

STATESMEN
COLLEGE PREPARATORY ACADEMY FOR BOYS PCS
Build Strong Boys

Annual Report

SY 2019-2020

Shawn Hardnett: Founder/Chief Executive Officer
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Statesmen College Preparatory Academy for Boys
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School Description (Who are we?)

Vision/Mission Statement

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

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

Collectively, the team 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 and maintain a college-going academic school culture of efficacy for students and a professional culture of continuous learning for adults:

Statesmen Academy for Boys Values



RELATIONSHIPS

"I am my brother's keeper."



RIGOR

"I am excellence."



RELEVANCE

"I matter and this matters."



RESILIENCE

"I never quit."



Values

RELATIONSHIPS

- Every boy known and loved
- Every boy owned

RIGOR

- Every boy challenged
- Every boy grown

Values

RELEVANCE

- Every boy interested
- Every boy engaged

RESILIENCE

- Every boy improved
- Every boy celebrated

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>RELATIONSHIPS</p> <p><i>"I am my brother's keeper."</i></p>	<ul style="list-style-type: none"> • 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. • 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." • 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.
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Students and Families will:	Teachers and Administrators will:
<ul style="list-style-type: none"> Engage <i>Boy Connected</i> to build relationships Be “in” a Crew, an athletic team, a club, an activity 	<ul style="list-style-type: none"> Engage the <i>Boy Connected</i> to build relationships Be “in” a Teacher Crew, a student Crew, a mentorship with a student group and a buddy teacher

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.

RIGOR “I am excellence.”	<ul style="list-style-type: none"> 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. 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.
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Students and Families will:	Teachers and Administrators will:
<ul style="list-style-type: none"> Do the hardest one first Avoid shortcuts Make it look even better 	<ul style="list-style-type: none"> Design rigorous lessons Engage the <i>Boy Activated</i> engagement strategies Design aesthetic, high quality materials

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.

RELEVANCE	<ul style="list-style-type: none"> 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. Every boy, especially a male student of urban poverty, wants/deserves to be encouraged to pull from within himself and his own experience,
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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"> Engage in feedback loops to inform instruction and school life Engage in community centered critical exposure opportunities 	<ul style="list-style-type: none"> Actively support students in identifying strengths and interests Engage user-informed design for instruction and programming

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.

RESILIENCE "I never quit."	<ul style="list-style-type: none"> 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. 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.
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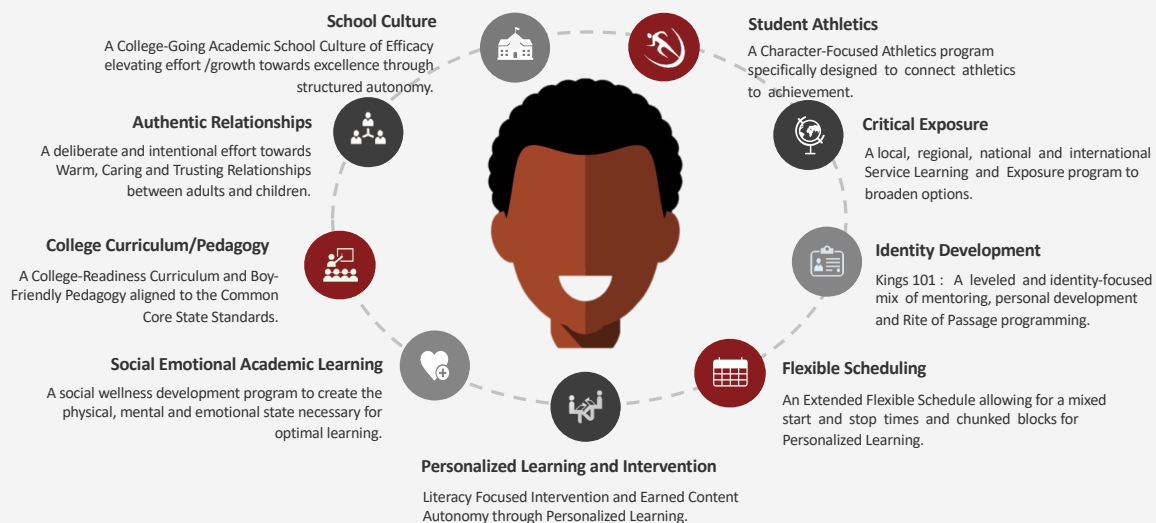
Students and Families will:	Teachers and Administrators will:
<ul style="list-style-type: none"> Do it again – until it is excellent Use exemplars to make it better Offer and receive critique and accolades for academic work 	<ul style="list-style-type: none"> Highlight/celebrate growth and effort Intermittent Standards Mastery – "I" instead of "F" Speak to failure as iteration, on the way to strength Require excellence and build a clear scaffold to the excellence that you require from them

