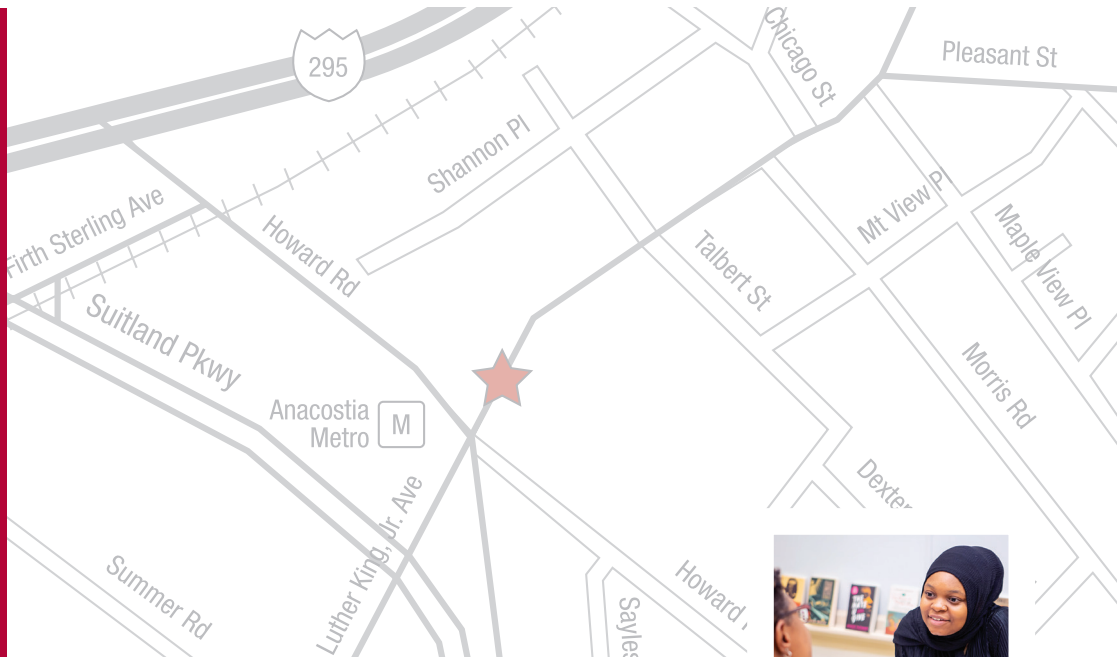




Public Charter High School



2018-19 ANNUAL REPORT

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ANNUAL REPORT NARRATIVE

EXECUTIVE SUMMARY

Thurgood Marshall Academy is a law-themed public charter high school in Washington, DC’s Ward 8, founded on US Supreme Court Justice Thurgood Marshall’s belief that all children have the right to a first-class education. Thurgood Marshall Academy’s mission is to prepare students to succeed in college and to actively engage in our democratic society. As the first and only law-related charter school in Washington, DC, the school’s goal is to help students develop their own voice by teaching them the skills lawyers have—the ability to solve complex problems, think critically, and advocate persuasively for themselves and their communities. The school opened in 2001 with 80 ninth-graders and added a grade each year. In 2018-19, Thurgood Marshall Academy served 392 students in grades 9-12.

To accomplish its mission, Thurgood Marshall Academy functions as both a school and youth development organization by integrating a rigorous college-preparatory curriculum with in-school and after-school support programming, such as academic tutoring, enrichment activities, a Summer Prep program for rising 9th graders, and one-on-one college guidance. To provide these supplemental programs, Thurgood Marshall Academy has developed a network of over 65 partnering organizations that provides financial and in-kind support and connects the school with over 300 volunteers. Throughout all of its academic and enrichment activities, Thurgood Marshall Academy seeks to engage parents and families with frequent communication and opportunities to support their child’s progress.

Thurgood Marshall Academy’s curriculum and instruction are designed to prepare students for the rigor of a college education. The school offers a college-preparatory curriculum rich in electives and advanced courses, but also intensive remediation since almost half of its students enter the 9th grade with reading and/or math skills at or below the 5th grade level. Instructional planning is guided by a data-driven approach aligned to Common Core Standards and the Partnership for Assessment of Readiness for College and Careers (PARCC).

In 2018-19, achievements included the following:

- Continuing Thurgood Marshall Academy’s 15-year tradition, 100% of seniors in the Class of 2019 were accepted to college. Additionally, 100% of students enrolled in 12th grade successfully completed all graduation requirements by October 2019. Students were accepted to a total of 203 different schools, including Penn State, Ohio State University, University of San Francisco, Temple University, University of Connecticut, Michigan State, and University of Rochester.
- Scholarship awarded to students in the Class of 2019 totaled over \$9 million. Scholarships include the Bonner Scholarship, Questbridge Scholarship, The POSSE Foundation, and Press Pass Mentors.
- Individual student accomplishments provide evidence that Thurgood Marshall Academy is preparing its students to succeed in college and civic life. Examples include students winning advocacy competitions such as The Mikva Foundation’s Soapbox Challenge and the regional National Bard Association’s “Drum Beats for Justice” competitions, as well as participation in the law-themed activities such as Princeton Student Model Congress. Students engage the DC community beyond the school’s wall, as epitomized by Pathways2Power, as student-led group playing a focal role in anti-violence activism in DC.

- The media recognized Thurgood Marshall Academy’s achievements. For topics ranging from college readiness, to student advocacy against gun violence, to and our law-themed programming TMA was featured in *The Washington Post*, WJLA, WAMU, DCist, *Washington Informer*, FOCUS, Fox 5 DC, the 74Million.org, and *U.S. News & World Reports’* Best High Schools national rankings.
- Thurgood Marshall Academy faculty and staff participated in public life and won accolades. Examples, such as Thurgood Marshall Academy Social Studies teacher Karen Lee, who was runner up for 2020 DC Teacher of the Year.

Thurgood Marshall Academy acknowledges that DC Public Charter School Board’s review and publication of this annual report does not imply concurrence or disagreement with the content herein.

The following report provides details of how Thurgood Marshall Academy’s programs work together to prepare young people in the District of Columbia to succeed in college and beyond.

I. SCHOOL DESCRIPTION

I.A. MISSION STATEMENT

Founded on US Supreme Court Justice Thurgood Marshall’s belief that all children have the right to a first-class education, *Thurgood Marshall Academy Public Charter High School’s mission is to prepare students to succeed in college and to actively engage in our democratic society.* As the first and only law-related charter school in Washington, DC, Thurgood Marshall Academy’s goal is to help students develop their own voice by teaching them the skills lawyers have, particularly research, argumentation, critical thinking, advocacy, and negotiation.

Location and Facilities

Thurgood Marshall Academy’s campus sits on approximately one acre of land across the street from the Anacostia Metrorail station at the gateway to Historic Anacostia. The main building and adjacent gym (shared with Savoy Elementary, a District of Columbia Public School, via a unique partnership) constitute the ideal site for Thurgood Marshall Academy due to the facilities’ proximity to the homes of Thurgood Marshall Academy students and families (most of whom reside in Wards 7 and 8), as well as accessibility by Metro for the school’s approximately 300 volunteers from throughout the city.

The school provides students with one library, three science laboratories, one art room, one music room, two health/physical education classrooms, one moot courtroom, one gymnasium, one fitness room, and a computer laboratory. All classrooms have access to a wireless network, projectors with audio capabilities, and interactive whiteboard technology.

Student Characteristics

In the 2018-19 school year, Thurgood Marshall Academy had the following student demographics:

Student Characteristics Table: Thurgood Marshall Academy	
Number of students enrolled, by grade level	Grade 9: 138* Grade 10: 108 Grade 11: 74 Grade 12: <u>72</u> Total: 392 Non-public Placements (excluded above): 6
Percentage of students with special education IEPs	17%
Percentage of students categorized as At-Risk	52%
Free And Reduced Meals status	Community Eligibility Provision (CEP) school
Average in-seat attendance	92%
Promotion Rate	94%
Number of seniors taking SAT	100%
Average SAT Scores	Math: 474 Critical Reading: 488
College Acceptance Rate	100%

Thurgood Marshall Academy Faculty and Staff

In the 2018-19 school year, Thurgood Marshall Academy's- 36 teachers had an average of eight years of experience in the field. Additionally, 20 teachers held graduate degrees. Thurgood Marshall Academy employed:

- 5 Science teachers;
- 6 English teachers;
- 6 Social Studies teachers;
- 6 Math teachers;
- 3 Spanish teachers;
- 4 Specialty (e.g., art, health, music, and PE) teachers; and
- 6 Special Education teachers.

I.B. SCHOOL PROGRAM

Thurgood Marshall Academy's program combines a college-preparatory curriculum, targeted remediation, comprehensive enrichment and after-school activities, and a signature focus on legal skills. In 2018-19, Thurgood Marshall Academy served 392 students in grades 9-12 as well as a network of approximately 650 alumni.

I.B.1. CURRICULUM DESIGN AND INSTRUCTIONAL APPROACH

Curriculum Design

Thurgood Marshall Academy's curriculum prepares students for the rigors of a college education. Each year, the school offers a college preparatory curriculum rich in electives and advanced courses, but since students typically enter the school significantly behind in academic skills, college preparatory coursework must also be coupled with intense remediation. All of Thurgood Marshall Academy's English and math courses align to the Common Core Standards, while science classes align to the Next Generation Science Standards. Social Studies courses align with the Common Core for Literacy in Social Studies. As in previous years, subjects that do not currently have DC standards meet national standards and reflect alignment to Common Core Standards in English and math, where appropriate. The following provides an overview of the curriculum, beginning with the lower grades, where grade-level instruction is paired most significantly with remediation, moving into the upper grades, where instruction in content areas is enhanced by concentrated college preparation.

