



(MS)²

Howard University Middle School
of Mathematics and Science



ANNUAL REPORT 2018-19

Location
405 Howard Place, NW
Washington, DC 20059
202-806-7725

Mr. Wendell Johns
Board Chair

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 6th grade students all took pre-algebra, our 7th grade students started on Algebra and our 8th grade students took Algebra. We provided support mathematics courses to students who scored below grade level, focusing on providing support in the fundamentals using the Transitions to Algebra curriculum. In science, all of our students completed a

STEM fair project where they applied their grasp of scientific method and scientific research. We implemented the NWEA Science Measures of Academic Progress to assess students' ability. Our 8th grade students took NAEP in mathematics and ELA. Our wrap-around services included a counselor for each grade level, a social worker and social work interns from Howard University to provide our students with additional social and emotional support. We had the largest percentage of 8th grade students accepted into selective high schools in the history of our school. We implemented a small class for band for the first time in the history of our school. We fully implemented Summit Learning across all grade levels.

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)² teachers were charged with customizing the learning environment to accommodate the individual learner. (MS)² 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)² is a school that has fully integrated technology in the delivery of instruction. (MS)² 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)² 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

6th 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.

7th 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.

8th 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

6th 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 7th and 8th Grade

Algebra 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 6th 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 8th 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

6th 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.

7th 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.

8th Grade U.S. History and Geography I: Growth and Conflict

In 8th 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)² 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.

- **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.
- **Tutoring and Homework Help:** *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 Bridge and Summer Camp

(MS)² hosted two distinct programs in the Summer months. From late June through late July, students were enrolled in 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).. Summer camp provided students with an opportunity to learn computer programming, become entrepreneurs, build and program robots.

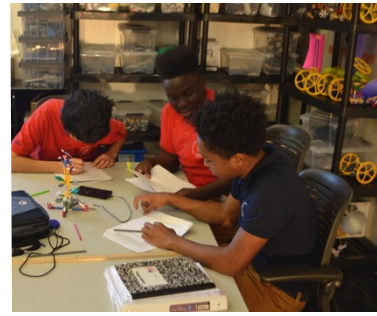
(MS)² and Howard University Liaison Programs

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 8th 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. The partnership with the School of Dentistry provided preventative dental care to all of our students. The partnership with the School of Biology provided opportunities for our students to complete experiments with Howard University 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	7% more students earned at least a Level 3+ in Math than the previous school year. The rate for all students now just exceeds the current Charter Sector average
Goal #2: Students will demonstrate annual improvements in mathematics	Met	6% more students earned a Level 3+ in ELA than the previous year and increased by 15% points over the last three years; that rate now equals the Charter Sector average.
Goal #3: Students will demonstrate achievement in science.	Not Applicable	State science assessment results were unavailable during this review period; this goal is therefore not applicable as there is insufficient evidence to evaluate goal attainment.
Goal #4: Students will demonstrate mastery through	Met	Students participated in the annual science fair. All students presented a STEM fair project.

the presentation of a science project		Categories included biomedical and health sciences, physics, astronomy chemistry and environmental science
Goal #5: Special education students will make progress toward attainment of goals as outlined in Individual Education Plans (IEPs).	Met	Students with IEPs mprogressed or mastered every goal in their IEPs
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 onthe 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 the Summit Learning Convening in the Fall and Spring. Goalbook for Special Education. Pearson iLit training and Wilson Just Words training was provided to ELA and Special Education teachers.
Goal #8: (The school) will recruit and retain a highly qualified professional staffofkey administrators, teachers, and support personnel.	Met	To be rated as highly qualified, faculty at DC secondary schools, including (MS) ² , must have a bachelor's degree in the subject they are teaching, For the school year, 100% of the faculty and staff at (MS) ² were highly qualified. Our retention rate was 83%
Goal #9: Parents will express satisfaction with the Howard University Middle School of Mathematics and Science programs	Met	Through our parent survey, parents expressed their satisfaction with our school

		program. Our student retention rate was 80.3%
Goal #10: Students will maintain a minimum of 90 percent attendance rate.	Met	Attendance rate for the school year was 92.7%
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 implement all of its programs and services	Met	Financial Audit Review score was 92.3%

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)² will utilize Summit Learning platform that provides personalized learning for each student in all core subjects.