Academic Program

We have designed a comprehensive and bold academic program to accomplish the mission of the Statesmen College Preparatory Academy for Boys. We utilize curricula evaluated by EducationPlus, a non-profit educational service agency that provides leadership and resources to support learning, equity, and innovation to maximize student success. Based on this guidance, we selected Lavinia and

Wit & Wisdom as the foundation of our ELA curriculum, and Eureka Math as the foundation of our math curriculum. 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:

A Comprehensive Boy-Focused Approach



- **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

Response to COVID-19

Life as we know it has radically changed due to the COVID-19 pandemic and we recognize how hard this has been for our families, friends, supporters, and the communities we serve. Our boys adapted and continue to adapt to these times of uncertainty, and we made it our mission to ensure that academic and personal growth continued at Statesmen as we transitioned to virtual learning in the spring of the school year.

As we transitioned to a virtual model of learning for students who thrive in the physical space, we resorted to what has worked best for us – we talked to our students and families. They reminded us of who we are, who we serve, and what they need. COVID-19 did not change much of that.

COVID-19
did not
change
who we
are,
did not
change
why we
are, and
did not
change
who we
serve.

Mindset Matters

We centered input from our students and families, along with observations of our teachers and staff, to determine how best to move forward.

The Input of Our Students and Families:

- Students and parents want relationships to continue
 - Parents want to have adults that they interact with enough to hold trust in place and for their son not to “lose touch” with the teachers
 - Students want to continue their relationships with their friends and have “social” interactions
- Students and parents want routine
 - A daily schedule that was consistent
 - Create a schedule for monthly pick-up days for paper and materials
 - Parents and teachers want a “structured” and disciplined virtual learning space
 - Paper still works for many families
- Student and parents want to learn
 - They want to keep learning and to continue to see academic growth
 - Parents want their sons to continue to feel like they were getting smart
- Students and parents want the space to be safe
 - We immediately learned that some students found new and innovative ways to engage in bullying and other behavior and students and parents were happy to see this immediately dealt with

- Students and parents want the village to continue
 - Small group advisory with several touch points daily
 - The morning gathering with celebrations, rituals, traditions, routines, shared interactions, mindfulness practice all created calm and a sense of normalcy
 - Office hours for students and families – for support and just to interact
- Emotional Constancy
 - Manage the emotions of loss for parents and students
 - Over communicate shifts and changes
 - Communicate early so that shifts can phase in over time

The Observations of Team:

- Double down on structure and routine
 - Transition as many structures of in-person school to virtual school and hold a high standard for how students physically engage the space
 - A dedicated space and time for “school” – over-communicate the schedule
 - Space – what furniture, what background
 - Manage (where possible) distractions in the space – TV in background, family engagement, technology
 - Uniforms
 - Start and stop times – create a daily routine from start to finish
 - Immediate truancy engagement – whole group check-in after lunch break, chase them back into the virtual classrooms
 - Training and incentives around how email is used
 - Teach expectations explicitly and clearly and recognize good practice
 - Virtual space etiquette
 - Regular reporting on hours/minutes engaged on programs
 - Assign student jobs
 - Start each day, each class with a relational set of routines
- Family engagement is a must
 - “Parent at the Ready” for immediate virtual space support – especially as we start
 - 2 to 5 contacts each week from the school created very easy support
 - Immediately address issues raised by parents and follow-up immediately
- Technology is our salvation AND the problem
 - The devices that we provide matter
 - They need our devices – and our devices need to be better
 - Every child in the house needs a dedicated device
 - Quick trade-out is essential - you need to have a large bank of loaners or very fast service to broken devices (for adults and teachers)
 - We slowly but surely disengaged every technical backchannel that created distractions and returned within structure – private chats, whole group chats, file transfers, chalkboards, etc.
 - Connectivity at home is a barrier
 - Where a student is going to log on everyday changes for many families

