Kingsman Academy Public Charter School

# ANNUAL REPORT 2017-2018

1375 E Street NE, Washington, DC 20002

(202) 547-<mark>1028</mark>







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## MISSION STATEMENT

The mission of Kingsman Academy is to provide an individualized and rigorous education in a supportive environment to prepare scholars for postsecondary success and responsible citizenship.



### SCHOOL OVERVIEW

Kingsman Academy is an open-enrollment, tuition-free, public school that opened its doors in July 2015 in Washington, D.C. Recognizing the District of Columbia's need for a school that serves students at risk of dropping out of school, Kingsman Academy welcomes all students, especially those who are overaged and under-credited, have attendance problems, or have behavioral or emotional challenges.

Kingsman Academy serves students in grades six through twelve in a project-based academic program that emphasizes a therapeutic approach to personalized learning. The curriculum prepares scholars for post-secondary success and responsible citizenship. All students, including those with disabilities, are surrounded by a culture of high expectations. Students build knowledge, skills, and abilities through a rigorous, relevant, and engaging Common Core-aligned curriculum, hands-on electives, and real-world career and technical learning pathways developed in collaboration with public and private employers and community partners. Kingsman Academy also offers a strong multi-tiered system of supports, a school-wide Positive Behavioral Interventions and Supports program, and numerous co-curricular and extracurricular programs.



### SCHOOL OVERVIEW

Since Kingsman Academy is designed to reach students who have experienced a variety of challenges, the academic program includes a number of instructional supports that cut across the curriculum. A Universal Design for Learning framework supports all learning, helping teachers design classrooms, instructional methods, learning resources, and assessments that enable students to learn and express their learning through multiple modalities. Kingsman Academy provides counseling and a variety of other mental, behavioral, and physical health supports so that all students are available to learn and are motivated to stay in school and graduate.





## SCHOOL DESIGN

#### Individualized Instruction and Small Class Sizes

A targeted academic program is designed to address unique needs. Kingsman Academy staff work with each student to ensure progress towards goals in small class sizes.

#### Rich Special Education Services

Our

Approach

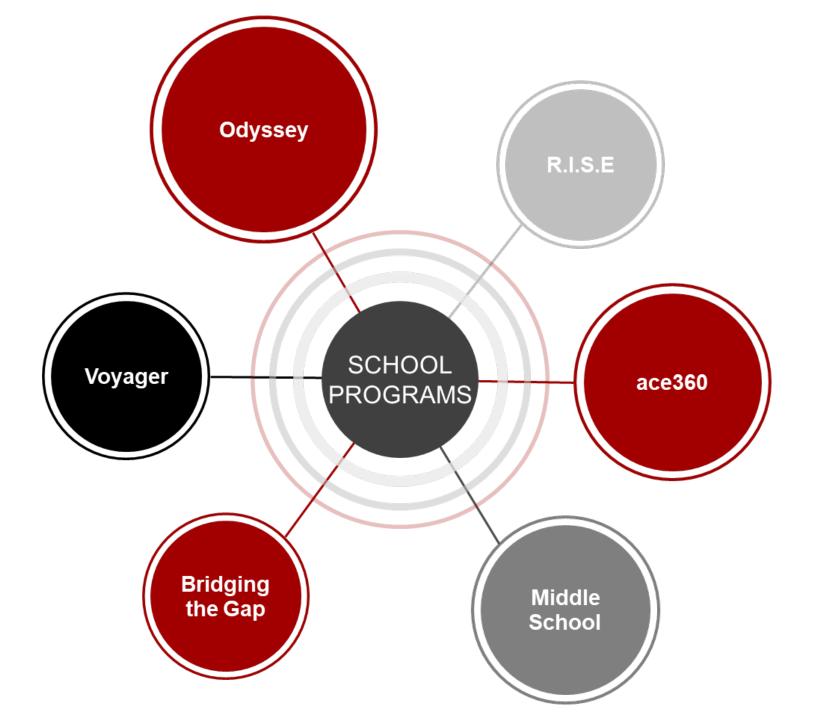
Specialized Instruction and educational support services are tailored to meet a range of learning and social and emotional needs.

#### Extracurricular Activities

Kingsman Academy offers a diverse range of engaging clubs and activities during and after school.

#### **Career and Technical Education**

Students have the opportunity to participate in practical and engaging professional preparation programs, which provide students with meaningful real-world job skills.



## ODYSSEY

The Odyssey Program at Kingsman Academy is designed for high school students. The personalized college preparatory curriculum prepares students for post-secondary and technical careers through experiential and project-based learning.





Personalized Competency-Based Education



Learning Outside the Classroom



Social and Emotional Support

"

Our classes are set up to prepare us for college. I want to be a robotic engineer or someone who makes video games.

A 2018 Odyssey Graduate



### VOYAGER

The Voyager Program supports students who need intensive life skills and post-secondary employment support in a self-contained classroom setting.





Work-Based Learning Activities

Common Core-Aligned Academic Skills



Community-Based Instruction



Parent Communication & Collaboration



Before I came here, I was the type of guy who would just stay to myself. I met people here who changed me. Instead of being alone, I have friends now.

A 2018 Voyager Student

### ACE360

ace360 is an intensive athletic training program combined with core academic subjects and electives. The dedicated and experienced ace360 team ensures all students have the opportunity and personal support to pursue their athletic and academic goals.



### BRIDGING THE GAP

The Bridging the Gap Program is designed for students requiring intensive behavioral and therapeutic support. The program implements evidence-based behavior and academic interventions in a non-traditional environment. Instructional methods emphasize explicit instruction, small group, one-on-one support, and project based learning, supplemented with blended learning.