Reflecting best practices observed in years past, the 9th and 10th grade curriculum for 2018-19 included double-block scheduling for reading and math for all students. Double-block courses allowed all lower-grade students to receive both grade-level appropriate college preparatory coursework and remedial instruction in English and math from classroom teachers. Students' remedial needs were determined by their performance on Interim assessment, teachers' content assessments and regular progress report data. Students with advanced academic skills were challenged in honors courses.

Thurgood Marshall Academy offered additional math and reading resource support either during the school day or after school to students with skills deficits. Smaller class sizes and a peer group of students with skills at similar levels created a supportive environment for learning. In addition to academic skills, the gains that students experienced in these courses increased students' confidence and self-esteem, making it much more likely that they would also succeed in their core English and math classes.

As students rise through the grades and increase their proficiency in grade-level skills, the focus moves from remediation to intense college preparation. Students in 11th and 12th grade complete supplemental work in English classes to enhance the skills that influence college course placement. Additional college-focused coursework includes a Senior Seminar course for all seniors in which they complete all the steps of the college application process and prepare for the transition to higher education. During the 2018-19 school year, Thurgood Marshall Academy held Saturday Session workshops to help students prepare for Advanced Placement (AP) tests.

Recognizing the importance of SAT scores for college access, Thurgood Marshall Academy required all 11th graders to enroll in a half-year intensive SAT preparation course. Rather than focusing only on test taking strategies and “tricks,” the course assesses the students’ ability in skill sets tested on the SAT, and addresses any gaps in student learning. Thurgood Marshall Academy also partnered with the Transcend Academy and the DC office of the Office of the State Superintendent of Education (OSSE) to provide additional SAT support to all juniors in the SAT course.

The school’s selection of Honors and Advanced Placement (AP) course offerings, its dual enrollment opportunities, and its early college access partnerships with colleges constitutes another key element of the college preparatory curriculum.

Honors and AP courses offer additional options for students in all grades to challenge themselves with more advanced material in preparation for college. In 2018-19, students in every grade continued to have the opportunity to take Honors English I and II, Algebra II, and Geometry courses. Other honors classes included Biology, Physics, Spanish, Chemistry, Applied Integrated Science, and World History I and II.

Thurgood Marshall Academy’s AP classes are approved by the College Board. In 2018-19, Thurgood Marshall Academy offered AP Courses in the following subjects: Calculus, English Language, English Literature, US Government & Politics, and US History. In addition to Advanced Placement classes, Thurgood Marshall Academy offers dual enrollment opportunities that permit students to take select classes at local colleges for both high school and college credit.

Finally, the school’s curricular design integrates law-related components across the curriculum—from explicit legal courses to law projects in STEM classes—and links that course work to after-school activities in partnership with the metropolitan Washington legal community (as detailed in the Key Mission-Related Programs section).

The chart below illustrates how the school integrates regular, remedial, honors, AP, and legal course work across the four grade levels.

THURGOOD MARSHALL ACADEMY 2018-19 ANNUAL REPORT

2018-19 Course Offerings				
	9 th Grade	10 th Grade	11 th Grade	12 th Grade
Social Studies	<ul style="list-style-type: none"> World History I Honors World History I 	<ul style="list-style-type: none"> World History II Honors World History II DC History & Policy Peer Court* 	<ul style="list-style-type: none"> US History AP US History Introduction to Law* Peer Court* 	<ul style="list-style-type: none"> US Government AP US Government & Politics Street Law* Peer Court*
English	<ul style="list-style-type: none"> English 9 Honors English 9 	<ul style="list-style-type: none"> English 10 Honors English 10 	<ul style="list-style-type: none"> English 11 AP English Literature 	<ul style="list-style-type: none"> British Literature AP English Language
Math	<ul style="list-style-type: none"> Algebra I Honors Algebra I 	<ul style="list-style-type: none"> Geometry Honors Geometry Honors Algebra II 	<ul style="list-style-type: none"> Algebra II Honors Algebra II Honors Pre-Calculus 	<ul style="list-style-type: none"> Pre-Calculus Honors Pre-Calculus Statistics AP Calculus
Science	<ul style="list-style-type: none"> Applied Integrated Science Honors Biology 	<ul style="list-style-type: none"> Biology Honors Biology Honors Chemistry 1 	<ul style="list-style-type: none"> Chemistry I Honors Chemistry I Honors Chemistry II 	<ul style="list-style-type: none"> Physics Honors Physics Environmental Science
Foreign Language	<ul style="list-style-type: none"> Spanish I 	<ul style="list-style-type: none"> Spanish I Spanish II 	<ul style="list-style-type: none"> Spanish II Spanish III Honors Spanish III 	<ul style="list-style-type: none"> Spanish III Honors Spanish III
Other	<ul style="list-style-type: none"> Computer Applications Physical Education I Reading Workshop Math Workshop Portfolio 	<ul style="list-style-type: none"> Health Reading Workshop Math Workshop Portfolio 	<ul style="list-style-type: none"> Advanced Computer Science* Advanced Topics in History* African American Studies* Global Studies* Art I* Art II* Debate* Drama* Introduction to Business* Music Appreciation* Physical Education II Psychology* SAT Preparation Senior Seminar Statistics* Sociology* Yearbook* Portfolio 	

*Denotes an elective course.

Instructional Approach

Data-Driven Instruction

Thurgood Marshall Academy teachers continued to use assessments to focus lesson planning in 2018-19.

The school's assessment program for 9th and 10th grade students uses Illuminate Education's Data And Assessment platform (Illuminate). Illuminate interim assessments, administered monthly, closely aligned with PARCC and SAT. The assessment system helped teachers and administrators assess students' proficiency levels for English and math. This provided teachers with more accurate data and allowed them to develop re-teaching plans and supports for the lowest performing students in upcoming units. After each interim assessment administration, half-day professional development days were scheduled to allow teachers to review and analyze student data.

During the summer 2018 Teacher Academy, teachers received extensive training on the Illuminate platform. Training was also provided via professional development sessions throughout the school year. This enabled teachers to use assessment data to track individual student performance and differentiate instruction by specific subgroups of students. Teachers shared that the assessments helped them align and coordinate instruction within departments, improve classroom management, and determine how individual grading policies compared with those of other teachers within their departments.

As students progress, their work shifts from foundational skills and structured assessments systems to college preparatory assessments. Eleventh and twelfth grade students do not participate in the school's formal interim assessment program; instead, teachers at these grade levels regularly employ formative assessments (i.e., quizzes, essays, and reports) to probe student comprehension and performance. This information is then used to adjust teaching plans as needed. Mid-term and final exams offer a summative assessment of total student achievement. Preparation for higher education, which often employs summative assignments and tests, becomes increasingly important as students move through upper-class coursework. The academic growth of 11th and 12th grade students is also measured through PSAT and SAT scores.

Professional Development Program

The 2018-19 school year began with an intensive, two-week Teacher Academy. Thurgood Marshall Academy provides time for all teachers to collaborate in departments and grade levels for curricular work.

In 2018-19, teachers focused during Teacher Academy on supporting students with special needs and trauma informed practices. Teachers learned routines and procedures that help establish a positive instructional culture. Such a culture, in turn, can reduce difficult behavior and distress among students and adults. The goal is to create a sense of community in which students feel committed to returning to school and exercising respectful behavior both inside and outside of the classroom.

Another focus of Teacher Academy and subsequent instruction was the Race and Equity Seminars and Professional Learning Community environments. Together teachers collaborated across academic departments and difference. This provided staff the opportunity to discuss school protocols, methods, and how teachers can better explore by using data to drive instruction, share best practices, and predict student learning needs in upcoming units.

In addition, the Head of School and Associate Head of School continued to work individually with teachers throughout the 2018-19 school year to provide coaching in a collaborative manner. Additionally, department chairs and staff from each academic department participated in bi-monthly meetings as a way to create foster collaboration and to create a cohesive unit exam strategy based on Common Core standards and PARCC.

I.B.2. PARENT-INVOLVEMENT EFFORTS

During the 2018-19 school year, 62% of parents attended an event at Thurgood Marshall Academy. Thurgood Marshall Academy works closely with parents and guardians to address the needs of each student.

School-Home Communications

Thurgood Marshall Academy communicates consistently with parents about their students' progress through many channels: progress reports that are issued every three weeks; quarterly report cards; Open Houses; newsletters; grade level and school wide emails; and Portfolio presentations, where parents participate as members of the panel (biannually for 9th graders and annually for other students). Teachers and administrators communicate with parents on a regular basis about their child's academic and behavioral progress; every teacher commits to making approximately 15 parent contacts per month.

The school's website has a tab dedicated to parents, students, and families that provides access to information on a variety of topics, including graduation requirements, course offerings, dates of Parents of Warriors (POW) meetings, and a report card schedule. The school website also features a faculty and staff directory, including links to email addresses.

Grade-Level Parent Engagement

Parents and guardians have the opportunity to connect with grade-level Student Deans at various meetings—both formal and informal—held throughout the school year. In 2018-19, the Student Deans built relationships with parents via phone calls, emails, mailings, and in-person meetings. In particular, deans met with families of any student with either more than fifteen infractions or class failures at mid-year. These meetings provided parents with information on the specific resources Thurgood Marshall Academy offers students in every grade as well as grade-level promotion requirements.

College Access and Parental Engagement

For families with junior and senior students, the focus of grade-level workshops shifts to college. The College Access Initiative—which includes a required Senior Seminar, an SAT Prep course, college visits, scholarship programs, and financial planning workshops—serves not only students, but also their parents. Thurgood Marshall Academy's website provides another link between parents and the college application process. Parents can track their students' college applications through Naviance, an online college application tracking system that shows student progress in applying to colleges. This helps increase student-parent accountability within the family.