- Hot spots are spotty but can help
 - to continue learning for families that take a long trip and are away from home for visits and impromptu vacations
 - when students are back and forth from one house to the next and there is unreliable connectivity
 - for families who cannot get service in the home
 - provide support (paid if necessary) with either Comcast or Verizon when possible
 - Breaks in technology are breaks in learning for everyone and they are hard to come back from
 - most of lost instructional time went to technology issues
 - in many classes, 50% or more of the time in class was spent on addressing engagement lost to technical addressment
 - Teachers will need remuneration for making their homes an office
 - Technology for instruction – device, printer, paper and materials
 - Support with materials
 - Renumeration for materials, technology care, connectivity upgrades
- Manage asynchronous learning
 - There are students and families who are ready for asynchronous learning and can engage with limited support
 - Require online engagement in whole group sessions and the first transition to small groups
 - Regularly check, post and celebrate quality self-direction
 - There are students and families for whom asynchronous learning needs major structure and support - which defeats the purpose
 - Earn the right through measured discipline to engage greater autonomy where asynchronous instruction is concerned
- Manage what is manageable
 - Passwords, email accounts, program account protocols, lessons submissions, and the like will drive students, parents and grandparents crazy
 - One student password for everything that can have it
 - Walk parent through the process
 - Screensharing is like tapping in remotely – amazing
 - Create a time and place for everyone to check assignments and log into systems just for the purpose of doing it

The Findings of Our Step-back and Sector Analysis

- This is Crisis Planning
 - We are in a crisis, a national crisis
 - A crisis plan attends to safety first and protects the integrity of the core next
 - Attempting to offer broad programming will lead to stretched capacity and significantly negative impact to academic loss mitigation, be careful of offering a

class just so that someone who teaches it can have something to do that they want to do

- Statesmen is an in-person, high contact and deeply relational program – we need to keep the crisis management focused
- Phased Implementation
 - Create enough phases of program implementation to allow for the reestablishment of relationships and integration of technology
 - Stay in the first phase as long as it takes to make sure that the new families and technology is set
- Technical support is a must – for everyone
 - Like students, many parents and teachers have mastered the use of technology for engagement in social networks and entertainment, not so much for providing instruction, learning and business
 - Technical support should include direct instruction (I do, We do, You do) on using technology, low level troubleshooting and issues around privacy and proper technology engagement
 - Redress the use of technology in engaging with children in and out of the presence of their parents
- Statesmen stuff still works
 - The Boy Activated Ingredients still work in the virtual space to increase academic engagement and growth
 - Chunking materials with a focus on the most important objectives
 - Creating multiple engagements of the most essential concepts and skills
 - Spiraling learning to keep it active and solid
 - Move to smaller groups faster – groups of 5 or less and 1:1 time is best
 - Manage teacher talk against student-to-student interactions
 - Create breakouts for small group collaboration
 - When students get feedback and are expected to incorporate it and resubmit, the product outcome is amazingly better
 - Celebrate wrong answers and manage a safe space to keep risk alive
 - Send the recording of the modeling to the parent to support instruction
 - Bright imagery, relevant video, high quality slides AND clear and concise language will increase engagement and learning

In response to this feedback, we developed a schedule which focused on reading and math while also allowing time for community and celebration. We also provided materials (including Chromebooks, Chromebook cases, calculators, books, binders, paper, writing utensils, headphones, etc.) to each student, and maintained a backup inventory of devices that could be switched out quickly and easily to ensure that there was minimal disruption to instructional time. Each scholar was assigned a North Star Advisor, and each Advisor had a small group of 5-6 students with whom he or she met daily to ensure that they were ready for the instructional day. Our virtual schedule was as follows:

- Monday, Tuesday, Thursday, and Friday
 - 8:45am – North Star Advisory
 - 9:15am – Sunrise Whole Group Meeting
 - 9:45am – ELA Block
 - 11:15am – Lunch/Virtual Elective
 - 12:45pm – Midday Whole Group Meeting
 - 1:00pm – Math Block
 - 2:30pm – Sunset Whole Group Meeting
 - 2:45pm – Homework Assignments
- Wednesday
 - 8:45am – North Star Advisory
 - 9:15am – Sunrise Whole Group Meeting
 - 9:45am – Celebrations and Recognitions/Topic Engagement
 - 10:15am – Crew Engagement Breakouts
 - 10:45am – Whole Group Closeout and Assignment Exposition
 - 11:00am – Partial Dismissal, Intervention Support and Parent Check-ins
 - 12:00pm – Full Dismissal to Platform Assignments
 - 12:45pm – Staff PD

We continued use of Lavinia, Wit & Wisdom, and Eureka Math curricula, and supplemented these with other online activities like Khan Academy, Zearn, National Geographic Kids, and offerings from the Smithsonian institute. Student progress was monitored through completion of assignments and demonstrated understanding of reviewed texts and materials.