Therapeutic Support



**Credit Recovery** 





Personalized Learning Plans

Project-Based Learning

"

The BtG group is good for me because it can help me fix my credits so I can graduate on time.

A 2018 BtG Student



# RAISING INDIVIDUAL STUDENTS TOWARDS EXCELLENCE (R.I.S.E.)

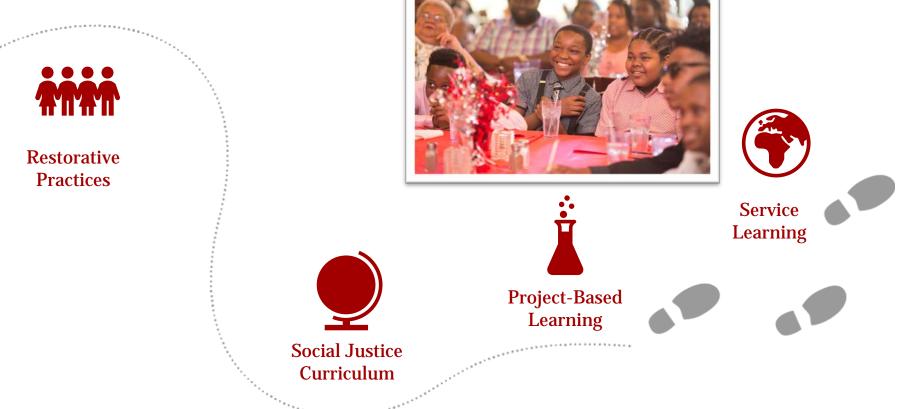
Kingsman Academy's R.I.S.E. Program offers a non-traditional learning environment for students most at risk of not graduating from school. The program provides an alternative learning environment for students to promote the success of each individual. By reinforcing the program values and fostering healthy student growth and development, R.I.S.E. helps more students graduate and become successful after graduation.



### MIDDLE SCHOOL

The middle school program at Kingsman Academy offers a social justice-themed curriculum for students in grades six through eight. Multi-grade classes allow for rigorous curriculum design and personalized interventions in preparation for high school mathematics, science, and reading core courses. Through an interdisciplinary approach to learning, the literacy-based curriculum integrates power reading, writing, and communication standards through projects, fieldwork, independent

research, and case studies in all classes.



#### FAMILY ENGAGEMENT

Kingsman Academy encourages all families to become an integral part of day-to-day routines, school culture, and students' academic development. During the 2017-2018 school year, Kingsman Academy participated in events including back-to-school night, celebrations of learning, awards assemblies, and diameter

### SCHOOL PERFORMANCE AND PROGRESS

In its third year of operation, Kingsman Academy focused on its academic program by partnering with Marzano Research to improve instructional practices and learning outcomes. Kingsman Academy teachers received intense training on standards based grading, personalized learning objectives and Expeditionary Learning core practices. Students attended daily advisory, developed a student leadership team, and participated in celebrations of learning to highlight content knowledge, showcase, academic growth, and academic achievement. All students participated in half-day electives, community engagement, and service learning opportunities.

One of Kingsman's key levers for success is the multi-tiered system of support, and the Positive Behavioral Interventions and Supports. For each tier listed below, the MTSS includes a) specific interventions; b) specific setting; c) frequency of interventions and d) assessments:

Tier 1: Core Interventions Tier 2: Targeted Interventions Tier 3: Intensive Interventions Tier 4: Specifically Designed Instruction

Regular formative and summative assessments guide Kingsman Academy's learning process. Learning is assessed through daily exit tickets, homework, assessment reflections, quizzes, independent writing assessments, job-skills assessments and regular practice/exercises using interactive and online learning tools. IEP goals are monitored and assessed on a quarterly basis.

## MAKING A DIFFERENCE BY MEETING OUR MISSION

#### Kingsman Academy supports students

Of the students surveyed in the 2017 ED School Climate Survey:

- <u>100%</u> agreed or strongly agreed that their teachers care about them.
- <u>86%</u> agreed or strongly agreed that their teachers praise them when they work hard in school.
- **84%** agreed or strongly agreed that they could talk to a teacher or other adult at school about something that is bothering them.

got second chances. **77** 

- An Odyssey student

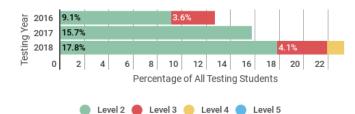
At Kingsman, I

"

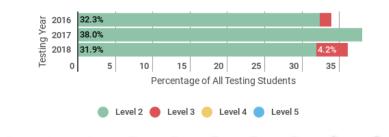
#### in a way that increases academic growth...

Improvement in percentage of students partially meeting, approaching, and meeting college and career readiness expectations on the PARCC assessment.

#### English Language Arts



#### Mathematics



### MAKING A DIFFERENCE BY MEETING OUR MISSION

#### ... increases personal growth,

**73%** of students with emotional or behavioral disabilities saw a decrease in problematic severity and an increase in functionality as measured by the Ohio Scales Assessment.

"Me, I started off rough at the beginning of the school year -- arguing, cursing -- by the end of the school year I knew all the teachers so well I started to listen and be more careful and I felt comfortable expressing my feelings and doing my work. "

- A Middle School Student

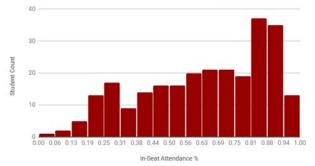
"ACE brings a better part out of me that I can share with the world. If you looked at the steps we've taken from the beginning of the year to the end, you would be amazed."

