

**STATESMEN**  
**COLLEGE PREPARATORY ACADEMY FOR BOYS PCS**  
*Build Strong Boys*

# **Annual Report**

## **SY 2018-2019**

Shawn Hardnett- Founder/Chief Executive Officer  
Nicole Solomon-Mitchell- Board Chair

Statesmen College Preparatory Academy for Boys  
Public Charter School  
4600 Livingston Road, SE  
Washington, DC 20032  
202-830-2810

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## School Description (Who are we?)

### Vision/Mission Statement

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## Statesmen Academy Vision

### Vision

Within 20 years of the inception of the Statesmen College Preparatory Academy for Boys, the District of Columbia will be widely known for the following:

- An abundance of well-rounded, well-educated, well-experienced African American and Latino male candidates for each career opportunity that becomes available;
- An abundance of well-informed and deeply committed African American and Latino males meaningfully engaged the frontline work of education reform in DC, contributing time, talent, ideation and philanthropy to the forward progression of high quality public education for all;
- An emerging cohort of well-resourced and well-connected African American and Latino males leading a group of entrepreneurs in redesigning and reshaping the DC community with a plan of their own design;
- Alumni of the academy ascending into leadership roles citywide, including an alumnus of the school assuming leadership of the Statesmen College Preparatory Academy for Boys, re-conceptualizing its mission and carrying the work of the academy to a new level.

### Mission

The mission of the Statesmen College Preparatory Academy for Boys is to create a boy-friendly pedagogy-informed academic environment within which young men are equipped with the academic skills, social competencies, and character development necessary to navigate life challenges, attend and complete the college of their choice, and return to become the premier agents of social change within and for the communities they serve.



### Philosophical Foundations

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The Statesmen College Preparatory Academy for Boys has a philosophy that is founded on the core belief that bonded relationships and high expectations yield the academic and non-cognitive outcomes that we want for all children.

For African American and Latino boys, many of whom are *Male Students of Urban Poverty*, we know that the general level of expectations held for them is inadequate to their actual capacity.

There is research however, that suggests that these young men respond quite favorably to environments that promote “high expectations”, implementing curriculum and pedagogy that result in the highest level of academic engagement and the results that come with that engagement. This is only solidified in an environment where expectations are being supported by adults **and** peers with whom warm, trusting and caring relationships are shared and there is a clear a progression towards an agreed upon goal. Male students of urban poverty perform best when there is a **“tight knit crew and a worthy cause.”**

### Organizational Values

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Collectively, the group working to establish the academy believes that a school program developed around the values of **Relationships, Rigor, Relevance** and **Resilience** is necessary to inspire and engage all of the young men who attend. The following illuminates the Statesmen core values and how they will

serve as the foundation from which we establish a college-going academic school culture of efficacy for students and a professional culture of continuous learning for adults:

## Statesmen Academy for Boys Values

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RELATIONSHIPS  
*"I am my brother's keeper."*
- 

RIGOR  
*"I am excellence."*
- 

RELEVANCE  
*"I matter and this matters."*
- 

RESILIENCE  
*"I never quit."*



Values	
<p><u>RELATIONSHIPS</u></p> <ul style="list-style-type: none"> <li>Every boy known and loved</li> <li>Every boy owned</li> </ul>	<p><u>RIGOR</u></p> <ul style="list-style-type: none"> <li>Every boy challenged</li> <li>Every boy grown</li> </ul>
Values	
<p><u>RELEVANCE</u></p> <ul style="list-style-type: none"> <li>Every boy interested</li> <li>Every boy engaged</li> </ul>	<p><u>RESILIENCE</u></p> <ul style="list-style-type: none"> <li>Every boy improved</li> <li>Every boy celebrated</li> </ul>

**RELATIONSHIPS**

Boys thrive in environments where they feel “loved”. We recognize that students and families have stated what the research bears out – that well attended relationships are the bedrock on which results for Black and Latino boys is built.

