



(MS)<sup>2</sup>

Howard University Middle School  
of Mathematics and Science



Location  
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Mr. Wendell Johns  
Board Chair

# ANNUAL REPORT 2017-18

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## Annual Report Narrative

### School Description



### Mission Statement

Howard University Math and Science PCS' mission is to provide a sound foundation in all academic subjects, with a concentration in mathematics and science; the intellectual, social and emotional growth of each student will be nurtured, while an appreciation for diversity and sensitivity of all individuals will be encouraged in an enriched educational environment that will prepare students to succeed in high school and beyond.

## Vision Statement

To promote responsible and productive citizens with strong critical thinking and academic skills by providing a rigorous, dynamic, comprehensive curriculum delivered in partnership with the community, family, and a competent, qualified staff in a safe and caring environment. Teachers and staff work hard to provide the best educational experience for students. Parent partnership is a high priority and is essential for student success. Howard University Middle Public Charter School has a rich tradition of outstanding student achievement and provides a sound, standards-based education while promoting high moral character of all students.

## Meeting the Mission and Vision of our School

This year at the Howard University Math and Science PCS' our 6<sup>th</sup> grade students all took pre-algebra, our 7<sup>th</sup> grade students started on Algebra and our 8<sup>th</sup> grade students took Algebra, and some took elementary Geometry. We provided 2 mathematics courses to all 6<sup>th</sup> graders, focusing on providing support in the fundamentals and easing the transition to middle school. In science, all of our students completed a STEM fair project where they applied their grasp of scientific method and scientific research. We expanded our wrap-around services to include social workers and social work interns from Howard University to provide our students with additional social and emotional support. We held a high school fair and hosted various area high schools as they came and provided our students with an understanding of high school requirements and expectations. Several of our school alumni who are currently in college returned to our school to speak to our current students about their experiences and to encourage them in their current course work. Our PTA was an integral part of our school community this year, hosting several events designed to increase parent participation in our school.

## Curriculum Design and Instructional Approach

The Howard University Public Charter Middle School of Mathematics and Science is committed to academic excellence for all students. The personalized learning focused curriculum offered is designed to help students in the areas of mathematics and science and to connect and integrate STEM disciplines into all core subjects. The curriculum is intended to reach all students regardless of skill levels, learning styles, personalities and cultures, and to prepare them to meet and exceed the *learning standards* requirements for the District of Columbia. Students are encouraged to accept more rigorous academic challenges through advanced coursework through the incorporation of individual projects, activities, games, competitions and computer-assisted technologies. (MS)<sup>2</sup> teachers were charged with customizing the learning environment to accommodate the individual learner. (MS)<sup>2</sup> teachers facilitate multi-level, heterogeneous, cooperative learning, peer-coaching classrooms that emphasize the importance of relationships between the teacher and the students, and among the students themselves.

(MS)<sup>2</sup> is a school that has fully integrated technology in the delivery of instruction. (MS)<sup>2</sup> teachers use the curriculum provided by the Summit Learning platform combined with G-Suite by Google. This set of tools is designed to



assist educators in collaborating with each other, with their students and their students' parents. Using these tools, the teachers at (MS)<sup>2</sup> can manage, personalize, and distribute curriculum. Collaboration among teachers has increased, and students are becoming more engaged in learning through the personalized learning provided by Summit Learning and Google classroom.

## Core Subjects

### Reading/Language Arts Course Descriptions

#### 6<sup>th</sup> Grade English/Language Arts

In this course, students explore works of literature through various literary genres (short story, non-fiction, novel, poetry, biography). Sixth grade students further develop skills essential to language development and the mastery of English language written and oral conventions. They strengthen their reading comprehension skills and their ability to analyze literary and informational texts. They develop solid research and writing skills, and they broaden their usage of electronic media for literary purposes.

#### 7<sup>th</sup> Grade English/Language Arts

In this course students explore various genres of literature, with special emphasis being placed on world literature texts from ancient to modern times. Emphasis is placed on analyzing literature from a cultural and historical context. Students read imaginative, expository, persuasive, and informational texts of increasing complexity, and gain an understanding of the elements and structure of different genres.

#### 8<sup>th</sup> Grade English/Language Arts

In this course, students explore works of literature through various literary genres. Eighth grade students further develop skills essential to language development and the mastery of English language conventions, reading comprehension, analysis of literary and informational texts, research and writing, and the usage of electronic mediums for literary purposes.

### Reading Intervention Course Description

#### Wilson - Just Words and iLit

These courses provide an interactive and cooperative learning experience, in which students learn to develop and strengthen self-regulating reading behaviors. Instruction for these courses is driven by student data. Different reading strategies are introduced, and students adopt those that meet their needs. Wilson's Just Words and Pearson's iLit are used to help students develop their reading and writing skills. Additionally, students develop comprehension, vocabulary, and writing skills by engaging with text written at an appropriate instructional level. Students are challenged to transfer

reading skills and strategies to the curriculum or all subjects. Multiple assessments (e.g. NWEA,) are used to assess student's progress over time.

## Mathematics Department Course Descriptions

### 6<sup>th</sup> Grade Mathematics – Pre-Algebra

Sixth graders begin their study by addressing factors, prime and composite numbers as a prerequisite for subsequent units on data analysis, rational numbers, geometry, and probability. Students work with angles, which provides them with a solid background for later work with surface area and volume of solid figures and other work with two and three-dimensional figures. Fluency with rational numbers dominates several advisory groups. By the end of the year, students are ready to begin their formal study of algebraic concepts i.e. operating with unknowns, and working with negative and positive numbers in a variety of operations.

