

# **District of Columbia International School**

**Annual Report  
2018-19**

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# District of Columbia International School Narrative

## Mission Statement

District of Columbia International School inspires inquiring, engaged, knowledgeable and caring secondary students who are multilingual, culturally competent, and committed to proactively creating a socially just and sustainable world.

## School Program

### Curriculum design and instructional approach:

The District of Columbia International School (DCI) educational vision is comprised of three key elements designed to prepare all of our students for post-secondary success and for life-long learning: the International Baccalaureate (IB) approach of inquiry-driven curriculum and assessments; multilingualism; and employing student agency by leveraging technology to increase achievement and real-world relevance. While we have many areas for improvement and growth, we are achieving this vision for our students and community.

**International Baccalaureate for All:** The IB continuum of international education challenges schools and students to excel within an inquiry based curriculum and assessment model that places the learner in the center. Driven by a rigorous pedagogical philosophy, IB learners strive to become inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, and reflective.

DCI employs the interdisciplinary approach of the world-class International Baccalaureate Middle Years Program (MYP), Diploma Program (DP) and Career-related Program (CP). [All three programs are well known](#) for their depth, rigor and strong preparation for postsecondary success. The MYP is designed for students in grades 6-10. It provides a framework of learning which encourages students to become creative, critical and reflective thinkers. The MYP emphasizes intellectual challenge, encouraging students to make connections between their studies in traditional subjects and to the real world. It fosters the development of skills for communication, intercultural understanding and global engagement.

In 11 and 12th grade, DCI learners choose between two IB pathways: the DP or the CP. Traditionally these programs are reserved for 'honors' tracks in school that sort students based on perceived ability. At DCI, we pride ourselves in an educational model that aims to empower all students for post-secondary success. As a result, 100% of our 11th and 12th grade students are taking either the full DP or the full CP.

The DP is an academically challenging and balanced program of education with final examinations that prepares students, aged 16 to 19, for success at university and life beyond. It has been designed to address the intellectual, social, emotional and physical well-being of students. The programme has gained recognition and respect from the world's leading universities. The CP incorporates the vision and educational principles of the IB into a unique program specifically developed for students who wish to engage in career-related learning. We have two career pathways at DCI, computer programming and computer hardware. We institute these pathways in collaboration with the National Academy Foundation (NAF) and its DC affiliate DC Career Academy Network (DCAN).

**Multilingualism:** Cross-cultural communication is a key to success in the 21st century and it is a requirement of the IB MYP, DP and CP Programs. Thus, bilingualism is key to achieving global citizenship, to understand and to participate authentically in the world. All DCI students study advanced Chinese, French or Spanish. Most students entering the secondary program have achieved a moderate level of fluency and literacy in their target language. At DCI a selection of students' classes (World Language, arts, middle school social studies and electives) are taught in an immersion environment. The program allows students to continue their

progress in a second language and cultural literacy, and even allows them to learn a third language. Students new to World Language education are able to enter a beginning language track in one of the three target languages and are expected to continue study at the IB level until graduation.



High schoolers become the first DCI students to join the National Honors Society.



The girls basketball team plays in the gym at Delano Hall.



Students on DCI's Robotics Team participated in a local STEAM fair.

### **Student Agency:**

The third pillar of DCI is ensuring Student Agency. We are student-centered above all else. How this builds towards achieving our mission was clear in our 8th grade IB MYP community projects and our IB MYP 10th grade personal projects. Through a structured, yearlong process, students independently selected an action and/or study that met their passions. Personal Projects this year included a novel addressing teen depression, a self-built computer, a published podcast where students interview prominent stage actors (now available on Spotify and iTunes), an animated movie exploring LGBTQ+ issues, an exploration of homelessness in DC (which culminated in the distribution of care packages) a curated book of internationally minded health advice for teens, and podcasts and other media to teach both Mandarin and Cantonese Chinese.

Our 8th grade community projects this year included an expose on the Gender Pay Gap shared with other charter schools, a computer program to help students do community service, homeless support, discussed the gender pay gap, worked with Volunlink, a student-designed website that directs volunteers to local organizations they can support that align with their interests, collecting and distributing feminine products to homeless women, organized a Free Minds Write Club 'Write Lunch' event and birthday card drive, Built a Little Lending Library with books in target languages installed on DCI campus, launched a School-wide Positivity Campaign, and started an after-school target language peer tutoring.

At DCI, we understand that the effective and ethical use of technology is central to any 21st century profession and lifelong learning. As a result of this understanding, we give each student a Chromebook which they use in their classes and take home for homework. This provides our teachers and students with access to 21st century learning and engagement tools and resources. We understand, however, that digital tools do not replace the importance of relationships and high levels of meaningful engagement between our students and teachers.

Thus, we see the Chromebooks as a lever to make learning more relevant, personalized, and collaborative than it would otherwise be. We want to seize the possibilities that the internet age allows. Students use



personalized English language arts and math programs to learn at their level and with topics that interest them. They research using the breadth of the Internet and its resources. Using online classes, they learn computer programming. They collaborate to write and present using Google tools.

What this looks like in practice: Central to both our mission and the IB pedagogy is connecting learning to the community in which our students live and thrive. Thus, our curriculum aims to prepare our students to become citizens, workers, and leaders of tomorrow. We accomplish this through the emphasis of agency, a sense of responsibility to community and planet, and a commitment to lifelong learning. We encourage all of our students to engage with each other and their community through speakers, seminars, and creative instruction, exchange programs, service learning, and exposure to diverse languages and cultures.

Environmental stewardship and social justice grounds our students' learning in the local community and the planet. While the IB naturally incorporates these principles, DCI makes these more visible and explicit in instructional design and activities. Using the IB's interdisciplinary approach and projects, students and faculty delve deep into environmental and social issues that affect their community and planet.



The Lu Verde Verde Club (Green Club) participated in the Youth Climate Strike.



Students in Project LIT met to discuss the book *THE STARS BENEATH OUR FEET*.

## Parent and Guardian Involvement Efforts

DCI recognizes that central importance of active parent and guardian involvement and partnership in order to achieve success as a school community. As a result, we have a variety of clear structures in place for strong student-teacher-parent/guardian-school partnerships. Our student advisory model (in Approaches to Teaching and Learning and High School Family courses) is a centerpiece of parent engagement. Our advisor teachers function as primary points of communication between the school and their advisees' parents or guardians. As a result they are in regular communication with DCI parents and guardians. Bi-annually, our advisors meet face-to-face with parents in a goal setting and then student-led conferences.