As a pinnacle value upon which the Statesmen Way/North Star Strategy is built, we define relationships as warm, caring and trusting connections that exist within and between individuals and groups. Students and staff will deliberately work to build and strengthen personal bonds of connectedness and leverage those bonds to increase engagement and learning.

<p style="text-align: center;"><b>RELATIONSHIPS</b></p> <p style="text-align: center;"><i>"I am my brother's keeper."</i></p>	<ul style="list-style-type: none"> <li>Every boy, especially a male student of urban poverty, wants/deserves to be the most important person in the world to someone else, to be deeply known and loved by at least one other person.</li> <li>Every boy, especially a male student of urban poverty, wants/deserves to be deeply connected to a close-knit group of peers within which he is deeply known, unconditionally loved and fully accepted. He wants to be a part of a “Crew.”</li> <li>Every boy, especially a male student of urban poverty, knows intuitively when he is “liked” and will perform at his greatest capacity when he is being tended to by an adult that he knows cares for him and will likely not perform when that is not the case.</li> </ul>
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Students and Families will:	Teachers and Administrators will:
<ul style="list-style-type: none"> <li>Engage <i>Boy Connected</i> to build relationships</li> <li>Be “in” a Crew, an athletic team, a club, an activity</li> </ul>	<ul style="list-style-type: none"> <li>Engage the <i>Boy Connected</i> to build relationships</li> <li>Be “in” a Teacher Crew, a student Crew, a mentorship with a student group and a buddy teacher</li> </ul>

**RIGOR**

Boys love to learn, to be challenged, to compete and to be authentically seen as excellent. When it is “hard” and they know it, they are naturally inclined to want to accomplish this. When they can clearly see what they need to do to get better and are supported in getting better, they go for it.

As a foundational value upon which the Statesmen Way/North Star Strategy is built, we define rigor as content, instruction, activities and engagements that are academically, intellectually and personally challenging to our students in a way that will cause them to grow towards excellence.

<b>RIGOR</b>  “I am excellence.”	<ul style="list-style-type: none"> <li>Every boy, especially a male student of urban poverty, wants/deserves to be academically challenged, pushed to his intellectual limits, supported there and then pushed beyond them.</li> <li>Every boy, especially a male student of urban poverty, wants/deserves to experience what it means to perform at a level that represents “excellence” and to feel intrinsically that he can achieve excellence.</li> </ul>
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Students and Families will:	Teachers and Administrators will:
<ul style="list-style-type: none"> <li>Do the hardest one first</li> <li>Avoid shortcuts</li> <li>Make it look even better</li> </ul>	<ul style="list-style-type: none"> <li>Design rigorous lessons</li> <li>Engage the <i>Boy Activated</i> engagement strategies</li> <li>Design aesthetic, high quality materials</li> </ul>

**RELEVANCE**

When it matters to them, boys work even harder. Like all learners, young male scholars want to find themselves reflected in the content they are exposed to, the way that the content is engaged and how that content can be employed in pursuit of initiatives that support their community. They want to know that they matter and that this matter.

As a foundational value upon which the Statesmen Way/North Star Strategy is built, we define relevance as learning experiences that are directly connected to or affirming of the personal interests, aspirations and experiences of our students or immediately useful in addressing a current need, issue and real-world problem within the cultural context of their lives.

<b>RELEVANCE</b>	<ul style="list-style-type: none"> <li>Every boy, especially a male student of urban poverty, wants/deserves to be deeply engaged at a critical level in content and curriculum that is of interest and of value to him - reflective of who he is, where he comes from and what he is experiencing.</li> <li>Every boy, especially a male student of urban poverty, wants/deserves to be encouraged to pull from within himself and his own experience,</li> </ul>
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“I matter and this matters.”	his talents and abilities, his knowledge and skills and have this directed in a way that positively shifts the environment for the benefit of himself and those surrounding him. He wants his work and his learning to be connected to his “Cause.”
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Students and Families will:	Teachers and Administrators will:
<ul style="list-style-type: none"> <li>Engage in feedback loops to inform instruction and school life</li> <li>Engage in community centered critical exposure opportunities</li> </ul>	<ul style="list-style-type: none"> <li>Actively support students in identifying strengths and interests</li> <li>Engage user-informed design for instruction and programming</li> </ul>

**RESILIENCE**

Boys bounce back. They enjoy “flow”, the experience of being deeply and singularly focused on an activity for an extended period of time, and crave the experience of authentically getting better at something in a way that is noticeable. Risk aversion, a primary impediment to this, is only present in an environment where they are not protected against the negative stigma that is the result of having failure associated with weakness.