### Algebra I for 7<sup>th</sup> and 8<sup>th</sup> Grade

Algebra I provides the opportunity for students to learn algebra as a style of thinking for formalizing patterns, functions, and generalizations. In this course, students expand previously learned quantitative rational number relationships to include the irrational numbers. The focus is on students becoming proficient in recognizing and working effectively with linear relationships and their corresponding representations in tables, graphs, and equations. Such proficiency also includes competence in solving linear equations, generating equivalent expressions, using formulas, and applying proportionality. Other key algebraic topics include operations with exponents, radicals, polynomials, and rational expressions, solving systems of equations, and an introduction to quadratic equations.

To develop proficiency in symbolic and graphical representations, students use physical models, visual models, and technology. While mathematical skills are addressed, teaching is focused on developing an understanding of concepts in depth, enabling students to apply the mathematical skills and make meaningful connections to life's experiences. The use of graphing calculators is an integral part of the course, allowing for exploration of a variety of approaches to solving problems.

## Science Department Course Descriptions

### Grade 6 Earth and Space Science

The content emphasis for 6<sup>th</sup> grade science focuses on Earth and Space Science. Students are actively engaged in space science, the earth's atmosphere, the changing earth, earth's waters, and the earth's surface. In addition to these core elements, the curriculum also stresses laboratory safety, the

scientific method, and experimental designs. Students utilize problem solving, critical thinking, time management, and inquiry skills throughout the course.

### Grade 7 Life Science

Seventh grade Life Science focuses on biological science. The major goal of the course is for students to actively engage in and develop an understanding of living things, including the human body, patterns in ecosystems, and the cellular dimensions of living systems. In addition to these core elements, the curriculum emphasizes laboratory safety, the scientific method, and experimental designs. Mathematics is integrally related in course instruction to specify precise and general terms when quantitatively observing natural phenomenon. Additionally, students utilize problem solving, critical thinking, and inquiry skills throughout the course.

### Grade 8 Physical Science

The content emphasis for 8<sup>th</sup> grade science is on physical science concepts (chemistry and physics) and technology applications. In addition to these core elements, the curriculum also stresses laboratory safety, the scientific method, and experimental designs. Students will utilize problem solving, critical thinking, time management, and inquiry skills throughout the course.

## **Social Studies Department Course Descriptions**

### 6<sup>th</sup> Grade World Cultures and Geography

In grade 6, students use maps, globes, graphs, and information technologies, such as global positioning systems, to study geography and patterns of land use and culture around the world. They learn to think geographically, and they become aware of the locations and special features of different places. Grade 6 students learn how people and their activities affect the earth's surface. They identify how living in cities or rural areas affect people's social relationships and the kinds of jobs they have. They study important physical relationships, for example earth's relationship to the sun, and the relationship of the earth's climate and ecosystems.

### 7<sup>th</sup> Grade World History and Geography: Ancient World

In grade 7, students explore the world outside the United States and North America. They study the origins of human beings in Africa and learn how early societies formed in the Middle East (Mesopotamia), India, and China. These students consider how geography affects the human story, and how societies in different places developed in different ways. Students gain a sense of how people lived long ago, their problems, accomplishments, tools, technology, work, and homes. Grade 7 students also explore the religions, governments, trade, philosophies, and art of these first civilizations, as well as their ideas, which shaped the history of the world.

### 8<sup>th</sup> Grade U.S. History and Geography I: Growth and Conflict

In 8<sup>th</sup> grade, students learn about the United States during the colonial period, and they explore major events and ideas that led to the Revolutionary War. They explore the effect that the war for independence had on other nations, and they examine the basic concepts of American government, such as individual rights and the rule of law. Grade 8 students also learn how America expanded into the West, formed political parties, and experienced other economic and social changes. They learn how conflict between the North and South led to the Civil War, and how the Civil War led to other changes, including the economic and political punishment of the South during Reconstruction.

## Spanish Course Descriptions

### Grade 6, 7 and 8 Introduction to Spanish

Using cooperative learning, dialogues, projects, and web-based activities, the course addresses the DC Foreign Language Standards as well as the National Foreign Language Standards, including communication, cultures, connections, comparisons, and communities. Students explore basic grammar concepts via the following themes: The Spanish culture and geography, salutations, introductions, time, and personal information (name, age, likes, dislikes, personality traits, physical characteristics, and family) about themselves and their peers.

## Music Course Descriptions

### Grade 6, 7 and 8 Music Appreciation and Intro to Band

Students develop an appreciation for music through the introduction of various aspects, including singing, performing on classroom instruments such as the recorder and fretted instruments, reading and notating music, composing, arranging, improvising, listening, and evaluating music and music performances. Students explore the relationship of music to disciplines outside the arts, as well as history and culture.

## Physical Education/Health

The Health Education course is designed to enrich the lives of (MS)<sup>2</sup> students in a healthy and meaningful way. After this course, students can make more informed choices when faced with everyday life decisions from food intake to violence prevention. This course has been aligned with DC health standards.

## Project Lead the Way

### **Design & Modeling**

Students apply the design process to solve problems and understand the influence of creativity and innovation in their lives. They work in teams to design a playground and furniture, capturing

research and ideas in their engineering notebooks. Using Autodesk® design software, students create a virtual image of their designs and produce a portfolio to showcase their innovative solutions.

### Automation & Robotics

Students trace the history, development, and influence of automation and robotics as they learn about mechanical systems, energy transfer, machine automation, and computer control systems. Students use the VEX Robotics® platform to design, build, and program real-world objects such as traffic lights, toll booths, and robotic arms.