The college counseling team also hosts a Sophomore/Junior Parent Night in the fall that helps families and students understand the college application process. This year, the College Counseling team led a performance workshop for parents at which they took on roles as college admission representatives and determined whether their junior-level students would be admitted to college based on sample applications. Parents are also invited, but not required, to attend all after-school college counseling workshops during the school year, which includes college application help days, scholarship application help events, the school's annual College Fair, the annual College Acceptance Ceremony, and the Senior/Parent event, an annual celebration of the accomplishments of the graduating class.

School-Wide Parent Workshops

Thurgood Marshall Academy's Parents of Warriors (POW), supported by designated school staff, holds meetings roughly quarterly and hosts a variety of social and informative events. In 2018-19, the POW meetings consisted of 11 parent led activities. POW organized a calendar of diverse events, including parent meetings, game night, college help, portfolio assistance, and parent share outs.

A series of Parent Workshops helped parents and families gain a deeper understanding of Thurgood Marshall Academy's academic program, available resources, and events that take place at the school each year. They also offered an opportunity for families to interact with each other and faculty outside of academics. This list below provides a detailed outline of the workshops that took place during the 2018-19 school year.

1. *Parent Meeting (August 2018)*: Thurgood Marshall Academy hosted an event that informed parents/guardians about the number of ways in which they can serve the school and their student throughout the school year. During the meeting, parents were introduced to Parent of Warriors (POW) and parent involvement activities.
2. *Senior Parent College Night (September 2018)*: Parents were invited to join their students and the college counseling team for a workshop that outlined the upcoming year and addressed questions and concerns about the college application process. Parents learned how they could be advocates in their students' post-secondary plans and what practices should be implemented earlier to ensure that students are on the right track for graduation and college acceptance.
3. *College Application Help Day (October 2018)*: As seniors moved toward the college application season, parents were invited to share in the experience and learn about ways to complete college applications. Students and their parents were provided with a checklist of items that they would need—in addition to the standard college application—that included transcripts, a personal statement, and other required documents.
4. *How to Help Your Student Survive Portfolio Workshop (October 2018)*: Portfolio, a year-long, cross-curricular program, is one of Thurgood Marshall Academy's signature programs and a graduation requirement for all students. The school dedicated a workshop to the topic of Portfolio because it is such a prominent part of students' academic experience throughout all four grades, and because parents have the opportunity to attend their child's presentations. The workshop helped parents understand the portfolio process better, and shared strategies that parents could use to assist students in the process of preparing Portfolio projects and presentations. For more details about Portfolio, please see section II.A.I (Achievement of Mission—Key Mission Related Programs).
5. *Fathers Connect (December 2018)*: This breakfast brought together father figures to speak about successes and struggles for youth.
6. *Family Game Night (December 2018)*: POW hosted Family Game Night which provided families, students, faculty, and staff a chance to have fun, collaborate, and build community.
7. *Parent Meeting (January 2019)*: POW gathered families in an effort to keep them excited, engaged and informed throughout the school year.
8. *How to Help Your Warrior Get Back on Track (February 2019)*: Thurgood Marshall Academy dedicated this workshop to sharing how parents can help their students get back on track with their academics. The workshop covered organization tools, resources available at the school, Summer School information, and more. Parents had one-on-one sessions with TMA faculty to go in-depth on their student's progress and discuss what could be done to improve their academic standing.

9. *Parent Share Outs (April 2019)*: Parents and students were encouraged to share out what went well for them during the school year, what struggles they encountered, and what they would like to see during the next school. This dialogue took place over dinner during the last parent meeting.
10. *Senior Parent Event (May 2019)*: Parents and seniors were invited to a celebration of students' academic and personal achievements.
11. *Spring Portfolio (June 2019)*: Thurgood Marshall Academy invited parents to their students Portfolio Presentations. This allowed parents to see the end result of the Portfolio process by sitting as a member of the panel.

II. SCHOOL PERFORMANCE

II.A. PERFORMANCE AND PROGRESS

II.A.1. ACHIEVEMENT OF MISSION

Thurgood Marshall Academy's mission, to prepare students to succeed in college and to actively engage in our democratic society, is at the core of all school programming. Students engage in a rigorous, college prep curriculum coupled with intensive college and alumni programming while undertaking in-school and out-of-school-time activities with the legal community. Additionally, through community service, job shadow days, field trips, and speaker engagements, students directly engage their community and the larger democratic society. Test scores and college acceptance rates demonstrate that the school's program and design achieve this mission, and details of key mission-related programs provide qualitative evidence of the school's mission-driven approach.

2019 PARCC Scores

As detailed in Section II.A.2 (Achievement of Goals), Thurgood Marshall Academy students continue to exceed city averages on the district-wide assessments (PARCC). Many other indicators similarly show that Thurgood Marshall Academy continues to be one of the highest performing high schools in the District of Columbia.

Early College Access Opportunities to Earn College Credit

Advance Placement and Dual-Enrollment opportunities expanded students' exposure to rigorous early college programming. Research suggests students learn more and are better prepared for college after taking an AP course, even if they do not earn college credit via an AP exam. Thurgood Marshall Academy also maintained a dual-enrollment partnership with the University of the District of Columbia CARE program that offered students an opportunity to enroll in college courses to receive dual high school and college credit. Thus, participating students are exceptionally prepared for the academic rigors, independence, and critical thinking required in college-level coursework.

SAT Results

This year, 100% of seniors took the SAT exam. The school's average SAT score for the members of the Class of 2019 was 962 (474 Math; 488 Evidence Based Reading & Writing).

College Acceptance and Alumni Achievement

As the school year drew to a close, this year's graduates once again proved that Thurgood Marshall Academy is making significant strides in fulfilling its mission as a college preparatory institution: 100% of the members of the Class of 2019 were admitted to college. Of the graduates of the Class of 2018, 88% enrolled in a college or university within the past year.

Key Mission-Related Programs

The mission of Thurgood Marshall Academy is to prepare students to succeed in college and to actively engage in our democratic society. The school achieves its mission through a rigorous, college-preparatory curriculum that provides intensive remediation coupled with standards-aligned, college-focused coursework. In tandem with its curriculum, Thurgood Marshall Academy provides focused, effective programs and policies that prepare students to apply to, be admitted to, pay for, and succeed in college. Furthermore, in-school and out-of-school programming available to all students focuses on strengthening extracurricular interests and involving students with their wider communities. Key components of the school's mission-focused approach, detailed below, include: the College Access Initiative, Alumni program, Law-Related programs, Portfolio, After-School Enrichment Programs, Community Service, and Summer Prep.

College Access Initiative

Thurgood Marshall Academy's College Access Initiative plays a central role in achieving the school's mission.

Members of the Class of 2019 received focused guidance through the college research, application, and enrollment process through their participation in Senior Seminar, a required, year-long class taught by the College Counseling team. The curriculum walks students through the process of completing college applications, drafting college and scholarship essays, and preparing for the transition to college life. To complement the content of Senior Seminar, the College Counseling Department also organized on-site events related to college access and success. A series of college application and financial aid help sessions brought together students and families, staff, and community volunteers to help seniors gather documents and complete all necessary requirements for the college process.

College Counseling also provided opportunities for on-site admissions sessions which had a positive impact on the student body as a whole as peers across all grade levels shared in the excitement of the students' college acceptances.

Seniors also had several opportunities to meet with college representatives during the school day and on school grounds for informal information sessions. This year, representatives from approximately 85 different colleges and universities connected directly with Thurgood Marshall Academy students by conducting on-site information sessions and mock interviews to illustrate the expectations of the application process.

All graduates were accepted to one or more college (a list appears later in this report). In addition, the Class of 2019 was awarded scholarships totaling more than \$9 million from organizations including the Bonner Scholarship, the Questbridge Scholarship, and The POSSE Foundation as well as support from numerous colleges. Two-thirds of graduates earned some kind of scholarship.

The College Counseling Department also extends preparation for college to beyond the senior class and beyond the student body. In 2018-19, juniors participated in a 3-day college trip to the Morgan State

University, Towson University, and Goucher College. Students attended free fly-in programs at colleges such as Bates College, Earlham College, and Washington College. Additionally, typically members of the junior class enroll in an SAT Prep course to gain experience with the exam and to receive introductory instruction on college access and planning. During the school's tenth annual College Fair, 11th grade students met with representatives from over 95 schools, including Rice University, Northeastern, Georgetown University, Tufts University, and Radford University. Moreover, since Thurgood Marshall Academy opens the fair to other high school students, the College Access Initiative's impact extends beyond the walls of the school.

Alumni Program

Thurgood Marshall Academy's College Counseling services impact over 650 young adults in the school's alumni network. The Alumni Program supports graduates by providing essential post-graduation aid in the form of transitional, social-emotional, and financial resources. The program assists alumni in accessing resources at their universities and provides college and financial aid counseling both to college-enrolled alumni and to alumni who are planning to reengage into college or other post-secondary options.

The College & Alumni Counselor oversees Thurgood Marshall Academy's Alumni Emergency Fund, which provides gap funding to alumni who are enrolled in college. The fund ensures that alumni, who are primarily from low-income households, are able to cover unexpected college-related expenses, such as books, travel, and housing deposits. In 2018-19, the Alumni Fund distributed more than \$15,000 for such expenses, contributing to continued college persistence and graduation rates among Thurgood Marshall Academy graduates. The Alumni Program and College Associate also organized special events, including alumni panels, and alumni visits to colleges and universities throughout the country.

Among the small fraction of alumni who have not enrolled in college, many graduates have gone on to pursue careers in public service by enrolling in the US Coast Guard, US Navy, US Army, or police and firefighter academies—careers that require additional professional training and that reflect the service ethic in Thurgood Marshall Academy's mission statement.

The Alumni Program Manager maintains a database of information on each graduate, including a contact log, and Thurgood Marshall Academy continues to work to better understand the key factors involved in students' college retention.