As a foundational value upon which the Statesmen Way/North Star Strategy is built, we define resilience the ability to physically, mentally and emotionally persist, learn and grow through challenges, perceiving and utilizing failure and struggle as a tool to win.

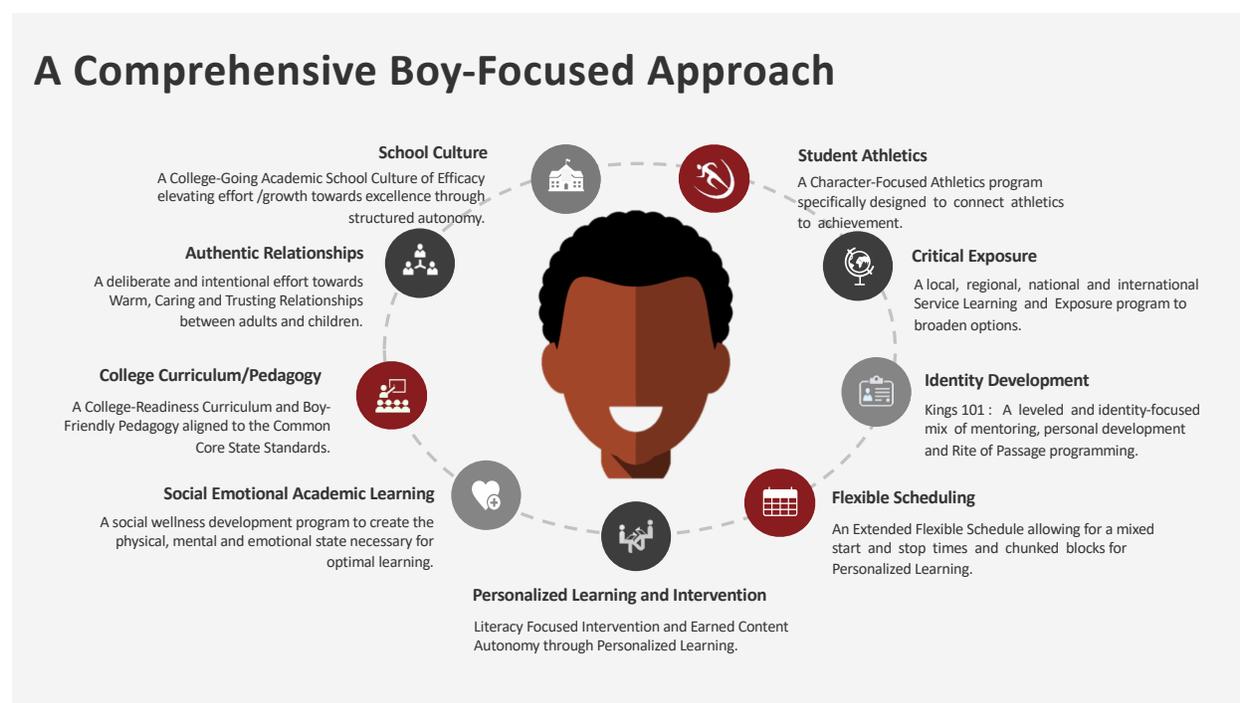
<p><b>RESILIENCE</b></p> <p>“I never quit.”</p>	<ul style="list-style-type: none"> <li>Every boy, especially a male student of urban poverty, wants/deserves to experience the triumph of iterating from failure and the personal confidence that results from succeeding as a result of what he has learned from failure – growth mindset.</li> <li>Every boy, especially a male student of urban poverty, wants/deserves to experience the pride and personal confidence that comes from autonomy that is earned as a result of the structured and iterative practice of discipline.</li> </ul>
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Students and Families will:	Teachers and Administrators will:
<ul style="list-style-type: none"> <li>Do it again – until it is excellent</li> <li>Use exemplars to make it better</li> <li>Offer and receive critique and accolades for academic work</li> </ul>	<ul style="list-style-type: none"> <li>Highlight/celebrate growth and effort</li> <li>Intermittent Standards Mastery – “I” instead of “F”</li> <li>Speak to failure as iteration, on the way to strength</li> <li>Require excellence and build a clear scaffold to the excellence that you require from them</li> </ul>