### App Development

Students learn computer science by building socially useful mobile apps. In addition to programming and computer science principles, the course is project-based and emphasizes writing, communication, collaboration, and creativity.

## Brief Description of Key Mission-Related Programs

### The Extended Day Learning Program

The Extended Day Learning Program continues to provide students with the opportunity to engage in exciting and unique activities and clubs designed to target personal interests, learning styles, and/or talents. We offered students a plethora of diverse activities to enhance and support their formal academic education. Since some of the activities and clubs are not specifically mathematics and science based, all teachers and advisors were charged with integrating science and mathematics when feasible. In addition to extracurricular activities and school clubs, the Extended Day Program also provided several supervised study halls, called Academic Reinforcement. Academic Reinforcement provided both individual and small group tutoring sessions for students in need of intense academic assistance. It also provided a perfect (in school) environment for students who just wanted a quiet place to study and/or begin their home assignments.

During the 2017/18 academic year, students were engaged in the following extended day activities:

- **Band:** *To provide students an overview of the basics of music through various instruments.* Students were instructed in reading music and interpreting the notes appropriately using instruments and/or voice. The club promoted students working cooperatively in groups while supporting the advancement of their musical talents.
- **Drama Club:** *To provide students the opportunity to participate in supervised creative dramatic activities culminating in a final production.* Students were exposed to different aspects of theatre production



including skits, costume design, set design, and props. The club worked on creative thinking skills, encouraged teamwork, and provided students with enriching learning experiences in the area of performing arts. In addition, the students were exposed to various dramatic works. The club encouraged creativity and supported discourse around *life* as presented within the content of some of the dramatic works introduced.

- **Intramural Sports:** *To provide students the opportunity to experience a variety of athletic activities including, but not limited to, flag football, bowling, soccer, badminton, and kickball.* The activities promoted skills, such as teamwork, warm-up techniques, appropriate exercise, and understanding of rules for various sports. In addition, students were mandated to always maintain good sportsmanship, a transferable life skill.
- **MathCounts:** *To provide students the opportunity to engage in high level problem solving in preparation for the local and national MathCounts Middle School Competition.* Students studied problems in algebra, geometry, probability, measurement and data analysis. The problems are designed so that middle school students can build on the mathematics that they have mastered to solve strategies in creative ways through reasoning and representation. Students worked both in teams and as individuals in preparation for the competition.
- **Academic Reinforcement:** *To provide students the opportunities to receive direct instruction, both one-on-one or in small groups with content based tutors and teachers.* Students were enabled to address specific problems and receive extra assistance on concepts, skills or even specific assignments. Scholars Hall also provided a haven for students who just wanted to study on their own.
- **Robotics:** *To provide students the opportunity to build and program working robots.* This activity exposed students to several different aspects of robotics using VEX robotics kits and the accompanying software. Students built and programmed working robots.
- **Yearbook:** *To provide students with the framework and the skills to create a pictorial reflection of the school year.* Students learned all the aspects of composing a yearbook and the skills required to complete these tasks. The yearbook provides a glimpse into the 2015/2016 school year including all Extended Day activities, Parent-Teacher Conferences, daily classroom activities, award ceremonies, and much more.

## Summer Academy, Summer Bridge and Summer Camp

(MS)<sup>2</sup> hosted three distinct programs in the Summer months. From late June through late July, students were enrolled in the *Summer Academy* program, the *Summer Bridge*, and a variety of *Summer Camp* offerings. Overall the academic programs were designed to improve student's skills and knowledge in the core academic subjects (mathematics, science, and language arts). Students were required to attend the Summer Academy program if they were on academic probation (failed mathematics, English/language arts, science or social studies). An extended day component was added where students participated in

sports, dance, robotics, and swimming. Summer camps provided students with an opportunity to learn computer programming, become entrepreneurs, build and program robots.

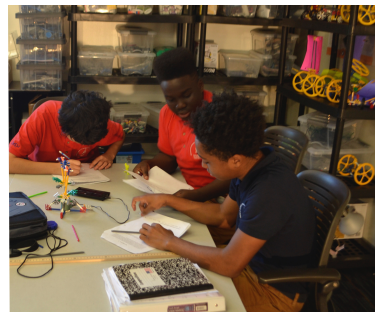
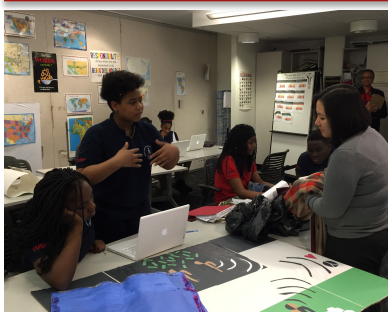
## **(MS)<sup>2</sup> and Howard University Liaison Programs**

The Howard University Middle School of Mathematics and Science is actively engaged in partnering with numerous schools on the campus of Howard University. These partnerships provide a variety of resources to the staff and students in the middle school. The partnership with the School of Pharmacy yielded a partnership in the National Workforce Development Grant that provided access for 8<sup>th</sup> grade students to mentor programs and summer enrichment opportunities. The partnership with the School of Education provided student teachers and interns in a variety of subject areas. The partnership with the School of Engineering provided inclusion in the National Society of Black Engineers programs, meetings, conferences and all other benefits of NSBE membership. The partnership with the School of Chemistry and Cornell University provided hands on experiments to our students on various subjects including making ice cream using liquid nitrogen. The partnership with the School of Social Work provided social work interns who provided support to our students.