Data Analysis

(MS)² will utilize the data analysis protocol outlined by Uncommon Schools. Teachers will administer interim exams in all classes, Edulastic 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. Instructional coaches will be hired, and a focused coaching cycle will be implemented designed to improve instruction. The Danielson Group will be contracted to provide professional development to teachers so that instructional delivery will improve.

Attendance

(MS)² 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)² 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 stakeholders. Consistent monitoring of IEP goals as well as making sure that all documentation is updated appropriately will occur. Professional development will regularly be provided to all stakeholders to ensure that we are providing the appropriate educational supports to students with disabilities. A special education teacher is assigned to each grade level supervised by our special education coordinator.

Parent Involvement

The (MS)² has implemented the PTO (Parent Teacher Organization). The PTO will implement fund-raising programs, implement STEM activities in the classroom with students and overall support the school's programs.

Teacher Recruitment and Retention

(MS)² has partnered with OSSE to utilize survey data provided by the New Teacher Project (TNTP). This data will be used analyze satisfaction and guide professional development needs and supports. (MS)² 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

- 43% of 8th grade students were accepted into selective high schools
- Students winners in the DC STEM Fair
 - 1st Place in Biomedical Science Category
 - 1st Place in Earth and Environmental Science Category and DC Broadcomm Masters Winner
 - 1st Place in Robotics and Intelligent Machines Category and DC Broadcomm Masters Winner
 - 2nd Place in Behavioral Sciences Category
 - District of Columbia Environmental Education Consortium Winner
 - Winner of Outstanding research in Psychological Science under the category of behavioral and social sciences
- Student won 2nd 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 8th grade students promoted to the 9th grade

List of Donors

2018 -2019 Donation List

(July 1, 2018 - June 30, 2019)

Individual Donations:

Total= \$8,120

Donor: Leslie Boler (\$25) **Donor:** William Fields (\$100)
Donor: Lisa Winston Hicks (\$350) **Donor:** Wendell Johns
(\$2000) **Donor:** Wendy Pace Lewis (\$500) **Donor:** Chandler
S. Mahey (\$20)
Donor: Kathryn Procope (\$100) **Donor:** Frank Ross (\$500)
Donor: Gary Smith(\$25)
Donor: Larry Smith (\$1500)
Donor: Jeffrey Weddington (\$3000)

Corporate/institutional Grants:

Total: \$385

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

SY 2018-19 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: 283

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	106
Grade	7	8	9	10	11	12	Alternative	Adult	SPED*
Student Count	96	81	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	Total number of instructional days:
	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	Suspension Rate: 16.3%
PCSB	Expulsion Rate: 0.00%
PCSB	Instructional Time Lost to Out-of-School Suspension Rate: 0.35%
PCSB	In-Seat Attendance: 92.7%*
PCSB	Average Daily Attendance:
	The SRA requires annual reports to include a school's average daily membership. To meet this requirement, PCSB will provide following verified data points: (1) audited enrollment; (2) mid-year withdrawals; and (3) mid-year entries. (No action necessary.)
PCSB	Midyear Withdrawals: 4.2% (12 students)*
PCSB	Midyear Entries: 0.4% (1 student)*
PCSB	Promotion Rate (LEA): 100.0%
PCSB (SY17-18)	College Acceptance Rates: Not Applicable
PCSB	College Admission Test Scores: Not Applicable

(SY17-18)
PCSB (SY17-18) **Graduation Rates:** Not Applicable

Faculty and Staff Data Points

School **Teacher Attrition Rate: 20%**

Number of Teachers: 27

School "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.