Law-Related Programming

As a law-themed school, Thurgood Marshall Academy continues to develop and refine the integration of law in the curriculum and into after school programming. In 2018-19, students were required to include one law-related project in their Portfolio and, during the Portfolio presentation itself, to demonstrate how they incorporated the legal skills into their class work. All students participated in at least one of the law-related programs, which are detailed below, either in-class or after school.

Integration into Academics

At each grade level, students are required to complete a law-related project through their core history course, in which they show that they have employed at least one of Thurgood Marshall Academy's five law skills (Advocacy, Argumentation, Critical Thinking, Negotiation, and Research). In grades 9-11, students participate in mock trials and write legal briefs based on actual case law, such as the Amistad case, the Limber Hospital Case, or the Lieutenant Calley Supreme Court case. Seniors enroll in either US Government or AP US Government and Politics, in which they participate in either an issues-to-action project or write letters to advocate about an issue, such as women's rights. In the upper grades, students

continue to experience law programming in their coursework. Students enrolled in Introduction to Law learn the basic tenets of the American legal system, their implementation, and their effect on everyday life. Students also have the option to enroll in Street Law, an intensive course that gives students a practical understanding of law and the legal system and culminates in a District-wide Mock Trial Tournament.

Further, students have the opportunity to participate in law-related field trips as part of their coursework, which allows them to see the practical applications of the material they learned in class, ranging from trips to the Supreme Court to visiting the Smithsonian Museum of African American History and Culture. In the 2018-19 school year, the Social Studies Department coordinated over 15 trips, all of which gave students across all grade levels exposure to the world of law and challenged them to apply legal skills both inside and outside of the classroom.

Peer Court & Restorative Justice

Peer Court epitomizes Thurgood Marshall Academy's integration of its legal theme with its mission to foster both intellectual and civic engagement. Peer Court is a full year course in which students learn about laws related to behavior in schools (e.g. protected speech, search and seizure, suspension and expulsion, etc.) and alternative discipline practices.

Students enrolled in the course also serve as a court for peers involved in disciplinary infractions. The court meets to allow student peers to hear some discipline matters and assign restorative consequences as alternatives to suspension and expulsion. The class works in coordination with the Office of Student Affairs to assign and monitor consequences.

Peer Court forms a part of Thurgood Marshall Academy's implementation of restorative justice practices, an educational and civics approach that seeks to replace, whenever possible, suspension or expulsion with reflection and consequences that reintegrate students into the school community. Restorative justice in turn is a component in the school's response to often complex behavioral deficits faced by students. Other facets, including community conferencing, bring teachers and students together to talk about difference and appreciate the context for those differences, and bring to bear school resources, including intensive and focused mental health and social-work services.

Overall, the approach aims to educate students facing behavioral barriers in how to learn, and to do so in a way that minimizes learning loss and enhances communication among students and school staff. The approach shows promises in reducing suspensions, expulsions, and disciplinary issues.

Law Day

Law Days provide Thurgood Marshall Academy 9th graders their first formal exposure to the world of law. In 2018-19, Latham & Watkins LLP, Foley Lardner LLP, and Hogan Lovells US LLP (and Wiley Rein LLP during Summer Prep) hosted and taught six workshops to all 9th graders. Law Day introduces students to specific cases or legal issues and explores the history and underlying legal principles involved. Each law firm organizes legal seminars for Thurgood Marshall Academy students in their downtown offices. During Law Day, volunteer attorneys lead workshops on topics including advocacy, discrimination, individual rights, negotiation and civil trials. Participating in Law Day workshops helps students develop analytical thinking and public speaking skills, while supporting an appreciation for democratic values. Over 200 attorneys, legal professionals, and law students participated in Law Days in 2018-19.

Howard Law Academy

Thurgood Marshall Academy and Howard University School of Law partnered in 2018-19 to provide half-day programming created to encourage tenth grade students to see how law is present in their everyday lives. Twice each semester, students travel to Howard University's School of Law campus to engage in programming taught by law students and professors. In addition to teaching civic engagement, the program helps interested students understand the requirements and steps needed to transition from an undergraduate institution to a job at a law firm.

Law Firm Tutoring

Thurgood Marshall Academy's distinctive Law Firm Tutoring program acquaints students with both a professional work environment and with individuals who have succeeded personally and professionally by completing higher education. Every other Tuesday during the school year, 11th graders travel from the school to one of several downtown law firms, where legal professionals provide one-on-one tutoring and mentoring. The firms donate their time, meals, and transportation. In 2018-19, 100% of 11th graders participated in the program. Law Firm Tutoring also included several college-related projects, such as SAT/PSAT writing, scholarship searches, college research, personal statement writing and resume writing.

In 2018-19, Thurgood Marshall Academy partnered with the following firms for Law Firm Tutoring:

- Arnold & Porter LLP
- Crowell & Moring LLP
- Jenner & Block LLP
- King & Spalding LLP
- Vinson & Elkins LLP
- Williams & Connolly LLP

Civic Engagement

In 2018-19, our school continued to serve as a catalyst for civic engagement through Pathways2Power. This TMA student-led group was formed after students Zaire Kelly and Paris Brown were both killed near their homes after school in incidents of gun violence during the 2017-18 school year. Students, galvanized by losing two friends, began to advocate, speak, and organize to change DC polices and have a seat at the table in conversations about safety in their communities, mental health, and education. Pathways2Power has since spoken on the steps of the Capitol, hosted round table discussions with top level DC officials, and marched on the National Mall with numerous DMV youth groups and schools. A centerpiece of the group's work in 2018-19 was the fund-raising, planning, and commissioning of an artist to create a memorial mural that has already become a symbol of protest against gun violence in the city. While their work has just begun, they continue to research issues and opportunities to make change and continue their efforts to be a strong voice for youth in DC.

Portfolio Assessments

Each year students give—and are graded on—formal presentations of their Portfolios before a panel of faculty, staff, administrators, parents, and other students. Portfolio presentations require that students account for their performance in the classroom and as citizens of the Thurgood Marshall Academy community, from providing details about academic projects to discussing disciplinary violations. When asked which components of their Thurgood Marshall Academy education have best prepared them for college, many graduates point to the value of the Portfolio Assessment Program.

In 2018-19, Thurgood Marshall Academy students continued to develop interpersonal, public speaking, and academic skills through the Portfolio Assessment Program. Building a Portfolio is a year-long process that reinforces the study habits that lead to academic excellence. The program requires all Thurgood Marshall Academy students to set measurable goals for academic and civic achievement and to hold themselves responsible for living up to high expectations. Each student compiles a record of his or her academic work, behavioral performance, and community service and prepares special academic projects in core subjects for inclusion in her or his Portfolio. Under teacher supervision, students use rubrics to measure, analyze, and reflect upon their performance throughout the school year.

An exercise in public speaking, Portfolio presentations call for students to demonstrate rhetorical fluency and the ability to think on their feet, helping to fulfill the school's mission to equip students with the skills they need to advocate for themselves and their communities. Portfolio goals, projects, and presentations become increasingly complex each academic year as students' skills become more sophisticated and their interests more varied.

After-School Enrichment Program

Thurgood Marshall Academy's after school enrichment activities serve as an extension of the classroom, offering a unique learning arena in which the school's educational ideals are advanced and encouraged. Four full-time staff members administer supplemental programs, working with teachers and staff members to ensure that activities link to the school day and offer distinctive opportunities for student enrichment.

Following are descriptions of the key enrichment programs that Thurgood Marshall Academy offered students in 2018-19:

After school "Homework Help" Tutoring

In 2018-19, approximately 81% of Thurgood Marshall Academy students took advantage of the after-school Homework Help Program in the library, which allowed students in all grade levels to receive personalized tutoring, as well as access to online resources during computer lab sessions. As in years past, Homework Help drew tutors from Thurgood Marshall Academy teachers. With faculty advisors providing a connection to the school day, and the addition of healthy snacks for participants, the program has risen in popularity in recent years. The Programs Department continued to work with teachers, Deans and social workers to target students who were under-performing, and strongly encouraged those who were on Academic Probation to attend these tutoring sessions.

Athletics

At Thurgood Marshall Academy, athletics promote student character development by stressing values of participation, ethical competition, and teamwork. In 2018-19, Thurgood Marshall Academy offered co-ed flag football, girls volleyball, boys and girls basketball, cheerleading, and co-ed track and field.

Student athletes are encouraged to apply academic performance to their passion for sports. All students participating in the athletic program must maintain a 2.0 GPA or higher—a bar 92% of athletes reached in 2018-19. To ensure that student-athletes' academic performance remained a primary focus, during 2018-19 one staff member's duties included serving as a Study Hall Monitor, helping to track student grades, arranging tutoring sessions, and working with teachers to improve academic performance.

The program also enjoyed competitive success in 2018-19, with two students named to DC State Athletic Association All State teams, and with the school's boys track team winning the DC charter league championship.

Clubs

Thurgood Marshall Academy's clubs encourage students' personal development, provide opportunities to build leadership skills, and connect students with their communities. During 2018-19, Thurgood Marshall Academy offered 18 clubs for students. Among the clubs available to students were Anime, Drama, Wilderness Club, Green Club, and Happy Black Girls, Chess Club and Connections Club. The Programs Department launched several new clubs this year, including the Yoga Club and Pathways2Power.

A few detailed examples illustrate the diversity and strength of Thurgood Marshall Academy's clubs. In Green Club, students planted and harvested fruits and vegetables year-round. Additionally, throughout the year, students prepared new recipes with the school's Garden Consultant.

The Yoga Club gave students time for stretching and meditation after a grueling school day. They practiced the art of patience and stillness with their bodies and thoughts.

The Connections Club provided a safe space for LGBTQ students and their allies.