**Academic Program**

We have designed a comprehensive and bold academic program to accomplish the mission of the Statesmen College Preparatory Academy for Boys. The curriculum selected, the accompanying resources and the instructional practices engaged are specifically designed to serve all students but, are especially appropriate to the specific needs of male students of urban poverty. The program elements that have

been selected represent the researched, observed and engaged best practices for this demographic and are specifically designed to address and mitigate the implications of the aforementioned research. Program elements include, but are not limited to the following:



- **College-Going Academic School Culture of Efficacy** RELEVANCE/RESILIENCE
  - Critical Exposure Opportunity RELEVANCE
  - Charactered Athletics RELEVANCE/RESILIENCE
- **College Readiness Curriculum and Pedagogy of Non-Poverty** RIGOR
  - Personalized Learning and Intervention RIGOR
  - Extended Flexible Scheduling RIGOR/RESILIENCE
- **Authentic Relationships** RELATIONSHIPS
  - Social Emotional Academic Learning (SEAL) RELATIONSHIPS/RESILIENCE
  - Positive Male Identity: Rite of Passage, Mentoring and Crew Systems RELATIONSHIPS/RELEVANCE/RESILIENCE

### Parent Involvement

During the 2018-2019 school year, we were fortunate to have a great group of founding families to support our efforts to build strong boys. Our parents are dedicated to what we do because of the changes they see in their sons. Believing that transparency and communication are key components in parent involvement, here are some of the initiatives we have implemented in our founding year that ignited parent involvement

- **Parent Advisory Committee (PAC)** - Under the leadership of a group of 5 parents, the PAC met with one another monthly and with the school leadership team quarterly. In these meetings, they were able to take the lead with planning of major student events (Book-O-Ween, Valentines Mother-Son Dance, Field Day, etc.) and bring back any feedback they may have received from other founding parents.
- **Parent Chat n Chew** – Each month, our Founding Director of Instruction (Mr. Rictor Craig) meets with families (over a continental breakfast) to offer a “open floor” for parents to discuss any concerns, grows and glows they may have.

- Quarterly Parent/Teacher Conferences – In addition to phone calls, text messages, e-mails and face to face conversations about student achievement, our parents attend quarterly parent/teacher conferences. They are able to obtain detailed information regarding student achievement and next steps for their scholar.

## School Performance and Progress (How did we do?)

### Are we meeting our mission?

Statesmen College Preparatory Academy for Boys PCS opened its doors on August 20, 2018. We started school at the Rocketship Legacy Prep building for our inaugural school year. Our first year was the true definition of startup. We learned from our mistakes and made sure we found something to make better each day. Part of our first year was building an infrastructure that supports the students we serve. This included hiring specific positions to support our students, procuring additional resources to support learning and spending time and effort into cultivating a culture that will support our mission.

More than anything, we do everything we can to ensure our boys know they are loved. The mission allows them to learn, leave and come back to be a change to their community. Of course, this does not happen overnight, but we believe we are equipping them with the tools necessary to one day see our mission fully come into fruition. We are also providing them with the tools necessary to eventually take our job and yours.

### Are we meeting our goals?

Below outlines the approved goals for the 2018-2019 school year, the status then shows if the goal was met and any additional information showing how/why we did or did not meet.