We also make consistent connection with our parent community in regular school programs. Our Parent-Teacher Organization (PTO) is inclusive. The PTO holds regular bi-monthly meetings for our parent community and administration to discuss school-wide success and community programming. In addition, our principal team met monthly with parents in an open and well attended morning coffee.

In order to ensure that our Spanish-speaking parent community has equal access to school programming and leadership, we hold monthly meetings in Spanish (Cafe y Charla) with topics ranging from grading and assessment to supporting students through grade transitions. We also aim to ensure that Spanish translation is available at all major school events that engage with parents. All written parent communications, including our weekly newsletters, are translated into Spanish.

Supporting our sports teams is our parent-organized Athletic Booster Club. They support all our sports teams, run our sports banquet and run concessions at events.

DCI holds a wide variety of parent information meetings in order to ensure our parents and guardians are engaged in all aspects of our community. These events include:

- Back to school night
- New parent/guardian orientations
- College finance and entrance orientations
- Curriculum, assessment and grading orientations
- Technology tool orientation
- Adolescent development and mental health sessions



The Cha Hua Hui Club volunteered at Washington Yu Ying PCS's Temple Fair for Chinese New Year.

# School Performance

## Meeting the Mission

DCI continued to achieve progress towards fulfilling our mission and vision during the 2018-19 school year. We began the year as the first International Baccalaureate authorized Middle-Years (MYP), Diploma (DP), Career-related Program (CP), National Academies Foundation (NAF/DC Career Academy Network) continuum public school in Washington DC.

In order to ensure all of our students are well prepared for the rigorous expectations of the IB and NAF programs, we began the year with a professional development focus on ensuring high levels of rigor in our “honors for all” curricular model. As a result, our first graduating class, the class of 2020, achieved success in the first year of the IB Diploma, IB Career-related and NAF Program courses.

Throughout the 2018-19 school year, our professional development focussed on leveraging positive student-teacher relationships to implement IB inquiry based instruction in all of our classrooms.

## Academic Results

DCI continues to maintain its Tier I and four-star status. DCI's PARCC performance compared to last year and to citywide performance is presented below. Results show that we continue to outperform the citywide averages.

	English 4+	Math 4+
DCI 2015	35%	31%
DCI 2016	52%	34%
DCI 2017	55%	41%
DCI 2018	55%	38%
DCI 2019 Middle School	63%	43%
DCI 2019 High School	49%	33%
Citywide 2016 Middle School	27%	17%
Citywide 2017 Middle School	30%	19%
Citywide 2018 Middle School	35%	23%
Citywide 2019 (3-8th)	38%	32%
Citywide 2019 High School	34%	18%



At our middle school, we have an alternating A/B day schedule, with language classes, English, and math meeting every day. Arts, Design, Individuals & Societies, Physical Education, and Science meet every other day. As well, students take two electives, either in the target language (such as classes in Chinese, French or Spanish culture) or in English (such as Student-Led Inquiry, on a topic of students' individual or group choice, or Computer Programming). We offer both brunch and lunch periods for tutoring, club meetings, and student break time. Particular academic supports include Reading, Writing, and Math Support classes for students in need, as well as co-teaching and self-contained classes for students with special education or English as a Second Language needs. We also offer a variety of related services such as occupational therapy, counseling, and speech therapy.

This year our high school grew to ninth to eleventh grade. As noted above, our tenth graders completed the IB MYP personal projects. Ninth and tenth graders took credit-bearing classes including (every day) English, Math, Science, History, and their foreign language, as well as (every other day), Music, Health and Physical Education, and two electives.

All DCI eleventh graders completed IB Diploma courses in all core subjects (IB English, Chinese, French or Spanish, IB History, IB Biology, and IB Mathematics) and additional electives. IB Diploma Candidates also completed IB Visual Arts or IB Film, one year of IB Theory of Knowledge; extra-curricular activities that are creative, involve action and community service as part of the IB Creativity, Action and Service (CAS) program; and began research for their Extended Essays (a 4000 word investigation focussed on a particular complex question within a subject area). In addition to the core IB DP courses above, IB Career-related Program students completed IB Personal and Professional Skills and a career elective (such as AP Computer Science NAF Computer Systems and NAF Principles of IT).



Students on the DCI Debate Team finished 2nd in the Varsity Division at a Washington Urban Debate League tournament.

### **Extracurricular Participation**

DCI aims to educate the whole child and create a dynamic space where all of our students can engage with their interests and passions as part of our community. As a result, we have a very active student life program. Our students are actively involved in lunch and after-school clubs and athletics as part of our Athletics, Clubs and Extracurriculars (ACE) program. Club activities range from our outstanding Robotics Team, the Marvel Movie Fan Club, tasting the incredible creations of our Cooking and Baking clubs, environmental conservation efforts of Lu Vert Verde and the Gardening Club, theater productions and many other outstanding opportunities.

During the 2018-2019 school year, DCI had incredible participation in our ACE Sports and Clubs Program. Over 400 students participate in lunch clubs over the course of the year, and the following number of participants in After School clubs for each of these trimesters:

FALL: 472

WINTER: 381

SPRING: 371

DCI enjoyed a successful year of sports. We supported 37 sports teams at the Middle School and High School level as well as twelve developmental teams. Our sports teams had 585 participants, 413 unduplicated student athletes across the three seasons. Those athletes saw success on the court and in the classroom with DCI winning five league titles (Varsity Boys Soccer, Varsity Girls Volleyball, MS Girls Soccer - fall and spring - and MS Coed Baseball). In addition, our high school girls cross country team, middle school girls volleyball team and middle school boys basketball team were league runner-ups. We were excited to start MS and High School Running Club, High School Girls Lacrosse and Middle School and High School Golf Academy which were very well received. In addition, we have added a Strength and Conditioning Coach and opened the weight room to student-athletes to enhance their performance in the playing arena.

Our student club participants and athletes were principled, took risks, excelled on the field and in the classroom and demonstrated care for their teammates, peers and coaches. We had a fabulous year in ACE and look forward to growing our programs.