- An ace360 Student

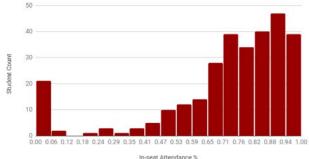
#### improves attendance,

Student attendance has improved between the 2016-2017 and the 2017-2018 school years, with a larger percentage of students attending more days of school.

2016-2017 In-Seat Attendance % Distribution

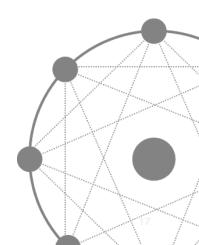


#### 2017-2018 In-Seat Attendance % Distribution



#### keeps them in school ...

- <u>3</u> student suspensions and <u>0</u> expulsions in the 2016-2017 and 2017-2018 school years.
- <u>0</u> students dropped out of school during the 2017-2018 school year.



## MAKING A DIFFERENCE BY MEETING OUR MISSION

#### ... ensuring students are happy with the education environment,

**<u>77%</u>** of students surveyed in the 2017 ED School Climate Survey are happy to be at Kingsman.



#### so they can achieve post secondary success.

From the 2016 and 2017 graduating classes:

- <u>18%</u> of graduates have started college, and <u>56%</u> of those students have persisted.
- <u>7%</u> of graduates started or completed a trade school (fields include technology and culinary).
- <u>37%</u> of graduates are working.

My classmates are my best friends. Every memory I have with them is a great memory. My classmates really lift me up. They put a smile on everyone's faces, they have positive energy. My class is special. This grew over time.

# CHARTER GOALS: STUDENT ACHIEVEMENT

#### 1. Students will demonstrate grade-level knowledge and skills in Math as indicated by:

С	narter Go	pal	Progress Towards Goals
a)	3, 4, or 5 on	of Level 1 special education students at Kingsman Academy PCS who score level the PARCC assessment in math will meet or exceed the state average for Level 1 ation students scoring 3, 4, or 5 on the PARCC assessment in math.	Not applicable
b)	3, 4, or 5 on	of Level 2 special education students at Kingsman Academy PCS who score level the PARCC assessment in math will meet or exceed the state average for Level 2 ation students scoring 3, 4, or 5 on the PARCC assessment in math.	Not applicable
c)	3, 4,or 5 on t	of Level 3 special education students at Kingsman Academy PCS who score level he PARCC assessment in math will meet or exceed the state average for Level 3 ation students scoring 3,4, or 5 on the PARCC assessment in math.	Not applicable
d)	3, 4, or 5 on	of Level 4 special education students at Kingsman Academy PCS who score level the PARCC assessment in math will meet or exceed the state average for Level 4 ation students scoring 3, 4, or 5 on the PARCC assessment in math.	Not applicable
e)		n-sizes in goals a through d are less than 5 students, the following goals will take d of goals a through d:	
	score lev average	cent of Level 1 and 2 special education students at Kingsman Academy PCS who vel 3, 4, or 5 on the PARCC assessment in math will meet or exceed the state for Level 1 and 2 special education students scoring level 3, 4, or 5 on the PARCC ment in math.	Comparison data not available.
	score lev	cent of Level 3 and 4 special education students at Kingsman Academy PCS who vel 3, 4, or 5 on the PARCC assessment in math will meet or exceed the state for Level 3 and 4 special	
f)	level 3, 4, or	of non-special education students who attend Kingsman Academy PCS who score 5 on the PARCC assessment in math will meet or exceed the state average for the education subgroup scoring level 3, 4, or 5 on the PARCC assessment in math.	Comparison data not available.

# CHARTER GOALS: STUDENT ACHIEVEMENT

# 2. Students will demonstrate grade-level knowledge and skills in Reading/English Language Arts as indicated by:

С	'harter Goal	Progress Towards Goals
a)	The percent of Level 1 special education students at Kingsman Academy PCS who score level 3, 4, or 5 on the PARCC assessment in Reading/English Language Arts will meet or exceed the state average for Level 1 special education students scoring level 3, 4, or 5 on the PARCC assessment in Reading/English Language Arts.	Not applicable
b)	The percent of Level 2 special education students at Kingsman Academy PCS who score level 3, 4, or 5 on the PARCC assessment in Reading/English Language Arts will meet or exceed the state average for Level 2 special education students scoring level 3, 4, or 5 on the PARCC assessment in Reading/English Language Arts	Not applicable
c)	The percent of Level 3 special education students at Kingsman Academy PCS who score level 3, 4, or 5 on the PARCC assessment in Reading/English Language Arts will meet or exceed the state average for Level 3 special education students scoring level 3, 4, or 5 on the PARCC assessment in Reading/English Language Arts.	Not applicable
d)	The percent of Level 4 special education students at Kingsman Academy PCS who score level 3, 4, or 5 on the PARCC assessment in Reading/English Language Arts will meet or exceed the state average for Level 4 special education students scoring level 3, 4, or 5 on the PARCC assessment in Reading/English Language Arts.	Not applicable
e)	If any of the n-sizes in goals a through d are less than 5 students, the following goals will take effect instead of goals a through d:	
	i. The percent of Level 1 and 2 special education students at Kingsman Academy PCS who score level 3, 4, or 5 on the PARCC assessment in Reading/ English Language Arts will meet or exceed the state average for Level 1 and 2 special education students scoring level 3, 4, or 5 on the PARCC assessment in Reading/ English Language Arts	Comparison data not available.
	ii. The percent of Level 3 and 4 special education students at Kingsman Academy PCS who score level 3, 4, or 5 on the PARCC assessment in Reading/ English Language Arts will meet or exceed the state average for Level 3 and 4 special education students scoring level 3, 4, or 5 on the PARCC assessment in Reading/ English Language Arts.	
f)	The percent of non-special education students who attend Kingsman Academy PCS who score level 3, 4, or 5 on the PARCC assessment in Reading/ English Language Arts will meet or exceed the state average for the non-special education subgroup scoring level 3, 4, or 5 on the PARCC assessment in Reading/ English Language Arts.	Comparison data not available.