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, and we built upon that strong foundation in the 2019-2020 school year. As a result, we have over 95% retention in both years that the school has matriculated. 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 were implemented in our founding year and continued in year two that ignited parent involvement

- Parent Advisory Committee (PAC) - 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 parents.
- Parent Chat n Chew – Each month through February 2020 (after which we had to transition to remote learning due to the pandemic), our Founding Director of Instruction (Mr. Rictor Craig) met 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.
- Parent Townhalls – While the closure related to the Coronavirus pandemic increased the regularity of townhalls and moved them online, we had committed to opportunities for parents to engage in topic discussions with us. We hosted multiple Zoom-based town halls each week

and have continued this practice into the 2020-21 school year in an effort to maintain parent involvement in the midst of a pandemic. We will continue with one weekly townhall as the year progresses. We also host two additional Parent Townhalls each month specifically to engage our families of Students with Disabilities to discuss their issues specifically.

- North Star Advisory – Each student is assigned a small group advisory, North Star Advisory, which consists of 4 – 6 students and one adult. Through the North Star Advisor, parents receive between 2 and 5 voice to voice contacts each week regarding the comprehensive development and progress of their child.
- Parent University – Parent University is a series of sessions and workshops led by school leadership and partner organizations designed to support our parents by addressing topics that parents survey into consideration.

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 at the Rocketship Legacy Prep building. 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, and we built on these foundations as we moved into Year 2, the 2019-2020 school year. As such, we have added a School Counselor with intensive family support experience as a former social worker. This has added an ability to immediately support families and scholars in need. Additionally, to support Students with Disabilities, At-Risk Students and Struggling Learners, we have added a fulltime Reading Specialist and a fulltime Math Specialist.

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 2019-2020 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
Academic Growth			
	At the close of Year Two, 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	N/A	In light of the COVID-19 school closure, Statesmen opted with the public-school sector to waive all mandatory testing of students in 2019/20. We did engage in MAP testing, but it was not mandatory, not all scholars participated and none of the results were used to evaluate student performance of program effectiveness.

	MAP in both Reading and Math.																	
Academic Progress																		
	At the close of Year Two, 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. <ul style="list-style-type: none">- 20% at 4 or higher- 10% at 5	N/A	Due to the pandemic and the transition to distance learning in the spring of 2020, PARCC was not administered.															
Family Engagement																		
	At the close of Year Two, Statesmen Academy will have an average of 95% in-seat attendance.	Partially Met	Attendance through March 13 th (94.6%) was slightly below the annual goal of 95%. Attendance during distance learning post-March 13 th actually measured greater than 95%.															
	At the close of Year Two, Statesmen Academy will have an average of 92% on-time attendance. (91.7%)	Partially Met	We were less than a .5% away from meeting this goal.															
	At the close of Year Two, 92% of current Statesmen Academy families will choose to re-enroll for an additional year.	Met	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.															
Operational Strength																		
	At the close of Year Two, Statesmen Academy will be at 105% of the enrollment target for SY20/21.	Not Met	<table><tr><td></td><td>Projected Enrollment</td><td>Actual Enrollment (10/5/20)</td></tr><tr><td>4th</td><td>60</td><td>36</td></tr><tr><td>5th</td><td>75</td><td>71</td></tr><tr><td>6th</td><td>75</td><td>78</td></tr><tr><td>Total</td><td>210</td><td>185</td></tr></table> <p>Statesmen is at 88% of the enrollment target. Our projected enrollment for the 2020-2021 school year was 210 students. As of October 5, 2020, we are currently at 185 students enrolled.</p>		Projected Enrollment	Actual Enrollment (10/5/20)	4 th	60	36	5 th	75	71	6 th	75	78	Total	210	185
	Projected Enrollment	Actual Enrollment (10/5/20)																
4 th	60	36																
5 th	75	71																
6 th	75	78																
Total	210	185																

	At the close of Year Two, Statesmen Academy will close the FY19/20 with a clean financial audit and a minimum of 30 days cash on hand.	Pending	We are awaiting the results of our full audit but are anticipating no issues in meeting this goal.
	At the close of Year Two, 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