	Goal	Status	Comments													
<b>Academic Growth</b>																
	At the close of Year One, 65% of Statesmen Academy young male scholars who are tested will have met or exceeded the <i>Expected Growth Target</i> as established by NWEA MAP in both Reading and Math.	Met	<p style="text-align: center;"><b>PMF Comparable Growth (Median Growth Percentiles)</b></p> <table border="1"> <caption>PMF Comparable Growth Data</caption> <thead> <tr> <th>Subject</th> <th>Time Period</th> <th>Median Growth Percentile</th> </tr> </thead> <tbody> <tr> <td rowspan="2">Math</td> <td>Fall-Winter</td> <td>72</td> </tr> <tr> <td>Fall-Spring</td> <td>71</td> </tr> <tr> <td rowspan="2">Reading</td> <td>Fall-Winter</td> <td>68</td> </tr> <tr> <td>Fall-Spring*</td> <td>68</td> </tr> </tbody> </table> <p>67.9% of our scholars met or exceeded the <i>Expected Growth Target</i> in both Reading and Math.</p>	Subject	Time Period	Median Growth Percentile	Math	Fall-Winter	72	Fall-Spring	71	Reading	Fall-Winter	68	Fall-Spring*	68
Subject	Time Period	Median Growth Percentile														
Math	Fall-Winter	72														
	Fall-Spring	71														
Reading	Fall-Winter	68														
	Fall-Spring*	68														
<b>Academic Progress</b>																

	<p>At the close of Year One, 40% of the young male scholars who are tested will have achieved a score of 3 or higher on PARCC in both ELA and Math.</p> <ul style="list-style-type: none"> <li>- 20% at 4 or higher</li> <li>- 10% at 5</li> </ul>	Partially Met	<p style="text-align: center;"><b>PARCC Proficiency 2018-19</b></p> <table border="1"> <caption>PARCC Proficiency 2018-19 Data</caption> <thead> <tr> <th>Subject</th> <th>Approaching and Above (3+)</th> <th>College Ready (4+)</th> </tr> </thead> <tbody> <tr> <td>ELA</td> <td>48.1%</td> <td>11.1%</td> </tr> <tr> <td>Math</td> <td>38.9%</td> <td>16.7%</td> </tr> </tbody> </table> <p>Statesmen met the target for English Language Arts (ELA) for students approaching proficiency and above (3+). We were close to the target in math for both proficient students (4+) and students approaching proficiency and above (3+). We missed the target for proficient students in ELA</p>	Subject	Approaching and Above (3+)	College Ready (4+)	ELA	48.1%	11.1%	Math	38.9%	16.7%	
Subject	Approaching and Above (3+)	College Ready (4+)											
ELA	48.1%	11.1%											
Math	38.9%	16.7%											
<b>Family Engagement</b>													
	<p>At the close of Year One, Statesmen Academy will have an average of 92% in-seat attendance.</p>	Met	<p style="text-align: center;"><b>Attendance Rate Comparison</b></p> <table border="1"> <caption>Attendance Rate Comparison Data</caption> <thead> <tr> <th>Category</th> <th>Attendance Rate</th> </tr> </thead> <tbody> <tr> <td>Statesmen Attendance Rate Through October</td> <td>95.7%</td> </tr> <tr> <td>Statesmen Attendance Rate Through January</td> <td>95.0%</td> </tr> <tr> <td>Statesmen Attendance Rate Through June</td> <td>95.6%</td> </tr> <tr> <td>Approx Citywide Attendance Rate for Black ES Boys (End of Year)</td> <td>92.8%</td> </tr> </tbody> </table> <p>Statesmen met this goal with 95.6% in seat attendance.</p>	Category	Attendance Rate	Statesmen Attendance Rate Through October	95.7%	Statesmen Attendance Rate Through January	95.0%	Statesmen Attendance Rate Through June	95.6%	Approx Citywide Attendance Rate for Black ES Boys (End of Year)	92.8%
Category	Attendance Rate												
Statesmen Attendance Rate Through October	95.7%												
Statesmen Attendance Rate Through January	95.0%												
Statesmen Attendance Rate Through June	95.6%												
Approx Citywide Attendance Rate for Black ES Boys (End of Year)	92.8%												
	<p>At the close of Year One, Statesmen Academy will have an average of 92% on-time attendance. (91.7)</p>	Partially Met	<p>We were less than a .5 away from meeting this goal. We</p>										
	<p>At the close of Year One, 93% of current Statesmen Academy families will choose to re-enroll for an additional year.</p>	Met	<p>At the end of the 2018-2019 school year, 52 of our 54 scholars (96%) re-enrolled and planned to return for the 2019-2020 school year.</p>										