## **Parental Involvement**

Parents are involved in every aspect of our school's program. The PTA, held its meetings at 6:30 pm on the third Wednesday of every month. The parents, and the PTA served as the school's greatest advocate and helped us to set the agenda for the types of changes we needed to make over the summer to grow as a school community. We maintained our commitment to work with our parents as partners in the interest of school-wide success.

## School Performance



## Performance and Progress

The following describes the extent to which the Howard University Middle School of Mathematics and Science has been successful in achieving its goals and academic achievement expectations as detailed in our charter”

Goal	Met/Not Met	Evidence
Goal #1: Students will demonstrate annual improvements in reading.	Met	56% of all students were approaching readiness, an increase of 9.4% as measured by the PARCC exam.
Goal #2: Students will demonstrate annual improvements in mathematics.	Not Met	44% of all students were approaching readiness, a decrease of 6.4% as measured by the PARCC exam.
Goal #3: Students will demonstrate annual improvements in science.	Met	8 <sup>th</sup> Grade Students took the NWEA Science EOY exam in science
Goal #4: Students will demonstrate science mastery through the	Met	86% of students in all grade levels completed and presented a STEM project.

presentation of a  
science project

Goal #5: Special  
education students will  
make progress toward  
attainment of goals as  
outlined in Individual  
Education Plans  
(IEPs).

Met

100% of students with IEPs  
met their goals for the school  
year. 83% of students with  
IEPs demonstrated growth in  
ELA and mathematics as  
measured by NWEA Measures  
of Academic Progress

Goal #6: Students  
will participate in  
extracurricular  
activities related to  
mathematics,  
science, and  
technology.

Met

100% of students actively  
participated in extended  
learning activities. Students  
demonstrated their learning at a  
culminating program.

Goal #7: Full-time  
academic faculty will  
participate in  
professional  
development  
training based on the  
Howard University  
School of Education  
teacher needs  
assessment,  
classroom  
observations,  
academic data, and  
best practices.

Met

Academic faculty participated  
in a variety of professional  
development sessions including  
Summit Learning, Google for  
Education, The Responsive  
Classroom, Goalbook for  
Special Education. Pearson iLit  
training and Wilson Just Words  
training was provided to ELA  
and Special Education teachers.  
Discovery education training  
was provided to ELA and  
mathematics teachers; teachers  
participated in

Goal #8: (The  
school) will recruit  
and retain a highly  
qualified  
professional staff of  
key administrators,  
teachers, and  
support personnel.

Met

To be rated as highly-qualified,  
faculty at DC secondary  
schools, including (MS)<sup>2</sup>, must  
have a bachelor's degree, as  
have all (MS)<sup>2</sup> faculty members.  
In addition, DC regulations  
require that highly-qualified  
teachers have at least one of  
the following:

- Pass the Praxis II test in their content area;
- Have an undergraduate college degree in their specific content area;
- Have an advanced degree in the content area;
- Have 30 semester hours (undergraduate and graduate combined) in their content area;
- Have National Board Certification in the content area; or

For the school year, 95% of the faculty and staff at (MS)<sup>2</sup> were highly qualified.

This goal was met because the retention rate of faculty and staff was 80%

Data from Parent satisfaction surveys administered by TNTP, and Panorama indicate parent satisfaction with our school and its programs. Parents expressed their satisfaction with the culture shift in the school.

Student attendance rate for the school year was 92.7% which was above the target

Goal #9: Parents will express satisfaction with the Howard University Middle School of Mathematics and Science programs

Met

Goal #10: Students will maintain a minimum of 90 percent attendance rate.

Met

Goal #11: To exercise fiscal responsibility regarding all budgetary matters in ways that ensure the Middle School has adequate funds to support the school and

Met

The audit conducted for budgeted school year successfully demonstrated that the school budget was balanced and the school had more than adequate funds to support the programs and services that the school provides

implement all of its programs and services.

What program changes or improvements will be undertaken or are under consideration as a result of the most recent program development or self-study review findings?

#### Curriculum Review

(MS)<sup>2</sup> will utilize Summit Learning platform that provides personalized learning for each student in all core subjects.

#### Data Analysis

(MS)<sup>2</sup> will utilize the data analysis protocol outlined by Uncommon Schools. Teachers will administer interim exams in all classes, Discovery Education will be used in mathematics and ELA classes. Data will be reviewed and re-teaching will occur in each class. Students will receive their individual data and they will analyze and monitor their own progress. Parents will participate in data talks where they are informed of their students' data and provided with strategies to assist their students at home.

#### Attendance

(MS)<sup>2</sup> has implemented a more robust attendance monitoring process that will track students who are truant, students who are habitually late and provide supports to ensure that students are in school each day. Truancy contracts and home visits will be conducted to help students maintain good attendance. Student attendance celebrations will encourage students to attend school each day.

#### Special Education

(MS)<sup>2</sup> will implement a focused plan for special education that will be spearheaded by our special education coordinator. Weekly meetings to discuss student progress and ensure that interventions are being appropriately administered will include teachers and all stake holders. Consistent monitoring of IEP goals as well as making sure that all documentation is update appropriately will occur. Professional development will regularly be provided to all stakeholders to ensure that we are providing the appropriate educational supports to student with disabilities. A special education teacher is assigned to each grade level supervised by our special education coordinator.