- **Transition to Virtual Learning** – The COVID-19 district-wide school closure was difficult. The transition to distance learning caused many schools to struggle tremendously with attendance and engagement. Because of our focus on strong relationship, we were able to seamlessly transition to a nationally lauded virtual learning program with record attendance and engagement. 100% of Statesmen families were engaged and we maintained greater than 96% daily in-seat attendance. 75% of our returning students engaged in a 5-week summer intensive that serve 100% of Students with Disabilities, more than 85% of our at-risk students and more than 85% of our struggling learners. This led to an even more seamless transition into the full virtual fall program where student attendance is still above 95%.
- **Attendance Rating** - We take daily attendance very seriously at our school. During the 2018-2019 school year, we closed the year with an attendance rating over 95%. Prior the school closings in March caused by the pandemic, we were close to the 95% mark for SY 2019-2020 at 94.6% ISA. Our distance-learning attendance percentage actually measured greater than 95%.
- **A Free Experience** – We have continued a commitment to ensure that all of our students had access to everything needed to succeed each day. With the help of operational UPSFF funds and multiple donors, students still receive all meals, school supplies, uniforms (5 sets in August and an additional 5 sets in January) 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. That rate was considerably less than half the district rate of suspension at the end of 2018-2019 school year and was even lower in the 2019-2020. Statesmen continues to have the lowest suspension rate for black and brown boys across the city.
- **Mental Health Focus** – With the support of the Clark Foundation and the Marriott Foundation, we were able to provide direct mental health services to staff each week with therapy sessions offered to staff all day 2 days each week at no charge to teachers. 100% of available slots were used and teachers report that it was the best support that they have received at Statesmen or at any job that they have had. The impact is that we maintain a 99% attendance rate for teachers with several staff achieving 100% attendance for the year. Additionally, staff manage student crisis much more effectively with student crisis occurring less frequently, with significantly less

intensity, ending in a shorter period of time and with significantly less need for disciplinary response.

List of Donors

Row Labels	Sum of Amount
David & Nicole Mitchell Charitable Giving Fund	50,000.00
DC Association of Chartered Public Schools	2,000.00
EdForward	1,424.00
Gregory Van Houten	2,000.00
James Cadogan	1,000.00
Jill Nagle	500.00
McCoy Family Fund	15,000.00
Nate Mitchell Donor Advised Fund	30,000.00
New Schools Venture Fund	220,000.00
Ray McKenzie	500.00
Samantha Barbee	1,200.00
Shawn Hardnett	1,051.25
The Burns-Monahan Charitable Account	1,000.00
Willing & O'Donnell Charitable Giving Fund	750.00

Data Report (What does the data say?)

SY 2019-20 Annual Report Campus Data Report

Source	Data Point
PCSB	LEA Name: Statesmen College Preparatory Academy for Boys PCS
PCSB	Campus Name: Statesmen College Preparatory Academy for Boys PCS
PCSB	Grades served: 4 th & 5 th
PCSB	Overall Audited Enrollment: 130

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	0	0	0	0	0	0	59	71	0
Grade	7	8	9	10	11	12	Alt.	Adult	SPED*

Student Count	0	0	0	0	0	0	0	0	0
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Student Data Points

School	Total number of instructional days: 180
PCSB	Suspension Rate: 3.1%
PCSB	Expulsion Rate: 0.00%
PCSB	Instructional Time Lost to Out-of-School Suspension Rate: 0.08%
PCSB	In-Seat Attendance: 94.6%*
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: <ol style="list-style-type: none"> 1. audited enrollment; 2. mid-year withdrawals; and 3. mid-year entries. (No action necessary.)
PCSB	Midyear Withdrawals: 2.3% (3 students) *
PCSB	Midyear Entries: 0.0% (0 students) *
PCSB	Promotion Rate (LEA): 100%
PCSB (SY17-18)	College Acceptance Rates: Not Applicable
PCSB (SY17-18)	College Admission Test Scores: Not Applicable
PCSB (SY17-18)	Graduation Rates: Not Applicable

Faculty and Staff Data Points

School	Teacher Attrition Rate: 40%
School	Number of Teachers: 7- Lead Teachers 2- SPED Teachers <hr/> 9- Teachers
School	Teacher Salary 1. Average: \$62,939.00

	2. Range -- Minimum: \$58,500.00		Maximum: \$ 72,500.00
School	Executive Salaries		
	1.	Shawn Hardnett Founder/CEO	\$175,000.00
	2	Rictor Craig Founding Director of Instruction	\$130,000.00
	3.	Sean Flora Director of Operations	\$115,875.00