Teacher Salary

School 1. Average: \$ 58,600
2. Range -- Minimum: \$52,000 Maximum: \$99,107

*Notes:

- The provided in-seat attendance rates align to the in-seat attendance rates available in OSSE's SY 2018-19 Data Validation Application as of August 2019. However, the validated rates that OSSE will publish in the DC School Report Card following Metric Calculation Confirmation this fall may vary slightly.
- Unvalidated MYW and MYE rates are provided based on examining student movement between 10/5 and 5/31 in SY 2018-19, attempting to mimic the DC School Report Card business rules as closely as possible. However, the validated rates that OSSE will publish in the DC School Report Card following Metric Calculation Confirmation this fall may vary slightly.

Executive Compensation from Form 990

(10) KATHRYN PROCOPE HEAD OF SCHOOL	40.00			X				154,471	0	20,717
(11) LEO MANUKURE IT DIRECTOR	40.00					X		111,884	0	21,559

Appendix A. StaffRoster

Last Name	First Name	Staff Member's Title	License or Certification Status	Special Education Certification	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
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
CAVINESS	SIRI	Special Education Teacher	No	YES	NO		Special Education	YES	Masters	National Louis 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
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
NIX	KIWASKI	Mathematics Teacher	No	NO	NO		Secondary Math	YES	Bachelors	Albany State University
OPIOTENNIONE	UDOH	Music Teacher	YES	NO	NO	Music	Art/Music/Theater	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
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
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

Mr. Frank K. Ross

(Treasurer - Finance Committee, Chair) – DC Resident
Managing Partner, KPMG LLP (Retired)
Distinguished Visiting Professor of
Accounting and Director of the ^[1]_{SEP}
Center for Accounting Education
fross10130@earthlink.net

Larry Smith

DC Resident
IBM
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Danielle Holley-Walker

Howard University Dean of Law School
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Dr. Wayne Frederick, M.D., MBA

President – DC Resident
Howard University
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Ms. Wendy Pace Lewis

(Finance Committee)
Partner KPMG LLP
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Teacher Representative

Ms. Talia
Robinson
Instructor-Reading
Talía.robinson@hu-ms2.org

Parent Representative

Tiffany Edmonds – DC Resident
Malene Lawrence - DC Resident

Appendix C. Financial Analysis Report

HOWARD UNIVERSITY MIDDLE SCHOOL OF MATHEMATICS AND SCIENCE PCS

FY2018 Financial Analysis Report

FINANCIAL POSITION

	2018	2017
Total Assets	\$2,441,301	\$2,058,926
Current Assets	\$2,404,875	\$1,938,465
Total Liabilities	\$456,166	\$348,598
Current Liabilities	\$456,166	\$348,598
Net Asset Position	\$1,985,135	\$1,710,328

FINANCIAL ACTIVITIES

	2018	2017
Revenues and Support	\$7,586,717	\$7,176,885
Expenses	\$7,336,910	\$7,154,303
Non-operating Revenues (Expenses)	\$0	\$0
Surplus (Deficit)	\$249,807	\$22,582

AUDIT FINDINGS

	2018	2017
Qualified/Modified/Adverse Opinion on the Financial Statements	No	No
Material Weakness in Internal Control over Financial Reporting (GAS)	No	No
Non-compliance Material to the Financial Statements (GAS)	No	No
Modified Opinion on Major Federal Award Programs (Uniform Guidance)	No	No
Material Weaknesses in the Internal Control over Compliance with Major Federal Programs (Uniform Guidance)	No	No
Findings and Questioned Costs	0	0
Going-Concern Issue	No	No

REVENUES/EXPENSES PER STUDENT

	2018	2017	2018 Sector Median
DC Funding per Student	\$17,608	\$16,058	\$19,243
Grants and Contributions Per Student	\$7,635	\$7,704	\$492
Total Revenues per Student	\$27,290	\$25,816	\$22,382
Expenses per Student	\$26,392	\$25,735	\$21,375