The Chess Club was among the most popular clubs in which students and staff learned the game, developed logical thinking, and improved concentration. This year, students competed in their first chess tournament and brought home three trophies.

Finally, in the 2018-19 school year, Thurgood Marshall Academy students launched Pathways2Power. As noted above, Pathways2Power is a student-led advocacy group that engages in conversations about mental health, violence prevention, and school safety from a youth perspective.

Job Shadow Day

An annual Job Shadow Day allowed 10th–12th grade students to spend the day in a professional environment that corresponds to their academic or professional interests. The Programs Department paired students with volunteers at a variety of workplaces, such as Phone2Action, local media outlets, medical centers, and non-profits. Students had the opportunity to interview several professionals at their workplace throughout the day in order to learn about their path to the career.

Civil Rights Field Trip

In 2019, Thurgood Marshall Academy's Programs Department and Social Studies Department initiated a new field trip focusing on Civil Rights in the South. The seventeen students selected for the trip spent their spring break journeying through several cities that were instrumental to the Civil Rights Movement. At each site, students met prominent civil rights leaders, activists, and historians, and visited landmarks that brought their classroom history lessons to life.

Community Service

Thurgood Marshall Academy's diverse community service initiatives play a vital role in helping students become active participants in our democratic society. All students are required to meet grade-level community service requirements in order to be promoted: 9th grade students complete a total of 20 hours of service; 10th grade students complete an additional 20 hours of community service; 11th grade students

complete another 30 hours; and seniors are required to fulfill an additional 30 hours, for a cumulative total of 100 hours during their high school careers. Following are some of the community service programs and activities in which students have participated.

Each year, Thurgood Marshall Academy dedicates “Days of Service” to inspire students to realize that they can make meaningful contributions to their communities. Students in 11th and 12th grades undertook service days during April while other students took the PARCC. Several students spent the 2019 Day of Service volunteering at a number of organizations, including Hillcrest Community Center, Air & Space Museum, and the TMA Garden. Lastly, the Programs Department partnered with organizations dedicated to community service efforts, such as BYP100, Kidpower, and Casa Ruby.

Summer Prep Program

At the end of its first school year, Thurgood Marshall Academy administrators and faculty recognized the need to prepare incoming students for the academic and behavioral expectations of a college preparatory high school. Moreover, students needed extended instruction to prevent summer learning loss.

Summer Prep was created to provide incoming 9th grade students as well as 10th grade transfer students with an introduction to the academic and behavioral demands of a college preparatory high school. Computer classes and cultural and athletic enrichment activities further broaden the experiences and skills of incoming students. In addition, to encourage parental involvement, Summer Prep holds workshops for parents on supporting their child’s education and beginning to prepare for college.

II.A.2. ACHIEVEMENT OF GOALS IN CHARTER

Thurgood Marshall Academy’s charter incorporates goals by which the school measures its performance. Each section below provides analysis and evidence of the extent to which the school is meeting its goals and academic achievement expectations detailed in its charter, including but not limited to grade 10 PARCC performance. **Thurgood Marshall Academy acknowledges that DC Public Charter School Board’s review and publication of this annual report does not imply concurrence or disagreement with the content herein.**

Goal 1: Student Achievement-Math

In four of five years, for each five-year window for the next fifteen-year cycle, each campus will meet both of the following targets in mathematics.

The percent of students earning a level 4 or above will exceed the percent of students city-wide in tested grades served by that campus who reach a level 4 or above.

The percent of students earning a level 3 or above will exceed the percent of students city-wide in tested grades served by that campus who reach a level 3 or above.

This goal is measured based on student performance on the PARCC math standardized test.

In Geometry, 26% of Thurgood Marshall Academy tenth graders earned Level 4 and 46% of tenth graders earned a Level 3 or higher, outperforming the city-wide averages of 10.4% (at or above Level 4) and 32.8% (at or above Level 3).¹

The school successfully met this goal.

¹ <https://osse.dc.gov/page/2018-19-parcc-results-and-resources>

Goal 2: Student Achievement- English Language Arts

In four of five years, for each five-year window for the next fifteen-year cycle, each campus will meet both of the following targets in English Language Arts (ELA).

The percent of students earning a level 4 or above will exceed the percent of students city-wide in tested grades served by that campus who reach a level 4 or above.

The percent of students earning a level 3 or above will exceed the percent of students city-wide in tested grades served by that campus who reach a level 3 or above.

This goal is measured based on student performance on the PARCC ELA standardized test.

In ELA, 46.7% of Thurgood Marshall Academy tenth graders earned Level 4 or higher and 70.7% of students earned a Level 3 or higher, outperforming the city-wide averages of 29.3% (at or above Level 4) and 46.7% (at or above Level 3).²

The school successfully met this goal.

Goal 3: Student Growth

The average student growth on the state student growth measures at Thurgood Marshall Academy PCS in English will exceed the state average on the state student growth measure for high schools. Growth shall be measured from 8th grade to high school using state mandated summative assessments.

The average student growth on the state student growth measure at Thurgood Marshall Academy PCS in mathematics will exceed the state average on the state student growth measure for high schools. Growth shall be measured from 8th grade to high school using state mandated summative assessments.

At the time of publication, the school was not provided with a growth calculation for the 2019 PARCC administration. Per the school's charter agreement, the data was not available and the goal was not measured.

Goal 4: Graduation

The school's 4-year Adjusted Cohort Graduation rate will exceed the state 4-year Adjusted Cohort Graduation rate.

The school's 5-year Adjusted Cohort Graduation rate will exceed the state 5-year Adjusted Cohort Graduation rate.

The school's current projected August 2019 rate is 75.00%, 60 out of 80 students. The projected 5-year projected rate: 95.94% 71 out of 74 students. No information is yet available for the state average, but given historical data, Thurgood Marshall Academy expects it will outperform the state average.

Based on data available at the time of publication, the school projects it will meet this goal for 2019.

² <https://osse.dc.gov/page/2018-19-parcc-results-and-resources>

Goal 5: College

90% of graduates are accepted to a college each year, following the business rules in the latest Performance Management Framework Policy and Technical Guide for the High School PMF each year.

100% of the students in the class of 2019 were accepted to a two or four-year college.³ For greater detail on Thurgood Marshall Academy's college-related programs and achievements, please see sections II.A.1 (Achievement of Mission) and II.B (Unique Accomplishments).

The school successfully met this goal.

Goal 6: Alumni

80% of alumni will enroll in college within one-year of graduating from high school as reported by the National Student Clearinghouse and supplemented through follow-up surveys administered to students and information received by the school for the administration of its Alumni Fund.

87.87% of the class of 2018—58 out of 66 graduates—enrolled within one year of graduating. The school will continue to support all alumni in reaching college regardless of when they enroll. For greater detail on Thurgood Marshall Academy's college-related programs and achievements, please see sections II.A.1 (Achievement of Mission) and II.B (Unique Accomplishments).

The school met this goal for the Class of 2018.

Goal 7: Law

85% of students will participate in a law-related activity outside of the classroom each year. Activities will include, but are not limited to: law day, law firm tutoring, law courses, including Government, field trips and participation in law-themed events. The goal will be tracked through attendance used for reporting to third-party funders, enrollment documents, field trip attendance and sign-in sheets from law-themed events.

In 2018-19, 96.1% of students participated in Thurgood Marshall Academy's Law Day, Law Firm Tutoring, and law-themed events and courses this year. Participants in each of the law-themed courses were required to attend outside events and field trips including: trips to the Supreme Court; providing testimony before the D.C. Council; and participating in the Soapbox Challenge sponsored by the Mikva Challenge.

The school successfully met this goal.

Goal 8: Attendance

The school's annual in-seat attendance rate will exceed the state average for high school students.

In 2018-19 the school had an in-seat attendance rate of 92.3%. The relevant D.C. data for 2018-19 is not yet public, but the projected attendance rate is 91.9%. The school is thus expected to exceed the state average.

Based on publicly available data at the time of publication, the school met the goal.

³ Verified rate will be available once 2019 PMF is published.

II.B. UNIQUE ACCOMPLISHMENTS

In 2018-19, 100% of the graduates from the Class of 2019 were accepted to a least one college, a testament to the success of the school's rigorous college-preparatory curriculum. Students also earned prestigious competitive university scholarships, gained admission to selective college-preparatory summer programs, participated in innovative, cross-curricular arts projects, and experienced success in athletic completion. As detailed below, a variety of individual student and faculty achievements, school-wide events, and public accolades further illustrate that Thurgood Marshall Academy achieves its college-preparatory mission.

Student Achievements

Student Are Prepared to Succeed in College and Beyond

- A Thurgood Marshall Academy student was awarded the Questbridge Scholarship to attend the University of Chicago. This selective scholarship covers the full cost of attendance as well as the ease of early decision at a top ranked university.
- Two Thurgood Marshall Academy students received the Earl Woods Scholarship awarding them \$25K towards their college needs.
- Three Thurgood Marshall Academy students received a Press Pass Mentors Scholarship sponsored by *The Washington Post*.

Students Actively Engaged in Our Democratic Society

- On the one-year anniversary of the March for our Lives Rally, 20 Thurgood Marshall Academy students joined thousands in marching to the Capitol. Two TMA students were chosen to speak against gun violence and safety in their communities and issued a call to action for Congress on gun control.
- Two TMA students participated and were awarded 1st and 2nd place in the regional National Bar Association's "Drum Major for Justice Advocacy Competition."
- Pathways2Power students organized and hosted a two-hour meeting with local students and top DC officials to discuss community safety, mental health and education.
- Two Thurgood Marshall Academy students spoke on a panel about issues impacting the youth of Ward 8 at the annual DC Ward 8 Democrats meeting. They spoke about education, violence, gender inequality, and how to keep students engaged in politics.
- Select Pathways2Power members were invited to the Democratic Women's of The Year Awards to introduce Congresswoman Maxine Waters. They also had a chance to meet and speak with Civil Rights Activist, Congressman John Lewis.
- Senior Lauryn Redford created and presented a Ted Talk at the America's Promise Event in New York.
- Students served as Election Poll Workers on Election Day, many of whom were spotted by Thurgood Marshall Academy parents and residents in Ward 8.
- Ten Thurgood Marshall Academy seniors participated in the Mikva Challenge Citywide Soapbox Competition with hundreds of other students, sharing short speeches on a current social issues selected by the student. Thurgood Marshall Academy student Jasmyn Reace won 1st place for a speech critiquing body-shaming.