# CHARTER GOALS: STUDENT GROWTH

#### 1. Students will demonstrate growth in knowledge and skills in Math as indicated by:

Charter Goal	Progress Towards Goals
<ul> <li>a) The state growth measure (i.e. median growth percentile) in math of Level 1 special education students at Kingsman Academy PCS will meet or exceed the state growth measure results for Level 1 special education students state-wide.</li> </ul>	Not applicable
b) The state growth measure (i.e. median growth percentile) in math of Level 2 special education students at Kingsman Academy PCS will meet or exceed the state growth measure results for Level 2 special education students state-wide.	Not applicable
c) The state growth measure (i.e. median growth percentile) in math of Level 3 special education students at Kingsman Academy PCS will meet or exceed the state growth measure results for Level 3 special education students state-wide.	Not applicable
d) The state growth measure (i.e. median growth percentile) in math of Level 4 special education students at Kingsman Academy PCS will meet or exceed the state growth measure results for Level 4 special education students state-wide.	Not applicable
<ul> <li>e) If any of the n-sizes in goals a through d are less than 5 students, the following goals will take effect instead of goals a through d:</li> </ul>	
i. The state growth measure (i.e. median growth percentile) in math of Level 1 and Level 2 special education students at Kingsman Academy PCS will meet or exceed the state growth measure results for Level 1 and Level 2 special education students state-wide.	Data not available.
ii. The state growth measure (i.e. median growth percentile) in math of Level 3 and Level 4 special education students at Kingsman Academy PCS will meet or exceed the state growth measure results for Level 3 and Level 4 special education students state-wide.	
f) The state growth measure (i.e. median growth percentile) in math of non-special education students at Kingsman Academy PCS will meet or exceed the state growth measure results for non-special education students state-wide.	Data not available.

## CHARTER GOALS: STUDENT GROWTH

# 2. Students will demonstrate growth in knowledge and skills in Reading/English Language Arts as indicated by:

С	harter Goal	Progress Towards Goals
a)	The state growth measure (i.e. median growth percentile) in Reading/English Language Arts of Level 1 special education students at Kingsman Academy PCS will meet or exceed the state growth measure results for Level 1 special education students state-wide.	Not applicable
b)	The state growth measure (i.e. median growth percentile) in Reading/English Language Arts of Level 2 special education students at Kingsman Academy PCS will meet or exceed the state growth measure results for Level 2 special education students state-wide.	Not applicable
c)	The state growth measure (i.e. median growth percentile) in Reading/English Language Arts of Level 3 special education students at Kingsman Academy PCS will meet or exceed the state growth measure results for Level 3 special education students state-wide.	Not applicable
d)	The state growth measure (i.e. median growth percentile) in Reading/English Language Arts of Level 4 special education students at Kingsman Academy PCS will meet or exceed the state growth measure results for Level 4 special education students state-wide.	Not applicable
e)	If any of the n-sizes in goals a through d are less than 5 students, the following goals will take effect instead of goals a through d:	
	i. The state growth measure (i.e. median growth percentile) in Reading/English Language Arts of Level 1 and Level 2 special education students at Kingsman Academy PCS will meet or exceed the state growth measure results for Level 1 and Level 2 special education students state-wide.	Data not available.
	ii. The state growth measure (i.e. median growth percentile) in Reading/English Language Arts of Level 3 and Level 4 special education students at Kingsman Academy PCS will meet or exceed the state growth measure results for Level 3 and Level 4 special education students state-wide.	
f)	The state growth measure (i.e. median growth percentile) in Reading/English Language Arts of non- special education students at Kingsman Academy PCS will meet or exceed the state growth measure results for non-special education students state-wide.	Data not available.

# CHARTER GOALS: GATEWAY AND STUDENT ENGAGEMENT

#### Gateway

С	'hartei	r Goal	Progress Towards Goals
1.		nool's credit earning rate will improve from year to year with 75% as a baseline until the maintains a credit earning rate of 95%.	Not met. The 2017-2018 credit earning rate was 73.8%.
2.	The sch a.	nool will encourage persistence among its students as measured by: The five-year adjusted cohort graduation rate will be 60% or above	Not met. The 5-year adjusted cohort graduation rate was 50.9%. Half of the students who did not graduate in
	b.	Of the percentage of students who do not graduate in four years, 80% or more of these remaining students will re-enroll at the school.	four years re-enrolled.

#### Student Engagement

С	'harte	r Goal	Progress Towards Goals
1.		The school will maintain a middle school in-seat attendance rate within 2 percentage points of the charter sector average for that grade band. The school will maintain a high school in-seat attendance rate within 3 percentage points of the charter sector average for that grade band.	Not met. The middle school in-seat attendance rate was 85.3%, and the high school in-seat attendance rate was 69.7%.
2.	mainta and/or	students identified on their IEP as having emotional or behavioral disabilities will in or show a statistically significant decrease in problematic severity scores and maintain show a statistically significant increase in functionality scores per the standardization of the Ohio Scales Assessment.	Met. 71.4% of students with emotional or behavioral disabilities maintained or improved their Ohio Scales scores.