Appendix D. Audited Financials

Supplemental Schedule of Functional Expenses

For the Year Ended June 30, 2018, with Comparative 2017 Total

	2018				2017
	Program Services	General and Administrative	Fundraising	Total	Total
SALARIES, TAXES AND BENEFITS					
Salaries	\$ 3,225,140	\$ 296,565	\$ 185,353	\$ 3,707,058	\$ 3,489,684
Employee benefits	451,786	41,544	25,965	519,295	502,204
Payroll taxes	289,363	26,608	16,629	332,600	339,109
Travel	6,996	643	402	8,041	14,377
Professional development	124,721	11,469	7,168	143,358	42,407
Total salaries, taxes and benefits	4,098,006	376,829	235,517	4,710,352	4,387,781
DIRECT STUDENT COSTS					
Contracted instructional services	156,302	-	-	156,302	204,376
Educational supplies and materials	426,119	-	-	426,119	318,354
Food service/catering	172,965	-	-	172,965	150,344
Other student costs	5,294	-	-	5,294	32,757
Transportation	3,188	-	-	3,188	14,475
Student assessment materials	6,242	-	-	6,242	14,055
Total direct student costs	770,110	-	-	770,110	734,361
OCCUPANCY EXPENSES					
Rent	877,830	80,720	50,450	1,009,000	1,009,000
Maintenance and repairs	26,711	2,456	1,535	30,702	44,880
Utilities	-	-	-	-	45,500
Building supplies/materials	10,663	980	613	12,256	26,174
Contracted building services	25,785	2,371	1,482	29,638	70,473
Total occupancy expenses	940,989	86,527	54,080	1,081,596	1,196,027
OFFICE EXPENSES					
Office supplies and materials	58,430	5,373	3,358	67,161	33,258
Office equipment rental and maintenance	26,440	2,431	1,520	30,391	32,220
Telephone/telecommunications	22,480	2,067	1,292	25,839	16,445
Printing and copying	1,644	151	95	1,890	3,236
Postage and shipping	478	44	27	549	5,529
Computer and related	83,584	7,686	4,803	96,073	14,416
Memberships and subscriptions	40,271	3,703	2,314	46,288	38,872
Other office expenses	14,288	1,314	821	16,423	9,733
Total office expenses	247,615	22,769	14,230	284,614	153,709
GENERAL EXPENSES					
Insurance	18,802	1,729	1,080	21,611	30,009
Administration fee	43,131	3,966	2,479	49,576	72,583
Depreciation	78,974	7,262	4,539	90,775	134,118
Bad debt expense	-	-	-	-	25,573
Fees and licenses	9,888	909	568	11,365	8,767
Professional fees	183,081	16,835	10,521	210,437	216,313
Website maintenance	-	-	-	-	79,375
Loss on disposals of equipment	-	-	-	-	100,830
Other general expense	38,569	3,547	2,218	44,334	3,027
Marketing	54,062	4,971	3,107	62,140	11,830
Total general expenses	426,507	39,219	24,512	490,238	682,425
Total Expenses	\$ 6,483,227	\$ 525,344	\$ 328,339	\$ 7,336,910	\$ 7,154,303