Operational Strength															
	At the close of Year One, Statesmen Academy will be at 105% of the enrollment target for SY19/20.	Met	<table border="1"> <thead> <tr> <th></th> <th>Projected Enrollment</th> <th>Actual Enrollment (10/1/19)</th> </tr> </thead> <tbody> <tr> <td>4<sup>th</sup></td> <td>60</td> <td>59</td> </tr> <tr> <td>5<sup>th</sup></td> <td>60</td> <td>71</td> </tr> <tr> <td>Total</td> <td>120</td> <td>130</td> </tr> </tbody> </table> <p>Statesmen is at 108% of the enrollment target. Our projected enrollment for the 2019-2020 school year is 120 students. As of October 1, 2019, we are currently at 131 students enrolled.</p>		Projected Enrollment	Actual Enrollment (10/1/19)	4 <sup>th</sup>	60	59	5 <sup>th</sup>	60	71	Total	120	130
	Projected Enrollment	Actual Enrollment (10/1/19)													
4 <sup>th</sup>	60	59													
5 <sup>th</sup>	60	71													
Total	120	130													
	At the close of Year One, Statesmen Academy will close the FY18/19 with a clean financial audit and a minimum of 30 days cash on hand.	Pending	We are slated to have our full onsite financial audit to begin on Monday, October 7, 2019.												
	At the close of Year One, Statesmen Academy will close the year with no open compliance issues with the PCSB and OSSE.	Met	Statesmen possesses no compliance issues with the Office of the State Superintendent of Education (OSSE) or the DC Public Charter School Board (PCSB).												

**Unique Accomplishments**

- **New Location** - The process of finding a new and potential permanent home for our school was one that took much time and effort to accomplish. The process began at the beginning of our inaugural year and lasted to the final two weeks of June 2019. The difficulty in this process was partly because of the lack of space available in the District for schools to occupy. It required us to speak with multiple incubator/landlord organizations, negotiate pricing, ensure adequate space is available to support the type of program we run, gather ANC and community support and stay consistent with our current families so that they can plan accordingly as well. After a year of this, we have moved from 5000sqft to 25,000sqft of space and can see our program growing into our new space and our new community.
- **Attendance Rating** - We take daily attendance very seriously at our school. During the 2018-2019 school year, we had 54 scholars attending and our attendance rating for the school year was 95.6%. The team worked closely with families that had constant tardiness and/or absences. We also took the extra step to ensure all students were in school each day if transportation and other obstacles were in the way from time to time. For example, we may pick up a student or send an Uber if the family had issues with transportation on a particular day to ensure (1) the student was present and (2) to avoid students being out of school at no fault of their own. This

contributed to the expectation that we had for our students and was a way to continue building the culture in our school.

- **A Free Experience** – We wanted to ensure all of our students had access to everything needed to succeed each day. With the help of operational UPSFF funds and multiple donors, students receive all meals, school supplies, uniforms (4 pair in August and 4 pair in January as they grow fast) and field trips free of charge for all students.
- **Suspension Rate** – We do discipline differently here at Statesmen. Our suspension rate is very low because we only suspend students if they have been harmful to themselves or others. With the help and support of our School Counselor and Director of Student Life, we are able to take a proactive approach to behavior instead of being reactive when a behavior takes place.
- **Director of Student Life** – With the support of the Clark Foundation, we were able to hire our Director of Student Life (Nicole Mayes). With a population of students with disabilities now at the 30% mark by the end of the 2018-2019 school year, many of whom have been impacted by poverty and the elevated trauma associated with poverty, we have engaged the resource of a fulltime Director of Student Life to direct and support the full implementation of an SEL and trauma-informed College-Going Academic School Culture of Efficacy. The Director of Student Life was contracted and started in January, 2019 and has had demonstrable impact on the culture of the building, providing the leadership and direction necessary to make good on the promise of the school culture program that we designed and creating the critical capacity that was necessary for the school leadership to support the overall program. Her approach has been beneficial to the self-care/well-being of our students and staff by using mindful movement.