### **Community focus and restorative justice**

DCI has adopted policies, procedures and plans to ensure a safe and supportive school environment that:

- Emphasizes care, effective communication and quality relationships based on mutual respect;
- Values effort, presents achievable but challenging expectations, builds self esteem and encourages students to be responsible and independent learners; and
- Promotes the development of knowledgeable, morally and socially responsible citizens who are self-determined.

In line with our guiding principles, DCI only considers student suspension or expulsion for serious/repeated conduct that violates the rights of others in the school community to feel safe, learn, or maintain property. DCI aims to be a low-suspension/no expulsion school. DCI may invite parents/guardians to spend days at school with their children in lieu of suspension.

We believe in consequences that have the student making restitution rather than being excluded from learning. DCI observes the tenets of restorative justice and positive behavior interventions and supports because it believes that students a) belong in school, and b) that punishment does not change behavior, but intervention does. DCI will include restorative justice practices such as restorative conferences, peace circles, family conferences, and peer juries in order to be proactive about preventing suspension or expulsion. The discipline provisions of IDEA are observed regarding consequences for students with disabilities.

As a result of our restorative focus, DCI's 2018-2019 suspension and expulsion rates continued to decrease from previous years while our school population grew.

## Meeting Goals & Academic Achievement Expectations

DCI has selected as its measure of student academic achievement the indicators listed in the Elementary/Middle School Performance Management Framework (with respect to grades 6 through 8), and the High School Performance Management Framework (with respect to grades 9 through 12) developed by PCSB.

Our results for 2018-19 were stronger than citywide averages. In 2018-19, we were a Tier One school. Our attendance was 93%; 81.7% of staff returned, and 94.5% of total students returned.

DC International School Public Charter School - Goals and Academic Achievement Expectations	Goal met or unmet	Progress toward goals
Achieving International Baccalaureate (IB) Candidate Status by SY 2020-21.	Met	DCI obtained IB candidate status for MYP, DP, and IBCC programmes.
<p>Language: Students will be assessed in accordance with American Council on the Teaching of Foreign Languages (ACTFL) standards and benchmarking.</p> <ul style="list-style-type: none"> <li>At least 50% of students who are continuing their language education from elementary school will be on track to achieve the ACTFL Advanced Mid to Advanced High Standards, as indicated by the STAMP (Standards-based Measurement of Proficiency) 4 assessment, by graduation.</li> <li>At least 50% of students who are either new to DCI or who switch their target language will be on track to achieve ACTFL Intermediate status, as indicated by the STAMP 4 assessment, by graduation.</li> <li>50% of students with disabilities and 50% of English Language Learners will earn the Middle Years Programme certificate in tenth grade and either the IB Career-Related Certificate (IBCC) or IB Diploma Programme (DP) in the twelfth grade.</li> </ul>	Partially Met	<p>DCI will have its first graduating class SY 19-20. Due to not having had any student who have yet graduated.</p> <ul style="list-style-type: none"> <li>Of the current 12th grade students who are matriculating from member schools, we do not yet have 50% meeting Advanced Mid to Advanced High standards in the STAMP assessment. We have not yet determined the benchmark for students entering 12th grade to show they are on track for this goal.</li> <li>Of the students in 12th Grade accepted at or before 9th grade via lottery, over 50% are already achieving ACTFL intermediate status.</li> <li>DCI has no data for students with disabilities or EL learners achieving the IB DP or CP, as we have not yet had a graduating class. We are no longer awarding the MYP Certificate, as it is not compatible with the 1:1 technology platform we are currently using.</li> </ul>
<p><b>Social/Emotional/Behavioral</b></p> <ul style="list-style-type: none"> <li>DCI students will have a 95% attendance rate for SY18-19 as measured by E-schools.</li> <li>Students will have no more than a 5% suspension rate for SY18-19 as calculated by PCSB.</li> <li>DCI will be at the top quartile of DC learning environment section of TNTP (teachers)</li> </ul>	Partially Met	<ul style="list-style-type: none"> <li>DCI students had a 93.4% attendance rate for SY18-19 as measured by E-schools.</li> <li>DCI student had a 4.5% suspension rate for SY18-19 as calculated by PCSB.</li> <li>DCI did not achieve the top quartile of learning environment section of the The New Teacher</li> </ul>

<ul style="list-style-type: none"> <li>At least 75% of students will respond positively to classroom climate section of Panorama</li> </ul>		Project (TNTP) survey or our 75% or above goals regarding classroom climate. This reflects the high expectations of our teaching staff and students. As a result of a lack of substantial increase in these metrics we have made significant structural changes for the 19-20 school year.
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## Strategic Planning

In 2018-19, and upon approaching our fifth year in operation, DCI embarked upon a strategic planning initiative. The leadership team engaged with the board, member school leadership, teachers and the community to develop a plan for the next five years. The draft plan was completed at the end of the year. The following priorities were identified. The leadership team will share the plan in 2019-20 with their staff and community and receive feedback.

Below the priorities, DCI's 5 year and Long Term Impact Goals are highlighted. Next to that are the goals for SY 19-20

### 2019-2024 Five Year Strategic Priorities

**Vision and non-negotiables.** Draft a vision, core elements, and non-negotiables that will shift DCI from a startup to an enduring institution. Codify our vision around student agency, IB for all, and language proficiency.

**Academics.** Ensure a culturally relevant and vertically articulated 6-12 IB-for-all academic experience through an engaging, connected curriculum and lessons that challenge all students to set and reach high goals, support struggling learners, and close achievement gaps.

**Staff culture and development.** Build a diverse and international staff and culture that is caring, balanced, and focused on student engagement, learning, relationships and success.

**Student culture.** Build a caring, balanced and principled student culture that promotes equity and inspires all students to develop their passions, reach their goals, and strive for a better world.