Appendix E. Approved Budget

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

Enter Fiscal Year: SY18-19 Annual Budget

	Prior Year	July	August	September	Q1	October	November	December	Q1	January	February	March	Q1	April	May	June	Q4	C
	Budget	Budget	Budget	Budget	Budget	Budget	Budget	Budget	Budget	Budget	Budget	Budget	Budget	Budget	Budget	Budget	Budget	Ar
REVENUE																		
Per Pupil Charter Payments - General Education	3,240,628	281,985	281,985	281,985	845,955	281,985	281,985	281,985	845,955	281,985	281,985	281,985	845,955	281,985	281,985	281,985	845,955	
Per Pupil Charter Payments - Categorical Enhancements	852,023	61,260	61,260	61,260	183,780	61,260	61,260	61,260	183,780	61,260	61,260	61,260	183,780	61,260	61,260	61,260	183,780	
Per Pupil Facilities Allowance	887,578	78,222	78,222	78,222	234,666	78,222	78,222	78,222	234,666	78,222	78,222	78,222	234,666	78,222	78,222	78,222	234,666	
Federal Funding	263,223	25,532	25,532	25,532	76,596			25,532	25,532	25,532	51,064	51,064	127,660	25,532	25,532	25,532	76,596	
Other Government Funding Grants	111,808	-		9,661	9,661	19,323	19,323	9,661	48,306	9,661	9,661	9,661	28,984	9,661	9,661	9,661	28,984	
Private Grants and Donations	1,010,890	125,000	-	-	125,000	-	-	500,000	500,000	-	-	10,000	10,000	-	-	500,000	500,000	
Activity Fees		-			-				-				-				-	
In-kind revenue	1,081,000	92,333	92,333	92,333	277,000	92,333	92,333	92,333	277,000	92,333	92,333	92,333	277,000	92,333	92,333	92,333	277,000	
Other Income	28,288	3,792	3,792	3,792	11,375	3,792	3,792	3,792	11,375	3,792	3,792	3,792	11,375	3,792	3,792	3,792	11,375	
TOTAL REVENUES	7,475,439	668,124	643,124	652,785	1,764,032	636,914	636,914	1,062,785	2,126,614	662,785	678,317	888,317	1,719,419	662,785	662,785	1,062,785	2,188,865	
FUNCTIONAL EXPENSES																		
<i>Personnel Salaries and Benefits</i>																		
Principal/Executive Salary		12,083	12,083	12,083	36,250	12,083	12,083	12,083	36,250	12,083	12,083	12,083	36,250	12,083	12,083	12,083	36,250	
Teachers Salaries	3,459,572	133,333	133,333	133,333	400,000	133,333	133,333	133,333	400,000	133,333	133,333	133,333	400,000	133,333	133,333	133,333	400,000	
Special Education Salaries		38,694	38,694	38,694	116,081	38,694	38,694	38,694	116,081	38,694	38,694	38,694	116,081	38,694	38,694	38,694	116,081	
Other Education Professionals Salaries		85,417	85,417	85,417	256,250	85,417	85,417	85,417	256,250	85,417	85,417	85,417	256,250	85,417	85,417	85,417	256,250	
Business Operations Salaries		25,605	25,605	25,605	76,816	25,605	25,605	25,605	76,816	25,605	25,605	25,605	76,816	25,605	25,605	25,605	76,816	
Administrative/Other Staff Salaries		10,458	10,458	10,458	31,373	10,458	10,458	10,458	31,373	10,458	10,458	10,458	31,373	10,458	10,458	10,458	31,373	
Employee Benefits and Payroll Taxes	1,035,626	96,251	96,251	96,251	288,752	96,251	96,251	96,251	288,752	96,251	96,251	96,251	288,752	96,251	96,251	96,251	288,752	
Subtotal: Personnel Expense	4,495,198	401,840	401,840	401,840	1,205,521	401,840	401,840	401,840	1,205,521	394,743	401,840	401,840	1,198,424	401,840	401,840	401,840	1,205,521	
<i>Direct Student Expense</i>																		
Educational Supplies and Textbooks	430,520	23,500	23,500	23,500	70,500	11,750	11,750	11,750	35,250	5,875	5,875	5,875	17,625	5,875	5,875	5,875	17,625	
Student Assessment Materials/Program Evaluation					-	8,333			8,333	8,333			8,333	8,333			8,333	
Contracted Student Services	46,659		14,500	14,500	29,000	14,500	14,500	14,500	43,500	14,500	14,500	14,500	43,500	14,500	14,500	14,500	29,000	