#### Parent Involvement



The (MS)<sup>2</sup> has implemented the PTA (Parent Teacher Association) in association with the national organization. The benefits of the national affiliation are that the PTA addresses issues that are important to all stakeholders. The (MS)<sup>2</sup> PTA is autonomous however it is supported by the national structure. The (MS)<sup>2</sup> PTA's purpose is to make every child's potential a reality by engaging and empowering families and communities to advocate for all the children at (MS)<sup>2</sup>.

### Teacher Recruitment and Retention

(MS)<sup>2</sup> has partnered with OSSE to utilize survey data provided by the New Teacher Project (INTP). This data will be used analyze satisfaction and guide professional development needs and supports. (MS)<sup>2</sup> will continue to celebrate teacher achievements throughout the school year. Teacher retention and recruitment will begin in January after teachers receive their midyear reviews. Teachers will receive continued professional development designed to help them improve in their craft.

## Unique Accomplishments

- 2 students were selected as Jack Kent Cooke scholars, the only two students in the DMV
- Students participated Congressional Black Caucus STEM Braintrust and received a Congressional Record Statement from Congresswoman Bernice Johnson
- Students winners in the DC STEM Fair – 1<sup>st</sup> Place in the Chemical Sciences Category, 3<sup>rd</sup> Place in the Behavioral Sciences Category
- National Junior Honor Society inducted 11 members
- 7 students won the National Junior Honor Society Outstanding Achievement Award scholarship of \$500 each towards college
- Student won 3<sup>rd</sup> Place in the Links Young Writers Contest
- Students participated in the Washington Bach Consortium that included filming their participation in the creation of classical music
- School participation in the Howard University Food to Feed drive through the donation of 800 cans goods
- 100% of our 8<sup>th</sup> grade students promoted to the 9<sup>th</sup> grade

## List of Donors

### **2017 -2018 Donation List**

(July 1, 2017 - June 30, 2018)

#### **Foundation Grants:**

Total= \$3,000

**Donor:** EQT Foundation (\$2500)

**Donor:** The John and Effie Macklin Charitable Fund (\$500)

#### **Individual Donations:**

Total= \$12,225

**Donor:** Vicky Bailey (\$3000) **Donor:** Leslie Boler (\$25)

**Donor:** Marvin Coles (\$800) **Donor:** William Fields (\$100)

**Donor:** Lisa Winston Hicks (\$350) **Donor:** Wendell Johns

(\$2000) **Donor:** Wendy Pace Lewis (\$500) **Donor:** Natasha

Metts (\$10) **Donor:** Chandler S. Mahey (\$20) **Donor:** Gloria

Mobley (\$45) **Donor:** Kathryn Procope (\$100) **Donor:** Frank

Ross (\$500)

**Donor:** Gary Smith (\$25)

**Donor:** Larry Smith (\$1500)

**Donor:** Jeffrey Weddington (\$3000)

**Donor:** Dr. Cynthia E. Winston (\$250)

#### **In-Kind Donations:**

Total: \$2500

Scott Pearson: Kawai K-200 Piano (Value: \$2500)

#### **Corporate/institutional Grants:**

Total: \$877.74

**Donor:** Army Educational Outreach Program/eCybermission (\$385)

**Donor:** Chipotle (\$492.74)

## SY 2017-18 Annual Report Campus Data Report

Source	Data Point
PCSB	LEA Name: Howard University Middle School of Mathematics and Science PCS
PCSB	Campus Name: Howard University Middle School of Mathematics and Science PCS
PCSB	Grades served: 6--8
PCSB	Overall Audited Enrollment: 278

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

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	0	0	0	0	0	0	0	0	100
Grade	7	8	9	10	11	12	Altern-ative	Adult	SPED*
Student Count	84	94	0	0	0	0	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 students with disabilities.

## Student Data Points

School	<b>Total number of instructional days:</b> Number of instructional days, not including holidays or professional development days, for the majority of the school. If your school has certain grades with different calendars, please note it.
PCSB	<b>Suspension Rate:</b> 12.2%
PCSB	<b>Expulsion Rate:</b> 0.00%
PCSB	<b>Instructional Time Lost to Out-of-School Suspension Rate:</b> 0.23%
PCSB	<b>In-Seat Attendance:</b> 92.7%
PCSB	<b>Average Daily Attendance:</b> 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. <b>(No action necessary.)</b>
PCSB	<b>Midyear Withdrawals:</b> 4.7% (13 students)*
PCSB	<b>Midyear Entries:</b> 0.4% (1 student)*
PCSB	<b>Promotion Rate (LEA):</b> 98.8%

PCSB (SY16-17)	<b>College Acceptance Rates:</b> Not Applicable
PCSB (SY16-17)	<b>College Admission Test Scores:</b> Not Applicable
PCSB (SY16-17)	<b>Graduation Rates:</b> Not Applicable

## Faculty and Staff Data Points

School	<b>Teacher Attrition Rate: 23%</b>
School	<b>Number of Teachers: 26</b> "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	<b>Teacher Salary</b> 1. Average: \$ 67,831.04 2. Range -- Minimum: \$ 52,000
School	Maximum: \$98,500.00 <b>Number of Instructional Days: 181</b>

\*Note: Unvalidated MYW and MYE rates are provided based on examining student movement between 10/6 and 5/31 in SY17-18. The validated rates that OSSE will provide in their Report Card may use different business rules.