**Expand impact.** When greenlighting criteria for readiness are met, expand our impact by opening a second DCI campus.

Goals for SY 18-19	
Long-Term Impact Goals (Five Year Strategic Plan)	2019-2020 Aligned Metrics and Milestones
<p><b>IB for all:</b> All students will graduate from DCI with a DC issued diploma, with 75%* receiving the IB Diploma or Career Certificate.</p> <p><b>Language:</b> At least 75% of students will demonstrate significant growth in their target language, and 15% or more will reach advanced levels by graduation.</p> <p><b>Student agency:</b> All students complete IB Capstone inquiry projects at grades 8 and 10, and 75% of students participate in DCI student life. This participation leads to strong engagement and connectedness with the community and school. DCI graduates will have the agency to pursue their chosen path to college or career.</p>	<ul style="list-style-type: none"> <li>• 50% or more of 2020 students earn IB CP certificates and IB Diploma</li> <li>• 100% of 11th and 12th grade students take IB Diploma classes</li> <li>• 100% of 10th grade students complete the requirements of the IB Middle Years Program and receive MYP certificates</li> <li>• 60% or more of students will grow 0.5 average levels in their target language on STAMP</li> <li>• 60% or more of students will reach level 4 (Chinese) and level 5 (French and Spanish) in 11th grade</li> <li>• 10% or more of students will reach the Advanced level or greater in speaking, writing, listening, and reading on the ACTFL</li> <li>• 55% or more of students participating in lunch clubs, sports or afterschool programming</li> </ul>
DCI acknowledges that DC PCSB's review and publication of this annual report does not imply concurrence or disagreement with the content herein.	



Students in Spanish class made maripositas chinas (Cuban wontons) in Delano Hall's World Food Lab.



The Boys Varsity Soccer team won the PCSAA championships.

## Unique Accomplishments

The DCI community continues to be recognized for our significant accomplishments. Externally, we received recognition as a Tier 1 school for the third year in a row. We were also recognized with a four-star rating for the first year of STAR ratings. In addition, individual DCI students have received multiple recognitions including but not limited to:

- Rosalie Ngatchou - 1st Place DC Poetry Out Loud Competition
- Lysander Boroff - 2019 Youth Poetry Grand Slam Finalist
- DCI Debate Team - WUDL's School Choice Award's Best Team (the individuals on this team also won a number of awards)
- Maya Schindler - Mid-Atlantic Association of IB World Schools (IBMA) Student Excellence Award for 2018-2019
- Kassandra Tchemi and Rosalie Ngatchou were Affiliate Award winners for the National Council of Women in Technology Aspirations in Computing Award
- DCI's high school robotics team won a Judges' Award at the Southern Maryland Regional for the team's "commitment to diversity and equity in STEM."
- The DCI middle school robotics team was a finalist at the Greater DC Regional.
- DCI sports teams Boys and Girls MS Soccer won the citywide league. The HS Varsity Girls Volleyball and Boys soccer both won the league and went on to state. The MS Boys Basketball came in 2nd in the league.

We promoted our fourth class of 8th graders, with fantastic community projects to cap their year. We had our second group of students complete the Middle Years Programme in 10th grade, with independent, passion-filled personal projects. We sent our second round of students for our international study program, with great parent and community support, to China, Costa Rica, and Senegal.

We celebrated the life and legacy of our former DCI tenth grader, in our first ever DCI Erik Melgar Memorial Soccer Tournament on our newly named Erik Melgar Memorial Field. This event as a poignant recognition of the beauty, caring and unity of our community and the positive legacy that Erk Melgar left in our community.

DCI continued to empower our students and our community and achieve our mission during the 2018-2019 school year. The school community is proud of their accomplishments and eager to embark on SY19-20 when DCI will graduate its first class of Seniors, the Class of 2020.





## Thank you to our Donors who donated over \$500

Amazon Smile Foundation  
Anonymous (unknown to school)  
Claire Attwool & Eros Lazzerini  
Alison Auerbach & Marc Shindler (The New York  
Community Trust)  
Bank of America  
Brown Rudnick Charitable Foundation  
Building Hope  
Ellen Chafee & Samuel Fromartz  
Lisa Chiu & Daniel Chiu  
City First Bank of DC  
David Colvin & Heather Colvin  
Victoria Davis  
Dennis Diamond  
East City Books LLC  
Education Forward DC  
Maj Fiil-Flynn & Sean Flynn  
Daniel Fine & Sarah Snyder (Fidelity Charitable)  
Teresa Games  
Adam Gluckman  
GWU - Confucius Institute  
John Hanly & Garnet Hanly  
Peter Harris & Angela Lee  
Blake Humphreys & Paul Larsen  
Andrea Lachenmayr & Thomas Russell

Evelyn Lee  
Matthew Lee (CJ Maintenance)  
Laurelle Lo & David Talbot  
Christopher McKee  
Sarah & Kevin Mooney  
Lewis H Mottley, Jr.  
Stefano Negri & Vanessa Bertelli  
Network for Good  
NewSchools Venture Fund  
Philip L. Graham Fund  
Politics & Prose  
Daniel Reich & Amy Eisner  
Clare Romanik  
Mary Shaffner and Will Weems  
Sarah Snyder & Daniel Fine  
Scholarship America  
Andrea Simon & Elias Stern  
The Bee Cause Project  
The Nature Conservancy  
The Norman & Ruth Rales Foundation  
The Snapdragon Book Foundation  
Deanna Trowse & Victor Fernandez  
Victor Veizaga & Cory Veizaga  
Sandi Leigh Verbois & Richard Gryziak

# Data Report

## SY 2018-19 Annual Report Campus Data Report

FSource	Data Point
PCSB	LEA Name: District of Columbia International School
PCSB	Campus Name: District of Columbia International School
PCSB	Grades served: 6-11
PCSB	Overall Audited Enrollment: 804

## 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	264
Grade	7	8	9	10	11	12	Alternative	Adult	SPED*
Student Count	231	192	186	113	75	0	0	0	108

\*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> 178
PCSB	<b>Suspension Rate:</b> 4.5%
PCSB	<b>Expulsion Rate:</b> 0.19%
PCSB	<b>Instructional Time Lost to Out-of-School Suspension Rate:</b> .05%
PCSB	<b>In-Seat Attendance:</b> 93.4%
PCSB	<b>Average Daily Attendance:</b>
PCSB	<b>Midyear Withdrawals:</b> 2.5% (27 Students)
PCSB	<b>Midyear Entries:</b> 0% (0 Students)
PCSB	<b>Promotion Rate:</b> 99.3%
PCSB (SY17-18)	<b>College Acceptance Rates:</b> <i>Not applicable</i>
PCSB (SY17-18)	<b>College Admission Test Scores:</b> <i>Not applicable</i>
PCSB (SY17-18)	<b>Graduation Rates:</b> <i>Not applicable</i>