Food Service	155,408	10,680	17,800	17,800	46,280	21,360	17,800	17,800	56,960	17,800	17,800	21,360	56,960	17,800	21,360	14,241	52,401	
Other Direct Student Expense	107,205	14,958	14,958	14,958	44,875	14,958	14,958	14,958	44,875	14,958	14,958	14,958	44,875	14,958	14,958	14,958	44,875	
Subtotal: Direct Student Expense	739,793	49,138	70,758	70,758	190,655	70,902	59,008	59,008	188,918	61,467	53,133	56,693	171,293	61,467	56,693	35,974	153,234	
<i>Occupancy Expenses</i>																		
Rent	1,008,000	84,000	84,000	84,000	252,000	84,000	84,000	84,000	252,000	84,000	84,000	84,000	252,000	84,000	84,000	84,000	252,000	
Depreciation (facilities only)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Interest (facilities only)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Building Maintenance and Repairs	36,159	8,333	8,333	8,333	25,000			8,333	8,333			4,167	4,167	8,333		4,167	12,500	
Contracted Building Services	15,884	10,833	10,833	10,833	32,500	10,833	10,833	10,833	32,500	10,833	10,833	10,833	32,500	10,833	10,833	10,833	32,500	
Other Occupancy Expenses	93,120	4,167	4,167	4,167	12,500	4,167	4,167	4,167	12,500	4,167	4,167	4,167	12,500	4,167	4,167	4,167	12,500	
Subtotal: Occupancy Expenses	1,163,163	107,333	107,333	107,333	322,000	99,000	99,000	107,333	306,333	99,000	99,000	103,167	301,167	107,333	99,000	103,167	309,500	
<i>General and Administrative Expenses</i>																		
Office Supplies and Materials	73,383	16,667	16,667	8,333	41,667	4,167	4,167	4,167	12,500	25,000	4,167	4,167	33,333	4,167	4,167	4,167	12,500	
Office Equipment Rental and Maintenance	26,032	2,500	2,500	2,500	7,500	2,500	2,500	2,500	7,500	2,500	2,500	2,500	7,500	2,500	2,500	2,500	7,500	
Telephone/Telecommunications	37,328	3,333	3,333	3,333	10,000	3,333	3,333	3,333	10,000	3,333	3,333	3,333	10,000	3,333	3,333	3,333	10,000	
Legal, Accounting and Payroll Services	172,459	14,554	14,554	14,554	43,661	14,554	14,554	14,554	43,661	14,554	14,554	14,554	43,661	14,554	14,554	14,554	43,661	
Insurance	46,933	5,000	5,000	5,000	15,000	5,000	5,000	5,000	15,000	5,000	5,000	5,000	15,000	5,000	5,000	5,000	15,000	
Transportation	27,556	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Professional Development	123,251	34,333	34,333		68,667	34,333	34,333	17,167	85,833	17,167		17,167	34,333	17,167			17,167	
PCSB Administrative Fee	50,000	5,000	5,000	5,000	15,000	5,000	5,000	5,000	15,000	5,000	5,000	5,000	15,000	5,000	5,000	5,000	15,000	
Management Fee	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Interest Expense (non-facility)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Depreciation and Amortization (non-facility)	100,322	5,172	5,172	5,172	15,517	5,172	5,172	5,172	15,517	5,172	5,172	5,172	15,517	5,172	5,172	5,172	15,517	
Other General Expense	286,594	19,758	19,758	19,758	59,275	19,758	19,758	19,758	59,275	19,758	19,758	19,758	59,275	19,758	19,758	11,858	51,375	
Subtotal: General Expenses	943,858	106,318	106,318	63,651	276,287	93,818	93,818	76,651	264,287	97,485	59,485	76,651	233,620	76,651	59,485	11,858	187,720	
TOTAL EXPENSES	7,332,012	664,630	686,250	643,583	1,994,463	665,560	653,666	644,833	1,964,059	652,694	613,458	638,351	1,904,504	647,291	617,018	591,666	1,855,975	
Operating Revenue/Expense	143,427	3,494	(143,126)	(90,798)	(230,430)	(128,645)	(116,752)	407,952	102,554	(99,909)	(35,141)	(50,035)	(185,085)	(94,506)	(64,333)	461,119	302,380	
NET INCOME	\$ 143,427	\$ 3,494	\$(143,126)	\$(90,798)	\$(230,430)	\$(128,645)	\$(116,752)	\$407,952	\$102,554	\$(99,909)	\$(35,141)	\$(50,035)	\$(185,085)	\$(94,506)	\$(64,333)	\$461,119	\$302,380	\$