## Appendix A. Staff Roster

Last Name	First Name	Staff Member's Title	License or Certification Status	Special Education Certification (Teachers only)	ESL Certification (Teachers only)	License or Certification Field or Subject	Subject	In-Field	Highest Degree Awarded	Highest Degree - Awarding Institution
BAIZA	OSMIN	Spanish Teacher	No	NO	NO		Foreign Language	YES	Bachelors	University of the District of Columbia
BARBEE	CECILY	Social Worker	YES	NO	NO		Other	YES	Masters	San Diego State University
BERRY	CHELSIA	STEM Coordinator	No	NO	NO				PhD	Howard University
BIVINS	NYLEA	Special Education Teacher	No	YES	NO		Special Education	NO	Bachelors	Bowdoin College
BROOKENS	RYAN	Social Studies Teacher	No	NO	NO		Secondary Social Studies	YES	Masters	Temple University
BROWN	EBONY	English Language Arts Teacher	No	NO	NO		Secondary English	YES	Masters	American University
BROWN	MICHAEL	English Language Arts Teacher	No	NO	NO		Secondary English	YES	Bachelors	Howard University
BULLOCK	ELECKTRA	Special Education Teacher	YES	YES	NO		Special Education	YES	Masters	Capella University
CAVINNESS	SIRI	Special Education Teacher	No	YES	NO		Special Education	YES	Masters	National Louis University

COLES	TERRILL	Social Worker	No	NO	NO			YES	Masters	Howard University
DURHAM	JAUQUIAL	Dedicated Aide	No	NO	NO		Other		Bachelors	Winston Salem State University
FINLEY	LESLIE	Director of Special Education	YES	YES	NO	Special Education	Special Education	YES	Masters	George Washington University
GRANT	LATOYA	Science Teacher	No	NO	NO		Secondary Science	YES	Masters	Stevenson University
HINDS	FELITA	Mathematics Teacher	No	NO	NO		Secondary Math	YES	Masters	St. Paul's College
HOUSTON	CORBET	Assistant Principal	YES	NO	NO			YES	Masters	Trinity Washington University
HUMPHRIES	TEIRRA	Physical Education	No	NO	NO		PE/Health	YES	Bachelors	Virginia State University
JAMES	ASHLYNN	Science Teacher	YES	NO	NO	Science	Secondary Science	YES	Bachelors	West Texas A&M
Jamison	Clark	Dedicated Aide	No	NO	NO			NO	Bachelors	Spring Hill College
MALLORY	KEANYA	Social Worker	No	NO	NO		Secondary Social Studies	YES	Bachelors	Virginia State University
MARS-WILLIAMS	UDEAN	Science Teacher	No	NO	NO		Secondary Science	YES	Masters	Trinity Washington University
NIX	KIWASKI	Mathematics Teacher	No	NO	NO		Secondary Math	YES	Bachelors	Albany State University
OPIOTENNIONE	UDOH	Music Teacher	YES	NO	NO	Music	Art/Music/Teacher	YES	Bachelors	Howard University
PERRY	LINICE	Mathematics Teacher	No	NO	NO		Secondary Math	YES	Bachelors	Columbia College
POINDEXTER	CHRISTUS	Special Education Teacher	YES	YES	NO	Special Education	Special Education	YES	Masters	Duquesne University
POINTER	WILLIAM	Special Education Teacher	YES	NO	NO		Special Education	YES	Masters	University of Phoenix



PROCOPE	KATHRYN	Head of School	YES	NO	NO	School Administration		YES	Masters	Georgetown University
REAVES	RAQUEL	English Language Arts Teacher	No	NO	NO		Secondary English	YES	Masters	LeMoyne
REDDING	KAGLE	Art Teacher	No	NO	NO		Art/Music/Theater	YES		
REESE	NYAH	Mathematics Teacher	No	NO	NO		Secondary Math	YES	Bachelors	Towson University
ROBINSON	TALIA	STEM Literacy Specialist	No	NO	NO		Other	YES	Bachelors	Eastern Michigan University
ROLAND	ARIANA	School Counselor	No	NO	NO			YES	Masters	University of Redlands
Russell	Emmeishia	Mathematics Teacher	No	NO	NO			YES	Bachelors	Howard University
TELFORD	HECTOR	STEM Instructor	YES	NO	NO		Secondary Science	YES	Masters	University of Wales Swansea
THOMAS	WINFRED	Dedicated Aide	No	NO	NO		Other			
WALKER	BISHOP	Social Studies Teacher	No	NO	NO		Secondary Social Studies	YES	Masters	Howard University
WALKER	JONATHAN	Physical Education	No	NO	NO		PE/Health	YES	Bachelors	Howard University
WARE	RANDY	Mathematics Teacher	No	NO	NO		Secondary Math	YES	Bachelors	South Carolina State University

## Appendix B. Board Roster

### **Mr. Wendell L. Johns**

(Chair - Finance Committee) – DC Resident  
EVP/CFO, The NHP Foundation (Retired)  
[wendell.johns@comcast.net](mailto:wendell.johns@comcast.net)  
(202) 806-7725

### **Mr. Frank K. Ross**

(Treasurer - Finance Committee, Chair) – DC Resident  
Managing Partner, KPMG LLP (Retired)  
Distinguished Visiting Professor of  
Accounting and Director of the <sup>SEP</sup>  
Center for Accounting Education  
[fross10130@earthlink.net](mailto:fross10130@earthlink.net)

### **Larry Smith**

DC Resident  
IBM  
[Las\\_smitty@hotmail.com](mailto:Las_smitty@hotmail.com)

### **Danielle Holley-Walker**

Howard University Dean of Law School  
[dhwalker@law.howard.edu](mailto:dhwalker@law.howard.edu)

### **Dr. Wayne Frederick, M.D., MBA**

President – DC Resident  
Howard University  
[wfrederick@howard.edu](mailto:wfrederick@howard.edu)