FACULTY AND STAFF DATA POINTS	
School	<b>Teacher Attrition Rate:</b> 21.5%
School	<b>Number of Teachers:</b> 98 "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: 62,734 2. Range -- Minimum: \$40,000                      Maximum: \$80,000

# Appendices

## Teachers

<b>Name</b>	<b>Responsibilities</b>	<b>Qualifications</b>	<b>Dates of Employment</b>
Tosin Alao	Math Teacher	MA Education Leadership	8/16/18 - Present
Nzinga Ayo-Mamadi	PPS Teacher	MA Education Leadership	8/21/18 -12/21/18
Natalie Barbieri	Special Ed/ELL Teacher	M. Ed Special Education	8/16/15 - Present
Benitez, Laura	Spanish Teacher	MS Communication	1/1/18 - 8/15/19
Carsten Binsner	IT/Design Teacher	BS in Science	8/16/17 - Present
Bethany Blackwood	Math Teacher	MA Educational Tech.	8/16/18 - Present
Danielle Boudreaux	English Teacher	MA English	8/16/16 - Present
Darius Brown	Math Teacher	MA Ed Policy	1/15/19 - Present
Chunrong Cai	Chinse Teacher	BS Education	1/8/19 - 8/31/19
Donnie Campbell	Math Teacher	MA Secondary Math	8/16/18 - 8/15/19
Natalia Campos	Instructional Aide	BA Criminal Justice	3/16/18 - Present
Janae Carter	English Teacher	BA English	8/16/17 - Present
Matthew Carucci	SPED Teacher	MA SPED	2/1/18 - Present
Rodolfo Castropoland	Spanish Teacher	BA Political Sci & Spanish	8/16/18 - Present
Zhengyu Chi	Chinese I&S Teacher	MA Second Language (Chinese)	8/16/18 - Present
Christine Contreras-Slaughter	Math Teacher	BA Poli Sci & German, Praxis	2/23/16 - Present
Kevin Corcy	French Teacher	MA Foreign Language (French)	8/16/18 - 8/15/19
Charles Cornelius	SPED Teacher	MA Curriculum & Instruction	8/16/17 - Present
Kennedi Crosby	Math Teacher	MA Chemistry	8/16/18 - Present
Emily Culp	English Teacher	BA English & American Lit	8/16/18 - Present
Charlene Cummings	Science Teacher	BS Science	8/16/15 - Present
Nicholas Curwen	Social Studies Teacher	M.ED Administrative Leadership	8/16/16 - Present
Toni Deanon	English Teacher	MA Language	8/16/17 - Present
Zachary Diamond	Music Teacher	BA Music History & Theory	8/16/16 - Present

Mehran Divanbaigyzand	Math Teacher	BA Mechanical Engineering	8/16/18 - 8/15/19
Sam Dodson	Art Teacher	BA Philosophy	8/16/17 - Present
Cody Duncan	SPED Teacher	MA Teaching	8/16/17 -10/12/18
Mounia Elmezrichi	French Teacher	BA Public Relations	2/16/17 - Present
Ely Fall	PE Teacher	BS	10/24/16 - Present
Sara Farrand	Spanish Teacher	MA Strategic Mgmt & Tech.	8/16/18 - 8/15/19
Nicholas Galfo	ISS Teacher	BA Early Childhood Education	8/16/18 - Present
Yuan Gao	Chinese Teacher	MS Education	4/22/19 - Present
Yuan Yuan Gao	Chinese Language Arts Teacher	M. ED Add'l Languages	8/16/14 - Present
Carmen Garcia	Spanish Teacher	BA Secondary Education	8/16/17 - Present
Henry Garcia	PE Teacher	BA Spanish	8/16/16 - Present
John Gass	English Teacher	MA Curriculum & Instruction	8/16/18 - Present
Yartumo Gborkorquillie	English Teacher	BA English	8/16/18 - 8/15/19
Sabre Goldman	SPED Teacher	BA History, Praxis	8/16/17 - Present
Jorge Granados	Teacher	BA Liberal Studies, Praxis	8/16/17 -Present
Kellie Hardt	Math Teacher	MA SPED	8/13/18 - 9/21/18
Taylah Hawks	Science Teacher	MA Biology & SPED	8/16/18 - 8/15/19
Amber Herisson	French Teacher	MA French Literature	8/16/17 - Present
Caitlyn Homol	Science Teacher	BA International Affairs, Praxis	8/16/17 - Present
Darcy Hood	English Teacher	MA ED Psychology	8/16/18 - 8/15/19
Grace Hu	Chinese Arts Teacher	MA Arts	8/16/17 - Present
Patricia Kyle	Electives Teacher	MA International Studies	2/6/19 - 8/31/19
Demi Lager	Science Teacher	MS Exercise Science	12/3/18 - Present
Delano Lamy	Spanish I&S Teacher	Ph.D. in Spanish	8/16/18 - Present
Justin LaRocque	Special Education Teacher	MEd Special Education	8/16/15 - Present
Oscar Le	Science Teacher	BA Biology	8/16/18 - 8/15/19
Julie Ledon	French Teacher	MA French Literature	10/9/18 - 7/15/19