Appendices

Staff Roster

Employee Name	Title
Alston, Timothy	SPED Teacher
Bethea, Lamar	Kings 101 Teacher
Bloom, Amanda	Dean of Instruction
Cook, Trevon	Instructional Assistant
Craig, Rictor	Director of Instruction
Craig, Stephanie	Math Teacher
Dangerfield, Miosha	Dedicated Aide
Davis, Lamar	School Counselor
Douglass, Maurice	STEM Teacher
Fleming, Denae	Instructional Assistant
Flora, Sean	Director of Operations
Garner, Tonya	Dedicated Aide
Garnett, Maxwell	Instructional Assistant
Grant, Jasmine	Instructional Assistant
Hardnett, Shawn	Head of School/CEO
Harris, Sha'Quan	ELA Teacher
Hart, Kristin	ELA Teacher
Isom-Ali, Raheem	Kings 101 Teacher
Jackson, Randolph	Dedicated Aide
King, Janeen	Instructional Assistant
Lucas, Donovan	Behavior Tech
Mayes, Nicole	Director of Student Life
Miser, Jessica	Operations Manager
Murphy, Kalyn	Instructional Assistant
Pratt, Dione	Dedicated Aide
Shaw, Patrick	Math Specialist
Smith, Melvin	Behavior Tech
Stevens, Jai	Dedicated Aide
Stewart, Sean	Math Teacher
Taylor, Darelle	Instructional Assistant
Traynham, Tony	Instructional Assistant
Tucker, Dejon	Reading Specialist
Tucker, Tayler	Instructional Assistant
Williams, Gregory	SPED Teacher

Doctorate Degree	1	3%
Master's Degree	13	38%
Bachelor's Degree	10	29%
High School Diploma	10	29%

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 2019-2020 Financial Statement

Unaudited Income Statement		
Income Statement		TOTAL
Revenue		
	State and Local Revenue	2,852,706
	Federal Revenue	544,612
	Private Grants and Donations	335,136
	Earned Fees	5,442
	Total Revenue	3,737,896
Expenses		
	Salaries	1,839,057
	Benefits and Taxes	534,856
	Contracted Staff	7,025
	Staff-Related Costs	29,458
	Rent	400,724
	Occupancy Service	59,688
	Direct Student Expense	493,796
	Office & Business Expense	298,058
	Contingency	0
	Total Expenses	3,662,660
Operating Income		75,236
Extraordinary Expenses		
	Depreciation and Amortization	36,960
	Total Extraordinary Expenses	36,960
Net Income		38,275

Unaudited Balance Sheet				6/30/20
Assets				Year End
Assets				
	Current Assets			
		Cash		1,472,051
		Accounts Receivable		467,173
		Other Current Assets		24,708
		Intercompany Transfers		0
		Total Current Assets		1,963,931
	Noncurrent Assets			
		Facilities, Net		21,776
		Operating Fixed Assets, Net		125,734
		Total Noncurrent Assets		147,510

	Total Assets			2,111,441
Liabilities and Equity				Year End
Liabilities and Equity				
	Current Liabilities			
		Accounts Payable		74,806
		Other Current Liabilities		8,976
		Accrued Salaries and Benefits		140,267
		Total Current Liabilities		224,048
	Equity			
		Net Income		38,275
		Unrestricted Net Assets		1,171,470
		Temporarily Restricted Net Assets		475,065
		Total Equity		1,684,810
	Long-Term Liabilities			
		Senior Debt		202,582
		Total Long-Term Liabilities		202,582
	Total Liabilities and Equity			2,111,441

Approved 2020-2021 Budget

		SY20-21
Revenue		
	State and Local Revenue	4,238,925
	Federal Revenue	998,355
	Private Grants and Donations	195,000
	Earned Fees	3,330
	Revenue Total	5,435,611
Expenses		
	Salaries	2,346,299
	Benefits and Taxes	661,730
	Contracted Staff	71,024
	Staff-Related Costs	40,241
	Rent	682,496
	Occupancy Service	70,664
	Direct Student Expense	872,772
	Office & Business Expense	446,540
	Contingency	39,921
	Expenses Total	5,231,687
NET ORDINARY INCOME		203,924
Extraordinary Expenses		
	Depreciation and Amortization	85,168
	Extraordinary Expenses Total	85,168
TOTAL EXPENSES		5,316,855
NET INCOME		118,756