#### UNIQUE ACCOMPLISHMENTS

Adopted personalized learning design principles in all core courses, in collaboration with Marzano Research

Revised traditional (A-F) grading scale to incorporate mastery of core skills (1-4). Assigned Interventionist to each core content team to support social-emotional learning and behavior interventions in the classroom.

Adopted EL Education core practices for crew, character development, and core values.

Introduced foundational course skills to allow students to learn at their own pace through personalized projects and class assignments.

Implemented restorative practices in partnership with Restorative DC.

#### DONORS

The following donors and grantors contributed monetary or in-kind donations during the 2017-2018 school year:

\$500 or Greater:Hogan LovellsPeter & Laura OllePMM Companies

#### Up to \$500:

Maria Blaeuer Mark & Susan Blank Deborah Hodge Shannon T. Hodge Stephen C. Messner Paul Otto Teri Scott Anonymous



#### APPENDIX

# DATA REPORT

LEA Name

Campus Name Grades served

**Overall Audited Enrollment** 

Grade	Student Count
6	14
7	17
8	15
9	67
10	59
11	50
12	27

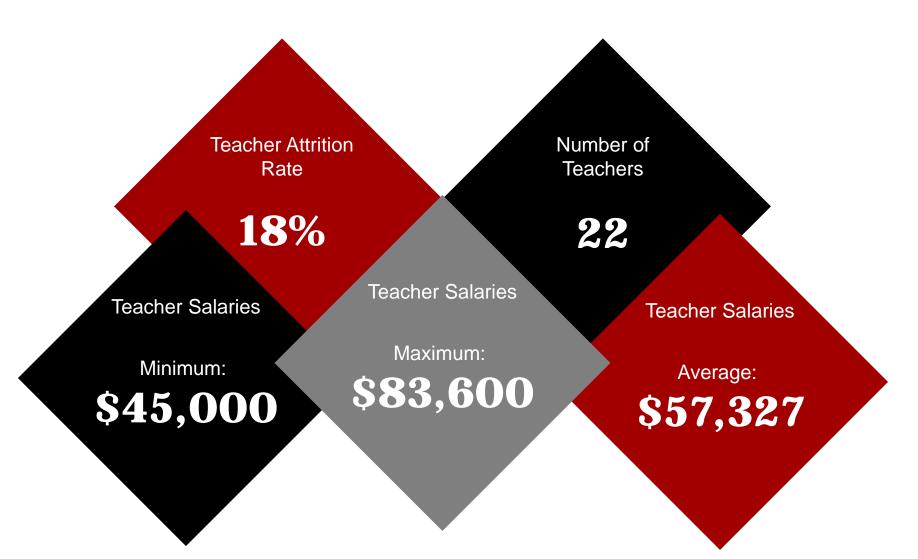
Total Number of Instructional Days	181
Suspension Rate	1.2%
Expulsion Rate	0.00
Instructional Time Lost to Out-of-School Suspension Rate	0.12
In-Seat Attendance	72.5%
Average Daily Attendance	Not applicable
Midyear Withdrawals	9.6% (24 students)
Midyear Entries	20.5% (51 students)
Promotion Rate	72.5%
College Acceptance Rates	Not applicable
College Admission Test Scores	Not applicable
Graduation Rate (4-Year)	40.4%

Kingsman Academy PCS Kingsman Academy PCS

6-12

249

# **Teacher Data Points**



**APPENDIX** 

Sasha Amirahmadi, Teacher - High School	James Jones, Intervention Specialist	APPENDIX
D'Amber Barnes, Teacher - High School	Vaughn Jones, Intervention Specialist	
Alexandra Bowen, Teacher - Middle School	Kennesha Kelly, Deputy Director	
Marissa Bowlding, Teacher - High School	Terry Kemp, Intervention Specialist	
Vanessa Brancato, Teacher - Middle School	Danielle Lawrence, Teacher - High School	
Marques Branch, Teacher - Middle School	N. Melissa Ledoux, Teacher - High School	·····
Jaguar Brown, Administrative Assistant	Tameria Lewis, Deputy Director	<u>'</u>
Ma Wencilita Brown, Teacher - High School	Vonetta Long, Special Education Case Manager	
Daniel Buckingham, Director of Finance and Operations	Antonio Manns, Teacher - High School	$\overline{\mathbf{a}}$
Shanise Butler, Student Services Coordinator	Johnnice Morton, Food Service Coordinator	
Malik Carson, Director of Behavior Interventions	Kevin Nesbitt, Program Coordinator	Q
Taurean Cartwright, Teacher - High School	Rosaline Ngole, Teacher - High School	<u> </u>
Kris Crossett, Teacher - Middle & High School	Melanie Paris-Reyes, Registrar	<b>D</b>
Darnell Dailey, Academic/Behavior Interventionist	Rebertha Pope-Matthews, Director of Engagement	mployee
Derek Deane, Co-Director of Academics	Adrienne Putney, Attendance Interventionist	
Damishka Falconer, Administrative Assistant	Juliann Richardson, Teacher - Middle & High School	
Katrina Foster, R.I.S.E. Program Director	Sean Roberts, Academic/Behavior Interventionist	
Anne Giebel, Social Worker	Stevenette Sayeh, Co-Director of Academics	
Samuel Gilbert, Teacher - High School	Samuel Schor, Social Worker	
Matthew Gillich, Teacher - Middle & High School	Jeffery Sisco, Teacher - High School	
Kenneth Glover, Academic/Behavior Interventionist	Brittany Smith, Receptionist	
Christine Haley, Teacher - High School	Derrick Washington, Teacher - Middle School	
Monica Henderson, Teacher - High School	Corey Williams, Academic/Behavior Interventionist	
Rebecca Henricks, Social Worker	Ronnie Williams, Operations Specialist	All Kingsman Academy
Shannon Hodge, Executive Director	Isaiah Woodson, Teacher - High School	<ul> <li>teachers have bachelor's</li> <li>degrees, and 36% hold</li> </ul>
Shannon Hooks, Director of Integrated Comprehensive Services	Carlos Young, Operations Specialist	graduate degrees.
Riley Inge, Intervention Specialist	Elshadai Zenaye, Teacher - High School	