Elaine Li	Chinese Teacher	MA Curriculum & Instruction	8/16/18 - Present
Mickey Liu	Chinese I&S Teacher	BA Graphic Comm & Digital Publishing	8/16/18 - Present
Sarah Look	PE Teacher	Diploma	8/15/18 - Present
Brian Lounsbury	Design Teacher	BA Education	8/16/17 - Present
Xian Lu	Chinese Teacher	MA Teaching	1/1/18 - Present
Susan Lyons	Math Teacher	BA English	11/1/18 - Present
Lydia Ma-Wolfe	Chinese Music Teacher	MA Voice Performance & Pedagogy	8/16/18 - Present
Fatoumata Magassa	Special Ed/ELL Teacher	MA Special Education	8/16/15 - Present
Abbie Mantaring	Science Teacher	MA Secondary Education	8/16/18 - 8/15/19
Ana Martinez	Spanish Teacher	MA Secondary Teacher	4/1/18 - Present
Staci Mathura	English Teacher	MA Education	10/15/18 -8/15/19
Livia Matteucci	English Teacher	BA Psych & Education	8/16/17 - Present
Liz McCarthy	English Teacher	MA English as a Second Language	8/16/18 - Present
Ezra Miller	English Teacher	MA English	8/16/18 - Present
Paul Mills	Special Education Teacher	M.Ed Special Education	12/1/15 - Present
Stephen Muskett	Design Teacher	MA K-8 STEM Education	8/16/18 - Present
Aude Newton	Math Teacher	MS Middle Grades Math	8/16/14 - Present
Cecille Orquiola	Design Teacher	BA Advertising	8/13/18 -10/12/18
Mariana Pavon	Science Teacher	Ph.D. Biochemistry & Molecular Biology	8/16/18 - 8/15/19
Odalis Pupo Batallan	SPED Teacher	MA SPED	8/16/18 - Present
Nina Raffaele	Spanish I&S Teacher	BA in Cultural Anthropology	1/08/16 - Present
Katia Raina	English Teacher	MA Writing	8/16/17 - Present
Kenya Ramey	PPS Teacher	MA African American Studeis	1/28/19 - Present
Corina Ramos	Spanish Teacher	MA Education	8/16/18 - 8/15/19
Krishna Rampersaud	Math Teacher	MA Educational Administration	8/16/16 - Present
Jose Reyes	Spanish Arts Teacher	MA Film	8/16/17 - Present

Leticia Rodriguez	Spanish Teacher	MA Spanish	8/16/16 - Present
Laura Ryan	Math Teacher	MA Math Education	8/16/16 - Present
Rebecca Schouvieller	History Teacher	MA Learning & Teaching	8/16/18 - Present
Frankie Seabron	SPED Teacher	BA English	8/16/18 - Present
Jiye Shi	Chinese Teacher	MA Bilingual Education	8/13/18 -12/21/18
Lorenzo Simms	SPED Teacher	MA SPED	8/16/18 - Present
Valerie Siwotso	Friench I&S Teacher	MA Foreign Service	8/16/18 - Present
Doreen Smith	Science Teacher	MA Secondary Science	8/16/17 - Present
Lauren Smith	Special Education Teacher	MA Special education	8/16/16 - 9/24/18
Mariam Soumahoro	Math Teacher	BA Science	8/16/17 - 8/15/19
Tori Sparks	History Teacher	MA Educational Studies	8/16/17 - Present
Ryan Steinbach	Math Teacher	MBA, Praxis	2/1/18 - Present
Andy Stoffel	Theater Teacher	BA Culture & Politics	8/16/18 - Present
Aaron Stone	Special Education Teacher	MEd Special Education	3/15/15 - Present
Xiaomin Sun	Chinese Teacher	MBA, Praxis	8/16/16 - present
Celia Taylor	Special Education Teacher	MEd Special Education	8/16/15 - Present
Dianna Tejada	English Teacher	BA Africana Studies	8/13/18 - 9/11/18
Karolina Terrazas	English Teacher	MA English	8/16/16 - 1/5/19
Michael Thomas	English Teacher	MA Elementary Education	8/16/17 - Present
Cassandra Thompson	RISE Teacher	MBA	8/16/18 - 6/21/19
Tanya Thomson	French Arts Teacher	MA Ed Leadership	8/16/17 - Present
Rob Turner	PE Teacher	BA Physical Education	8/16/18 - Present
Ray Wang	Math Teacher	MA Ed & Social Policy	8/16/17 - Present
Jennifer Washington	SPED Teacher	MA Bilingual Education	12/3/18 - Present
Yolanda Whitted	English Teacher	BA English Language & Lit	1/3/19 - Present
Montenique Woodard	Science Teacher	BA Education	8/16/17 - Present
Chao Yu	Chinese Teacher	MS General Education	2/25/29 - 5/3/19

## Instructional Support

Name	Responsibilities	Qualifications	Employment
Austin Ager	Dedicated Aide	Associates	2/22/19 - 6/25/19
Clara Bichon	French Intern	French Diploma	8/28/18 - 6/30/19
Albert Millard	Instructional Aide	BA Spanish Language	4/1/19 - Present
Xiomara Ramirez	Ed Office Assistant	Diploma	1/23/19 - Present
Tiffany Sequeira	Instructional Aide	BA Foreign Language	9/4/18 - Present
David Payne	Instructional Fellow	BA Chemical Education	9/1/18 - Present
Josue Sosa	Instructional Aide	HS Diploma	11/6/17 - Present
Brittany Todd	Instructional Aide	BA Modern Language	9/20/18 - 7/31/19
Douglas White	Instructional Aide	HS Diploma	8/16/15 - Present

## Administration

Name	Responsibilities	Qualifications	Employment
Alison Auerbach	Dir. Language Learning	MSA Education	1/25/16 - 7/31/19
Deidra Bailey	HS Principal	M. Ed in Special Education	8/16/14 - Present
Christina Cancelli	Asst Principal	BA English & Secondary Ed	8/16/16 - Present
Kimberly Colley	SPED Coordinator	M.Ed Special Education	8/16/15 - Present
Shane Donovan	CP Coordinator	MA Urban Education	8/16/16 - Present
Sandra Gutierrez	Dir. Language Learning	MA Education	5/20/19 - Present
Grace Gyemfi	Dir. Development & Partnerships	MA Tourism Administration	12/4/17 - Present
Dean Harris	Dean of Learning	MA General Ed.	8/16/14 - Present
Marcus Johnson	Asst. Principal	MA Education	8/1/17 - 6/30/19
Jillian Levine-Sisson	Dir. ACE	MA Education	11/20/17 - Present
Denise Lyons	Chief Operating Officer	BA English	10/8/13 - Present
Melody Maitland	Dir. Student Support Services	MSW, MEd	8/16/14 - Present

Asheesh Misra	Chief Academic Officer	MA Secondary Education	4/1/18 - 6/30/19
Christopher Nace	SPED Coordinator	MA Secondary Special Ed	2/25/19 - Present
Jesse Nickelson	DP Coordinator	PhD in Ed Leadership	5/1/19 - Present
Allison Sandusky	Dean of Students	BS Science	8/16/14 - Present
Laurel Schwartz	MS Principal	Ph.D. School Leadership	7/16/18 - Present
Mary Shaffner	Executive Director	MBA	9/1/13 - Present
Maya Stewart	MS Principal	BA English	8/16/15 - Present
Nicole Welsh	Dir. EdTech	MA Ed Leadership	8/16/14 - Present
Arlisa Williams	Dir. Athletics	MA Education	8/1/18 - Present

