler, Kama	BA, Psychology	MA, Clinical Counseling Psychology		Special Education Teacher	02/08/2017			Active
White, Sonia	BA, Social Work			Student Life Counselor Cohort Lead	08/01/2006			Active
Wiggins, Rachel	BS, Management	MA, Social Work		Social Worker	08/02/2016		2/9/2018	Terminated
Williams, Brandy	BA, History	MA, History		Middle School Social Studies Teacher	08/07/2017		9/15/2017	Terminated
Williams, Brittany	BA, English	MA Leadership in Teaching		Special Education Teacher	08/07/2017		08/20/2017	Terminated
Williams, Michelle D.	No			Family Engagement Specialist	03/17/2008			Active
Williams, Shelia	No			Substitute Hall Monitor	12/10/2015			Active
Wilson, Mark	BS, Biology			Middle School Science Teacher	08/07/2017			Active
Wood, Kathryn	BA, Psychology	MA, School Psychology		School Psychologist	08/07/2015		6/30/2018	Terminated

**Appendix 3**  
**2017 - 2018 Board Roster**

**Mecha Inman**

*Ex-Officio*  
*Head of School*  
[minman@seedschooldc.org](mailto:minman@seedschooldc.org)

**Dennis Chestnut**

*Parent Trustee*  
[dchestnut.chestnut@gmail.com](mailto:dchestnut.chestnut@gmail.com)  
City of Residence: Washington, DC

**Brooke Coburn (until Nov. 2017)**

*Trustee*  
[brooke.coburn@carlyle.com](mailto:brooke.coburn@carlyle.com)  
City of Residence: Washington, DC

**Vasco Fernandes**

*Chairman of the Board/PC Liaison*  
[Vasco.f.r.fernandes@gmail.com](mailto:Vasco.f.r.fernandes@gmail.com)  
City of Residence, McLean, VA

**Marc Miller**

*Emeritus*  
[miller@mwmlaw.com](mailto:miller@mwmlaw.com)  
City of Residence, Washington, DC

**Huck O'Connor**

*Finance Committee Chair*  
[heoconnor@comcast.net](mailto:heoconnor@comcast.net)  
City of Residence: Washington, DC

**Marina Ottaway**

*Executive Committee Chair*  
[marina.ottaway@wilsoncenter.org](mailto:marina.ottaway@wilsoncenter.org)  
City of Residence: Washington, DC

**Lesley Poole**

*Trustee*  
[lesley@seedfoundation.com](mailto:lesley@seedfoundation.com)  
City of Residence: Washington, DC

**Tasha Poulson**

*Parent Trustee*  
[Tsnp5916@gmail.com](mailto:Tsnp5916@gmail.com)  
City of Residence: Washington, DC

**Desa Sealy**

*Trustee*  
[Desasealy@gmail.com](mailto:Desasealy@gmail.com)  
City of Residence: Washington, DC

**Ken Slaughter**

*Trustee*  
[kslaughter@mac.com](mailto:kslaughter@mac.com)  
City of Residence: Washington, DC

**David Steinberg**

*Development Committee Chair*  
[steinberg@steinberg36.com](mailto:steinberg@steinberg36.com)  
City of Residence: Washington, DC

**Joseph Wright**

*Trustee*  
[Joseph.Wright@howard.edu](mailto:Joseph.Wright@howard.edu)  
City of Residence: Upper Marlboro, MD

**Rajiv Vinnakota**

*Co-Founder*  
[Rajiv.Vinnakota@aspeninstitute.org](mailto:Rajiv.Vinnakota@aspeninstitute.org)  
City of Residence: Washington, DC

**Appendix 4**  
**Unaudited Year-End 2017-18 Financial Statement**

SEED DC			
Balance Sheet			
For the Twelve Months Ending			
June 30, 2018			
	6/30/2018	6/30/2017	
<b>Assets</b>			
Cash and Cash Equivalents	\$4,945,467	\$1,940,827	
Restricted Cash	101,640	101,401	
Greek Restricted	1,013,194	916,524	
Capital Reserve	0	1,813	
Bond Reserve Funds	0	514,314	
Principal Sinking Fund	0	480,028	
Account Receivable	554,005	317,455	
Pledge Receivable	6,375	6,375	
Prepaid Expenses	137,429	106,470	
Property and Equipment, net	15,682,647	16,881,419	
Bond Issuance Costs, net	0	14,443	
<b>TOTAL ASSETS</b>	<b>22,440,757</b>	<b>21,281,069</b>	
<b>Liabilities and Net Assets</b>			
<b>Liabilities</b>			
Accounts Payable and Accrued Expenses	592,132	556,044	
Due to (from) SEED Foundation	(5,472)	(11,301)	
Capital Lease Obligation	40,215	40,215	
Bonds Payable	0	3,248,004	
BB&T Loan	2,825,000	0	
<b>Total Liabilities</b>	<b>3,451,875</b>	<b>3,832,962</b>	
<b>Net Assets</b>			
Unrestricted	18,988,882	17,448,107	
<b>TOTAL LIABILITIES AND NET ASSETS</b>	<b>22,440,757</b>	<b>21,281,069</b>	

**Appendix 5**  
**Approved 2018-19 Budget**

<b>The SEED School of Washington DC</b>		
<b>2019 Budget</b>		
		2019 Budget
<b>Scholar Count</b>		300
<b>SPED Count</b>		56
<b>INCOME:</b>		
Per-pupil Allocation		14,110,890
Per-pupil Allocation		55,000
National Food Program/Gov Grants		580,000
Private Donors		300,000
Interest/Other		250,000
Medicaid Billings		60,000
Total Income		15,355,890
<b>EXPENSES:</b>		
Personnel		9,809,756
Non-Personnel Operating		4,344,748
Depreciation		1,200,000
Total Expenses		15,354,504
Net Income		1,387

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

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