### **Ms. Wendy Pace Lewis**

(Finance Committee)  
Partner KPMG LLP  
[wpace@kpmg.com](mailto:wpace@kpmg.com)

**Teacher Representative**

Ms. Linice Perry  
Instructor-Reading  
Talía.robinson@hu-ms2.org

**Parent Representative**

Tiffany Edmonds – DC Resident

## Appendix C. Unaudited Year-end 2017-2018 Financial Statements

Howard University Middle School of Mathematics & Science

Budget vs. Actuals: FY\_2017\_2018 - FY18 P&L

July 2017 - June 2018

	YTD Actual	YTD Budget	Annual Budget	Projected
<b>Income</b>				
4000 Per Pupil Allocation	4,092,651.23	4,092,651.23	4,092,651.23	4,092,651.23
4001 Tuition	0.00	0.00	0.00	0.00
4002 Non Residential Facilities PPA	887,578.00	887,578.00	887,578.00	887,578.00
4004 SPED Funding, UPSFF Payment	47,088.00	0.00	0.00	47,088.00
<b>Total Per pupil</b>	<b>\$ 5,027,317.23</b>	<b>\$ 4,980,229.23</b>	<b>\$ 4,980,229.23</b>	<b>\$ 5,027,317.23</b>
<b>4005 Federal Entitlements</b>				
4027 SPED Enhancement	18,663.95	18,663.95	\$ 18,663.95	18,663.95
<b>Total 4005 Federal Entitlements</b>	<b>\$ 371,492.10</b>	<b>\$ 324,469.92</b>	<b>\$ 324,469.92</b>	<b>\$ 371,492.10</b>
<b>4010 Grants and Donations</b>				
<b>Total 4010 Grants and Donations</b>	<b>\$ 2,021,507.39</b>	<b>\$ 2,091,890.29</b>	<b>\$ 2,091,890.29</b>	<b>\$ 2,094,507.39</b>
4020 NSLP Food Reimbursements	69,460.88	76,742.40	76,742.40	69,460.88
4021 HSA Food Reimbursements	4,044.45	4,440.71	4,440.71	4,044.45
	<b>\$ 73,505.33</b>	<b>\$ 81,183.11</b>	<b>\$ 81,183.11</b>	<b>\$ 73,505.33</b>
	<b>\$ 48,302.92</b>	<b>\$ 58,913.11</b>	<b>\$ 58,913.11</b>	<b>\$ 48,302.92</b>
<b>Total Income</b>	<b>\$ 7,542,124.97</b>	<b>\$ 7,536,685.66</b>	<b>\$ 7,536,685.66</b>	<b>\$ 7,615,124.97</b>
<b>Gross Profit</b>	<b>\$ 7,542,124.97</b>	<b>\$ 7,536,685.66</b>	<b>\$ 7,536,685.66</b>	<b>\$ 7,615,124.97</b>
<b>Expenses</b>				
<b>5000 Personnel, Salaries &amp; Benefits</b>				
5010 Salaries	3,343,255.71	3,048,538.05	3,048,538.05	3,343,255.71
5011 Salaries - Interns	54,028.59	62,462.47	62,462.47	54,028.59
<b>Total 5010 Salaries</b>	<b>\$ 3,397,284.30</b>	<b>\$ 3,111,000.52</b>	<b>\$ 3,111,000.52</b>	<b>\$ 3,397,284.30</b>
5020 Employee Benefits	392,730.86	646,748.43	646,748.43	392,730.86
5021 Employee Parking	9,256.61	16,215.84	16,215.84	9,256.61
<b>Total 5020 Employee Benefits</b>	<b>\$ 401,987.47</b>	<b>\$ 662,964.27</b>	<b>\$ 662,964.27</b>	<b>\$ 401,987.47</b>
5030 Payroll Taxes	304,097.50	282,659.25	282,659.25	304,097.50
<b>Total 5030 Payroll Taxes</b>	<b>\$ 325,721.56</b>	<b>\$ 293,960.25</b>	<b>\$ 293,960.25</b>	<b>\$ 325,721.56</b>
<b>Total 5000 Personnel, Salaries &amp; Benefits</b>	<b>\$ 4,257,323.53</b>	<b>\$ 4,227,326.39</b>	<b>\$ 4,227,326.39</b>	<b>\$ 4,243,686.03</b>
<b>Total 5050 Professional Development</b>	<b>\$ 115,148.48</b>	<b>\$ 123,250.94</b>	<b>\$ 123,250.94</b>	<b>\$ 115,148.48</b>