## Counseling/Guidance Staff

Rachel Akins	HS Counselor	MA School Counseling	8/16/18 - Present
Sean Bland	504 Coordinator	MA School Counseling	8/16/18 - Present
Jessica Coleman	Social Worker	MS Social Work	1/7/19 - 6/19/19
Rebecca Ferrer	Counselor	MA School Counseling	6/16/16 - Present
Hannah Gold	Social Worker	MS Social Work	1/23/17 - 11/30/18
Shannon Jeffries	College & Career Counselor	MA School Counseling	8/16/17 - Present
Jane O'Hagan	Counselor	MA Social Work	8/13/18 - Present
Paige Zorniger	Counselor	MA Advanced Studies In School Counseling	8/16/17 - Present

## Add'l Support Staff

Name	Responsibilities	Qualifications	Employment
Carlos Alfaro	IT Associate	BA Political Sciene	2/20/18 - Present
Eimy Arias	Talent Associate	HS Diploma	5/13/19 - Present
Brian Barksdale	Behavior Specialist	HS Diploma	8/16/18 - Present

Raymond Barquero	Behavior Specialist	HS Diploma	10/1/18 - Present
Nicholas Clements	Athletic Trainer	BS Athletic Training	1/7/19 - Present
Andrea Contreras	Office Manager	BA Political Science	8/09/16 - Present
Henry Dotson	IT Associate	BA International Studies	10/1/17 - Present
Vanessa Escarfullet	Behavior Specialist	BA Communications	8/21/18 - 5/30/19
Nora Escobar	Cafe Administrator	HS Diploma	9/20/18 - Present
Mya Ford	Occupational Therapist	MA Occupational Therapy	8/23/18 - Present
Lauren Games	Communications Associate	MA International Studies	8/16/15 - Present
Melody Garcia	Office Assistant	HS Diploma	4/25/17 - Present
Autumn Griffin	Ed Assistant	MA Education Policy	8/16/18 - Present
Erika Guevara	Receptionist	Diploma	6/11/18 - Present
Ana Guzman	Cafe Administrator	HS Diploma	9/15/17 - Present
Jhoana Herrera	Tech Asst	HS Diploma	9/20/17 - 2/15/19
Melina Jimenez-Flores	HR Manager	MS Environmental Management	6/1/18 - Present
Luisa Juarez	Enrollment Manager	BA History	8/01/14 - Present
Elizabeth Konneker	EdTech Associate	BA Psychology	4/1/19 - Present
Brandon Marshall	Dedicated Aide	Diploma	10/22/18 - 2/15/19
Cassandra Martinez	Educational Assistant	HS Diploma	3/15/15 - Present
Brandon Mills	Behavior Specialist	BA Psychology	8/16/17 - 6/30/19
Fiorella Montoya	Ed Assistant	Diploma	8/24/18 - 6/27/19
Carlos Navas	Facilities Manager	BS Psychology	6/19/17 - Present
Sarah Neuberger	Experiential Coordinator	BA Political Science	3/25/19 - Present
Michelle Onwochei	Speech Therapist	MA Speech Language Pathology	8/16/17 - Present
Poyee Pang	Data Manager	MA Management & Policy	8/1/17 - Present
Mary Thomas	Librarian	MA Teaching	4/1/18 - Present
Cindy Turcios	Receptionist	Diploma	8/22/18 - 8/15/19

## Board Roster

Name	DC Resident	Parent	Role	Appointment Date	Expiration Date
Andrea Lachenmayr	Y	Y	Board Chair	6/2016	8/2019*
Evelyn Lee	Y	N		3/2014	7/2020
Lise Clavel	Y	N		1/2016	9/2020**
Jamila Frone	Y	Y	Secretary	6/2016	5/2022
Sarah Snyder	Y	N		11/2015	10/2021
Melissa Kim	N	N		/2013	7/2022
David Carl	Y	Y	Vice Chair	11/2014	10/2020
Clinton Randolph	N	N		12/2014	10/2020
Deanna Troust	Y	Y		6/2016	5/2022
Sandra Licon	Y	N		2/2015	8/2021
Yuanxia Ding	Y	N		01/2016	12/2022
Leroy Clay	Y	N	Treasurer	10/2017	9/2020
Luis Pozo-Lin	Y	Y		10/2018	9/2021

\*Pending formal extension through 8.2022.

\*\* Resignation effective 9/2019.



## At Risk Funding Spending

The District of Columbia International School received \$472,699 in At-Risk Funding for SY 2017-18. We use these funds to ensure equity in the education we provide to all students. These funds are spent on a variety of expenses at DCI:

- Access to Extracurricular Activities: These funds were used to ensure all students have equal access to extracurricular activities. All students who qualify for at-risk can receive up to two days of after school activity enrollment with no cost to the family, as well as additional days at an extremely discounted rate.
- 1:1 Technology for students, provided by DCI: More than 50% of students at DCI qualify for Free and Reduced Lunch. Approximately 20% of families qualify for At Risk Funding. Our student economic diversity demands that we provide technology for our students, if we want to ensure all students have access to technology in this modern climate that requires this skill set to succeed.
- Educational Support: DCI hires a number of Educational Aids and Fellows to support our students. These staff members often spend time especially with our At-Risk students including supporting clubs at lunch for these students and in the classroom providing additional support.