College Acceptance

Every member of Thurgood Marshall Academy's graduating classes since 2005 has been accepted to at least one two-year or four-year college or university, and nearly every graduate received some form of financial assistance to defray the cost of higher education. College enrollment and persistence by the school's graduates are also significant, particularly in the context of the low percentage of college graduates in the under-resourced area where the school and most of its students are located.

Thurgood Marshall Academy's Class of 2019 graduates were accepted to the following schools:

- Alabama A&M University
- Alabama State University
- Albany State University
- Albright College
- Allegheny College
- Baldwin Wallace University
- Barry University
- Bates College
- Bennett College
- Bowling Green State University
- Brandeis University
- Carthage College
- Catawba College
- Central State University
- Centre College
- Champlain College
- Clark Atlanta University
- Coppin State University
- Delaware State University
- Earlham College
- Florida A&M University
- Fordham University
- Frostburg State University
- George Mason University
- Georgia State University
- Goucher College
- Guilford College
- Hampton University
- Harrisburg University of Science & Technology
- Hartwick College
- Hofstra University
- Hood College
- Howard University
- Johnson & Wales University (North Miami)
- Johnson C. Smith University
- Kent State University
- Kentucky State University
- Lincoln University
- Livingstone College
- Longwood University
- Marshall University
- Marymount Manhattan College
- Marymount University
- McDaniel College
- Michigan State University
- Montgomery College - Silver Spring
- Morgan State University
- Mount Saint Mary's University
- New England College
- North Carolina A&T State University
- North Carolina Central University
- North Carolina Wesleyan College
- Northampton Community College
- Old Dominion University
- Pace University, New York City
- Pennsylvania State University
- Radford University
- Saint Leo University
- Shaw University
- Shepherd University
- Spelman College
- St. John's College
- St. John's University - Queens
- SUNY Albany
- Susquehanna University
- Temple University
- The George Washington University
- The Ohio State University
- The University of Tampa
- Trinity Washington University
- University of Chicago
- University of Cincinnati
- University of Connecticut

- University of North Carolina at Greensboro
- University of Rochester
- University of San Francisco
- University of the District of Columbia
- University of Vermont
- Utica College
- Virginia State University
- Washington College
- West Chester University of Pennsylvania
- Whittier College
- Xavier University of Louisiana
- York College of Pennsylvania

Special Guests & Visitors

- Through the Mikva Challenge DC, Thurgood Marshall Academy AP Government students visited the Supreme Court to meet and hear from Supreme Court Justice Ruth Bader Ginsburg.
- In February 2019, in conjunction with the Fredrick Douglass Family Initiatives and the Antiracist Research and Policy Center at American University, students heard from panelists Wesley Lowery, Dr. Danielle Webster, and Nettie Washington Douglass about gun violence and activism.
- In March 2019, English students spoke with *New York Times* bestselling author Karen Joy Fowler as a part of the Pen/ Faulkner Writers in Schools Program.
- In May 2019, Pulitzer Prize winning author James Foreman joined the school's AP Government students in a discussion about his book *Locking Up Our Own* concerning crime, punishment, and justice for Black Americans.
- In April 2019, Pathways2Power members were invited to the Democratic Women's of The Year Awards to introduce Congresswoman Maxine Waters. They also had a chance to meet and speak with Civil Rights Activist Congressman John Lewis.

Faculty Presentations and Accomplishments

A few examples of public recognition and participation by Thurgood Marshall Academy's faculty and staff showcase the qualification and dedication of the school's employees:

- Thurgood Marshall Academy Social Studies teacher, Karen Lee, was runner up for DC 2020 Teacher of the Year, invited to join DC State Superintendent's Advisory Council 2019-20, and awarded the Inspiring Educators Award from the Mikva Challenge.
- Tenth-grade English Language Arts teacher Evan Lloyd was selected as Educator of the Day by actor Busy Phillips, who coordinated a social media campaign to donate a new copy of *The Kite Runner* (a focal text in Mr. Lloyd's class) to each tenth grader.
- Sanjay Mitchell, Director of College & Alumni Programs, serves as the Secretary of the Board of Directors of Colleges That Change Lives (CTCL) and was elected to serve on several other nonprofit boards, including For Love of Children (FLOC) and the College Advisory Board for The George Washington University.

Media & Civic Recognition

- City First Bank of DC—as part of its 25th anniversary celebrations—honored Thurgood Marshall Academy as its sole awardee in the category of education (one of six categories), presenting the school with a Resilience Award at its Community Development Finance Impact Forum in December 2018.

- *U.S. News & World Report* included Thurgood Marshall Academy in its national rankings of “Best High Schools.”
- *The Koyo Nnamdi Show* featured Thurgood Marshall Academy students and staff on different episodes about gun violence and college readiness.
- *The 74Million.org* featured Thurgood Marshall Academy in an article about successful DC charter schools. It focused on our law themed programming, school culture, creative teaching strategies, and intentional after school clubs and activities.
- *East of the River, FOCUS Magazine, Washington Informer, and Fox 5 DC* each reported on the important advocacy work being done by Thurgood Marshall Academy’s student-led group, Pathways2Power.

Community Support & Partnerships

Thurgood Marshall Academy recognizes that building strong relationships with outside entities is essential to the school’s success, and the school is proud of the partnerships it has developed throughout the District of Columbia. Thurgood Marshall Academy has developed particularly strong relationships with several District law firms that offer significant monetary and in-kind donations, as well as dozens of volunteers who work directly with students. In general, as highlighted below indicate, the school maintains a network of over 62 partner organizations and more than 300 individual volunteers.

II.C. LIST OF DONORS

Thurgood Marshall Academy raises roughly \$5,000 per student more than it receives in guaranteed local public finding; it does so to ensure that students have the in-class and youth development services they need to succeed in college and engage actively in our democratic society. The school’s Development Department spearheads fundraising activities to ensure that Thurgood Marshall Academy can sustain and grow these wrap-around services. Below is a list of the donors and grantors who have contributed monetary donations having a value equal or exceeding \$500 during the year reported.

- The Annie E Casey Foundation Inc.
- Arnold & Porter LLP
- Kevin and Stacy Baker
- Bruce Berman
- Dr. Danielle and Mr. Andre Bierzynski
- Crowell & Moring Foundation
- Crowell & Moring LLP
- Morgan Dunnan
- Jerry and Jayme Epstein
- Foley & Lardner LLP
- H.P. Goldfield
- Dan Gordon
- Warren Gorrell
- Graham Holdings Company
- C. Boyden Gray
- Jeffrey Gutman and Stacey Brustin
- Mark and Stephanie Harrison
- Jocelyn Henderson and Bernard Marchive
- Hogan Lovells US LLP
- Allison Holt
- Jenner & Block LLP
- Kenneth and Candice Jones
- King & Spalding LLP
- Tamara Kraljic
- Latham & Watkins LLP
- Valerie Lee
- Eleanor Roberts Lewis and Roger Lewis
- Peri Mahaley
- Michael Mazer
- The Meltzer Group
- Thomas Merrill
- Miller & Chevalier Charitable Foundation
- Stehpen Milliken

- Morgan Lewis & Bockius LLP
- Susan Morita
- The Office of the Superintendent of Education (DC OSSE)
- Alexandra Pardo and Henry Awad
- PMM Companies
- Richard Pohlman and Ingrid Andersson
- Kathy Raffa
- John Rohrbach
- Linda Rohrbach
- Peter A. Rohrbach Charitable Fund
- Andrew and Jenny Rosenberg
- Brian Roth
- Justin Rydstrom
- Krithika Santhanam
- The Schlossman Families
- Jessica Sher
- Jonathan T. Stoel and Emily Lindow
- The Andrew and Julie Klingenstein Family Fund
- The Gilder Lehrman Institute
- United Way of the National Capital Area
- Richard and Beverly Van Duyne
- Robert Van Kirk
- Vinson & Elkins LLP
- Elizabeth Waters
- Allen Waxman
- Beatrice and Anthony Welters
- Williams & Connolly LLP
- Edward Wilson

CONCLUSION

To meet the significant needs of its students, Thurgood Marshall Academy remains firmly committed to seeking and implementing proven research-based best practices. Thurgood Marshall Academy will continue to use data as a basis for decision-making and also seek to understand the challenges facing its students, all in support of the school’s mission: to prepare students to succeed in college and to actively engage in our democratic society.

Evidence that the school succeeds at its core mission as a college-preparatory school appears in its record of student academic preparation and success: 100% college acceptance among graduates, more than \$9 million in scholarships in 2018-19, and high college enrollment among members of the Class of 2018. Finally, Thurgood Marshall Academy seeks to prepare students to become advocates for themselves and their communities. Its law-related instruction and programming along with its network of more than 62 partnering organizations and 300 volunteers—including numerous representatives of DC area law firms—as well as student advocacy by its students within and beyond the school walls demonstrate the significant opportunities available for Thurgood Marshall Academy students to grow personally and engage in the Washington, DC, community.