	\$ 226,478.73	\$ 194,830.38	\$ 194,830.38	\$ 226,478.73
Total Specials	\$ 21,949.95	\$ 29,266.60	\$ 29,266.60	\$ 21,949.95
Total 5150 Contracted Instr. Student Servi	\$ 243,107.45	\$ 253,082.66	\$ 253,082.66	243,107.45
5160 Food Service Catering	3,737.02	18,727.83	18,727.83	3,737.02
5161 NSLP/HSA Food Expense	159,752.08	136,680.00	136,680.00	159,752.08
	\$ 163,489.10	\$ 155,407.83	\$ 155,407.83	\$ 163,489.10
Total 5170 Miscellaneous Student Costs	\$ 26,731.27	\$ 29,460.95	\$ 29,460.95	\$ 26,731.27
5190 Equipment Instructional	16,273.91	21,223.68	21,223.68	16,273.91
	\$ 44,348.36	\$ 32,744.20	\$ 32,744.20	\$ 44,348.36
5200 Occupancy Expenses	0.00	74,004.00	74,004.00	0.00
Total 5200 Occupancy Expenses	\$ 1,084,096.69	\$ 1,153,163.20	\$ 1,153,163.20	\$ 1,084,096.69
5300 Office Expenses	6,173.01	8,230.68	8,230.68	6,173.01
Total 5300 Office Expenses	\$ 428,615.17	\$ 388,402.01	\$ 388,402.01	\$ 428,615.17
5400 General Expenses				
Total 5400 General Expenses	\$ 378,939.99	\$ 479,725.11	\$ 479,725.11	\$ 378,939.99
6100 Federal Grants, Title IA				
Total 6100 Federal Grants, Title IA	\$ 137,307.55	\$ 137,307.55	\$ 137,307.55	\$ 137,307.55
6200 Federal Grants, Title IIA				
Total 6200 Federal Grants, Title IIA	\$ 33,082.07	\$ 33,082.07	\$ 33,082.07	\$ 33,082.07
6400 Federal Grants, Title IVA				
Total 6400 Federal Grants, Title IVA	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00
6600 Federal Grants, IDEA Part B				
Total 6400 Federal Grants, Title IVA	\$ 49,284.21	\$ 49,284.21	\$ 49,284.21	\$ 49,284.21
6700 Federal Grants, SPED Enhancement Fund				
Total 6700 Federal Grants, SPED Enhancement Fund	\$ 18,663.95	\$ 18,663.95	\$ 18,663.95	\$ 18,663.95
6800 Federal Grants, SOAR				
Total 6800 Federal Grants, SOAR	\$ 101,180.16	\$ 69,890.32	\$ 69,890.32	\$ 69,890.32
6800 Federal Grants, SOAR	6,241.82	6,241.82	6,241.82	6,241.82
Total 6900 Federal Grants, Technology Grant	\$ 6,241.82	\$ 6,241.82	\$ 6,241.82	\$ 6,241.82
Total Expenses	\$ 7,345,988.48	\$ 7,391,130.19	\$ 7,391,130.19	\$ 7,301,061.14
Net Operating Income	\$ 196,136.49	\$ 145,555.46	\$ 145,555.46	\$ 314,063.83
Net Income	\$ 196,136.49	\$ 145,555.46	\$ 145,555.46	\$ 314,063.83

## Appendix D. Approved 2018-19 Budget

Enter School Name: Howard University  
Middle School of Mathematics & Science  
PCS

Enter Fiscal Year: SY18-19 Annual Budget

		Prior Year	Current Year
		Budget	Annual Budget
<b>REVENUE</b>			
	Per Pupil Charter Payments - General Education	3,240,628	3,383,818
	Per Pupil Charter Payments - Categorical Enhancements	852,023	735,121
	Per Pupil Facilities Allowance	887,578	938,662
	Federal Funding	263,223	306,383
	Other Government Funding/Grants	111,808	115,935
	Private Grants and Donations	1,010,890	1,135,000
	Activity Fees		-
	In-kind revenue	1,081,000	1,108,000
	Other Income	28,288	45,500
	<b>TOTAL REVENUES</b>	<b>7,475,439</b>	<b>7,768,419</b>
<b>FUNCTIONAL EXPENSES</b>			
<i>Personnel Salaries and Benefits</i>		No. of Positions	
	Principal/Executive Salary		145,000
	Teachers Salaries	59	1,600,000
	Special Education Salaries		464,323
	Other Education Professionals Salaries		1,025,000
	Business/Operations Salaries		307,263
	Administrative/Other Staff Salaries		125,490
	Employee Benefits and Payroll Taxes		1,147,910
	<b>Subtotal: Personnel Expense</b>	<b>4,495,198 59</b>	<b>4,814,986</b>
<i>Direct Student Expense</i>			
	Educational Supplies and Textbooks	430,520	141,000
	Student Assessment Materials/Program Evaluation		25,000
	Contracted Student Services	46,659	145,000
	Food Service	155,408	213,600
	Other Direct Student Expense	107,205	179,500
	<b>Subtotal: Direct Student Expense</b>	<b>739,793</b>	<b>704,100</b>
<i>Occupancy Expenses</i>			



	Rent	1,008,000	1,008,000
	Depreciation (facilities only)	-	-
	Interest (facilities only)	-	-
	Building Maintenance and Repairs	36,159	50,000
	Contracted Building Services	15,884	130,000
	Other Occupancy Expenses	93,120	50,000
	<b>Subtotal: Occupancy Expenses</b>	<b>1,153,163</b>	<b>1,238,000</b>
<b>General and Administrative Expenses</b>			
	Office Supplies and Materials	73,383	100,000
	Office Equipment Rental and Maintenance	26,032	30,000
	Telephone/Telecommunications	37,328	40,000
	Legal, Accounting and Payroll Services	172,459	174,646
	Insurance	46,933	60,000
	Transportation	27,556	-
	Professional Development	123,251	206,000
	PCSB Administrative Fee	50,000	60,000
	Management Fee	-	-
	Interest Expense (non-facility)	-	-
	Depreciation and Amortization (non-facility)	100,322	62,069
	Other General Expense	286,594	229,200
	<b>Subtotal: General Expenses</b>	<b>943,858</b>	<b>961,915</b>
	<b>TOTAL EXPENSES</b>	<b>7,332,012</b>	<b>7,719,001</b>
Operating Revenue/Expense		143,427	49,418
NET INCOME		\$ 143,427	\$ 49,418