# **Board of Trustees**

Name	Role	DC Resident
Stephen C. Messner	President & Chairman of the Board	$\checkmark$
Indra Chalk	Vice-President	
Jahnisa Tate Loadholt	Secretary	$\checkmark$
Maria Blaeuer	Treasurer	
Toloria Gant	Parent Member	$\checkmark$
Tameka Harris	Parent Member	
Ayana Malone	Member	
Peter Olle	Member	
Michelle Tellock	Member	

## UNAUDITED 2017-2018 FINANCIAL STATEMENTS

#### June 2018 Balance Sheet

	Q1 As of 9/30	Q2 As of 12/31	Q3 As of 3/31	Q4 As of 6/30																									
ASSETS																													
Current Assets																													
Cash and cash equivalents	2,699,723	3,012,129	2,230,163	2,410,858																									
Accounts receivables	162,978	18,614	238,206	148,885																									
Prepaid expenses	118,447	130,730	98,773	37,614																									
Other current assets	-	-	-	-																									
TOTAL CURRENT ASSETS	\$ 2,981,148.06	\$ 3,161,472.91	\$ 2,567,141.66	\$ 2,597,356.98																									
PROPERTY, BUILDING AND EQUIPMENT, net	9,538,978	9,553,657	9,450,954	9,352,261																									
OTHER ASSETS	303,509	279,523	321,808	304,523																									
TOTAL ASSETS	\$ 12,823,635.43	\$ 12,994,652.59	\$ 12,339,903.31	\$ 12,254,140.90																									
Current Liabilities	(7 868)	(509)	(509)	290.03																									
	(7,868)	(509)	(509)	290,030																									
Accrued payroll and benefits Accounts payable and accrued expenses	304,375	224,485	216,155	,																									
Current Liabilities Accrued payroll and benefits Accounts payable and accrued expenses Deferred Revenue			( )	,																									
Current Liabilities Accrued payroll and benefits Accounts payable and accrued expenses Deferred Revenue Current portion of long-term debt	304,375	224,485	216,155	154,78																									
Current Liabilities Accrued payroll and benefits Accounts payable and accrued expenses Deferred Revenue Current portion of long-term debt Other current liabilities	304,375 1,107,724	224,485 910,130 -	216,155 544,175 -																										
Current Liabilities Accrued payroll and benefits Accounts payable and accrued expenses Deferred Revenue Current portion of long-term debt	304,375 1,107,724	224,485 910,130	216,155 544,175 -	154,78 - - -																									
Current Liabilities Accrued payroll and benefits Accounts payable and accrued expenses Deferred Revenue Current portion of long-term debt Other current liabilities TOTAL CURRENT LIABILITIES Long-term Liabilities	304,375 1,107,724 - \$ 1,404,231.26	224,485 910,130 - \$ 1,134,106.73	216,155 544,175 - \$ 759,821.54	154,780 - - \$ 444,822.6																									
Current Liabilities Accrued payroll and benefits Accounts payable and accrued expenses Deferred Revenue Current portion of long-term debt Other current liabilities TOTAL CURRENT LIABILITIES Long-term Liabilities Long-term debt, net of current portion	304,375 1,107,724	224,485 910,130 -	216,155 544,175 -	154,78 - - \$ 444,822.6																									
Current Liabilities Accrued payroll and benefits Accounts payable and accrued expenses Deferred Revenue Current portion of long-term debt Other current liabilities TOTAL CURRENT LIABILITIES Long-term Liabilities Long-term debt, net of current portion Other long-term liabilities	304,375 1,107,724 - \$ 1,404,231.26 9,636,310	224,485 910,130 - \$ 1,134,106.73 9,556,682 -	216,155 544,175 - \$ 759,821.54 9,451,702	154,78 - - \$ 444,822.6 9,353,722 18,86																									
Current Liabilities Accrued payroll and benefits Accounts payable and accrued expenses Deferred Revenue Current portion of long-term debt Other current liabilities TOTAL CURRENT LIABILITIES Long-term Liabilities Long-term debt, net of current portion	304,375 1,107,724 - \$ 1,404,231.26	224,485 910,130 - \$ 1,134,106.73	216,155 544,175 - \$ 759,821.54	154,78 - - \$ 444,822.6 9,353,722 18,86																									