DATA REPORT

SY 2018-19 Annual Report Campus Data Report

Source	Data Point
PCSB	LEA Name: Thurgood Marshall Academy PCS
PCSB	Campus Name: Thurgood Marshall Academy PCS
PCSB	Grades served: 9 – 12
PCSB	Overall Audited Enrollment: 392

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	0
Grade	7	8	9	10	11	12	Alternative	Adult	SPED*
Student Count	0	0	138	108	74	72	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: 179 ⁴ <i>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.</i>
PCSB	Suspension Rate: 15.8% <i>(Number of students with out of school suspension and in the school’s 2018 audit divided by number of students in the Oct. 2018 audit) multiplied by 100</i>
PCSB	Expulsion Rate: 0.51% <i>(Number of students expelled and in the school’s 2018 audit divided by number of students in the Oct. 2018 audit) multiplied by 100</i>
PCSB	Instructional Time Lost to Out-of-School Suspension Rate: 0.38% <i>(sum of all suspension days for all students due to out of school suspensions divided by sum of enrollment days for all students for the SY 2018 – 19 school year) multiplied by 100</i>
PCSB	In-Seat Attendance: 92.0% * <i>(sum of all days for which students were present for 80% of the day divided by sum of enrollment days for all students for the SY 2018 – 19 school year) multiplied by 100</i>
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.)

⁴ DC Public Charter School Board granted Thurgood Marshall Academy a waiver to the 180-instructional-days standard because hours of instruction still surpasses the DC minimum.

PCSB	<p>Midyear Withdrawals: 11.7% (46 students) *</p> $\frac{\text{number of students in the Oct. 2018 audit count who are not on the school's roster through May 31, 2019}}{\text{number of students enrolled as of Oct 2018 audit}} \times 100$ <p>Note: OSSE intends to have LEAs validate the student mobility rates which will appear in the DC Report Card in late September, which is too late for inclusion in the Annual Report Data Template. Therefore, DC PCSB will provide preliminary rates based on validated enrollment data. LEAs may update these rates to match the DC Report Card (should the rates differ) after those rates become available if they wish.</p>
PCSB	<p>Midyear Entries: 0.3% (1 student)*</p> $\frac{\text{number of students who enroll after Oct. 2018 audit and remained enrolled through May 31, 2019}}{\text{number of students enrolled as of Oct. 2018 audit}} \times 100$ <p>Note: OSSE intends to have LEAs validate the student mobility rates which will appear in the DC Report Card in late September, which is too late for inclusion in the Annual Report Data Template. Therefore, DC PCSB will provide preliminary rates based on validated enrollment data. LEAs may update these rates to match the DC Report Card (should the rates differ) after those rates become available if they wish.</p>
PCSB	<p>Promotion Rate: 94% <i>(number of students who advanced ≥ 1 grade level in the LEA based on the grade level in the Oct. 2017 and Oct. 2018 audited enrollment files divided by number of returning students enrolled as of Oct. 2018 audit) multiplied by 100</i></p>
PCSB (SY17-18)	<p>College Acceptance Rates: 100.0% <i>(number of grade 12 students accepted to a full time college or university divided by number of graduates) multiplied by 100</i></p>
PCSB (SY17-18)	<p>College Admission Test Scores: 88.1% <i>(number of grade 12 students scoring at least 800 on SAT or at least 16 on ACT divided by number of grade 12 students) multiplied by 100</i></p>
PCSB (SY17-18)	<p>Graduation Rates: 78.5% <i>(number of students in cohort who graduated by June or August 2018 with a standard diploma divided by number of first-time grade 9 students in fall 2014 plus transfers in less transfers out less emigrants less students who pass away) multiplied by 100</i></p>

*Notes from the DC Public Charter School Board:

- 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.

APPENDICES

FACULTY AND STAFF ROSTER 2018-19

Faculty & Staff List with Responsibilities

Name	Responsibilities
Tara Allen	Math Teacher
Kena Allison	Science Teacher
Astrid Alvarado-Sieg	Spanish Teacher
Zabrina Ames	Project Associate
Lena Barker	Librarian
Aida Barnett	Special Education Dedicated Aide
Losa Berhane	Programs Associate
Joshua Biederman	Social Studies Teacher
Shannon Bockmiller	Science Teacher
Dominique Bradley	Operations Associate / Athletics Coordinator
Trina Brodie	Cafeteria Associate
Khalilah Brown	English Teacher
Stephanie Brown- Blackman	Dean of Students
Kevin Bruno	Alumni Program and College Associate
Monica Burruss	Special Education Teacher
Deontae Cameron	Special Education Teacher
Christina Camps	Math Teacher
Sam Chiron	Social Studies Teacher
Shawanna Crosby	Student Affairs Associate
Erica Culbreath	Technology Teacher
Rebecca Donnelly	Social Studies Teacher
Linsey Donovan	Director of Special Education
Alexis Faubel	LVC Volunteer - Academics
Carra Gaines	Social Studies Teacher
Kevin Hicks	Math Teacher
Keisha Hutchinson	Quality Assurance Manager
Renee Ivey	Special Education Teacher
Jalicia Jefferson	Special Education Teacher
Byron Johnson	Art Teacher
Charis Jones	Special Education Teacher
Nadly Julien	Admissions Coordinator
Samantha Koonce	Science Teacher

Name	Responsibilities
Deirdra Kornegay	Science Teacher
Karen Lee	Social Studies Teacher
Evan Lloyd	English Teacher
Keisha Lyons	English Teacher
Malika Mays	Associate Head of School
George McCullough	Math Teacher
Alison McMonagle	English Teacher
Cortnie Miller	Dean of Students
Sanjay Mitchell	Director of College and Alumni Programming
Brian Moore	Health & PE Teacher
Nora Moore	Assistant Director of Operations
Ocean-Miracle Morris	Social Studies Teacher
Oghenekome (Aganga-Williams) Odu	English Teacher
Faith Oviedo	Grants and Compliance Manager
Richard Pohlman	Executive Director
Giselle Pole	Director of Development & Strategic Partnerships
Treion (Brown) Powell	Student Affairs Associate
David Schlossman	Chief Operating Officer
Matthew Schorr	Math Teacher
Christina Schwarz	Programs Manager
Renee Short	Office Manager
Maureen Shorter	Cafeteria Associate
Sharlene Simon	Assistant Director of Development & Communications
Alexa Stevens	Spanish Teacher
Stacey Stewart	Director of Student Affairs Student Dean
Demetrius Taylor	Music Teacher
Michele Thompson	Athletic Director PE Teacher
Tisha Tyson	Math Teacher
Nicholas Vande Krol	LVC Volunteer - Programs
Sarah Whieldon	Clinical Social Worker
Ja-Mel Whitaker	Spanish Teacher
Gregory Williams	Special Education Teacher
Melody Wilson	English Teacher
Teresa Wilson	SPED Aide
Amanda Wilson	Director of Programs
Abdullah Zaki	Head of School

Qualifications

Roughly 90% of Thurgood Marshall Academy's employees hold college degrees. Among the school's 36 teachers, all have college degrees, and roughly 72% hold graduate degrees.

**THURGOOD MARSHALL ACADEMY BOARD OF TRUSTEES
SCHOOL YEAR 2018-2019**

CHAIR OF THE BOARD OF TRUSTEES

Jonathan Stoel (DC Resident; Complaint Liaison)

VICE CHAIR OF THE BOARD OF TRUSTEES

Mark Harrison (DC Resident)

TREASURER

Kenneth Jones

SECRETARY

Dan Gordon (DC Resident)

TRUSTEES

Bruce Berman

Danielle Bierzynski (DC Resident)

Mellanie Brady (DC Resident; Parent Member)

Jerome Epstein

Regina Foshee (DC Resident; Parent Member)

Richard Roe

Andrew Rosenberg

EMERITUS

George Brown (non-voting, honorary position not included in Board demographics)

UNAUDITED YEAR-END 2018-19 FINANCIAL STATEMENT
Statement of Financial Position
Year Ended June 30, 2019

ASSETS	
Current Assets	
Cash:	
Operating	\$ 4,091,845
Operating Reserve	1,000,493
Total Cash	<u>5,092,338</u>
Grants and Accounts Receivable	283,183
Other Current Assets	<u>54,780</u>
Total Current Assets	<u>5,430,301</u>
Fixed Assets (Net)	
Operating Fixed Assets	236,969
Facilities	10,229,056
Total Fixed Assets	<u>10,466,025</u>
TOTAL ASSETS	<u><u>\$ 15,896,326</u></u>
LIABILITIES	
Current Liabilities	
Accounts Payable	\$ 26,902
Accrued Expenses	469,071
Total Current Liabilities	<u>495,973</u>
TOTAL LIABILITIES	<u>495,973</u>
NET ASSETS	
Without Donor Restrictions	15,370,680
With Donor Restrictions	29,673
TOTAL NET ASSETS	<u>15,400,353</u>
TOTAL LIABILITIES AND NET ASSETS	<u><u>\$ 15,896,326</u></u>

Statement of Activities
Year Ended June 30, 2019

REVENUE	
01. Per Pupil Charter Payments	\$5,607,980
02. Per Pupil Facilities Allowance	1,279,096
03. Per Pupil Special Education	1,320,332
04. Federal Entitlement/Formula Funding	555,211
05. Federal Grants and Competitive Funding	131,927
06. Non-Federal Grants and Competitive Funding	120,500
07. Activity Fees	12,101
08. Individual, Corporate & Gala	251,691
09. In-kind Revenue	513,248
10. Other Income	66,994
	<hr/>
TOTAL REVENUE	9,859,080
ORDINARY EXPENSES	
Personnel Salaries and Benefits	
11. Staff Salaries	4,835,149
12. Employee Benefits	937,844
13. Contracted Staff	509,983
14. Staff Development Expenses	139,994
	<hr/>
Subtotal: Personnel Expense	6,422,970
Direct Student Expense	
15. Food Service	157,251
16. Textbooks	889
17. Student Supplies and Materials	92,698
18. Library and Media Center Materials	10,302
19. Contracted Student Services	177,519
20. Miscellaneous Student Expense	45,056
21. Scholarships	16,898
	<hr/>
Subtotal: Direct Student Expense	500,613
Occupancy Expenses	
22. Building Maintenance and Repairs	60,127
23. Office Equipment Rental and Maintenance	188,289
24. Utilities	202,706
25. Contracted Building Services	487,441
	<hr/>
Subtotal: Occupancy Expenses	938,563