#### List of Donors

Row Labels	Sum of Amount
Clark Foundation	817,692.00
David & Nicole Mitchell Charitable Giving Fund	22,000.00
David Ponder	650.00
EdForward	256,250.00
England Family Foundation	55,010.00
Gregory Van Houten	1,000.00
James Cadogan	1,000.00
Marriot Foundation	500,000.00
New Schools Venture Fund	225,000.00
Samantha Barbee	1,000.00
Alicia Adams	1,100.00
Shawn Hardnett	1,000.00
HarklessMoore Wedding	500.00
Ray McKenzie	500.00
Ashley Massengill	5,000.00

#### Data Report (What does the data say?)

#### SY 2018-19 Annual Report Campus Data Report

Source	Data Point
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PCSB	<b>LEA Name:</b> Statesmen College Preparatory Academy for Boys PCS
PCSB	<b>Campus Name:</b> Statesmen College Preparatory Academy for Boys PCS
PCSB	<b>Grades served:</b> 4 <sup>th</sup>
PCSB	<b>Overall Audited Enrollment:</b> 54

Grade	PK3	PK4	KG	1	2	3	4	5	6
<b>Student Count</b>	0	0	0	0	0	0	54	0	0
Grade	7	8	9	10	11	12	Alt.	Adult	SPED*
<b>Student Count</b>	0	0	0	0	0	0	0	0	0

### Student Data Points

School	<b>Total number of instructional days:</b> 180
PCSB	<b>Suspension Rate:</b> 3.7%
PCSB	<b>Expulsion Rate:</b> 0.00%
PCSB	<b>Instructional Time Lost to Out-of-School Suspension Rate:</b> 0.18%
PCSB	<b>In-Seat Attendance:</b> 95.6%*
PCSB	<b>Average Daily Attendance:</b> The SRA requires annual reports to include a school's average daily membership. To meet this requirement, PCSB will provide following verified data points: <ol style="list-style-type: none"> <li>1. audited enrollment;</li> <li>2. mid-year withdrawals; and</li> <li>3. mid-year entries.</li> </ol> <b>(No action necessary.)</b>
PCSB	<b>Midyear Withdrawals:</b> 3.7% (2 students) *
PCSB	<b>Midyear Entries:</b> 0.0% (0 students) *
PCSB	<b>Promotion Rate (LEA):</b> Not Applicable
PCSB (SY17-18)	<b>College Acceptance Rates:</b> Not Applicable
PCSB	<b>College Admission Test Scores:</b>

(SY17-18)	Not Applicable
PCSB (SY17-18)	<b>Graduation Rates:</b> Not Applicable

### Faculty and Staff Data Points

School	<b>Teacher Attrition Rate:</b> 43%
School	<b>Number of Teachers:</b> 5- Lead Teachers 2- SPED Teachers <hr/> 7- Teachers
School	<b>Teacher Salary</b> 1. Average: \$66,500.00 2. Range -- Minimum: \$57,500.00                      Maximum: \$ 85,000.00
School	<b>Executive Salaries</b>
	1. Shawn Hardnett Founder/CEO                      \$165,000.00
	2. Rictor Craig Founding Director of Instruction                      \$120,000.00
	3. Sean Flora Director of Operations                      \$112,500.00