# Unaudited Year End 2018-19 Financial Statement

District of Columbia International School  
SY 2018-2019 Unaudited Income Statement

Income Statement	Year to Date		
	Actual	Budget	Variance
<b>REVENUE</b>			
Per Pupil Charter Payments - General Education	\$ 16,488,990	\$ 15,897,689	\$ 591,301
Per Pupil Facilities Allowance	\$ 3,462,043	\$ 3,393,487	\$ 68,556
Federal Funding	\$ 567,179	\$ 741,492	\$ (174,313)
Other Government Funding/Grants	\$ 403,284	\$ 230,956	\$ 172,328
Private Grants and Donations	\$ 679,880	\$ 200,000	\$ 479,880
Activity Fees	\$ 461,754	\$ 381,483	\$ 80,270
Other Income	\$ 556,544	\$ 630,083	\$ (73,539)
<b>TOTAL REVENUES</b>	<b>\$22,619,673</b>	<b>\$21,475,191</b>	<b>\$ 1,144,482</b>
<b>FUNCTIONAL EXPENSES</b>			
<i>Personnel Salaries and Benefits</i>			
Principal/Executive Salary	\$ 920,456	\$ 954,550	\$ (34,095)
Teachers Salaries	\$ 5,207,348	\$ 5,946,897	\$ (739,550)
Special Education Salaries	\$ 1,073,399	\$ 1,014,500	\$ 58,899
Other Education Professionals Salaries	\$ 1,357,221	\$ 1,460,555	\$ (103,335)
Business/Operations Salaries	\$ 479,576	\$ 520,550	\$ (40,974)
Administrative/Other Staff Salaries	\$ 447,014	\$ 392,960	\$ 54,054
Employee Benefits and Payroll Taxes	\$ 1,747,011	\$ 2,106,611	\$ (359,600)
<b>Subtotal: Personnel Expense</b>	<b>\$11,232,024</b>	<b>\$12,396,623</b>	<b>\$ (1,164,599)</b>
<i>Direct Student Expense</i>			
Educational Supplies and Textbooks	\$ 359,718	\$ 564,203	\$ (204,485)
Student Assessment Materials/Program Evaluation	\$ 26,362	\$ 75,275	\$ (48,913)
Contracted Student Services	\$ 265,948	\$ 261,175	\$ 4,773
Food Service	\$ 244,670	\$ 258,871	\$ (14,201)
Other Direct Student Expense	\$ 638,746	\$ 456,430	\$ 182,316
<b>Subtotal: Direct Student Expense</b>	<b>\$ 1,535,443</b>	<b>\$ 1,615,954</b>	<b>\$ (80,511)</b>
<i>Occupancy Expenses</i>			
Rent	\$ 115,552	\$ 116,635	\$ (1,083)
Depreciation (facilities only)	\$ 2,057,610	\$ 2,334,479	\$ (276,870)
Interest (facilities only)	\$ 3,409,565	\$ 3,271,100	\$ 138,465
Building Maintenance and Repairs	\$ 205,801	\$ 65,000	\$ 140,801
Contracted Building Services	\$ 580,388	\$ 555,142	\$ 25,246
Other Occupancy Expenses	\$ 681,221	\$ 581,626	\$ 99,595
<b>Subtotal: Occupancy Expenses</b>	<b>\$ 7,050,137</b>	<b>\$ 6,923,983</b>	<b>\$ 126,154</b>
<i>General and Administrative Expenses</i>			
Office Supplies and Materials	\$ 87,999	\$ 71,226	\$ 16,773
Office Equipment Rental and Maintenance	\$ 31,505	\$ 36,454	\$ (4,949)
Telephone/Telecommunications	\$ 47,657	\$ 84,453	\$ (36,796)
Legal, Accounting and Payroll Services	\$ 157,180	\$ 181,711	\$ (24,532)
Insurance	\$ 60,279	\$ 63,410	\$ (3,131)
Transportation	\$ 11,452	\$ 10,000	\$ 1,452
Professional Development	\$ 200,865	\$ 140,213	\$ 60,652
PCSB Administrative Fee	\$ 211,741	\$ 214,752	\$ (3,011)
Depreciation and Amortization (non-facility)	\$ 368,935	\$ -	\$ 368,935
Other General Expense	\$ 639,485	\$ 751,919	\$ (112,434)
<b>Subtotal: General Expenses</b>	<b>\$ 1,817,098</b>	<b>\$ 1,554,139</b>	<b>\$ 262,959</b>
<b>TOTAL EXPENSES</b>	<b>\$21,634,702</b>	<b>\$22,490,698</b>	<b>\$ (855,996)</b>
<b>Operating Revenue/Expense</b>	<b>\$ 984,970</b>	<b>\$ (1,015,508)</b>	<b>\$ 2,000,478</b>
<b>NET INCOME</b>	<b>\$ 984,970</b>	<b>\$ (1,015,508)</b>	<b>\$ 2,000,478</b>

# Approved 2019-20 Budget

## District of Columbia International School Board-Approved Budget

SY 2019-2020 ANNUAL BUDGET		Amount
<b>REVENUE</b>		
Per Pupil Charter Payments - General Education		19,421,521
Per Pupil Facilities Allowance		4,167,775
Federal Funding		629,121
Other Government Funding/Grants		269,420
Private Grants and Donations		250,000
Activity Fees		450,632
Other Income		787,540
<b>TOTAL REVENUES</b>		<b>25,976,010</b>
<b>FUNCTIONAL EXPENSES</b>		
<i>Personnel Salaries and Benefits</i>		
Principal/Executive Salary		1,008,075
Teachers Salaries		7,844,111
Special Education Salaries		1,490,481
Other Education Professionals Salaries		1,822,527
Business/Operations Salaries		681,737
Administrative/Other Staff Salaries		509,687
Employee Benefits and Payroll Taxes		2,675,218
<b>Subtotal: Personnel Expense</b>		<b>16,031,837</b>
<i>Direct Student Expense</i>		
Educational Supplies and Textbooks		550,116
Student Assessment Materials/Program Evaluation		154,124
Contracted Student Services		316,955
Food Service		278,977
Other Direct Student Expense		778,476
<b>Subtotal: Direct Student Expense</b>		<b>2,078,648</b>
<i>Occupancy Expenses</i>		
Rent		133,669
Depreciation (facilities only)		2,052,738
Interest (facilities only)		3,380,266
Building Maintenance and Repairs		106,224
Contracted Building Services		405,131
Other Occupancy Expenses		574,659
<b>Subtotal: Occupancy Expenses</b>		<b>6,652,687</b>
<i>General and Administrative Expenses</i>		
Office Supplies and Materials		87,803
Office Equipment Rental and Maintenance		46,096
Telephone/Telecommunications		73,644
Legal, Accounting and Payroll Services		202,584
Insurance		63,509
Transportation		21,453
Professional Development		352,063
PCSB Administrative Fee		259,760
Depreciation and Amortization (non-facility)		263,431
Other General Expense		566,461
<b>Subtotal: General Expenses</b>		<b>1,936,805</b>
<b>TOTAL EXPENSES</b>		<b>26,699,976</b>
<b>NET INCOME</b>		<b>(723,966)</b>