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     -          -      <tr <="" td=""></tr><tr><td>Current Liabilities Accrued payroll and benefits Accounts payable and accrued expenses Deferred Revenue Current portion of long-term debt Other current liabilities TOTAL CURRENT LIABILITIES Long-term Liabilities Long-term debt, net of current portion Other long-term liabilities TOTAL LONG-TERM LIABILITIES TOTAL LIABILITIES</td><td>304,375 1,107,724 - \$ 1,404,231.26 9,636,310 - \$ 9,636,309.91</td><td>224,485 910,130 - \$ 1,134,106.73 9,556,682 - \$ 9,556,681.64</td><td>216,155 544,175 5759,821.54 9,451,702 \$9,451,702.42</td><td>154,784           -<!--</td--></td></tr><tr><td>Current Liabilities Accrued payroll and benefits Accounts payable and accrued expenses Deferred Revenue Current portion of long-term debt Other current liabilities TOTAL CURRENT LIABILITIES Long-term Liabilities Long-term debt, net of current portion Other long-term liabilities TOTAL LONG-TERM LIABILITIES TOTAL LIABILITIES Net Assets Unrestricted Temporarily restricted</td><td>304,375 1,107,724 - 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          -           -           \$           444,822.6           9,353,722           18,86           \$           9,372,584.4:           \$           9,817,407.00           1,223,301</td></tr><tr><td>Current Liabilities Accrued payroll and benefits Accounts payable and accrued expenses Deferred Revenue Current portion of long-term debt Other current liabilities TOTAL CURRENT LIABILITIES Long-term Liabilities Long-term debt, net of current portion Other long-term liabilities TOTAL LONG-TERM LIABILITIES TOTAL LIABILITIES Net Assets Unrestricted Temporarily restricted</td><td>304,375 1,107,724 - - \$ 1,404,231.26 9,636,310 - \$ 9,636,309.91 \$ 11,040,541.17 1,240,248 -</td><td>224,485 910,130 - \$ 1,134,106.73 9,556,682 - \$ 9,556,681.64 \$ 10,690,788.37 1,223,301 -</td><td>216,155 544,175 - \$ 759,821.54 9,451,702 - \$ 9,451,702,42 \$ 10,211,523.96 1,223,301 -</td><td></td></tr></td></tr>	Current Liabilities Accrued payroll and benefits Accounts payable and accrued expenses Deferred Revenue Current portion of long-term debt Other current liabilities TOTAL CURRENT LIABILITIES Long-term Liabilities Long-term debt, net of current portion Other long-term liabilities TOTAL LONG-TERM LIABILITIES	304,375 1,107,724 - 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\$ 1,404,231.26 9,636,310 - \$ 9,636,309.91	224,485 910,130 - \$ 1,134,106.73 9,556,682 - \$ 9,556,681.64	216,155 544,175 5759,821.54 9,451,702 \$9,451,702.42	154,784           - </td	Current Liabilities Accrued payroll and benefits Accounts payable and accrued expenses Deferred Revenue Current portion of long-term debt Other current liabilities TOTAL CURRENT LIABILITIES Long-term Liabilities Long-term debt, net of current portion Other long-term liabilities TOTAL LONG-TERM LIABILITIES TOTAL LIABILITIES Net Assets Unrestricted Temporarily restricted	304,375 1,107,724 - \$ 1,404,231.26 9,636,310 - \$ 9,636,309.91 \$ 11,040,541.17	224,485 910,130 - \$ 1,134,106.73 9,556,682 - \$ 9,556,681.64 \$ 10,690,788.37	216,155 544,175 - \$ 759,821.54 9,451,702 \$ 9,451,702 \$ 9,451,702.42 \$ 10,211,523.96	154,784           - </td	Current Liabilities Accrued payroll and benefits Accounts payable and accrued expenses Deferred Revenue Current portion of long-term debt Other current liabilities TOTAL CURRENT LIABILITIES Long-term Liabilities Long-term debt, net of current portion Other long-term liabilities TOTAL LONG-TERM LIABILITIES TOTAL LIABILITIES Net Assets Unrestricted Temporarily restricted Permanently restricted	304,375 1,107,724 - 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- \$ 1,404,231.26 9,636,310 - \$ 9,636,309.91 \$ 11,040,541.17 1,240,248 -	224,485 910,130 - \$ 1,134,106.73 9,556,682 - \$ 9,556,681.64 \$ 10,690,788.37 1,223,301 -	216,155 544,175 - \$ 759,821.54 9,451,702 - \$ 9,451,702,42 \$ 10,211,523.96 1,223,301 -						
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TOTAL LIABILITIES AND NET ASSETS