## Appendices

### Staff Roster

Employee Name	Title
Bethea, Lamar J	Kings 101 Teacher
Bloom, Amanda	School Counselor
Craig, Rictor L	Director of Instruction
Flora, Sean R	Director of Operations
Garnett, Maxwell	Instructional Assistant
Hardnett, Shawn	Head of School
Harris, Sha'Quan M	ELA Teacher
Jones, Landon	Operations Manager
King, Janeen N	Dedicated Aide
Marks, Jeffrey J	SPED Teacher
Mayes, Nicole	Director of Student Life
Murphy, Kayln	Instructional Assistant
Nwaebo, Quintin	Math Teacher
Shaw, Patrick D	SPED Teacher
Smith, Melvin H	Behavior Tech
Stevens, Jai E	Dedicated Aide
Taylor, Darelle	Instructional Assistant

Thompson, Kerel	STEM Teacher
Traynham, Tony D	Instructional Assistant

Master's Degree	8
Bachelor's Degree	7
High School Diploma	4

### Board Roster

Name	Role	DC Resident?
Nicole Solomon-Mitchell	Board Chair	No
Shawn Hardnett	Founder/CEO	No
Raymond Weeden	Board Vice Chair	Yes
Samantha Barbee	Treasurer	Yes
Gregory E. Van Houten	Secretary	Yes
Alicia Adams	Voting Member	No
Toni Barton	Voting Member	No
Mary Brown	Voting Member	No
James Cadogan	Voting Member	Yes
Bisi Oyedele	Voting Member	Yes
Sandra McCoy	Voting Member	No
Satira Streeter	Voting Member-Parent	Yes
Raymond McKenzie	Voting Member-Parent	Yes

### Unaudited Year-end 2019-2019 Financial Statement

Unaudited Income Statement			Unaudited Balance Sheet		
		TOTAL			6/30/19
Income Statement		TOTAL			Year End
Revenue			Current Assets		
	State and Local Revenue	1,187,772		Cash	649,639
	Federal Revenue	297,742		Accounts Receivable	950,334
	Private Grants and Donations	1,890,822		Other Current Assets	158,370
	Earned Fees	405		Intercompany Transfers	0
	Total Revenue	3,376,741		Total Current Assets	1,758,343
Expenses			Noncurrent Assets		
	Salaries	962,565		Operating Fixed Assets, Net	13,592
	Benefits and Taxes	217,687		Total Noncurrent Assets	13,592
	Contracted Staff	43,211			
	Staff-Related Costs	33,398			
	Rent	199,025			
	Occupancy Service	61,372			
	Direct Student Expense	340,419			

	Office & Business Expense	188,707	Total Assets		1,771,935
	Contingency	0			
	Total Expenses	2,046,384			<b>Year End</b>
Operating Income		1,330,357			
Extraordinary Expenses			Current Liabilities		
	Depreciation and Amortization	1,131		Accounts Payable	49,334
	Total Extraordinary Expenses	1,131		Other Current Liabilities	7,591
Net Income		1,329,226		Accrued Salaries and Benefits	62,973
				Total Current Liabilities	119,898
			Equity		
				Net Income	1,329,226
				Unrestricted Net Assets	(910,792)
				Temporarily Restricted Net Assets	1,233,603
				Total Equity	1,652,037
			Total Liabilities and Equity		1,771,935

### Approved 2019-2020 Budget

		SY19-20
Revenue		
	State and Local Revenue	2,635,743
	Federal Revenue	662,299
	Private Grants and Donations	255,000
	Earned Fees	917
	Revenue Total	3,553,959
Expenses		
	Salaries	1,828,877
	Benefits and Taxes	377,907
	Contracted Staff	19,500
	Staff-Related Costs	30,989
	Rent	435,122
	Occupancy Service	36,000

	Direct Student Expense	587,841
	Office & Business Expense	404,387
	Contingency	24,917
	Expenses Total	3,745,540
<b>NET ORDINARY INCOME</b>		<b>(191,581)</b>
Extraordinary Expenses		
	Depreciation and Amortization	39,561
	Extraordinary Expenses Total	39,561
<b>TOTAL EXPENSES</b>		<b>3,785,100</b>
<b>NET INCOME</b>		<b>(231,141)</b>