Office Expenses	
26. Office Supplies and Materials	55,284
27. Telephone/Telecommunications	52,433
28. Legal, Accounting and Payroll Services	213,731
29. Printing and Copying	19,420
30. Postage and Shipping	<u>7,524</u>
Subtotal: Office Expenses	<u>348,392</u>
General Expenses	
31. Insurance	44,365
32. Authorizer Fees	81,063
33. Fundraising Fees	46,864
34. Other Professional Fees	2,323
35. Accreditation Fees	1,750
36. Background Checks	3,364
37. Dues and Fees	24,483
38. In-kind Expenses	508,788
39. Other General Expense	<u>39,888</u>
Subtotal: General Expenses	<u>752,888</u>
TOTAL ORDINARY EXPENSES	<u>8,963,426</u>
NET ORDINARY INCOME	<u>895,654</u>
40. Depreciation and Amortization	<u>563,826</u>
CHANGE IN NET ASSETS	<u>331,828</u>
BEGINNING OF PERIOD NET ASSETS	15,068,525
END OF PERIOD NET ASSETS	<u><u>\$ 15,400,353</u></u>

APPROVED 2019-20 BUDGET (7/1/2019-6/30/2020)

REVENUE

01. Per Pupil Charter Payments:	
4000 Per-pupil allocation	5,182,640
4020 Per-pupil at risk	617,603
Total 01. Per Pupil Charter Payments	<u>5,800,243</u>
02. Per Pupil Facilities Allowance:	
4040 Per-pupil facility allocation	1,300,567
Total 02. Per Pupil Facilities Allowance	<u>1,300,567</u>
03. Per Pupil Special Education:	
4010 Per-pupil special ed funding	1,140,608
Total 03. Per Pupil Special Education	<u>1,140,608</u>
04. Federal Entitlement/Formula Funding:	
4105 NCLB	318,947
4115 National Food Program	86,750
4120 Other Entitlement Funds	156,967
Total 04. Federal Entitlement/Formula Funding:	<u>562,664</u>
05. Federal Grants and Competitive Funding:	
4130 Federal Government Competitive	300,000
Total 05. Federal Grants and Competitive Funding:	<u>300,000</u>
06. Non-Federal Grants and Competitive Funding:	
4135 Non-Federal Gov't Competitive	
4140 Private & Foundation Grants	242,500
Total 06. Non-Federal Grants and Competitive Funding:	<u>242,500</u>
08. Activity Fees:	
4300 School store sales	18,200
4320 Paid meals sales	0
Total 08. Activity Fees	<u>18,200</u>
09. Individual, Corporate & Gala:	
4110 Gala contributions	220,000
4145 General ind & corp contributions	94,000
4150 Gala revenue	15,000
Total 09. Individual, Corporate & Gala	<u>329,000</u>
10. In-kind Revenue:	
4180 In-kind contributions	425,000
Total 10. In-kind Revenue	<u>425,000</u>
11. Other Income:	
4400 Interest and dividends	30,000
4500 Facility Use Donations	6,000
4600 Other revenue	73,614
Total 11. Other Income	<u>109,614</u>
TOTAL REVENUE	<u>10,228,396</u>

ORDINARY EXPENSES

Personnel Salaries and Benefits

12. Staff Salaries:	
5000 Salaries	5,137,161
5050 Bonuses	34,000
Total 12. Staff Salaries	<u>5,171,161</u>
13. Employee Benefits:	
5400 Retirement plan contributions	139,029
5410 Health insurance	431,272
5420 Life and disability insurance	23,940
5430 Payroll taxes	442,683
5450 Workers' comp insurance	30,350
5460 FSA	2,500
Total 13. Employee Benefits:	<u>1,069,774</u>
14. Contracted Staff:	
5220 Staff program stipends	101,550
5520 Substitute teachers	35,000
5530 Temporary contract help	444,299
Total 14. Contracted Staff:	<u>580,849</u>
15. Staff Development Expenses	
5500 Staff development (non-travel)	68,600
5600 Staff recruiting	13,250
5610 Staff meals, events and awards	29,600
5620 Staff travel (non-development)	15,450
Total 15. Staff Development Expenses	<u>126,900</u>
Subtotal: Personnel Expense	6,948,684
Direct Student Expense	
16. Textbooks:	
7010 Student textbooks	15,410
Total 16. Textbooks:	<u>15,410</u>
17. Student Supplies and Materials:	
7000 Student supplies and snacks	80,950
7005 Student assessment materials	29,159
7011 Student uniforms	14,000
Total 17. Student Supplies and Materials:	<u>124,109</u>
18. Library and Media Center Materials:	
7015 Library and media materials	13,100
Total 18. Library and Media Center Materials:	<u>13,100</u>
19. Contracted Student Services:	
7020 Contracted instruction fees	
7030 Student travel and field trips	150,675
Total 19. Contracted Student Services:	<u>150,675</u>

20. Miscellaneous Student Expenses:	
7035 Other student expense	<u>77,450</u>
Total 20. Miscellaneous Student Expenses:	<u>77,450</u>
21. Scholarships	
7040 Scholarship expense	<u>10,000</u>
Total 21. Scholarships	<u>10,000</u>
Subtotal: Direct Student Expenses	390,744
Occupancy Expenses	
22. Building Maintenance and Repairs:	
6010 Maintenance and repairs	53,750
6105 Gym maintenance, paint & Supp	<u>4,813</u>
Total 22. Building Maintenance and Repairs:	<u>58,563</u>
23. Utilities	
6005 Utilities and garbage removal	<u>236,800</u>
Total 6005 Utilities and garbage removal	<u>236,800</u>
24. Contracted Building Services	
6000 Contracted building services	462,900
6101 Gym cleaning	21,747
6102 Gym engineering	10,572
6103 Gym floor	1,500
6104 Gym contract work	0
6106 Gym security	<u>46,240</u>
Total 24. Contracted Building Services	<u>542,959</u>
Subtotal: Occupancy Expenses	838,322
Office Expenses	
25. Office Supplies and Materials:	
8000 Office supplies	<u>63,475</u>
Total 25. Office Supplies and Materials:	<u>63,475</u>
26. Office Equipment Rental and Maintenance:	
8005 Equipment rental & maintenance	45,376
8035 Computer support fees	<u>200,106</u>
Total 26. Office Equipment Rental and Maintenance:	<u>245,482</u>
27. Telephone/Telecommunications:	
8010 Telephone & telecommunications	<u>69,702</u>
Total 27. Telephone/Telecommunications:	<u>69,702</u>
28. Legal, Accounting and Payroll Services:	
8030 Accounting fees	203,730
8033 Bank fees	4,000
8055 Legal fees	<u>12,000</u>
Total 28. Legal, Accounting and Payroll Services:	<u>219,730</u>

29. Printing and Copying:	
8020 Printing and duplication	34,485
Total 29. Printing and Copying:	<u>34,485</u>
30. Postage and Shipping:	
8015 Postage and delivery	8,000
Total 30. Postage and Shipping:	<u>8,000</u>
Subtotal: Office Expenses	640,874
General Expenses	
31. Insurance	
8060 Business insurance	49,225
Total 31. Insurance	<u>49,225</u>
32. Food Service	
7025 Food service fees	164,050
Total 32. Food Service	<u>164,050</u>
33. Authorizer Fees:	
8025 Authorizer fees	75,000
Total 33. Authorizer Fees:	<u>75,000</u>
34. Fundraising Fees:	
8040 Fundraising fees	61,518
Total 34. Fundraising Fees:	<u>61,518</u>
35. Other Professional Fees:	
8045 Other professional fees	9,850
Total 35. Other Professional Fees:	<u>9,850</u>
36. Accreditation Fees:	
8075 Accreditation fees	800
Total 36. Accreditation Fees:	<u>800</u>
37. Background Checks:	
8065 Background checks	8,850
Total 37. Background Checks:	<u>8,850</u>
38. Dues and Fees	
8050 Dues and fees	28,625
Total 38. Dues and Fees	<u>28,625</u>
39. In-kind Expenses	
9900 Other Expenses-In-Kind	425,000
Total 39. In-kind Expenses	<u>425,000</u>
40. Other General Expenses:	
9000 Other expenses	53,120
Total 40. Other General Expenses:	<u>53,120</u>
Subtotal: General Expenses	876,038
TOTAL ORDINARY EXPENSES	9,694,662

NET ORDINARY INCOME	533,734
41. Depreciation and Amortization:	
9100 Depreciation	548,640
9150 Amortization	<u>0</u>
Total 41. Depreciation and Amortization:	<u>548,640</u>
42. Interest Expenses:	
9200 Interest expense	<u>0</u>
Total 42. Interest Expenses:	<u>0</u>
43. Unrealized Loss(Gain) on SWAP Interest:	
9130 Unrealized loss(gain) on SWAP	<u>0</u>
Total 43. Unrealized Loss(Gain) on SWAP Interest:	<u>0</u>
CHANGE IN NET ASSETS *	<u><u>(14,906)</u></u>
* Note that the drop in net assets results from non-cash depreciation.	
CAPITAL EXPENDITURES	
1500--FF&E - Classroom	15,000
1501--FF&E - Administration	10,000
1510--Computers/software- Classroom	52,500
1511-- Computers/software - Admin	43,500
1550--Buildings and improvements	<u>163,380</u>
TOTAL CAPITAL EXPENDITURES	284,380