	\$	12,823,635.43	\$	12,994,652.59	\$	12,339,903.31	\$	12,254,140.90
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	Q1	Q2	Q3	Q4	Annual
REVENUE					
Per Pupil Charter Payments - General Education	1,688,596	1,633,793	1,384,507	2,091,877	6,798,774
Per Pupil Charter Payments - Categorical Enhancements	-	-	-	- 196,353	-
Per Pupil Facilities Allowance Federal Funding	199,546 97,166	199,546 -	199,546 172,135		794,989 340,342
Other Government Funding/Grants	9,100	50,227	71,822	71,040 45,449	340,342 176,904
Private Grants and Donations	-	3,370	125	2,050	5,545
Activity Fees	-	-	-	-	-
In-kind revenue	-	_	_	-	-
Other Income	7,854	584,989	8,894	10,343	612,080
TOTAL REVENUES	2,002,569	2,471,924	1,837,028	2,417,112	8,728,634
FUNCTIONAL EXPENSES					
Personnel Salaries and Benefits					
Principal/Executive Salary	146,414	146,159	181,674	171,067	645,315
Teachers Salaries	118,451	209,687	244,114	348,465	920,717
Special Education Salaries	50,182	99,522	117,998	151,139	418,842
Other Education Professionals Salaries	-	-	-	-	-
Business/Operations Salaries	44,382	27,437	31,147	20,672	123,638
Administrative/Other Staff Salaries	303,830	366,566	410,282	435,199	1,515,877
Employee Benefits and Payroll Taxes	105,769	156,000	190,622	191,209	643,599
Subtotal: Personnel Expense	769,028	1,005,371	1,175,837	1,317,751	4,267,987
Direct Student Expense					
Educational Supplies and Textbooks	72,358	87,241	62,246	68,492	290,336
Student Assessment Materials/Program Evaluation	14,100	18,112	10,215	12,092	54,519
Contracted Student Services	11,467	36,864	39,506	63,659	151,496
Food Service	13,711	31,080	26,880	24,936	96,608
Other Direct Student Expense	5,541	30,472	32,251	38,366	106,630
Subtotal: Direct Student Expense	117,177	203,769	171,097	207,545	699,588
Occupancy Expenses					
Rent	525	510	510	369	1,914
Depreciation (facilities only)	93,110	102,938	104,099	100,015	400,162
Interest (facilities only)	77,560	93,784	109,851	94,294	375,490
Building Maintenance and Repairs	49,000	22,598	23,921	(892)	94,627
Contracted Building Services	50,643	75,665	110,934	106,027	343,268
Other Occupancy Expenses	45,633	23,931	41,375	42,080	153,019
Subtotal: Occupancy Expenses	316,471	319,426	390,690	341,893	1,368,480
General and Administrative Expenses					
Office Supplies and Materials	8,648	8,206	3,651	6,531	27,037
Office Equipment Rental and Maintenance	5,250	2,741	2,771	2,385	13,148
Telephone/Telecommunications	15,801	25,846	21,181	19,492	82,319
Legal, Accounting and Payroll Services	53,313	71,504	43,188	55,768	223,772
Insurance	35,730	15,870	42,243	(14,861)	78,982
Transportation	27,912	57,774	63,899	90,423	240,008
Professional Development	29,662	45,932	18,916	13,234	107,745
PCSB Administrative Fee	37,771	28,438	-	-	66,209
Management Fee Interest Expense (non-facility)	-	-	-	-	-
Depreciation and Amortization (non-facility)	-	-	-	-	-
Other General Expense	89,666	94,556	73,612	82,092	339,926
Subtotal: General Expenses	303,754	350,866	269,461	255,065	1,179,146
TOTAL EVENGEG	1.50(.420	1 070 422	2 007 005	2 122 255	7.515.201
TOTAL EXPENSES Operating Revenue/Expense	<u>1,506,429</u> 496,140	1,879,433 592,492	2,007,085 (170,056)	2,122,255 294,857	7,515,201 1,213,433
	420,140	572,472	(170,030)	2/T,03/	1,213,433
NET INCOME	496,140	592,492	(170,056)	294,857	1,213,433
CASH FLOW ADJUSTMENTS					
Operating Activities	960,437	(188,733)	(552,185)	(192,344)	
Investing Activities	(72,053)	3,554	87,539	100,015	
Financing Activities	(100,812)	(79,628)	(104,979)	(79,118)	
NET CASH FLOW	1,283,712	327,684	(739,682)	123,411	

APPROVED 2018-2019 BUDGET

FY19 Annual Budget

REVENUE	
Per Pupil Charter Payments - General Education	3,387,981
Per Pupil Charter Payments - Categorical Enhancements	4,351,954
Per Pupil Facilities Allowance	861,424
Federal Funding	181,403
Other Government Funding/Grants	837,178
Private Grants and Donations	-
Activity Fees	-
In-kind revenue	-
Other Income	186,362
TOTAL REVENUES	9,806,300
FUNCTIONAL EXPENSES	
Personnel Salaries and Benefits	
Principal/Executive Salary	194,460
Teachers Salaries	1,171,109
Special Education Salaries	742,087
Other Education Professionals Salaries	1,400,916
Business/Operations Salaries	629,017
Administrative/Other Staff Salaries	665,013
Employee Benefits and Payroll Taxes	900,036
Subtotal: Personnel Expense	5,702,638
Subtotal. I ersonner Expense	5,702,050
Direct Student Expense	
Educational Supplies and Textbooks	188,250
Student Assessment Materials/Program Evaluation	57,487
Contracted Student Services	260,095
Food Service	117,583
Other Direct Student Expense	506,929
Subtotal: Direct Student Expense	1,130,343
Occupancy Expenses Rent	2,228
Depreciation (facilities only)	411,343
Interest (facilities only)	383,210
Building Maintenance and Repairs	144,991
Contracted Building Services	367,147
Other Occupancy Expenses	150,924
Subtotal: Occupancy Expenses	1,459,842
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General and Administrative Expenses	
Office Supplies and Materials	30,324
Office Equipment Rental and Maintenance	15,551
Telephone/Telecommunications	87,913
Legal, Accounting and Payroll Services	280,727
Insurance	119,811
Transportation	-
Professional Development	141,147
PCSB Administrative Fee	88,257
Management Fee	-
Interest Expense (non-facility)	-
Depreciation and Amortization (non-facility)	159,455
Other General Expenses	337,479
Subtotal: General Expenses	1,260,663
TOTAL EXPENSES	9,553,486
Operating Revenue/Expense	252,814
NET INCOME	757 014
	252,814



# Kingsman Academy

**Public Charter School** 

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